HIGHER EDUCATION FOR DEVELOPMENT (HED)

Knowledge, Partnership, Results

SEMI-ANNUAL REPORT

To: The U.S. Agency for International Development
For: October 1, 2009 – March 31, 2010

June 2010

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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.

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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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June 30, 2010

Mr. Gary Bittner
Education Program Specialist, EGAT/Office of Education
U.S. Agency for International Development
1300 Pennsylvania Avenue, N.W.
Ronald Reagan Bldg., Room 3.109-101
Washington, D.C. 20523

Dear Mr. Bittner:

On behalf of the HED Advisory Board and the HED staff, I am pleased to submit the enclosed report on activities under: Cooperative Agreements HNE-A-00-97-00059-00 (closed-out), and AEG-A-00-05-00007-00 with the U.S. Agency for International Development (USAID); and Associate Agreements: EHC-A-00-06-00001099 with

USAID/Haiti, 523-A-00-06-00009-00
USAID/Mexico, 263-A-00-08-00027-00
USAID/Egypt, EHC-A-00-06-00001099
USAID/Jordan, EDH-A-00-08-00028-00
USAID/Burundi, EDH-A-00-08-00013-00
USAID/Egypt, EDH-A-00-08-00029-00
USAID/LAC, EDH-A-00-08-00016-00
USAID/South Africa, EDH-A-00-08-00008-00
USAID/Guyana, EDH-A-00-09-00001-00
USAID/DCHA/DG/EPP, EPP-A-00-09-00005-00
USAID/EGAT/NRM, 263-A-00-09-00011-00
USAID/OMEP for the period of October 1, 2009 through March 31, 2010

Also submitted separately are **18** closeout reports received during this reporting period.

During this six-month period, HED managed **80** active partnerships involving **70** host-country tertiary institutions in **28** countries and **56** different U.S. higher education institutions. The enclosed report illustrates the strength and vitality of the contributions higher education is making toward achieving the priority objectives and program goals of USAID to alleviate poverty and promote economic growth.

Sincerely,

Tully R. Cornick
Executive Director

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3. Ohio State University – Centro de Invest.y Decencia Econ.
4. University of California, Berkeley – National Institute of Public Health, INSP Mexico
5. University of California, San Diego – Universidad Autonoma be Baja California
6. University of Vermont – Universidad de Anahuac
7. University of Wisconsin-Stevens Point – Instituto Tecnologico y de Estudios Superiores de Monterrey
8. West Virginia University – Universidad Autonoma de Queretaro
9. American University – Universidad Autonoma de Benito Juarez de Oaxaca
10. California State University, Fullerton – Universidad Autonoma de Tlaxcala
11. Duquesne University – Universidad Autonoma de Aguascalientes
12. Oregon State University – Universidad de Guadalajara
13. Southwestern University – ITESM
14. University of Texas at San Antonio – Universidad Veracruzana
15. University of Connecticut – Menoufia University
16. University of Michigan, William Davidson Institute – Institute National du Commerce
17. Michigan State University – Lebanese American University
18. Tulane University – Makerere University

Appendix B: Select Publicity Materials: 79

Success Stories
News Articles

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
ALO	Association Liaison Office for University Cooperation in Development
AOTR	Agreement Officer's Technical Representative
APLU	Association of Public and Land-grant Universities
CDC	Centers for Disease Control and Prevention
D&G	Democracy and Governance
EGAT	Bureau for Economic Growth, Agriculture and Trade
EMBA	Executive Master in Business Administration
FAO	Food and Agricultural Organization of the UN
HBCU	Historically Black Colleges and Universities
HCN	Host Country National
HED	Higher Education for Development
HEI	Higher education institutions
HSI	Hispanic-Serving Institutions
LIPHEA	Leadership Initiative for Public Health in East Africa
MCC	Millennium Challenge Corporation
MEPI	Middle East Partnership Initiative
MoU	Memorandum of Understanding
MSI	Minority Serving Postsecondary Institutions
NAICU	National Association of Independent Colleges and Universities
NGO	Non-Government Organization
NRM	Natural Resource Management
PEPFAR	U.S. President's Emergency Plan for AIDS Relief
PI	Principal Investigator
TAMU	Texas A&M University
TCU	Tribal Colleges and Universities
ToT	Training of Trainers
UNEP	United Nations Environment Programme
USAID	United States Agency for International Development
Virginia Tech	Virginia Polytechnic Institute & State University
WAD	Women's Action for Development
WID	Women in Development

Executive Summary

HED-USAID Semi-Annual Report: October 1, 2009 – March 31, 2010

During this report period, HED managed **80** active higher education partnerships in **28** countries involving **56** U.S. and **70** host-country institutions of post secondary education. Thirty-six (45%) of the partnerships are located in Mexico as part of the Training, Internships, Exchanges, and Scholarships Initiative (TIES) program; eight (10%) are in the Middle East and North Africa region and are funded by the Department of State's Middle East Partnership Initiative (MEPI). The remaining thirty-six (45%) partnerships are located in Asia, Sub-Saharan Africa, and Eastern Europe and Eurasia and are funded by USAID Bureaus and Missions including EGAT/ED, EGAT/NRM, DCHA/DG and the Bureau for Global Health.

The partnerships focus on all three USAID program areas:

- Economic growth,
- Investing in people, and;
- Governing justly and democratically.

18 Partnerships Closed Out during this Reporting Period

1. Colorado State University – Colegio de Frontera Sur
2. Illinois Institute of Technology – Instituto Tecnologico y de Estudios Superiores de Monterrey
3. Ohio State University – Centro de Invest. Y Decencia Econ.
4. University of California, Berkeley – National Institute of Public Health, INSP Mexico
5. University of California, San Diego – Universidad Autonoma be Baja California
6. University of Vermont – Universidad de Anahuac
7. University of Wisconsin-Stevens Point – Instituto Tecnologico y de Estudios Superiores de Monterrey
8. West Virginia University – Universidad Autonoma de Queretaro
9. American University – Universidad Autonoma de Benito Juarez de Oaxaca
10. California State University, Fullerton – Universidad Autonoma de Tlaxcala
11. Duquesne University – Universidad Autonoma de Aguascalientes
12. Oregon State University – Universidad de Guadalajara
13. Southwestern University – ITESM
14. University of Texas at San Antonio – Universidad Veracruzana
15. University of Connecticut – Menoufia University
16. University of Michigan, William Davidson Institute – Institute National du Commerce
17. Michigan State University – Lebanese American University
18. Tulane University – Makerere University

ACTIVE PARTNERSHIPS BY USAID PROGRAM AREAS

October 1, 2009 through March 31, 2010

# of Active Partnerships	# of U.S. Institutions	# of Host-Country Institutions	# of Countries	Number of Partnerships by Focus		
					Number	Percent
80	**56**	**70**	**28**	Environment	21	26%
				Ag/Ag Business/Animal Science	4	5%
				Pop/Heath/Nutrition/HIV/AIDS	8	10%
				Economic Devel./Business	21	26%
				D&G/Public Policy/Journalism	14	17%
				Education	7	9%
				ICT/Distance Education	2	3%
				Workforce/Entrepreneur Devel.	3	4%
				TOTAL	**80**	**100%**

The 56 U.S. partner universities represent a cross-sector of American higher education:

- 1 two-year institution,
- 55 four-year institutions,
- 39 public institutions,
- 17 private institutions,
- Each a member of at least one of the six U.S. higher education associations, and,
- 9 institutions focus on minority serving populations

These U.S. colleges and universities are located in 52 congressional districts in 27 states and the District of Columbia.

The primary goals for the higher education partnerships are to strengthen higher education institutions, and to enhance the knowledge and skills of faculty, staff, and students equipping them to address high-priority national, regional, and local development needs.

During this reporting period, partners reported **164** examples of host county institutional capacity strengthening such as new degree programs, revised curricula, improved teaching, improved governance, better management systems, and training for community outreach. They also described **172** examples of partnership support for national development goals such as policy advising with local governments and national ministries, and advising NGOs (non-government organizations,) and private sector groups.

Similarly, partnerships provided evidence of human capacity building through degree and non-degree training.

- **20** Baccalaureate degrees were awarded;
- **59** Master's degrees were completed;
- **78** diploma or certificates were earned;
- **1175** exchanges and internships were conducted; and,

- **5,526** other non-degree classes, seminars and materials relevant to professional development were reported.

Partnership benefits and value were also described by the U.S. partners for their own institutions. During this reporting period U.S. partners noted the following benefits.

- 58 faculty and student exchanges to host countries;
- 27 opportunities for joint research;
- 6 collaborative publications;
- 12 examples of enhanced U.S. campus diversity;
- 25 examples of expanded faculty knowledge and capabilities related to international issues;
- 14 revised courses to include new ideas and perspectives related to internationalization;
- 21 instances describing global academic links; and
- 36 reports about exposing students and U.S. community to new perspectives and ideas.

One new partnership funded through an Associate Award was established for:

- Algeria: University of Michigan, William Davidson Institute/Mentouri University to focus on employment training and improved English language teaching

Two new collaborative awards were established for:

- Ethiopia: Cornell University/Bahir Dar University to improve sustainable access to safe drinking water supplies
- Uganda: SUNY-Albany/Makerere University to collaborate on improving the health status of the inhabitants of the Kalerwe and Ngandu communities by reducing the incidences of water-borne diseases

Five new partnerships were initiated this reporting period for the TIES program to:

- Promote public and private expansion of renewable energy sources and energy efficient technologies: Appalachian State University/Fundacion Universidad de la Americas-Puebla
- Establish an International Curriculum on Sustainability Science, Policymaking and Planning: Arizona State University/Universidad Autonoma de Mexico
- Tools to expand Mexico's economic and managerial capacity to utilize renewable energy sources and implement more energy efficient systems: Duquesne University/Universidad Autonoma de Nuevo Leon
- Develop training and education curriculum to strengthen the curriculum and train energy sector professionals: University of Colorado at Boulder/Universidad de Guanajuato
- Leadership to enhance biodiversity conservation and sustainable resource management: University of Florida/Universidad Veracruzana

A new JOBS (Job Opportunity for Business Scale-up) Initiative was launched this reporting period to begin designing RFAs in collaboration with USAID/W and with USAID Missions that will focus on education, training, and support for employment of at-risk youth. Specifically the initiative will support strengthening the capacity of tertiary education to train and advise entrepreneurs for small business development resulting in employment creation at the local level.

During the reporting period, one consulting team was identified by HED and sent to the U.S. Mexican border region to collect current information about how best to draft a JOBS RFA for USAID/Mexico to be distributed to U.S. institutions of higher education.

Two new requests for applications (RFAs) were finalized and released in consultation with the U.S. Department of State's Middle East Partnership Initiative (MEPI) for the BMENA partnerships with two-year colleges, and with USAID/Senegal. The BMENA peer review resulted in four applications recommended for funding.

- Red Rocks Community College/Al-Huson University College/Al-Balqa – Jordan
- Gateway Technical College/Ecole Superieure de Technologie Oujda – Morocco
- Highline Community College/Mataria Technical College – Egypt
- Eastern Iowa Community College District- Muscatine Community College/Al Quds College – Jordan

During this reporting period, HED continued to manage major partnership activities through separate Associate Awards with:

- USAID/MEXICO – Training, Internships, Exchanges and Scholarships (TIES);
- USAID/HAITI – Business, information technology, and computer science capacity building;
- USAID/EGYPT – Executive MBA program;
- USAID/JORDAN – Early childhood education;
- USAID/OMEP – Strengthening Workforce Preparation in Algeria
- USAID/Egypt – Enhancing Capacity for Research in Economics
- USAID/Guyana – Strengthening Mass Communication and Journalism
- USAID/Burundi – Strengthening Educational Capacity and Rural Development
- Middle East Partnership Initiative (MEPI) – Contributions to broader democratic reform efforts' in the Middle East and North Africa (MENA) region
- USAID/LAC – Strengthening and implementing environmental law in three countries in Central America Free Trade Agreement-Dominican Republic (CAFTA-DR), the partnership countries include Guatemala, Nicaragua, and the Dominican Republic;
- USAID/South Africa – Improving teaching of secondary school mathematics; tourism management; and transportation studies;
- Civic Education Partnership Initiative (CEPI) in Morocco;
- USAID/DCHA/DG/EPP – The Political Parties Initiative;
- Leadership Initiative for Public Health in East Africa (LIPHEA); and,
- USAID/EGAT/NRM – Water team partnership effort in Sub-Saharan Africa.

All of the above partnerships are providing considerable evidence of successful outcomes and results related to both human and institutional capacity building in higher education that address national development needs.
HED Technical and Advisory Services, supported during this reporting period included, USAID/Brazil Bi-National Exchange partnership follow-on activities related to a comparative

study of community colleges. These bi-national exchanges are demonstrating capacity building at vocational education institutions in both Brazil and the United States.

During this reporting period, the Africa-U.S. Higher Education Initiative reviewed the first 20 planning grants' strategic plans and sent funding recommendations to USAID/W. The panel of professional reviewers ranked three partnerships as *strongly recommended*, three as *recommended*, and three more as *deferred funding*.

Sub-agreements for the second set of 13 planning grants were executed in October and plans collected in March 2010. A partners' meeting for the 13 planning grants recipients was held in Washington, D.C. during February with feedback provided to the partners as they prepared the final drafts of their strategic plans.

During this reporting period, a new programmatic monitoring strategy was introduced. HED instituted a process for providing thorough reviews of the entire partnership portfolio. Staff spent time reading, analyzing, and summarizing each partnership progress report. They then shared these summaries in an internal working session with other HED staff. The outcome was a detailed summary of the "state" of each partnership highlighting progress toward goals and challenges. These sessions informed staff about the general status of each partnership and helped to determine which partnerships warranted more intensive management and follow-up field visits. A decision was made to repeat the portfolio review every six months as an additional way to monitor partnership progress. During the portfolio reviews, 33 Africa Initiative planning grants and 82 partnerships were reviewed by five program associates.

During this reporting period, program associates made eight formal, monitoring visits to host country partnership sites in Mexico, Egypt and Uganda. Some visits dealt with specific management and programmatic issues and others confirmed findings from the progress reports. Program associates prepared monitoring trip reports that addressed specific questions related to partnership management and progress toward goals.

Impact assessment activities focused on planning and implementing an impact assessment of 12 partnerships in sub-Saharan Africa. The assessment revealed an impressive array of examples of how these modest partnerships provide impact through:

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

Building capacity "outside the walls of the institutions" is a standard goal for U.S. higher education, but rarely found in developing countries. These African partnerships made substantial progress toward "sharing knowledge with the people" through human and institutional capacity strengthening, non-degree training, promoting teacher training, training of trainers, village-level workshops, national conferences, online courses, printed documents, and other direct and indirect methods of information dissemination.

This study also looked for evidence of higher education partnership impact specifically on national development goals. By reviewing 10 years of partnership activities, this HED study demonstrates that these partnerships produce impressive evidence of tertiary education expertise influencing national development goals by contributing to subject matter expertise, advising policy, and working with development organizations. The assessment highlighted ways to strengthen knowledge and skills of faculty, staff, and students, improve programs and management within the institutions, and expand the public service and extension missions of higher education in the host countries. Likewise, the U.S. partners reported benefits to their campuses through enhanced course offerings, research opportunities, and collaborative publications. A goal of this impact assessment was to develop lessons learned for improving higher education partnerships as a delivery mechanism for foreign assistance.

The HED communications team expanded its social media presence by including Higher Education for Development on Twitter and YouTube. By using four mainstream social media platforms—Facebook, Twitter, YouTube, and LinkedIn — HED can share news and gain feedback from its audiences. During this reporting period, HED published its first e-newsletter. This regular communication tool will provide audiences with summaries of current HED events and advance alerts about higher education happenings. The team continued to promote RFAs, compile the annual report, provide backup materials for meetings, presentations, and publications all while searching for a new Director of Communications.

The HED Integrated Data Management Platform project is nearly complete and initial software training has begun. The software will allow for a huge database of information to serve HED's many objectives with the flexibility to report and access data quickly for multiple needs.

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HED Board and Advisory Council

The HED governing board consists of one representative from each of the six presidential U.S. higher education associations.

- American Council on Education
- American Association of Community Colleges
- American Association of State Colleges and Universities
- Association of American Universities
- National Association of Independent Colleges and Universities
- Association of Public and Land-grant Universities

Dr. Terry Hartle, the American Council on Education's (ACE) senior vice president for government relations, is the current chair of the board. The position of chair rotates among the associations.

The primary responsibility of the chair is to lead, support, and enhance the effectiveness of the board. The chair meets regularly with the HED executive director and keeps the board informed of important aspects of HED programming and initiatives. In consultation with the board, the chair provides executive oversight and evaluation of the executive director. The chair is responsible for convening regular board meetings and establishing meeting agendas in consultation with board members.

The HED board, which meets at least five times a year and often more often, is responsible for overseeing HED operations. In consonance with the provisions of the Cooperative Agreement with U.S. Agency for International Development (USAID), the responsibilities of the board include, but are not limited to:

- Determining policies and establishing the strategic direction of the HED program.
- Approving and overseeing the HED budget.
- Reviewing audits related to the HED program.
- Directing, evaluating, and recommending the compensation of the executive director.
- Participating in the selection process of the executive director when there is a vacancy.
- Approving appropriate personnel decisions of the executive director in a manner consistent with applicable ACE personnel policies.
- Meeting with the HED Advisory Council for advice and input.

These authorities and responsibilities must be exercised in a manner consistent with the terms of contracts and agreements for work:

(1) agreed to and undertaken by HED; and,
(2) entered into by ACE with USAID or other parties.

HED Governing Board Members

Dr. Terry Hartle (Board Chair) Senior Vice President, Office of Government and Public Affairs American Council on Education	**Dr. John Vaughn** Executive Vice President Association of American Universities
Dr. James McKenney Vice President, Economic Development American Association of Community Colleges	**Dr. George Mehaffy** Vice President, Academic Leadership and Change American Association of State Colleges and Universities
Ms. Maureen Budetti Director of Student Aid Policy National Association of Independent Colleges & Universities	**Mr. Kerry Bolognase** Vice President, International Programs Association of Public and Land-grant Universities

HED Advisory Council Members

(Board members listed above also serve as advisory council members)

Dr. Bobby Moser (Advisory Council Chair) Vice President for Agricultural Administration Dean, College of Food Agriculture and Environmental Sciences The Ohio State University	**Dr. John D. Welty** President California State University-Fresno
Dr. William Bertrand Executive Director Payson Center for International Development & Technology Transfer Tulane University	**Dr. Carolyn Williams** President Bronx Community College
Dr. Jeffrey Gorrell Professor College of Education and Human Development George Mason University	**Dr. Handy Williamson, Jr.** Vice Provost of International Programs and Strategic Initiatives University of Missouri-Columbia
Dr. Nicolas van de Walle Director, Mario Einaudi Center for International Studies; Associate Dean for International Studies, College of Arts and Sciences; S. Knight Professor of International Studies Cornell University	**Dr. J. Michael Adams** President Fairleigh Dickinson University
Dr. John Hudzik Vice President Global Engagement and Strategic Projects Michigan State University	

HIGHER EDUCATION FOR DEVELOPMENT (HED)

Semi-Annual Report to USAID

Information based on semi-annual progress reports received from 80 active partnerships

October 1, 2009 – March 31, 2010

Activities During This Reporting Period

During this reporting period, HED's primary activities included:

- Managing 80 partnership agreements between U.S. and host-country institutions of higher education.
- Writing a report for an impact assessment of 12 Sub-Saharan African partnerships
- Providing higher education technical and advisory services.
- Designing 2 new requests for applications (RFAs).
- Managing 1 separate peer review panel, that recommended 4 BMENA applications
- Awarding 8 new higher education partnerships.
- Supporting the Africa-U.S. Higher Education Initiative.
- Reviewing 20 Africa-U.S. Higher Education Initiative Strategic Plans.
- Recommending 6 Africa-U.S. Higher Education Initiative Strategic Plans to USAID.
- Collecting 13 additional Africa-U.S. Higher Education Initiative Strategic Plans.

Partnerships Ending During This Reporting Period

Eighteen partnerships submitted final reports during this reporting period.

- Colorado State University – Colegio de Frontera Sur
- Illinois Institute of Technology (IIT) – Instituto Tecnologico y de Estudios Superiores de Monterrey
- Ohio State University – Centro de Invest. Y Decencia Econ.
- University of California/Berkeley – National Institute of Public Health, INSP Mexico
- University of California/San Diego – Universidad Autonoma be Baja California
- University of Vermont – Universidad de Anahuac
- University of Wisconsin/Stevens Point–Instituto Tecnologico y de Estudios Superiores de Monterrey
- West Virginia University – Universidad Autonoma de Queretaro
- American University – Universidad Autonoma de Benito Juarez de Oaxaca
- California State/Fullerton – Universidad Autonoma de Tlaxcala
- Duquesne University – Universidad Autonoma de Aguascalientes
- Oregon State University – Universidad de Guadalajara
- Southwestern University – Instituto Tecnologico y de Estudios Superiores de Monterrey (ITESM)

- University of Texas/San Antonio – Universidad Veracruzana
- University of Connecticut – Menoufia University
- University of Michigan, William Davidson Institute – Institute National du Commerce
- Michigan State University – Lebanese American University
- Tulane University – Makerere University

Quantitative Information

Description of Active Partnerships
This report describes activities for Cooperative Agreements and related Associate Agreements during October 1, 2009, through March 31, 2010. These agreements provide support for 80 active higher education partnerships. The **80 active partnerships** include **56 different U.S. higher education institutions** collaborating with **70 host-country colleges and universities** in **28 different countries**.

Thirty-six of the partnerships (45%) are located in Mexico and are funded as part of the TIES program (U.S.-Mexico Training, Internships, Exchanges and Scholarships). Eight partnerships (10%) are in the Latin America and Caribbean region and are funded by USAID Bureaus and Missions. Eight more (10%) are in the Middle East and North Africa, funded as part of MEPI (Middle East Partnership Initiative), and six others in the MENA region (7%) are funded by USAID. Fourteen partnerships (18%) are in Sub-Saharan Africa and are funded by USAID. The remaining eight (10%) are located in Asia (3/4%), and Eastern Europe and Eurasia (5/6%) and are funded by USAID Bureaus and Missions. (See Table 1).

Table 1.

HED ACTIVE PARTNERSHIPS, BY FUNDING SOURCE
October 1, 2009 through March 31, 2010
N = 80

Program Funding Source	Number of Active Partnerships	Percent
TIES - USAID/Mexico	36	45%
LAC – USAID funding	8	10%
MEPI - Department of State funding	8	10%
MENA Region - USAID funding	6	7%
Sub-Saharan Africa – USAID funding	14	18%
Asia – USAID funding	3	4%
Europe and Eurasia – USAID Funding	5	6%
Total	**80**	**100%**

All 80 partnerships focus on human and institutional capacity building that will strengthen the ability of higher education in host countries to address critical USAID program development areas. Table 2 shows how the partnerships are distributed among the USAID program areas: economic growth, investing in people, and governing justly and democratically.

Table 2.

HED ACTIVE PARTNERSHIPS, BY USAID PROGRAM AREAS
October 1, 2009 through March 31, 2010
N = 80

Program Area	Number of Partnerships	Percent of Partnerships
Economic Growth		**[64%]**
Economic Opportunities/Business	21	26%
Environment	21	26%
Agriculture/Ag. Business/Animal Science	4	5%
ICT/Distance Education	2	3%
Workforce/Entrepreneurship Development	3	4%
Investing in People		**[19%]**
Population/Health/Nutrition/HIV/AIDS	8	10%
Education	7	9%
Governing Justly and Democratically		**[17%]**
D&G/Public Policy/Journalism	14	17%
TOTAL	**80**	**100%**

Auditable cost-share numbers are tracked by partnership through quarterly financial reports. For this reporting period, more than fourteen million dollars in cost-share was reported from HED/USAID partnerships (See Table 3).

Table 3.

HED/USAID PARTNERSHIP COST SHARE, BY COOPERATIVE AGREEMENT
October 1, 2009 through March 31, 2010

Cooperative Agreement	Cost Share Amount (USD)
Cooperative Agreement No. AEG-A-00-05-00007-00	$ 6,873,058.69
EHC-A-00-06-00001099 with USAID/Haiti	$319,947.23
523-A-00-06-00009-00 with USAID/Mexico	$6,586,561.94
263-A-00-08-00027-00 with USAID/Egypt	$ 52,760.05
EDH-A-00-08-00018-00 with USAID/Jordan	$46,863.98
EDH-A-00-08-00028-00 with USAID/Burundi	Not Reported
EDH-A-00-08-00013-00 with USAID/Egypt	$35,428.92
EDH-A-00-08-00029-00 with USAID/LAC	$28,587.13
EDH-A-00-08-00016-00 with USAID/South Africa	$100,528.52
EDH-A-00-08-00008-00 with USAID/Guyana	$8,508.71
EDH-A-00-09-00001-00 with USAID/DCHA/DG/EPP	Not Applicable
263-A-00-09-00011-00 with USAID/Egypt/OMEP	$6,368.24
EPP-A-00-09-00005-00 with USAID/EGAT/NRM*	
TOTAL	**$14,058,613.41**

*Newly awarded cooperative agreement for which cost-share amount is not yet available

Results of Human Capacity Building

Human capacity building is defined as the number of individuals receiving knowledge training, or instruction that supports or improves their professional work. This capacity building is tracked by progress toward degree work (diploma/certificate, baccalaureate, master's, or doctorate) and participation in non-degree training such as exchanges, internships, workshops, seminars, and special classes. Table 4 shows the numbers of reported degrees/certificates awarded through partnership support during the past six months.

Table 4.

HUMAN CAPACITY BUILDING, BY DEGREES/CERTIFICATES AWARDED
October 1, 2009 through March 31, 2010
N = 80

Type of Degree Awarded	MEPI		TIES		Other USAID Funding		Total
	Men	**Women**	**Men**	**Women**	**Men**	**Women**	
Diploma or Certificate	0	0	18	11	27	22	**78**
Baccalaureate Degree	0	0	0	0	0	20	**20**
Master's Degree	0	0	7	7	36	9	**59**
Doctorate Degree	0	0	0	0	0	0	**0**

Table 5 displays the numbers of individuals participating in exchanges, internships, and other non-degree training sponsored by partnership activities during this reporting period.

Table 5.

HUMAN CAPACITY BUILDING, BY TYPE OF NON-DEGREE TRAINING
October 1, 2009 through March 31, 2010
N = 80

Type of Training	MEPI		TIES		Other USAID Funding		Total
	Men	**Women**	**Men**	**Women**	**Men**	**Women**	
Exchanges**	2	10	10	8	55	25	**110**
Internships**	380	610	7	6	33	29	**1065**
Other non-degree Training/Classes	26	41	1059	1259	2105	1036	**5526**

**Includes exchanges/internships of both host country nationals and U.S. participants.

Results of Institutional Strengthening

During this reporting period, partners reported **164** separate examples of host county institutional capacity strengthening such as revised curricula, improved teaching, public service, new academic programs, improved higher education governance and management systems (See Table 6).

Table 6.

INSTITUTIONAL STRENGTHENING ACTIVITIES BY FUNDING SOURCE
October 1, 2009 through March 31, 2010
N = 80

Institutional Capacity Strengthening Activities
(Number of activities mentioned this reporting period by partnership directors)

	MEPI	TIES	Other USAID-Missions and Bureaus	**Total**
	Number of times mentioned	Number of times mentioned	Number of times mentioned	
Adapted/changed/created new curricula	3	10	24	37
Improved methods of instruction	4	6	23	33
Undertook collaborative research	3	11	16	30
Prepared collaborative publications	1	6	12	19
Established new academic programs	1	5	16	22
Improved institutional governance	0	1	7	8
Improved institutional management procedures	0	1	14	15
TOTAL	**12**	**40**	**112**	**164**

Partners also reported **172** activities related to development goals, i.e., workforce and trade capacity development, community outreach, NGO advising, support for democracy and good governance, promotion for improved health, and policy guidance with governments and ministries. Table 7 reflects partners' description of work toward development goals.

Table 7.

IMPROVED INSTITUTIONAL CAPACITY TO ADDRESS DEVELOPMENT GOALS BY FUNDING SOURCE

October 1, 2009 through March 31, 2010

N = 80

Institutional Capacity to Address Local, Regional, National Development Goals (Number of activities mentioned this reporting period by partnership directors)				
	MEPI	TIES	Other USAID Funding	**Total**
	Number of times mentioned	Number of times mentioned	Number of times mentioned	
Promoted workforce development and JOBS	3	6	22	31
Involved in community outreach (knowledge to the people) – oral and/or written	2	8	19	29
Supported increased trade capacity		3		3
Informed policy at local, community, and/or national levels	1	5	16	22
Worked with government agencies, NGOs, and/or private sector groups	3	10	24	37
Promoted economic growth	1	2	11	14
Promoted democracy and good governance	2	2	7	11
Worked to improve host country health	0	2	7	9
Promoted environmental protection/preservation	0	1	13	14
Other	1	0	1	2
TOTAL	**13**	**39**	**120**	**172**

Results of Reported Partnership Value to U.S. Partners

Semi-annual progress report forms include questions not only about activities and outcomes at the host country institution, but also about happenings on the U.S. campus. A partnership implies two sides of an equation that assumes value to both partners. During this reporting period, partners described partnership value to their home campuses in terms of faculty and student exchanges, new ideas and information shared with students in classes, opportunities for initiating research, joint publications under way, and professional, academic relationships that will last beyond the life of the partnership (See Table 8).

Table 8.

Higher Education Partnership Benefits to U.S. Partners

(Recorded number of times U.S. partners described a specific benefit/value to their campuses in the progress report)

N = 80

Partnership Funding Source	Adds to campus diversity	Exposes students to new perspect-ives/ideas	Able to establish on-going, continuing links globally	Enhances U.S. faculty's knowledge and capabilities	Improves current or develops new curricula or coursework	Exposes U.S. community members to new perspectives/ ideas	Expands, improves reputation for U.S. institution	Provides opport-unities to initiate research	Offers opportunities for joint publications	# of U.S. faculty/ students involved in exchanges
MEPI	1	3	1	2	2	0	0	4	0	5
TIES	8	13	11	11	6	10	2	14	3	11
OTHER USAID FUNDING	3	9	9	12	6	1	4	9	3	42
TOTAL	**12**	**25**	**21**	**25**	**14**	**11**	**6**	**27**	**6**	**58**

All current partnerships are described by USAID region, higher education association memberships, and by U.S. congressional district.

Table 9 lists all individual partnerships by geographic region, host country institution, U.S. college or university, and USAID program area.

Table 9.

ACTIVE PARTNERSHIPS, BY REGION
October 1, 2009 through March 31, 2010
N = 80

SUB-SAHARAN AFRICA (14)			
U.S. Institution	**Host Institution**	**Country**	**Development & Program Area***
South Carolina State University	Ngozi University	Burundi	**(1)** Agriculture
University of Arizona	Bahir Dar University	Ethiopia	**(2)** Disaster Relief Mitigation
Kansas State University	University of Lagos	Nigeria	**(3)** MBA Curriculum Development
Eastern Mennonite University	University of Hargeisa	Somalia	**(8)** Conflict Resolution
Hillsborough Community College	Nelson Mandela Metropolitan University	South Africa	**(5)** Training and Development
University of Florida	Tshwane University of Technology	South Africa	**(5)** Tourism Management and Transportation
University of Michigan, William Davidson Institute	University of Johannesburg	South Africa	**(7)** Education
The State University of New York, University of Buffalo	University of KwaZulu-Natal	South Africa	**(7)** Teacher Education
Johns Hopkins Bloomberg School of Public Health	Makerere University	Uganda	**(6)** Public Health Education
Tulane University	Makerere University	Uganda	**(6)** Public Health
The Research Foundation of the State University of New York	Uganda Martyrs University/Islamic University in Uganda	Uganda	**(8)** Parliamentary Reform
University of Florida	Polytechnic of Namibia/Namibia University of Science and Technology/University of Botswana/Sokoine University	Namibia & Botswana	**(2)** Wildlife/Conservation
Cornell University	Bahir Dar University	Ethiopia	**(2)** Environment
State University of New York/Albany	Makerere University	Uganda	**(2)** Environment

ASIA (3)			
U.S. Institution	**Host Institution**	**Country**	**Development & Program Area***
Ohio State University	Indonesia University of Education	Indonesia	**(7)** Professional Development
Virginia Tech University	Tribhuvan University Institute of Forestry	Nepal	**(2)** Natural Resource Management
Cal State-Fullerton	Fatima Jinnah Women University	Pakistan	**(3)** Women in Science, Engineering, & Technology

THE MIDDLE EAST (14)			
U.S. Institution	**Host Institution**	**Country**	**Development & Program Area**
William Davidson Institute	Institute National de Commerce	Algeria	**(5)*** Training Managers
Georgia State University	Alexandria University	Egypt	**(3)** Economic Opportunity
Georgia State University	Cairo University	Egypt	**(3)** Economic Research Capacity
Georgia State University	Cairo University	Egypt	**(3)** MBA Curriculum Development
University of Connecticut	Menoufia University	Egypt	**(3)** Computer Science and Business
Utah State University	University of Jordan/University of Petra	Jordan	**(7)** Early Childhood Education
William Davidson Institute	University of Jordan	Jordan	**(2)** Natural Resource Management
Michigan State University	The Lebanese American University	Lebanon	**(7)** American Studies
University of Michigan, Dearborn	Garyounis University	Libya	**(3)** Business Education
Maryville University	Moroccan Center for Civic Education	Morocco	**(8)** Civic Education
University of Louisiana, Lafayette	Qatar University	Qatar	**(8)** Journalism & Media
Thunderbird School of Global Management	Zayed University	United Arab Emirates	**(3)** International Business
University of Southern Maine	Zayed University	United Arab Emirates	**(7)** Education
William Davidson Institute	Mentouri University	Algeria	**(5)** Workforce/Entrepreneurship Development

EUROPE AND EURASIA (5)			
U.S. Institution	**Host Institution**	**Country**	**Development & Program Area**
University of Denver	Tbilisi State University	Georgia	**(8)*** Conflict Resolution
Arizona State University	University of Pristina	Kosovo	**(3)** Training Accountants
Rochester Institute of Technology	American University of Kosovo	Kosovo	**(2)** Environment & Energy
University of Hawai'i at Manoa	University of Tirana	Albania	**(1)** Agriculture
University of Pittsburgh	University of Pristina	Kosovo	**(3)** Telecommunications

LATIN AMERICA AND THE CARIBBEAN (44)			
U.S. Institution	**Host Institution**	**Country**	**Development & Program Area**
Virginia Tech University	Ecole Superieure d'Infotronique d'Haiti	Haiti	**(4)*** Partnership to Strengthen Computer Science Capabilities
University of Florida	Faculte d'Agonmie et de Medecine Veterinaire	Haiti	**(1)** Delivering High-Quality Academic Programming in Agribusiness
Missouri Southern State University	Université Quisqueya	Haiti	**(5)** Accounting
University of Massachusetts Boston	Institut National d'Administration de Gestion et des Hautes Etudes Internationales	Haiti	**(5)** Business Administration
Ohio University	University of Guyana	Guyana	**(7)** Education
American University	Universidad Autonoma de Benito Juarez de Oaxaca	Mexico	**(8)** Law Training in Criminal Procedures
Cal State-Fullerton	Universidad Autonoma de Tlaxcala	Mexico	**(6)** Obesity, Disease Prevention
Colorado State University	Colegio de Frontera Sur	Mexico	**(2)**Parks & Protected Area
Duquesne University	Universidad Autonoma de Aguascalientes	Mexico	**(3)** Economic Development
Florida International University	CIIDIR-Oaxaca	Mexico	**(2)** Biodiversity Conservation
Georgia State University	Universidad Pedagogica Nacional	Mexico	**(7)** English Language Education
Illinois Institute of Technology (IIT)	Instituto Tecnologico y de Estudios Superiores de Monterrey	Mexico	**(2)** Pollution Reduction & Energy Efficiency
Michigan State University	Universidad Autonoma Chapingo	Mexico	**(3)** Promote Sustainable Livelihood
Michigan Technological University	Colegio de la Frontera Sur	Mexico	**(2)** Biodiversity Conservation
Ohio State University	Centro de Invest. Y Decencia Econ.	Mexico	**(3)** Rural Microfinance
Ohio State University	Colegio de Postgraduados en Ciencas Agricolas	Mexico	**(3)** Increase Competitive Small Farmers
Oregon State University	Universidad de Guadalajara	Mexico	**(2)** Forest Sustainability
Southwestern University	Instituto Tecnologico y de Estudios Superiores de Monterrey	Mexico	**(8)** Advocacy Training
University of Arizona	Universidad Autonoma de Baja California	Mexico	**(2)** Watershed Management
University of California, San Diego	Universidad Autonoma de Baja California	Mexico	**(6)** HIV/AIDS & Prevention
University of California, Berkeley	National Institute of Public Health, INSP. Mexico	Mexico	**(6)** Health/Population/Nutrition
University of Georgia	Universidad Pedagogica Veracruzana	Mexico	**(7)** Teachers Training in Math and Science
University of Georgia	Universidad Autonoma de Coahuila	Mexico	**(2)** Integrated Waste Management
University of North Texas	Universidad Autonoma de Guadalajara	Mexico	**(6)** Disability Assistance Services
University of Texas, Austin	Instituto Tecnologico Autonomo de Mexico	Mexico	**(3)**Training in Energy Industry
University of Texas, Austin	Universidad Veracruzana	Mexico	**(5)** Rural Development

LATIN AMERICA AND THE CARIBBEAN *(continued)*			
U.S. Institution	**Host Institution**	**Country**	**Development & Program Area**
University of Texas, San Antonio	Universidad Veracruzana	Mexico	**(3)*** Small Business Development
University of Vermont	Universidad de Anahuac	Mexico	**(2)** Watershed Management
University of Wisconsin-Stevens Point	Instituto Tecnológico y de Estudios Superiores de Monterrey	Mexico	**(2)** Environment/Health
West Virginia University	Universidad Autonoma de Queretaro	Mexico	**(2)** Environ Greenhouse Partnership
Western Illinois University	Universidad Autonoma de Queretaro	Mexico	**(1)** Small Producers Capacity
University of Texas, El Paso	Instituto Tecnologico y de Estudios Superiores de Monterrey	Mexico	**(7)** Literacy Across Borders for Educators in Mexico to Promote Outstanding Schools
Southwestern University	Instituto Tecnologico y de Estudios Superiores de Monterrey	Mexico	**(8)** Advocacy Training
IIT/Chicago-Kent College of Law	ITESM – Mexico City	Mexico	**(8)** Rule of law
Emory University	Universidad Panamericana	Mexico	**(8)** Rule of law
University of San Diego	Universidad Autonoma de Baja California	Mexico	**(8)** Rule of law
Appalachian State University	Fundacion Universidad de las Americas - Peubla	Mexico	**(2)** Renewable Energy
Arizona State University	Universidad Nacional Autonoma de Mexico	Mexico	**(2)** Managing Biodiversity under Climate Change
Duquesne University	Universidad Autonoma de Neuvo Leon	Mexico	**(2)** Renewable Energy
University of Colorado at Boulder	Universidad de Guanajuato	Mexico	**(2)** Sustainable Energy
University of Florida	Universidad Veracruzana	Mexico	**(2)** Biodiversity Conservation
Emory University	National Health Institute	Paraguay	**(6)** Epidemiology
Saint Louis University	National University of Central Peru	Peru	**(6)** Health & Environment
Georgia State University	Universidad Iberoamericana/Universidad Rafael Landivar/Universidad Paulo Freire	Dominican Republic, Guatemala, Nicaragua	**(8)** Environmental Law

*USAID Development and Program Areas

Economic Growth
1. Agriculture
2. Environment
3. Economic Opportunity
4. ICT & Distance Learning
5. Workforce Development & Entrepreneurship

Investing in People
6. Health, Nutrition & HIV/AIDS
7. Education

Governing Justly and Democratically
8. Democracy & Governing Justly

Tables 10 and 11 display U.S. partners by higher education association membership.

Table 10.

ACTIVE PARTNERSHIPS BY U. S. INSTITUTION TYPE AND HIGHER EDUCATION ASSOCIATION MEMBERSHIP
October 1, 2009 through March 31, 2010

N = 80
[often partnerships hold memberships in more than one association]

Types of U.S. Institutions				U.S. Institutions Association Memberships*						Minority-Serving Institutions**			
Public	Private	Two Year	Four Year	ACE	AACC	AASCU	AAU	NAICU	APLU	HBCU	HSI	TCU	MPI
39	17	1	55	50	1	22	13	10	36	1	4	0	4

*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)

** Historically Black Colleges and Universities (HBCU);
Hispanic-Serving Institutions (HSI)
Tribal Colleges and Universities (TCU);
Minority Serving Postsecondary Institutions (MPI).

Table 11.

LIST OF ACTIVE PARTNERSHIPS BY U.S. INSTITUTIONS AND HIGHER EDUCATION ASSOCIATION MEMBERSHIP

ACE

American University
Appalachian State University
Arizona State University
Cal State-Fullerton
Colorado State University
Cornell University
Emory University
Florida International University
Georgia State University
Hillsborough Community College
Illinois Institute of Technology (IIT)
Johns Hopkins University
Kansas State University
Maryville University
Michigan State University
Michigan Technological University
Missouri Southern State University
Ohio State University
Oregon State University
Rochester Institute of Technology
South Carolina State University
Southwestern University
SUNY-Buffalo
SUNY-Center for International Development
Tulane University
University of Arizona
University of California, Berkeley
University of California, San Diego
University of Colorado-Boulder
University of Connecticut
University of Denver
University of Florida
University of Georgia
University of Hawaii
University of Louisiana at Lafayette
University of Massachusetts-Boston
University of Michigan-Dearborn
University of Michigan-William Davidson Institute
University of North Texas
University of Pittsburgh
University of San Diego
University of Texas-Austin
University of Texas-El Paso
University of Texas-San Antonio
University of Vermont
University of Wisconsin-Stevens Point
Utah State University
Virginia Tech University
West Virginia University
Western Illinois University

AACC

Hillsborough Community College

AASCU

Appalachian State University
Cal State-Fullerton
Colorado State University
Georgia State University
Maryville University
Michigan Technological University
Missouri Southern State University
Ohio State University
South Carolina State University
SUNY-Buffalo
SUNY-Center for International Development
University of Hawaii
University of Louisiana at Lafayette
University of Massachusetts-Boston
University of Michigan-Dearborn
University of Michigan-William Davidson Institute
University of Pittsburgh
University of Southern Maine
University of Texas-San Antonio
University of Wisconsin-Stevens Point
West Virginia University
Western Illinois University

AAU

Cornell University
Emory University
Johns Hopkins University
Ohio State University
SUNY-Buffalo
Tulane University
University of California, Berkeley
University of California, San Diego
University of Colorado-Boulder
University of Florida
University of Michigan-Dearborn
University of Michigan-William Davidson Institute
University of Pittsburgh

NAICU

American University
Cornell University
Eastern Mennonite University
Emory University
Illinois Institute of Technology (IIT)
Johns Hopkins University
Rochester Institute of Technology
Southwestern University
Tulane University
University of San Diego

APLU

Arizona State University
Cal State-Fullerton
Colorado State University
Cornell University
Florida International University
Georgia State University
Kansas State University
Maryville University
Michigan State University
Michigan Technological University
Ohio State University
Oregon State University
South Carolina State University
SUNY-Albany
SUNY-Buffalo
SUNY-Center for International Development
University of Arizona
University of California, Berkeley
University of California, San Diego
University of Colorado-Boulder
University of Connecticut
University of Florida
University of Georgia
University of Hawaii
University of Massachusetts-Boston
University of Michigan-Dearborn
University of Michigan-William Davidson Institute
University of North Texas
University of Pittsburgh
University of Texas-Austin
University of Texas-San Antonio
University of Vermont
University of Wisconsin-Stevens Point
Utah State University
Virginia Tech University
West Virginia University

Table 12 presents these same partnerships by U.S. Congressional district.

Table 12.

ACTIVE PARTNERSHIPS BY U.S. CONGRESSIONAL DISTRICT
October 1, 2009 through March 31, 2010
27 States and the District of Columbia Represented

State	Congressional District	Number of Partnerships
AZ	2nd District	1
	4th District	2
	8th District	2
CA	9th District	1
	40th District	2
	53rd District	2
CO	1st District	1
	2nd District	1
	4th District	1
CT	2nd District	1
DC	at large	1
FL	6th District	4
	11th District	1
	21st District	1
GA	5th District	7
	10th District	2
HI	1st District	1
IL	7th District	2
	17th District	1
KS	2nd District	1
LA	2nd District	1
	7th District	1
MA	9th District	1
MD	7th District	1
ME	1st District	1
MI	1st District	2
	8th District	2
	15th District	4
MO	1st District	1
	7th District	1
NY	21st District	2
	22nd District	1
	26th District	1
	29th District	1
NC	5th District	1
OH	5th District	1
	6th District	1
	15th District	3
OR	5th District	1
PA	14th District	3
SC	6th District	1
TX	10th District	2
	16th District	1
	23rd District	1
	26th District	1
	31st District	2
UT	1st District	1
VA	6th District	1
	9th District	2
VT	at large	1
WI	7th District	1
WV	1st District	1
TOTAL PARTNERSHIPS		**80**

Qualitative Information – Active Partnership by Associate Awards

Training, Internships, Exchanges and Scholarships (TIES) Program
Associate Award No. 523-A-00-06-00009-00

As a collaborative program between the U.S. Government and higher education institutions from both nations, the U.S.-Mexico Training Internships Exchanges and Scholarships (TIES) program and its University Partnership component support further understanding by creating strategic alliances to develop solutions to common issues in the following diverse areas: conservation and natural resource management, biodiversity, economic growth, workforce development and jobs, small business growth, health, HIV/AIDS prevention and treatment, legal reform, renewable energy, and education.

The Associate Award for TIES provides funding for higher education partnerships that support collaborative relationships between Mexican and U.S. higher education institutions and their public and private sector partners in both countries. TIES partnerships enhance the ability of higher education institutions of both nations to examine mutual development opportunities, and to strengthen human and institutional capacity to meet those challenges.

Established in 2001, TIES employs a highly successful countrywide model and has established 73 partnerships to date. TIES partnerships have created new university programs, provided more than 2,313 scholarships or exchanges, and organized over 26,000 training activities. TIES also leverages significant resources from university partners. On average, partners have provided more than $1 of support for every U.S. dollar invested by USAID.

During this reporting period, TIES activities included:

- Managing 36 higher education partnerships between the U.S. and Mexico;
- Managing the close-out of 14 higher education partnerships;
- Co-hosting the TIES 2009, Partners Conference in Veracruz, Mexico;
- Awarding five new partnerships for Biodiversity and Renewable Energy;
- Starting two Merida-funded Rule of Law partnerships;
- Conducting 4 monitoring partnership site-visits in and around Mexico City;
- Planning for two additional monitoring partnership site-visits in Oaxaca and Chiapas;
- Identifying 16 former and current TIES partnerships to apply for additional funding;
- Reviewing 16 former and current TIES partnership proposals for additional funding.

The following lessons learned and recommendations emerged from the 14 TIES partnership close-out reports that were submitted during this reporting period.

1. Much of the time allocated during the start of partnership activities is spent building trust between U.S. and Mexican PIs, and getting to know one another. Given this longer startup phase, USAID/Mexico and HED should consider expanding partnership length of time and/or consider the possibility of providing follow-up grants for those partnerships that demonstrate the greatest promise of continuing longer.

2. TIES participants from Mexico enrolled in U.S. graduate courses are required to pass the TOEFL exam. Many TIES participants, however, speak little or no English. As a result, some Spanish-speaking students were not able to obtain adequate English TOEFL scores so some partnership programs were delayed or had to be fundamentally changed.

3. American TIES partnership personnel underestimated the amount of time required to find University champions at the Mexican institutions willing to take on new challenges.

The five new TIES university partnerships awarded this reporting period to support Mexico's competitiveness in the environment and the energy sectors include:

- ***Arizona State University*** and the Institute of Ecology at the ***Universidad Nacional Autónoma de México (UNAM)***
- ***University of Florida*** Tropical Conservation and Development Program and the ***Universidad Veracruzana***'s Center for Tropical Research (CITRO)
- ***Appalachian State University*** and ***Universidad de las Américas Puebla***
- ***Duquesne University*** and the ***Universidad Autonóma de Nuevo León***
- ***University of Colorado at Boulder*** and the ***Universidad de Guanajuato***

TIES Conference

Mexico-United States Training, Internships, Exchanges and Scholarships (TIES) partners assembled October 8-10, 2009, with their public and private sector partners to address ways higher education has responded to the critical challenges facing Mexico and the U.S. today such as insecurity, crime, global warming and emerging health threats including H1N1 flu. The conference, "Sustainable Partnerships: A Call to Action" was co-sponsored by the U.S. Agency for International Development-Mexico (USAID/Mexico) and Higher Education for Development, and was hosted by two local TIES partner institutions: Universidad Veracruzana and the Universidad Anáhuac-Xalapa.

More than 200 academics, government officials from Mexico and the United States, and senior academic leaders from higher education institutions participated in this conference. The conference included plenary sessions, a rector-president roundtable, a panel presentation, facilitated discussions, a "Marketplace of Ideas," and a closing discussion forum. Each component of the conference was designed to give participants the opportunity to address the "Call to Action" conference objectives. Participants accepted the challenge and generated new ideas and innovative solutions for issues identified by the group as the most pressing ones confronting Mexico and the United States.

Conference Objectives

Since TIES partnerships address diverse areas such as economic development, legal reform, and environmental management and health, they are uniquely positioned to bring together resources to analyze current challenges and develop innovative solutions to ensure a more secure and prosperous future for both Mexico and the United States

The participants addressed the following conference objectives.

- Identify the most pressing challenges facing Mexico and the United States to which higher education can respond.
- Identify examples of how university partnerships have advanced and can further advance local or national development goals in Mexico.
- Suggest priorities for higher education partnerships that can shape future TIES partnership competitions.
- Discuss strategies to sustain the achievements of higher education partnerships.

Conference Evaluation

HED asked participants to evaluate the conference. More than 50 percent of the 217 attendees responded.

Responses to the conference evaluation form included the following:

- 61% of the attendees have an actively funded TIES partnership
- 25% of the attendees have officially concluded partnership activities
- Of the completed or closed –out partnerships,
    - 100% [29] Partners remain in contact
    - 93% [27] Partners continue to pursue joint programming and/or research
    - 66% [19] Partner universities have absorbed programs into core curriculum
    - 66% [19] Partner universities are seeking ways to fund programs from the outside

Partners with actively or currently funded TIES partnerships:

- 69% [48] Partners plan to remain in contact
- 84% [59] Partners plan to continue to pursue joint programming and/or research
- 59% [41] Partner universities plan to absorb programs into core curriculum

Table 13.

PARTICIPANT RESPONSES TO SELECT QUESTIONS IN THE TIES CONFERENCE EVALUATION

Overview of Conference (Selected Questions)	Almost Always/ Often	Occasionally/ Rarely
Overall, conference speakers, panels, presenters, and marketplace activities highlighted topics and/or identified specific development sector challenges facing Mexico.	89% (101)	3% (3)
Overall, the conference identified examples of how partnerships have advanced development goals in Mexico.	83% (95)	8% (9)
Overall, the conference suggested priorities for action for future TIES partnerships.	76% (87)	14% (16)
Overall, the conference examined new strategies to sustain the achievements of partnerships.	60% (58)	23% (27)

A complete conference report is available on the HED website at http://hedprogram.org/LinkClick.aspx?fileticket=MRKV5lteyIo=&tabid=60.

Group photo of participants from the October 2009 TIES Conference.

USAID/Haiti Associate Award
Associate Cooperative Agreement EHC-A-00-06-00001099

The U.S.-Haiti Higher Education Partnership Program is supported through an Associate Award with USAID/Haiti that was executed in June 2007. As part of the U.S-Haiti program, four partnerships have been established between colleges and universities in the United States and higher education institutions in Haiti identified by USAID/Haiti.

As a result of the January 12, 2010, earthquake, the Haitian people suffered great loss. Included in this loss is a higher education system that officials are desperately seeking to rebuild. Many of the country's higher education institutions were located in and around Port-au-Prince and are now crumbling or have been destroyed. All four partnering higher education institutions in Haiti suffered structural damage of varying degrees with Université Quisqueya (UniQ) and Ecole Supérieure d'Infotronique d'Haïti (ESIH) receiving the most damage.

During this reporting period, HED responded to requests for financial and programmatic information from USAID/Haiti, completed a Data Quality Assessment with the USAID/Haiti Mission, and continued to manage the four active partnerships. After the quake, HED began disseminating information on the quake's impact on higher education institutions; 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; 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.

A number of notable partnership activities/outcomes were accomplished prior to quake:

- Seven faculty members from the ***State University of Haiti-Faculté d'Agronomie et de Médicine Vétérinaire (FAMV)*** visited the ***University of Florida (UF)*** to participate in customized agribusiness training at UF. The FAMV faculty members subsequently revised the content of seven courses to include entrepreneurship and agribusiness components, and they have improved their teaching capacities.
- The ***University of Massachusetts-Boston (UMass Boston)*** and the ***State University of Haiti-National Institute of Administration, Management and International Studies (INAGHEI)*** introduced two new seminars for the entering class of 300 students. The seminars were divided into two sections of 150 students each. Partners also completed the business management curriculum revision, conducted a research seminar, and established a student internship placement office.
- A visiting faculty member from ***Virginia Polytechnic Institute and State University (Virginia Tech)*** conducted a two-day faculty development workshop at the ***Ecole Superieure d'Infotronique d'Haiti (ESIH)*** with participants from more than 20 organizations.
- Seven undergraduate students from the ***Université Quisqueya (UniQ)*** successfully completed their second semester classes in accounting and finance at ***Missouri Southern State University (MSSU)***. Two UniQ professors from Accounting and Finance visited

MSSU to observe courses and conduct guest lectures; and the MSSU accounting syllabus was translated into French and submitted to UniQ's accounting department for review.

After the quake, university administrators from the Haitian partner institutions began assessing damage and determining immediate needs, and the four partnerships began revising their implementation plans to account for the impact of the quake on the capacity of the institutions.

- The destruction of ***FAMV's*** facilities delayed a number of planned activities. The ***UF*** partnership coordinator plans to visit the FAMV in May 2010, to collaborate with colleagues on revisions to the implementation plan.
- The partnership coordinator for the ***UMass Boston/INAGHEI*** partnership met with the Executive Council of the State University of Haiti (UEH) immediately following the quake. The Executive Council of UEH then sent a formal letter to the UMass Chancellor seeking assistance and further collaboration with UMass Boston to rebuild UEH. UMass Boston also has established a national planning committee of universities and colleges throughout the United States to assist UEH in rebuilding.
- Since the quake, ***MSSU*** and ***UniQ*** have focused on coordinating the third-country program on International Financial Reporting Standards with Université Savoie, France. They also revised their initial plans for summer internships and workforce development workshops in Haiti. The summer internships will now occur in the United States, and the workforce development workshops will be postponed until fall or winter 2010.
- ***ESIH*** resumed all computer science classes in a temporary space on March 15, 2010. About 700 of 950 students have returned and are expected to complete their academic year in July 2010. ***Virginia Tech*** and ***ESIH*** also have been working very closely to ensure that the computer science courses continue, and have installed at ESIH 50 laptops donated from IBM. Voila will provide free Internet service.

USAID/Egypt EMBA Associate Award
Associate Cooperative Agreement 263-A-00-08-00027-00

Through an Associate Award with HED, USAID/Egypt is supporting improvement in the quality of business managers in the Egyptian private sector through the establishment of a partnership between ***Georgia State University (GSU)*** and ***Alexandria University (AU)*** to enhance the Executive MBA program at Alexandria University.

During this reporting period, HED:

- participated in teleconferences with Georgia State University to discuss protocols for requesting no-cost extensions and to collect data in preparation for an HED site visit to Egypt at the end of March 2010;
- participated in teleconferences with USAID Agreement Officer's Technical Representative (AOTR) Manal El-Samadony to clarify procedural and programmatic issues and provide updates on the status of the EMBA program;
- conducted an audit of GSU's financial tracking and reporting systems;

- visited GSU in March 2010 to meet the EMBA management team and continue discussions on activities and outcomes in relation to program objectives;
- conducted a monitoring site visit to Egypt in March 2010 to review activities and ensure program objectives are on target;
- met with the AOTR during the site visit to Egypt to discuss partnership progress and areas of concern; and
- continued to monitor program implementation and performance.

A number of faculty exchanges and activities under the Egypt Executive MBA program occurred during this reporting period:

- Oct. 7 – Oct. 18, 2009 – GSU Professor Lisa Lambert visited Alexandria and Cairo to teach Organizational Behavior. Dr. Lambert also conducted a seminar for AU's Faculty of Commerce graduate students and teaching assistants on how to conduct research in management.
- Dec. 23, 2009 – Jan. 4, 2010 – GSU Professor Harvey Brightman visited Alexandria and Cairo to teach a six- hour module on Root Cause Analysis and Creativity.
- Jan. 5-10, 2010 – GSU President Becker, Dean Huss, and Prof. Bijan Fazlollahi, visited Alexandria and Cairo. While in Alexandria, they met with AU's President, the Dean of the Faculty of Commerce, the AU partnership director, and USAID's AOTR for the EMBA program. A representative from Tapr2 also attended the meetings. While in Cairo, the GSU delegation met with the USAID/Egypt Mission Director and AOTR.
- Jan. 6-11, 2010 – GSU Prof. Vince Giovinazzo travelled to Alexandria to teach Financial Accounting and Reporting. Dr. Giovinazzo conducted four class sessions on key financial statement analysis topics. He also developed a 110 page course manual that was reproduced so each EMBA student would have access to a copy during the class sessions.
- Feb. 1-15, 2010 – Prof. Jayant Kale visited Alexandria and Cairo to provide lectures on Financial Decision Making, conduct research seminars, and hold discussions with faculty and program administrators. He also lectured to AU graduate students and teaching assistants on how to conduct research in finance.
- Feb. 18-March 1, 2010 – Dr. Deborah Butler visited Alexandria and Cairo to teach Topics on Leadership. While in Alexandria, Dr. Butler met with two local business leaders to help enhance interaction between the AUFC and the business community.

USAID/Jordan Associate Award
Associate Cooperative Agreement EDH-A-00-08-00018-00

The Early Childhood Education Strengthening Program in Jordan is supported through an Associate Award with USAID/Jordan that was executed in August 2008. As part of the Associate Award, a partnership between the ***University of Jordan***, the ***University of Petra***, and ***Utah State University (USU)*** has been established to strengthen the childhood education undergraduate programs at the two Jordanian institutions. This collaboration is focusing on:

- Increasing the number of graduates with basic knowledge of early childhood development theory, appropriate pedagogy, and relevant skills to deliver high quality early childhood education;

- Delivering well-designed practicum experiences for student teachers ultimately reducing the burden on the Ministry of Education to provide teachers with intensive in-service training courses; and,
- Providing guidance to improve the skills of current kindergarten teachers who mentor and instruct university students throughout the student teaching process.

During this reporting period, partners purchased materials to support the training of student teachers at the Jordanian universities. University of Jordan and Petra University faculty now have video cameras for use with student teacher training. Faculty members at both universities also are receiving regular materials from NAEYC as part of their comprehensive three-year membership, and University of Jordan faculty members have a state-of-the-art LCD projector for use when teaching.

The U.S. partnership director visited Jordan in October 2009, for a partners meeting. During the meeting, University of Jordan and Petra University faculty members proposed a revision to their undergraduate early childhood education curricula. The proposed revisions are now under review by the administration at each university.

Partners continued to engage in discussions regarding student teacher placement in public kindergarten classrooms. The goal is to increase the number of student teachers in public kindergartens. As a result of these discussions, Petra University practicum students are now being placed in two public kindergarten classrooms.

Planning also continued for a workshop for field supervisors to be held in Amman, Jordan, in May 2010. University of Jordan and Petra University faculty members have been collaborating with Ministry of Education staff and kindergarten teaching staff and administrators to develop topics for the one-day workshop.

USAID/OMEP Strengthening Workforce Preparation in Algeria
Associate Cooperative Agreement 263-A-00-09-00011-00

In February 2009, with support from the U.S. Embassy in Algeria, USAID's Office of Middle East Programs (OMEP) initiated an Associate Award with HED to strengthen higher education preparation for the Algerian workforce through a higher education partnership. As part of the Associate Award, HED awarded the William Davidson Institute (WDI) at the University of Michigan $600,000 for a higher education partnership with Mentouri University in Algeria to enhance English language studies; strengthen the business management curricula; and establish a career development center resulting in the development of relevant skills for the local workforce.

During this reporting period, HED:

- finalized and executed an agreement of cooperation with WDI;
- conducted a post-signing teleconference with WDI;
- issued a press release announcing WDI as the winner;
- collaborated with USAID to establish a procedure to process visas through TraiNet;

- participated in teleconferences with WDI, Mentouri University, the U.S. Embassy in Algiers, and USAID/OMEP to discuss the launch of the career center, the marking and branding plan, findings from a baseline assessment study, and overall implementation of the program;
- collaborated with WDI to revise the monitoring and evaluation plan based on feedback from USAID/OMEP and the U.S. Embassy;
- met with USAID AOTR Jim Wright to discuss partnership progress during a March visit to Egypt; and
- monitored implementation of the program to ensure program objectives and activities are on target.

Notable partnership activities/outcomes:

- Five scholars from the University of Mentouri attended seven days of workshops at the University of Michigan campus in Ann Arbor. In collaboration with their counterparts at the University of Michigan, these five scholars then developed an English for Specific Purposes (ESP) syllabus targeting the workplace for first-year undergraduate students in the Faculty of Economics and Management; created a lesson template for 12 units, and drafted 24 lesson plans for the first year program.
- The Career Center was launched in November 2009. Since the launch, the Career Center has organized three informational sessions to inform students of the role and goals of the Career Center and how it can help them. The three informational sessions were attended by 262 students.
- The Career Center conducted a total of 16 development workshops that were attended by 202 students. The purpose of the development workshops is to help students acquire resume writing and job interview skills.
- In March, the Career Center organized the First Employers Forum which was attended by 272 students and 10 employers representing both the private and the public sectors. The goal of the Forum was to bring employers to UMC campus to provide an opportunity for students to learn firsthand about employment opportunities from private and public sectors employers.

USAID/Egypt Associate Award
Associate Cooperative Agreement EDH-A-00-08-00013-00

In September 2008, HED made an award of $400,000 to ***Georgia State University (GSU)*** for a three-year collaborative project with ***Cairo University (CU)*** titled: "Egypt: Enhancing Capacity for Research in Economics." USAID/Egypt had pre-selected CU as the partner institution before drafting the Request for Applications. The sub-agreement between HED/American Council on Education and GSU was executed as an Associate Cooperative Agreement (No. EDH-A-00-08-00013-00) under HED's Leader Cooperative Agreement with USAID (AEG-A-00-05-00007-00).

The goal of the partnership between GSU's Andrew Young School of Policy Studies and Cairo University's Department of Economics, Faculty of Economics and Political Sciences (DOE-

FEPS) is to increase the capacity of the DOE-FEPS faculty in economics research, strengthen outreach skills to operate as a regional hub for teaching and research, and serve as a provider of technical economic assistance in Egypt and the Middle East region. The partners are working to enhance the quality of economics teaching and research as a way to serve a variety of stakeholders including think tanks, development agencies, the Egyptian government, civil society, the private sector, and government policymakers.

The five objectives of the partnership are to:

- strengthen the academic capacity of DOE-FEPS;
- strengthen the outreach capacity of DOE-FEPS;
- strengthen the applied research capacity of DOE-FEPS to engage in the support of better informed decisions and policy making;
- create an international network of experts to support Egypt's public policy reform; and,
- integrate appropriate information technology and distance learning techniques into the academic and outreach components of the project.

Major partnership activities during this reporting period included:

- Simultaneous release of calls for papers by GSU and CU resulting in five junior CU faculty members expressing interest for developing papers jointly with senior GSU faculty;
- Participation of 30 CU faculty and students in a GSU-led training program in Advanced Econometrics;
- Recruitment of two DOE-FEPS junior faculty members to serve as visiting scholars at GSU for three months during Spring/Summer 2010.
- Travel to GSU in March 2010, to meet the Economics team and continue discussions on activities and outcomes for program objectives; and
- Travel for a monitoring site visit to Egypt in March 2010 to review activities and ensure that program objectives are on target.

Anticipated partnership undertakings during the next six months (April 1, 2010 – September 30, 2010) include:

- Commission joint research papers between CU and GSU faculty;
- Implement the exchange program for two CU faculty;
- Select and matriculate candidates for the masters program at GSU;
- Work with HED for approvals of the most recently revised work-plan and budget (following the HED/GSU site visit to CU in April 2010);
- Develop and deliver a third faculty training program; and,
- Hire a part-time local coordinator at CU to assist with daily administrative and financial oversight of partnership activities, including visa-related matters.

USAID/Guyana Associate Award
Associate Cooperative Agreement EDH-A-00-08-00008-00

In October 2008, HED made an award of $300,000 to ***Ohio University (OU)*** for a three-year partnership project titled: "Guyana: Strengthening Mass Communication and Journalism." USAID/Guyana had pre-selected the ***University of Guyana (UG)*** as the lead host-country partner institution when drafting the RFA. The sub-agreement between HED/American Council on Education (ACE) and South Carolina State University (SCSU) was executed as an Associate Cooperative Agreement (No. EDH-A-00-08-00008-00) under HED's Leader Cooperative Agreement with USAID (AEG-A-00-05-00007-00).

The overall goal of the partnership between OU's Scripps College of Communication and UG's Center for Communications Study (CCS) is to strengthen CCS's effectiveness in preparing undergraduate students to meet workforce demands in the media and communications industries after graduation. The partnership's main objectives are to:

- upgrade the curriculum and course content at CCS, based on the findings of a baseline needs assessment with particular emphasis on curricular shortcomings;
- upgrade the education, skills and experience of CCS faculty through master's degrees, professional development workshops, and other academic opportunities;
- upgrade the education, skills and experience of Guyanese journalists and media professionals including working students and practicing journalists through online courses, in-country workshops, and annual communications conferences;
- develop a mixed-mode service (Internet, radio, and postal service) to deliver mass communication and journalism education and training to students and journalists in rural and isolated regions; and
- upgrade the experience for CCS students to include more structured interactions among students, faculty, and local media professionals through joint activities such as co-teaching, internships, and applied research projects.

Major partnership activities during this reporting period included:

- Implemented the new curriculum at CCS developed by the partners in 2009, with 200 students currently enrolled;
- Successful completion of the third quarter of studies in a master's degree program by a CCS faculty member at OU;
- Traveled to OU by the director of CCS to meet with potential exchange students, discuss the 2010 workplan, and further solidify relations between the partner institutions;

- Developed a three-week television field production workshop to be held Summer 2010;
- Developed a one-week print production workshop to be held Summer 2010;
- Developed the terms of reference for an Advisory Board to be installed in August 2010;
- Completed the first nationwide audience research study in 10 years by faculty and students; and,
- Developed and produced Guyana's first-ever nationally televised children's talent competition.

Anticipated partnership activities during the next six months (April 1, 2010 – September 30, 2010) include:

- Delivery of the two TV and print media workshops;
- Launch the Advisory Board;
- Mid-course external project evaluation;
- On-going implementation and fine-tuning of the new curriculum;
- On-going tracking of students' performance under the new curriculum;
- Delivery of second large collections of books to support the new curriculum;
- Matriculation of the two additional UG faculty members in OU's masters degree program; and,
- Graduation - first UG faculty from OU, and return to Guyana by November 2010.

USAID/Burundi Associate Award
Associate Cooperative Agreement EDH-A-00-08-00028-00

In February 2009, HED awarded $450,000 to ***South Carolina State University (SCSU)*** for a three-year partnership project titled: "South Carolina State University-Ngozi University Partnership for Strengthening Educational Capacity and Rural Development." USAID/Burundi pre-selected ***Ngozi University (NU)*** as the lead partner institution in Burundi when drafting the RFA. The sub-agreement between HED/American Council on Education (ACE) and SCSU was executed as an Associate Cooperative Agreement (No. EDH-A-00-08-00028-00) under HED's Leader Cooperative Agreement with USAID (AEG-A-00-05-00007-00).

The overall objective of the partnership between SCSU and NU is to strengthen NU's capacity to teach, conduct research, and contribute to rural development by providing extension and outreach services to small farmers and rural communities. The partnership will strengthen the capacity of NU faculty to improve academic standards and, consequently, enhance rural livelihood. Specifically, the partners will:

- Conduct a baseline assessment of the needs of small farmers and rural communities that can be addressed through partnership and research activities;

- Revise and strengthen NU's current curriculum by including appropriate courses for strengthening entrepreneurial skills;
- Create innovative teaching that includes short courses and case studies relevant to the Burundian context in order to develop competencies in entrepreneurship, agribusiness, and the trade sectors;
- Promote experiential learning through academic assignments with agribusiness companies, community organizations, and NGOs;
- Develop a joint collaborative program that will ensure that the faculty at NU's Agronomy Department and the Center for Agricultural and Rural Development Research acquire the knowledge and skills to teach and conduct basic, applied research in agribusiness and entrepreneurship; and,
- Design a formal professional development program that will lead to a closer link between NU and the local business and agribusiness sectors.

Major partnership activities during this reporting period included:

- Reviewed five new experimental research stations for fruits and vegetables and the three pre-existing research stations for rice as part of an expanded extension component of the revised partnership work-plan;
- Introduced and delivered two new courses in entrepreneurship as part of NU's new undergraduate program in agribusiness, the first program of its kind in Burundi (partners are seeking to upgrade it to full-degree program);
- Renamed NU's Faculty of Agronomy to Faculty of Agronomy and Agribusiness;
- Plans under way to introduce new vegetable seed varieties in Burundi;
- Completed selection of farmers and paraprofessionals to assist with outreach training;
- Identification of candidates for the faculty exchange program; and,
- On-going creation of a professional agribusiness development program designed to provide internships and job opportunities for NU students.

Anticipated partnership undertakings during the next six months (April 1, 2010 – September 30, 2010) include:

- Select three NU faculty to participate in the exchange program at SCSU;
- Deliver three new agribusiness courses in August/September 2010 as part of the new agribusiness program;
- Export new vegetable seeds to NU for the experimental research stations, and new crop research trial; and
- Establish two new experimental research stations for rice.

Middle East Partnership Initiative (MEPI)
Cooperative Agreement HNE-A-00-97-00059-00
Cooperative Agreement AEG-A-00-05-00007-00

The goal of the U.S.–Middle East University Partnerships Program, which is supported by funds from the U.S. Department of State's Middle East Partnership Initiative (MEPI), is to contribute to broader democratic reform efforts in the Middle East and North Africa (MENA) region. Activities under this program support sustainable reform in higher education throughout the MENA region by funding partnerships that emphasize the role of economic and civil society partners in education, improve the quality of faculty instruction and research, and enhance the universities' administrative and managerial capacities.

During this reporting period, HED managed seven active partnerships in Lebanon, Qatar, Libya, Algeria, Egypt, and the United Arab Emirates. HED's primary activities included:

- Responding to requests from MEPI and USAID for data and background information on the program;
- Working with the William Davidson Institute/Institut National de Commerce (Algeria) and the University of Connecticut/Menoufia University (Egypt) partnerships to close-out activities under the HED award;
- Committing additional funding and extending the end date of the University of Michigan-Dearborn/University of Garyounis partnership until June 30, 2010; and,
- Monitoring the progress of the seven active partnerships to ensure program activities and objectives are met.

Notable partnership activities during this period include:

- ***Michigan State University*** and ***The Lebanese American University*** successfully conducted the final two workshops for in-service Lebanese teachers. The workshops focused on infusing technology into Lebanese K-12 classrooms by establishing the pedagogical foundations for information communications technology (ICT) use, strengthening ICT training capacities, and establishing communities of practice among the teachers.
- The ***University of Louisiana at Lafayette*** and ***Qatar University*** co-taught a second transnational course on Global Media with many sessions occurring in real time via videoconferencing. The partnership directors also promoted partnered research projects between faculty members at both institutions.
- The ***William Davidson Institute*** and the ***Institut National de Commerce (INC)*** in Algeria initiated mandatory internships for fourth-year students. The students, about 990, began their internships in November 2009, and their internships are expected to end May 2010.
- ***Zayed University*** in the United Arab Emirates and the ***University of Southern Maine*** met with colleagues at the American University of Sharjah, the UAE University at Al-Ayn, and Abu Dhabi University and agreed to form a women's studies consortium.

- ***Thunderbird School of Global Management*** and ***Zayed University*** continued to develop business curriculum relevant to the United Arab Emirates through the creation of focused case studies.

Civic Education Partnership Initiative (CEPI)
Cooperative Agreement HNE-A-00-97-00059-00
Cooperative Agreement AEG-A-00-05-00007-00

MEPI, USAID/EGAT/ED, and USAID/DCHA are providing support for civic education offerings in the Middle East and North Africa (MENA) through the creation of the Civic Education Partnership Initiative (CEPI). Under CEPI, ***Maryville University of St. Louis***, ***Hassan II University***, ***the Casablanca Teacher Training Institute***, the ***Moroccan Center for Civic Education***, and the ***Center for Civic Education*** are developing a comprehensive portfolio of civic education modules to support the teaching and learning of civic values and skills in Morocco.

Building on the successful Casablanca dissemination workshop, a major residential workshop was held in Benslimane, Morocco, to disseminate both the ninth-grade classroom modules and the supporting teacher education courses. The workshop was led solely by the Moroccan partners and involved 50 Moroccan teacher trainers who were trained in the methodology and use of the program materials. Educators, participating in the workshops, were given free copies of the materials for use in their schools. The residential workshop took place during February 2010. The regional minister of education provided cost-share support in terms of space, advertisement and organizational assistance.

Assessment of the ninth-grade curriculum began with a workshop held concurrently with the July 2009, Casablanca Dissemination conference. Since that time, the assessment team implemented the survey instrument and protocol in nine randomly selected sampling sites from both control and treatment classrooms. The assessment team also conducted observations and interviews to collect qualitative data; the survey data from the pre-assessment is now being analyzed. The statistical analysis will be presented during the next dissemination conference scheduled for May 2010. The Human Subjects Research Board granted approval for the study.

The university effort is now refocused on the original goal of the CEPI program, which was to develop a corresponding university course with complete materials that reflect aspects of the content and methods of the CEPI ninth-grade materials. A re-engaged university faculty have developed and conducted a CEPI course as an elective at Hassan II – Ben Msik. Outputs from the course pilot (syllabus, reading packet and videotaped lectures/activities) are being compiled into a dissemination packet.

USAID/LAC Associate Award
Associate Cooperative Agreement EDH-A-00-08-00029-00

The Associate Award between USAID/LAC, USAID/EGAT/ED and ACE/HED was created to establish at least one higher education partnership among higher education institutions in the United States, Central America, and the Dominican Republic.

Georgia State University (GSU), the ***Universidad Iberoamericana (UNIBE)***, the ***Universidad Rafael Landívar (URL)***, and the ***Universidad Paulo Freire (UPL)*** began activities under this Associate Award in October 2009, to strengthen the teaching and implementation of environmental law practices in three Central America Free Trade Agreement-Dominican Republic (CAFTA-DR) partner countries—Guatemala, Nicaragua, and the Dominican Republic. The partners are training future environmental law professionals in the partner countries through a four-part project that includes a thorough needs assessment, comprehensive environmental law workshops, and the joint creation and implementation of an environmental law *diplomado* (certificate program). The partners are in the process of designing a training manual for the inter-disciplinary environmental law *diplomado* that will include clinical and internship/externship features that can be implemented regionally.

HED Director of Programs Roy Zimmermann and Senior Program Associate Jennifer Sisane joined partnership leadership from GSU, UNIBE, URL and UPL at a January regional conference titled, "CAFTA-DR Environmental Cooperation: Partnering for Environmental Protection and Sustainable Development" held in Costa Rica. As part of this meeting, all management and implementation partners were asked to assemble for the first time to discuss the goals and implementation procedures for the partnership. Moreover, the conference offered an ideal setting for sharing information about the partnership and for networking with other relevant parties and stakeholders interested in regional environmental law issues.

During a March senior HED management visit to GSU, the partnership director Colin Crawford announced that he was offered a new position at Tulane University and may request to transfer the partnership to Tulane.

Major partnership activities during this reporting period included:

- Implemented three, week-long needs assessments in the target countries (Phase I of the four Phase project), by Colin Crawford and Dr. Daniel Suman (Guatemala, Nicaragua) and Dr. Charles Venator Santiago (Dominican Republic);
- Implemented a follow-up week-long assessment by Professor Crawford concentrating on the Atlantic coast of Nicaragua;
- Conducted three-day meeting of United States-based facilitators in Atlanta, Georgia (at Georgia State University) in November, 2009, to finalize curriculum planning;
- Completed organizational structure and processes for overall project, including finalizing the administrative and communication structure with all participants, and created the project workspace (wiki) on Central Desktop;

- Selected 18 new partnership participants from the three participant countries from an applicant pool of 59 highly qualified individuals (16 from the Dominican Republic; 27 from Guatemala; and 16 from Nicaragua); this selection process yielded a strong group representing at least four non-governmental organizations, two national ministries, 10 private universities and five public universities in the three partner countries; and
- Delivered the first workshop in Guatemala City, Guatemala, (constituting the beginning of Phase II of the Project) during the first week of March 2010 (administrative law and environmental law);
- Finalized curriculum and organization for second workshop to be delivered in Cap Cana, Dominican Republic, during the final week of April 2010 (trade and environmental law);
- Completed planning for third (international environmental law) and fourth (the environment as a human right) workshops in Antigua, Guatemala and Quetzaltenango, Guatemala, during the last week of May 2010, and the first week of June 2010; and,
- Selected participants to attend the University of Florida's Conservation Clinic (with the University of Costa Rica,) in June-July, 2010.

USAID/South Africa Associate Award
Associate Cooperative Agreement EDH-A-00-08-00016-00

During fall 2008, HED made three awards for the following partnerships.

- ***State University of New York-Buffalo (UB)/University of KwaZulu Natal (UKZN)***: secondary mathematics teacher education, $225,000
- ***University of Florida (UF)/Tshwane University of Technology (TUT***): tourism, $250,000
- ***University of Michigan's William Davidson Institute (WDI)/University of Johannesburg (UJ)***: transportation and supply chain management, $250,000

USAID/South Africa had pre-selected the three South Africa institutions before drafting the Request for Applications. The sub-agreements between HED/American Council on Education and the lead U.S. institutions were executed as an Associate Cooperative Agreement (No. EDH-A-00-08-00016-00) under HED's Leader Cooperative Agreement with USAID (AEG-A-00-05-00007-00).

Partnership 1. The overall goal of the UB/UKZN partnership is to increase the number of local teachers with the knowledge and skills to teach grades 10-12 mathematics in the State of KwaZulu-Natal in South Africa more effectively. Its objectives are to:

- address education background inequities by giving existing mathematics teachers who do not hold B.S. degrees the opportunity to enroll in a degree program;
- develop a pilot model mathematics teacher education program to be offered through flexible delivery and low-cost technology;

- design new mathematics courses and modules that focus on strengthening local South African teachers' mathematics knowledge and pedagogical skills and be incorporated in the B.S. program; and,
- create an advisory board to oversee and guide the pilot mathematics program, student recruitment, and partnership activities.

Major partnership activities and accomplishments during this reporting period include:

- Continued development of modules for the new Further Education and Training (FET) Advanced Certificate of Education (ACE) in Mathematics; and,
- Receipt of $100,000 in unanticipated funding from the KwaZulu Natal (KZN) Department of Education to support the training of 350 secondary teachers through the FET ACE Mathematics program (the partners had originally planned to train only 30).

Partnership 2. The overall goal of the UF/TUT partnership is to increase TUT's teaching, research, service, and faculty development capacity in tourism management. Its objectives are to:

- upgrade the skills, knowledge, and teaching methodologies of the TUT faculty through faculty and/or lecturer exchanges;
- develop and update the existing and new curricula;
- provide experiential learning and practical work experience for students;
- target and enroll more minority, disadvantaged students in tourism studies;
- increase involvement in meetings, seminars, and programs of higher education, national and local government, and industry officials to address local, regional, and national tourism management challenges; and,
- generate networking and applied research opportunities for faculty to increase awareness about sustainable and environmentally friendly (eco)tourism models.

Major partnership activities and accomplishments during this reporting period include:

- Joint presentation at a large international summit in Johannesburg on Tourism, Sports, and Mega Events, which brought additional visibility to the partnership;
- Provision of 500,000 Rands ($67,000) from TUT's Office of the Vice Chancellor to the partners to research the attitudes, perceptions, and experiences about World Cup activities from South African residents representing diverse demographic groups at all 11 host sites;

- Engagement in other tourism-related research for Gauteng Province and the city of Tshwane such as a survey on tourist accommodations and the development of a newly proposed Convention and Visitors Bureau;
- A TUT faculty member is serving as an academic representative to the research group in South Africa's Ministry of Tourism, thus providing another link to the local private and public sectors;
- Continued assistance from UF to TUT, a relatively new university, to help establish new links with multiple stakeholders by expanding the visibility of its tourism programs (these ties have increased opportunities for student internships and jobs as well as faculty research); and,
- Signing a Memorandum of Understanding between TUT and UF to further strengthen ties between the partner institutions.

Partnership 3. The overall goal of the UM/UJ partnership is to strengthen and expand transportation studies and training programs related to building human capacity and technical skills for the transportation sector in South Africa. The objectives are to:

- build the capacity of South African universities to train current and future generations of leaders in transportation and supply chain management; and
- stimulate innovative approaches and networks for transportation and supply chain management in South Africa.

Major partnership activities during this reporting period include:

- Participation of two UJ honors students in a study tour to the U.S., during which they were exposed to modern supply chain management through visits to Anheuser-Busch, Con-Way freight, and a Ford truck plant;
- "Rapid progress" made on the development of the new Master's of Commerce program at the University of Johannesburg, with the first pilot course on supply chain management to be offered in August 2010, and the full program launched in 2011; and
- Meeting of the Industry Advisory Committee to discuss the new Master's of Commerce program and the Supply Chain modules.

Leadership Initiative for Public Health in East Africa (LIPHEA)
Cooperative Agreement HNE-A-00-97-00059-00
Cooperative Agreement AEG-A-00-05-00007-00

In collaboration with USAID's Bureau of Global Health, HED (previously ALO) made an award of $2 million in October 2005, (since increased to $5.77 million) for a partnership among the ***Muhimbili University College of Health Sciences (MUCHS), the Makerere University School of Public Health (MUSPH), and the Johns Hopkins University Bloomberg School of Public Health (JHU)*** – with additional support from Tulane University and George Washington University – titled "Leadership Initiative for Public Health in East Africa (LIPHEA): Tanzania and Uganda."

The goal of this partnership is to strengthen public health leadership in East Africa by improving the capacity of local institutions to train mid- and senior-level health professionals in leadership skills. This initiative is creating a cadre of professionally trained health leaders better able to envision, plan, implement, and manage effective responses to the health needs of Africans, especially in the areas of epidemiology, health policy and planning, public administration, budgeting, human resource management, emergency response, and applied field research.

The partners, through the Higher Education Alliance for Leadership Through Health (HEALTH), which was officially established in 2008 – in collaboration with the Centers for Disease Control and Prevention (CDC), ministries of health, inter-ministerial agencies, and national Red Cross Societies – continue to build health emergency management capacity at the district level in the six HEALTH countries (Democratic Republic of the Congo, Ethiopia, Kenya, Rwanda, Tanzania, Uganda). Using $950,873 in additional funding provided by USAID/Global Health's Avian Influenza Initiative (noted in the June 2009 six-month report), the partners have developed and integrated a module for the control of zoonotic diseases into their health emergency management training curriculum. With $350,000 additional funding, leveraged from the Rockefeller Foundation last year and $300,000 this year, the partners are continuing to expand health emergency management training efforts to more districts in alliance and non-alliance countries.

A particularly notable occurrence this reporting period was the timely and professionally trained response by approximately 30 trained personnel to disastrous floods and landslides in the Bududa district of eastern Uganda in March 2010, which buried three villages and claimed hundreds of lives. Four Health Emergencies Management Project (HEMP) trainers-of-trainers provided leadership in the rescue, relief, information transmission, and coordination efforts at the landslide sites and refugee camps. In December 2009, the water levels of the Mkondoa River in Tanzania rose so high that 24,000 people had to be quickly evacuated. Knowing that LIPHEA had recently provided training through HEMP, local government officials deployed the trainees to assist in the evacuation and sanitation efforts. According to community members, the HEMP-trained disaster team "made their presence felt."

Other major partnership activities and accomplishments during this reporting period include**:**

- Training 464 individuals from the six HEALTH alliance countries in leadership and disaster management, including zoonotic diseases (e.g., rabies, anthrax, Rift Valley fever, ebola, plague, influenza A, and trypanosomiasis);
- Leveraging an additional $300,000 from the Rockefeller Foundation to expand district-level training in Eastern Africa;
- Convening the seventh Deans and Directors Meeting in Mombasa, Kenya in February 2010, to review the primary accomplishments and outcomes of LIPHEA to date, discuss the future plans of LIPHEA, and convene the HEALTH alliance's third board meeting;
- Ongoing training of district-level disaster management personnel in all six HEALTH alliance countries (DRC, Ethiopia, Kenya, Rwanda, Tanzania, Uganda) with the full incorporation of zoonotic disease control into the curricula;
- Regular consulting with the Ugandan and Tanzanian Prime Minister's offices on disaster planning and response, especially in light of recent disasters;
- Investigating the effectiveness of the district-level personnel trained through the partnership's Health Emergency Management Program (HEMP), who engaged in relief efforts following the recent floods and landslides in Uganda and Tanzania;
- Joint writing of papers describing HEMP by the MUSPH and JHU partners;
- On-going engagement with Ministries of Agriculture and Veterinary Services, faculties of medicine, and wildlife authorities to strengthen capacity in zoonotic diseases;
- JHU-created, free online course titled, "Enhanced Teaching and Learning: A Public Health Perspective," designed to help HEALTH faculty develop more effective courses that were piloted tested and ready to be transferred to the alliance institutions;
- Developing a course in disaster response for undergraduates at the partner institutions; and
- Posting of updated profiles of the seven HEALTH institutions on the alliance website.

Political Parties Initiative
Cooperative Agreement EDH-A-00-09-00001-00 with USAID/DCHA/DG/EPP

An Associate Award with USAID/Washington was signed on September 30, 2008, establishing collaborations with the Elections and Political Processes Division of the Office of Democracy and Governance in ***USAID***'s Bureau of Democracy, Conflict and Humanitarian Assistance (DCHA/DG/EPP). As the result of a peer review process, the ***University of Pittsburgh*** was awarded the grant.

The goals for this collaboration between HED, the University of Pittsburgh, and USAID are to:
1. provide USAID/W with an evidence-based understanding of program implementation strategies and methods that have had an impact on political party development and advanced democratization in USAID recipient countries; and,

2. provide USAID/W with an evaluation tool and assessment process that can be used to analyze the role and impact of USAID assistance on political party development and democratization in those countries. Participatory training modules will also be included to instruct USAID staff about using political party assessment and evaluation techniques.

From October 1, 2009 to March 31, 2010, a number of activities occurred.

- Several drafts of the conceptual framework and the assessment tool were developed and reviewed.
- An evaluation methodology and tool were developed, presented, and discussed at a conference at Wilton Park, United Kingdom.
- A conceptual framework and tools were field-tested during a research trip to Peru.
- A discussion followed with the National Democratic Institute (NDI) and the International Republican Institute (IRI) about the report from the Peru trip.
- Members of the University of Pittsburgh team participated in a Democracy and Governance (DG) officers' workshop.

Planned field research trips include travel to Morocco scheduled for the beginning of May, and trips to two other countries over the summer. Finally, in late June external experts are expected to provide written reviews of materials prepared to date.

USAID/Water Associate Award
Associate Cooperative Agreement EPP-A-00-09-00005-00

An Associate Award with USAID/Washington was signed in October 2009, establishing collaboration with EGAT/ED's Water Team (USAID/EGAT/NRM). The purpose of the award is to provide funding for two partnerships between higher education institutions in the United States and Africa. Both partnerships were awarded prior funding from HED through merit-based, open competition. This funding allows the work to continue to ensure that activities are sustained and impacts achieve scale.

The partnership between ***Cornell University***, ***Tompkins Cortland Community College***, and ***Bahir Dar University*** in Ethiopia is strengthening both human and institutional capacity at Bahir Dar University to deal with water and sanitation issues in local communities. The partners will provide a master's degree to a minimum of 40 graduate students following a curriculum in which participatory skills, watershed management, water supply, and interdisciplinary implementation are taught.

The ***State University of New York, Albany***, ***Tuskegee University***, and ***Makerere University*** in Uganda partnership is collaborating to enhance both human and institutional capacity at Makerere University to address safe drinking water issues in two selected communities so that Makerere University and its faculty will have the skills and knowledge to promote safe drinking water throughout Uganda. The partners also are developing greater capacity within the study communities to identify and deal sustainably with water and sanitation issues so that community

members are taught to address the issues, and are empowered to transfer their knowledge to other communities.

During this reporting period, HED:

- collaborated with USAID and the university partners to ensure that Initial Environment Examination (IEE) compliance requirements were met;
- finalized and executed agreements of cooperation with Cornell University and with the State University of New York, Albany;
- conducted separate post-signing teleconferences with Cornell and SUNY-Albany;
- collaborated with USAID to establish procedures to process visas through TraiNet for both programs;
- assisted SUNY-Albany and Cornell with questions and issues regarding TraiNet; and,
- monitored implementation of the program by Cornell and SUNY-Albany to ensure program objectives are being met.

Description of HED Work by Funding Source

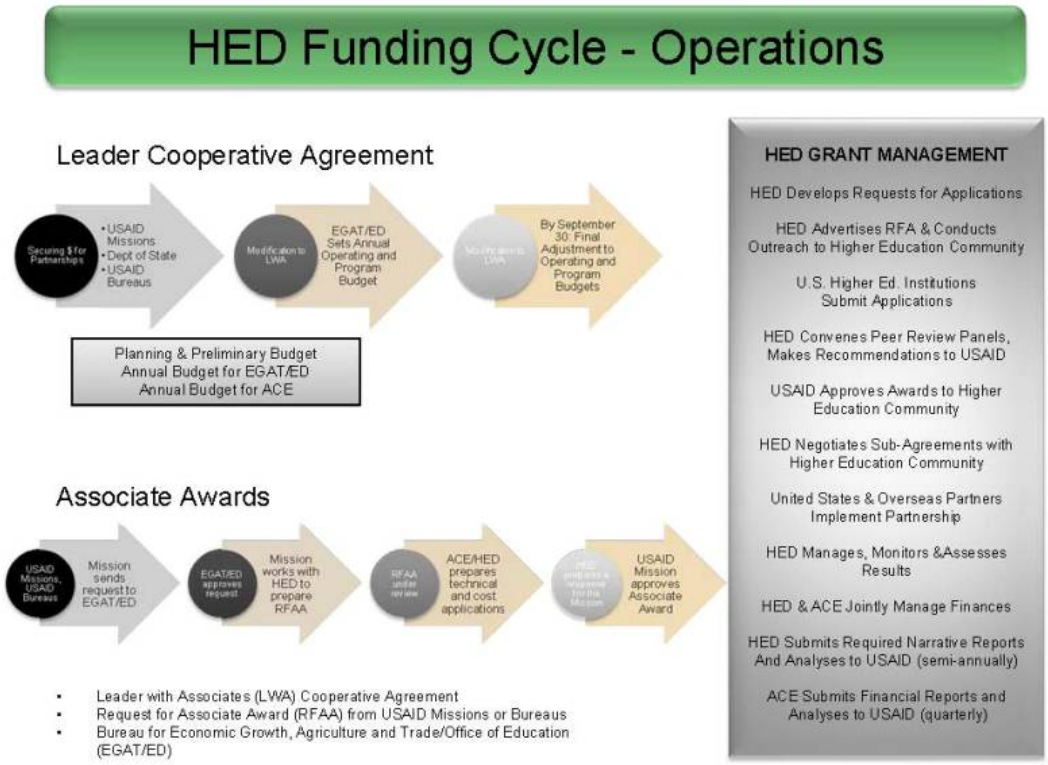
Cooperative Agreement AEG-A-00-05-00007-00
Leader with Associates (LWA)

The American Council on Education receives support from USAID for HED through Cooperative Agreement AEG-A-00-05-00007-00. This Leader-With-Associates (LWA) agreement provides support for core administrative and program elements in the Leader Agreement.

Associate Agreements between HED and USAID Missions and Bureaus provide support for additional programs and activities. These Associate Agreements are approved by the Agreement Officer's Technical Representative (AOTR) of the Leader award and serve the same goals and purposes. It should be noted that while Associate Awards are made to ACE without competition, each one provides for open, merit based competition to select partnership award recipients.

ACE submits an annual budget and implementation plan to USAID for the "Leader" Cooperative Agreement which supports funding for HED management, communications, monitoring, and reporting, and core program administration.

Associate Cooperative Agreements (Associate Awards) are negotiated with USAID Missions and Bureaus and have parallel budget and implementation plans.



JOBS (Job Opportunities for Business Scale-up) A New Associate Award Venture Begun During this Reporting Period

A new venture titled, Job Opportunities for Business Scale-up (JOBS), was launched this reporting period. In consultation with USAID/EGAT/ED, HED began tapping higher education expertise related to the topic of JOBS or education, training, and support in developing countries for employment of at-risk youth, specifically focusing on the capacity of higher education to train and advise entrepreneurs and small businesses that have the potential to create jobs at the local level. HED started working with EGAT/ED and Missions to design RFAs focused on U.S. higher education partnerships with host country counterparts to make higher education curricula and higher education expertise more relevant to workplace needs, strengthen links between private sector and higher education, provide experiential learning opportunities to students, and support the creation and strengthening of small businesses. The partnership program will have a long term horizon (five to 10 years) and will increase the number of partnerships as a result of periodic impact assessments. The pilot RFA document is being developed with the USAID Mission in Barbados, USAID/EGAT/ED, and HED.

One New Associate Award

Algeria: University of Michigan, William Davidson Institute/ Mentouri University
Award Amount: $599,960
Cost Sharing: $352,674
Total: $952,634
The William Davidson Institute at the University of Michigan, in partnership with the Stephen M. Ross School of Business and the University of Michigan English Language Institute, is bringing together "real-world" and academic experience to enhance the University of Mentouri's capacity to provide effective teaching, curriculum, and research in English and Management.

Two New Collaborative Awards

Ethiopia: Cornell University/ Bahir Dar University
Award Amount: $295,246
Cost Sharing: $70,077
Total: $365,323
Cornell University, Bahir Dar University in Ethiopia, and faculty from Tompkins Cortland Community College are collaborating to improve sustainable access to safe drinking water supplies by strengthening the capacity of students and university faculty to plan and design safe drinking water systems that are appropriate for the social context in which the systems are placed.

Uganda: SUNY-Albany/ Makerere University
Award Amount: $299,736
Cost Sharing: $172,349
Total: $472,085
The State University of New York, Albany, Tuskegee University, and Makerere University are collaborating 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.

Five New Partnerships through TIES

Mexico: Appalachian State University/ Fundación Universidad de la Américas-Puebla
Award Amount: $300,000
Cost Sharing: $99,671
Total: $399,671
The partnership will promote public and private expansion of renewable energy sources and energy efficient technologies thereby increasing efficiency of energy use and decreasing dependence on fossil fuels in Mexico.

Mexico: Arizona State University/ Universidad Autónoma de México
Award Amount: $298,271
Cost Sharing: $191,320
Total: $489,591
The School of Sustainability at the Arizona State University (SOS-ASU) and the Institute of Ecology at the National Autonomous University of Mexico (IE-UNAM) will collaborate to establish an International Curriculum on Sustainability Science, Policymaking and Planning (ICSSP) to be implemented as a formal part of the IE-UNAM graduate program.

Mexico: Duquesne University/ Universidad Autónoma de Nuevo León
Award Amount: $300,000
Cost Sharing: $248,883
Total: $548,883
The major emphasis of the partnership will be to provide tools to expand Mexico's economic and managerial capacity to utilize renewable energy sources and implement more energy efficient systems, both of which will lead to greater competitiveness and energy security for Mexico.

Mexico: University of Colorado at Boulder/ Universidad de Guanajuato
Award Amount: $300,000
Cost Sharing: $248,838
Total: $548,838

The collaboration between University of Colorado and Universidad de Guanajuato will develop training and educational curriculum to strengthen the curriculum at UG and train energy-sector professionals and decision makers.

Mexico: University of Florida/ Universidad Veracruzana
Award Amount: $299,409
Cost Sharing: $136,682
Total: $436,091
This partnership will develop leaders to enhance biodiversity conservation and sustainable resource management particularly in rural landscapes actively managed for subsistence and/or market production in Southeastern Mexico.

Management of New Partnerships and Partnership Planning

Two requests for applications (RFAs) were issued during this reporting period. (See Table 14)

Table 14.

REQUESTS FOR APPLICATIONS DURING THIS REPORTING PERIOD

Source of Funding	Partnership Title	RFA Release Date
U.S. Department of State, Middle East Partnership Initiative (MEPI)	Broader Middle East and North Africa - U.S. Community College Small Grants Initiative: 2009 -BEMENA	November 2, 2009
USAID/Senegal*	Senegal: Community Service Learning	March 12, 2010

* Details about this RFA will be reported in December 2010.

As a result of the BEMENA-U.S. Community College Small Grant Initiative request for applications, four were recommended for funding:

Red Rocks community College/Al-Huson University College/Al-Balqa. "Expanding Jordan's Green Collar Workforce: An International Partnership to Establish an Associate Degree Program in Solar Energy Technology (SET)"

Highline Community College/Mataria Technical College in Egypt. "Leveraging Community College Workforce Development Expertise: Creating Eductional Pathways to High Skills Employment at Mataria Technical College."

Eastern Iowa Community College District –Muscatine Community College/Al Quds College in Jordan. "Economic Empowerment through Entrepreneurship."

Gateway Technical College/Ecole Superieure de Technologie Oujda in Morocco. "Automotive Diagnostics Training Partnership."

Description of U.S. Institutions Responding to RFAs

HED represents the six major presidential higher education associations and provides equal access to funding opportunities to a variety of higher education institutions. Therefore, it is important to track applicants by association membership, academic focus, and two or four-year institutions. Table 15 shows applicant numbers by association membership, academic areas, and institution type. Table 16 displays applicant numbers by minority-serving institutions and international development areas for each of the RFAs offered this reporting period.

Applications Received During This Reporting Period

HED convened 1 peer review panel during this reporting period - BMENA (February 23, 2010)

Table 15.

NUMBER OF U.S. INSTITUTIONS APPLYING FOR PARTNERSHIPS, BY ASSOCIATION MEMBERSHIP, ACADEMIC AREA, AND INSTITUTION TYPE
October 1, 2009 – March 31, 2010

	# of Applications	APLU	NAICU	ACE	AASCU	AAU	AACC	Humanities	A&S	Prof. Schools	Engineer	Agriculture	Vocational	Other	2 Year	4 Year	Other
Descriptor		**Association Members**						**Academic Areas**							**Size**		
BMENA	7			3			7						7		7		
Totals	**7**			**3**			**7**						**7**		**7**		

Table 16.

NUMBER OF U.S INSTITUTIONS RESPONDING TO RFAs, BY MINORITY-SERVING STATUS AND INTERNATIONAL DEVELOPMENT AREA
October 1, 2009 – March 31, 2010

	# of Applications	HSI	HBCU	TCU	MPI	Agriculture	Rural, Small Producers	Business	Economic & Workforce Development	Education	Environment	Health	ICT	Democracy and Governance & Journalism	Women's Empowerment	Biodiversity & Energy Conservation
Descriptor		**Minority Serving Institutions**				**Development Areas in Applications**										
BMENA	7	1							7							
Totals	**7**	**1**							**7**							

Table 17 shows the number of applications, and time cycle required for releasing an RFA and conducting the peer review process.

Table 17.

TIME REQUIRED TO COMPLETE APPLICATION PROCESS
October 1, 2009 – March 31, 2010

Broader Middle East and North Africa-U.S. Community College Small Grants Initiative: 2009	
Release RFA	November 2, 2009
Applications due	February 1, 2010
Peer Review Meeting	February 23, 2010
Number of panels	1
Number of applications	7

Technical and Advisory Services

HED supports USAID by serving as a resource for each of the agency's technical sectors. In response to requests from U.S. Missions and USAID for assistance with technical activities, and for help to plan and design Mission programs, HED provides access to expertise from the U.S. higher education community through short-term technical and advisory assignments. The major technical assistance activity during this reporting period is the Brazil Bi-national Exchange.

Bi-National Exchange, United States - Brazil

Based on findings from a comparative study conducted in 2007, at the request of the U.S. Embassy in Brazil and USAID/Brazil, the Brazilian and U.S. governments are sponsoring a series of exchanges among five U.S. community colleges and ten Brazilian vocational education institutions. This initiative, managed by HED, is funded by USAID/Washington, USAID/Brazil, the U.S. Embassy in Brazil, the Ford Motor Company, and the Brazilian Ministry of Education.

The goal of the Bi-National Exchange is to contribute to the development of management and teaching models appropriate for Brazil and the United States by strengthening the quality of technical education, improving business/technical education partnerships, and strengthening opportunities for inclusion of underserved populations in technical education.

Under the Bi-National Exchange, five U.S. community colleges have been working with 10 Brazilian technical colleges, *Instituto Federal de Ciência e Tecnologia (IFETs):*

- Alamo Community College District/ IFET Pelotas/IFET Santa;
- Houston Community College/ IFET Espírito Santo/ IFET Campos;
- Macomb Community College/ IFET Pará/ IFET Amazonas;
- Northern Virginia Community College/ IFET Mato Grosso/ IFET Goiás; and
- San Diego Miramar College/ IFET Paraíba/ IFET Pernambuco.

Houston Community College and San Diego Miramar College completed activities during this reporting period. Alamo Community College, Macomb Community College, and Northern Virginia Community College are scheduled to close-out during the next reporting period. As part of the requirements of the FOGs, each institution is required to submit a final written report that summarizes activities and outcomes, describes lessons learned and anticipated lasting impacts, and future recommendations.

Africa Initiative Program Progress Report

Introduction

USAID, through HED, funded 33 Africa Initiative Planning Grants during 2009. The first 20 grants were approved for funding in March 2009, and the additional 13 were approved in October 2009.

Strategic Plans Resulting from the First 20 Planning Grants

As a result of the planning grants, the first 20 partnerships submitted strategic plans in November 2009. See Table 18 for list of 20 partnerships submitting strategic plans during March 2009.

Table 18.

FIRST 20 PARTNERSHIPS OF THE AFRICA-U.S. HIGHER EDUCATION PLANNING GRANTS

Lead African Higher Education Institution	Lead U.S. Higher Education Institution	Other U.S. Institutions	African Country
Milton Margai College	Calvin College		Sierra Leone
Copperbelt University	Cleveland State University		Zambia
University of Nairobi	Colorado State University	University of California -Davis	Kenya
Kigali Institute of S&T	Durham Technical Community College		Rwanda
University of Sierra Leone	George Mason University		Sierra Leone
Moi University	George Washington University	World Vision	Kenya
International University of Grand-Bassam	Georgia State University		Cote d'Ivoire
University of Malawi	Michigan State University	Lincoln University	Malawi
Makerere University	North Dakota State University	Washington State University; Columbus State University; Michigan State University; University of Minnesota	Uganda
Universite Gaston-Berger	The Ohio State University	American Distance Education Consortium	Senegal
Hawassa University	Oklahoma State University	Langston University	Ethiopia
University of Namibia	Texas A&M University	Michigan State University; University of Arizona; Louisiana State University	Namibia
University of Liberia	Troy University		Liberia
Muhimbili University of Health and Allied Sciences	Tufts University		Tanzania
University of Zambia	University of Alabama-Birmingham	Samford University; Vanderbilt University	Zambia
Addis Ababa University	University of Connecticut	IBM Watson Research Center; Bentley System, Incorporated; US Geological Survey - Earth Resources Observation and Science Center	Ethiopia
School of Finance & Banking	University of the Pacific		Rwanda
Catholic University of Sudan	Virginia Tech University	Virginia State University	Sudan
Catholic University of Mozambique	West Virginia University		Mozambique
University of Education, Winneba	Wheelock College-Boston		Ghana

Distribution of the 20 partnerships by higher education association membership, and by African region and country are shown in tables 19 and 20.

Table 19.

DISTRIBUTION OF 20 STRATEGIC PLANNING PARTNERSHIPS BASED ON U.S. HIGHER EDUCATION ASSOCIATIONS

(*Some institutions are members of more than one association*)

Association	Partnerships
ACE	19
AACC	1
AAU	5
NAICU	3
APLU	13
AASCU	4

Table 20.

DISTRIBUTION OF 20 STRATEGIC PLANNING PARTNERSHIPS BASED ON REGIONS AND COUNTRIES IN AFRICA

Regions	Awards	Countries
Eastern Africa	9	Ethiopia (2), Kenya (2), Rwanda (2), Sudan (1), Tanzania (1), Uganda (1)
Western Africa	6	Cote d'Ivoire (1), Ghana (1), Liberia (1), Senegal (1), Sierra Leone (2)
Southern Africa	5	Malawi (1), Mozambique (1), Namibia (1), Zambia (2)

Each strategic plan provided a five year detailed activity and budget plan and a 10-year indicative plan. The strategic plans were reviewed by a committee of nine experts during March 2010. Committee members represented African and U.S. higher education institutions, World Bank, and the Africa Initiative team which includes HED. Table 21 describes results of the committee recommendations: three strongly recommended, three recommended and three deferred for further discussion. Plans receiving final, funding approval from USAID may be funded from a $15 million FY2010 budget allocated from Congress to USAID for higher education partnerships between U.S. and African institutions.

Table 21.

**RECOMMENDED PARTNERSHIPS –
AS A RESULT OF REVIEWS OF STRATEGIC PLANS**

Strongly Recommended	1. Ethiopia - Addis Ababa University & University of Connecticut
	2. Malawi - University of Malawi & Michigan State University
	3. Uganda - Makerere University & North Dakota State University
Recommended	4. Senegal - University Gaston-Berger & The Ohio State University
	5. Sudan - Catholic University of Sudan & Virginia Tech
	6. Kenya - University of Nairobi & Colorado State University
Deferred	7. Tanzania - Muhimbili University of Health and Allied Sciences & Tufts University
	8. Liberia - University of Liberia & Troy University
	9. Zambia - University of Zambia & University of Alabama-Birmingham

The Additional 13 Planning Grants

Sub-agreements for the second 13 planning grants were executed in October 2009. A meeting for these partners and stakeholders was held in Washington, D.C. in February 2010, as a way to assemble stakeholders, share draft strategic plans, and provide feedback. The 13 partnerships submitted final strategic plans in March 2010, and these plans will be reviewed by a committee of experts during May 2010.

Three of the 13 planning grants have been awarded to HBCU institutions in the United States, four lead institutions in East Africa, seven in West Africa and two in southern Africa. Table 22 lists the 13 planning grant recipients by U.S. and host country institutions and by African country.

Table 22.

ADDITIONAL 13 PARTNERSHIP STRATEGIC PLANS

Lead African Higher Education Institutions	Lead U.S. Higher Education Institutions	Other U.S. Institutions	African Country
University Ghana	Brown University	The Miriam Hospital	Ghana
Kigali Health Institute	Emory University		Rwanda
University Development Studies	Florida A&M University		Ghana
University of Liberia	Indiana University, Bloomington	University of Massachusetts; Virginia Polytechnic Institute and State University	Liberia
Obafemi Awolowo University	Massachusetts Institute of Technology		Nigeria
Bayero University	Ohio University		Nigeria
Cuttington University	Southern University System	Louisiana State University	Liberia
Kenyatta University	Syracuse University	none	Kenya
International Institute for Water & Environmental Engineering	Tuskegee University	Princeton University; African Renaissance Institute of Science and Technology (ARIST)	Burkina Faso
Makerere University	University Wisconsin - Madison	Tulane University; The Ohio State University	Uganda
Addis Ababa University	University of California, Los Angeles		Ethiopia
University of Cape Town	University of Cincinnati	Argonne National Laboratories; Oak Ridge National Laboratory; Exxon-Mobil Central Research Laboratory	South Africa
Rhodes University	University of Florida		South Africa

Distribution of the 13 partnerships by higher education association membership, and by African country and region are shown in tables 23 and 24.

Table 23.

DISTRIBUTION OF 13 PARTNERSHIP PLANNING GRANTS BY U.S. HIGHER EDUCATION ASSOCIATION MEMBERSHIPS, FALL 2009

(Note: Some institutions are members of more than one association)

Higher Education Association	13 Awards
ACE	13
AACC	0
AAU	6
NAICU	4
APLU	10
AASCU	1

Table 24.

DISTRIBUTION OF 13 PARTNERSHIP PLANNING GRANTS BY AFRICAN REGION AND COUNTRY

Africa Regions	Awards	African Countries
Eastern Africa	4	Ethiopia (1), Kenya (1), Rwanda (1), Uganda (1)
Western Africa	7	Burkina Faso (1), Ghana (2), Liberia (2), Nigeria (2)
Southern Africa	2	South Africa (2)

The Second Planning Grant Recipients' Meeting in Washington, D.C.

HED collaborated with the Association of Public and Land-grant Universities (APLU), USAID/EGAT/ED and Africa Bureau to organize the Africa-U.S. Higher Education Initiative Partners Meeting for the 13 partnerships. APLU provided the meeting venue and logistical support.

The 13 planning grant awardees, stakeholders and potential funders met at the APLU conference room in Washington, D.C. during February 2010. The Meeting provided a forum for partners to present draft summaries of their strategic plans and receive input and advice from other partners and key stakeholders about African higher education development as a way to help partners strengthen their strategic plans. About 107 participants attended the conference, 27 came from Africa.

Participants included U.S. Department of State – Academic Exchange Africa, U.S. Department of Education; Institute for Higher Education Policy, Institute for International Education, John D. & Catherine T. MacArthur Foundation, The World Bank, Science Initiative Group, Embassy of Sierra Leone, Embassy of Malawi, Embassy of South Africa, Embassy of France, Millennium Challenge Corporation (MCC), U.S. President's Emergency Plan for AIDS Relief (PEPFAR), and the National Science Foundation (NSF). USAID was represented by participants from the USAID/EGAT/ED and the Africa Bureau in Washington, D.C. Likewise, representatives from the higher education associations including the American Association of State Colleges and Universities (AASCU), the American Council on Education (ACE), and the Association of Public and Land-grant Universities (APLU) attended the conference.

The opening session was chaired by Terry Hartle, Senior Vice President, Division of Government and Public Affairs at ACE and HED Board Chair. The panellists were David Skorton, Co-Chair, Africa-U.S. Higher Education Initiative, President, Cornell University; Peter McPherson, President, APLU/Africa-U.S. Higher Education Initiative; Jane Kambalame, Representing Ambassador Hawa Ndilowe of Malawi; Al Watkins, Science & Technology Program Coordinator, The World Bank; Alexandria Panehal, Deputy Assistant Administrator, EGAT Bureau, USAID; Sarah Moten, Division Chief, Education, Africa Bureau, USAID; and Tim Rieser, Majority Clerk, Senate Appropriations Committee's Subcommittee on State, Foreign Operations and Related Programs.

The first day of the meeting also included luncheon speakers: Joan Holloway, Senior Technical Adviser, Human Resource for Health and Health Systems Strengthening, Office of the U.S. Global AIDS Coordinator, PEPFAR and DeAndra Beck, Office of International Science & Engineering, NSF.

The opening session of the Meeting was chaired by HED Executive Director Tully Cornick and APLU Fellow David Hansen and the panelists were Peter McPherson, President, APLU/Africa-U.S. Higher Education Initiative; Sarah Moten, Division Chief, Education, Africa Bureau, USAID; Tom Gibian, Chief Executive Officer, Emerging Capital Partners (ECP); Joshua Mandell, Science and Technology Program Officer, The World Bank; Raoul Davion, Co-Chair Africa Higher Education Initiative, The John D. and Catherine T. MacArthur Foundation; and Richard Johansen, Higher Education Consultant, MCC.

Sarah Moten shares inspiring words to planning grant partners during the closing session of the Africa-U.S. Higher Education Initiative Partners Meeting, held February 25-26, 2010.

Africa-U.S. Higher Education Initiative Partners Meeting poster session, February 25-26, 2010.

Other Africa Initiative Activities

HED participated in the following meetings and workshops related to the Africa Initiative during this reporting period.

- Presented the Africa Program to staff at the Center for International Initiatives (CII).
- Briefed USAID DLIs, to be posted in Senegal, DR Congo and Liberia, on Africa Program activities and the Initiative.
- Participated in a U.S.-funded National Science Foundation workshop held in Bahir Dar, Ethiopia, entitled "*Risk Science Scholarship and Sustainable Development: Building Educator-Practitioner Networks in Africa*," January 2010.
- Presented the work of HED and mechanisms of Associate Awards to Kevin Smith (ADDIS/PRM), Allyson Wainer (Chief, Education Office), Suzanne Poland (Chief, Assets and Livelihoods Transition Office), Tigist Yifru (Assets & Livelihood Office) and Zemen Haddis (HIV/AIDS & Food Security) of the USAID Mission in Addis Ababa, Ethiopia – January 2010.
- Presented a paper on higher education governance and management in Africa to a World Bank class of participants from developing countries in Washington, D.C.

Monitoring, Evaluation, and Reporting

During this reporting period, a new programmatic monitoring strategy was introduced. HED instituted a process for providing thorough reviews of the entire partnership portfolio. Staff spent time reading, analyzing, and summarizing each partnership progress report. They were then asked to share these summaries in an internal working session with other HED staff. The outcome was a detailed summary of the state of each partnership highlighting progress towards goals and challenges. These sessions informed staff about the general status of each partnership and helped to determine which partnerships warranted more intensive management and follow-up field visits. The decision was made to repeat the portfolio review every six months as an additional way to monitor partnership progress.

Portfolio Reviews

During November and December 2009, HED Program Associates shared with staff an overview of all active partnerships by answering three questions about each of their partnerships. Table 25 shows number of partnerships included in the portfolio discussion process by program associate.

1) Is the partnership on track toward achieving objectives according to planned timeline?

   If yes, what evidence do you see that supports that?

   If no, what are the barriers?

2) Are there any unexpected outcomes, either positive or negative, that are occurring or have occurred?

   If yes, please describe.

3) What is the financial status of the partnership?

Is it under or over budget?

What does the "burn rate" look like? Is spending occurring at a healthy rate?

What are the cost share requirements, and is partnership on target for meeting those?

Table 25.

NUMBER OF PARTNERSHIPS REPORTED PER PROGRAM ASSOCIATE

Program Staff	Number of Partnerships Reported
Charlie Koo	20
Marilyn Crane	18
Josh Henson	18
Manny Sanchez	26
Teshome Alemneh (AF Initiative Strategic Planning Grants)	33

Monitoring Visits to Host Country Partnership Sites During this Reporting Period

During this reporting period, HED program staff made eight monitoring visits to host country partnership sites in Mexico, Egypt and Uganda. Some visits dealt with specific management and programmatic issues and others confirmed findings from the progress reports. This formal monitoring trip reporting process was the first time program associates have prepared specific monitoring trip reports addressing standardized questions. Following are summaries of eight monitoring trip reports: one to Uganda, four to Mexico-TIES, and two to Egypt.

The State University of New York (SUNY) Albany, Uganda Martyrs University, the Islamic University in Uganda, and Nkumba University have partnered to create the Parliamentary Research and Internship Program in Uganda (PRIP). Representatives from Higher Education for Development (HED) and SUNY Albany spent February 10-12 in Kampala, meeting with the USAID/Uganda Mission director, Uganda university program coordinators, and five students who had completed PRIP.

To date, 72 students (24 from each of the three partner universities) have served as interns in Uganda's Parliament in Kampala. For most students, it was their first exposure to the "world of government work" and a very valuable experience. The five students with whom the team met said the internships reinforced their determination to pursue careers in fields related to legislative studies. As interns, they carried out a variety of substantive tasks including tracking bills, drafting petitions, drafting research proposals, and conducting data analysis.
The visiting team was also fortunate to meet with Uganda Mission Director David Eckerson who was familiar with HED's work with the U.S.-Africa Higher Education Initiative.

SUNY/HED team members with five former Parliamentary student interns from Nkumba University and the Islamic University in Uganda.

The university partnership between **Georgia State University (GSU) and Universidad Pedagógica Nacional (UPN) in Mexico** is creating a distance learning specialization in English language teaching for in-service Mexican public middle school teachers. Representatives from USAID and HED visited UPN March 23, 2010.

During the visit, UPN Rector Sylvia Ortega discussed partnership progress and efforts to support Mexico's Ministry of Education's goal to train, through in-service, 100,000 in-service teachers by 2012. The partners are making significant progress in the development of teaching/learning modules that make up the specialization; a pilot program is scheduled to begin in May 2010.

Four TIES students from Mexico are currently studying at GSU in Atlanta pursuing their Master in Applied Linguistics. These same students are assisting GSU in the development of additional modules that will become part of the distance learning specialization in English language teaching.

Illinois Institute of Technology, Chicago-Kent College of Law and Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), Law School, Campus Mexico City, have partnered to provide trial advocacy training for Mexican law faculty, law students, attorneys, and judges. The goal of this partnership is to produce a comprehensive training program related to Mexico's transition from an inquisitorial criminal justice system to an accusatorial or adversarial system.

Through this TIES partnership, HED supports USAID/Mexico's participation in Pillar 2 under the Merida Initiative: institutionalize capacity to sustain the rule of law. To date, two TIES scholarship students from ITESM-Mexico City are currently studying for LL.M degrees at IIT Chicago-Kent. A total of 56 lawyers graduated from the first *diplomado* or training course which

was comprised of eight modules (96 hours) and was taught in Tijuana, Baja California. In September 2009, a total of 66 lawyers graduated from the second diplomado which consisted of 16 modules (110 hours, taught in Tijuana, Baja California.) In January 2010, 11 participants graduated from a third diplomado which consisted of eight modules (120 hours, taught in Mexico City.) Progress has also been made towards institutional capacity building with both schools collaborating to create a new trial advocacy curriculum for the ITESM law school in Mexico City. The partners are also preparing for an expansion of the project to other ITESM law schools and have met with the Dean of the ITESM-Toluca law school to discuss these plans. ITESM-Mexico City has also established the first mock courtroom in Mexico, which allows students to practice oral criminal court proceedings.

ITESM-Mexico City and HED team members during campus tour. From left to right: Sr. Mario I. Alvarez Ledesma, Director of Law Department, ITESM-Mexico City; Mr. Manny Sánchez, Program Associate, HED; Dr. Karen Sigmond, Director of Graduate Program in International Law, ITESM-Mexico City.

ITESM-Mexico City's mock courtroom, the first of its kind in Mexico.

University of Texas at Austin (UTA) and Instituto Tecnológico Autónoma de México (ITAM) have partnered to educate and train skilled professionals for the energy industry and to contribute to better informed decision makers and citizens. The Center for Energy Economics (CEE), based in the Bureau of Economic Geology (BEG), in cooperation with the Center for Energy & Environmental Policy (CEEP) and the interdisciplinary Energy & Earth Resources (EER) program, all part of the Jackson School of Geosciences (JSG) at the University of Texas as Austin (UTA), and the Instituto Tecnológico Autónomo de México (ITAM), have worked jointly to achieve this objective.

Through this TIES partnership, three ITAM students graduated with a Master's degree completed from UTA's Energy and Earth Resources graduate program. Collaborative research was initiated between ITAM and UTA faculty. Partners are also working on general development activities including starting a Mexico-U.S. Energy Policy Network. In addition, a graduate level course on international energy policy was developed and offered for two semesters at ITAM. A significant amount of time has been spent discussing management and personnel difficulties. The monitoring visit to ITAM was informative and assured HED that the UTA-ITAM partnership is on track, both programmatically and financially.

Ohio State University (OSU) and Colegio de Postgraduados en Ciencias Agrícolas (CP) have collaborated to establish a sustainable CP capacity in rural microfinance to help Mexico increase the competitiveness of agricultural production and micro-enterprises in rural areas in ways that reduce poverty and provide increased opportunities for sustainable livelihoods. The lack of financial intermediation services is a critical factor contributing to poverty in the rural development sector, and has been identified by the Mexican federal government as a bottleneck.

The partnership is strengthening CP to help it make an impact in this critical area of rural microfinance.

Through this TIES partnership, 12 faculty and four graduate students participated in the faculty training program in microfinance at CP. One student expects to complete a PhD in agricultural economics at OSU. He is expected to return to CP after graduation and become a member of the microfinance team. He continues to receive his scholarship support from Consejo Nacional de Ciencia y Technologia (CONACyT.) Also, a diplomado in Rural Microfinance trained 34 participants from microfinance institutions in 11 states. The partnership continues to build the capacity of the core CP microfinance team in areas of teaching, research and outreach. This team has grown to 8 CP professors of rural development.

One of the most noteworthy accomplishments of this partnership has been the ability to forge new collaborative relationships with important national banking and regulatory institutions including the La Comision Nacional Bancaria y de Valores (CNBV) and Fidicomisos Instituidos en Relación a la Agricultura (FIRA.) The CNBV approached CP for assistance in identifying variables that are relevant to its thrice-yearly study of financial inclusions in rural areas. Also, negotiations occurred with FIRA to provide training programs related to microfinance. The significance of this development stems from FIRA's historical work with banks, and only recently established a unit to deal with financing for agricultural production through microfinance institutions. FIRA has singled out CP for its unprecedented ability to work with small farmers, and has requested assistance from CP to develop appropriate mechanisms for reaching farmers who are clients of microfinance institutions. This partnership has clearly strengthened the capacity of the Montecillo and Puebla faculties to deliver innovative and needed microfinance trainings to stakeholders in the states of Mexico and Puebla. In addition, the partnership has and will continue to conduct research that aids both CP and the national banking and regulatory institutions.

Georgia State University (GSU) and Alexandria University (AU) are collaborating on reforms that will move the AU Executive MBA (EMBA) program toward national preeminence, international competitiveness, and self-sufficiency. The overall goal of this partnership is to improve the quality of business managers in the Egyptian private sector as a way to enhance economic development in Egypt and the region. The program will meet the needs of the Egyptian business community for expanded education for middle- and senior-level managers and leaders.

GSU and AU have jointly developed the curriculum for the EMBA program, and the first semester of the EMBA program began in September 2009. Four courses are taught every semester, and each course module lasts approximately seven weeks. Thus far, eight courses have been delivered. 45 percent of the EMBA courses that have been developed will have been taught by April 2010. EMBA students are preparing for international residencies at GSU for fall 2010.

Thus far, three senior AU faculty members have visited GSU for one month to participate in faculty development activities, and six GSU faculty have visited AU to teach courses. The classes have been jointly taught with mixed success and varying degrees of collaboration. A group of ten junior faculty members will participate in training residencies at GSU over the next

year and will comprise part of the core EMBA faculty. A majority of these junior faculty members are women.

Regarding curriculum development, a team from GSU visited Alexandria University and conducted a baseline assessment, after which Dean Said Ossman of the Faculty of Commerce and Dr. Ismail Gomaa, partnership PI for AU, visited Georgia State University. They had extensive meetings and created a program that is approximately 85 percent similar to the Georgia State EMBA program. The EMBA curriculum was accredited by the Supreme Council. It includes core curriculum courses to be taken by all students, plus two elective courses. As found in similar EMBA programs around the world, there will be a two-week international residency component for all EMBA students. Students who are not able to participate in a residency at GSU will be required to submit a case study report based on their own companies. For those who participate, GSU will make appointments with senior executives in Atlanta, and EMBA students will write reports based on these meetings. An AU faculty member will accompany the EMBA students and will be paired with the GSU faculty member who coordinates the international residency component of the GSU EMBA program.

Due to visa issues resulting in organizational delays, the program will request an extension. With the extension, one cohort of students will graduate and the second cohort of students will be in the pipeline to graduate. The EMBA program has experienced some challenges as a result of opening the EMBA program to a Cairo cohort of students. While in Egypt, GSU faculty members teach two courses in Alexandria and two courses in Cairo. The Cairo faculty members are often temporary and sometimes absent for jointly taught courses, consequently, less interested in participating in faculty development activities reducing the potential for sustainability of the partnership in Cairo. Another challenge has been the abrupt changes in work culture and procedures for senior AU faculty. The EMBA program is asking senior AU faculty to perform in new ways that are sometimes creating an expanded workload. Senior faculty members are often used to operating under a “sovereignty” model. It has been difficult to engage them in the change process, and many appear to resist implementing suggested changes. As a result, Alexandria University and GSU have agreed to focus future faculty development visits to GSU on the junior faculty members.

HED Director of Programs Roy Zimmermann holds a dialogue with EMBA students in the classroom.

Georgia State University (GSU) and Cairo University (CU) are working collaboratively to increase the capacity of Cairo University's Department of Economics, Faculty of Economics and Political Science (DOE-FEPS) in economics research and outreach. The overarching development goal of the partnership is to enable DOE-FEPS to serve as a regional hub for teaching and research, and as an adviser for technical assistance in economics in Egypt and the Middle East region. This partnership will improve the quality of economics teaching and research to serve a variety of stakeholders including think tanks, development agencies, the Egyptian government, civil society, the private sector, and government policy-makers.

As a result of this partnership, DOE-FEPS faculty, teaching assistants, and students received intensive training in Advanced Econometrics and Experimental Economics from GSU faculty inspiring several to use experiments in their teaching and research. Some participants remain in regular communication with the GSU instructors strengthening ties between the partner institutions and increasing the likelihood of future collaborations.

Two CU faculty members are scheduled to travel to the United States during the spring 2010, for three weeks to discuss collaborative research topics in experimental economics, outreach activities, and possibly visiting the economic research and fiscal policy Center at CU. Four

additional faculty members will arrive next year, three to develop research papers with GSU faculty and one-as part of the second round of the faculty exchange program-to continue discussions on outreach activities, and participate in a summer public policy training program (train-the-trainer) addressing topics such as fiscal decentralization, public budgeting and fiscal management, tax policy, revenue forecasting, and fiscal analysis.

Partners initiated efforts to recruit CU students for a master's of arts degree program in Economics at GSU, with GSU offering to fully waive tuition fees for two students. No one has yet submitted an application. The partners believe lack of applying relates to the housing, transportation, and other costs the students will have to cover. GSU, estimates the total cost at approximately $20,000 per student per year or a total of $80,000 for 2 full-time M.A. students for two years. GSU also has offered to provide full tuition waivers for additional students, if necessary, to encourage CU students to take advantage of this opportunity.

The partners issued a call for research papers at both GSU and CU addressing eight focus areas: Experimental Economics, Environmental Economics, Health Economics, International Trade, Public Budgeting, Public Finance, Macroeconomic Analysis, and Labor Economics. Three teams of one CU faculty member and one GSU faculty member will be selected to write papers jointly and present them during the third-year Egypt Economic Policy Workshop in Cairo. The final papers will be submitted to professional journals for publication. To date, only one DOE-FEPS faculty paper has been published in an international, peer-reviewed journal, and these future, joint publications will bolster CU's research capacity as well as international reputation. Several management and financial issues remain that HED staff are currently working with the partners to resolve.

Georgia State University (GSU) and Cairo University (CU) have partnered to improve the capacity of the Faculty of Commerce of Cairo University (FCCU) in the areas of curriculum innovation, teaching, research, administration, program sustainability, and service, with the primary activity focused on the development of a four-year, three-track undergraduate degree program. The goal of the partnership is to contribute to Egypt's economic growth by improving the quality of market-oriented business education at Cairo University to better meet the needs of the business community.

Through this partnership, a three-track undergraduate degree program has successfully been developed and is growing: 29 students (16 women) enrolled in the first year; 109 (73 women) enrolled in the second year. The goal is to have 40 students enrolled in each track every year, which, given the current high demand, will be met with the third cohort. The partners expect that the success of the three tracks eventually will lead to the addition of as many as four more tracks for a total of seven including Actuarial Science and Insurance. Faculty development activities are focused on FCCU's junior faculty with women faculty being especially encouraged to participate in the exchange program with GSU. To date all seven faculty members who have traveled to GSU to receive training have been women. Next year, three men junior faculty members are slated to travel to the United States.

Currently, there are no major challenges to report. The partnership has managed to overcome its initial challenge during the first year of activities, from the turnover of two FCCU Deans with

divergent visions. All parties are now pleased with the shift of focus from a professional certificate program to a three-track undergraduate degree program.

Students congregate outside the English Section of the Faculty of Commerce.

Results from the HED Assessment of 12 Partnerships in Sub-Saharan Africa

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

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

This was the fifth in a series of impact studies reviewing a broad range of modestly-funded[1] higher education partnerships in Southeast Asia, South Asia, Africa, the Middle East and Mexico over the past decade. Between 2007- 2009, HED conducted impact assessments of 58 partnerships from more than 300 partnership awards in the five regions since 1999.

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

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

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

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

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

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

Partnerships in the Impact Assessment

From 1998 through 2006, Higher Education for Development awarded $2,364,518 in grants for 22 higher education partnerships in six selected countries in Africa. The awards ranged in value from $97,244 to $199,770 and ran for two to three years. (Sixteen of the 22 partnerships were funded for $100,000 or less.) Additional cost-share contributions from the U.S. and host country partners of $2,178,924 increased the total value of the partnerships to over $4.5 million dollars.
The U.S. partners consisted of large and small, public, private, two, and four year institutions. In addition to higher education capacity building, the 22 partnerships focused on four priority program areas for USAID:

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

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

All 12 U.S. higher education partnership directors were interviewed by telephone regarding their knowledge and perceptions of overall impact and lessons learned. Between April and September 2009, three teams of HED researchers visited four partnerships each. One team visited higher education partnerships in Botswana and Namibia; a second team traveled to Ghana and Senegal;

and the third team went to Malawi and Mozambique. In preparation for the visits, partnership progress reports were reviewed and summarized for evidence of outcomes.

Overall Impacts of Higher Education Partnerships

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

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

EMERGING TRENDS

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

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

Human capacity building and institutional capacity strengthening, primary goals of these partnerships were achieved in all 12 partnerships. Numerous examples were provided of how the

skills and knowledge of faculty, staff, and students have been enhanced either at the host country campuses and/or at U.S. institutions. Likewise, the study found a great deal of evidence of institutional strengthening — improved institutional management, revised programs of study, new degrees, updated course content, improved teaching methods, new focus on community outreach and extension, as well as research and publications, and professional training for public service.

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

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

- Supporting the development of national policies that are improving regional efforts to manage and sustain natural resources;
- Improving teaching and training methodologies;
- Increasing levels of healthy nutrition, health, and well-being among both people and livestock in developing communities;
- Stimulating business and entrepreneurship, particularly among women; and
- Promoting community-college and extension programs to deliver practical, hands-on training that supports employment and workforce development.

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

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

At a global level, USAID/HED partnerships provide numerous opportunities for 'positive public diplomacy' both at home and abroad, especially as the partnerships appear to be doing what partnerships are designed to do: provide value to both participants. The 'so what' impacts of the 12 partnerships clearly demonstrated that these collaborative ventures are in the vanguard, providing cutting-edge inputs for long-term academic change. The U.S. system of higher education is highly regarded as a tertiary education model in many African countries. Host country university administrators and faculty are eager to incorporate into their higher education

structures many of the U.S. methods and processes for teaching, conducting research, promoting public and community service, and informing national policy. This assessment found that host country administrators and faculty were enthusiastic about incorporating changes that would strengthen human and institutional capacity building while addressing development goals.

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

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

1. Involve the host country partner institution from the start in the critical process of determining performance objectives as well as activities and expected outcomes for the partnership.
2. Involve the host country partner in the selection of the U.S. partner institution.
3. Emphasize ways to attract host country academics studying abroad back to their home institutions through specific institutional capacity building
4. Ensure that the partnership objectives clearly focus on providing results that strengthen tertiary education human and institutional capacity with a focus on technical projects as secondary outcomes.
5. Determine that the U.S. and host country partners have genuine collegial support from a legitimate academic unit(s) involving more than one motivated principal investigator.
6. Demonstrate evidence that partnership applicants include sincere "social and cultural sensitivity" as well as realistic awareness of technological constraints under which host country partners may be operating.
7. Include a clearly stated six-month reporting format for the HED internal reporting process that requests both quantitative and qualitative information; and conduct regular HED portfolio reviews of active partnership activities.

Communications and Outreach

Online Communications

The communications team expanded its social media presence by including Higher Education for Development on Twitter and YouTube. HED can now immediately reach international and national higher education communities, international development groups, students, and virtually anyone who has an interest in how higher education partnerships and USAID are helping countries reach their poverty reduction and economic growth national development goals. By using four mainstream social media platforms (Facebook, Twitter, YouTube and LinkedIn), HED can share news with and gain feedback from its audiences. Recent tweets have focused on partnership successes, rebuilding efforts in Haiti, and relevant developments in higher education such as Qatar establishing its first community college.

In an effort to better serve its diverse audience, HED conducted an online survey to gain input from the recipients of HED's e-communications methods. HED also analyzed the use of social media among higher education and international development communities. As HED continues the data collection and analysis phase, it will prepare for a redesign of the HED website with updated information. A revamping of the website will eventually allow HED to engage more easily audiences online, and create virtual communities through which best practices and information may be shared. A redesigned and full-featured site will enhance how HED operates allowing the organization to receive applications and peer-review reports online.

The communications team recently published its first e-newsletter, which included a message from HED Executive Director Tully Cornick, as well as a featured "partnership of the month," a summary of the recent Africa-U.S. partnership conference, and links to the various social media tools HED is using. This regular communication tool will provide audiences with summaries of current HED events and advance alerts on higher education happenings especially if they miss hearing from HED on social media platforms.

Promoting RFAs and Award Announcements

During this reporting period, the communications team promoted two requests for application competitions and two related online information sessions for: ***The Broader Middle East and North Africa (BMENA) - U.S. Community College Small Grants Initiative*** in November 2009, and ***Senegal Community Service Learning*** in March 2010. For the BMENA RFA, the communications team targeted community college faculty and contacted new organizations, the Council for Research and Development and the American Association for Community Colleges. Announcing the RFA for Senegal required the development of new and more detailed contact lists for information communications technology, for historically Black colleges and universities, and for offices of sponsored research.

In December 2009, HED's communications team issued a press release announcing the new partnership between Georgia State University's college of law and faculties of law at the Universidad Iberoamericana (UNIBE) in Santo Domingo, Dominican Republic; the Universidad Rafael Landívar (URL) in Guatemala City, Guatemala; and the Universidad Paulo Freire (UPL) in Managua, Nicaragua.

Publications

The team compiled and organized images, statistics, and quotes that represent the fiscal 2009 higher education accomplishments for the HED 2009 Annual Report, which was released in early April. In the Report, Board Chair Terry Hartle and Executive Director Tully Cornick set the vision and context for HED for the coming year. The Report highlights HED's partnerships, meetings, and conferences during the 2009, including the Africa-U.S. Higher Education Initiative, a conference in Accra, Ghana, in August 2009; and the biennial Training, Internships, Exchanges and Scholarships (TIES) Partners Conference in Veracruz, Mexico.

Presentations, Meetings, and Events
During this reporting period, the communications team organized three informational briefings for eight new USAID education officers. For each event, HED developed agendas, organized staff involvement, and provided HED materials customized by region through two formats: hard copy, and on USAID/HED-branded CDs. HED is currently preparing an office display to track all USAID officers who have visited the office and attended informational meetings.

Three senior staff members attended the American Council on Education Annual Meeting in Phoenix, Arizona. Director of Communications Stephanie Morris attended meeting sessions and employed Twitter to share pertinent information with the public on speaker remarks, and higher education issues such as internationalization of U.S. campuses. HED publications, fact sheets and CDs were distributed to raise the visibility of HED-managed USAID-funded partnerships. The staff members were available to discuss how USAID/HED partnerships affect international higher education.

Emergency Response for Haiti
The devastating earthquake in January 12, 2010, destroyed many lives in Haiti. Fortunately, HED partnership directors were unharmed, but some faculty members at the Haitian higher education institutions lost their lives. HED's communications team worked with program staff to share messages of sympathy and support as well as provide information regarding country rebuilding efforts and partnership updates. HED continues to dedicate space on its website to provide links to such updates and reports including USAID fact sheets and contributions.

HED in the News
Please see *Appendix B* for examples of HED's coverage in the media.

HED Integrated Data Management Platform

The HED Integrated Data Management Platform project is nearly complete and initial software training has begun. Eight staff members from the communications, program, and monitoring and evaluation teams participated in a training session and received manuals on how to use PeopleSoft software to input and retrieve data for specific purposes such as peer review panel selection, current partnership information updates, and new subscriber requests for information. The software will allow for a huge database of information to serve HED's many objectives with the flexibility to report and access data quickly for multiple needs.

Appendix A

List of Partnership Closeout

(October 1, 2009 – March 31, 2010)

18 Partnerships closed out during this reporting period.

1. Colorado State University – Colegio de Frontera Sur
2. Illinois Institute of Technology – Instituto Tecnologico y de Estudios Superiores de Monterrey
3. Ohio State University – Centro de Invest.y Decencia Econ.
4. University of California, Berkeley – National Institute of Public Health, INSP Mexico
5. University of California, San Diego – Universidad Autonoma be Baja California
6. University of Vermont – Universidad de Anahuac
7. University of Wisconsin-Stevens Point – Instituto Tecnologico y de Estudios Superiores de Monterrey
8. West Virginia University – Universidad Autonoma de Queretaro
9. American University – Universidad Autonoma de Benito Juarez de Oaxaca
10. California State University, Fullerton – Universidad Autonoma de Tlaxcala
11. Duquesne University – Universidad Autonoma de Aguascalientes
12. Oregon State University – Universidad de Guadalajara
13. Southwestern University – ITESM
14. University of Texas at San Antonio – Universidad Veracruzana
15. University of Connecticut – Menoufia University
16. University of Michigan, William Davidson Institute – Institute National du Commerce
17. Michigan State University – Lebanese American University
18. Tulane University – Makerere University

Appendix B

Select Publicity Materials

Success Stories
News Articles

SUCCESS STORY

Developing Democracy through a Morocco-U.S. Education Partnership

Maryville University of St. Louis[*] / Hassan II University, Casablanca Teacher Training Institute, Moroccan Center for Civic Education, and the Center for Civic Education

Photo: James Brown, Bowling Green State University

U.S. project director Alden Craddock (back right) discusses curriculum development with Moroccan partners during September 2007 planning meeting in Casablanca, Morocco.

Photo: Alden Craddock, Bowling Green State University

Teachers from various parts of Morocco are reviewing the CEPI curriculum during June 2009 workshop in Casablanca, Morocco. Mr. Abdul Kassim, Casablanca Teacher Education Institute (standing) is guiding teachers through review.

The United States and Morocco have a long, shared history. As President Barack Obama acknowledged in a 2009 speech, the Kingdom of Morocco was the first nation to recognize the sovereignty of the United States in 1778. A great deal of time has passed since those first friendly overtures, but the opportunities for successful collaboration have continued.

One example of successful collaboration has been the Civic Education Partnership Initiative (CEPI), funded by the U.S. Agency for International Development and the Middle East Partnership Initiative through Higher Education for Development. CEPI began in 2007 as a collaboration of U.S. and Moroccan educators to prepare new democratic citizenship curriculum for use in Moroccan schools, teacher education and university classrooms. While developing curriculum for different schooling levels is challenging enough, doing so in the politically charged environment of U.S.-Arab relations and between the world's oldest continuous democracy and a constitutional monarchy has made the CEPI project unique. Such challenges have not made the collaboration easy, but they have made the successes much better.

U.S. project director Alden Craddock said the greatest success is the partnership itself. "Through CEPI we have confirmed the belief that despite our differences, we share a common desire to have a better future for our young people – a democratic future." Key to this belief, Craddock said, is the "crucial role that education can play in preparing effective citizens." Moroccan project director, Elarbi Imad echoes these sentiments, "Working with our American partners has not only been helpful with developing the new curriculum, but it has also removed many misconceptions about the differences between our two peoples."

In past three years, the CEPI project has conducted a variety of activities focused on assisting the Moroccan partners through a capacity building approach. Through the project, educators shared lessons learned and created a cross-cultural environment for sharing ideas, experience and expertise.

In the end, the Moroccan partners were supported by a community of learning to produce curriculum uniquely Moroccan but infused with common democratic principles. For example, curriculum materials have been prepared for various levels of the Moroccan education system and they all share a common organizing core. This core is based on a 2006 proclamation by King Mohammed VI who identified the content, skills and attitudes that all Moroccan citizens should share. Using that proclamation as the Moroccan foundation, the partnership then collaborated on identifying democratic methodology for effectively teaching the content. Thus, the final products are Moroccan in content and character but international in democratic education pedagogy.

5/2010

[*] *Bowling Green State University was the initial U.S. partner higher education institution.*

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

SUCCESS STORY

Combating Obesity and Diabetes in Tlaxcala

California State University Fullerton/Universidad Autónoma de Tlaxcala

Photos: Kelly Lacefield

Health care professionals from Tlaxcala attended workshops on campus and at health care agencies throughout Orange County as part of a training program established through a partnership between Cal State Fullerton, Universidad Autónoma de Tlaxcala and various U.S. and Mexican health agencies and hospitals.

In Tlaxcala, Mexico, obesity has reached a crisis state. And it is contributing to increased cases of diabetes, which has become one of the top three causes of death in the country. Nutritionist Maria Elena Madrigal, a resident of the area and professor at Universidad Autónoma de Tlaxcala, is faced with the impact in terms of her patients and students, as well as personally. Like thousands of others in the region, her husband is living with the disease. But a USAID-funded, HED-managed partnership between California State University Fullerton (CSU Fullerton) and the Universidad Autónoma de Tlaxcala (UAT) has begun to help address the problem through an innovative combination of research and hands-on education for students and practitioners at many levels.

To reach and engage nurses, nutritionists like Madrigal and other health practitioners in this effort, CSU Fullerton and UAT worked together to develop a series of courses delivered by CSU faculty through video-conferencing and in-person. These classes combined scientific information, such as how human bodies experience molecular changes from exercising, with on-the-ground advice on promoting public health in the community. The CSU Fullerton team assisted not only in developing the course-work, but also in building the technological capacity of UAT, providing IT support as they developed their video-conferencing capabilities. Project Director Dr. Chris Latham noted: "We overcame many technological and cultural hurdles, including some language barriers, to deliver a holistic and practical set of information that, if incorporated in a systematic way, will ultimately have a major impact on the lives of many Tlaxcalans."

There were 18 UAT faculty participants in *Healthy Lifestyles and Diabetes Prevention* courses—nurses, practitioners, physicians and nutritionists—who visited Fullerton and received hands-on experience in learning about healthy lifestyles. Beyond traditional classes and activities, the group visited the gym of a university (where they underwent physical fitness testing), a surfing camp, and a community play day for children hosted in a Santa Anna parking lot. They were exposed to a social/ecological model for improving outcomes that could not only save lives, but which was also fun. When the faculty returned to Mexico, the health care professionals formed study groups that involved staff and student wellness groups at UAT, as well as school-based health promotion programs for adolescents and pre-school children.

As one of the UAT faculty members who wanted to incorporate a better self-awareness of students' nutrition, Madrigal noted: "Participating in the Cal State University Fullerton educational program has been a life-changing experience for me, as an instructor and as a person. I have learned to see diabetes as a multi-factorial problem, where social conditions of the individual and the community play an important role in shaping the outcomes of the disease." As she shared the knowledge with her students, they reflected on the availability and cost of

A Universidad de Autónoma de Tlaxcala student gathers information regarding a community member's health at her residence.

healthier foods, how their eating behaviors were impacted by stress, and the prevalence of diabetes in their families. In addition to the work she did in the university, once Madrigal's husband's supervisor heard about her involvement in the project, he invited her to deliver a presentation to the entire office. Other opportunities to involve the community have also developed in Tlaxcala through public health clinics.

Further, the partnership developed a research component to focus on how the unique issues of diabetes in Mexico could be tackled on a public health scale. As part of a community assessment, 109 Tlaxacalans recently diagnosed with diabetes were surveyed and interviewed. As a result, researchers became familiar with the health hurdles in Mexican infrastructure—for example, clean drinking water isn't available in most Mexican schools. The findings of this research were shared at a bi-national conference in Tlaxcala on September 25, 2009, and a manuscript is under review for publication by Sigma Theta Tau, an international nursing organization for the *Journal of Nursing Scholarship*. Dr. Latham says: "This project is incredibly valuable not only because we're helping Tlaxcalans improve and lead more full and healthy lives—but we're also gaining further insight to fighting diabetes here in local communities in the U.S."

4/09

SUCCESS STORY

TIES Partnership Assists HIV Response Effort in Dominican Republic

University of California at Berkeley (UCB) and the Mexican National Institute of Public Health

Photo: QFB. Héctor Sucilla Pérez

Héctor Sucilla Pérez provided technical advisory assistance at the General Direction for the Control of Sexually Transmitted Infections and AIDS of the Dominican Republic. Pérez (left) and colleague Yaniris Vargas at the office in Santo Domingo.

A U.S.-Mexico higher education partnership has expanded its impact in HIV/AIDS and tuberculosis care in the Dominican Republic through internships that facilitate knowledge exchange. The partnership between the University of California at Berkeley (UCB) and the Mexican National Institute of Public Health (INSP) is through the Training, Internships, Exchanges and Scholarships (TIES) program. The partnership focused on improving the efficiency of HIV/TB research, prevention, and care and treatment programs and employed a multi-faceted approach that included private-public partnerships, developing courses for a Master of Public Health program, and creating internship opportunities.

Through the USAID-funded and Higher Education for Development-managed partnership, Mr. Héctor Sucilla Pérez was able to build on his master's studies and further develop his skills through a training program, *The Training Collaborative Program on HIV/AIDS/TB*. He then worked for six months at the General Direction for the Control of Sexually Transmitted Infections and AIDS of the Dominican Republic (DIGECITSS). "This unforgettable experience gave me the opportunity to contribute my managerial and technical skills to the improvement of the multi-sectoral AIDS response in the Dominican Republic," Pérez said.

Balancing resources while trying to provide quality health care is a challenge for many health care professionals, but Pérez put his new knowledge into action by advising DIGECITSS staff in their planning, implementation and evaluation of resources for health services for HIV-positive people. He also contributed critical and objective feedback to the planning and implementation of the 2007 HIV/AIDS Annual Operation Programme.

Pérez is one of many people who participated in the training program. Overall, the partnership's multi-disciplinary, non-degree programs led to scores of people being trained in HIV/AIDS and TB and the partnership's impact has expanded throughout the Latin American and Caribbean region.

In addition to internships, students were also highly involved in research. In fact, Pérez was able to present his literature review, "Cost-effective and Cost evidence for HIV/AIDS Care and Treatment in Resource-constrained Settings," at the International AIDS Conference. The partnership also led to the offering of 25 courses and 29 seminars; and, supported four faculty exchanges and six certificate programs. Several Mexican and U.S. organizations were involved, further enriching the exchange of knowledge and depth of capacity building.

SUCCESS STORY

South African Students Gain Insight into Logistics Industry

William Davidson Institute, University of Michigan/University of Johannesburg

Photo: WDI/UJ

From left: Refiloe "Fifi" Moloi and Francois Van der Walt visit the Anheurser Busch Brewery in Columbus, Ohio. The two University of Johannesburg's Department of Transport and Supply Chain Management students participated in a two-week study tour in the United States.

Logistics, a crucial sector of global business and economy, currently consumes approximately 15 percent of South Africa's gross domestic product (GDP). This percentage is considered too high in comparison to South Africa's trading partners. For example, logistics costs the United States nine percent of its GDP. In addition, logistics and supply chain management have been identified as scarce skills in South Africa, especially at the higher levels in both education and training. A Higher Education for Development-managed and United States Agency for International Development-funded partnership between the William Davidson Institute at the University of Michigan (UM) and the University of Johannesburg (UJ) is currently addressing this very issue through the development of a new Master of Commerce degree program at UJ.

In March, 2010, two Logistics Management honors students from UJ's Department of Transport and Supply Chain Management visited UM's Ross School of Business, the William Davidson Institute and UM's Transportation Research Institute for a two-week tour. The tour immersed the students in both academic and real-world experiences of logistics management processes and supply chain operations. This tour is typically reserved for WDI students due to the high value they place on their relationships with the private firms partaking in the tour. Khalid Al-Naif, partnership director at WDI, stated that "because of the high level and quality of the students that were sent, we were able to treat them as we treat our own." The two students were chosen after a large applicant pool was shortlisted to 10 applicants and evaluated on academic ability, capacity for further development, motivation and participation.

"I am truly delighted to have realized from my trip that America has many development programs for Africa and has not forgotten about our beautiful continent and its development needs. I am truly thankful to have been involved in one myself."

-- Francois Van der Walt, University of Johannesburg

During the first week of the tour, the students attended supply chain and business management courses at the Ross School of Business. One of the students, Francois Van der Walt, noted "The classes were a great opportunity to experience both the differences and similarities in study approaches, between those of UJ and those of UM. The classes also gave us the opportunity to meet other students….One thing that struck me was that most classes had some practical element to them in the form of demonstrative games or guest lecturers." During the second week, the students visited the facilities of three major U.S. companies and observed the supply chain and logistic management process in real time. They toured the Anheuser-Busch Inc brewery in Columbus, Ohio; Con-Way Freight's corporate headquarters in Ann Arbor, Michigan; and, the Ford Rouge Plant in Dearborn, Michigan, where the F-150 truck is produced. Francois said that visiting the

companies was "exciting for us as neither myself nor Refiloe [the other UJ student] have had physical exposure to the operations of the logistics companies that we learn about in the textbooks." Of the visit to Con-way he stated: "One of the facilities we saw was a cross docking operation. It was really interesting to see how this facility, which appears to be controlled chaos at first, is managed. The amount of freight movements across the dock between the trucks was high pace and astonishing." Refiloe Moloi was particularly impressed during the visit to Anheuser-Busch: "It was fascinating to see how beer is made and the different types of machinery used the various stages, and the actual brewing process. What was also interesting to see was the fact that their warehouse is totally automated, that was WOW!"

Both students are very enthusiastic about pursuing degrees in the Master of Commerce program at UJ after receiving the study tour. The number of applications for the two spots on the 2011 tour are expected to increase based on the positive experience that Refiloe and Francois had in Ann Arbor.

By James Ketterer

Monday, March 1st 2010

Orientation of the New Interns for the Ugandan Parliament - Photo Credit: J. Ketterer

When I was in Uganda last month I was fortunate to learn more about an interesting parliamentary internship program being carried out by the Center for International Development (CID) of the State University of New York (full disclosure: I used to work there). Supported by Higher Education for Development (which uses fairly small grants to encourage university partnerships between U.S. and overseas universities) and funding fromUSAID, a consortium has been formed that includes SUNY and three Ugandan universities: Nkumba University,Islamic University in Uganda and Uganda Martyrs University. The Parliament of Uganda is also a partner. Together these institutions run what is known as the Parliamentary Research and Internship Program.

Interns are selected from each university, given an orientation by parliamentary staff and former interns and then placed in offices in parliament where they work on research, legislation, legal issues and administration. They spend a few months serving as staff members and applying what they have been learning in class. HED says the following about how the program works:

> Approximately 20 students...will be trained, supported, and placed in parliamentary internships each academic semester over the course of the three-year partnership. They will work with committees and caucuses on issues including peacebuilding and development in northern Uganda, women's and children's rights, natural resource management, corruption, and HIV/AIDS. University professors, parliamentary staff, and current and former members of Parliament will participate in the orientation and training of the interns.

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August 2009

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As anyone who has ever worked in a legislature knows, you simply cannot understand how the process works - and doesn't - until you view it from inside. Accordingly, these internships serve as useful educational experiences for the interns. But the program also allows parliament to attract young staff members who might want to stay on after the internship, especially those with specialized skills and education in technical fields. And even for those interns who don't stay to work in parliament, they can now serve as ambassadors for the institution and demystify it for others who only read about it in the newspaper. Parliaments are generally misunderstood institutions but are crucial to any healthy democracy. Accordingly, the more people who have first hand experience the better (even it is explaining the negative aspects of parliament).

I had the opportunity to speak with the interns who had just finished their assignments and to the new interns on their first day of orientation. They were bright, engaged students, eager to apply their knowledge to public service. I also spoke to some people who had been interns over a decade ago (in a different program) and they each said what an important experience it was for them to have interned in the parliament. Some still work in parliament in senior positions and others are serving in the executive branch or in NGOs.

In addition to the interns in Uganda, one member of the parliamentary staff came to the U.S. and served as a staff member in the New York State Legislature (as part of the Senate Fellows Program). This experience was undoubtedly as useful for the New Yorkers as it was for the Ugandan Senate Fellow; that is how partnerships should work.

This is by no means the only parliamentary internship program in the region. Kenya has a well-organized program (see here) and the Ugandan Parliament also runs several other internship programs, and there are others. But what makes this program especially helpful and promising is the consortium of universities involved. In addition to the internship program the participating universities are seeking to establish a legislative studies program that would offer undergraduate and graduate degrees as well as certificates and training programs for working professionals. Legislative studies programs are few and far between anywhere in the world. Developing such a program that could serve all of East Africa would be groundbreaking, even more so with several universities cooperating in the effort.

> This program helps foster partnerships among Ugandan universities and Parliament, as well as between SUNY and Ugandan universities...[and] contributes to increasing the capacity of Ugandan institutions of higher education to play a more active role in fostering good governance and social and economic development in Uganda.

Project funding comes and goes, but universities tend to outlast most other institutions. It makes a great deal of sense, then, to work to enhance the capacity of universities in Africa - and to do so in a true partnership with U.S. universities (who are not well represented in Africa). Untold millions of dollars are spent by donor governments and international organizations on developing parliaments in Africa, with fancy new electronic voting systems, international trips, outside consultants and new computer centers. While there is nothing wrong with any of those programs it is worth noting that for a relatively small amount of funding this internship program is paying real dividends and is likely to do so for the foreseeable future. If something works it should be replicated in other places - and it would make sense to do so with this program.

Links

Association of Professional Schools of International Affairs

Beerkens' Blog - Higher Education, Science & Innovation from a Global Perspective

Boston College Center for International Higher Education

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John Brown's Public Diplomacy Press and Blog Review

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Entrance to the Ugandan Parliament - Photo Credit: Peter Price

Categorized in Africa, Development, EPA, Educational and Cultural Affairs, Higher Education, Public Diplomacy, USAID

Tags: Higher Education for Development, Legislative Strengthening, Parliament, SUNY, Uganda, USAID

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ASPH FRIDAY LETTER

SCHOOL NEWS

Emory and INSP-Mexico Collaborate to Train Paraguayan Public Health Professionals

From November 30-December 4, Dr. Nelson Alejandro, assistant director of academic quality at the National Institute of Public Health (Instituto Nacional de Salud Pública, INSP-Mexico), and Dr. Karen Andes, professor at Emory University's Rollins School of Public Health, gave teacher training courses at the National Institute of Health and National University of Asunción in Paraguay.

The 20-hour classroom-based courses were part of a three year project funded by USAID/Paraguay through Higher Education for Development (HED) in Washington, DC, to strengthen graduate level public health training programs in Paraguay.

In the course taught by Dr. Alejandro, *Competency-Based Course Design*, participants learned to design modules using a competency-based approach.

Dr. Alejandro said, "Competency-based models are very important and are being implemented in many universities. Paraguay is no exception and we are working with them in this area to develop these types of courses".

In the course taught by Dr. Andes, *Qualitative Research Methods in Public Health*, participants were trained to identify public health problems and design appropriate qualitative research studies to develop solutions. Dr. Andes commented, "The participants will conduct in-depth interviews and focus group discussions to inform these public health issues. Then, the next course will focus on analyzing and interpreting those data and using findings to inform decision making in public health."

As part of the HED/USAID program, the participants will continue to develop their curriculum design and qualitative research skills through distance modules, and will meet again in 2010 for more classroom-based teacher training courses.

[Photo caption: Drs. Karen Andes and Nelson Alejandro with Vice Minister Edgar Gimenez.]

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Actualité *(Mardi 01 Octobre 2002)*

Il est organisé par le Centre de Carrière de l'école des Hautes Études Commerciales d'Alger

Le Salon du recrutement "Jincent 2010" se tiendra du 19 au 21 avril 2010

Par : Meziane Rabhi
Lu : *(110 fois)*

Les organisateurs prévoient plus de 40 entreprises, dont le Groupe Cevital, NCA, Mobilis, Air Algérie, Nedjma, Danone, Henkel, MFG, Repsol, Hamoud Boualem… et de plusieurs milliers d'étudiants et diplômés des HEC Alger et des universités, écoles et instituts environnants.

Le Centre de carrière de l'école des hautes études commerciales (ex-INC)d'Alger, premier en son genre en Algérie, créé en mai 2007 dans le cadre d'un partenariat stratégique avec l'Institut William-Davidson de l'université de Michigan aux USA, appelé Emploi (Educating managers, Promoting linkages and Opportunity integration) et initié par le Bureau américain HED (Higher Education for Development), organise la quatrième édition du Salon du recrutement Jincent 2010, du 19 au 21 avril 2010, au niveau de l'Office Riad El-Feth. Cette manifestation, unique au niveau national, a pour vocation de faciliter la rencontre "directe" entre des entreprises qui recrutent et des candidats à la recherche d'un emploi. Elle vise à créer un lieu de rencontres privilégié entre les recruteurs et les diplômés, autour de conférences thématiques et d'ateliers (CV, préparation à l'entretien d'embauche et orientation, bilan de compétences,…). Pour les entreprises, le salon représente le lieu idéal pour trouver les compétences recherchées et un carrefour pour les opportunités d'affaires. Pour les universitaires, c'est une opportunité de "décrocher un job" ou un stage, et pour approfondir leurs connaissances sur les entreprises présentes et booster leurs carrières. Les organisateurs prévoient plus de 40 entreprises, dont le Groupe Cevital, NCA, Mobilis, Air Algérie, Nedjma, Danone, Henkel, MFG, Repsol, Hamoud Boualem… et de plusieurs milliers d'étudiants et diplômés des HEC Alger et des universités, écoles et instituts environnants. Le Dr Ali Belkhiri, directeur du centre de carrières de l'école HEC-Alger, explique qu'en dehors de ses missions pédagogiques, l'université doit également préparer les futurs diplômés à faire la transition vers le monde du travail et à assurer le succès de leur insertion professionnelle. "Le centre de carrière est l'un des éléments-clés du partenariat stratégique qui doit se mettre en place entre l'université et le monde économique et du travail, particulièrement dans le contexte de la mondialisation de l'économie de marché, des échanges commerciaux, de la mobilité du travail", estime M. Belkhiri. La mission principale du centre de carrières est donc de servir d'interface structurée et organisée entre le monde universitaire (étudiants et enseignants) et celui de l'emploi (entreprises et institutions publiques et privées). Il vise à rechercher des opportunités de stages en entreprise pour les étudiants en graduation et à identifier des offres d'emploi pour les nouveaux et les anciens diplômés. Il active également dans la collecte d'information sur le marché du travail et étudie les besoins des employeurs en termes de ressources humaines. Le centre de carrière offre une variété de services ainsi qu'un programme de développement de carrière qui permettent aux étudiants d'acquérir et de mettre en valeur les compétences requises pour une bonne transition vers le marché du travail. Il travaille également avec le monde professionnel et permet aux entreprises activant sur le marché algérien de recruter les compétences managériales qui leur sont nécessaires. En qualité de partenaire actif des entreprises, le centre de carrière a également pour mission d'accompagner celles-ci dans la définition de leur projet de développement, et donc de recrutement, en jouant un véritable rôle d'interface entre étudiants, nouveaux diplômés et entreprises au travers de différentes formes de rencontres comme le Forum entreprises/HEC Alger (ex-INC) "Jincent" qui est destiné à accueillir, une ou deux fois par an, les stands des entreprises.

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-Secretary Clinton's Remarks at the Forum for the Future (Nov. 3)

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Marrakesh, Morocco
November 3, 2009

Secretary Clinton delivered a major speech on November 3 in Marrakesh, Morocco at the Forum for the Future, an initiative of the countries of the Broader Middle East and North Africa region (BMENA), the G8 countries, and civil society and private sector groups. She reaffirmed the commitment of the United States to broad engagement with Muslim communities around the world and outlined concrete steps the United States is taking to follow up on the "New Beginning" that President Obama launched in Cairo. Secretary Clinton focused on partnerships to promote civil society, entrepreneurship and economic development, educational opportunity, scientific and technological collaboration, women's empowerment, and interfaith cooperation.

Examples of these initiatives include:

Entrepreneurship and Job Creation

The United States will be a partner in advancing entrepreneurship, job creation and economic opportunity in Muslim communities by providing tools and investing in pioneering local stake-holders and programs. These partnerships will emphasize local ownership and lasting results. Projects include:

- Convening an *Entrepreneurship Summit* in Washington, D.C. in early 2010 to bring together innovators and leaders in Muslim communities around the world and America's business leaders to advance entrepreneurship and create economic opportunity.
- Supporting the launch of a *Global Virtual Entrepreneurship Network* to connect entrepreneurs with each other as well as a broad range of stake-holders, including investors, mentor networks and business support services, educational institutions, NGOs, and foundations before the next Forum for the Future.
- Fostering *Multilateral Partnerships* with efforts such as investments in the International Finance Corporation's Private Enterprise Partnership (PEP-MENA II) and in the Organization for Economic Co-operation and Development's program supporting of human capital development.
- Initiating *Youth:Work,* a five-year, $30 million USAID project to meet the needs of vulnerable youth in Jordan and their communities, in collaboration with the Government of Jordan, the private sector, and NGO partners.
- Launching a $76 million comprehensive, multi-sector initiative in Yemen to increase economic opportunities, improve delivery of social services, and enhance local governance and civic participation.

Science and Technology

The United States will be a partner in laying the foundation of knowledge economies that will spur innovation, and will support societies in grappling with their greatest economic and environmental challenges. Initiatives include:

- Establishing the *U.S. Science Envoy Program* in which three of America's most prominent scientists, Dr Ahmed

Zewail, Dr. Bruce Alberts and Dr. Elias Zerhouni, will travel to countries in North Africa, the Middle East, and South and Southeast Asia to engage their counterparts, deepen and develop partnerships in all areas of science and technology, and foster meaningful collaboration to address common challenges and realized shared opportunities.

- Debuting the *Global Technology and Innovation Fund* through which the Overseas Private Investment Corporation (OPIC) will catalyze and facilitate private-sector investments in programs in Asia, the Middle East, and Africa in technology, education, telecom, media, business services and financial technology and green technologies.

Education and Exchanges

The United States is committed to supporting education to prepare young people throughout the world to s*eize the opportunities of the 21st c*entury. Initiatives include:

- Contributing $45 million to the Government of *Pakistan's* ***Higher Education Commission*** (HEC) to expand partnerships and exchanges, to support infrastructure upgrades and teacher training, and to increase access to education, especially for young people, women, and those living in vulnerable areas.
- Sponsoring the *BMENA Community and Technical College Grants Program* to create partnerships between U.S. community colleges and community and technical colleges in the BMENA region.
- Allocating $7.25 million for *Higher-Ed Scholarships* for underserved secondary school students in the BMENA region to attend American-accredited universities.
- Investing $12.5 million in USAID's new *Youth Education Project* in Morocco to provide quality educational services for out-of-school youth and to develop policies and institutional networks to facilitate the delivery of education.

Civil Society 2.0

The United States is launching Civil Society 2.0, an initiative to empower grassroots civil society organizations around the world by helping them use digital technology. It will include:

- Deploying a team of experienced technologists to work with civil society organizations and provide training and support to build digital capacity.
- Funding new empowerment connection technologies with $5 million for pilot programs to bolster the new media and networking capabilities of civil society organizations, as well as online learning, in the Middle East and North Africa.

Women's Empowerment

Empowering women and girls and expanding their opportunities to participate fully in all aspects of their societies, are core priorities of the United States. Efforts include:

- Providing initial funding for the launch of the *BMENA Regional Gender Institute*, which will make grants, conduct research, promote scholarship related to gender issues and encourage active participation of diverse groups.

- Allocating $2 million to fund Innovative Women's Empowerment Programs that will strengthen women's participation in all aspects of society and promote women's equality in the Middle East and North Africa.

Inter-Faith Engagement

The United States has a longstanding history of openness and respect for all faiths, including Islam, and seeks to deepen mutual understanding and create new partnerships with Muslim communities around the world. The United States will partner with Muslim-majority host countries in different regions to hold biannual *Inter-Faith Working Groups* that will bring together leaders across faith communities, government, civil society, and the private sector to create actionable plans for addressing common challenges affecting all of our communities.

***

Secretary Clinton also announced several major initiatives in Pakistan last week, including partnerships on energy, education, law enforcement, and assistance for internal refugees. More information is available here: http://www.state.gov/secretary/trvl/2009/130992.htm.

PRN: 2009/T14-28

HIGHER EDUCATON FOR DEVELOPMENT (HED)

Knowledge, Partnership, Results

June 2009

Mentouri University Partnership for Workforce Development

SEMI-ANNUAL REPORT

To The U.S. Agency for International Development

For October 1, 2009 – March 31, 2010

Associate Agreement No. 263-A-00-09-00011-00
under
Leadership with Associates Award Cooperative Agreement
No. AEG-A-00-05-00007-00

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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.

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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 (A.P.L.U)

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Executive Summary

In February 2009, with support from the U.S. Embassy in Algeria, USAID's Office of Middle East Programs (OMEP) initiated an Associate Award with HED to strengthen higher education preparation for the Algerian workforce through a higher education partnership.

As part of the Associate Award, HED awarded the William Davidson Institute (WDI) at the University of Michigan $600,000 for a higher education partnership with Mentouri University in Algeria to strengthen English language studies; strengthen the business management curricula; and establish a career development center resulting in the development of relevant skills for the local workforce.

During this reporting period, HED:

- finalized and executed an agreement of cooperation with WDI;
- conducted a post-signing teleconference with WDI;
- issued a press release announcing WDI as the winner;
- collaborated with USAID to establish a procedure to process visas through TraiNet;
- participated in teleconferences with WDI, Mentouri University, the U.S. Embassy in Algiers, and USAID/OMEP to discuss the launch of the career center, the marking and branding plan, findings from a baseline assessment study, and overall implementation of the program;
- collaborated with WDI to revise the monitoring and evaluation plan based on feedback from USAID/OMEP and the U.S. Embassy;
- met with USAID AOTR Jim Wright to discuss partnership progress during a March site visit to Egypt; and
- monitored implementation of the partnership to ensure program objectives and activities are on target.

A number of notable partnership activities and outcomes occurred:

- **5 scholars** from the University of Mentouri attended seven days of workshops at the University of Michigan campus in Ann Arbor. In collaboration with their counterparts at the University of Michigan, these 5 scholars developed an English for Specific Purposes (ESP) syllabus targeting the workplace for first-year undergraduate students in the Faculty of Economics and Management; created a lesson template for 12 units, and drafted 24 lesson plans for the first year program.
- The Career Center was launched in November 2009. As a result, the Career Center has organized **3 informational sessions** to inform students of the role and goals of the Career Center and how it benefits them. The three informational sessions were attended by **262 students**.
- The Career Center also conducted **16 development workshops** that were attended by **202 students**. The purpose of the development workshops was to instruct students about resume writing and job interview skills.
- In March, the Career Center organized the First Employers Forum, which was attended by **272 students** and **10 employers** representing both the private and the public sectors. The goal of the Forum was to bring employers to UMC campus to provide an opportunity for students to learn, firsthand, about employment opportunities from private and public sectors employers.

Overview of the Program

Partnership Title: "Recruiting Employable Students at the University with Management Education (RESUME)"

William Davidson Institute/Mentouri University
Award Amount: $600,000
Cost Sharing: $352,674
Total: $952,674

The William Davidson Institute (WDI) at the University of Michigan (UM), in collaboration with the Stephen M. Ross School of Business (RSB) and the University of Michigan English Language Institute (ELI), is bringing together real work world and academic experience to enhance the University of Mentouri's capacity to provide effective teaching, curriculum, and research in English and Management. WDI's approach is comprised of three interactive components: 1) experiential learning; 2) knowledge creation; and 3) real world experience. This strategy will result in the creation of a Career Center, the development of an English language training curriculum, and an enhancement of the capacity of the faculty to develop and teach a modern Management curriculum. WDI will use a collaborative train-the-trainer approach to curriculum input and design, while actively engaging the private sector to integrate key skills and knowledge that is needed to succeed in the workplace. WDI also will employ an extensive faculty exchange program aligned with the needs of Algerian faculty. Within WDI's prioritization, ELI and RSB will support material development by training University of Mentouri (UMC) faculty and graduate students in English and Management teaching including the use of technology.

Reporting Period Activities

The primary goals for higher education partnerships are to strengthen tertiary institutions, and to enhance the knowledge and skills of faculty, staff, and students equipping them to address high-priority national, regional, and local development needs. This Partnership is part of the program of the U.S. Embassy/Algiers and USAID/OMEP to improve teaching training in English and Management, upgrade the curriculum, and increase employment opportunities for university graduates.

The William Davidson Institute / Mentouri University of Constantine partnership initiated a number of <u>institutional capacity-building</u> activities during its first six-month reporting period:

- Adapting/changing/creating new curricula
- Improving methods of instruction
- Undertaking collaborate research
- Establishing new academic programs
- Improving institutional management procedures

Similarly, the partnership also provided evidence of <u>human capacity building</u> through non-degree training, such as:

- **5** Algerians participated in exchanges to the United States;
- **32** Algerians received training in non-degree classes, seminars and materials relevant to professional development;

- **262** Algerian students participated in **3** informational sessions conducted by the career center;
- **202** Algerian students attended **16** development workshops conducted by the career center that helped the students acquire resume writing and job interview skills; and
- **272** Algerian students and **10** employers representing the public and private sectors attended the First Employers Forum.

Reporting Period Challenges

The business component of this partnership has been delayed. WDI's first visit to UMC in November 2009 highlighted the existence of an existing collaboration between the University of Grenoble in France and UMC that commenced in 2006. To avoid a duplication of effort, the business component was delayed to allow for an assessment of outcomes from that partnership. WDI conducted a site visit to UMC in mid January 2010 to launch this major business activity and assess the curriculum revisions that have already been undertaken with the University of Grenoble.

In addition, communications between WDI and HED, USAID/OMEP, and the U.S. Embassy/Algiers need to be reinforced. A major activity, the launch of the Career Center, occurred without prior notification and without invitation to the Embassy. Based on feedback from the mid-January assessment, UMC's leadership and the program's steering committee also decided to add a new master's in tourism management without obtaining feedback from HED, USAID/OMEP, and the U.S. Embassy/Algiers. To address these communications challenges, HED has initiated regularly scheduled conference calls with WDI, USAID/OMEP, and the U.S. Embassy/Algiers.

Upcoming Activities

During the next reporting period (April 1, 2010 – September 30, 2010), HED will continue to collaborate with WDI, USAID/OMEP, and the U.S. Embassy to finalize a monitoring and evaluation plan; conduct regularly scheduled teleconferences with USAID/OMEP, WDI, and the U.S. Embassy of Algiers; and submit a request to USAID/OMEP for approval to include a master's degree in tourism management in the program description. HED also will continue monitoring implementation of the partnership to ensure program objectives are on target and met.

WDI and UMC will:

- prepare the first Job Fair at the Career Center to be held at the beginning of June;
- initiate the development of training modules and curriculum materials for the English program;
- implement the workshops in English materials design;
- organize an upcoming visit by faculty members from the University of Economic Sciences (UMC) who will attend training in designing course material for a new master's in Management and in Tourism Management;
- organize a visit of 6 Career Center staff to the Career Center in Orlando in June; and
- prepare the first evaluation of partnership activities to take place during October 2010.

Appendix A: Press Release

FOR IMMEDIATE RELEASE

E-mail: smorris@HEDprogram.org
www.HEDprogram.org
USAID Press Office: 202-712-4320
Public Information: 202-712-4810
www.usaid.gov

WASHINGTON, DC (October 8, 2009) – Higher Education for Development (HED) has awarded a three-year grant supported by the U.S. Agency for International Development (USAID) and the U.S. Embassy in Algiers to the William Davidson Institute at the University of Michigan for a partnership with Mentouri University in Algeria.

The purpose of the three-year partnership is to enhance the University of Mentouri's capacity to provide effective teaching, curriculum, and research in English and business management. Through experiential learning and real-world experience, the partnership will create a career center, develop English language training curricula, and enhance the capacity of the faculty to develop and teach a modern business management curriculum at Mentouri University. The partner institutions also will focus on implementing a collaborative train-the-trainer curriculum, while actively engaging the private sector to integrate key skills and knowledge that is needed in the workplace.

"The partnership will contribute to building the human and institutional capacity of Mentouri University as well as produce a long-term relationship between U.S. and Algerian higher education institutions," said HED Executive Director, Tully Cornick.

In addition to keeping up with the needs of a growing university population, Mentouri University and other Algerian higher education institutions are struggling with the issue of unemployed graduates. In spite of the large number of unemployed university graduates, private-sector employees report difficulty identifying young Algerians who can demonstrate English language proficiency, basic management and computer skills, and the "soft skills" needed for workplace success such as strong verbal communications, writing, teamwork, and problem-solving. This partnership aims to assist in all of these areas.

This partnership seeks to respond to those needs by establishing a foundation for targeted faculty development programs, improving English language training and business management curricula, and creating job skills and placement programs that effectively prepare students for professional success.

Upholding the goals in President Barack Obama's speech in Cairo, Egypt on June 4, 2009, the creation of this higher education partnership also is critical to improving the outlook in international development. As President Obama explained in his speech, "On science and technology, we will launch a new fund to support technological development in Muslim-majority countries, and to help transfer ideas to the marketplace so they can create more jobs… All these things must be done in partnership."

HED, funded by a cooperative agreement with USAID, was founded by the six major presidential U.S. higher education associations to engage U.S. colleges and universities in international development. Those associations are the American Council on Education, the American Association of Community Colleges, the American Association of State Colleges and Universities, the Association of American Universities, the National Association of Independent Colleges and Universities, and the Association of Public and Land-grant Universities. For more information about HED, visit www.HEDprogram.org.

The American people, through the U.S. Agency for International Development, have provided economic and humanitarian assistance worldwide for nearly 50 years. For more information on USAID, visit www.USAID.gov.

# # #

Appendix B: Semi-Annual Progress Report

Important to use this revised report format

Higher Education for Development

Knowledge, Partnerships, Results

Semi-Annual Progress Report

Report Period

October 1, 2009 – March 31, 2010

Due April 30, 2010

INTRODUCTION

The information partnerships provide create the basis of HED's partnership results disseminated to the United States Agency for International Development (USAID), and the higher education community. USAID will use this information to report development results to the U.S. Congress. Your contribution of information is critical to the overall understanding of development and the future funding of such programs.

PARTNERSHIP INFORMATION

Partnership Title: RESUME

Sector: Workforce Development / Higher Education Capacity Building

U.S. Partner Institution: The William Davidson Institute at the University of Michigan

U.S. Partnership Director:

Khalid A. Al-Naif
Tel: (734) 615-9614
Email: kalnaif@umich.edu

Host Country: Algeria

Host Country Partner Institution: University of Mentouri, Constantine, Algeria

Host Country Partnership Director: Dr. Farida Hobar, Vice Rector for Int'l Cooperation

Partnership Web Site: http://www.bgsu.edu/colleges/edhd/idei/CEPI Main.html\

Please mail or e-mail the completed report and any attachments to Marilyn Crane at:

Higher Education for Development
One Dupont Circle, NW
Suite 420
Washington, DC 20036
MCrane@HEDprogram.org

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED **by the due date**. It is also the U.S. institution's responsibility to translate responses to English, as necessary.

- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.

- Please include as much information as necessary to answer the questions completely. Enter zeros when necessary. If any spaces are left blank, the report will be returned for completion.

- The U.S. institutional partner is required to enter information about all training activities for host country nationals that take place in the United States, the host country, or a third country into USAID's TraiNet system. The results of these progress reports will be compared with data the partnership has entered into TraiNet. For more information regarding TraiNet, please contact trainet-vcs@sraprod.com or 703-879-8611.

I. QUALITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – MARCH 31, 2010

1. Describe in bullet form the **major activities** for this partnership during the past six months (10/1/09-3/31/10).

2. For each of the **above activities**, describe the **results and/or outcomes** for each activity; answer in bullet form if appropriate.

   If helpful, instead of answering questions 1 and 2, you may use the following chart for reporting the activities and outcomes associated with specific partnership objectives. Please feel free to insert additional lines as needed.

ACTIVITY	OUTCOME
1.Project launched / Team workshop	1.WDI-UMC steering committee established to oversee the project implementation
2.Meeting with UMC-CC (Career Center) Steering Committee started the hiring process and the equipment procurement	2.Staffing process established for the career center staff, facilities and equipment needs
3.Advertisement and search for career center staff from within and outside UMC was launched	3. Recruitment of UMC-CC staff Director, Employer/IT manager, IT technician, Career advisors and peer counselors.
4. Employer Advisory Board and Student Advisory board for the Career Center were created	4. Board members informed of their role and responsibilities.

5. UMC-CC team of student peer counselors identified and recruited	5.Trained student peer counselors
6.Training needs for the Career Center staff, English faculty and Business faculty identified	6. International best practice training needs assessment
7.Surveys to assess the existing student skills (English and Business) conducted	7. Needs assessment and program components identified
8.Acquisition of the UMC-CC equipment	8. CC-Center launched in November 2009 and equipment procured
9.Workshops for students (Career Center) The goal of these workshops is to teach students how to prepare CVs, cover letters, prepare and participate in a job interview.	9. Improved employability of the students.
10.Employers Forum (Career Center) The key objective is to bring employers to the campus to talk to students and faculty about job opportunities.	10. Increased knowledge and understanding of the mission and goals of the Career Center for Algerian employers.
11. Informational sessions (Career Center) To inform the student body on the various UMC campuses about the role of the Career Center and how it will provide them with career services.	11. Increased knowledge of the students of the services the Career Center can provide to them.
12.Syllabus for business workplace English program was designed and developed (English).	12. International best practice teaching modules.
13. Course template developed for use in developing materials (English).	13. International best practice training modules.
14. Established goals and timetable for developing 12 units for year one (English).	14. Increased ability of the English Language Department to design and develop teaching modules.
15. Established goals and developed materials for teacher training workshops - April, June and September in Mentouri (English).	15. Improved language and cultural skills to meet the demands of the international employers and changing Global marketplace.
16. Provided text books and materials for course development for first year program (English).	16. Improved language and cultural skills to meet the demands of the international employers and changing Global marketplace.
17.Established communication channels between Mentouri and UM (University of Michigan) for the year-2 (English Program).	17. Increased communication and sharing of knowledge between UMC and ELI-UM.
18. Linguistics to include ESP component for training, materials development (English).	18. International best practice of material in the training modules.

19.Workshop on role of program and student assessment possibilities and potential collaboration with ELI testing division (English).	19. Methodology to assess the skills taught through the new materials.
20. Identified faculty members from the College of Economic Sciences at UMC who will be part of the training in United States (Business).	20. Capacity building of the Business Department faculty at UMC.
21. Identified two Professors that will lead the training in Management and Sustainable Tourism (Business).	21. International best practice new teaching modules with appropriate component materials.
22. Training already designed for the two different masters (Business)	22. International best practice of material in the training modules.

2.2 Details on the activities and outcomes for the English component

The overall objective of RESUME project for the English component is to establish a curriculum, syllabus and materials for ESP workplace English for students (approximately 8,000 students) in the undergraduate Faculty of Economics and Management in order to enhance the marketability of students.

The objectives for the first year are to:

1. establish a syllabus and materials for ESP workplace English for first year students (approximately 2,500 students) in the undergraduate Faculty of Economics and Management,
2. establish a teacher training program to sustain ongoing materials development and interactive teaching approaches in the classroom; and
3. integrate English for Specific Purposes strand in the current BA and PhD programs in the English Department to sustain personnel to teach and research relevant ESP issues.

Five scholars from the University of Mentouri attended seven (7) days of workshops and numerous educational and cultural events at the University of Michigan campus in Ann Arbor. These workshops and events were prepared and presented by four (4) consultants from the English Language Institute, University of Michigan. In addition to the four consultants, a number of faculty and staff from the ELI and other campus units jointly presented or met with the Mentouri group.

The Mentouri group consisted of four faculty (three from the English Department and one from the Economics and Management Department) and one PhD student in the English Department.

Detailed Outcomes:

- an ESP workplace English syllabus developed for the first year (2,500 students , 40 classes) undergraduate students in the Faculty of economics and management
- lesson template created for 12 unites, 24 lessons for the first year program
- 5-6 lessons plans and materials development training across skill areas developed: speaking, listening, pronunciation, reading and writing and interactive business communication skills
- technology/software and internet resources established for materials design and for collaborative research between the units
- communication channels established between the two programs

- established timetable- 3 teacher training and materials development workshops: April 2010, September and October 2010 to include 20 faculty members of Mentouri. Twelve units will be designed with workshop participants - 24 lessons, each group will design 2-4 lessons for year one.
- goals for consultant support and evaluation established; Skype, video conferencing calendar - meeting 2-3 times per semester
- ESP component of BA and PhD program initiated. Plan to present to curriculum committee/ministry of education in Algiers
- 25-30 texts provided for the workplace English program and applied linguistics/ESP course work
- project site set up with joint affiliation (ctools) between U of M consultants and Mentouri faculty and student
- program assessment timeline established for U of M consultants on materials design and observation of first year classes in Winter 2011
- workshops or materials development and methodology scheduled for Winter 2011
- identified issues necessary for the success of the program: ongoing assessment, peer evaluation and annual reports of progress

2.3 Details on the activities that took place for the Career Center (CC) component

During the first quarter of 2010 the CC staff had four major goals:

1. Organize informational sessions to promote the CC within the student community on UMC campuses.
2. Organize development workshops for students to help them with interview skills, cover letter and CV preparation as well as other employment related areas.
3. Visit key public and private sector employers to promote the CC and how it can serve them to find qualified interns and graduates.
4. Organize an Employers Forum to create an opportunity for employers to interact with students and for students to learn about public and private employers approaches to hiring UMC graduates.

Informational Sessions
During the first quarter the CC organized three informational sessions to inform students of the role and goals of the Career Center and how it can help them. The informational sessions were also an opportunity for the CC to present to the students the CC schedule of activities.

The three informational sessions were held January 25, February 28 and March 9 and attended by 190, 15 and 57, respectively. As a result of these workshops a total of 72 students registered for the development workshops.

Development Workshops
The development workshops have been instrumental in helping students acquire the necessary skills in the following areas:
- How to write a cover letter
- How to write a good CV
- How to prepare for an interview
- How to conduct a good interview

During the 1st Quarter, a total of 16 workshops were presented by the Career Counselors. These workshops which took place at the Career Center were attended by 202 students. The workshops evaluations were all positive and showed that the students have learned a great deal about the topics addressed during these workshops.

Employers Relations

The contact with the local public and private companies as well as national government agencies has led to significant achievements in developing a better working relationship with both local and national companies and government agencies. As a result of this, employers are more aware of what the Career Center can do for them when it comes to finding qualified graduates. In addition, the employers visited by the Center staff including the Senior Field Coordinator became very aware of the fact that they can help train the future employees by providing internships to UMC students. Several employers have expressed needs for student interns for this year while others have indicated that they will be willing to hire UMC students upon their graduation.

Some of the employers who are willing to enter into a partnership with UMC include: ANSEJ, CASNOS, CNAS, SNCF, and SAFILAT

Employers Forum

On March 11, the Career Center organized the 1st Employers Forum which was attended by 272 students and 10 employers representing both the private and the public sectors. The goal of the Forum was to bring employers to UMC campus to give an opportunity for students to learn firsthand about employment approaches from private and public sectors employers from. We intend to have at least one Forum a year. All employers had an interest in working with the CC to host students for internship and to hiring of UMC graduate through the CC.

<u>2.4 Details on the activities that took place for the Business Management component</u>

The President of the University of Mentouri Constantine, Dean of the College of Economics Sciences and Management, and the Head of the RESUME Project Steering Committee decided to create a Master's in tourism management to be housed at the College of Economic Sciences and Management at the University of Mentouri Constantine (UMC). The Master's in Tourism will be geared towards the management of businesses related to tourism.

After a January review of existing management curriculum at UMC, the leadership felt such a master's would complement the following master's degrees that have been implemented thanks to the Mentouri University collaboration with the University of Grenoble (France):

- Master's in Finance (financial institutions, banks and insurances, financial audit)
- Master's in Organizations management (marketing, human resources, projects management)
- Master's in international economy and development
- Master's in services management (transportation, healthcare)

Specific activities Business Management activities include:

- The design of the two masters programs in Management and Tourism Management.
- The identification of the appropriate faculty members from the College of Economic Sciences at UMC who will lead the new Master in Management and Master in Tourism Management programs.
- Two professors from the University of Michigan and the University of Florida were identified who will teach the design, curriculum and assessment of the masters in Management and in Tourism Management.

3. How are the above activities and outcomes reported in questions 1 and 2 benefiting and/or helping to strengthen the **institutional capacity** and the **human capacity** of the **host country higher education institution(s)**?

Career Center component

These activities and outcomes have helped UMC create the needed career development support for its student community. The Career Center, a new concept at UMC, has created a new activity for the institution and the commitment made by the university leadership is helping the Career Center reach its goals. The human resources capacity has been enhanced by the training of six staff members and over 10 students who are either serving as peer counselors or volunteers at the Career Center. There is a waiting list for student's volunteers and at this time, and WDI and UMC are considering opening new Career Center satellite office on the other campuses due to the popularity of the concept and the fact that RESUME seeks to be close to the students it serves.

The Career Center is serving as a model for student employment on campus. The Career Center is the only place where students are employed on campus. The Career Center staff has beneficiated from on-site training. The management structure of the Career Center and the project is also a first on the UMC campus. The Career Center benefits from a Steering Committee and the support of employers and students through an Employers Advisory Board and a Student Advisory Board.

The success of the Career Center structure that has been put in place is being examined with great interest by the Administrators and Presidents of other major Algerian universities. WDI's Senior Field Coordinator has been answering an array of questions and queries about how they can start similar initiatives on other campuses.

English Component

The activities provide templates, methodology and materials for organizing University of Mentouri to work on developing the business workplace English first-year-program. The activities also provide research and materials for training business English teachers in methods and techniques for the classroom. This program may serve as an operational model for other universities in North Africa thus situating Mentouri as a leader in the field of materials and program design for English language teaching for specific purposes in the future.

Business component

The activities will provide templates, pedagogy and materials to launch two new masters at the Business department. The development of instructional methods and case studies methods will help build the bridge with the job market.

4. How are the above activities and outcomes from this partnership benefiting and/or helping to strengthen the **capacity** to address **national development goals**?

Career Center component

One of the major national development goals of the Algerian higher education institutions is to enhance the employability of students. The Career Center is contributing greatly to strengthening the capacity of the Ministry of Higher Education and Scientific Research (MHESR) to address this very important development goal. Prior to the opening of the Career Center, the students did not have any support

whatsoever in their quest for employment. Now the Career Center is playing a major role and the MHESR is looking closely at duplicating this experience nationally.

English component

The syllabus, materials and workshops will provide enhanced English for specific purposes training program for undergraduates in the Faculty of Economics and Management at UMC. Students will be provided with improved language and cultural skills to meet the demands of the Global market within Algeria. Employment in global businesses will improve with the increased ability of students to use English within the context of the marketplace.

Business component

The activities and outcomes will help build the capacity of the Business department at UMC (Faculty of Economic Sciences) with the creation of two news masters: a master of management and a master of tourism.

5. How are these activities and outcomes benefiting the **U.S. higher education institution(s)?**

The activities are benefiting the U.S. higher education institution by building an important international bridge in the field of career services that has a potential of being rolled out across the entire North Africa region. The project is also bringing back important international experience to U.S. classrooms and other setting within the university. Faculty members at the University of Michigan (UM) also have increased their awareness of the linguistic, cultural and economic realities of a developing country in Northern Africa. This contact has the potential of establishing an applied research agenda which will benefit the applied linguistics community in general.

6. Briefly describe the involvement of **other collaborating host country stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

In the first six months, the Career Center has seen the involvement of a number of Algerian private and public sector companies as well as government agencies in supporting its activities. Members of these companies/agencies are involved in the Career Center in various capacities: some are serving as Board Members on the Employers Advisory Board, other have volunteered to come to the campus and speak to the students about opportunities within their organizations as well as helping them with preparations for interviews, etc. It should be noted that all of these contributions are new approaches within UMC and a direct result of the project.

7. Briefly describe the involvement of **other collaborating U.S. stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

8. What has been the partnership's **greatest success(es)** during the past six months?

Career Center component

- The implementation of information sessions to inform the student body on the role and goals of the Career Center
- The implementation of a number of workshops at the Career Center
- The registration of over 800 Algerian students at the Career Center
- The design of an employment database to help the center's counselors and students with searches

- The organization and launch of the first Employers Forum on March 11, 2010
- The preparation of the first Job Fair to be held at the end of May or beginning of June 2010

English component

- Effective communication and capacity building channels between UM faculty and UMC established
- Full agreement and understanding of the broad goals and context for teaching and training under RESUME reached.
- The visit from UMC faculty members to the United States produced numerous materials, templates and guidelines for moving ahead for developing a new program with collaboration of the faculty of English and the faculty of Economics and Management. This will positively impact more than 2,500 Algerian undergraduate students in the Faculty of Economics and Management at UMC and will include training at least for 20-30 faculty members and current teachers of English for Specific Purposes (ESP).

Business component

- The identification of the appropriate faculty members from the College of Economic Sciences at UMC who will lead the new Master in Management and Master in Tourism Management programs.
- The identification of the two Professors from the University of Michigan and the University of Florida who will teach the design, curriculum and assessment of the Master in Management and in Tourism
- The design of the two masters programs in Management and Tourism Management.

9. Please explain any **changes, obstacles, and/or delays** to the implementation of activities during the last six months (October 1, 2009 – March 31, 2010).

- The first visit to UMC in November 2009 highlighted the existence of a project between the University of Grenoble in France and UMC that commenced in 2006. As a result, the business component was delayed to allow for an assessment of outcomes from that partnership.
- A site visit mid January 2010 was completed to launch this major activity (business) and assess what has already been done with the University of Grenoble in order not to duplicate the actions to review the Business curriculum
- The creation of two new masters has been decided: a master of management and a master in tourism management with both involving training in the United States
- The decision to create a Master's in tourism management in the College of Economic Sciences and Management at the University Of Mentouri Constantine (UMC) was made by the President of the University of Mentouri Constantine, Dean of the College of Economics Sciences and Management, and the Head of the RESUME Project Steering Committee. The master's in tourism management will focus on management curriculum related to the tourism sector. UMC puts a priority to developing a Masters in Tourism Management due to the fact that Algeria is trying to promote tourism; WDI needs to be responsive to their needs. Furthermore, because of the importance of this program, two other universities are buying into this component and are willing to spend their own funds to be part of this training. The project is not supporting additional people as a result of this change to the project. We are providing training to the same number of faculty members (4) but splitting them into two groups of two.
- The creation of an MS in Tourism Management is part of the Algerian strategy of offering new programs to students. A critical lack of expertise in this area and the inexistence of such program have been identified in Algeria. The College of Economics Sciences and Management Sciences at UMC considers the creation of this Master's as a great opportunity to address this issue. In addition,

10. Outline your partnership's **planned activities** and an approximate timeline for the next six months.

- Prepare the first Job Fair at the Career Center to be held at the end of May or beginning of June
- Initiate the development of training modules and curriculum materials for English
- Implement the workshops in English materials design
- Organize the visit in June of the faculty members from the University of Economic Sciences (UMC) who will attend the training in designing course material for a new master in Management and in Tourism
- Organize the visit of the Career Center staff (6 staff members) at the Career Center in Orlando in June
- Prepare a first major evaluation of the different activities on site in October

11. Of these activities, please list which will provide good opportunities for USG visits.

- The first Job Fair at the Career Center to be held at the end of May or beginning of June

12. Overall, activities for this partnership are: **on schedule**

PROGRAM INFORMATION FOR OCTOBER 1, 2009 – March 31, 2010

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **NB: To avoid double counting, report only NEW participant numbers for this reporting period.**

TABLE 1. Participant Information

Activities for Current Reporting Period	Number of New MALE Participants*					Number of New FEMALE Participants*					Location of Activity		Total NEW Participants this Reporting Period
	Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		United States	Host Country	
		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over			
1) Number of **HCNs** receiving USG **scholarships** (including cost-share scholarships)													
2) Number of **US participants** receiving USG **scholarships** (including cost-share scholarships)													
Description of scholarships:													
3) Number of **HCNs** completing USG-funded **exchanges** (including cost-share exchanges)	3		1			1					5	**N/A**	5
4) Number of **US participants** completing USG-funded **exchanges** (including cost-share exchanges)											**N/A**		
Description of exchanges:													

5) Number of **HCNs** participating in partnership-related **internships**													
6) Number of US individuals participating in partnership-related **internships**													
Description of internships													
7) Number of **HCNs** receiving **non-degree training** – workshops, seminars, special classes (not exchanges, not internships, not certificate programs)	12	5	1			7	4		2	1		**32**	32
Description of non-degree training:													

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and over)

TABLE 2. Formal Training (including degrees and certificate training)

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **To avoid double counting, report only NEW participant numbers for this reporting period.**

FORMAL PROGRAM	Location of Training		Number of New MALE Participants*		Number of New FEMALE Participants*		Degrees, Certificates, & Diplomados Awarded this Reporting Period			
							MEN		WOMEN	
	United States	Host Country	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over
Certificate/ Diplomado (formal non-degree training)										
Baccalaureate										
Masters										
Doctorate										
Dual Degrees [1]										
Joint Degrees [1]										

Describe **training** programs:

[1] Describe types of degrees:

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and older)

TABLE 3. Leveraged Contributions Made this Reporting Period (10/1/2009-3/31/2010).

CONTRIBUTIONS	Name of Contributor	Description of Contribution	Estimated Dollar Value of Contribution
Other leveraged contributions not reported as official or proposed **cost share**. (See Glossary for definitions.)	ELI/UM	Materials, consultations, presentations, rooms	$1,000

TABLE 4. Institutional Capacity Strengthening Activities

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefiting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Host Country Institution(s)			U.S. Institution(s)		
	Yes	No	Description	Yes	No	Description
Adapted/changed/created new curricula	√		Developed syllabus and materials for first year ESP workplace English program	√		Increased faculty awareness of workplace English needs in developing countries. Increased awareness of the constraints and parameters of improving marketability of students through workplace English programs.
Improved methods of instruction	√		Workshops in interactive approaches to teaching	√		Collaborative discussion in applying best practices pedagogy and new methodologies across contexts
Undertook collaborative research	√		Provided technology opportunities to share research resources in ESP research and material design	√		Increased awareness and viability of using technology and shared resources across universities and countries.

Prepared collaborative publications		√	The potential is here and possibilities have been suggested but have not been implemented at this point		√	Intend to pursue but not implemented at this time
Established new academic programs	√		Worked on curriculum for BA,MA/Ph.D in applied linguistics to include ESP strand			
Improved institutional governance						
Improved institutional management procedures	√		Management procedures for the Career Center			
Other institutional strengthening: Provided templates for materials design, workshop design for teacher training and organizational schedules for sustainability for development of English on campus across disciplines.						

TABLE 5.Improved Institutional Capacity to Address Local, Regional, and National Development Goals

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefitting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Yes	No	Description
Promoted workforce development	√		Developed ESP workplace English to improve the qualifications of BA students entering the global workforce
Involved in community outreach (knowledge to the people) – oral and/or written	√		Developed a program with potential engagement with local and international employers and internship opportunities
Informed policy at local, community, and/or national levels	√		Promoting teaching and training of English in a global context to improve the relationship between host country and US business
Worked with government agencies, NGOs, and/or private sector groups	√		Promoted program development within the host country context to engage the university with the business sector in the country Worked with business and government agencies to promote the hiring of UMC students for internships and graduate for jobs

Promoted economic growth	√		Promoted marketability of BA students entering global workforce in host country thereby encouraging global investment in markets and business community in host country
Promoted democracy and good governance	√		Promoted a collaborative approach to providing sustained training in teaching and materials development and curriculum development within the host country and between US and host country. Introduced the host country participants to the linguistic and cultural diversity of a US city and of a US university
Worked to improve host country health		√	NA
Promoted environmental protection/preservation		√	NA
Other work toward development goals: Increase the host institutions visibility as an expert in the field of applied linguistics through conference organization and materials development and an expert across the campus for English for Specific Purposes across disciplines, e.g. in the sciences, engineering and medical school.			

III. PARTNERSHIP PROFILE, SUCCESS, AND DISSEMINATION

1. In approximately one page or less, please provide an executive summary of your higher education partnership, as described in the partnership sub-agreement. This profile piece will provide us with valuable information for reports to USAID and to the higher education community—critical material for verbal discussions, printed reports, and on-line publications. The profile should include:

   - Key **development issue(s)** being addressed;
   - Overall **objective(s)** for the partnership;
   - Primary **activities** of the partnership;
   - **Outcomes** this fiscal year.

The William Davidson Institute (WDI) at the University of Michigan (UM), in partnership with the Stephen M. Ross School of Business (RSB) and the University of Michigan English Language Institute (ELI), is bringing together real-world and academic experience to enhance the University of Mentouri's capacity to provide effective teaching, curriculum, and research in English and Management. WDI's approach is comprised of three interactive components: 1) experiential learning; 2) knowledge creation; and 3) and real world experience. This strategy will be manifested in the creation of a Career Center, the development of an English language training curriculum development component, and an enhancement of the capacity of the faculty to develop and teach a modern Management curriculum. WDI will use a collaborative train-the-trainer approach to curriculum input and design, while actively engaging the private sector to integrate key skills and knowledge that is needed to succeed in the workplace. WDI also will employ an extensive faculty exchange program, where the priority of the visit agendas corresponds with the needs of Algerian faculty. Within WDI's prioritization, ELI and RSB will support material development by training University of Mentouri (UMC) faculty and graduate students in English and Management teaching, including the use of technology.

Anticipated outcomes include: 1) an initial baseline assessment that will formerly analyze the disparity of skills required by employers and the skills taught at UMC, review current academic curricula and training programs, assess UMC student aptitude, and adapt the curricula to meet the needs of employers; 2) establishment of a career center; 3) delivery of workshops on designing materials for Teaching English as a Foreign Language and English for Specific Purposes (ESP), using informational technology for instruction, developing business case studies, lessons in entrepreneurship, and how to strengthen the relationships between the business community and the university; 4) development of innovative language curricula aimed at providing English language and ESP instruction that prepares students to enter the workforce; 5) development of train-the-trainer modules, based on results from the baseline assessment, for UMC faculty and graduate students in Economics and Management Sciences; 6) alignment of the English and Management curricula to meet the needs of the private sector; 7) establishment of linkages between UMC and the business community to ensure the relevance of the English and Management curricula and to contribute to the eventual financial and administrative stability of the career center; 8) enhancement of UMC's capacity to deliver effective curriculum and teaching through a train-the-trainers approach; 9) improved placement opportunities for UMC graduates and increased opportunities for students to gain real world skills; and 10) integration of learning management systems and videoconferencing tools into UMC faculty instructional materials and activities.

2. Include one or two well-crafted **success stories** related to your partnership (see attached success story outline as a guide).

   Please find attached the two following documents:
   1- The Career Center at UMC
   2- The collaboration between ELI and UMC

3. How has information about your partnership been disseminated during this reporting period?

   If appropriate, please provide HED with samples of the following as attachments to this report:

   - Photographs (enclose prints or a CD-rom with high resolution images);
   - Articles publishes in the campus, local, national, or international media;
   - Papers published or presented;
   - Features in any other media.

   Please note that any photos submitted are intended to be used for USG publicity materials. USAID and HED reserve the right to use these images in its fact sheets, success stories, presentations, website, and other outreach materials. Please include a caption and photo credit information with the images.

- News coverage -- radio, newspapers -- within the community.
- Presentation by US visitors working for the project to appropriate audiences within UMC campuses during visits to UMC
- The Career Center staff was interviewed by a major newspaper journalist in February
- The Senior WDI Field Coordinator had a radio interview with the President of UMC
- There was wide Newspaper coverage for the Career Center during the first six month
- There were a number of journalists at the Employers Forum in March

4. We invite you to share any additional information or comments about your partnership.

THANK YOU FOR YOUR COOPERATION!

Glossary of Terms

Capacity:
Usually considered mental and/or physical ability to produce and/or perform; learning, improving;

> **Human Capacity Strengthening** focuses on the development of people's knowledge and skills, not things. Helping people identify what they would like to see changed, learn new skills to achieve what they believe is most important.
>
> **Institutional Capacity Strengthening** focuses on institutional changes that will improve the operation of the institution and its ability to provide quality higher education.

Community Institutions/Stakeholders:

Examples

- Government agencies and ministries
- Private for profit groups/businesses
- Not-for-profit, non-government agencies (NGO)

Cost Share Contributions:
Cash and in-kind contributions that are: (1) verifiable from the applicant's records (i.e., auditable); (2) not included as contributions for any other federally-assisted program; (3) reasonable for the accomplishment of partnership objectives; and (4) not paid by the federal government under another grant.

Degree Training:
A learning activity taking place in the U.S., host country, or a third country, which may eventually result in a bachelor, master or doctoral degree, conferred by a higher education institution.

> **Formal Non-Degree Training:** certificate, diplomado, specialization
>
> **Non-Degree Training:** A learning activity taking place in the U.S., a third country, or in-country in a setting predominantly intended for teaching or imparting knowledge and information to the participants with designated instructors or lead persons, learning objectives, and outcomes, conducted fulltime or intermittently.
>
> The transfer of knowledge, skills, or attitudes (KSAs) through structured learning and follow-up activities, or through less structured means, to solve problems or fill identified performance gaps. Non-degree training can consist of short- or long-term technical courses in academic or in other settings, non-academic seminars, workshops, on-the-job learning experiences, observational study tours, or distance learning exercises or interventions. Non-degree training may also include printed educational materials.

Double Counting:
Something to be avoided when reporting numbers of participants or recipients taking part in partnership activities. A participant/recipient can be counted and reported only once each year even though the person is still participating each reporting period. If the person is involved in mutually exclusive activities, then he/she can be counted once a year for each activity. *At the end of the year, we add together numbers from the semi-annual reports. Thus it is important that individuals are reported only once a year for each activity.*

Dual Degree Program:
An academic program in which an individual receives a degree from each institution (host country and U.S.) for academic work completed at both institutions. The work may be completed on campus or via distance education.

Joint Degree Program: An academic program in which an individual receives one degree (with both institutions named on the diploma) for academic work completed at host country and U.S. institutions. The work may be completed on campus or via distance education.

Exchange:
An institutional visit by a representative from a **HCN** or a U.S. institution for partnership related activities (excluding scholarships and internships).

HCN:
A Host Country National may be an individual or institution in a partnership.

Internship:
This service learning activity complements a participant's academic study, training or research and may take place in the U.S., a third country, or in-country. It is not defined as training.

Leveraged Contributions:
Additional financial or in-kind donations made as a result of an HED partnership beyond the originally agreed-upon cost-share; often only an estimated value available.

Objective:
An objective answers two questions: (1) What activity will occur?; and (2) What is expected as the outcome or change as a result of this activity?

Example:
University partnership faculty from the United States and Mexico will recruit and train eight long-term degree scholarship recipients for graduate degrees in natural resource management (NRM) resulting in at least six of the recipients returning to full-time teaching positions in a newly established NRM program at Universidad de Vásquez.

Activity:
Something that happens or is done

Outcome/Result:
An effect or an expected change as a consequence of an activity

Scholarship:
Funding for host country national participants for one or more semesters in the United States, in a host country university or in a third country. It may include specialty training and/or sabbaticals. Scholarships may be funded by the partner institution(s), the private or public sectors, and/or U.S. government.

Workforce Development Programs:
Workforce development programs include technical and vocational education programs and workforce readiness programs.

Examples:

- Delivering adult education, basic skills training, and/or high school equivalency programs;
- Delivering vocational education programs for youth.
- Connecting individuals with job search training and skills training through one-stop centers;
- Linking intermediary organizations, such as the Chamber of Commerce, in school- to-work partnerships.
- Offering employee development, career development, and organization development programs

Appendix C: Success Story: English Language Institute

THE COLLABORATION BETWEEN THE ENGLISH LANGUAGE INSTITUTE (ELI) AT THE UNIVERSITY OF MICHIGAN AND THE UNIVERSITY OF MENTOURI CONSTANTINE, ALGERIA

A SUCCESS STORY

The key development issues being addressed in the collaboration between English Language Institute consultants at the University of Michigan and the University of Mentouri, Constantine are a) to develop an effective English for Specific workplace English program for the BA students in the Faculty of Economics and Management; b) to promote a change in the academic curriculum of the English Department to include ESP research and a practicum at the BA and Ph.D levels to ensure the sustainability of ESP development and teaching on the University of Mentouri campus. There are 8,000 students participating in this BA program and the goal of the first year of the collaboration has been to work on the first year of a three year program in English for the 8,000 students.

The overall objective of the partnership is to improve the quality and effectiveness of English learning and teaching at the University of Mentouri campus in order to enhance undergraduates' possibilities of finding jobs on graduation from university. This English program, with its emphasis on workplace English will support Algeria's entrance into the world economy which largely relies on English as its lingua franca. This project and the materials produced from this collaboration may serve as a model for wider dissemination throughout universities in Algeria and perhaps even neighboring North African countries (materials such as the syllabus for business workplace English program that was designed and developed or the linguistics to include ESP component for training and materials development)

The primary activities of the partnership are 1) teacher training and 2) materials development

The outcomes this fiscal year will be 1) teachers trained through seminars to teach the new materials and 2) the creation of six units (12 classes) of English language material produced for classes taught in the Faculty of Economics and Management

Between November 2009 and March 2010 consultants from the University of Michigan's English Language Institute and Faculty from the University of Mentouri in Constantine Algeria have been involved in creating an English Language program which focuses on teaching Algerian undergraduates in the Faculty of Business and Management, English for the workplace. In Algeria almost any student with good enough high school grades attends university, partly because jobs are so scarce. Unemployment in Algeria is currently running at 12.4% (CIA Fact book), and while an improvement from 2003 when it was a staggering 31%, it is still a matter of concern. Visiting the country in November 2009 we were moved by the numbers of young men standing around "holding up the walls" in both Algiers and Constantine. Our project aims to try to change this through equipping young people at university with useful and practical English language skills so that they can function in a foreign company where English is the lingua franca.

WDI team has put together a program for enhanced teacher training and materials development. Time at Mentouri was well spent getting to know the teaching and learning context, meeting with the Ministry of Education, meeting with the Administration and Faculty of the University of Mentouri to set goals for the three year collaboration. In Michigan the ten days were spent introducing Mentouri faculty and a graduate student to the resources, personnel and research at the ELI and University of Michigan that will support their efforts in developing a ESP workplace English program and integration of ESP research and practicum in the BA and Ph.d programs at Mentouri. Our Mentouri colleagues spent most of the time at Michigan in workshops developing a syllabus and the beginnings of two units of ESP instruction, drawing up a schedule and process for the materials development project and teacher training workshops for the next semester. The ESP program will be implemented for the first time in fall 2010 in year one of the undergraduates program in the Faculty of Economics and Management.

Appendix D: Success Story: Career Center

THE CAREER CENTER
AT THE UNIVERSITY MENTOURI CONSTANTINE, ALGERIA

A SUCCESS STORY

The RESUME project has two major goals (1) improve the Management and English curriculum to enhance the University Mentouri Constantine (UMC) capacity to train future generations of skilled business managers and (2) establish a Career Center to help students make informed decisions about their careers and strengthen the link between UMC and the private sector

The Career Center at UMC opened its doors November 25, 2009 with a staff of six and seven student peer counselors. In addition, to allow for a smooth operation of the Center, Employers and Students Advisory Boards were installed to provide guidance and support to the Center staff. The Career Center was well received by both the student community and the employers in and around Constantine as well as by some of the major government agencies in Algiers.

The UMC leadership played an important role in the start of the Career Center by providing the necessary support to ensure its success – adequate office space (four offices and one conference room) was put at the disposal of the project with all the necessary office equipment.

The first forty-five days of the Career Center were spent setting up the center and training the staff so that when the students start soliciting help from the Career Center the staff will be prepared and the Center will be fully operational. The activities conducted during the month of December and the beginning of January include: training of the staff in office organization, work methodologies, use of informational systems, plan development and Career Center activity planning. In addition, this period was used to develop a brochure in Arabic and French, a registration form for students and employers, etc.

Information Sessions

Starting in the middle of January, the Center began the implementation of Information Sessions to introduce the Center to the student community at UMC. Between January and the end of March, three informational sessions were held. In addition, efforts were made by the Student Peer Counselors to promote the Career Center among the students on the UMC campuses. More than 260 students attended these informational sessions. The Career Center staff will continue to conduct Information Sessions on the various campuses of UMC.

Students Assistance

These Career Center marketing efforts and the Informational Sessions resulted in more than 870 students registered at the Center between the middle of January and the middle of March of these more than 730 students actually visited the Center.

In a two-month period the Career Center staff developed a number of workshops to help the student community at UMC acquire some basis job search skills and improve their employability. Some 200 students attended the 16 workshops organized by the Center staff. The themes of the workshops were:

- How to prepare a CV (6 workshops)
- How to prepare a good cover letter (5)
- How to prepare for an interview (3)
- How to handle a job interview (2)

Employers Support

A number of private employers and government agencies have been approached both in Constantine and in Algiers. These employers have all showed lots of support for the Center and the UMC students. Several employers have expressed needs for student interns for this year while others have indicated that they will be willing to hire UMC students upon their graduation. The Employers Relations Manager has been visiting employers in and around Constantine to increase their awareness and to come up with placement opportunities for students. To bring the employers to the students, the Career Center has organized an Employers Forum in March and plans on organizing a Recruitment Fair in late May.

1st Forum Employers

The Career Center organized for the first time at the University of Mentouri Constantine a forum for the employers. The goals of this forum were to introduce the Career Center to the employers in the region and to offer the students an opportunity to learn first hand about internship and employment opportunities with local employers. The Forum was attended by more than 270 students and 10 employers. At the Forum more than 180 new students registered with the Career Center for assistance.

Future plans

A major Recruitment Fair will be organized by the Center at the end of May or early June on the main UMC campus. The staff is hard at work in organizing this event.

The early success of the Career Center among the students is leading the UMC leadership to consider increasing the number of the Career Center staff that are detailed from and supported by UMC. In addition, and to bring the Center closer to the students, the Rector has agreed to put at the disposal of the Center additional office space on other campuses. The first planned expansion is to take place on the “City Mendjeli” Campus once the Career Center staff is ready.

Appendix E: Kick-Off Meeting Final Report

RESUME PROJECT

KICK OFF MEETING REPORT

MISSION CONDUCTED
NOVEMBER 6 – 28, 2009

ALGIERS AND CONSTANTINE
ALGERIA

REPORT PREPARED BY

Lakhdar Boukerrou
Tom Devlin

REPORT PREPARED FOR

KHALID AL NAIF
DIRECTOR CONSULTING SERVICES

WILLIAM DAVIDSON INSTITUTE
UNIVERSITY OF MICHIGAN
ANN ARBOR, MI

December 2009

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1. Introduction

The kick-off meeting including three different phases each with a different objective: (1) an introduction of the project goals and objectives to the the University of Mentouri in Constantine (UMC) Central Administration, the establishment of a steering committee to oversee the project implementation, and the discussion with both the English Department and the Faculty of Economics and Management Sciences concerning the enhancement of the curriculums (November 9-13), (2) the acquisition of the career center equipment, the preliminary interviews of potential career center staff and the discussion of administrative issues related to the career center operation (November 14-21), and (3) the visit of the career center expert, Tom Devlin finalize the plans set forth in motion during the second phase(November 22-24).

During the first phase of November 8 to 13, the team composed of Judy Dyer, Carolyn Madden and Lakhdar Boukerrou met with Embassy and USAID officials in Algiers. Also during the one day stay in Algiers the team visited the INC Career Center a project funded by USAID and managed by WDI. The trip to Constantine was very productive as it allowed for a number of goals to be reached. The English portion of the visit will not be presented in this document as it is addressed in a different report by the English program specialists.

The second phase (November 14-21) took place after the departure of the English team of specialists. During this period of time, Dr. Boukerrou was able to get job announcement posted and mass mailed as well as obtain a list of potential candidate for the various position openings at the Career Center. He was also able to set the stage for the visit of the Career Center expert the following week and get the Steering Committee to agree on an interview and selection approach for the positions to be filled.

During the period of November 22 - 24 2009, Tom Devlin served as a Consultant to establish a Career Center at UMC. The trip was very productive, and today the Career Center is operational and providing services to students and employers. What follows are the specific achievements to date, based upon the work agreement outlined by the University of Michigan – William Davidson Institute. Some general observations about the consulting visit to UMC are presented below:

- The faculty and staff at UMC, especially the Rector, were extremely cooperative, very gracious hosts and fully supportive of establishing a Career Center. A comprehensive agenda for the four-day visit included visits with all important stakeholders—employers, students, faculty, staff and the UMC Steering Committee.
- The pre-visit planning conducted by Lakhdar Boukerrou was highly crucial in creating a collaborative environment among the key leaders at UMC and

- The staff of the Career Center are well qualified professionals, however, it will be imperative that sufficient and expanded training be provided for them during the next few months
- Numerous opportunities were arranged for the Career Center Expert to interact with students, faculty and staff and to present an overview of the value and benefits of a Career Center at UMC. Furthermore, the Career Center Expert and Dr,. Boukerrou were guest speakers at the Entrepreneurship Symposium sponsored by the Maison de I' Entrepreunariat where he provided a PowerPoint presentation about the concept, value and benefits of a university career center and the Spirit of Entrepreneurship, respectively.
- Overall, UMC is extremely enthusiastic about the prospects of the Career Center and has demonstrated its support in a variety of specific commitments that will ensure the success of this new student service operation.

Significant progress was made by Lakhdar Boukerrou and Tom Devlin toward the long range objectives for the Projects and the Career Center (see below) and details related to these objectives are delineated throughout this report.

2. Management and Administrative Approach

2.1. Overall Project Management

To ensure that the Project is managed in collaboration with the UMC Central Administration and with their full participation and support, Dr. Boukerrou encouraged the creation of a Steering Committee to keep the UMC's Central Administration apprised of the project progress and needs since some of the funding comes from UMC. The installation of the Steering Committee was the first order of business once we got to Constantine. The Rector of UMC was very supportive of the idea which helped things move forward rather quickly.

2.1.1. Steering Committee

To give some ownership of the project to UMC it was suggested to the Rector of UMC that a Steering Committee be designated to work with the Project staff in Constantine and with WDI in Michigan. Meanwhile, the Steering Committee will have the task to help get the project under way in the best possible conditions. The Rector agreed and a five member Steering Committee was designated. The Committee is composed of the following:

- Prof. Farida Hobar, Vice Rector for International Cooperation (Committee Chairperson)
- Prof.Abdenour Moussaoui, Dean of the Faculty of Economics and Management Sciences
- Prof. Nora Mansouri, Director of Public and Private Sector Relations
- Prof. Samir Laraba, Department Head, English Department
- Dr. Faouzia Bensouiki, Director International Cooperation

During the three-week stay of Dr. Boukerrou in Constantine, the Steering Committee was involved in all aspects of the project and all the decision making. The consultations with the Steering Committee helped move the project agenda much faster than if we did not have such a group of dedicated professors and administrators.

The Steering Committee role is to help the Project Director in Michigan and the Career Center Director in Constantine with contacts within UMC and to facilitate access to the administration as well as provide the necessary support to ensure that the project is successful and that the proper resources are available to the project. The Steering Committee is the link between WDI Project Director and UMC Central Administration.

The Steering Committee will provide monthly feedback to the Career Center Director who will provide monthly progress reports with milestone and accomplishments as well as problems encountered to the Committee and will meet with the Committee once a month to discuss the report including progress made, problems encountered and anticipated needs and support from the Central Administration.

The Steering Committee will be responsible for ensuring that the Project and the Career Center will received the support necessary for their success as outlined in the MOU between UMC and WDI. In addition, the Steering Committee will be responsible for approving the choices of all the persons who are selected for training in the United States and for forwarding the choices and timeline to the Rector for final approval.

All project needs in terms of equipment or other UMC support will be communicated to the Steering Committee Chairperson in a timely manner with copies to the members of the Steering Committee. The Steering Committee should ensure that the equipment needed is received in a timely manner to guarantee the efficient functioning of the Project and the Career Center.

All communication with the Steering Committee will be done via the most effective manner (email, Skype, video conferencing, etc.) and as appropriate for the agenda to be discussed.

2.1.2. Project Director

It was judged unnecessary to have a Project Director in Algeria as some of the functions can be handled directly from the United States and others can be handled by the Career Center Director since he has at his disposal a full staff. This will allow for better staffing of the Career Center and make the Career Center fully operational from the start of the project.

2.2. Career Center Objectives

The primary objective of the Career Center is two-fold: (1) to prepare students to make informed decisions about their futures by providing comprehensive resources, programs, and career counseling; and (2) to provide linkages to employers who are positioned to hire students and graduates for internships and post graduate employment. As such, the Career Center will have four basic functional areas:

1. ***Career Counseling and Assessment*** – Counseling and assessments at the Career Center will help students understand their interests, values, and competencies as they explore potential career fields. By providing guidance and counsel, the Career Center will assist students in refining their career objectives and developing job search skills such as resume building and interviewing.

2. ***Summer Employment and Internships*** – The Career Center will help students secure part-time employment during the academic year and/or summer to develop their professional skills and defray educational expenses. Working with employers to cultivate internships, the Career Center will play an important role in supporting students seeking experiential opportunities that are related to their fields of study.

3. ***Post-graduation Employment*** – The Career Center will also assist students during their final year in securing full time, permanent, career employment via job postings, hosting employers conducting interviews on campus, and staging career/job fairs and employer-student networking events.

4. ***External academic curriculum feedback*** – By building strong working relationships with employers, UMC will be able to obtain and respond to input regarding the skill sets required by employers and how the curriculum can be adapted to accommodate their emerging needs.

2.3. Career Center Organizational Structure

The Career Center is comprised of several components -- Career Center staff, peer advisors, a Student Advisory Council, and an Employer Advisory Council – all of which will play a critical role, as described below, in the success of the Center and its ability to create a collaborative partnership bridging the academic university and the business community

2.3.1. Employers Advisory Council

A list of potential Employers Advisory Council members was compiled by members of the Steering Committee in collaboration with Dr. Boukerrou. The members (see List of Employers Advisory Council Members in Annex) which included employers from the public and private sector were invited to attend an information meeting at the university to introduce them to the Career Center goals and roles as well as the role of the Employers Advisory Council.

The Career Center Expert, along with Dr. Boukerrou, the members of the Steering Committee and the new staff of the Career Center, had the opportunity to meet with the newly created Employers Advisory Council from the Constantine business community. During the meeting we introduce the concept and value of a Career Center and described the objectives of the advisory group. The overall purpose of the Council would be to solicit their counsel and advice on a wide range of topics including: employment trends in different industries; understanding the selection criteria of employers; developing efficient methods for recruiting interns and graduates; gathering recommendations about the UMC curriculum; promoting the Career Center services to the business community and talking with students about careers and employment. The Council would meet once a month with the Career Center staff.

The Employers Advisory Council members will not receive any monetary compensation.

2.3.2. Students Advisory Council

During Week 2 of the Kick-Off meeting, input has been sought by Dr. Boukerrou, WDI representative, for name of students to serve on the Student Advisory Council. A total of seven students have been initially proposed by the UMC Manager responsible for students' activities and clubs at the university. These students were then vetted by the Steering Committee

The Council will be expanded to ensure that it is representative of all the major academic programs and/or student organizations at UMC. The purpose of the Council is to provide advice and counsel to the Career Center on a wide range of subjects from the student perspective. The Career Center Expert informed the members of their duties which includes but is not limited to the following: meet

with the Career Center staff at least once a month; identify the best methods to promote the services of the Center to the student population; advise the staff regarding the optimal times, venues and frequency of programs and workshops; provide input regarding new services such as the website and what students need and want regarding career information and employment.

A meeting took place to inform them of their role and responsibilities the meeting was lead by the Career Center expert. The Students Advisory Council members will not receive any monetary compensation

2.4. Career Center Staff

To ensure that the Career Center is off to a good start it was decided in collaboration with the Steering Committee and WDI (Project Director, Career Center Advisor) to hire and fully staff the UMC Career Center right away given the importance of the Center and the immediate needs of the students and the employers in and around Constantine.

To this end, it was agreed with the Steering Committee that a broad announcement will be made on campus for the Career Center job openings. An announcement was sent by the Chairperson of the Steering Committee via email to all the Deans and Department Heads at UMC informing them that we were looking for people to staff the Career Center and job descriptions were posted as well.

It was further decided that for the positions that are co-funded by UMC the hiring should take place from among people who are already on the payroll at UMC because it will be very difficult to hire people from the outside. The approval process is very lengthy and will delay considerably the start of the project.

The Steering Committee agreed to the following procedures for the selection and the hiring of the Career Center staff:

1. Pre-screening by phone by Dr. Boukerrou of potential candidates for the various positions.
2. Interview in-person by Dr. Boukerrou of pre-selected candidates for all the positions.
3. Pre-selection of top candidates by Dr. Boukerrou and Mr. Devlin based on a questionnaire and the result of the interviews. Presentation of a summary of the qualifications of each candidate to the Steering Committee.
4. Final interview by the Steering Committee of the candidates selected in step three above.
5. Final decision by the Steering Committee via vote

As a result of this hiring process, the Career Center has been fully staffed at this initial phase. Currently, the Career Center staff is composed of the following:

- Director -- Hamadou Bennamoun
- Administrative Assistant (1) – Rym Sebihi
- Student Career Counselors (2) -- Imene Bakiri and Nadera
- Employer Relations/IT Manager (1) -- Abdelkrim Benkabcheche
- IT Technician (1) -- Adel Boudebous
- Student Peer Advisors (7)

The committee members were unanimous in their final decisions. Job descriptions have been created for each staff position (attached).

The UMC leadership has agreed to fund the positions of Career Center Director and Employers Relations/IT Manager right away. In addition, these positions will receive an additional compensation from the project. The other positions will be funded from the project for a maximum period of two years.

2.4.1. Career Center Director

For the position of Director we received two applications both from professors in the Faculty of Economic and Management Sciences. Dr. Boukerrou provided a summary of his interview with both candidates. Both candidates were interviewed by the Steering Committee and Mr. Hamadou Bennamoun was selected for the position as the Committee agreed unanimously that he was better qualified than Mr. Bouzid Lehout.

2.4.2. Employers Relations/IT Manager

For the position of Employers Relations Manager, the Rector suggested Mr. Abdelkrim Benkhabchache. This nomination was also supported by the Vice Rector. Dr. Boukerrou and Mr. Devlin met with Mr. Benkhabchache to discuss the requirements of the position and his interest in the job. Mr. Benkhabchache is very well qualified and has experience working with the private sector while he was in the Ministry of Higher Education and Scientific Research in Algiers (see CV in Annex).

2.4.3. Student Career Counselors and Administrative Assistant

Dr. Boukerrou visited ANEM (Agence Nationale de l”Emploi), the local government employment agency to get name of people who are looking for jobs to fill the positions of Student Counselors and Administrative Assistant. The list obtained included 16 UMC graduates with a Bachelors degree in English. These

people were called over the phone for a pre-screening and five were selected for an in-person interview. These five were interviewed on campus by Dr. Boukerrou. In addition, Dr. Boukerrou received application from four other candidates for the positions of Student Counselors and Administrative Assistant as a result of the broad announcement. These four candidates were also interviewed by Dr. Boukerrou. A total of nine people were interviewed in person for the three positions.

A meeting took place between Dr. Boukerrou and Mr. Devlin to go over the interview answers from the candidates who were interviewed and to select candidates to suggest to the Steering Committee for follow-up interviews. A total of six candidates were selected

In addition, and once the Director of the Career Center and the Employers Relation/IT Manager were hired it was decided to let them interview candidates for the position of IT Support Technician. Two candidates were invited for an in-person interview and one was selected for the position.

2.4.4. Student Peer Advisors

At a meeting with Dr. Boukerrou, the graduate students (30) in the Faculty of Economics and Management have been approached to assess whether or not some of them have an interest in being student peer advisors at the Career Center. Out of the thirty students, the 12 who showed an interest were asked to attend a meeting with Dr. Boukerrou and Mr. Devlin. Of the 12 who attended the meeting, seven were very interested in being peer advisors and were thus retained to work at the Career Center. These students were presented to the Steering Committee.

Each student has agreed to provide the Career Center two half-days per week. They will receive a small stipend for their services. The primary focus of their work will be to serve as ambassadors for the Career Center and to provide minor administrative support to the Career Center staff.

2.5. Training of Career Center Staff

It is very critical that training of the staff of the Career Center be started immediately using various means such as video conferencing, E-learning platforms, emails, Skype, etc. However, the Center does not have yet a telephone or an internet connection. The Central Administration is working on that, I request has been made during the kick-off meeting.

The Career Center is a new concept in Algeria that people need to become familiar with. In addition, the new approach to managing a project is also new to

many people in Algeria and they need to be equipped with the necessary tools to ensure that the project and the Career Center as successful.

During the visit the Career Center Expert introduced and reviewed a number of topics for the development of the Career Center. The topics included:

- A set of professional standards and expectations such as: working as a team, all ideas are important, office protocols such as punctuality and meeting deadlines; creating a well organized and professional environment and serving as role models for students; identifying new ways of conducting business by leveraging technology, listening to and addressing to the expectations of the different stakeholders; and most importantly viewing the development of the Career Center as establishing a new business.

- Creating the outline of a preliminary action plan for the Career Center.

- Joining the U.S. National Association of Colleges and Employers (NACE) which will provide invaluable instructional information as well as staff and student on-line resources. Joining NACE will establish the UMC Center as part of the global career services and college employment recruitment profession.

- Creating a series of training modules that will be conducted by Career Center Training Expert, Kathy L. Sims, Director of the UCLA Career Center. She will prepare on-line instructional guides and deliver modules via Skype. The focus of her training will be on conducting topical, instructional workshops, counseling students, resume writing, interviewing, organizing a career fair and creating a career library. Other topics may emerge based upon the needs express by the UMC staff.

- The Career Center Expert will provide guidance and counsel to the Director based upon a review of the information submitted in the monthly reports.

- A follow-up site visit will be conducted by the Career Center Expert in March, 2010.

2.6. Career Center Facility and Equipment

As part of the agreement between UMC and WDI, UMC has provided an office suite consisting of four offices and a large conference room. This facility is located on the ground floor of the Tidjani Haddam Law School on the main campus, a relatively central and highly visible setting on the main campus in an area well traveled by students. The university has equipped the Center with with

new furnishings, communications infrastructure, and sufficient computers and office equipment. Overall, it is a very professional environment which is a reflection of the commitment of UMC to the RESUME project.

2.7. Opening of the Career Center

The Career Center was opened by the Rector of UMC on November 24 in the morning in the presence of members of the Advisory Councils, Peer Counselors, and the Career Center Staff.

2.8. Action Plan for the Career Center

An initial conference was conducted with the staff of the Career Center regarding the short and long term objectives and goals of the Center. These activities may be adjusted based upon the findings from employer and student surveys. The following activities were planned:

1. Develop a vision statement, mission, and program objectives for the Career Center. Create a detailed timetable for the action plan for all activities to include each project's scope and expected outcomes, lead person assigned, corresponding deadlines, and monthly progress reports. .

2. Plan and offer a series of career workshops such as: how to use the Career Center, how to interview and market your competencies, what employers are seeking in candidates, how to write a good CV (resume). Workshops will be conducted primarily by career counselors and will involve employers when necessary.

3. Establish office hours for the Career Center to include the scheduling of counseling appointments. Hold weekly meetings with all staff which may at times include peer advisors.

4. Establish orientation and training programs for peer advisors and assign them specific external and administrative projects.

5. Create a general brochure that will describe the services of the Career Center to students and the campus community

6. Promote the Career Center to students and encourage them to register with the office.

7. Meet with both the student and industry advisory councils on a monthly basis to solicit their opinions and gather their reactions to the activities of the Career Center

8. Develop a student registration/database system to collect and store data including: students' names, addresses, phone numbers, email addresses, years of study, and areas of specialization. Additionally, as the student profiles will include information about their academic grades and their preferences for summer or post-graduate employment and geographic destinations.

9. Create a web site about the Career Center for informational and instructional purposes that will serve both students and employers. The project should be divided into three phases: basic information; advance information about job search tools; and finally, interactive features.

10. Promote the Career Center to employers by contacting employers through correspondence, phone calls, and weekly site visits. Identify and target the top employers in the Constantine region.

11. Develop a database of employers which will include information such as company and contact names, addresses, e-mail addresses, fax and phone numbers, specialty needs, numbers of employees, academic disciplines desired, and types of industry.

12. Provide various and diverse opportunities for employers to visit UMC and interview students.

13. Create a standard job announcement form for employers to identify and promote their employment needs. The goal is to develop an on-line system that will use technology leveraged by the Career Center.

14. Organize a UMC career/employment fair during the first year of operation.

15. Establish Reporting Measures -- The Career Center will maintain records and produce a statistical report to the Career Center Expert every two weeks for the first few months. A monthly report on the key activities and progress toward the Center's action plan will be produced and will also be shared with the UMC steering committee. The brief summary will include the following data points:

    - Students: number of students registered; number of CVs submitted by students to Career Center; number of students who visited the Career Center; number of students who had individual appointments.

- Employers: number of employers in the database; number of employers contacted by correspondence, by phone and by site visit; number of job announcements received from employers and posted; number of CVs sent to employers on behalf of students, number of employers that visited the UMC Career Center

- Programs: number and types of seminars and workshops delivered for students and number of attendees for each; other activities determined by the Director.

- Employment: Maintain records of employers who hire interns and graduates. Specifically, names of students, employers, salaries, positions, academic fields and geographical locations of employment.

We cannot stress enough the necessity for the training of the Algerian staff to ensure the success of the Project. In addition, it is necessary to established a reporting framework for the accomplishment of the Action Plan milestones especially the first year of the Project as many activities will take place during the first 12 months.

3. Baseline Assessments

Three baseline surveys were conducted Week 2 and Week 3 of the Kickoff meeting. These surveys included:

1. An assessment of the English language abilities of students in the English Department as well as other departments within UMC. A total of 290 surveys were collected from students in various departments.
2. An assessment of the understanding of the student population of the role of the career center and whether or not they think they can use such support. Three hundred sixty one (361) students responded to the survey which was conducted in difference departments of the university departments (English, Management, Electronics, Automation, etc.)
3. An assessment of the perception of employers of UMC curriculum and students; preparedness for the workplace as well as their willingness to cooperate with UMC in training the students. A total of 65 surveys were collected from both public and private employers in and around Constantine.

The data from the three surveys has been entered in a database for analysis using SPSS. The analysis will take place at the end of December or early January and a report will be produced by the end of January.

4. Conclusions and Recommendations

We recommend regular monitoring of the project and the Career Center activities including monthly reports from the Algerian staff and follow-up visits to the University of Constantine on a regular basis by the Senior Field Coordinator. The monitoring and evaluation of the action plan and training represents will enable the Project leadership to steer the Project towards a successful implementation and will allow the establishment of a successful and sustainable Career Center.

More specifically, we recommend that certain actions be taken to ensure that the goals of the Project are reached.

4.1. Training

In addition to the Career Center staff and the English and Business faculty, members of the Steering Committee could be invited to visit WDI in 2010. This trip could be partially funded by UMC since the university does have funds for professors to travel once a year. In addition, it is recommended that an option be offered to members of the Advisory Council to travel to WDI with the Steering Committee with the understanding that they will take care of their own expenses. This kind of approach will ensure that the people involved in the various aspects of the project are aware of the way things are handled in the United States and will all be exposed to a different approach for managing the Career Center and handling the enhancement of the curriculum.

4.2. Career Center Marketing

A number of activities need to take place as soon as possible in order to market the Career Center both within and outside the university. More specifically, a marketing plan needs to be developed for using the Students Advisory Council and the Student Peer Counselors. In addition, a brochure needs to be developed for marketing the Career Center within and outside UMC.

A plan for informing UMC graduating class of the Career Center role and how it can help them needs to be prepared and implemented the first semester of 2010.

4.3. Advisory Councils

4.3.1. Employers

The preparation of an employers' forum at UMC needs to take place the first quarter of 2010 in order to prepare for internship and externship before the end of the school year. The Career Center Director needs to prepare in collaboration with the Employers Relations Manager a monthly meeting/visit schedule to public agencies and private companies in and around Constantine.

4.3.2. Students

The Students Advisory Council needs to be expanded to include a student from each of the faculties at UMC. The members of the Council need to be inform in more details about their role and be given an action plan for at least the first six months of 2010.

JOB DESCRIPTION
Director of Career Center

TITLE: Director of Career Center
REPORTS TO: UMC In-Country Project Manager

ORGANIZATION DESCRIPTION: The Career Center is designed to prepare students to make informed decisions about their futures by providing comprehensive resources, programs, and career counseling and to provide linkages to employers who are able to hire students and graduates for internships and post graduate employment

GENERAL DESCRIPTION:

The Director is responsible for establishing, developing and managing a new Career Center. The Director oversees all career services functions including advising, employer relations, training and assessment, campus relations and the administrative, budget and technology systems. The Director works in a collaborative, team environment and reports directly to the UMC Project Manager.

DUTIES:

1. Develop and implement a strategy to establish effective working relationships with employers to generate internships and full-time employment
2. Develop administrative systems including monthly statistical reports and an interactive web site for students and employers that will insure an effective and efficient administrative operation.
3. Identify labor market trends and skills required by employers to provide input to the faculty regarding the curriculum
4. Serve as spokesperson and representative to the campus community, employers and the media.
5. Create and manage the budget within the guidelines of the university and WDI.
6. Recruit and select personnel and provide the necessary assessment, supervision and training to career services staff
7. Develop effective working relationships with faculty and key administrative offices by promoting and educating the campus about the benefits and value of the services of Career Center
8. Oversee the employer and campus advisory councils
9. Develop a marketing program to employers including visiting employers in order to promote and educate employers about the benefits of hiring UMC students as well as value of the services of the Career Center.
10. Oversee the creation and marketing of effective programs and workshops that will provide students with career and job search skills.

11. Develop an innovative membership program with employers that will provide financial support for the Career Center.
12. Perform duties as assigned by the UMC Project Director or WDI Project Director

QUALIFICATIONS:

Education: Advance degree in administration, business, education or related area or equivalent work experience
Required Experience: Minimum of three years of administrative or management experience that includes program planning and assessment; staff supervision; customer service and marketing

Preferred Experience: Teaching or administrative experience at the post-secondary education level; Human resource experience; Experience with building successful partnerships with business, community agencies, and higher education, and being active in the community.

Knowledge, Skills, and Abilities:
* possess an entrepreneurial approach to delivering services to students and the business community
* Possess strong written and oral communication abilities.
* Ability to apply business and educational management principles
* Possess excellent interpersonal and collaborative skill and develop partnerships with campus and employer community
* Ability to effectively interact with student- focused and with the representatives in business community
* Able to work evenings and weekends and travel within Algeria
* Full proficiency in English is required to perform the duties of the position

JOB DESCRIPTION
Technical Coordinator

TITLE: Technical Coordinator
REPORTS TO: Director of Career Center

ORGANIZATION DESCRIPTION: The Career Center is designed to prepare students to make informed decisions about their futures by providing comprehensive resources, programs, and career counseling and to provide linkages to employers who are able to hire students and graduates for internships and post graduate employment

GENERAL DESCRIPTION:

The Technical Coordinator is responsible for the overall technical infrastructure which includes web interfaces and content, computer programming, database design and desktop support. The Technical Coordinator works in a collaborative, team environment and reports directly to the Career Center Director.

DUTIES:

1. Design, implement and maintain an operational hardware and software technical infrastructure for the Career Center including such projects as a comprehensive web site, resume database and job posting system.
2. Designs, develops, modifies, debugs, maintains and evaluate computer programs for functional areas by applying applications programming concepts. Duties include test-to-production processes, quality assurance, maintenance and documentation of applications. Includes web applications programming.
3. Analyzes existing programs or works to formulate logic for new systems, devises logic procedures, prepares flowcharting, performs coding, data analysis, and tests/debugs programs.
4. Recommends and implements changes in development, maintenance and system standards.
5. Understands industry practices and university policies and procedures relating to work assignments.
6. Develop interfaces that are user-friendly to staff, students and employers. Provide training and desktop support to facilitate the effective utilization of the applications
7. Handle administrative functions that support the efficient operation of the Career Center
8. Perform duties as assigned by the Director of the Career Center

QUALIFICATIONS:

Education: Bachelor's degree computer science or engineering or equivalent experience
Preferred Experience: Two-four years experience working as a computer programmer

Knowledge, Skills, and Abilities:
* Requires basic knowledge of applications programming functions
* Knowledge related to design and development of applications and web site programs
* Required skills associated with programming design, modification and implementation
* Requires interpersonal skills to work with technical and non-technical staff
* Full proficiency in English is required to perform the duties of the position

JOB DESCRIPTION
Assistant Director

TITLE: Assistant Director
REPORTS TO: Director of Career Center

ORGANIZATION DESCRIPTION: The Career Center is designed to prepare students to make informed decisions about their futures by providing comprehensive resources, programs, and career counseling and to provide linkages to employers who are able to hire students and graduates for internships and post graduate employment

GENERAL DESCRIPTION:

The Assistant Director is responsible for developing effective working relationships with employers to generate internship and post graduate employment opportunities for students. Provide programs and opportunities for students to interact with employers. The Assistant Director works in a collaborative, team environment and reports directly to the Career Center Director.

DUTIES:

1. Implement a strategy to establish effective working relationships with employers to generate internships and full-time employment
2. Develop effective working relationships with faculty by promoting and educating the campus about the benefits and value of the services of Career Center
3. Implement a marketing program to employers including visiting employers in order to promote and educate employers about the benefits of hiring UMC students as well as value of the services of the Career Center.
4. Assess the needs of employers and report such information to UMC
5. Generate internship and post graduate employment opportunities and identifying candidates to refer to hiring organizations.
6. Organize career fairs for the campus/business community
7. Develop workshops and programs to teach students job search skills and inform students about career opportunities in the employer community
8. Counsel students on a group and individual basis
9. Handle significant administrative functions that support the efficient operation of the Career Center
10. Perform duties as assigned by the Director of the Career Center

QUALIFICATIONS:

Education: Bachelor's degree preferably in education, business, engineering or related field.

Preferred Experience: Two years experience working with university students and/or the business community.

Knowledge, Skills, and Abilities:
* Possess strong organizational skills and ability to plan events and programs
* Possess strong written and oral communication abilities.
* Possess excellent interpersonal and collaborative skill and develop partnerships with campus and employer community
* Ability to effectively interact with students and with the representatives in business community
* Able to work evenings and weekends and travel within Algeria
* Full proficiency in English is required to perform the duties of the position

JOB DESCRIPTION
Administrative Assistant

TITLE: Administrative Assistant
REPORTS TO: Director of Career Center

ORGANIZATION DESCRIPTION: The Career Center is designed to prepare students to make informed decisions about their futures by providing comprehensive resources, programs, and career counseling and to provide linkages to employers who are able to hire students and graduates for internships and post graduate employment

GENERAL DESCRIPTION:

The Administrative Assistant is responsible for providing overall administrative support for the Career Center. These duties include interacting with campus and employer community, serving as office manager and all secretarial duties that are needed by the staff. The Administrative Assistant works in a collaborative, team environment and reports directly to the Career Center Director.

DUTIES:

1. Provide administrative support to the Director and staff
2. Serve as the primary receptionist which includes handling phone calls, scheduling appointments and providing instruction to students and employers
3. Prepare administrative reports, correspondence and operational procedures
4. Arrange meetings and provide necessary administrative support
5. Interact with student peer counselors and provide guidance regarding tasks
6. Perform duties as assigned by the Director of the Career Center

QUALIFICATIONS:

<u>Education</u>: High School degree, preferably a bachelor's degree
<u>Preferred Experience</u>: Two-four years experience working as an administrative assistant or equivalent experience. Experience in a University setting would be an asset

<u>Knowledge, Skills, and Abilities</u>:
* requires substantial knowledge of PC software suite (word, excel, etc)
* Excellent interpersonal skills and a strong desire to interact with the public
* Great attention to detail and ability to prioritize and handle numerous tasks
* Full proficiency in English is required to perform the duties of the position

JOB DESCRIPTION
Career Counselor

TITLE: Career Counselor
REPORTS TO: Director of Career Center

ORGANIZATION DESCRIPTION: The Career Center is designed to prepare students to make informed decisions about their futures by providing comprehensive resources, programs, and career counseling and to provide linkages to employers who are able to hire students and graduates for internships and post graduate employment

GENERAL DESCRIPTION:

The Career Counselor is responsible for planning, developing, and implementing programs, activities, counseling, and advising to assist students identify a career and find internships and post graduate employment. The Career Counselor works in a collaborative, team environment and reports directly to the Career Center Director.

DUTIES:

1. Counsel students in an individual and group basis to assist students explore career options and develop effective job search skills.
2. Advise students regarding their resumes and employment applications and interviewing techniques.
3. Compose instructional materials for students to be displayed on the Career Center website
4. Develop effective working relationships with faculty and student organizations by promoting and educating the campus about the benefits and value of the services of Career Center
5. Develop workshops and programs to teach students job search skills and inform students about career opportunities in the employer community
6. Handle administrative functions that support the efficient operation of the Career Center
7. Perform duties as assigned by the Director of the Career Center

QUALIFICATIONS:

Education: Bachelor's degree preferably in education, business, engineering or related field.
Preferred Experience: Two years experience working with university students and/or the business community preferably in an advising capacity

Knowledge, Skills, and Abilities:
* Possess strong organizational skills and ability to plan events and programs

* Possess strong written and oral communication abilities.
* Possess excellent interpersonal and collaborative skills and develop partnerships with campus and employer community
* Ability to effectively interact with students and with the representatives in business community
* Able to work evenings and weekends
* Full proficiency in English is required to perform the duties of the position

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Higher Education for Development (HED) and
U.S. Agency for International Development (USAID)

U.S.-Burundi Collaborative Partnership:

"South Carolina State University-Ngozi University Partnership for Strengthening Educational Capacity and Rural Development"

SEMI-ANNUAL REPORT
June 2010

For October 1, 2009 – March 31, 2010

Cooperative Agreement No. AEG-A-00-05-00007-00
Associate Cooperative Agreement No. EDH-A-00-08-00028-00

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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.
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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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Executive Summary

During this reporting period, Higher Education for Development (HED) continued managing a collaborative partnership program titled "South Carolina State University-Ngozi University Partnership for Strengthening Educational Capacity and Rural Development." HED issued a Request for Applications for this 3-year program in April 2008 and received proposals in July 2008. With USAID/Burundi concurrence, HED made a $450,000 award to South Carolina State University, which commenced activities with Ngozi University (NU) in February 2009. Major partnership activities and accomplishments during this reporting period included:

- Review of the 5 new experimental research stations for fruits and vegetables and the 3 pre-existing research stations for rice as part of an expanded extension component of the revised partnership workplan;
- Introduction and complete delivery of 2 new courses in entrepreneurship as part of NU's new undergraduate program in agribusiness, the first program of its kind in Burundi. Partners seeking to upgrade it to full degree program;
- NU's Faculty of Agronomy renamed Faculty of Agronomy and Agribusiness;
- Plans underway to introduce new vegetable seed varieties in Burundi;
- Completed selection of farmers and paraprofessionals to assist with outreach training;
- Identification of NU candidates for the Agribusiness MBA program at SCSU; and
- On-going creation of a professional agribusiness development program designed to provide internships and job opportunities for NU students.

Overview of the U.S.-Burundi Collaborative Partnership

In collaboration with USAID/Burundi and USAID's Bureau of Economic Growth, Agriculture and Trade (USAID/EGAT), HED issued a Request for Applications (RFA) in April 2008 with a July deadline. Following a comprehensive evaluation of the proposals by an expert peer review panel, which included a representative from USAID/Burundi, HED, with Mission concurrence, made an award of $450,000 to South Carolina State University (SCSU) in February 2009 for a 3-year partnership project titled: "South Carolina State University-Ngozi University Partnership for Strengthening Educational Capacity and Rural Development."

The Mission had pre-selected Ngozi University (NU) as the lead partner institution in Burundi in preparation for the RFA. The subagreement between HED/American Council on Education (ACE) and SCSU was executed as an Associate Cooperative Agreement (No. EDH-A-00-08-00028-00) under HED's Leader Cooperative Agreement with USAID (AEG-A-00-05-00007-00).

The overall objective of the partnership between SCSU and NU is to strengthen NU's capacity to teach, conduct research, and contribute to rural development by providing extension and outreach services to small farmers and rural communities. The partnership will build the capacity of NU faculty to improve academic standards and enhance rural livelihood. Specifically, the partners will:

- Conduct a baseline assessment of the needs of small farmers and rural communities that can be identified and addressed through partnership and research activities;

- Revise and strengthen NU's current curriculum by including applied courses for strengthening entrepreneurial skills;
- Create innovative teaching that includes short courses and case studies relevant to the Burundian context to develop competencies in entrepreneurship, agribusiness, and the trade sectors;
- Promote experiential learning through academic assignments with agribusiness companies, community organizations, and NGOs;
- Develop a joint collaborative program to ensure that the faculty at NU's Agronomy Department and the Center for Agricultural and Rural Development Research acquire the knowledge and skills to teach and conduct basic applied research in agribusiness and entrepreneurship; and
- Design a formal professional development program that will lead to a closer link between NU and the business and agribusiness sectors.

Major Activities during this Reporting Period

SCSU and NU engaged in a number of capacity-building activities during this six-month reporting period. Table 1 summarizes the primary activities.

Table 1. Capacity Building Activities between October 1, 2009 and March 31, 2010

	Activity	Outcome
Human Capacity Building	Recruitment of NU faculty to participate in 2-year MBA program in Agribusiness at SCSU	• 3 of the 5 identified candidates will be selected to matriculate in the MBA program in August 2010.
	Training for local farmers	• 45 farmers trained, including 7 women.
Institutional Capacity Building	Adapted/changed/created new curricula	• Delivery of 2 new courses in entrepreneurship in December 2009 as part of NU's new undergraduate program in agribusiness, the first program of its kind in Burundi
	Improved method of instruction	• Development of PowerPoint and overhead presentations with interactive lecture notes and case studies
	Undertook collaborative research	• Review of the 5 new experimental research stations for fruits and vegetables and the 3 pre-existing research stations for rice as part of an expanded extension component of the revised partnership workplan. 2 new rice research stations now being initiated.
	Established new academic programs	• Creation of a new undergraduate agribusiness program at NU (above).

		Partners are seeking to upgrade it to a full degree program. • NU's Faculty of Agronomy has now been renamed the Faculty of Agronomy and Agribusiness.
Institutional Capacity Building Leading to Support for Development Goals	Promoted workforce development	• Active engagement of farmers and paraprofessionals in partnership activities such as outreach training and the experimental research stations. • Trained extension agents to assist farmers and rural communities.
	Involved in community outreach	• Selection of farmers and paraprofessionals to assist with outreach training. • Outputs from the above experimental research stations for rice and fruits and vegetables are expected to improve the nutritional status and quality of life of farmers and the local rural communities. Farmers now have access to new rice seeds, with partners working to introduce new vegetable seeds shortly. • Conducted training seminars for farmers.
	Informed policy at institutional, community, and/or national levels	• Conducted information and work sessions
	Consulted with government agencies, NGO groups, and/or private sector groups	• Partners have been contacted by NGOs working in various agribusiness sectors, including coffee.
	Other	• On-going creation of a professional agribusiness development program designed to provide internship and job opportunities for NU students • A professor from North Dakota State University, an expert in fruit and vegetable research is working closely with the partners to develop sample seeds for possible trials in Burundi.

Two of the major accomplishments during this reporting period were the successful delivery of 2 new courses in entrepreneurship as part of NU's new undergraduate program in agribusiness and the successful recruitment of NU candidates to enroll in the MBA in Agribusiness program at SCSU. Other partnership activities and outcomes are provided in the Semi-Annual Progress Report submitted by SCSU and received by HED April 30, 2010 (see Appendix).

Challenges during this Reporting Period

The partners experienced some delays in recruiting NU faculty candidates and preparing them to take the TOEFL and GMAT exams. They ultimately identified 5 for the 3 available slots.

Conclusion and Upcoming Activities

During this reporting period, HED continued managing the new 3-year collaborative partnership program between SCSU and NU. With the overall aim of increasing NU's teaching, research, and outreach capacity in agricultural development, the most significant achievement during this reporting period was the successful delivery of two new courses in entrepreneurship for the new Agribusiness program at NU, the first of its kind in Burundi. Although collaborative efforts only commenced in February 2009, the partnership has already engaged in major human and institutional capacity building activities.

Anticipated partnership undertakings during the next six months (April 1, 2010 – September 30, 2010) include:

- Select 3 NU faculty to participate in the MBA program at SCSU;
- Deliver 3 new agribusiness courses in August/September 2010 as part of the new agribusiness program;
- Export new vegetables seeds to NU for the experimental research stations and new crop research trial; and
- Establish 2 new experimental research stations for rice.

Appendix: Semi-Annual Progress Report

(due to HED April 30, 2010; submitted by South Carolina State University)

Collaborative Partnerships Program

Semi-Annual Progress Report

Report Period

October 1, 2009 – March 31, 2010

Due April 30, 2010

INTRODUCTION

The information partnerships provide create the basis of HED's partnership results disseminated to the United States Agency for International Development (USAID), and the higher education community. USAID will use this information to report development results to the U.S. Congress. Your contribution of information is critical to the overall understanding of development and the future funding of such programs.

PARTNERSHIP INFORMATION

Partnership Title: South Carolina State University (SCSU) Ngozi Partnership for Promotion of Education and Rural Development

Development Area/Sector of Focus: Academic Education and Rural Development

U.S. Partner Institution(s): **South Carolina State University**

U.S. Partnership Director(s):

Name:	**Dr. David Karemera**
Telephone:	803 536-7136
E-mail:	Karemera@scsu.edu

Host Country (ies): Burundi

Host Country Partner Institution(s): Ngozi University

Host Country Partnership Director(s):

Name:	**Dr. Deo-Guide Rurema**
Telephone:	257-79-305-940
E-mail:	Rurema@yahoo.fr

Partnership Web Site (if any)**:**

Please mail or e-mail the completed report and any attachments to your primary contact at:

Higher Education for Development
1 Dupont Circle, NW, Suite 420
Washington, DC 20036-1110

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED **by the due date**. It is also the U.S. institution's responsibility to translate responses to English, as necessary.

- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.

- Please include as much information as necessary to answer the questions completely. Enter zeros when necessary. If any spaces are left blank, the report will be returned for completion.

- The U.S. institutional partner is required to enter information about all training activities for host country nationals that take place in the United States, the host country, or a third country into USAID's TraiNet system. The results of these progress reports will be compared with data the partnership has entered into TraiNet. For more information regarding TraiNet, please contact trainet-vcs@sraprod.com or 703-879-8611.

OVERVIEW OF PARTNERSHIP REPORTING REQUIREMENTS

Report Name	Period Covered	Date Due
Semi-Annual Progress Report	10/1 – 3/31	April 30
Semi-Annual Progress Report	4/1 – 9/30	October 15
Final report	Entire Award Period	30 days after sub-agreement end date

I. QUALITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – MARCH 31, 2010

1. Describe in bullet form the **major activities** for this partnership during the past six months (10/1/09-3/31/1. The partnership activities for this reporting period continue to follow the 3 project components; the Academic Curriculum, Extension Research, and Service. In accordance with the project work plan, the following activities have been completed.

●Second trip to Burundi:
●Review of project objectives USAID mission officers in Nairobi, Kenya and Bujumbura, Burundi

• Academic Curriculum and Standards Improved:

The First Agribusiness Program at Ngozi University, Burundi created:

- Started the Agribusiness program at Ngozi University. The Faculty of Agronomy renamed Faculty of Agronomy and Agribusiness. (Possibility of two track options)
- Completed instructions of two Agribusiness courses.
- Selection of exchange program participants in progress

• Extension program and Extension Service Provided

- Selection of farmers and paraprofessionals to assist with outreach training was conducted.
- Integrate pest control was conducted at the Akagoma, Gisha and Marangara sites in Ngozi province.
- SC State team conducted famer training in rural Ngozi areas
- Reviewed research experimental stations for Fruits and Vegetables
- Reviewed Rice experimental research station
- Make plans for introduction of new vegetables varieties in Burundi.

• Experimental research stations

I. Rice experimental research stations 2009-2010

- **At the Akagoma site in Ngozi province,** a rice experimental station: 2.5 Hectares of rice were planted, representing an increase in planted rice acreage of 10 % since the project began.

Here are the different varieties planted for this season:

Varieties: 1090, V564-2-7, V46, UNG, TAICHUNG, 1057, B61, YUNYIN

- **At the Gisha site in Ngozi province**, a rice experimental station: 2 Hectares of rice were planted; representing an increase in planted rice acreage of 5 % since the project began.

New rice varieties are installed and tested for experimental bioassay. They are introduced from national agricultural research station NARs (ISABU) and our field research concerns their adaptation to the Gisha meteorological agro-conditions.

Here is the list of tested varieties:

53 IRAT 780, 6 VARY LAVA , 57 MITAK, 4 AZUCENA, 30 INGOA POL, 5 MADINIKA 45 CRILLO CHIRGUA 3, 3 HA, 24 B572A1-6-13§14, 2 SUN BONNET, 43 SECANO BRASIL, 51 PHO KHA MUSHAKAN 41, 23 PRATAO, 48 MAINTIMOLOTSY, 28 VAPY LAVA 16, 13 GIN-SHUN, 52 HYBRIDE , ALOY OYAN, 41 AP 430 MASANGANZIRA CANKUZO

- **At the Marangara site in Ngozi province**, a rice experimental station: 0.5 Hectare of rice were planted and harvested, representing an increase in harvested rice acreage of 0 % since the project began.

- At Marangara site only on variety due to its particularly agro ecological zone.

YUNYIN variety

The on farm field assay is going well and we hope to have a good rice yield. The results will be summarized at the harvest period.

II. Fruits and Vegetables Experimental Research Stations 2009-2010

A fruit and vegetable experimental research station is being developed at Gatara, Ngozi, and Province. Since the beginning the following varieties are tested:

1. Indirect sowing (nursery) :1.Aubergine exotique ,2.Poivron,3.Piment jaunes ,4.Piment rouges ,5.Poivron de Lamuyo ,6.Poireaux,7.Choux fleurs ,8.Epinard,10.Laitue à couper ou Salade Bowl ,11.Laitue Batavia, Doré de printemps : 12.Céleri ,13.Persil,14.Salade ,15.Epinard locale ,16. Isogo (Local vegetable),17.Indugu (Local vegetable),18. Inyabutongo (Local vegetable)

2. Direct sowing: 19. Carotte ,20. Amaranthe (Lengalenga),21. Courge F1 ,22. Melon,23. Nabunure (Pastèque),24. Ail (igitunguru sumu),

3. Seed production: Lengalenga 30 Kg; Epinard 8kg, Choux fleur 2 Kg, Insogo 4 kg Inyabutongo, Salad, The harvest is still continuing according to the plant varieties phonology
   Aubergine 10kg; Lengalenga 20kg,Insogo 5kg,Ubwakara 50g,Epinard 1Okg, Piment 5kg
   Carotte 13kg, Poivron 30kg, Aubergine 16kg, Amaranthes: Lengalenga 150kg, Courge F1, 5kg, Squash Ambass. 151kg, Courge Spaghetti 35kg, Concombre 70kg

A fruit and vegetable experimental research station is being developed at Musenyi, Ngozi, and Province. Since the PROEJECT beginning the following varieties are tested: Lengalenga (11 varieties),Insogo (Local vegetable) (3 varieties),Ubwakara (Local vegetable),Epinard, Oignon (3 varieties),Piment (4 varieties),Choux (6 variétés),Courge et courgette (11 variétés),Aubergine et courgette (11 variétés),Carotte, Ndyoherijisho (Local vegetable),Indugu (Local vegetable),Croselle (Intumbashwa), A total of 56 varieties.

Fruit: Punier de Japan, Cacaoyer, Papaya, Agrumes, Banana, Amanas: total of 6 varieties

The harvest is still continuing according to the plant varieties phonology

2. For each of the **above activities**, describe the **results and/or outcomes** for each activity; answer in bullet form if appropriate.

If helpful, instead of answering questions 1 and 2, you may use the following chart for reporting the activities and outcomes associated with specific partnership objectives. Please feel free to insert additional lines as needed.

ACTIVITY	OUTCOME
1. Created an agribusiness program at the University of Ngozi.	1.1 Improved University curriculum standards. 1.2Improved teaching and instruction delivery standards. 1.3Agribusiness degree is now planned
2. Two agribusiness courses taught: Agricultural production analysis with case study and Applied principles of economics	2.1 Delivery of Instruction by use of PPT presentation, class participation and chalk board
3. selection of exchange program candidates	3.1 Six candidates selected .Final selection of the three exchange visitors is forthcoming
4. SC State team conducted farmers training	4. 1Increased farmer knowledge of modern farming practices 4.2 farmers eager to participate and learn new farming practices. Farmers participation enthusiastic
5. Plan to export and introduce new vegetables seeds varieties in Burundi	5. 1 Improve nutrition and life in rural communities 5.2 Create diversities in crop production and potential exports from Burundi
6. Reviewed rice experimental stations At the Akagoma rice experimental station: Planted and harvested acreage:2.5 hectares	6. Rice seeds production has been increased. 2.5 hectares planted increasing production by 10%
7. At the Gisha rice experimental station: Planted and harvested acreage: 2 hectares.	7. Rice seed production increased in the Gisha area by 5%
8. At the Marangara rice experimental station: Planted and harvested acreage: 0.5 hectares.	8. New rice station created. Not significant change.

9. New Fruit experimental research station at Gatara research station	10. Expected outcomes: created new research stations for selection of fruits for adaption and more applied research studies and selection of fruits for seed production. A total of 599 kg of seeds produced.
10. New vegetables experimental research station at Ngozi University site.	11 Expected outcome: New station create. Selection of vegetables varieties for more applied research studies is continuing.
11. New vegetables experimental research station at Musenyi station.	12. Expected outcomes; new station created: selection of vegetables for seed production and dissemination, and extension activities and farmer training. Several new varieties of fruits are being tested and harvest is continuing.

3. How are the above activities and outcomes reported in questions 1 and 2 benefiting and/or helping to strengthen the **institutional capacity** and the **human capacity** of the **host country higher education institution(s)**?

● Academic Curriculum standards are improving with new addition of agribusiness courses: New Agribusiness courses help strengthen University curriculum standards and produce graduates with competencies in Agribusiness and entrepreneurship skills.

● Extension and outreach: Creation of new fruits and vegetables research stations will help improve nutrition and rural life of farmers and communities thereby achieving a key project objective. Two More rice research stations initiated.

● Farmer training and farmer participation is being achieved.

4. How are the above activities and outcomes from this partnership benefiting and/or helping to strengthen the **capacity** to address **national development goals**?

● Ngozi University will be known as the only university in Burundi **with an Agribusiness Program**. Recalling that Burundi has essentially an agriculture- based economy, under this partnership, agribusiness graduates will contribute their new expertise to Burundi agribusiness sectors, thereby benefiting national development goals of the country.

● Community and rural farmers are always the main beneficiaries of the extension research programs. Production of fruit and vegetable is intended to improve nutrition and quality of life in rural areas and communities.

●Farmer training and farmer participation improve farmer knowledge and increase probability of self-sufficiency in nutrition quality and quantity thereby assisting and participant in national development goals.

5. How are these activities and outcomes benefiting the **U.S. higher education institution(s)?**

● The US institution wants to expand its international program and increase student diversity with probable future travel to foreign countries by US Students to gain increased international experience.

● The US higher education institution has an expanding international program. The partnership has enhanced its outreach, promoted its international programs and achieved national reputation.

6. Briefly describe the involvement of **other collaborating host country stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

● We have met at several occasions the NGOs involved in the Agribusiness project such the coffee program. We have briefed them on the project objectives; and their inputs will support the project objectives. For example, Mr. Benjamin Lentz promised to participate in the Professional Development Program as an invited Speaker at Ngozi University Campus.

7. Briefly describe the involvement of **other collaborating U.S. stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

● North Dakota State University: Dr. Chiwon Lee is an expert in fruit and vegetable research production and their dissemination to farmers.

● Virginia Tech: Dr. Ruzima Sebuharara is a professor of Entrepreneurship is teaching 2 courses in December 2010.

8. What has been the partnership's **greatest success (es)** during the past six months?

● The introduction of the Agribusiness Program is a very significant outcome at Ngozi university. The faculty of Agronomy is now called the faculty of Agronomy and Agribusiness. Ngozi University is going to be known as the only Burundi University with an Agribusiness curriculum

● Farmers training and the enthusiasm demonstrated by farmers was evidence and example of the success of the last trip to Burundi.

9. Please explain any **changes, obstacles, and/or delays** to the implementation of activities during the last six months (October 1, 2009 – March 31, 2010).

● There is a low probability that any major change will occur in the next six months. There have been

Delays in getting exchange participants selected, trained, prepared to test required TOFL and GMAT.

Please comment on how they were/will is addressed:

- The process of selecting candidates is now progressing at a faster pace. We expect final selection of 3 exchange visitors in May 2010. 5 candidates are now being prepared to test the tests. Three exchange participants will be then selected.

10. Outline your partnership's **planned activities** and an approximate timeline for the next six months.
    - 3 new agribusiness courses will be taught in august /September 2010
    - 4 new short courses in Agribusiness and Entrepreneurship to be taught in December at Ngozi University
    - New vegetables seeds will be exported to Ngozi University for new experimental research stations and new crop research trials

11. Of these activities, please list which will provide good opportunities for USG visits.
    - Class room visits for comparative and new experience purposes
    - Visits and field trips at the fruits /vegetables and rice research stations

12. Overall, activities for this partnership are:
    ___x__on schedule
    _____ahead of schedule
    _____behind schedule

II. QUANTITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – March 31, 2010

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **NB: To avoid double counting, report only NEW participant numbers for this reporting period.**

TABLE 1. Participant Information

Activities for Current Reporting Period	Number of New MALE Participants*					Number of New FEMALE Participants*					Location of Activity		Total NEW Participants this Reporting Period
	Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		United States	Host Country	
		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over			
1) Number of HCNs receiving USG scholarships (including cost-share scholarships)											N/A		
2) Number of US participants receiving USG scholarships (including cost-share scholarships)												N/A	
Description of scholarships:													
3) Number of HCNs completing USG-funded exchanges (including cost-share exchanges)												**N/A**	
4) Number of US participants completing USG-funded exchanges (including cost-share exchanges)											**N/A**		

Description of exchanges:													
5) Number of **HCNs** participating in partnership-related **internships**													
6) Number of US individuals participating in partnership-related **internships**													
Description of internships:													
7) Number of HCNs **receiving** non-degree training **– workshops, seminars, special classes (not exchanges, not internships, not certificate programs)**				5	33					7		**Burundi**	45
Description of non-degree training: project stakeholder's concerns identification. The objectives was to collect important information necessary to develop project and program to meet the needs of the target audience													

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and over)

TABLE 2. Formal Training (including degrees and certificate training)

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **To avoid double counting, report only NEW participant numbers for this reporting period.**

FORMAL PROGRAM	Location of Training		Number of New MALE Participants*		Number of New FEMALE Participants*		Degrees, Certificates, & Diplomados Awarded this Reporting Period			
							MEN		WOMEN	
	United States	Host Country	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over
Certificate/ Diplomado (formal non-degree training)		Burundi	4		2					
Baccalaureate										
Masters										
Doctorate										
Dual Degrees [1]										
Joint Degrees [1]										

Describe **training** programs:

[1] Describe types of degrees: funded TOFL and GMAT test preparation at Ngozi University

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and older)

TABLE 3. Leveraged Contributions Made this Reporting Period (10/1/2009-3/31/2010).

CONTRIBUTIONS	Name of Contributor	Description of Contribution	Estimated Dollar Value of Contribution
Other leveraged contributions not reported as official or proposed **cost share**. (See Glossary for definitions.)	South Carolina State University	Collection of Books and Book Exports to Ngozi University. Collection of vegetable seeds	$3775.00

TABLE 4. Institutional Capacity Strengthening Activities

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefiting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Host Country Institution(s)			U.S. Institution(s)		
	Yes	No	Description	Yes	No	Description
Adapted/changed/created new curricula	X		Created Agribusiness curriculum and improved teaching standards			
Improved methods of instruction	X		PPT presentation/ lectures			
Undertook collaborative research	X		Rice and fruit and vegetables Research underway			
Prepared collaborative publications						
Established new academic programs	x		The first and only Degree Program in Agribusiness now operating at Ngozi University, Burundi			
Improved institutional governance						
Improved institutional management procedures						

Other institutional strengthening: Expanding rice fruit/ vegetable/ and rice research stations

TABLE 5.Improved Institutional Capacity to Address Local, Regional, and National Development Goals

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefitting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Yes	No	Description
Promoted workforce development	x		Training the trainers: Trained extension agents to assist farmers and rural communities
Involved in community outreach (knowledge to the people) – oral and/or written	x		SC State team conducted farmer training seminars
Informed policy at local, community, and/or national levels	x		Met with local political leaders. They are supporting project activities
Worked with government agencies, NGOs, and/or private sector groups	x		Met NGO in Bujumbura and discuss partnership activities
Promoted economic growth	x		Outcomes of extension work and experiment stations will contribute to economic growth and rural development
Promoted democracy and good governance			
Worked to improve host country health			
Promoted environmental protection/preservation	x		Issues was discussed and addressed noting that 2 professor are agronomists.
Other work toward development goals:			

III. PARTNERSHIP PROFILE, SUCCESS, AND DISSEMINATION

1. In approximately one page or less, please provide an executive summary of your higher education partnership, as described in the partnership sub-agreement. This profile piece will provide us with valuable information for reports to USAID and to the higher education community—critical material for verbal discussions, printed reports, and on-line publications. The profile should include:
   - Key **development issue(s)** being addressed;
   - Overall **objective(s)** for the partnership;
   - Primary **activities** of the partnership;
   - **Outcomes** this fiscal year.

Executive summary

SC State ~ Ngozi University Partnership for Strengthening Educational Capacity and Rural Development is a partnership that will enhance research, promote educational opportunities, motivate academic achievement, and spur economic development in rural communities in Burundi. The general objectives of the partnership are to strengthen NU's capacity to teach, conduct academic research by strengthening academic standards and contribute to rural development by providing extension and outreach services to small farmers and rural communities. The improved standards will result in improved Ngozi University curriculum that includes applied agribusiness and entrepreneurship courses. Major activities completed include the creation of the first new Agribusiness Program at Ngozi University (NU). It is the only such program in Burundi. New agribusiness courses are being taught at Ngozi University. New experimental research stations for vegetables and rice have been established. Farmers' training program is being executed. The implementation team will help design a formal professional Agribusiness development program that will lead to a closer link between the Burundi business and agribusiness companies/ sectors with Ngozi University programs. Thus, the project is leading to improved Ngozi University curriculum standards. The new functions at the experimental research stations are new accomplishments. This proposed partnership will lead to improved academic standards at NU and a better quality of life for small farmers and rural communities.

PARTENARIAT ENTRE SC STATE UNIVERSITY ET L'
UNIVERSITE DE NGOZI POUR RENFORCER L'EDUCATION
ET LE DEVELOPPEMENT RURAL
Financé par:
Exécuté par:
USAID
FROM THE AMERICAN PEOPLE
HED
UNIVERSITE DE NGOZI
a new state of mind
SOUTH CAROLINA STATE UNIVERSITY

Higher Education for Development (HED) and
U.S. Agency for International Development (USAID)

Georgia State University/Cairo University Collaborative Partnership

"Egypt: Enhancing Capacity for Research in Economics"

SEMI-ANNUAL REPORT
JUNE 2010

For October 1, 2009 – March 31, 2010

Cooperative Agreement No. AEG-A-00-05-00007-00
Associate Cooperative Agreement No. EDH-A-00-08-00013-00

Prepared by:
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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.
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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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Major Activities during this Reporting Period…….3

Conclusion and Upcoming Activities……..4

Appendix: Semi-Annual Progress Report (attached as a separate PDF document)

Executive Summary

During this reporting period, Higher Education for Development (HED) continued managing a collaborative partnership program between Georgia State University and Cairo University titled "Egypt: Enhancing Capacity for Research in Economics." HED issued a Request for Applications for this 3-year program in February 2008 and received proposals in June 2008. With USAID/Egypt concurrence, HED made a $400,000 award to Georgia State University (GSU), which commenced activities with Cairo University (CU) in October 2008. Major partnership activities and outcomes during this reporting period included:

- GSUand CU simultaneously released calls for papers resulting in 5 junior CU faculty members expressing interest in developing papers jointly with senior GSU faculty;
- Thirty CU faculty and students participated in a GSU-led training program in Advanced Econometrics; and
- Recruitment for two DOE-FEPS junior faculty members to serve as visiting scholars at GSU for 3 months in Spring/Summer 2010.

Overview of the Georgia State University/Cairo University Collaborative Partnership

In collaboration with USAID/Egypt and USAID's Bureau of Economic Growth, Agriculture and Trade (USAID/EGAT), HED issued a Request for Applications (RFA) on February 28, 2008 with a deadline of June 9, 2008. Following a review of the proposals by an expert peer review panel, which included a representative from USAID/Egypt, and Mission concurrence, HED made an award of $400,000 to Georgia State University (GSU) in September 2008 for a 3-year partnership project titled: "Egypt: Enhancing Capacity for Research in Economics."

The Mission had pre-selected Cairo University (CSU) as the Egyptian partner institution in the writing of the RFA. The subagreement between HED/American Council on Education and GSU was executed as an Associate Cooperative Agreement (No. EDH-A-00-08-00013-00) under HED's Leader Cooperative Agreement with USAID (AEG-A-00-05-00007-00).

The goal of this partnership between GSU's Andrew Young School of Policy Studies and Cairo University's Department of Economics, Faculty of Economics and Political Sciences (DOE-FEPS) is to increase the capacity of the DOE-FEPS faculty in economics research and to strengthen DOE-FEPS's outreach capacity to serve as a regional hub for teaching and research and as a provider of technical assistance in economics in Egypt and the Middle East region. The partners plan to enhance the quality of economics teaching and research to serve a variety of stakeholders, including think tanks, development agencies, the Egyptian government, the private sector, and government policymakers.

The five objectives of the partnership are to:

- strengthen the academic capacity of DOE-FEPS;
- strengthen the outreach capacity of DOE-FEPS;
- strengthen the applied research capacity of DOE-FEPS in order to engage in the support of better informed decisions and policy making;
- create an international network of experts in support of Egypt's public policy reform; and
- integrate appropriate information technology and distance learning techniques into the academic and outreach components of this project.

Major Activities during this Reporting Period

The GSU/CU partnership engaged in significant capacity-building activities during this six-month reporting period. Table 1 summarizes the primary activities.

Table 1. Capacity Building Activities between October 1, 2009 and March 31, 2010

	Activity	Outcome
Human Capacity Building	Visiting scholars program	• Recruited two junior DOE-FEPS faculty members to serve as visiting scholars at GSU for 3 months in Spring/Summer 2010 to work on research topics, outreach activities, and explore the development of an Experimental Economics Center.
	Faculty development	• Delivered a training program in Advanced Econometrics for DOE-FEPS faculty and students in November 2009. • The STATA statistical package delivered and installed last reporting period has provided the faculty with state-of-the-art analytical techniques and applications to enhance their research capacity.
Institutional Capacity Building	Adapted/changed/created new curricula	• The Advanced Econometrics program generated new course materials and new computer laboratory modules using STATA.
	Improved method of instruction	• The Advanced Econometrics program demonstrated new instructional methods. • STATA has helped to enhance teaching capacity.
	Undertook collaborative research	• The call for papers has initiated the process of ultimately identifying 5 research teams of 2 individuals each – one junior faculty member fom CU and one senior faculty member from GSU – to conduct joint research and publish joint papers. • The course in Advanced Econometrics provided CU and GSU faculty and students the opportunity to analyze data from the Egyptian Labor Force Survey and the Demographic and Health Survey, which could fuel future

		collaborative research between the two institutions.
	Established new academic programs	• N/A
Institutional Capacity Building Leading to Support for Development Goals	Promoted workforce development	• N/A
	Involved in community outreach	• N/A
	Informed policy at institutional, community, and/or national levels	• The Advanced Econometrics course and use of the STATA package has bolstered the capacity of the CU faculty to lend their expertise in economic policy analysis and decision making.
	Consulted with government agencies, NGO groups, and/or private sector groups Other	• The Advanced Econometrics course and use of the STATA package has bolstered the capacity of the CU faculty to lend their expertise in economic policy analysis and decision making.

Other partnership activities and outcomes are provided in the Semi-Annual Progress Report submitted by GSU and received by HED April 30, 2010 (Appendix A).

Challenges during this Reporting Period

The partners described several challenges over this reporting period:

- Despite the offer of a full tuition waiver by GSU, not a single CU student has applied for the two available slots in the masters program at GSU. The primary reason for the non-response is that most CU students cannot afford to pay for the travel and living expenses. The partners will advertise again, with the possibility of additional financial support from DOE-FEPS.
- On-going changes to the budget and workplan. This challenge was addressed during a site visit to CU by an HED/GSU team in March 2010. All parties agreed that the most recently revised workplan and budget would be deemed "sacred" for 6 months, only after which time the partners could consider any further revisions as necessary. Such a timeframe would allow the partners to remain focused on the agreed upon goals and activities.
- Processing all the TraiNet-associated visa paperwork for the two CU junior faculty members to participate in the exchange program. This remains an on-going challenge, primarily at the R-3 (Approver) phase of the process.

Conclusion and Upcoming Activities

During this reporting period, HED continued to manage this collaborative partnership program between GSU and CU focusing on capacity building in experimental research. While there were some initial delays due to re-structuring the partnership's original workplan to better fit the needs and preferences of DOE-FEPS and high turnover of key personnel at CU, the partnership remains on course to accomplish its major objectives. The greatest successes during this reporting period included the delivey of the Advanced Econometrics program and the identification of the two junior faculty to participate in the exchange program.

Anticipated partnership undertakings during the next six months (April 1, 2010 – September 30, 2010) include:

- Commissioning of joint research papers between CU and GSU faculty;
- Implementation of the exchange program for 2 CU faculty;
- Identifying, selecting, and matriculating candidates for the masters program at GSU;
- Following up with HED on approvals for the most recently revised workplan and budget (following the HED/GSU site visit to CU in April 2010);
- Developing and delivering a third faculty training program; and
- Hiring a part-time local coordinator at CU to assist with daily administrative and financial oversight of partnership activities, including visa-related matters.

Appendix: Semi-Annual Progress Report

(due to HED April 30, 2010; submitted by Georgia State University)

Higher Education for Development

Knowledge, Partnerships, Results

Collaborative Partnerships Program

Semi-Annual Progress Report

Report Period

October 1, 2009 – March 31, 2010

Due April 30, 2010

INTRODUCTION

The information partnerships provide create the basis of HED's partnership results disseminated to the United States Agency for International Development (USAID), and the higher education community. USAID will use this information to report development results to the U.S. Congress. Your contribution of information is critical to the overall understanding of development and the future funding of such programs.

PARTNERSHIP INFORMATION

Partnership Title: Egypt: Enhancing Capacity for Research in Economics

Development Area/Sector of Focus: Economics/Public Policy

U.S. Partner Institution(s): Georgia State University, Andrew Young School of Policy Studies

U.S. Partnership Director(s):
Name: Dr. Jorge Martinez-Vazquez
Telephone: 404-413-0234
E-mail: jorgemartinez@gsu.edu

Host Country(ies): Egypt

Host Country Partner Institution(s): Cairo University, Department of Economic, Faculty of Economics and Political Science (DOE-FEPS)

Host Country Partnership Director(s):
Name: Name: Dr. Lobna Abdel-Latif
Telephone: +20 101694949
E-mail: labdel_latif@hotmail.com

Partnership Web Site (if any)**:** http://aysps.gsu.edu/isp/gsu-cu_partnership.html

Please mail or e-mail the completed report and any attachments to your primary contact at:

Higher Education for Development
1 Dupont Circle, NW, Suite 420
Washington, DC 20036-1110

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED **by the due date**. It is also the U.S. institution's responsibility to translate responses to English, as necessary.
- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.
- Please include as much information as necessary to answer the questions completely. Enter zeros when necessary. If any spaces are left blank, the report will be returned for completion.
- The U.S. institutional partner is required to enter information about all training activities for host country nationals that take place in the United States, the host country, or a third country into USAID's TraiNet system. The results of these progress reports will be compared with data the partnership has entered into TraiNet. For more information regarding TraiNet, please contact trainet-vcs@sraprod.com or 703-879-8611.

OVERVIEW OF PARTNERSHIP REPORTING REQUIREMENTS

Report Name	Period Covered	Date Due
Semi-Annual Progress Report	10/1 – 3/31	April 30
Semi-Annual Progress Report	4/1 – 9/30	October 15
Final report	Entire Award Period	30 days after sub-agreement end date

I. QUALITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – MARCH 31, 2010

1. Describe in bullet form the **major activities** for this partnership during the past six months (10/1/09-3/31/10).

2. For each of the **above activities**, describe the **results and/or outcomes** for each activity; answer in bullet form if appropriate.

If helpful, instead of answering questions 1 and 2, you may use the following chart for reporting the activities and outcomes associated with specific partnership objectives. Please feel free to insert additional lines as needed.

ACTIVITY	OUTCOME
1. Call for Papers	1. Two simultaneous calls for papers were sent out by CU and GSU in March 2010. As a result 5 faculty members from CU have expressed

	interest in developing papers jointly with AYS, GSU faculty.
2. Faculty training program in Advanced Econometrics	2. Course materials, method of instruction, readings, and quizzes delivered Developed computer laboratory modules with selection of appropriate statistical software packages provided The course was conducted by Dr Shiferu Gurmu in Cairo and 30 participants enrolled for the course The course was successful in meeting its objectives Participants' program evaluation questionnaire was used to carry out evaluation
3. Recruitment of faculty exchange scholars initiated	3. As a result of e-mails and ads that had been posted at Cairo University to announce opportunity for two faculty members to serve as visiting scholars at Georgia State University for a period of three months in the Spring/Summer, two candidates were finalized: Dr Amirah El Haddad and Angie Mounir. Processing visas is underway. Visiting faculty members will work on selected research topics, outreach activities, and Experimental Economics Center with AYSPS faculty.
4. Recruitment of students for exchange program was initiated	4. The e-mails and ads that had been disseminated to encourage students to apply to attend Georgia State University for a master's degree program in Economics had not resulted in any candidates. The program component was discussed for exploring options for additional financing with HED during March visit to GSU. The component will be given a fesh attempt during the next six month period.
5. Additional assistance requests from CU and budget modifications	

3. How are the above activities and outcomes reported in questions 1 and 2 benefiting and/or helping to strengthen the **institutional capacity** and the **human capacity** of the **host country higher education institution(s)**?

The training in Advanced Econometrics equipped a critical numbers of junior faculty with the knowledge and skills of state of the art analytic techniques, using stata software installed under the Partnership. This goes a step forward in building up research capacity at DOE, CU. The learning can be used by the junior faculty to carryout econometric analyses under their own research initiatives and provide improved policy papers for use in Egypt and the region. The call for papers has elicited initial interest in the CU faculty members transforming into research papers jointly written with AYS-GSU faculty members. GSU is aiming

to bring on board senior faculty members with strong track record in publications. The join authorship will achieve the twin objectives of (i) developing a sample of highly rates papers on issues of economic policy import germane to Egypt and MENA region and (ii) transfer publication development work planning. The joint papers will contribute to research capacity at CU.

4. How are the above activities and outcomes from this partnership benefiting and/or helping to strengthen the **capacity** to address **national development goals**?

   DOE-CU faculty is actively engaged in policy research and advice. Individual faculty members work with a number of governmental and international agencies in areas of policy formulation and analysis. Building research capacity will strengthen their analytic and academic skills. This will directly feed into policy research, agenda setting and implementation toward achievement of national development goals.

5. How are these activities and outcomes benefiting the **U.S. higher education institution(s)?**

   Faculty members were exposed to the experience of teaching in Egypt and have gained insights about future research projects and collaboration that could be continued later. Faculty members who will work on joint research projects will enlarge their scope of research and accumulate further experience of international development issues. Preparing for the course in advanced econometrics also gave an opportunity for faculty and students at GSU to engage in analyzing data from the Egyptian Labor Force Survey and the Demographic and Health Survey, which could initiate future research projects that involve the analysis of Egyptian survey data.

6. Briefly describe the involvement of **other collaborating host country stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.
   NA.

7. Briefly describe the involvement of **other collaborating U.S. stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.
   NA.

8. What has been the partnership's **greatest success(es)** during the past six months?

   Advanced Econometrics Training course has been a success; it was implemented as designed, providing training to junior faculty, helping make use of the recently installed stata program and contributing to several research agenda and analytical endeavors.

9. Please explain any **changes, obstacles, and/or delays** to the implementation of activities during the last six months (October 1, 2009 – March 31, 2010).

   a) Non-availability of candidates for the masters program
   b) Commissioning of web-based resource center
   c) Delays in processing visas for CU faculty members (2) traveling on faculty exchange program

   Please comment on how they were/will be addressed:

a) With the help of FEPS Dean, the program will be advertised again with potentially additional resources provided by the Dean
b) CU will identify local expertise to work on the web resource center and GSU will commission it to upgrade to desired level
c) USAID will be requested to look into the issues relating to processing visa applications.

10. Outline your partnership's **planned activities** and an approximate timeline for the next six months.
    a) Commissioning joint papers between CU and GSU faculty
    b) Arranging 2 exchange faculty visits during Spring-Summer
    c) Recommissioning masters program
    d) Follow up of approvals for modified work plan and budgets
    e) Subject to approval (i) hire Program Officer in Cairo; (ii) commission management support; (iii) design and organize a third faculty training program.

11. Of these activities, please list which will provide good opportunities for USG visits.

Faculty exchange prorgam

12. Overall, activities for this partnership are:
    ___√__on schedule
    _____ahead of schedule
    _____behind schedule

II. QUANTITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – March 31, 2010

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **NB: To avoid double counting, report only NEW participant numbers for this reporting period.**

TABLE 1. Participant Information

Activities for Current Reporting Period	Number of New MALE Participants*					Number of New FEMALE Participants*					Location of Activity		Total NEW Participants this Reporting Period
	Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		United States	Host Country	
		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over			
1) Number of HCNs receiving USG scholarships (including cost-share scholarships)													0
2) Number of US participants receiving USG scholarships (including cost-share scholarships)													0
Description of scholarships:													
3) Number of HCNs completing USG-funded exchanges (including cost-share exchanges)												**N/A**	0
4) Number of US participants completing USG-funded exchanges (including cost-share exchanges)											**N/A**		0

Description of exchanges:													
5) Number of **HCNs** participating in partnership-related **internships**													0
6) Number of US individuals participating in partnership-related **internships**													0
Description of internships:													
7) Number of HCNs **receiving** non-degree training **– workshops, seminars, special classes (not exchanges, not internships, not certificate programs)**													0
Description of non-degree training:													

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and over)

TABLE 2. Formal Training (including degrees and certificate training)

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **To avoid double counting, report only NEW participant numbers for this reporting period.**

FORMAL PROGRAM	Location of Training		Number of New MALE Participants*		Number of New FEMALE Participants*		Degrees, Certificates, & Diplomados Awarded this Reporting Period			
							MEN		WOMEN	
	United States	Host Country	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over
Certificate/ Diplomado (formal non-degree training)										
Baccalaureate										
Masters										
Doctorate										
Dual Degrees [1]										
Joint Degrees [1]										

Describe **training** programs: n/a

[1] Describe types of degrees:

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and older)

TABLE 3. Leveraged Contributions Made this Reporting Period (10/1/2009-3/31/2010).

CONTRIBUTIONS	Name of Contributor	Description of Contribution	Estimated Dollar Value of Contribution
Other leveraged contributions not reported as official or proposed **cost share**. (See Glossary for definitions.)			

TABLE 4. Institutional Capacity Strengthening Activities

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefiting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Host Country Institution(s)			U.S. Institution(s)		
	Yes	No	Description	Yes	No	Description
Adapted/changed/created new curricula	√		For Advanced Econometrics teaching, course materials, method of instruction, readings, and quizzes delivered; also provided developed computer laboratory modules with selection of appropriate statistical software packages provided			
Improved methods of instruction						

Undertook collaborative research	√		Initiated			
Prepared collaborative publications						
Established new academic programs						
Improved institutional governance						
Improved institutional management procedures						
Other institutional strengthening:						

TABLE 5.Improved Institutional Capacity to Address Local, Regional, and National Development Goals

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefitting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Yes	No	Description
Promoted workforce development	√		Advanced Econometrics Training provided essential skills to junior faculty and researchers at CU.
Involved in community outreach (knowledge to the people) – oral and/or written			
Informed policy at local, community, and/or national levels	√		Advanced Econometric Training and stata usage helps build up the toolkit of CU faculty for their roles in policy analysis and formulation
Worked with government agencies, NGOs, and/or private sector groups			
Promoted economic growth			
Promoted democracy and good governance			
Worked to improve host country health			
Promoted environmental protection/preservation			
Other work toward development goals:			

III. PARTNERSHIP PROFILE, SUCCESS, AND DISSEMINATION

1. In approximately one page or less, please provide an executive summary of your higher education partnership, as described in the partnership sub-agreement. This profile piece will provide us with valuable information for reports to USAID and to the higher education community—critical material for verbal discussions, printed reports, and on-line publications. The profile should include:

   - Key **development issue(s)** being addressed;
   - Overall **objective(s)** for the partnership;
   - Primary **activities** of the partnership;
   - **Outcomes** this fiscal year.

Type/paste the profile into this text box.

The goal of this partnership between Georgia State University's (GSU) Andrew Young School of Policy Studies (AYSPS) and Cairo University's (CU) Department of Economics, Faculty of Economics and Political Sciences (DOE-FEPS) is to increase the capacity of the DOE-FEPS faculty in economics research and to strengthen outreach capacity in order to serve as a regional hub for teaching and research and as a provider of technical assistance in economics in Egypt and the Middle East region. This partnership will enhance the quality of economics teaching and research to serve a variety of stakeholders, including think tanks, development agencies, the Egyptian government, civil society, the private sector, and government policymakers. The five objectives of the partnership are to: **(1) strengthen the academic capacity of DOE-FEPS; (2) strengthen the outreach capacity of DOE-FEPS; (3) strengthen the applied research capacity of DOE-FEPS in order to engage in the support of better informed decisions and policy making; (4) create an international network of experts in support of Egypt's public policy reform; and (5) integrate appropriate information technology and distance learning techniques into the academic and outreach components of this project.** During Year One, the partners will, among other activities: develop an academic workplan addressing the specific needs of DOE-FEPS; design and launch a web-based resource center; design and implement a faculty training program with modules addressing experimental research methods and advanced econometrics with applied methods of quantitative analysis; and recruit and select faculty and student exchange scholars. During Year Two, the partners will, among other activities: call for research papers regarding Egyptian Economic Policy and assemble research teams; send 2 DOES-FEPS faculty members to Atlanta to work with AYSPS faculty on research topics, outreach activities, and the Experimental Economics Center; enroll selected CU graduate students in any masters program of their choosing at AYSPS with the possibility of applying for and continuing on for the Ph.D. program in Economics; and continue to make enhancements to the web-based resource center. During Year Three, the partners will, among other activities: bring 2 additional DOES-FEPS faculty members to Atlanta to work with AYSPS faculty on research topics, outreach activities, and conduct a Public Policy Summer Train-the-Trainer Program in Atlanta for selected DOES-FEPS faculty focusing on topics, including macroeconomics policy, fiscal decentralization, tax policy, revenue forecasting, fiscal analysis, education policy, and fiscal management; continue to make enhancements to the web-based resource center; and convene an Egypt Economic Policy Workshop in Cairo to present working papers to faculty, government staff, donor agencies, and other stakeholders.

2. Include one or two well-crafted **success stories** related to your partnership (see attached success story outline as a guide).

GSU has arranged 25 user lab and 5 single user stata licenses for DOE-CU faculty. The software was not part of the originally designed project and could only be managed at a cost of $7,160.40 plus a customs charge of $834.. However, GSU following its approach to be responsive to CU needs sought approval for budget modification and arranged for delivery of the software with its licenses. The stata installation has fulfilled a critical need at DOE-CU. It allows researchers to carry out econometric analysis using the state of the art methods and applications. It has provided them with a powerful tool to carryout research for program evaluation in support of policy formulation in Egypt, all the time adducing evidence based arguments. Stata has given a great opportunity to junior faculty to carry out econometric work, publish in high quality journals and build an academic profile. In the short run it helps them achieve local success and take sure footed steps toward growth and career advancement. Over the longer range, faculty conversant with stata and making use of its potential will be able to command a lead place in the region amongst the centers and universities working on policy analysis.

3. How has information about your partnership been disseminated during this reporting period?

1. The partnership has a website where all activities and training materials are available at http://aysps.gsu.edu/isp/gsu-cu_partnership.html.
2. In the GSU community, we published the faculty training program in Advanced Econometrics in the Dean's Enews of the Andrew Young School of Policy Studies. Additionally, it will be published in other Andrew Young School Reports such as the Annual Report, and the Briefing.
3. In the Atlanta community an article was published about the project - http://www.bizjournals.com/atlanta/stories/2008/12/15/daily29.html

4. We invite you to share any additional information or comments about your partnership.

THANK YOU FOR YOUR COOPERATION!

Glossary of Terms

Capacity:
Usually considered mental and/or physical ability to produce and/or perform; learning, improving;

> **Human Capacity Strengthening** focuses on the development of people's knowledge and skills, not things. Helping people identify what they would like to see changed, learn new skills to achieve what they believe is most important.
>
> **Institutional Capacity Strengthening** focuses on institutional changes that will improve the operation of the institution and its ability to provide quality higher education.

Community Institutions/Stakeholders:

Examples

- Government agencies and ministries
- Private for profit groups/businesses
- Not-for-profit, non-government agencies (NGO)

Cost Share Contributions:
Cash and in-kind contributions that are: (1) verifiable from the applicant's records (i.e., auditable); (2) not included as contributions for any other federally-assisted program; (3) reasonable for the accomplishment of partnership objectives; and (4) not paid by the federal government under another grant.

Degree Training:
A learning activity taking place in the U.S., host country, or a third country, which may eventually result in a bachelor, master or doctoral degree, conferred by a higher education institution.

> **Formal Non-Degree Training:** certificate, diplomado, specialization
>
> **Non-Degree Training:** A learning activity taking place in the U.S., a third country, or in-country in a setting predominantly intended for teaching or imparting knowledge and information to the participants with designated instructors or lead persons, learning objectives, and outcomes, conducted fulltime or intermittently.
>
> The transfer of knowledge, skills, or attitudes (KSAs) through structured learning and follow-up activities, or through less structured means, to solve problems or fill identified performance gaps. Non-degree training can consist of short- or long-term technical courses in academic or in other settings, non-academic seminars, workshops, on-the-job learning experiences, observational study tours, or distance learning exercises or interventions. Non-degree training may also include printed educational materials.

Double Counting:
Something to be avoided when reporting numbers of participants or recipients taking part in partnership activities. A participant/recipient can be counted and reported only once each year even though the person is still participating each reporting period. If the person is involved in mutually exclusive activities, then he/she can be counted once a year for each activity. *At the end of the year, we add together numbers from the semi-annual reports. Thus it is important that individuals are reported only once a year for each activity.*

Dual Degree Program:

An academic program in which an individual receives a degree from each institution (host country and U.S.) for academic work completed at both institutions. The work may be completed on campus or via distance education.

> **Joint Degree Program:** An academic program in which an individual receives one degree (with both institutions named on the diploma) for academic work completed at host country and U.S. institutions. The work may be completed on campus or via distance education.

Exchange:
An institutional visit by a representative from a **HCN** or a U.S. institution for partnership related activities (excluding scholarships and internships).

HCN:
A Host Country National may be an individual or institution in a partnership.

Internship:
This service learning activity complements a participant's academic study, training or research and may take place in the U.S., a third country, or in-country. It is not defined as training.

Leveraged Contributions:
Additional financial or in-kind donations made as a result of an HED partnership beyond the originally agreed-upon cost-share; often only an estimated value available.

Objective:
An objective answers two questions: (1) What activity will occur?; and (2) What is expected as the outcome or change as a result of this activity?

> *Example:*
> University partnership faculty from the United States and Mexico will recruit and train eight long-term degree scholarship recipients for graduate degrees in natural resource management (NRM) resulting in at least six of the recipients returning to full-time teaching positions in a newly established NRM program at Universidad de Vásquez.
>
> **Activity:**
> Something that happens or is done
>
> **Outcome/Result:**
> An effect or an expected change as a consequence of an activity

Scholarship:
Funding for host country national participants for one or more semesters in the United States, in a host country university or in a third country. It may include specialty training and/or sabbaticals. Scholarships may be funded by the partner institution(s), the private or public sectors, and/or U.S. government.

Workforce Development Programs:
Workforce development programs include technical and vocational education programs and workforce readiness programs.

Examples:

- Delivering adult education, basic skills training, and/or high school equivalency programs;
- Delivering vocational education programs for youth.
- Connecting individuals with job search training and skills training through one-stop centers;
- Linking intermediary organizations, such as the Chamber of Commerce, in school- to-work partnerships.
- Offering employee development, career development, and organization development programs

HIGHER EDUCATION FOR DEVELOPMENT (HED)

Knowledge, Partnership, Results

June 2010

Egypt Executive MBA Program

SEMI-ANNUAL REPORT

To The U.S. Agency for International Development
For October 1, 2009 – April 30, 2010

Associate Agreement No. 263-A-00-08-00027-00
under
Leadership with Associates Award Cooperative Agreement
No. AEG-A-00-05-00007-00

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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) | National Association of Independent Colleges and Universities (NAICU) | Association of Public and Land-grant Universities (A.P.L.U.)

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Executive Summary

Through an Associate Award with HED, USAID/Egypt is supporting improvement in the quality of business managers in the Egyptian private sector through the establishment of a partnership between ***Georgia State University (GSU)*** and ***Alexandria University (AU)*** to strengthen the Executive MBA program at Alexandria University.

During this reporting period, HED:

- participated in teleconferences with Georgia State University to discuss protocols for requesting no-cost extensions, and to collect data in preparation for an HED site visit to Egypt at the end of March 2010;
- participated in teleconferences with USAID AOTR Manal El-Samadony to clarify procedural and programmatic issues and provide updates on the status of the EMBA program;
- conducted an audit of GSU's financial and reporting systems;
- visited GSU in March 2010 to meet the EMBA management team and continue discussions on activities and outcomes in relation to program objectives;
- conducted a monitoring site visit to Egypt in March 2010 to review activities and ensure program objectives are on target;
- met with the AOTR during the site visit to Egypt to discuss partnership progress and areas of concern; and
- continued to monitor program implementation and performance.

The first semester of the EMBA program began on September 25, 2009, and subsequently six new courses have been taught. The performance of students in both the Alexandria and Cairo cohorts has been good/outstanding, and the AU-EMBA program is gaining in recognition as a high quality EMBA program.

Overview of the Egypt Exective MBA Program

The U.S.–Egypt EMBA Partnership Program is supported through an Associate Award with USAID/Egypt that was executed in May 2008. The goal of the U.S.-Egypt EMBA Partnership Program is to improve the quality of business managers in the Egyptian private sector and, thus, enhance economic development in Egypt and the region.

Egypt: Alexandria University/Georgia State University: *Executive Master's in Business Administration in Alexandria, Egypt*
Award Amount: $1,499,500
Subagreement Execution Date: October 27, 2008
Cost Sharing: $708,339
Total: $2,207,839

The partnership between Georgia State University (GSU) and Alexandria University (AU) is to strengthen the quality of business managers in the Egyptian private sector through the development of a quality Executive MBA program by:

- reviewing and revising the curriculum for the Executive MBA program to focus on leadership development,
- enhancing faculty expertise through an ongoing teaching, research and advisory relationship between the partners, and
- developing and implementing a business plan for long-term financial stability.

The new Executive MBA degree will accept two cohorts of 25 students each year into the program, starting in 2009. The partners will implement a two-week international residency program for Executive MBA faculty from AU to complete a single intensive course at Georgia State University. The partners also will plan and implement international residency programs in Atlanta for each of the two cohorts of Executive MBA students so they can gain greater awareness of the global business community and develop profession contacts. In addition, the partners will form an Advisory Council consisting of representatives from local businesses to provide a link to the business community for technical and financial support.

Institutional Strengthening and Human Capacity-Building Activities during This Reporting Period

The first semester of the EMBA program began on September 25, 2009, and six new courses were taught during this reporting period.

A number of faculty exchanges and activities under the Egypt Executive MBA program also occurred during this reporting period.

- Oct 7th - Oct 18th 2009 – GSU Professor Lisa Lambert visited Alexandria and Cairo to teach Organizational Behavior. Dr. Lambert also conducted a seminar for AU's Faculty of Commerce graduate students and teaching assistants on how to conduct research in management.
- Dec 23rd 2009 - Jan 4th 2010 – GSU Professor Harvey Brightman visited Alexandria and Cairo to teach a six- hour module on Root Cause Analysis and Creativity.
- Jan 5th -10th 2010 – GSU President Becker, Dean Huss, and Prof. Bijan Fazlollahi, visited Alexandria and Cairo. While in Alexandria, they met with AU's President, the Dean of the Faculty of Commerce, the AU partnership director, and USAID's AOTR for the EMBA program. A representative from Tapr2 also attended the meetings. While in Cairo, the GSU delegation met with the USAID/Egypt Mission Director and AOTR.
- Jan 6th-11th – GSU Prof. Vince Giovinazzo travelled to Alexandria to teach Financial Accounting and Reporting. Dr. Giovinazzo conducted four class sessions on key financial statement analysis topics. He also developed a 110 page course manual that was reproduced so each EMBA student would have access to a copy during the class sessions.
- Feb 1st – 15th 2010 – Prof. Jayant Kale visited Alexandria and Cairo to provide lectures on Financial Decision Making, conduct research seminars, and hold discussions with faculty and program administrators. He also lectured to AU graduate students and teaching assistants on how to conduct research in finance.
- Feb 18th-Mar 1st 2010 – Dr. Deborah Butler visited Alexandria and Cairo to teach Topics on Leadership. While in Alexandria, Dr. Butler met with two local business leaders to help enhance interaction between the AUFC and the business community.

Table 1 shows numbers of reported ongoing degree training through partnership support during the past six months. Table 2 displays the numbers of individuals participating in exchanges, internships, and other non-degree training sponsored by partnership activities during this reporting period. Table 3 describes institutional capacity building activities undertaken during the October 1, 2009 – April 30, 2010 period as reported by GSU.

Table 1.
HUMAN CAPACITY BUILDING BY DEGREE TRAINING
October 1, 2009 through March 31, 2010

Type of Degree to be Awarded	EMBA		**Total**
	Men	**Women**	
Diplomas and/or certificates	0	0	**0**
Baccalaureate	0	0	**0**
Master's*	19	10	**29**

*Scholarships in the form of tuition reduction are being provided to two of the current female students and 1 male student.

Table 2.
HUMAN CAPACITY BUILDING, BY TYPE OF NON-DEGREE TRAINING
October 1, 2009 through March 31, 2010

Type of Training	EMBA		**Total**
	Men	**Women**	
Exchanges*	5	1	**6**
Internships*	0	0	**0**
Other non-degree Training/Classes	0	0	**0**

Table 3.
INSTITUTIONAL BUILDING ACTIVITIES
October 1, 2009 through March 31, 2010

	Activity	Outcome
Institutional Capacity Building	Curricula adapted/changed	• Six new courses were taught. The courses were prepared by AU in collaboration with GSU. The program has been accredited by the Supreme Council of Universities in Egypt.
	Improved method of instruction	• The teaming approach between GSU and AU faculty members has had a positive effect on the teaching approach used by the AU faculty.
	Involved with community outreach	• Met with representatives of the local business community to improve relationships and seek support for the program. Frequent meetings by the Dean of AUFC and the AU project director with the Board of Directors of the Alexandria Businessmen Association and the Board of Directors of the Egyptian Chamber of Commerce have enhanced awareness of the importance of executive education.
	Replicated at institutional, community, and/or national levels	• The AU-EMBA program is the only executive MBA program accredited by the Supreme Council of Universities in Egypt. Recently other universities have become increasingly aware of the importance of executive education, and several have applied for establishing new programs to help their local business community.
	Consulted with government agencies, NGO groups, and/or private sector groups	• The AUFC and the AU-EMBA administration are in regular contact and consulting with the governmental agencies, such as the Customs Authority and the Tax Authority. Continuous consulting exists between AUFC and the Alexandria Businessmen Association, Borg El-Arab Investors Association, and the Egyptian Chamber of Commerce. Also, the AUFC consuls frequently with the banking sector and other industries in the Alexandria area.

Other partnership activities and outcomes are provided in the Semi-Annual Progress Report submitted by GSU and received by HED on April 30, 2010 (See Appendix A).

Monitoring Visit – Progress toward Objectives

EMBA					
Objective	**Activities**	**Outcomes**	**Time Schedule**		
			Ahead of Schedule	On Schedule	Behind Schedule
Review, streamline and rationalize the curriculum for the EMBA program to focus more sharply on leadership development and activate a dormant international residency component	• GSU and AU jointly developed the curriculum for the EMBA program. • The first semester of the EMBA program began in September 2009. Four courses are taught every semester, and each course module lasts approximately seven weeks. • The EMBA program will include 16 international residencies which are scheduled to begin fall 2010.	• Thus far, eight courses have been delivered. • 45% of the EMBA courses that have been developed will have been taught by April. • EMBA students are preparing for international residencies at GSU. • GSU requests more feedback from the courses, specifically regarding whether recommendations are being implemented. • Alexandria University has agreed to collect student evaluations from each EMBA course and share the information with the GSU management team. • GSU and AU faculty also will debrief and write a report after each jointly-taught course.		**X**	
Enhance faculty quality through a series of replicable faculty development activities for junior and senior faculty, respectively, and by involving RCB EMBA faculty from diverse disciplines in an ongoing teaching, research and advisory	• Visiting GSU faculty co-teach sections of the course module with a senior AU faculty member. The purpose behind jointly teaching the courses is faculty development. • Another major component of faculty development is bringing junior AU faculty to GSU for training and mentoring opportunities. Faculty development at GSU activities include: o Matching AU faculty with GSU faculty with similar areas of interest	• Six (6) GSU faculty have visited AU to joint teach courses, and another faculty member will be visiting at the end of March. The classes have been jointly taught with mixed success and varying degrees of collaboration. Faculty development will only occur if the senior AU faculty sit in the courses and observe how they are being taught. • Three AU faculty members visited GSU in June 2009 and participated in one-month faculty development			**X** Delays in the processing of visas for Egyptian participants has caused the postponement of AU faculty visits to GSU

EMBA					
Objective	**Activities**	**Outcomes**	**Time Schedule**		
			Ahead of Schedule	On Schedule	Behind Schedule
relationship with AUFC	and expertise. o Attending regularly scheduled GSU faculty development workshops, including workshops on teaching methods o Close mentoring by GSU faculty rather than conducting intensive training workshops. Intensive training workshops would have more impact if held in Egypt where more faculty members could participate. o Opportunities to observe courses and participate in dissertation defenses.	activities. To date, there have not been sufficient faculty visits and the length of their stays has been too short. • Faculty development will help sustain the EMBA program after the award ends and will improve the quality of education at the undergraduate level since AU faculty participating in the EMBA program also teach at the undergraduate level. The teaming or pairing approach also will help create direct contact between faculty that will help open the door for future joint research which is also important for building the capacity of faculty.			
Develop the <u>administrative capacity</u> of Alexandria University to promote and market the program, recruit students, and administer the program	• Administrative development was undertaken when AU's Dean of the Faculty of Commerce and Ismail Gomaa visited GSU. • Two Open Houses were conducted in Alexandria and Cairo to recruit potential EMBA students and promote the EMBA program among local businesses. • Advertisements in newspapers and direct contact with local business publicized the EMBA program. • An admissions committee of three senior faculty members was formed and assessed qualifications and English language skills of applicants. • EMBA instructors were identified in Alexandria and Cairo. • Both Cairo and Alexandria locations were updated with the latest infrastructure and facilities.	• Dean Ossman and Dr. Gomaa were given an overview of recruitment, publicity, admissions, and everything related to running an EMBA program. • Applications were received by 29 candidates in Alexandria and 22 in Cairo. • Two high-qualified cohorts of students were admitted into the EMBA program – 22 students (eight female and 14 male) in Alexandria and 15 students (three female and 10 male) in Cairo. • The instructors at AU are comprised mainly of professors at the Faculty of Commerce and the Faculty of Engineering. The current instructors at Cairo are either from AUFC or from Cairo University. It was agreed during the monitoring visit that all future instructors will come from AU.		**X**	

EMBA					
Objective	**Activities**	**Outcomes**	**Time Schedule**		
			Ahead of Schedule	On Schedule	Behind Schedule
	• A partnership website has been developed. • An in-country EMBA program coordinator is in the process of being hired.	• The classrooms at both locations are equipped with data show, overhead projectors, internet connections, and video conference capabilities. • The project website is up and running at http://www2.gsu.edu/~wwwalx/.			
Develop and implement a business plan for long term financial viability of the AUFC EMBA. The plan will include (i) a marketing strategy and (ii) a sustainability plan with programmatic and financial components. These steps should help establish the AUFC EMBA program as the gold standard in Egypt	• The sustainability, or business plan, is behind schedule. Alexandria University has created a sustainability committee that will meet in May to begin working on the plan. • The key to a long-term sustainable business plan will be the engagement of the business community, so a marketing strategy is also under development.	• The sustainability committee is expected to begin work on the business plan this summer. • The marketing plan is still under development.			**X**

Conclusion and Upcoming Activities

During this reporting period, partners completed the first semester of the Executive MBA program at Alexandria University in Alexandria and Cairo. GSU and AU also laid the groundwork for significant human and institutional capacity development through a series of faculty exchanges and faculty development activities. The partnership anticipates the following activities will occur during the next six months (April 1 – September 30, 2010).

- AU will increase the number of faculty members who will join the faculty development program during the academic year 2010/2011. Six faculty members will visit GSU in the fall of 2010, and another four are scheduled to visit in the spring of 2011.
- International residencies for the first cohort are expected to take place in September 2010. For the second cohort, they are planned for September 2011.
- Four GSU faculty members are scheduled to visit Alexandria University to co-teach the EMBA classes.
- The first sustainability committee meeting will take place at the end of May 2010.

Appendix A: Semi-Annual Progress Report

Higher Education for Development
Knowledge, Partnerships, Results

Collaborative Partnerships Program

Semi-Annual Progress Report

Report Period
October 1, 2009 – March 31, 2010

Due April 30, 2010

INTRODUCTION

The information partnerships provide create the basis of HED's partnership results disseminated to the United States Agency for International Development (USAID), and the higher education community. USAID will use this information to report development results to the U.S. Congress. Your contribution of information is critical to the overall understanding of development and the future funding of such programs.

PARTNERSHIP INFORMATION

Partnership Title: Executive Master's in Business Administration in Alexandria, Egypt

Development Area/Sector of Focus: The Robinson College of Business (RCB) at Georgia State University and the Alexandria University Faculty of Commerce (AUFC) have agreed to collaborate on reforms that will move the AUFC Executive MBA program further along the path to genuine national preeminence, international competitiveness and self-sufficiency.

U.S. Partner Institution(s): Georgia State University (GSU) – J. Mack Robinson College of Business, Atlanta, GA

U.S. Partnership Director(s): Dr. Bijan Fazlollahi; Telephone: 404-413-7283; E-mail: Bijan@gsu.edu

Host Country(ies): Egypt

Host Country Partner Institution(s): Alexandria University

Host Country Partnership Director(s): Dr. Ismail Gomaa; Telephone: 2012-738-9929; E-mail: ismail@igomaa.com

Partnership Web Site (if any)**:** http://www2.gsu.edu/~wwwalx/

Please mail or e-mail the completed report and any attachments to your primary contact at:

Higher Education for Development
1 Dupont Circle, NW, Suite 420
Washington, DC 20036-1110

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED **by the due date**. It is also the U.S. institution's responsibility to translate responses to English, as necessary.
- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.
- Please include as much information as necessary to answer the questions completely. Enter zeros when necessary. If any spaces are left blank, the report will be returned for completion.
- The U.S. institutional partner is required to enter information about all training activities for host country nationals that take place in the United States, the host country, or a third country into USAID's TraiNet system. The results of these progress reports will be compared with data the partnership has entered into TraiNet. For more information regarding TraiNet, please contact trainet-vcs@sraprod.com or 703-879-8611.

OVERVIEW OF PARTNERSHIP REPORTING REQUIREMENTS

Report Name	Period Covered	Date Due
Semi-Annual Progress Report	10/1 – 3/31	April 30

Semi-Annual Progress Report	4/1 – 9/30	October 15
Final report	Entire Award Period	30 days after sub-agreement end date

I. QUALITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – MARCH 31, 2010

1. Describe in bullet form the **major activities** for this partnership during the past six months (10/1/09-3/31/10).

2. For each of the above activities, describe the **results and/or outcomes** for each activity; answer in bullet form if appropriate.

   If helpful, instead of answering questions 1 and 2, you may use the following chart for reporting the activities and outcomes associated with specific partnership objectives. Please feel free to insert additional lines as needed.

PROGRAM ACTIVITIES AND OUTCOMES FOR OCTOBER 1, 2009 - March 31, 2010

ACTIVITY	OUTCOME
Oct 7th – Oct 18th 2009 – Professor Lisa Lambert visited Alexandria and Cairo to teach Organizational Behavior.	Dr. Lambert exchanged views with Dr. Aly Messallam and Dr. Moustafa Kamel, the faculty members who teach the course in Alexandria and Cairo, on the course syllabus and method of delivery. She taught the Organization Behavior Course during the period October 8-18. She also conducted a seminar on November 12, for the AUFC graduate students and teaching assistants on how to conduct research in management. This seminar was very well received by the audience and Dr. Aly Messallam who also attended as part of the faculty development program. As per Prof. Lisa Lamberts Trip report: I encountered no obstacles of any kind. Dr. Gomaa and Dr. Messallam among many others, were exceptionally gracious and accommodating hosts. **Participation:** There was much "give and take" in discussing class content. Students were able to readily report their work experiences and discuss how theories I presented in class explained events in their organizations. Moreover, the EMBA students asked thoughtful questions that showed that

	they were able to integrate concepts and to leap ahead of the material in class. The English proficiency of these students was very good. In my lecture to Ph.D. students on "Moderation and Mediation (statistical techniques)" in Alexandria University it became clear that only some students in the room were able to follow the content. . I conversed with several faculty members after my lecture and found that they generally did not have the quantitative statistical background necessary to comprehend my lecture. I also found that few faculty members conducted much research. There appears to be a strong need for faculty development in research skills – particularly in quantitative statistical techniques. **Accomplishments:** I suggested to Dr. Messallam that he consider the merits of covering a smaller quantity of material in greater depth instead of briefly surveying a larger volume of material. At Alexandria University I had a long discussion about how to specify and statistically test a theoretical model that a faculty member was examining in her research project. **Recommendations:** The EMBA students would like guidance on their projects (thesis?). In general, I was impressed with the quality of these students and with their preparation. Based on my experiences in this single trip, these Ph.D. students need a great deal of support to develop their research skills. The intense mentoring relationships that are common in the U.S. appear absent. It also seems as if there is little opportunity to gain research skills from faculty because so few faculty practice research.
Dec 23rd 2009 – Jan 4th 2010 – Professor Harvey Brightman visited Alexandria and Cairo to teach six- hour module on Root Cause Analysis and Creativity.	Dr. Ibrahim Abdel-Salam, AU faculty member participated in teaching the course with Dr. Brightman in Alexandria. Dr. Brightman taught four classes on December 25th and 26th and January 1st and 2nd. Students' feedback is extremely positive about Dr. Brightman since he has a very innovative approach for teaching the course. Dr. Abdel-Salam attended Dr. Brightman's lectures as part of AU faculty development. There was no interaction with the faculty member who was supposed to teach the Cairo cohort. The faculty assigned to Cairo cohort are generally not qualified to teach the EMBA program and do not contribute to the capacity building objective of this project.

	As per Dr. Brightman's trip report: **Attendance:** There were 20 participants in Alexandria and 12 participants in Cairo. All the students spoke good English. **Participation:** All the students at Alexandria and Cairo attended all the sessions. The sessions were highly interactive. Had many discussions with my counterpart in Alexandria and Dr. Gomaa. However there was no interaction with the Cairo faculty member. **Participants' Feedback:** The students' feedback was very positive. Many thought it was a transforming learning opportunity and wished it were longer. **Accomplishments:** Based upon their performance on the take-home case I believe they learned the key ideas on root cause analysis. Their performance was comparable to my EMBA students at GSU. **Recommendations:** As mentioned above I suggested replacing the Cairo teacher with the faculty member from AU because he was more qualified and interested in teaching my module. This would also ensure that the students in both the cohorts receive the same level of instruction and material.
Jan 5th -10th 2010 – President Becker, Dean Huss, and Prof. Bijan Fazlollahi, visited Alexandria and Cairo to sign the Memorandum of Understanding between GSU and CU for the Business School and the Nursing School of Cairo University International Branch(CUIB) and to hold a triangulated meeting with Head of USAID mission	The GSU delegation had a very fruitful visit to Alexandria University. They held meetings with the AU President, AUFC Dean, AU Project Director and Ms. Manal El-Samadony of the USAID-Egypt. Ms. Riham Ismail of the Tapr2 (Delliote) also attended the meetings. The meetings included discussion and decisions made on different fronts. These include: 1. The activities of GSU faculty co-teaching the program in Alexandria and Cairo. 2. Setting criteria for selection of Alexandria University faculty for Faculty Training in Atlanta. 3. Agreeing on the sustainability plan and forming the sustainability committee for the program. 4. Ms. Riham Ismail volunteered to prepare a marketing plan for the next two years of the program. 5. Possible additional venues for collaboration between GSU and AU. In addition, President Becker attended one of the EMBA classes. President Becker, Dean Huss, and Dr. Bijan Fazlollahi met with the students and carried out an open discussion about the

Egypt to support the extension of current collaboration between GSU and AU.	program and future activities related to the international trip to Atlanta. These meetings were extremely productive and greatly enhanced the partnership between the two institutions.
Jan 6th-11th –Prof. Vince Giovinazzo travelled to Alexandria for teaching Financial Accounting and Reporting Course.	Dr. Giovinazzo coordinated teaching responsibilities of the Financial Accounting and Reporting course with Dr. Gomaa. He taught four classes in Alexandria and Cairo. Dr. Gomaa attended his class as part of the faculty development program. In addition, President Becker, Dr. Huss, and Fazlollahi attended part of Dr. Giovinazzo's class on January 9. As per Prof. Vincent Giovinazzo's trip report: **Objectives:** Provide training in Financial Statement Analysis to Executive MBA students and demonstrate to faculty members teaching in this area the presentation and interactive approach applied on some key topics. **Summary of Activities and Observations:** • Presented four class sessions on key financial statement analysis topics. These sessions included two class sessions of 3 hours each in Alexandria on Friday, January 8, and two class sessions of 3 hours each in Cairo on Friday, January 15. • Developed a course manual of 110 pages in advance of the program. This manual was sent to the University in advance. It was then reproduced so each student had a copy of the manual during their participation in the class sessions. • Interacted with the students during the lunch periods and before and after each class session. Discussed a variety of technical issues, some related to issues they faced in their job situations. • Discussed several technical issues with the two accounting faculty with whom I spent time. In addition, the class sessions in Cairo were telecasted to Alexandria and Dr. Gomma led the class there during my presentation. **Attendance:** There were approximately 20 students in total. The students from Cairo came to Alexandria to attend the first two class sessions. The second two class sessions in Cairo were televised back to

	Alexandria so that all of the EMBA students participated in all four class sessions. There were approximately eight women and twelve men in the class. They all appeared to understand English very well, and those that made comments or raised questions spoke English very well. **Participation:** Students were highly attentive, and demonstrated a substantial amount of interest and intellectual curiosity, particularly with respect to the technical issues discussed. All students remained for the entire class session, none gave the appearance of "clock watching," or being anxious to depart. The technical background in accounting and finance of the students was very good, and it was clear that Dr. Gomma had done a fine job in developing their skills in reading and interpreting financial statements and understanding from a practical standpoint basic accounting issues. Dr. Gomma was present in Alexandria during the telecast from Cairo, and heard a good portion of the second session in Alexandria as well. The other accounting faculty member and I discussed various presentation approaches, particularly for large classes (over 2,000 in his case). We also discussed such issues as some of the practical ways to test and evaluate students in such circumstances. **Facilities Provided:** The classroom facilities were quite good in Alexandria, but only fair in Cairo. **Participants' Feedback:** In the oral comments I received from many students, they greatly appreciated the manner in which the material was presented, and stated that the program had provided some important insights and technical training. Many stated that the topics covered would significantly enhance their ability to analyze financial statements and arrive at well-founded conclusions. **Accomplishments:** The following learning objectives were communicated and discussed during the class sessions:

	• Effectively read and interpret the basic financial statements. • Reformat provided statements into more meaningful presentations that facilitate analysis. • Evaluate the degree to which favorable or conservative accounting is being applied. • Be familiar with the ways income smoothing is often practiced. • Analyze the relation between net income and cash flows from operations. • Use financial ratios to evaluate performance and develop financial projections. **Lessons Learned and Recommendations:** There were no obstacles encountered and cooperation and support by the Egyptian personnel was outstanding.
Feb 1st – 15th 2010 –Prof. Jayant Kale visited Alexandria and Cairo to lecture EMBA students on Financial Decision Making, to conduct research seminars and to have discussions with faculty and program administrators.	Dr. Jayant Kale was supposed to co-teach the Financial Decision Making course with Dr. Mohamed El-Hinnawi in Alexandria and Dr. Ossama El-Ansary in Cairo. They did not participate. He only met Dr. Hinnawi for a short time to coordinate teaching the course. Dr. Hinnawi was ill following the meeting. Dr. Kale taught classes on February 5th-6th and 12th - 13th. In addition he also gave a lecture to the AU graduate students and teaching assistants on how to do research in finance, which is considered as part of the faculty development program. As per Prof. Jayant Kales's trip report: **Attendance:** 18 students attended class on first day in Alexandria. There was video link with the Cairo cohort where there were 10 students in attendance. On second day the attendance in the EMBA class was approximately 14 students and 8 in the Cairo video link. **Participation:** The level of class participation was good and quite similar to that one would experience in a typical class in the US. The Cairo cohort again was better in terms of interaction and class participation. The faculty counterparts did not attend any of the lectures either in Alexandria or in Cairo. The only interaction with Dr. Hinwani was the relatively short meeting on February 4, 2010. **Participants' Feedback:** I conducted student evaluations of teaching in both the cohorts. This was done based on instructions from Dr. Fazlollahi. The students were given a 20-question survey in which they

	were asked to evaluate course content, instruction and the learning experience on a scale of one to five. The survey was administered by a student and the instructor was outside the classroom when the survey was administered. The average for all questions was 4.02 and 4.24 (maximum is 5) in Alexandria and Cairo cohorts, respectively. Based on the correspondence prior to my visit, I was under the impression that my lectures would constitute the second and third weeks of the semester. I prepared my teaching materials (e.g., presentation slides) accordingly. However, I found out just before the first class in Alexandria that mine would be the first lecture for this course. I do not believe that the students were even given a syllabus for the course and what they would be taught. Since I had prepared my teaching presentation assuming that they had already had at least a week of lectures, I went straight into the material without providing a proper introduction to the course etc. As a result, I think that the students were quite taken aback on the first day of my lecture. After the Alexandria lectures, I had a much better sense of what the students knew and, therefore, the lectures in Cairo went a lot smoother and I believe that the students also learned better. I believe that this whole issue could have been easily avoided if I had been told that the semester began later than planned. **Accomplishments:** In general, I believe that the visit was a success. The host country personnel, Professors Gomaa and Messellem and Dean Ossman are extremely hospitable and cooperative. **Recommendations:** Better communication from AU to GSU faculty regarding what the students have covered in the past to avoid confusion similar to mine that I believed I was to give the first course lecture. All students must have a financial calculator (e.g., a Texas Instruments BAII) prior to taking the finance course. None of the students had one and did not know that they were required to have one. This hampered the teaching considerably since I had to do cumbersome formulae for calculations that would have been extremely simple on the financial calculator. The coordination with the faculty counterpart was quite unsatisfactory and is an area that needs considerable improvement. I was available for consultation for several days in Alexandria and in Cairo but there was no attempt by the faculty counterpart to find out from me what transpired in any of the classes. The lack of interaction with the faculty counterpart seriously hampered capacity building and I recommend that in future the faculty counterpart be required to attend

	classes. In Alexandria, lectures were scheduled to start at 9 a.m. There were almost no students at the scheduled start time. On the first day, a sufficient number of students for the lecture to start arrived only at 9:30 and on the second day at 9:40. In Cairo, the punctuality was little better, the morning class began at 9:20 a.m. and the afternoon session began pretty much at the scheduled time. Either the class-times need to be adjusted or punctuality has to be stressed.
Feb 18th-Mar 1st 2010 – Dr. Deborah Butler visited Alexandria and Cairo to teach topics in Leaderships course.	Dr. Butler and Dr. Aly Messallam co-taught the Leadership course, following the coordination of the teaching assignments between them. She taught four classes on February 19-20 and 26-27. She also met with two of the business leaders in Alexandria, Mr. Amir Wassef, a member of the Board of Trustees of Borg El-Arab Industrial City, and Mr. Ahmed Hassan, the Vice-Chairman of the Egyptian Chamber of Commerce in Alexandria. The objective of the meeting with businessmen was to enhance interaction between the AUFC and the business community. The meeting was attended by Dr. Ismail Gomaa, the AU Project Director and Dr. Samir Kamel, the Vice-Dean for Community Services. The main outcome of this meeting was recommendation to establish some other links between AUFC and the business community. For example, through offering the opportunity for business leaders and executives to attend short courses or specific set of courses of their choice in the program rather than the full degree program, would open the door for the development of more executives in the business community. As per Prof. Deborah Butlers's Trip report: **Attendance:** There were 13 EMBA students in Alexandria on day 1 and 17 on day 2. There were 8 students attending in Cairo. Gender was pretty evenly split among men and women. Because of their excellent command of the English language, I was able to communicate the nuances of the leadership topics I came prepared to present and conduct a vey high level conversation as a result. **Participation:** Students were extremely interactive. The students responded favorably about their development as executives due to their studies so far. These EMBA students did a good job of considering how the course concepts applied to their

	specific work environment, and I asked each student to identify a tangible tool that they could take from each class that would inform their leadership behavior. In both cohorts the tools identified were sophisticated and very appropriate for executive level thinking. I also received email from several of the students who said that they had gotten a lot of value out of the sessions. The meeting with the business community was attended by two executives, one was with the Chamber of Commerce, one was a very successful business owner in the region. The meeting was very successful and there was a meaningful conversation about how to make this program more relevant to the local business community. There were several actionable suggestions that came from both executives. These suggestions included using the courses as a source of executive education so that local businesses could enroll a member of their staff in one class of the program instead of the entire program. Another idea was to assign a task of marketing the EMBA program to enroll at least two students to the current EMBA student as a marketing project. Another idea posited by the member of the Chamber of Commerce was to offer tax credit to those who sponsor members of their organization in the MBA program. I encouraged the business executive to come and speak to the students about his own business background and he said he would be willing to do so. **Recommendations:** The goal of this program is to support the sustainability and the quality of the EMBA at Alexandria University. In order to meet this goal I believe there must be a more structured plan on the part of Alexandria for how to make full use of the faculty resources from the US. This will no doubt include more planning in advance of the faculty member arriving. Perhaps the hosting faculty member from Alexandria should be expected to submit a clearly identified set of expectations they hope the visiting faculty will meet. For example, these might include resources they would like the visiting faculty member to bring such as demonstrating three useful learning activities, incorporation of a video into the class lecture, or the use of a current case. In addition, there should be a concrete plan for when the host professor and the visiting professor will sit and debrief on the value the hosting professor received as a result of the visit. This might be in terms of the methods the visiting professor used to meet the hosting professors requested expectations. This could be followed by a written report by the hosting professor. It would also make sense to ask each visiting professor to identify a skill that they would like to share with at least three

	faculty members of Alexandria. There seems to be a lot of ambiguity around arrangements for taking full advantage of the visiting professor. If there is a way to structure the visit so that it always includes certain activities then the visiting professor can anticipate those activities. If this is done, I think more value will be derived from the exchange program. Adopting emergent plans is great for flexibility, but it may not result in firm commitments. Somehow, this emergent strategy might be adjusted so that there is more of a sense of commitment to embedding best practices into teaching, and into structuring the program, especially in the Cairo cohort. **Additional notes:** My interactions with Dr. Aly were very professional, but quite limited in terms of discussion about teaching methods. I had no interaction with Dr. Mohamed Shawky who I believe is the professor for the course in Cairo. He arrived at class late and he left before lunch so I did not get to speak with him. I was to visit with him the next day but he was called out of town.

Meeting at Alexandria University on March 26, 2010 • Dr. Ismail Gomaa, Alexandria University • Dr. Bijan Fazlollahi, Georgia State University • Manal El-Samadony, USAID • Riham Ismail, TAPR II • Roy Zimmermann, Higher Education for Development • Marilyn Crane, Higher Education for Development • Charlie Koo, Higher Education for Development • Hazel Cipolle, Higher Education for Development	The first meeting was held at the EMBA conference room. Dr. Messallam did not participate in the meeting although he was sitting in the adjoining office talking to faculty. I understand, he thought, he was not invited. Dr. Messallam will accompany the students to Atlanta. International residency in Atlanta was discussed. Students are excited about this program and the upcoming international residencies in the fall of 2010. Two other students/alumni have expressed willingness to fund their own way. The 18 students from Alexandria and 11 students from Cairo will go to GSU in the fall. Their expenses will be partially covered by the award. Prof. Sevgin Eroglu, GSU professor will direct the program and make appointments with high level executives in Atlanta businesses. AUEMBA students will make reports based on the meetings in companies. Residencies will last approximately 2 weeks. An AU faculty member will accompany the students and will be paired with the GSU faculty member. The visitors reviewed the following: **Curriculum Development**: During the first year of the project, Maury Kalnitz, GSU's past director of EMBA program and current director of the executive doctorate program visited Alexandria University and conducted a baseline assessment, later Dean Ossman and Dr. Gomaa visited Georgia State University. They had extensive and lengthy meetings with the EMBA director and faculty and created a program that is approximately 85% similar to the Georgia State EMBA program. The EMBA curriculum was accredited by the Supreme Council. **EMBA Students:** A difference between an EMBA program and an MBA program is that the EMBA includes a large leadership component and companies often pay for their employees. EMBA students are mid-level managers in human resource, marketing, IT and finance, etc. AU-EMBA has 10 females and 19 males. They come from petrochemical and chemical companies, banks, IT companies, food and auto industries, steel, hospitals, etc. Those who are sponsored by their employers must agree to work for a set period of time. Approximately 20% of the EMBA students are fully sponsored, and 30-35% may be partially sponsored. GSU faculty members have reported that the Cairo cohort is stronger than the Alexandria cohort and that the Cairo students have better English language skills. **Admissions:** GSU was not involved in the 2009 admissions process, but the caliber of students

	admitted is high. Dr. Gomaa stated that, "EMBA has decided to include GMAT tests in future admissions." This was highly lauded by GSU as a major step toward the future establishment of a dual or joint degree. Dr. Fazlollahi suggested that GMAT should be made a requirement immediately with a stipulation that students be allowed to postpone submission of grades till the start of the second year. In this way, the GMAT can be required gradually. **Attrition:** In Cairo, 2 students decided to postpone start dates due to current job responsibilities. 3 students in Cairo dropped courses because of an instructor (Dr. Sayeeda) who told students that all of the courses would be taught via videoconference from Alexandria. Dr. Gomaa contacted all the students and personally met with them on the following week and explained that it was not the case. However three students had already decided not to continue with the program. GSU has asked Alexandria University to document these attritions for the file, explaining that creating such documentation is necessary for building the future capacity and planning for the sustainability of the program. **Administration:** The need for a dedicated administrator for the program who can collect data and send reports and documentation to Georgia State University was discussed. Dr. Gomaa agreed to hire a permanent program administrator who will initially be supported by award funds. Creating this position will help build Alexandria University's internal capacity to market the EMBA program as well. **Communications:** Alexandria University is considering conducting English language communication courses as an introduction course that will help applicants who are otherwise qualified but have weak English language skills. **Cairo faculty:** With the decision to include a Cairo cohort of students, finding faculty to teach them has become a major issue. Dr. Gomaa has decided to follow GSU's suggestion and use Alexandria faculty to teach at both campuses to build the capacity of the Alexandria faculty. Alexandria University will pay a small stipend to these faculty members for hotel and transportation. **Faculty Development:** Senior faculty members do not have sufficient time to spend at GSU for

	faculty development and often are less open to making changes in their teaching. Alexandria University has agreed to focus on sending more junior faculty member on future visits to GSU that will last 2 months. Their faculty development will focus on the following four dimensions: 1. Course content 2. how to teach 3. how to conduct research 4. Administrative development/organization/service Several issues regarding faculty development were discussed: <u>Utilizing visiting GSU faculty:</u> GSU implements faculty development by sending GSU faculty to Egypt to co-teach courses, work on syllabi, and maintain mentoring relationships long afterwards. Dr. Fazlollahi stated that the process went well in 3 of 6 GSU faculty visits. He raised the issue of using GSU faculty to their fullest during visits by spending more time with them. Ms Manal Elsamadony suggested for GSU faculty members to teach more during their visit. Dr. Fazlollahi replied that they are already teaching more than what a faculty member of comparable status teaches in two weeks in Atlanta. GSU faculty members are currently teaching 4 classes and a mid-week workshop, which is 15 hours. Faculty development needs more structure, including a debrief session for visiting faculty. Dr. Gomaa suggested more than 1 workshop or working with a post doctoral students. After discussion regarding GSU visiting faculty constraints, it was agreed that GSU and AU faculty would allocate 3 hours after each jointly taught course to debrief. Additionally GSU hopes that in the future the AU Project director will arrange for the forum where exchanges between faculty members could take place. Alexandria University Faculty of Commerce agreed to host a working lunch that would facilitate meeting of AU faculty and GSU faculty to promote further collaboration. The following procedure is adopted for FACULTY DEVELOPMENT in Alexandria /Cairo • RCB Project Director will inform the date of visit of the GSU faculty member to AU Project Director. • AU faculty member will provide syllabus to RCB counterpart two months before the start of class. The Syllabus must have dated schedule of classes. The syllabus must specify measurable learning objectives for the course. The lectures, case discussions, assignments and exams should be tied to the objectives.

	• The RCB faculty will review the syllabus and provide written comments and suggestions to the Egyptian faculty counterpart. • The two faculty members will finalize the syllabus of the course and the session to be taught by the American faculty member 3 weeks before the start of classes. -The America faculty will inform the Egyptian project director to consider the cases or any material he/she needs the students to read two weeks before the visit. • The RCB professor will teach 4 classes in two consecutive weekends in Alexandria and Cairo (in that order). -The AU professor (a permanent faculty of AU) will be present in all classes in Alexandria and Cairo and assist in the teaching. • AU project director will conduct separate student evaluation of the RCB faculty in Alexandria and Cairo. • The AU faculty counterpart will spend considerable time outside class with the visiting RCB faculty member. Spending time together will strengthen their bond and future cooperation. The two faculty members will meet and debrief following the end of classes in each of Alexandria and Cairo. The observation and conclusion and recommendation will be reflected in the trip report of the American faculty member. The Egyptian counterpart will document the debriefing and submit to AU project director. • The two professors from AU and RCB will keep in contact in the future for exchange of views or adoption of new course content and delivery methods for upgrading the course. Capacity in developing case studies is still lacking. GSU conducted a workshop on case writing and case teaching for all the faculty members. 25 attended. **Marking & Branding:** HED will email Dr. Gomaa, HED and USAID logos for use on publications and public communications. **Sustainability:** Sustainability is determined by price, size, and quality. Sustainability is achieved through tuition and funds raised from business community. Building a brand will help Alexandria position itself to raise tuition. The quality of program is maintained ad improved through relationship with GSU beyond the

	grant. GSU and AU hope to maintain the performance of Alexandria faculty at a level where they can teach in Atlanta. **Sustainability Plan:** Alexandria University has formed a sustainability committee that will include Dean Ossman, Dr. Gomaa, Dr.Fazlollahi, Dr. Naveen Donthu, 2 leading business people, and 2 Alexandria University alumni. Dr. Fazlollahi will visit Alexandria to conduct the sustainability committee meeting. Dr. Gomaa has scheduled the first meeting of the sustainability committee, for his visit on May 25th.

Meeting at Alexandria University on March 26, 2010 • Junior EMBA Faculty (see list) • Dr. Ismail Gomaa, Dean • Dr. Bijan Fazlollahi, Georgia State University • Manal El-Samadony, USAID • Riham Ismail, TAPR II • Roy Zimmermann, Higher Education for Development • Marilyn Crane, Higher Education for Development • Charlie Koo, Higher Education for Development • Hazel Cipolle, Higher Education for Development	The junior faculty members at the meeting will comprise part of the core EMBA faculty. A majority of the junior faculty members were female. The current plan is for 10 of the junior faculty members to visit GSU over the next year for faculty development. After introductions, Dr. Fazlollahi outlined the process for building a program that is world class. He outlined the four areas that faculty development is necessary in order to build the capacity to deliver courses. The EMBA program envisions two methods for delivering faculty development in Atlanta and Egypt. Dr. Yakout described what she learned from her faculty development in Atlanta. She stated that team work reflect peer to peer learning and allows students to transfer knowledge within student groups as well as learn from each other. Students at GSU had more time to prepare for assignments while EMBA students in Egypt are tired. In the United States, on the other hand, companies often give students a day off from work to prepare for classes. Students in the United States also are being continuously assessed. As a result of her experience, Dr. Yakout has started using more in-class assignments. She would like to use more simulations in class. She is planning to use the multi-disciplinary team approach in her courses. The faculty present at the meeting were questioned: Why are the junior faculty members interested in visiting GSU? • Would like to be acquainted with simulations and games, build capacity in case studies, and develop more teaching case studies. Visiting GSU also would be a good chance to partner and work on research proposals that will lead to professional development. • Would like to prepare for the possibility of joint publishing in internationally renowned journals. • Interested in the selection of course content and the process of deciding which cases to use. How would the junior faculty like to use GSU faculty when they visit Egypt? • Would like to learn new teaching styles and methods. • Interested in learning to link courses and how the 12 functional areas link. • Would like to sit-in the GSU faculty led courses. • Need to have more access and socialization with the visiting GSU faculty.

	• Interested in enhancing the multidisciplinary aspects of the EMBA program with help from GSU faculty. **Procedure for Faculty Development in Atlanta** • AU project director will finalize the list of the faculty members three months in advance of visit, attesting that they meet the minimum eligibility criteria • The GSU project director submits the names to "R1" in the Trainet system to enter the necessary data for each participant. The entry of data by R1 must be completed two months in advance of the date of start of the faculty development in Atlanta. • To ensure adequate time for compliance with J1 visa procedures, the AU project director will provide: (1) suggested list of activities for Atlanta faculty development for each of the candidate participants in the areas. The activities include attending courses the participants would like to audit (2) list of scheduled faculty development classes for RCB's own faculty that each of the Egyptian participants would like to attend; (3) list of RCB faculty that the participants would like to visit with. The participant must prepare a brief (two pages) outline of research objective/problem they wish to discuss with RCB faculty. RCB faculty will be happy to discuss subjects that are within the area of their expertise and current interest; (4) the area of the Doctoral defense or Doctoral proposal defense that each participant may want to attend. • Each participant must write a running travel report that is updated every week and made available/E-mailed to both project directors on Fridays for comment.

EMBA Classroom Visit at Alexandria University on March 26, 2010 • Prof. Aly A. Messallam, Alexandria University • Dr. Ismail Gomaa, AU • Dr. Bijan Fazlollahi, GSU • Riham Ismail, TAPR II • EMBA Students (see chart) • Roy Zimmermann, HED • Marilyn Crane, HED • Charlie Koo, HED • Hazel Cipolle, HED	Student suggestions for the EMBA program *Ahmed Ibrahim* (Unilever, IT/finance): • Recommends that GSU faculty visit in the middle to end of a course. • Has observed new, innovative styles of teaching in the EMBA program. • Liked Prof. Harvey Brightman *Ahmed Ramadan* (Marketing): • Most benefits are from the exchanges between students from different industries and not from the syllabus. Therefore, would like additional opportunities to interact with students enrolled in GSU's EMBA program. Wanted to know if it would be possible to extend the residencies or reschedule them so that the two groups of students could interact. ➔ Prof. Bijan noted that GSU can arrange an optional session for interaction, on the GSU EMBA's students own time, so they can discuss issues, network, etc. *Rasha Ossman* (Software): • Would like a workshop to be arranged with GSU EMBA students. How did students learn about the program and why did they enroll? • 1 student learned of the program through a presentation at an Open House. • 1 student learned of the EMBA program from a newsletter. • 1 student (Ahmed Ramadan) learned of the program through a presentation. He (1) decided to enroll in the program when he saw the quality of the GSU and Alexandria University faculty during the interview process. • 1 student noted that he decided to join because he learned it was being supported by USAID and thought it would be disciplined in terms of quality. • 1 student noted that he liked the fact that materials would be tied to the schedule, and that this EMBA program would "walk the walk" • The remaining students indicated that they learned of the EMBA program through word of mouth from alumni of previous programs. Additional feedback from EMBA students for GSU and Alexandria University?

	• Would like a website where the students can exchange ideas with EMBA professors and with other GSU students. • Would like access to GSU's library and other resources. • Would like additional interaction with visiting GSU professors ➔ Dr. Gomaa suggested that the visiting GSU faculty conduct an additional class in the middle of the week in the evening in lieu of a workshop. The students seemed enthusiastic about this possibility. Dr. Bijan reiterated that GSU faculty members are already working 15 hours. He will ask faculty on individual basis to teach one more class session for additional compensation.
Meeting at Alexandria University on March 26, 2010 • Dean Said Ossman, Alexandria University • Dr. Ismail Gomaa, Alexandria University • Dr. Bijan Fazlollahi, Georgia State University • Riham Ismail, TAPR II • Roy Zimmermann, HED • Marilyn Crane, HED • Charlie Koo, HED • Hazel Cipolle, HED	Dr. Fazlollahi stated that auditors found that travel advances were not allowed if it was not GSU's institutional policy. He suggested that Alexandria University advance the funds to their faculty and can request reimbursement from GSU. Dean Ossman agreed to devote funds for travel advances. In terms of progress, the EMBA program completed its first semester and is about to finish its second semester. Due to visa delays, which resulted in organizational delays, the program was delayed and needs an extension. With the extension, cohort #1 will graduate and the second cohort of students will be in the pipeline to graduate in 2012. Subject to the availability of funds and extension of the project time, 10 junior faculty members from Alexandria will visit GSU in the Fall or the Spring. Dean Ossman will release them for the entire time required. Based on the current budget, GSU is planning to send 10 more GSU faculty to Alexandria to co-teach the EMBA courses for old and new cohorts. More funds will not be needed if the current work plan is followed.
AUFC started launching a promotion campaign for the second cohort. This involves advertising in the newspapers and personal contact and visits by the AU-EMBA director to the	More enquiries have been received about the program and students have started to apply for the new cohort. Note: Alexandria University will provide details of this activity in the future as to advertising campaign(where and what and when), the names of firms visited as well as the specifics of any articles in the paper.

business community, as well as publishing news about the program.	

3. How are the above activities and outcomes reported in questions 1 and 2 benefiting and/or helping to strengthen the **institutional capacity** and the **human capacity** of the **host country higher education institution(s)?**

   - Faculty Development:

     The faculty development program is two-fold: the first involves teaming of faculty members of GSU and AU in co-teaching the courses offered in the EMBA program. This was attempted for six courses where GSU professors taught in Alexandria and Cairo. However, the AU faculty failed to attend the lectures of the GSU faculty or participate in class in most cases, especially for Cairo Cohort. In addition, the visiting GSU faculty members have conducted workshops or seminars with the AU graduate students and teaching assistants (assistant lecturers) who are working towards the PhD. and becoming the future junior AU faculty. These workshop and seminars are essential for building the capacity of the AU assistant lecturers to become more familiar with other academic environment, and more competent in teaching in the executive education program. The second part of the faculty development is for the AU faculty to visit GSU and participate in the faculty training and development program. It was planned to have three of the AU faculty visit GSU during the spring semester. However the trips were cancelled. According to AU Project-Director, for cost-effectiveness, it was decided to have six faculty members visit GSU in the fall semester to attend a specially designed program. The Fall 2010 faculty development in Atlanta can take place only if the project time is extended for at least one year.

   - Brand Development and Recognition:

     In addition to the distinct curriculum of the AU-EMBA program, the participation of GSU faculty in teaching all the courses offered in the reporting period helps the branding of the program as a world class program. The teaming approach to learning by the GSU and AU faculty has positive impact on how current and prospective students view the program. The positive opinions of students affect the reputation of the program in the business community that we hope will sponsor the students in the future. The meeting conducted by Dr. Deborah Butler with two of the leaders of the business community in Alexandria id the beginning of a better understanding of the nature of the AU-EMBA program. The two business leaders offered good ideas for promoting the sustainability of the program, including offering short programs leading to certificates. The Alexandria Chamber of Commerce should be influenced in convincing member businesses to sponsor employees for EMBA degree.

4. How are the above activities and outcomes from this partnership benefiting and/or helping to strengthen the **capacity** to address **national development goals?**

   - Multiplier Effect: AU faculty members are allowed to perform consulting services, not only to the business community but also to governmental units and NGOs. Hence, faculty development indirectly benefits the entire community through enhanced quality of education and research. In addition, the visits made by GSU faculty and the direct contact made by them with the business community have helped increasing awareness of the importance of executive education and its effect on the capacity building of executives in the business community. As a result, the AU-EMBA office receives more enquiries about the new cohort to be admitted to the program. In addition, more businesses are now willing to sponsor their executives in getting higher education of the type offered by AU in collaboration with GSU according to AU Project-Director.

5. How are these activities and outcomes benefiting the U.S. higher education institution?

   The benefits to the Robinson College of Business (RCB) at Georgia State are:
   - build capacity and increase know-how in the transition economy of Egypt;
   - improve teaching and consulting capacity in Egypt;
   - internationalize the Georgia State faculty through its collaboration with AU;
   - build capacity in international faculty development and curriculum development.
   - Attract Egyptian institutions of higher education to select GSU as the partner for program and faculty development. GSU has already signed MOU to partner in the international campus of Cairo University. Alexandria University has selected GSU to send four faculty members for development for 6 months apart from this grant and project.

6. Briefly describe the involvement of **other collaborating U.S. stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

   USAID-Egypt has been supportive of a better linkage between Cairo University and Alexandria University.
   Cairo University has helped in providing some faculty members for the Cairo cohort. However, the collaboration was not very effective. GSU has encouraged both universities to build on the existing partnership between GSU-RCB and each of the Alexandria University' Faculty of Commerce (AUFC) and Cairo University's Faculty of Commerce (CUFC). Signing of a protocol for academic collaboration between AUFC and CUFC is planned to establish a strategic partnership in offering

academic programs and using the facilities and faculty members for each others' programs. According to the proposed protocol, the AU-EMBA Cairo group will be hosted by Cairo University starting the Fall 2010 semester. The two Deans have not signed the protocol yet.

7. What was the involvement of other collaborating U.S. institutions in partnership activities during the past six months.

   None

8. What has been the partnership's greatest success (es) during the past six months?
   - Implementation of about 45% of the courses in the new EMBA program is the prime success of the project.
   - The performance of the students of both Alexandria and Cairo cohorts in classes taught by GSU professors is good/outstanding and comparable to the professors' experience in the US. The class interaction and participation was high level and effective.
   - Building and maintaining a website for the project at http://www2.gsu.edu/~wwwalx/ . The website is also accessible from the main webpage of Robinson College of Business at www.robinson.gsu.edu .GSU would appreciate more involvement of AU-EMBA faculty and students in providing input for site maintenance.
   - Enhancing branding the program and its promotion in the business community. It is already getting recognition as high quality EMBA program with a strong and highly involved American partner.
   - Improving the quality of the course content through co-teaching between the GSU and AU faculty.
   - **Note:** The following is a separate agreement between GSU/RCB and AUFC and not a part of this project. The GSU Project Director does not exercise oversight on this agreement.

     As a byproduct of the partnership between the AUFC and GSU-RCB, Alexandria University was encouraged to agree to invest more in faculty development by sending four faculty members of the AUFC to the GSU in the spring of 2010, on full scholarships as visiting scholars for six months. The scholarship is fully funded by AUFC. This is to give the opportunity to more faculty members to benefit from the existing partnership and increase the number of AU faculty members who benefit from the faculty development program.
   - The partnership enjoys high visibility at the leadership level of both institutions. The visit of the GSU President and the Dean of GSU-RCB, and their meeting with the AU president and the Vice-President for Graduate Studies and Research, has laid the foundation for more strategic relationship between GSU and AU.
   - The visit of the GSU President and the Dean of GSU-RCB to Alexandria on January 6th provided the forum and support to address outstanding problems and adopt measures to solve them. The meeting report is attached.

9. Please explain any **changes, obstacles, and/or delays** to the implementation of activities during the last six months (October 1, 2009 – March 31, 2010).

- The main challenge is the existing culture in the business community that businesses are hesitant to sponsor their employees to study for a higher degree. Employer sponsorship of the students is essential for the sustainability of the AU-EMBA program post-grant. Funding from employers would pay for faculty exchange with GSU as well as higher compensation for AU faculty members and ensure that AU-EMBA remains a high quality program. The challenge will be addressed by sustainability committee. The solution requires more promotion effort by AUFC.

- Competition is another challenge. According to AU-EMBA Director, the Arab Academy of Science and Technology that offers a less expensive MBA degree is the prime challenge. The EMBA program administration needs to educate the business community to distinguish between the distinct, high-quality AU-EMBA program and other MBA programs offered by other institutions. This goal may be achieved by building close relationship with the officers of companies that are likely to sponsor students for the EMBA program.

- Faculty development through teaming co-teaching of faculty members of GSU and AU in teaching the AU-EMBA courses is problematic due to the following:

    - There is no structured plan to make full use of GSU faculty visiting from US. At the start of Fall semester 2009, the GSU faculty were asked to repeat the lectures given in Alexandria to Cairo cohort. Sometimes they were requested to teach less than their assignment of teaching two back to back weekends and a day in-between for a total of 5 sessions of different lectures. On occasion they taught only one day instead of two days during the weekend. Sometimes GSU instructors were left waiting in offices while this time could be utilized more effectively talking to faculty and students. GSU faculty recommends that AU make plans before the arrival of GSU faculty to utilize their time in full. It would also help if the counterpart faculty submitted a clearly identified set of expectations from the visiting faculty. In 2010 AU-EMBA administration agreed to end the practice of repeating the lectures that instructors gave in Alexandria for the Cairo cohort. The AU-EMBA administrator also agreed to provide more contact time between GSU and AU faculty during the visits. GSU Project Director recommends that AUFC faculty counterpart interact with GSU counterpart before, during and after their visit to Egypt.

- The course syllabus often is not provided by AU-EMBA faculty counterpart sufficiently in advance of the start of the class for GSU instructor to review and offer suggestions for improvements. In some cases it seemed that the students did not have a syllabus. Failing to share the syllabus early on is also an obstacle for GSU instructor in planning and preparing to teach the part of the course. It is best for GSU faculty member to receive the syllabus at least two month in advance of scheduled class and engage in consultation and exchange of views with the AU counterpart. Both instructors should report their experience of collaborating with each other post course delivery. The GSU instructors routinely report their activities, concerns, and recommendations. Requiring reports from the AU instructors and enforcing faculty evaluations would be a positive step.

- Co-ordination between the AU instructors and GSU instructors is poor. This is a damaging to the capacity building through faculty development objective of this project. The start date of the class as per schedule of the courses posted on http://www2.gsu.edu/~wwwalx/ may change without notification to GSU instructor. On some occasion the GSU instructor has planned to deliver certain lectures only to find out on arrival that other topics may be more appropriate based on what students have covered. In one case the finance students did not have a financial calculator making it difficult to teach the course. GSU instructors have recommended better communications from AU- EMBA administration and AU instructors. The AU-EMBA students have asked for GSU instructors to co-teach not at the start of the course but a few weekends later.

- On frequent occasions the AU instructors and non-AU temporary instructors have been absent from the classes taught by GSU faculty. In some case the counterpart professor arrived late as well or did not attend at all. For example, one instructor arrived late on the first day and left before lunch. On the second day he did not show up. Furthermore, it seems that the Cairo Cohort's temporary non-AUFC faculty members generally are not suitable for teaching the EMBA courses. In the meeting attended by the President of GSU in January AUFC promised that AU counterparts would attend all the lectures. In March, during the visit by HED, it was stated that AU professors will attend the classes in Cairo. The goal of GSU in this project is to support building a sustainable quality EMBA at AU. GSU strongly recommends that AU avoid using temporary instructors as training temporaries does not contribute to sustainability through faculty development. It is best to offer incentives to the AU instructors to teach the class sessions in Cairo as well.

- Data for analysis of the effectiveness of activities is scarce. Data indicating the quality of faculty development as well as quality of project implementation in Egypt is not fully collected. For example: absenteeism of students and faculty, performance records of students including participation grades, etc. were not made available to the GSU Project-Director. The absenteeism and tardiness is high compared to GSU. Often students arrive ½ hour late

to the class both in Cairo and Alexandria. The evaluation of the effectiveness of interaction between GSU and AU faculty and whether any of the GSU instructor's suggestions were implemented is missing. One needs feedbacks or comments from the Egyptian counterpart on the effectiveness of cooperation to improve operations. Data on student evaluations of courses and instructors for GSU faculty as well as Egyptian faculty was not conducted on the last day of class as required. To remedy the situation, last two GSU instructors have conducted their own evaluations. It would also be useful to report on when the courses actually started and ended. It is highly recommended that AU-EMBA administration improve communications, reporting, and data collocation activities. For this reason GSU needs to hire a local administrator to report to GSU.

- The Cairo Cohort lectures are conducted at EMAK International Academy. These facilities are marginal and not suitable for the EMBA level of education. The problem of Cairo Cohort has existed since the start of classes at the end of September 2009. Dean Ossman has agreed to move the classes to Cairo University in the Fall.

- Faculty development through attending regularly scheduled classes and ongoing seminars as well as individual consultation and mentoring by GSU faculty members specializing in the visitor's academic field is problematic:
  - Faculty development of AU faculty members in Atlanta did not take place in the Fall 2009 or Spring2010. The visits of the three FCAU faculty members who were designated to visit Atlanta in Spring 2010 for two months were cancelled by the candidates themselves. Only three faculty members visited for three weeks in the summer of 2009 representing about 8 person-month of training. This means that only about 30% of the planned faculty development will be completed during the planned period. The reasons for the shortfall are that very few AUFC faculty members were sent to Atlanta compared to the numbers stated in the workplan and the three faculty members who did visit Atlanta stayed less than half the time anticipated in the workplan. Currently, the next faculty development activity in Atlanta is postponed to Fall 2010. Postponing visits from year to year, has delayed the faculty development activities of the project.

  - Faculty Development in the area of research is especially difficult. GSU faculty members who have interacted with AU faculty failed to identify research active faculty in their field. GSU/RCB research faculty are interested in joint research when the outcome is publishable in rank "A" journals. Doing joint research with GSU clinical faculty for publication in professional journals could be an option for interested AU faculty members.The visiting GSU faculty to Alexandria usually present their own research and/or lecture on research methodology to interested Ph.D. students and junior faculty members. Developing skills levels for publication in top journals is a

long term proposition and not within the scope of this project. However, faculty development sessions for this purpose can be arranged.

- USAID-Egypt has informed the GSU Project Director that the Mission favors extending the project time for another year. HED has also informed the GSU project Director that they would welcome GSU's request for no-cost extension along with new work plan and budget proposals. Unfortunately almost 18 months of the 24 month project completion has passed with most activities postponed from year one and year two to the future. Given the volume of delayed activities and the slow pace of activities in the past years, it is difficult to finish the project by September 2011 without local control of GSU and the pace of activities.
- AU informed GSU that the students of Cohort #1 wanted to delay the international trip from Summer 2010,the date on the workplan and engage in international trip activity after the completion of their studies. Later AU-EMBA changed this date to Fall 2010. AU has also proposed September 2011 for the date of the international trip of Cohort #2 to Atlanta. In such a case USAID funding should extend more than a year to cover the proposed date.

- AUFC's request for advancing funds to them before actual expenditures does not fit the operating procedures of GSU's Disbursement Department. Disbursement was very opposed to providing advances. However, USAID-Egypt strongly suggested that GSU should provide advance to AUFC for future expanses and pay the participants before departure to US. $10,000 was finally transferred on 8th of December 2009 as advance conditional upon receipt of actual invoices in 60 days. To date no receipts have come from AUFC to cover the advance. GSU will stop making advances as it may create future problems. Alexandria University should be able to use the income of the EMBA program for working capital. GSU can wire transfer funds fairly quickly against actual invoices. During the visit to Alexandria in March 2010, Ms. Manal Elsamadony and Dean Ossman agreed to discontinue the practice of request for advanced payments.

- Improving the admission process is an important activity for building capacity to deliver a world-class EMBA program. Although the project workpan calls for GSU involvement, AUFC did not request assistance for system improvement and did not invite GSU administrators and faculty to participate in the admission of students for 2009. Also no reports or data was shared covering the details of the admissions process. However, it seems that the selected students are generally well qualified to pursue the AU- EMBA. GSU faculty who have taught the students are satisfied with their scholastic abilities and level of participation in class discussions. They also report that a few of the students are not at the same level of other students in the class in terms of English language fluency. GSU does not anticipate the participation in the admission process in the future. However, GSU suggests that GMAT to be required for admission as the quality of students are good. This would add to the prestige of the program and increase sustainability.

Please comment on how they were/will be addressed:

- GSU has discussed hiring a local administrator with HED and USAID-Egypt officials.
- The problem of funding for the program after the grant period will be addressed by the sustainability committee. The solution requires more promotion effort by AUFC in local businesses. They need to build relationship with selected businesses.
- The EMBA program administration needs to educate the business community to distinguish between the distinct, high-quality AU-EMBA program and other MBA programs offered by other institutions.
- In 2010 AU-EMBA administration agreed to end the practice of repeating the lectures that instructors gave in Alexandria for the Cairo cohort. The AU-EMBA administrator also agreed to provide more contact time between GSU and AU faculty during the visits. GSU Project Director recommends that AUFC faculty counterpart interact with GSU counterpart before, during, and after their visit to Egypt.
- It is best for GSU faculty member to receive the syllabus at least two month in advance of scheduled class and engage in consultation. Both instructors should report their experience of collaborating with each other post course delivery.
- GSU instructors have recommended better communications from AU- EMBA administration and AU instructors. The AU-EMBA students have asked for GSU instructors to co-teach not at the start of the course but a few weekends later.
- AUFC promised that AU counterparts would attend all the lectures. Avoid using temporary instructors.
- One needs feedbacks or comments from the Egyptian counterpart on the effectiveness of cooperation.
- Dean Ossman has agreed to move the classes of Cairo cohort to Cairo University in the Fall.
- Currently, the next faculty development activity in Atlanta is postponed to Fall 2011.
- No decision yet on extension.

10. Outline your partnership's **planned activities** and an approximate timeline for the next six months.

- We anticipate increasing the number of faculty members who will join the faculty development program during the academic year 2010/2011. Six faculty members will visit GSU in the Fall of 2010 and another four will visit in the spring of 2011 subject to availability of adequate funding.
- The international trip for the existing cohort is expected to take place in September 2010. For the second cohort, it is planned to be in September 2011.
- Four GSU faculty members are planned to visit Alexandria University to participate in teaching to the EMBA students.

- Dean Fenwick Huss, the Dean of RCB and Dr. Bijan Fazlollahi, the GSU project director met with the HED team visiting GSU-RCB late in March, 2010.
- Dr. Bijan Fazlollahi, the GSU project director joined the HED team during their visit to Alexandria University late in March 2010.
- Dr. Ismail I. Gomaa, the AU project Director will visit GSU-RCB in April 2010 to follow up on the progress of the partnership. And to meet with the members of the EMBA faculty and discuss the faculty development program.

11. Of these activities, please list which will provide good opportunities for USG visits.

12. Overall, activities for this partnership are:

Behind schedule due to the delays in processing the visa documents for the Dean and the AU-Project Director to visit Atlanta at the beginning of the project. The visit took place March 5-14, 2009 delaying curriculum development by three months and postponed the start of classes for cohort #1 to October 2009. Furthermore, faculty development activities in Atlanta were delayed due to a smaller number of participants and shorter length of training than anticipated in the project work plan. For the above reasons the sustainability/business plan development is also delayed.

II. QUANTITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – March 31, 2010

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **NB: To avoid double counting, report only NEW participant numbers for this reporting period.**

TABLE 1. Participant Information

Activities for	Number of New MALE Participants*	Number of New FEMALE Participants*	Location of Activity	Total NEW

Current Reporting Period	Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		United States	Host Country	Participants this Reporting Period
		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over			
1) Number of **HCNs** receiving USG **scholarships** (including cost-share scholarships)	0												
2) Number of **US participants** receiving USG **scholarships** (including cost-share scholarships)													
Description of scholarships:													
3) Number of **HCNs** completing USG-funded **exchanges** (including cost-share exchanges)												**N/A**	
4) Number of **US participants** completing USG-funded **exchanges** (including cost-share exchanges)	5					1					**N/A**	X	6
Description of exchanges: Co-teaching EMBA classes in Alexandria and Cairo.													
5) Number of **HCNs** participating in partnership-related **internships**													
6) Number of US individuals participating in partnership-related **internships**													
Description of internships:													

7) Number of **HCNs** receiving **non-degree training** – workshops, seminars, special classes (not exchanges, not internships, not certificate programs)													
Description of non-degree training:													

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and over)

TABLE 2. Formal Training (including degrees and certificate training)

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **To avoid double counting, report only NEW participant numbers for this reporting period.**

FORMAL PROGRAM	Location of Training		Number of New MALE Participants*		Number of New FEMALE Participants*		Degrees, Certificates, & Diplomados Awarded this Reporting Period			
							MEN		WOMEN	
	United States	Host Country	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over
Certificate/ Diplomado (formal non-degree training)										
Baccalaureate										
Masters		29		19		10				
Doctorate										
Dual Degrees [1]										
Joint Degrees [1]										

Describe **training** programs: Executive MBA Program

[1] Describe types of degrees:

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and older)

TABLE 3. Leveraged Contributions Made this Reporting Period (10/1/2009-3/31/2010).

CONTRIBUTIONS	Name of Contributor	Description of Contribution	Estimated Dollar Value of Contribution
Other leveraged contributions not reported as official or proposed **cost share**. (See Glossary for definitions.)	**Alexandria University's Faculty of Commerce**	**The AUFC has committed itself to send four of its faculty members on full scholarships as visiting scholars to GSU as part of the faculty development program for six months starting March 2010. This is in addition to the reported AUFC cost share.** **Note:** The above is a seperate agreement between GSU/RCB and AUFC and not a part of this project. The GSU Project Director does not exercise oversight on this agreement.	**$48,000**

TABLE 4. Institutional Capacity Strengthening Activities

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefiting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

CTIVITY	Host Country Institution(s)			U.S. Institution(s)		
	Yes	No	Description	Yes	No	Description
Adapted/changed/created new curricula	X		Six new courses taught. The adapted curriculum was prepared by AU in collaboration with the GSU faculty. It is highly recognized and the program is accredited by the Supreme Council of Universities in Egypt. AU is currently completing the process of being a member of the EMBA Council in the U.S.	X		Participated in teaching 1/3rd of the course.
Improved methods of instruction	X		Through Co-teaching. The teaming approach between GSU and AU faculty members has positive effect on the teaching approach used by the AU faculty.	X		Co-teaching and mentoring.
Undertook collaborative research		X	No collaborative research has taken place so far. AU faculty members are encouraged to team with the GSU counterparts who have the same area of interest in doing joint research.			
Prepared collaborative publications		X				
Established new academic programs		X	During the visit made by the GSU President and the Dean of RCB, the deans of the two schools have started discussion about establishing dual graduate programs of interest to the two institutions			
Improved institutional governance		X				

Improved institutional management procedures	X		Corrective measures and new rules and Procedures	X		Problems and issues identified and solutions suggested
Other institutional strengthening:						

TABLE 5.Improved Institutional Capacity to Address Local, Regional, and National Development Goals

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefitting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Yes	No	Description
Promoted workforce development		X	The meeting held by Dr. Debora Butler with the business leaders has encouraged the support of the business community to human resource development at both the executive and lower levels.
Involved in community outreach (knowledge to the people) – oral and/or written	X		Met with the representatives of the business community to improve relationships and seek support for the program. Holding frequent meetings by the Dean of AUFC and the AU Project Director with the BOD of the Alexandria Businessmen Association and the BOD of the Egyptian Chamber of Commerce have enhanced the awareness of the importance of executive education and the promotion effort for the program. In addition, The meeting held by Dr. Debora Butler with the business leaders has contributed significantly to these objectives.

Informed policy at local, community, and/or national levels	X		The AU-EMBA program is the only executive MBA program accredited by the Supreme Council of Universities in Egypt. Recently, other Egyptian universities have become increasingly aware of the importance of executive education. Several have applied for establishing new programs to help their local business communities. The AU-EMBA is considered as the benchmark for other programs sought by other universities.
Worked with government agencies, NGOs, and/or private sector groups	X		The AUFC and the AU-EMBA administration are in constant contact and consulting with and the governmental agencies, such as the Customs Authority and the Tax Authority. Continuous consulting exists between AUFC and the Alexandria Businessmen Association, Borg El-Arab Investors Association, and the Egyptian Chamber of Commerce. Also, the AUFC consuls frequently with the banking sector and other industries in the Alexandria area.
Promoted economic growth		X	
Promoted democracy and good governance		X	
Worked to improve host country health		X	
Promoted environmental protection/preservation		X	
Other work toward development goals:			

III. PARTNERSHIP PROFILE

1. Please provide a one-paragraph profile of your higher education partnership. This profile piece will provide us with valuable information for reports to USAID and to the higher education community—critical material for verbal discussions, printed reports, and on-line publications. The profile should include:

   - Key **development issue(s)** being addressed;
   - Overall **objective(s)** for the partnership;
   - Primary **activities** of the partnership; and
   - Anticipated **outcomes**.

BRIEF PARTNERSHIP PROFILE

The overall goal of this project is to improve the quality of business managers in the Egyptian private sector to enhance economic development in Egypt and the region. The program will meet the needs of the Egyptian business community for further education of their high quality upper middle and senior level managers and leaders. Program outcomes will include the following:

(a) Review, streamline and rationalize the curriculum for the EMBA program to more sharply focus on leadership development and activate a dormant international residency component;
(a) Enhance faculty quality through a series of replicable faculty development activities for junior and senior faculty, respectively, and by involving RCB EMBA faculty from diverse disciplines in an ongoing teaching, research and advisory relationship with AUFC.
(b) Develop and implement a business plan for long term financial viability of the AUFC EMBA. The plan will include (i) a marketing strategy and (ii) a sustainability plan with programmatic and financial components. These should establish the AUFC EMBA program as the gold standard in Egypt.

The project directly contributes to the realization of USAID objectives, specifically USAID's educational strategy which seeks to enhance the capacity of higher education to contribute to development. USAID-Egypt's strategic goal is to develop "a globally competitive economy benefiting Egyptians equally" which is positively impacted by quality academic programs that focus on management training. More particularly, the project is in line with Mission Strategic 0bjective 16: Environment for trade & investment – to the extent that it builds capacity in the Alexandria University Faculty of Commerce to increase management quality and leadership in the private sector to further financial sector reform and economic liberalization.

2) Please include one or two well-crafted **success stories** related to your partnership. (see attached success story outline as a guide).

   The Cohort #1-Alexandria and Cohort #1-Cairo are excellent students.

And the lesson learned is that to improve implementation activities and the process of data collection GSU should hire a local person.

3) How has information about your partnership been disseminated during this reporting period?

Through word of mouth.

If appropriate, please provide HED with samples of the following as attachments to this report:

- Photographs (enclose prints or a CD-rom with high resolution images);
- Articles publishes in the campus, local, national, or international media;
- Papers published or presented;
- Features in any other media.

Please note that any photos submitted are intended to be used for HED publicity materials. HED reserves the right to use these images in its fact sheets, success stories, presentations, website, and other outreach materials. Please include a caption and photo credit information with the images.

4) We invite you to share any additional information or comments about your partnership.

THANK YOU FOR YOUR COOPERATION

Glossary of Terms

Capacity:
Usually considered mental and/or physical ability to produce and/or perform; learning, improving; human capacity strengthening focuses on the development of people, not things. Helping people identify what they would like to see changed, learn new skills to achieve what they believe is most important. Institutional capacity strengthening focuses on institutional changes that will improve the operation of the institution

Community Institutions:

Examples

- Government agencies and ministries
- Private for profit groups/businesses
- Not-for-profit, non-government agencies (NGO)

Cost Share Contributions:
Cash and in-kind contributions that are: (1) verifiable from the applicant's records (i.e., auditable); (2) not included as contributions for any other federally-assisted program; (3) reasonable for the accomplishment of partnership objectives; and (4) not paid by the federal government under another grant.

Degree Training:
A learning activity taking place in the United States, host country, or a third country, which may eventually result in a bachelors, masters, or doctoral degree, conferred by a higher education institution.

Double Counting:
Something to be avoided when reporting numbers of participants or recipients taking part in partnership activities. A participant/recipient can be counted and reported only once each year even though the person is still participating each reporting period. If the person is involved in mutually exclusive activities, then he/she can be counted once for each activity.

Exchange:
An institutional visit by a representative from an HCN or U.S. institution for a partnership-related activity (excludes scholarships and internships).

HCN:
A Host Country National may be an individual or institution in a partnership.

Internship:
This service learning activity complements a participant's academic study, training or research and may take place in the U.S., a third country, or in-country. It is not defined as training.

Leveraged Contributions:
Additional financial or in-kind donations made as a result of an HED partnership.

Non-Degree Training:
A learning activity taking place in the U.S., a third country, or in-country in a setting predominantly intended for teaching or imparting knowledge and information to the participants with designated instructors or lead persons, learning objectives, and outcomes, conducted fulltime or intermittently.

The transfer of knowledge, skills, or attitudes (KSAs) through structured learning and follow-up activities, or through less structured means, to solve problems or fill identified performance gaps. Non-degree training can consist of short- or long-term technical courses in academic or in other settings, non-academic seminars, workshops, on-the-job learning experiences, observational study tours, or distance learning exercises or interventions.

Objective:
An objective answers two questions: (1) What major activities will occur?; and (2) What is expected to change as a result or a consequence of these activities?

Example: University partnership faculty from the United States and Mexico will recruit and train eight long-term degree scholarship recipients for graduate degrees in natural resource management (NRM) resulting in at least six of the recipients returning to full-time teaching positions in a newly established NRM program at Universidad de Vásquez.

Activity:
Something that happens or is done

Outcome/Result:
An effect or an expected change as a consequence of an activity

Scholarship:
Funding for host country national participants for one or more semesters in the United States, in an HCN university, or in a third country. It may include specialty training and/or sabbaticals. Scholarships may be funded by the partner institution(s), the private or public sectors, and/or USAID.

Appendix B: January 8 Meeting Report

MEETING REPORT

Meeting Subject: Alexandria University EMBA	
Meeting Date and Location: Faculty of Commerce, Alexandria University, January 8, 2010	
Attendees	**Title**
President Mark Becker	President – Georgia State University
Dean Fenwick Huss	Dean, Robinson College of Business, GSU
Dean Said Ossman	Dean, Faculty of Commerce, Alexandria University
Dr. Ismail Gomaa	Director of EMBA Program - AU
Dr. Bijan Fazlollahi	Director of EMBA Program - GSU
Ms. Manal El Samadony	Senior Economist - USAID
Ms. Riham Ismail	Education Activity Coordinator – TAPR II

DISCUSSION POINTS

The meeting was held at the request of Ms. Manal El Samadony, USAID to discuss several issues regarding the operation and future sustainability of the Alexandria University Executive MBA Program.

EMBA Cairo Cohorts:

1- EMBA Cairo Cohort is officially added to the program.

2- Current Cairo facility (EMAK) is not suitable, therefore, EMBA Cairo Cohorts will move to Cairo University, starting fall semester. Arrangements between the two universities will be finalized with Ms. Riham Ismail's assistance and coordination.

3- United States Agency for International Development and Georgia State University welcome and encourage formal Collaboration between the two Egyptian Universities to ensure mutual benefit.

Discussion and Decision on the Activities of GSU Faculty Co-teaching the Program in Alexandria and Cairo

To ensure capacity building which is the main objective of the program, the following should be guaranteed:

1- The plan for GSU faculty teaching at Alexandria EMBA is to deliver 4 different lectures and one seminar during two back-to-back weekends and the period in

between. There should be no cut down on the requirement to less than 5 days and/ or any repeated lectures

2- Egyptian faculty members should be permanent faculty and must be present and fully participating during the lectures and interact with the US counterpart on long basis.

3- The main program focus is on the Egyptian faculty member rather than the students. The objective of the program is capacity building which will eventually lead to better quality and hence sustainability after USAID funding is finished.

4- The GSU professor is required to write a trip report documenting his/her observations and recommendations. The report should include data on the number of participants, gender as well as the nature of collaboration with the Egyptian counterpart.

5- AU and Ms. Riham Ismail are required to collect, summarize and report the student evaluations of course and instructor data for both Egyptian and American instructors. This data will be reported to USAID in regular reports.

6- GSU will make sure their teleconferencing facility is properly operating in order to have more teleconferencing sessions that will help in-country train a wider base of AU faculty and have them more engaged in the program and better qualified if chosen to travel for training at GSU

Criteria for Selection of Alexandria University Faculty for Faculty Training in Atlanta:

1- Recommendation of Alexandria University Faculty of Commerce

2- Fluency in English language

3- Willingness to work effectively and efficiently a minimum of 6 hours a day, between classes, research, meetings, etc…

4- Completion of most of the Ph.D. studies in business (reaching advanced stage) as the minimum educational qualification

5- Ability to teach executives for current faculty. Potential to teach executives for Ph.D candidates.

6- Expectation to teach at least 10 years in the EMBA program in English language after faculty development.

7- Agreement with the conditions of the faculty development in writing. The conditions include pursuing approved objectives and work-plan, following USAID and J1 visa rules, and traveling without dependents.

8- Successful interview results.

9- Dean Ossman and Dr. Gomaa will provide the names, area of specialty, and the faculty development target date for at least 10 faculty members by January 15th.

10- Ms. Riham Ismail will meet personally with the candidates to attest their English language level and discuss their needs and expectations from the training.

11- Ms. Riham Ismail will collect the information regarding the selection criteria for the candidates for Spring 2010 and forward to Dr. Fazlollahi along with her feedback from the meeting with the participants.

12- Ms. Riham will initiate the Trainet visa process for the selected candidates as “R1”. Dr. Fazlollahi will approve as “R2”.

13- The above process will be repeated every semester thereafter.

Sustainability Plan Development

1- The sustainability committee will be formed to develop a multi- year plan to ensure that AUEMBA will continue in the period following the expiration of the USAID funding and succeed in achieving its objective in becoming an accredited world-class EMBA program.

2- The Sustainability Committee membership will include: Dean Said Ossman, Professor Ismail Gomaa, Professor Bijan Fazlollahi, Ms. Riham Ismail, Two alumni members (upon AU President suggestion) and three additional members to be named by February 1st, 2010.

3- One additional member will be introduced by Dean Huss from the faculty of Robinson College of Business.

4- Dean Ossman will introduce the other two additional members that will come from the business leaders of Alexandria business community. The business leaders would have interest in development of the EMBA to produce world class graduates for employment in their businesses.

5- Ms Riham Ismail will serve as the coordinator of the committee.

Marketing Plan for Fall Admissions;

Ms. Riham Ismail will prepare a marketing plan with a timetable including an estimate of expenses and present to Dr. Gomaa and Dr. Fazlollahi for their consideration by February 15th or earlier. The target date for the start of marketing activity is about March 1st.

Project No-cost Extension till 2011:

Dr. Fazlollahi will prepare a draft work plan for the period starting Jan 1st 2010 to August 2011 for comment of Ms. Manal Elsamadony and Dr. Gomaa by February 15th.

ACTIONS:

1- List of Nominees to travel to be provided by Dr. Said Ossman within a week from the date of the meeting.

2- Meeting between Dean Adel Mabrouk, Dean Said Ossman, Dr. Wael Kortam, Dr. Ismail Gomaa and Ms. Riham Ismail to be held to arrange for the EMBA fall cohort at CU.

3- Sustainability Committee to be formed.

4- Marketing Plan to be prepared by Ms. Riham Ismail by no later than Feb 15, 2010.

5- Draft Work plan to be prepared by Dr. Bijan Fazlollahi by Feb 15, 2010.

Appendix C: EMBA Syllabi

Faculty of Commerce, Alexandria University

EMBA 240: Financial Accounting & Reporting

COURSE INFORMATION
Spring 2009

Professors: Vincent Giovinazzo, PhD., Professor of Accounting, Georgia State University
Ismail I. Gomaa, PhD., Professor of Accounting, Alexandria University
Kamal El-Dahrawy, PhD. Professor of Accounting, Alexandria University

REQUIRED MATERIAL

1. Required Textbook: Charles H. Gibson. *Financial Reporting & Analysis Using Financial Accounting Information*, 11th Edition. South-Western, 2009.

2. Harvard Business School Cases

RECOMMENDED REGULAR READINGS

Egypt Today, Business Week, The Wall Street Journal, Fortune, Journal of Accounting and Public Policy; Journal of Accountancy.

COURSE DESCRIPTION

This course is structured to meet the needs of EMBA participants with different academic backgrounds and training. It includes discussion and analysis of the conceptual and practical issues related to production and communication of accounting information to fulfill the needs of external users. The first part of the course covers the basic concepts of financial reporting, a review of the accounting system, and discussion of the basic financial statements. The rest of the course will be devoted to the analysis and interpretation of financial statements using a case-based approach, with emphasis on how to use the financial statements for business decisions. It will also include an evaluation of the effects of alternative financial reporting decisions on the reported financial position of the firm.

COURSE OBJECTIVES

This course is specially designed for the EMBA participants to provide them with the needed knowledge and training in accounting and the use of accounting information for making decisions. The main objectives of the course are:

1. To provide participants with understanding of financial accounting and reporting.
2. To provide participants with conceptual and practical knowledge needed to understand and use accounting information for making economic decisions.
3. To enhance the participants' problem solving aptitude.

METHOD OF INSTRUCTION

The primary method of instruction used in this course is lecture and discussion. In addition, guest lecturers and video case presentations will be provided when appropriate.

EXPECTATIONS

Since the instructors use the Graduate Seminar method of teaching, participants should expect to be drawn into the class discussion. Such discussion will be based on a logical analysis of the issues. Because of the nature of the subject, some participants may perceive the material to be simply the application of "common sense," and thus be lulled into a false sense of security. Effective economic decision-making using accounting information requires rigorous logical analysis of assumptions, facts, and alternatives; skill at decision-making can only be developed through experiential learning, e.g., repeated practice. Often, participants tend to equate opinion with logically developed solutions. Participants are advised to think through the implications of their position in advance of contributing to the discussion. In the event the instructor judges a participant's position to be insupportable, the instructor may move on to another participant's contribution in the interest of making effective use of class time.

ASSIGNMENTS

Participants will be expected to read the assigned chapters and prepare assignments as required below. All assignments are to be handed to the professor in class on the due date noted below. Late submissions will not be accepted. All submissions must be professionally executed (e.g., typed and fastened by staple, no binders please). Participant name, and Assignment Title should be indicated at the upper right hand corner of the first page.

POLICY ON RETURN OF SUBMISSIONS

All submissions will be shared with participants in class and then retained by the instructor. Participants who desire a copy of their submissions should arrange for duplication prior to submission. While papers are not returned, the instructor will be pleased to discuss the submission in the office.

GRADING

Class Participation*	30%
Group Project (Case Study Analysis)**	30%
Final Exam	40%
Total	100%

* If necessary, unannounced quizzes will be given to provide the extra motivation to keep up with the readings.
** Factored by peer evaluation of contribution to group work.

COURSE PARTICIPATION

Course participation accounts for 30% of the final grade. Each participant is expected to contribute qualitatively and substantively to class discussions. However, "course participation" does not just mean "the amount of time you talk in class", it means enhanced participation in the total course learning experience. To improve course participation grade, participants are encouraged to bring current articles of relevance to class topics, attend course sessions, and reflect on career/corporate experience.

FINAL CASE STUDY ANALYSIS (GROUP PROJECT)

Participants will be required to analyze a major case study (*see attached case study analysis guidelines*)

FINAL CASE PRESENTATION

Each group will prepare a presentation to the class based on the following guidelines:

1. Presentations are expected to last approximately 20-25 minutes.
2. Each member of the presentation group should speak for about the same amount of time.
3. Members of each team are required to meet with the instructor to discuss the methodology/approach for analysis.
4. Speakers are expected to dress appropriately for presentations.
5. All group presentations are expected to include the use of visual aids that can be seen and read by the audience.
6. Speakers may use note cards (not pieces of paper) but they should not read from their notes. Speakers are expected to maintain eye contact with the audience throughout the presentation.
7. Convince audience with the effectiveness and efficiency of your analysis and solution.

SUMMARY

This course will provide participants with the theoretical foundation as well as practical applications in accounting. The final case study project is expected to help students apply these concepts to real life situations.

ANALYSIS OF A MAJOR CASE STUDY

Just as there is no single correct solution to a case, there is no single correct method of solving a case.

Familiarization
The case should be read a minimum of three times. The first reading should be a brief reading to determine thee general idea of the case. The second reading should give attention to important details. During the third time, the reader should take careful notes concerning key issues and facts and preliminary thoughts that will be useful in the following analysis.

Statement of the Problem
An old adage states, "a problem well-defined is half-solved." Careful thought and discussion should be given to the issue of the overall problem facing the firm in the case. This should include issues specifically discussed in the case but also should include issues that are suspected but may not be described. One approach is to list all the problems the firm faces both observed and suspected. From that list, related problems may be grouped together. After the most critical problems are identified, sub-problems may be listed and decisions can be made as to whether they will be eliminated with solution of major problems or must be given additional attention.

Determine Facts and Major Topics for Analysis
The major topics for analysis should be determined based upon the facts in the case. Where additional facts are needed, participants should decide what types of research (company records, library or other forms) would be feasible in the actual, real world in which the problem arose. Where time and money do not permit securing additional information, frank assumptions should be made about the missing facts as though they had been given in the case or as though they had been obtained by the recommended research procedures. In making these assumptions, try to make reasonable inferences, which tie as closely as possible to the facts that are known from the case or from experience.

Compare Advantages and Disadvantages of Alternatives
For each major problem considered, alternative solutions should be generated. Usually, three or more alternatives can be generated that are feasible and may be supported initially by some participants as a good solution. During this stage of the analysis, it may be discovered that the problem as originally stated required modification, or that the whole approach to the case needs to be changed. A list of advantages and disadvantages should be prepared for each major, feasible alternative solution. A separate sheet in "T" form should be prepared for each alternative being analyzed. At the top of the sheet write the name of one alternative under consideration and beginning with the advantages, list ideas as rapidly as possible on each side of the sheet. Using the brainstorming technique, strive for quantity of ideas initially and avoid the temptation to judge quality of ideas until later. Complete the brainstorming process for all alternatives under consideration before making any comparison between alternatives. Compare alternatives only after all advantages and disadvantages have been listed for each. The first step is to examine each list and eliminate duplication and unnecessary overlap. The next step is to divide the advantages and disadvantages into two groups, those of major consequence and those of minor consequence. The advantages or disadvantages of major consequence to the firm should be

ranked in terms of importance. Importance is determined by the objectives of the firm. Ordinarily, importance should be translated into profit consequences or effect upon other financial indicators although objectives need to be considered. The minor advantages should be listed at the bottom of the page and may or may not be ranked in importance, depending on their significance. Considerations should be given to determining advantages under one alternative that are also advantages under another alternative. The final decision may rest upon those advantages (or disadvantages) which are of less consequence than others but which are not common to all alternatives under consideration. Consideration should also be given as to whether advantages of one alternative may be disadvantages under other alternatives.

Select the Best Alternative

Select the alternative, which, all things considered, has the greatest net advantage. It may be possible to establish formal payout analyses by attaching dollar values to each advantage or disadvantage and multiplying by the probability of occurrence. If a formal financial analysis is not feasible and more than one solution seems reasonable, choose the one which, all factors considered, seems to contain the greatest strength and the fewest disadvantages. Be sure your arguments are based upon the facts in the case, upon logical and clear-cut reasoning, and upon such assumptions as are realistic for the case. You should reevaluate the decision to make sure you are giving the most weight to the reasons that contribute to the objective you have established. This should also help decide which factors are to be presented to the rest of the participants as support for your decision.

Evaluation of Case Analyses ([2])

Upon completion of a case, evaluation can be based on key criteria and it is possible to spot the strong and weak points in the analysis. The following outline presents some of the more important considerations and questions for evaluating the strong and weak points of case analyses.

Use & Analysis of Evidence

1) Adequacy: Have you presented sufficient evidence to support your analysis convincingly?
2) Balance: Have you utilized evidence, which supports positions other than your own?
3) Validity: Did you examine the reliability of the evidence you used?
4) Objectivity: Are your interpretations free from bias and undue subjectivity?
5) Consistency: Have you avoided making contradictory statements?
6) Weighting: Did you make clear the relative weight of importance which you attached to the evidence that you considered?
7) Decisiveness: Have you been decisive throughout your analysis?
8) Development: Have you taken advantage of the useful possibilities for reworking the quantitative data?

Comprehension of the Situation

A. Comprehension of the situation: Did you recognize the main elements of the situation?
B. Perspective: Have you effectively demonstrated the relationships of the major elements?

Conclusions and/or Recommendations

A. Conclusiveness: Did you reach a definite conclusion?

B. Relation to analysis: Does your decision follow from the analysis?
C. Detail of development: Have you spelled out your recommendations with sufficiently complete directions?
D. Alternatives: Have you considered other possibilities?
E. Consequences: Have you considered the important effects of your recommended action?

Case analyses can be stimulating and refreshing; others may initially experience some difficulty and find them frustrating. Experience has shown, however, that if participants will persist and not become discouraged, they will develop the ability to analyze cases. While it may be difficult to see any progress during the process, by the end of the involvement, most participants are surprised by the increase in the development of their analytical and decision-making skills.

Note: Portions of these two sections were adapted from Kenneth E. Schnelle, Case Analysis and Business Problem Solving (New York: McGraw-Hill, 1967).

TENTATIVE COURSE OUTLINE (7 WEEKS)

Week	Date*	Topic	Assigned	Assignment

			Readings	Due
1	Dec 18	Course Introduction - Introduction to Financial Reporting and Financial Statements. - Balance Sheet.	Chap. 1, 2, 3	Case 1
2	Dec 25	- Income Statement - Statement of Cash Flows - Basic Analysis	Chap. 4,10, 5	Case 2
3	Jan 1	- Liquidity of Short-Term Assets; Related to Debt-Paying Ability - Long-Term Debt	Chap. 6, 7	Case 3
4	Jan 8	- Review of Basic Financial Statements and the fundamental issues of financial statement analysis. - Manzione Company Analysis - DuPont Analysis of Profitability - ROA, Profit Margins & Asset Turnover (Various Industries). - W.T. Grant Company Case	Handouts & Chap. 8	
5	Jan 15	- Liquidity & Solvency Ratios & Percentages - Cash Flow Analysis – Bijan Company - The Impact of Leveraging on ROE - Financial Reporting Manipulation - Getting Behind the Numbers Case - Mandisse Allowance Accounts (Reserves) - Recognizing Premature or Fictitious Revenues - Revenue Recognition Issues - Some Comments on Restructuring Activities	Handouts	
6	Jan 22	- Rap-up of the course - In-Class Presentations		DUE: Case Study
7	Jan 29	- In-Class Presentations - Final Exam		

PROFESSORS SUMMARY BIOGRAPHIES

Professor Vincent Giovinazzo is a Professor Emeritus in the School of Accountancy at Georgia State University. His major areas of interest are financial accounting, financial statement analysis, managerial accounting, and performance evaluation, profit planning, budgeting, and business valuations. He has published in various journals and has been awarded the National Association of Accountants' annual Gold Medal for Literature on two occasions. Dr. Giovinazzo has participated in consulting and training activities for many banks, large companies, professional and industrial associations, governmental units and other universities. He has also appeared as an expert witness in cases involving business losses and in front of the Georgia Public Service Commission. Dr. Giovinazzo received his undergraduate degree from Rutgers University and his Ph.D. from New York University. He has been a member of faculties in both Boston and Rio de Janeiro and was also formerly a manager in the management consulting practice of Coopers and Lybrand, dealing with clients throughout the United States and Brazil. He received a Certificate of Merit for his performance on the annual Certified Management Accounting exam in which he achieved one of the highest scores in the United States. He has also been the recipient of several honors for teaching effectiveness based on both faculty evaluations and student polls.

Professor Ismail I. Gomaa is a Professor of Accounting and the former Dean of the Faculty of Commerce, Alexandria University. He received his PhD. in accounting from the University of Florida and served as a faculty member at the University of Florida and the Ohio State University, where he was recognized for teaching excellence. He also received the Alexandria University Award of Excellence. Dr. Gomaa held a diplomatic position as the Consul for Cultural and Educational Affairs of Egypt in Canada, and he is currently the Secretary General of the Business Education Planning Committee and the Business Education Sector at the Supreme Council of Universities in Egypt. He served also as a member of the Education Committee of the American Accounting Association's International Accounting Section, and the Administrative Sciences Committee of the Supreme Council of Culture in Egypt. In addition to his extensive research and publications, Professor Gomaa has supervised several PhD. Dissertations and Master Theses, and developed, or participated in the development of, undergraduate and graduate programs for different universities in Egypt and Saudi Arabia. He is a member of several academic and professional organizations and has extensive experience as a certified public accountant and financial advisor. Professor Gomaa is heavily involved in the development of the accounting profession and business education in the region, and participated in the development of the Saudi accounting and auditing standards, and developed the accounting standards for the G.C.C. countries.

Professor Kamal El-Dahrawy is a professor of Accounting at the Faculty of Commerce, Alexandria University, and the former Dean of the AU Faculty of Commerce-Damanhur Branch. He also is a former Dean of the College of Commerce at the Arab University of Beirut. Dr. El-Dahrawy received his PhD. from the University of North Texas and served as a faculty member at the University of Eastern New Mexico, Kuwait University, University of United Arab Emirates, and the Arab University of Beirut. In addition to his extensive research and publications, Professor El-Dahrawy has supervised several PhD. Dissertations and Master Theses, and developed, or participated in the development of, undergraduate and graduate programs for different universities in Egypt, Kuwait and the United Arab Emirates. He is a member of several academic and professional organizations and has extensive experience as a certified public accountant and financial advisor.

University of Alexandria
Faculty of Commerce
Executive MBA Program – Fall 2009

Organization Behavior

Instructor	: Dr. Aly A. Messallam	amessallam@alex-commerce.edu.eg
	DR. Lisa Lambert	mgtlsl@langate.gsu.edu
Meetings	: Fri: 1:30 – 4:30	
	Sat: 1:30 – 4:30	

Course Objectives

This course provides a broad overview of the Organization Behavior (OB) field. The course has two main objectives: The first is to provide students with a theoretical knowledge base relevant to organization behavior at the individual, group, and organizational levels. The second is to provide students with opportunities to apply this theoretical knowledge both in classroom and real life work settings. The overall objective is to help students to learn to be more effective in organizations.

Required Readings

Ivancevich, J., Konopaske, R., and Matteson, M. (2008) ***Organizational Behavior and Management*** **.** (8th ed.) McGraw Hill International Inc.,

Mode of Instruction

A combination of lecturing, group discussion, case analysis, and individual assignments will be used to link organizational behavior theories with managerial practices.

Topic Outline

Part One: Introduction

Chapter 1. Introduction to organizational behavior:
The origins of management, The importance of studying Organizational Behavior, What is organizational behavior? Levels of analysis in organizational behavior, An historical overview of the field of OB, Contributing disciplines to OB field, Effectiveness in organizations, and Systems theory.

Part Two: Understanding and managing individual behavior

Chapter 3. Individual Differences and Work Behavior:
Why individual differences are important? Individual differences influencing work behavior: Biological individual differences: sex, physical characteristics, age, and intelligence. Psychological individual differences: gender, personality, and attitudes.

Chapter 4: Perception, Attribution and Emotions:
The perception process, perceptual grouping, perceptual errors, attribution theory, impression management, emotions, and Emotional Intelligent.

Chapter 5: Motivation:
What is motivation? Content theories of motivation, Process theories of motivation, integrating contemporary theories of motivation, The motivation and psychological contract.

Chapter 9: Managing Individual Stress:
What is Stress? Work stressors: individual, group, and organizational. Stress outcomes, Stress moderators, Stress prevention and management.

Part Three: Group behavior and interpersonal influence

Chapter 10: Groups and Teams:
The nature of groups, Types of groups, work group design, stages of group formation and development, internal group process, characteristics of groups, and the management of groups in organizations.

Chapter 12: Power, politics and empowerment:
The concept of power, where does power come from? Empowerment, interdepartmental power, the illusion of power, political strategies, and tactics, ethics, power, and politics,

Part four: Organizational processes

Chapter 13: Communication:
The importance of communication, the communication process, communicating within organizations, information richness, how technology affects communication, barriers to effective communication, improving communication in organizations.

Chapter 15: Leadership:
What is leadership? Trait theories, behavioral theories, contingency theories, the most recent approaches to leadership, dimensions of trust, how leaders can build trust.

Part five: Organizational design, change and innovation

Chapter 17: Managing organizational change and innovation
Alternative change management approaches, learning principals of change management, resistance to change, a model for managing organizational change, and some guidelines for managing change.

Schedule of activities		
Date	**Subject**	**Readings**
Week 1, Friday	**Course Overview** **. Course Syllabus.** Video Case: STARBUCKS AS "THE FRONT PORCH" : To be handed out.	
Week 1, Saturday	**Part One: Introduction** **. Chapter 1. Introduction to organizational behavior:** Case: Thanks for 24 years of service. Now here's the door. To be handed out.	Chapter 1
Week 2, Friday	**Part Two: Understanding and managing individual behavior** **. Chapter 3. Individual Differences and Work Behavior:** Case 3.1: Personality Testing: Yes or No? P. 84	Chapter 3
Week 2, Saturday	**. Chapter 4: Perception, Attribution and Emotions:** Case 4.1: A management style that made an impression P.107 Video Case: The Fluker Cricket Farm (to be handed out)	Chapter 4
Week 3, Friday	**. Chapter 5: Motivation:** Case 5.1: Comparing co-workers against each other: Does this motivate employees? P. 134 Video Case: Harbor Marine Corporation (to be handed out)	Chapter 5
Week 3, Saturday	**. Chapter 9: Managing Individual Stress:** Case 9.1: No response from monitor 23 P. 251 Video Case: Fighting Stress P. 255	Chapter 9
Week 4, Friday	**Mid-term Exam**	

Schedule of activities		
Date	**Subject**	**Readings**
	Part Three: **Group behavior and interpersonal influence**	
Week 4, Saturday	**Chapter 10: Groups and Teams:** Case 10.1: Boosting R&D and getting all units on the same page delivers a rebound P. 287 Video Case: All Brand appliance (to be handed out)	Chapter 10
Week 5, Friday	**Chapter 12: Power, politics and empowerment:** Case 12.1: Power Abuse: Yes or No? P. 345 Video Case: Specialized Bicycle P. 346	Chapter 12
	Part four: Organizational processes	
Week 5, Saturday	**Chapter 13: Communication:** Case 13.1: The Road to hill P.376 Video Case: Community insurance company (to be handed out)	Chapter 13
Week 6, Friday	**Chapter 15: Leadership:** Case 15.1: Rotating leaders: Orpheus Orchestra P. 442 Video Case: Ironbound Supply Company (to be handed out)	Chapter 15
	Part five: **Organizational design, change and innovation**	
Week 6, Saturday	**Chapter 17: Managing organiz ational change and innovation** Case 17.1: Nucor corporation: Innovation, change, and motivation P.510 Video Case: Waterford (to be handed out)	Chapter 17
Week 7, Friday	**Term paper final report due**	
Week 7, Saturday	**Term paper presentation (all students)** **Final Exam**	

Term Paper

Select a topic of an interest to you related to organizational behavior issues; communicate the topic with me early during the term. I may be able to make some suggestion that you might find useful. The term paper can cover theoretical, empirical, or practical problems. My objective is to improve students' skills in utilizing OB knowledge and writing research report.

Mid-term exam

There will be a mid-term exam on Friday of week 4. The exam will cover the first 4 topics.

Case Analysis

For each topic, a group of two members should undertake two tasks:
The first is to lead the discussion on an assigned case (cases are listed in the schedule of activities)

The second is to make up a case from an organization of their choice and to apply the concepts, models, and theories concerning OB on real work settings.

The case analysis and the real organization written report should be typed and handed in at the beginning of each due session. All group members are expected to participate in oral presentation.

Performance Evaluation

Student performance during the semester will be assessed by four means:

Midterm Exam	20%
Case analysis and participation	20%
Term Paper	20%
Final Exam	40%

Suggested Format for Term Paper

1. Title Page
2. Table of Contents
3. Abstract--One page, introducing the topic and summarizing your findings
4. Introduction--Review the significance of the topic to OB, giving a brief historical perspective.
5. Literature Review--An overview, with citations, of observations, approaches, opinions, and/or conclusions that can be found regarding the topic. Use a variety of sources, "academic" or "professional," and expand your readings beyond assigned text.
6. Existing Situation--Cite the existing situation, regarding the selected topic, in a real company. Use a company with which you have personal experience. Discuss the strengths and/or weaknesses of the way the company currently handles the issue. Are there problems with its approach?
7. Discussion--Present your analysis and conclusions. Discuss alternatives for the company you selected. What are the advantages/disadvantages of the alternatives? What are your recommendations? What action strategies do you recommend and which are the most critical? Be specific.
8. Reference List--The information you have used should be referenced in the text and in the reference list.
9. Appendix-- as needed

Important Notes

1. No late assignments will be accepted
2. No make-up exams will be allowed.
3. Keep your cellular phone on silent mode during class.

Best Wishes for Great Performance

Sign In Sheet

Date	Subject
	Part One: Introduction
Week 1, Saturday	**Introduction to Organizations and Organization Behavior** Case: Thanks for 24 years of service. Now here's the door.
Week 2, Friday	**Chapter 3. Individual Differences and Work Behavior:** Case 3.1: Personality Testing: Yes or No? P. 84 **Participants:** …….. ……..…
Week 2, Saturday	**Chapter 4: Perception, Attribution and Emotions:** Case 4.1: A management style that made an impression P.107 **Participants:** …….. ……..…
Week 3, Friday	**Chapter 5: Motivation:** Case 5.1: Comparing co-workers against each other: Does this motivate employees? P. 134 **Participants:** …….. ……..…
Week 3, Saturday	**Chapter 9: Managing Individual Stress:** Case 9.1: No response from monitor 23 P. 251 **Participants:** …….. ……..…
	Part Three: **Group behavior and interpersonal influence**
Week 4, Friday	**Chapter 10: Groups and Teams:** Case 10.1: Boosting R&D and getting all units on the same page delivers a rebound P. 287 **Participants:** …….. ……..…
	Chapter 12: Power, politics and empowerment: Case 12.1: Power Abuse: Yes or No? P. 345

Week 4, Saturday	**Participants:** …….. ……..… **<u>Part four: Organizational processes</u>** **Chapter 13: Communication:**
Week 5, Friday	Case 13.1: The Road to hill P.376 **Participants:** …….. ……..… **Chapter 15: Leadership:**
Week 5, Saturday	Case 15.1: Rotating leaders: Orpheus Orchestra P. 442 **Participants:** …….. ……..… **<u>Part five:</u>** **<u>Organizational design, change and innovation</u>** **Chapter 17: Managing organizational change and innovation**
Week 6, Saturday	Case 17.1: Nucor corporation: Innovation, change, and motivation P.510 **Participants:** …….. ……..…

Alexandria University
Faculty of Commerce
EMBA Program
Course Syllabus

i. **Course:** EMBA 220 – Financial Decision Making

ii. **Prerequisite:** EMBA 240 – Financial Accounting & Reporting

iii. **Instructor:** Prof. Mohamed EL-Hennawi – Prof. Ossama El-Ansary – Prof. Jayant Kale (GSU)

iv. **Textbook:** Brigham, Eugene and Joel Huston, "Fundamentals of Financial Management" concise ed., Thomson – South – Western, (the latest edition).
- Supplements and handouts (text C.D)
- PowerPoint slides

v. **Instruments:**
1) Financial Calculators
2) Laptop Computer
3) Minimum knowledge of spread sheet applications

vi. **Course Objectives:**
1) To introduce you to finance, especially the financial operations of business corporations.
2) To introduce you to the concepts of risk, rates or return and capital budgeting as applied to finance.
It is a survey course. Hence, we will cover a lot of ground. We will begin with a general overview, and then go into detail on several concepts and techniques used in financial decision making.

vii. **Class Procedures:**
1) The course will use the case approach.
2) The individual and GROUP study and preparation outside class are extremely important.
3) The lecture will focus on the major points introduced in the text. If you read and have at least some familiarity with the assigned chapter before the lecture this will greatly assist you in understanding the lecture.
4) The lectures will mainly use the "Integrated case" at the end of each chapter. Major concepts and decision making tools will be introduced throughout the discussion of the case. I reiterate the necessity of reading the case before class and try to solve the questions at your best.
"YOU ARE NOT IN CLASS TO JUST LISTEN BUT TO ACTIVELY PARTICIPATE".
5) Your grade in the course will be determined by scores based on the following weights:
   - Attendance, Participation and Assignments 40%
   - Mid-term Exam 30
   - Final exam 30

100%

6) The exams will be short cases and problems. If this format is not followed, I will announce the revised format in class well ahead of the exam.

viii- Class Schedule

This schedule is tentative and subject to changes (will be announced in class).

No	Topics	Case
1	An overview of financial management	_____
2	An Analysis of Financial statements	O'Leon Inc.
3	Financial Planning and Forecasting	New World Chemical Inc.
4	Review and group presentation	_____
5	Risk and rates of return	Merrill Lynch, Inc.
6	The cost of Capital	Coleman Technologies Inc.
7	The basics of capital budgeting	Allied Components Company
8	Review and group presentation	_____
9	Mid-term exam	_____
10	Cash flow Estimation and risk analysis	Allied Food Product
11	Capital structure and leverage	Campus Dell Inc.
12	Dividends and repurchases	South-eastern Steel company
13	Review and group presentations	_____
14	Final Exam	_____

Good Luck

Alexandria University
Faculty of Commerce
Executive MBA Program – Feb. 2010
Leadership

Instructors	Prof. Deborah Butler dbutler@gsu.du
	Prof. Aly A. Messallam amessallam@alex-commerce.edu.eg
Meetings	Fri: 9:00 – 12:00
	Sat: 10:00 – 1:00

Course Description

This course is about leadership. It is intended to provide students with the knowledge, skills, and foundation in Leadership necessary to be more effective in their organizations. It also provides a foundation of understanding for leadership development by offering theoretical background, practical information and an opportunity for self-assessment that will permit students to continue the development of their leadership talent.

Course Objectives

At the successful completion of this course, the student will be able to:

- Identify and describe a variety of theories of leadership.
- Critically assess a leadership scenario and identify the pertinent theories.
- Articulate an understanding of the processes, practices, and purposes of leadership.
- Appreciate that effective leadership is a multi-faceted process.
- Create a practical, personal definition and philosophy of leadership.
- Gain an understanding of leadership competencies.
- Develop an understanding of personal strengths and weaknesses for leadership.

Required Course Materials

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Modes of Instruction

- **Assigned readings**: Readings are assigned and will be discussed and applied in class.
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The purpose of this chapter is to present a comprehensive description of the personal qualities of leaders. Such a presentation does not imply that the trait theory is more valid or important than other explanations of leadership. Nevertheless, “having the right stuff” contributes to leadership effectiveness in many situations.

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After studying this chapter, the reader should have an accurate understanding of contingency theories of leadership. Although the array of contingency and situational theories may baffle the reader at first, a closer look shows that all but the executive suite and crisis leadership theories are related. For example, the familiar tasks versus relationships dimensions run through several of the theories.

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The purpose of this chapter is to examine important issues about leadership ethics and social responsibility. The focus is on leaders rather than on a general treatment of business ethics, and includes a summary of the theory of ethics. Skill building is also incorporated into this chapter.

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The purpose of this chapter is to familiarize the reader with a wide range of influence tactics that he or she may need to persuade others. A secondary purpose is to sensitize the reader to the difference between ethical and unethical influence tactics.

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The purpose of this chapter is to provide the reader with specific information about how to develop teamwork. Such information is vital in an era that glorifies the importance of teamwork.

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The purpose of this chapter is to provide the reader with specific ideas for motivating and coaching group members. A leader is supposed to be able to inspire people. Nevertheless, influencing others through specific motivation techniques and coaching is also necessary. Instead of this being a chapter about motivation theories in general, we focus on several approaches to motivation that can readily be converted into leadership skills.

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The purpose of this chapter is to provide readers with the knowledge to develop many of the communication skills necessary for effective leadership. A secondary purpose is to explain the basics of how leaders resolve conflict including the use of negotiation. Even though all aspects of communication contribute to managerial and leadership effectiveness, we focus on the communication topics that are most relevant for leaders.

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The purpose of this chapter is to assist readers in developing the creative problem-solving approach required to be an effective leader.

CHAPTER 15: Leadership Development and Succession
The primary purpose of this chapter is to help readers understand the nature of leadership development and succession, including the need for continuous learning. Many of the ideas in the chapter can be applied to the reader for personal development as a leader.

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Date	**Subject**	**Readings**

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Date	**Subject**	**Readings**
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Performance Evaluation

Student performance during the semester will be assessed by four means:

Case analysis and presentation	20%
Participation	20%
Term Paper	20%

Final Exam 40%

Case Analysis and presentation

For each topic, a group of two members should undertake two tasks:
The first is to lead the discussion on assigned cases (cases are listed in the schedule of activities)

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This course relies heavily on class participation and peer learning. To that end, class attendance and participation are required. Participation is defined here as promptness and good attendance as well as oral contributions in class in the form of meaningful questions, comments, and discussion. Students will be graded on the quantity and quality of their participation according to the established criteria, using a 5 point scale of the degree to which they fulfilled the criteria (see attachment)

Term Paper

Select a topic of an interest to you related to "Leadership" issues; communicate the topic with me early during the term. I may be able to make some suggestion that you might find useful. The term paper can cover theoretical, empirical, or practical problems. My objective is to improve students' skills in utilizing Leadership

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1. **Title Page**
2. **Table of Contents**
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7. **Discussion--**Present your analysis and conclusions. Discuss alternatives for the company you selected. What are the advantages/disadvantages of the alternatives? What are your recommendations? What leadership style do you recommend and which are the most critical? Be specific.
8. **Reference List--**The information you have used should be referenced in the text and in the reference list.
9. **Appendix-**- as needed

Important Notes

1. No late assignments will be accepted.
2. No make-up exams will be allowed.
3. Keep your cellular phone on silent mode during class.

Best Wishes for Great Performance

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Alexandria University
Faculty of Commerce
EMBA Program

Managerial Economics
September 2009

Course Objective:

This is a practical course that will prepare students to better comprehend the current economic issues and environment, where the forces of globalization dominate and interact with national economic objectives as well as with fast technological developments. Needless to say, understanding the economic consequences of these changes is critical to the success of the firm and its manager. Both
economic theory and common sense will be used to demonstrate how business professionals can interpret information about the economy and the international markets to use it in making sound economic decisions.
The goal is for EMBA graduates to understand how things work in a modern economy by interpreting data signals and the interaction of different "micro" sectors that make up the "macro" or big picture.
A secondary objective of the course is to provide students with the tools to critically evaluate economic events and governments' decisions. Meanwhile, the students should be able to comprehend articles published in the popular financial press.

The first part of this course establishes the important concepts from microeconomics that are essential for understanding the macroeconomic issues. The focus is on production functions, profit and cost structure, all of which are illustrated by an industry analysis exercise.
The second part of the course introduces the basic concepts and measures of Macroeconomics and explain how government's and Central Bank's decisions affects macroeconomic variables and business's decisions.
The third part gives a quick review of the firm's behavior towards achieving its main objectives under various shapes of market structure.
The course ends with the group presentations on specific industry/firm reports.

Professors' Information:

1- **Prof. Rajeev Dhawan**
Professor & Director of Economic Forecasting Center
J. Mack Robinson College of Business
Georgia State University, USA
E-mail: rdhawan@gsu.edu
Phone: (404) 413-7261

2- **Prof. El-Sayeda Moustafa**
Professor of Economics & Head of Economic Department
Faculty of Commerce
University of Alexandria, Egypt
E-mail: elsamoustafa@yahoo.com
Mob.: 0100066346

3- **Prof. Ismail Shenawy**
Professor of Economics
Faculty of Commerce
University of Alexandria, Egypt
E-mail: ishenawyb@yahoo.com
Mob.: 0100066389

Course Materials:

Assigned chapters and articles should be read before coming to class each week.

Text book: ***Principles of Economics,*** **by N. Gregory Mankiw, 4th Edition, 2007**

Readings: relative readings (pieces of articles published in different magazines and newspapers) will be assigned all along.

Lecture Notes: Lecture Notes (PowerPoint slides) will be available beforehand.

Grading Policy:

Grades for this course will be based on a mid-term exam, group presentations and a final exam.
The distribution of weights will be as follows:
30% *Midterm exam [N*O MAKEUP EXAM IS ALLOWED]
30% Group Presentations of a report on a Selected Industry.
30% Final Exam (comprehensive). [NO LATE EXAMS WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES]
10% two homework assignments.

COURSE OUTLINE

Part I:

Week 1: LECTURES 1 & 2

Topic: Basics of Economics & Elasticity

· 10 Principles of economics (Ch.1)
· Review the concepts of fixed cost and opportunity cost (Ch. 1)
· Demand and Supply (Ch. 4)
· Concept of elasticity and their applications (Ch. 5)
. Controls on prices (Ch. 6)

Readings: Chapters: 1, 4, 5, 6 and articles for the week

Week 2: LECTURES 3 & 4

Topic: Production & Profits

· Measurement of costs & production function (Ch. 13)
· Profits & Firms working in a competitive market (Ch. 14)

Readings: Chapters: 13 & 14 and articles for the week

Week 3: LECTURES 5 & 6

Topic: Applications & Exam

. Applications
. Discussion of first homework assignment.
. Mid-term exam

Part II: MACROECONOMICS

Week 4: LECTURES 7 & 8

Topic: Basics of Macroeconomics - I

· Definition of GDP and its components(Ch. 23)
· Cost of living, Consumer price index & inflation (Ch. 24).
· How / where to get data and what does it means (lecture notes)

Week 5: LECTURES 9 &10

Topic: Basics of Macroeconomics - II

· Savings, Investment & Deficits (Ch. 26)
.Money, money multiplier, and interest rates, money growth and inflation (Ch 27, 29, 30)

Readings: Chapters: 23, 24, 26, 27, 29, 30 and articles for the week

Part III:

Week 6: LECTURES 11 &12

Topic: Firm's behavior under various shapes of market structure.

. Monopoly vs. Competition (Ch. 15)

. Monopolistic competition & role of Advertisement (Ch. 16).

Readings: Chapters: 15, 16 and articles for the week

Week 7:

.Students' Presentations

.Final Exam (Open book, in class, comprehensive exam)

Higher Education for Development (HED) and
U.S. Agency for International Development (USAID)

U.S.-Guyana Collaborative Partnership:

"Guyana: Strengthening Mass Communication and Journalism"

SEMI-ANNUAL REPORT
June 2010

For October 1, 2009 – March 31, 2010

Cooperative Agreement No. AEG-A-00-05-00007-00
Associate Cooperative Agreement No. EDH-A-00-08-00008-00

Prepared by:
Charlie C. Koo
Senior Program Associate
ckoo@hedprogram.org

with
Jane S. Gore, PhD
Senior Evaluation Specialist
jgore@hedprogram.org

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.
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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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Challenges during this Reporting Period…….5

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Executive Summary

During this reporting period, Higher Education for Development (HED) continued to manage a collaborative partnership program titled "Guyana: Strengthening Mass Communications and Journalism." HED issued a Request for Applications for this 3-year program in February 2008 and received proposals in April 2008. With USAID/Guyana concurrence, HED made a $300,000 award to Ohio University, which commenced activities with the University of Guyana in October 2008. Major partnership activities during this reporting period included:

- Implementation at University of Guyana's (UG) Center for Communication Studies (CCS) of the new curriculum developed by the partners in 2009, with 200 students currently being taught;
- Successful completion of 3rd quarter of studies in a master's degree program by a CCS faculty member at Ohio University (OU);
- Visit to OU by the Director of CCS to meet with potential exchange students, discuss the 2010 workplan, and further solidify relations between the partner institutions;
- Development of a 3-week television field production workshop to be held in Summer 2010;
- Development of a 1-week print production workshop to be held in Summer 2010;
- Development of the terms of reference for an Advisory Board to be installed in August 2010;
- Completion of the first nationwide audience research study in 10 years by faculty and students; and
- Development and production of Guyana's first-ever nationally televised children's talent competition.

Overview of the U.S.-Guyana Collaborative Partnership

In collaboration with USAID/Guyana and USAID's Bureau of Economic Growth, Agriculture and Trade (USAID/EGAT), HED issued a Request for Applications (RFA) on February 14, 2008 with a deadline of April 25, 2008. Following a thorough evaluation of the proposals by an expert peer review panel, which included a representative from USAID/Guyana, HED, with Mission concurrence, awarded $300,000 to Ohio University (OU) in October 2008 for a 3-year partnership project titled: "Guyana: Strengthening Mass Communication and Journalism."

The Mission had pre-selected the University of Guyana (UG) as the lead overseas partner institution in the writing of the RFA. The subagreement between HED/American Council on Education (ACE) and OU was executed as an Associate Cooperative Agreement (No. EDH-A-00-08-00008-00) under HED's Leader Cooperative Agreement with USAID (AEG-A-00-05-00007-00).

The overall goal of the partnership between OU's Scripps College of Communication and UG's Center for Communications Study (CCS) is to strengthen CCS's effectiveness in preparing undergraduate students, after graduation, to meet workforce demands in the media and communications industries. The partnership's main objectives are to:

- enhance and upgrade the curriculum and course content at CCS, based on the findings of a baseline needs assessment, with particular emphasis on curriculum shortcomings;
- upgrade the education, skills and experience of CCS faculty through master's degrees, professional development workshops, and other professional opportunities;
- upgrade the education, skills and experience of Guyanese journalists and media professionals, including working students and practicing journalists, through online courses, in-country workshops and annual communications conferences;

- develop a mixed-mode service (Internet, radio, and postal service) to deliver mass communication and journalism education and training to students and journalists in rural regions; and
- upgrade the experience for CCS students to include more structured interactions between students and faculty and local media professionals through joint activities such as co-teaching, internships, and applied research projects.

Major Activities during this Reporting Period

Since the initiation of partnership activities in February 2009, OU and UG have engaged in a number of capacity-building activities. Table 1 summarizes the primary activities for the current 6-month reporting period.

Table 1. Capacity Building Activities between October 1, 2009 and March 31, 2010

	Activity	Outcome
Human Capacity Building	Faculty development	• The first of 3 UG faculty members slated to earn a master's degree at OU completed her third quarter of studies with outstanding grades in Communication and Development Studies. • The other two UG faculty members have been identified to begin their master's degree programs at OU in Fall 2010. • Partners developed a 3-week television field production workshop and a 1-week print production workshop, both to be held in Summer 2010.
	Student internships	• 13 female and 13 male UG students participated in internships.
Institutional Capacity Building	Adapted/Changed curricula	• 200 UG students are currently being taught the new journalism and mass communications curriculum developed by the partners in 2009, which includes a new course on environmental journalism and climate change. • The partners continue to work closely with the Guyana Press Association to ensure that the new curriculum is aligned with the needs of these journalists
	Improved method of instruction	• OU partners provided upgraded curriculum and teaching resources, including numerous books.
	Established new academic programs	• CCS became established as a full-fledged department at UG (as decribed in the previous 6-month report). • Upon graduation from OU, the 3 UG faculty members will take the lead in establishing new post-graduate diplomas in Strategic Communications and Environmental Communications.

Institutional Capacity Building Leading to Support for Development Goals	Promoted workforce development	• Developed new television and print media workshops (above). • Held 15 meetings with TV and print media owners.
	Involved in community outreach	• Partners continue to meet and consult with main media organizations and stakeholders, including the Guyana Press Association and the newly formed Media Proprietors Association, which have also participated in survey research and provided internship opportunities for CCS students. • Students interning with NGOs engage in community work for 3-6 months.
	Informed policy at institutional, community, and/or national levels	• Director of CCS chaired and co-drafted Guyana's first Media Code of Conduct. • CCS is taking a lead role informing the process of broadcast liberalization and copyright legislation.
	Worked with government agencies, NGO groups, and/or private sector groups	• Partners have received strong support from government-run TV and radio stations which have provided technical and other types of assistance for CCS and its students. • Continued to collaborate with the U.S. embassy in Guyana to host student forums featuring distinguished members of the U.S. media.
	Promoted environmental protection/preservation	• The new curriculum includes a course on environmental communication and climate change.
	Other	• An OU Ph.D. candidate taught 141 UG students over two semesters.

Major partnership successes reported during this reporting period included:

- Implementation of the new curriculum developed by the partners in 2009 (which replaces a 30-year old curriculum), with 200 students currently being taught;
- Successful completion of 3rd quarter of studies in a master's degree program by a CCS faculty member at OU and the selection of 2 additional faculty members to matriculate in the program;
- Visit to OU by the Director of CCS to meet with potential exchange students, discuss the 2010 workplan, and further solidify relations between the partner institutions;
- Development of a 3-week television field production workshop and a 1-week print production workshop, both to be held in Summer 2010.
- Development of the terms of reference for an Advisory Board to be installed in August 2010; and
- Completion of the first nationwide audience research study in 10 years by faculty and students.

A particularly notable and uplifting activity this reporting period was the production and implementation by 15 students and 2 staff members from CCS of Guyana's first-ever nationally televised children's talent competition. Broadcast in primetime on Sunday nights by the government-run National Telecommunications Network, the show has become a "local phenomenon," featuring over 100 children

who made it through auditions and have performed in areas ranging from music to poetry to gymnastics. One 12-year girl, who happens to be blind, has garnered the interest of a local recording company.

Collaborative activities between UG and OU have helped to "rehabilitate" CCS as a reputable and rigorous journalism and mass communication training facility in Guyana as evidenced by the institution's ability to attract more and higher quality students and staff and other resources. The partnership has also bolstered the image of CCS in the eyes of the media as a neutral and transparent broker for often difficult negotiations between the various media-related stakeholders. Such developments have brought the CCS closer to its objective of becoming an international Center of Excellence for the training of the media in Guyana.

Other partnership activities and outcomes are provided in the Semi-Annual Progress Report submitted by OU and received by HED April 30, 2010 (see Appendix A).

Challenges during this Reporting Period
Some identified challenges included:

- Delays in implementing the distance education programs due to changes in curriculum approval procedures at UG and operational changes within OU.
- Difficulty finding an instructor for a course in photojournalism.

Conclusion and Upcoming Activities
During this reporting period, HED continued to manage the 3-year collaborative partnership program between OU and UG. With the overall goal of strengthening CCS's effectiveness in preparing students to meet workforce demands in the media and communications industries, two of the major achievements this reporting period were the full implementation of the new curriculum in journalism and mass communication at CCS and the production of the highly successful children's talent show. The partners are pleased that the public perception of CCS has improved tremendously and is now regarded as an honest and rigorous academic and training arm of UG.

Anticipated partnership undertakings during the next six months (April 1, 2010 – September 30, 2010) include:

- Delivery of the two TV and print media workshops;
- Launch of the Advisory Board;
- Mid-course external project evaluation;
- On-going implementation and fine-tuning of the new curriculum;
- On-going tracking of students' performance under the new curriculum;
- Delivery of second large batch of books to support the new curriculum;
- Matriculation of the two additional UG faculty members in OU's master's degree program; and
- Graduation of the first UG faculty from OU and return to Guyana in November.

Appendix: Semi-Annual Progress Report

(due to HED April 30, 2010; submitted by Ohio University)

Higher Education for Development

Knowledge, Partnerships, Results

Collaborative Partnerships Program

Semi-Annual Progress Report

Report Period

October 1, 2009 – March 31, 2010

Due April 30, 2010

INTRODUCTION

The information partnerships provide create the basis of HED's partnership results disseminated to the United States Agency for International Development (USAID), and the higher education community. USAID will use this information to report development results to the U.S. Congress. Your contribution of information is critical to the overall understanding of development and the future funding of such programs.

PARTNERSHIP INFORMATION

Partnership Title:
Guyana: Strengthening Mass Communication and Journalism
Development Area/Sector of Focus:

U.S. Partner Institution(s):
Scripps College of Communication, Ohio University
U.S. Partnership Director(s):
Name: Dr. Vibert Cambridge
Telephone: 740-594-2170
E-mail: cambridg@ohio.edu

Host Country(ies): Guyana

Host Country Partner Institution(s): Centre for Communication Studies, University of Guyana

Host Country Partnership Director(s):
Name: Dr. Paloma Mohamed
Telephone: 011 592 6748800
E-mail: bluvid@yahoo.com

Partnership Web Site (if any)**:**

Please mail or e-mail the completed report and any attachments to your primary contact at:

Higher Education for Development
1 Dupont Circle, NW, Suite 420
Washington, DC 20036-1110

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED **by the due date**. It is also the U.S. institution's responsibility to translate responses to English, as necessary.
- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.
- Please include as much information as necessary to answer the questions completely. Enter zeros when necessary. If any spaces are left blank, the report will be returned for completion.
- The U.S. institutional partner is required to enter information about all training activities for host country nationals that take place in the United States, the host country, or a third country into USAID's TraiNet system. The results of these progress reports will be compared with data the partnership has entered into TraiNet. For more information regarding TraiNet, please contact trainet-vcs@sraprod.com or 703-879-8611.

OVERVIEW OF PARTNERSHIP REPORTING REQUIREMENTS

Report Name	Period Covered	Date Due
Semi-Annual Progress Report	10/1 – 3/31	April 30
Semi-Annual Progress Report	4/1 – 9/30	October 15
Final report	Entire Award Period	30 days after sub-agreement end date

I. QUALITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – MARCH 31, 2010

1. Describe in bullet form the **major activities** for this partnership during the past six months (10/1/09-3/31/10).

2. For each of the **above activities**, describe the **results and/or outcomes** for each activity; answer in bullet form if appropriate.

If helpful, instead of answering questions 1 and 2, you may use the following chart for reporting the activities and outcomes associated with specific partnership objectives. Please feel free to insert additional lines as needed.

ACTIVITY	OUTCOME
1. OU student teaching at CCS	1. Faculty on scholarship replaced. 71 students taught in semester 1

	71 students taught in semester 2
2.CCS staff member pursuing masters degree at OU 3. Dr. Paloma Mohamed, Director, CCS visits Ohio University's Scripps College of Communication	2. CCS staff member completes 3rd quarter at OU attaining A and B's 3. Consolidated relationships, met with potential exchange students, and held discussions on the 2010 workplan
4. Needs assessment and Planning meetings with media for summer workshops 2010	4 15 meetings with print and television media owners held. Commitment of 15 media outlets to participate in summer workshops; input to curriculum for workshops from media attained
5. 1 three week Television field production workshop designed	5. workshop to be held in July – Aug 2010
6. 1 two week Print production workshop designed 7. Terms of Reference for advisory board developed 8. New curriculum developed in 2009 being taught at CCS 9. Faculty identified to take up remaining 2 scholarships at OU under the partnership in 2011	6. workshop to be held in July – Aug 2010 7. Advisory board to be installed in Aug 2010 8. 200 students being taught new curriculum; requests from College in Grenada for courses from the new curriculum and assistance in setting up training for journalists based on our model for local journalists there; First nationwide audience research survey undertaken in 10 years by CCS staff and students –data being analyzed and will be available for sale; CCS television students engaged in the development and production of first ever nationwide televised children's talent competition; 9. Faculty identified , applications filed and faculty accepted . Schools to begin in Aug 2010.

3. How are the above activities and outcomes reported in questions 1 and 2 benefiting and/or helping to strengthen the **institutional capacity** and the **human capacity** of the **host country higher education institution(s)**?

Upgrading of staff from Bachelors to Masters level will allow undergraduate programme to benefit from higher grade instruction thereby raising the level of the kind of student CCS prepares;

Replacement staff from OU created a leap frog path to achieving this while CCS staff is being upgraded.

Students are being exposed to a cutting edge curriculum which is now relevant , diverse and practical.

When the project is over 3 staff members are expected to have Masters degrees which will allow CCS to begin the much anticipated post graduate diplomas in Strategic Communications and Environmental Communications.

This project is raising the profile of the CCS enabling them to attract more and better students and staff as well as other important resources. This is bringing the CCS closer to its objective of being an international center of excellence for training of journalists and media operatives in the region.

4. How are the above activities and outcomes from this partnership benefiting and/or helping to strengthen the **capacity** to address **national development goals**?

   New curriculum is directly impacting on what CCS students know and how they can perform when they graduate. This directly is expected to be reflected in the higher functioning of the media and communications sectors in Guyana

   New curriculum contains 2 courses on environmental journalism and climate change. This is directly in tandem with the national imperatives of Low Carbon Development and avant-garde environmentalism of Guyana.

   Summer workshops which are designed for practicing journalists and media operatives who are not enrolled in the CCS is designed to directly and dramatically raise the level of their skills, knowledge and practices in the short term. This expected to raise the level of media output both in content and technical quality by the end of the project.

5. How are these activities and outcomes benefiting the **U.S. higher education institution(s)?**

Audio-visual materials collected in Guyana during summer 2009 have been used in undergraduate and graduate courses in the School of Media Arts and Studies, E.W. Scripps School of Journalism, and the Communication and Development Studies Program in the Center for International Studies.

6. Briefly describe the involvement of **other collaborating host country stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

   Main collaborators have been the media organizations in Guyana , the Guyana Press Association and the newly formed Media Proprietors Association. They have benefitted from training provided under the partnership . They have also provided our students with valuable internship opportunities, they have participated in research by candidly answering questions and completing surveys and they have in some instances provided public outlets for the CCS's work . They have also provided media coverage and publicity for project events and output.

   Special mention must be made of NCN the government run Television and Radio stations who have been very supportive in assisting with both technical support and providing other types of assistance to the CCS and its students.
   In the past 3 months 26 third and final year Degree students have been attached to 10 different organizations including international organizations like UNDP as well as NGOs like Merundoi, Help and Shelter, The Theatre Guild as well as several media houses. While there they were engaged in projects which were designed to add value to the organizations.

7. Briefly describe the involvement of **other collaborating U.S. stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

   The Columbus Dispatch. Mr. Alan Miller, Managing Editor/News for this newspaper has been active in developing the syllabus for the print workshops to be delivered in Guyana in July 2010.

8. What has been the partnership's **greatest success(es)** during the past six months?

   8.1. Implementation of new curriculum at CCS.

   8.2 Increased enrollment in the CCS

   a. Increased visibility of CCS based on the successful summer workshops in television production held in Aug 2009.
   b. Demonstration of a model to produce rapid and low-cost local television programs. See "Success Story" below.

9. Please explain any **changes, obstacles, and/or delays** to the implementation of activities during the last six months (October 1, 2009 – March 31, 2010).

   9.1. Distance education programs still not up and running. The function of a curriculum approval procedure at the University of Guyana and operational changes in the University without Walls unit at Ohio University

   9.2. Difficulty of finding lecturer to teach a course in photojournalism under new curriculum. This expertise is still being sought and the course has been postponed until this can be rectified.

   Please comment on how they were/will be addressed:

   9.3. Distance Education program should begin in September 2010. A pilot could be tested in May or June 2010

   9.4. OU has identified a faculty member to teach the course in photojournalism on a compressed basis in summer. Extra-grant funding to support this is currently being sought.

10. Outline your partnership's **planned activities** and an approximate timeline for the next six months.

    10.1. Two summer workshops planned for July and Aug 2010. With extra-grant funding, three additional workshop can be offered.
    10.2. Launch of Advisory Board planned for Aug 2010.
    10.3 Mid-project External evaluation to begin by September 2010
    10.4. Implementation of new curriculum ongoing. Tracking of students' performance under system ongoing.
    10.5. Second installment of books to support new curriculum to be supplied in June.

10.6 Two CCS staff to go to OU to pursue graduate degrees in August.
10.7. Two OU graduate students to come to CCS to replace faculty on scholarship in August.
10.8. First OU scholarship awardee to return to CCS in November.

11. Of these activities, please list which will provide good opportunities for USG visits.

11.1. Summer workshops (July 12 to August 28)
11.2 Launch of Advisory Board (July)

12. Overall, activities for this partnership are:
____X_on schedule
_____ahead of schedule
_____behind schedule

II. QUANTITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – March 31, 2010

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **NB: To avoid double counting, report only NEW participant numbers for this reporting period.**

TABLE 1. Participant Information

Activities for Current Reporting Period	Number of New MALE Participants*					Number of New FEMALE Participants*					Location of Activity		Total NEW Participants this Reporting Period
	Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		United States	Host Country	
		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over			
1) Number of HCNs receiving USG scholarships (including cost-share scholarships)									1	1	x		2
2) Number of US participants receiving USG scholarships (including cost-share scholarships)													
Description of scholarships: 2 scholarships funded by OU and HED in School of Media Arts to pursue Masters Degrees													
3) Number of HCNs completing USG-funded exchanges (including cost-share exchanges)												**N/A**	
4) Number of US participants completing USG-funded exchanges (including cost-share exchanges)											**N/A**		

Description of exchanges:													
5) Number of **HCNs** participating in partnership-related **internships**		13					13					x	26
6) Number of US individuals participating in partnership-related **internships**													0
Description of internships: In the past 3 months 26 third and final year Degree students have been attached to 10 different organizations including international organizations like UNDP as well as NGOs like Merundoi, Help and Shelter, The Theatre Guild as well as several media houses. While there they were engaged in projects which were designed to add value to the organizations.													
7) Number of HCNs **receiving** non-degree training – **workshops, seminars, special classes (not exchanges, not internships, not certificate programs)**													0
Description of non-degree training:													

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and over)

TABLE 2. Formal Training (including degrees and certificate training)

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **To avoid double counting, report only NEW participant numbers for this reporting period.**

FORMAL PROGRAM	Location of Training		Number of New MALE Participants*		Number of New FEMALE Participants*		Degrees, Certificates, & Diplomados Awarded this Reporting Period			
							MEN		WOMEN	
	United States	Host Country	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over
Certificate/ Diplomado (formal non-degree training)	0	0	0	0	0	0	0	0	0	0
Baccalaureate	0	0	0	0	0	0	0	0	0	0
Masters	0	0	0	0	0	0	0	0	0	0
Doctorate	0	0	0	0	0	0	0	0	0	0
Dual Degrees [1]	0	0	0	0	0	0	0	0	0	0
Joint Degrees [1]	0	0	0	0	0	0	0	0	0	0

Describe **training** programs:

[1] Describe types of degrees:

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and older)

TABLE 3. Leveraged Contributions Made this Reporting Period (10/1/2009-3/31/2010).

CONTRIBUTIONS	Name of Contributor	Description of Contribution	Estimated Dollar Value of Contribution
Other leveraged contributions not reported as official or proposed **cost share**. (See Glossary for definitions.)			

TABLE 4. Institutional Capacity Strengthening Activities

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefiting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Host Country Institution(s)			U.S. Institution(s)		
	Yes	No	Description	Yes	No	Description
Adapted/changed/created new curricula	X		New curriculum for Diploma and Degree in Communication Studies replaced 30 year old Diploma and Degree in Public Communications.			
Improved methods of instruction	X		Books and exchange staff provided under the project greatly supported new teaching methodologies to support the curriculum			
Undertook collaborative research		X				
Prepared collaborative publications		X				
Established new academic programs		X				

Improved institutional governance	X		CCS new organizational structure was approved but not yet implemented due to lack of internal funding for new positions			
Improved institutional management procedures	X		Same as above			
Other institutional strengthening:						

TABLE 5.Improved Institutional Capacity to Address Local, Regional, and National Development Goals

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefitting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Yes	No	Description
Promoted workforce development	x		Meetings with media owners and other important policy makers highlighted; certified 71 journalists' participants at summer workshops; created new workshops to support further development of cadre; produced research indicating link between output and training in the media.
Involved in community outreach (knowledge to the people) – oral and/or written	x		Student interns worked on various projects with local NGO's involved in community work for 3-6 months.
Informed policy at local, community, and/or national levels	x		Research and expert level involvement of the Director of CCS directly contributed to refining of local elections coverage code of conduct. She chaired and co-drafted Guyana's first Media Code of Conduct.

Worked with government agencies, NGOs, and/or private sector groups	x		Students worked with 10 agencies; CCS worked with CIDA, United Nations Development Program, the Theatre Guild, Ministry of Culture and Merundoi informing direction on several national projects.
Promoted economic growth		x	
Promoted democracy and good governance	x		In as far as a strong well self-regulated media is a prerequisite of strong democracies, the CCS's involvement in training, research and policy support has greatly supported this project. We have also worked with the Political Affairs Unit of the US Embassy in Guyana by hosting visiting speakers on campus.
Worked to improve host country health	x		New curriculum includes a course on health reporting.
Promoted environmental protection/preservation	x		New curriculum includes a course on environmental communication and climate change. CCS also expects to begin a postgraduate diploma in environmental communication in the summer 2010.
Other work toward development goals:			

III. PARTNERSHIP PROFILE, SUCCESS, AND DISSEMINATION

1. In approximately one page or less, please provide an executive summary of your higher education partnership, as described in the partnership sub-agreement. This profile piece will provide us with valuable information for reports to USAID and to the higher education community—critical material for verbal discussions, printed reports, and on-line publications. The profile should include:

   - Key **development issue(s)** being addressed;
   - Overall **objective(s)** for the partnership;
   - Primary **activities** of the partnership;
   - **Outcomes** this fiscal year.

Type/paste the profile into this text box.

Key **development issue(s)** being addressed;

- Strengthening the capacity of Guyana's only training institution for journalists and other media practitioners by upgrading its skills and curriculum; upgrading the quality of journalism and media output in Guyana; strengthening the media in the country in order to ensure the survival of a representative and diverse mix of voices

Overall **objective(s)** for the partnership;

- Strengthening capacity of the Center for Communication Studies at the University of Guyana;
- Strengthening the media corps in Guyana;
- Upgrading the quality of media output in Guyana.

Primary **activities** of the partnership;

- Upgrade the education of the faculty of the Center for Communication Studies through Master's degrees at Ohio University;
- Upgrade and continually improve the curriculum of the Center for Communication Studies;
- Train working media personnel through summer workshops;
- Create distance learning/teaching opportunities;
- Develop collaborative research and publication projects, including conferences;
- Measure the effects and outcomes of the project.

Outcomes this fiscal year.

- Revised curriculum established. More students entering into internships and involved in producing original television products.
- Profile and credibility of CCS improved leading increases in student enrollment
- Faculty development started. First student reading for M.A. at Ohio University. Additional two identified to start in Fall 2010.
- Workshops for working journalists and other media professionals launched and sustained.
- Mechanisms/institutions to increase collaboration and participation in the Guyanese media environment established. These include the Guyana Media Owners Association.
- Media owners and managers expressed satisfaction with improvement in quality of media

2. Include one or two well-crafted **success stories** related to your partnership (see attached success story outline as a guide).

CCS Creates and Pilots Guyana's First Televised Children's Talent Show

In January 2010 fifteen students and two staff members of the Centre for Communication Studies of the University of Guyana embarked upon a pilot project, which would change the face of Guyanese television and the lives of several Guyanese children across the country. The pilot called KIDSTAGE responded to reports from data analyzed by the Director of the CCS which indicated that there were currently no locally developed children's programmes on television in the country. The programme devised to fill this gap and to provide CCS students with vital television production skills and experience was simple. It would be a 15 week children's talent competition for children aged 4 to 14 all across Guyana in any form of performance.

The students under the direction of Director of CCS, Dr. Paloma Mohamed developed the project but there was one problem. The students had enthusiasm, the CCS had newly acquired television equipment from a previous USAID Democracy and Governance grant but the University in these hard times had no money to spare for producing the pilot.

Then in came local telecommunications giant GT&T who said they would fund the low budget pilot for the season. They would do this for the opportunity to brand the show Cellink KidStage. Cellink is their cell phone service. A deal was struck and the CCS once again partnered with the local NGO Theatre Company, The Theater Guild of Guyana who took charge of the administrative and coaching aspects of managing the talent.

The National Telecommunications Network (NCN) agreed to air the show at primetime--Sunday nights at 8pm immediately after the much watched cricket world cup series.

The show now in its 12th week is slowly becoming a local phenomenon. Over 300 children have auditioned countrywide in all art forms – dance, music, drama, gymnastics, poetry and standup comedy. Over 100 children have qualified and appeared on the show since its inception in January 2010. Audience participation through texting is slowing rising at a steady rate of about 7% per week.

The technical team from the CCS includes students from the first, second, third and fourth years. They have travelled across the country setting up open studios above marketplaces, in school halls and riverbanks taping the show every Saturday for the last three months on a purely volunteer basis. Sometimes they drive the precious equipment in makeshift protective cases for several hours to locations in a second hand vehicle donated to the CCS by USAID when one of their projects was closing two years ago.

In the process they have seen parts of Guyana that they had never seen before, learned some very practical lessons about working in the field and about taping performances. They are also learning about life--the lives of the people among whom they live and about whom as journalists they will soon be writing; about the way in which an idea can become reality and become something that can transform people's lives.

Like the story of Shencia Trinidad, a 12-year-old girl with a voice like a lark, who just happens to be blind. In her community there are no schools and nothing for a blind child to do. But now she is discovered and a local record label is showing interest. This is because of the show.

This show is bringing parents and siblings and grandparents out in support of their talented loved ones. It is galvanizing a nation of children and young people around their TV's on Sunday nights to watch good, clean and naturally gifted children of Guyana.

This is what can happen, when an educational institution is able to support the inspired ideas of its young students and to attract the trust of local businesses like GT&T and NGO's like the Theatre Guild of Guyana. A new curriculum along with the supporting equipment, staff and materials provided by the USAID/HED/OU/UG partnership, has made this possible for our students and for Guyana. It is possible that this programme will become an institution and will be the first of many that CCS creates for Guyana and the world.

3. How has information about your partnership been disseminated during this reporting period?
There has been nationwide coverage about this project in newspapers (see for example the *Kaieteur News* article below) and television in the past, there have also been stories on OU's website as well as UGs website. Mentions have been made of the project on public occasions. However this has been an intense planning period in which information has been disseminated through face-to-face meetings and correspondence. Two brochures publicizing the summer 2010 workshops are being developed as well as a Facbook page for the participants of the Television Field Production workshop. The planned opening and closing ceremonies of the upcoming workshops as well as the stand alone planned public appearances of the visiting faculty and facilitators is expected to generate a great deal of publicity locally between July to September 2010.

4. If appropriate, please provide HED with samples of the following as attachments to this report:

- Photographs (enclose prints or a CD-rom with high resolution images);
- Articles publishes in the campus, local, national, or international media;
- Papers published or presented;
- Features in any other media.

Please note that any photos submitted are intended to be used for USG publicity materials. USAID and HED reserve the right to use these images in its fact sheets, success stories, presentations, website, and other outreach materials. Please include a caption and photo credit information with the images.

5. We invite you to share any additional information or comments about your partnership.

Extract from Kaieteur News:

Thursday, April 29, 2010

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WEB FEED

Cellink KidStage getting Bigger and Better

MARCH 6, 2010 | BY KNEWS | FILED UNDER NEWS

The place to be today, especially if you are talented youth, aged 4-14, is the Theatre Guild, Kingston. This will present an opportunity to showcase your talent and possibly win some cash in the Cellink KidStage talent competition. The fourth preliminary round of the Cellink KidStage was boosted last week when eleven contestants

made it through to the quarter finals.
Moving on to the second quarter finals from last week's competition are Alphius Bookie, Jeremiah Williams, Navendra Singh, Maria Collymore, Akeeda Whaul, Tamara Innis, Steffon Ageda and Dexter Nelson.
"I feel excited, overwhelmed and motivated that I am selected in the top 10," noted Whaul who believes that KidStage has so far caused her to realize her dreams in the Arts. Ultimately like all the other contestants she desires to move higher in her vocals and thus encourages all children to be part of this "dream-realizing programme".
Weekly successful participants move on from auditions to preliminaries. Out of the February 27 auditions six lucky contestants, were favoured by the judges including Amanda David, Alliah Corlette, Aaliyah Rosheuvel, Kyle Archer, Melissa Benjamin and Tiffany McAlmont. This bunch will be on show today, at the Theatre Guild, Kingston.
Meanwhile performances last Saturday were hyped and stirred the audience to thunderous applauses as Andre Duesbury dominated through his sterling performance and song "Teacher, Teacher", which presents the teachers' plight of working hard, ring a bell, work overtime in the fields, yet "no big money". Being the crowd's favourite, Duesbury felt flabbergasted that at 8 years old, he is already being touted as "a future Guyanese star".

Thirteen contestants were selected to enter the 7th preliminary round of the Cellink Kidstage workshop, when auditions were held at the New Amsterdam Town Hall last Saturday.

Katana Kirton

A panel of four judges selected the contestants from among 24 children between the ages of four and seven, eight and 10 and 11 and 14, a release from organisers said. Among those vying for a spot in the quarterfinals are Joshua Richmond, Anika Soodoo, the Sunbeam dancers, Sheniza Khan, Acacia Fortune, Divendra Budraj, Josh McDonald, Michael Small, Schemona Trinidad, Cassandra Charles, Jamasi Albert, Monique Goodridge and Chaukim Peters.

Prior to the Berbice round, the sixth and final preliminary round for Georgetown was held on Friday where 11 contestants: Octavia Smith, Aaliyah Abrams, Katana Kirton, Ashley Rover, Dominique Ifill, Melissa King, Zhane David and Drucilla King, Delicia George, Shaquille Patrick, Deonica Phillips and Annmarie Gomes, Keishana Rankin and Shaunell Duesbury vied for a spot.

The release also said qualifiers from the fourth preliminary contest received $5000 each and they are set for the quarter finals.

These contestants are Andre Duesbury, Akesi Cave, Anton Savory and the North Georgetown Primary Dancers.

Another workshop will be held at the Cotton Field Secondary School today. Auditions start at 10am and the taped TV show will start at 2pm.

Cellink Kidstage heads out of Georgetown

Written by Mndale Smith

Friday, 12 March 2010 16:22

The hottest talent show for children in Guyana is moving to the New Amsterdam Town Hall on Saturday; Anna Regina Multilateral School on March 20, and to the Lichas Hall, Linden, on March 27 in search of young Guyanese talent.

For these locations, auditions will commence at 11:00hrs. The preliminary competition will commence at 14:00hrs on the same date.

The curtain has been drawn on the Cellink Kids stage competition Georgetown. On Saturday, March 6, last, 15 participants exuberantly brought closure to the audition segment of Cellink KidStage.

Of the lot who auditioned only 13 persons were selected to move on to the sixth preliminary round of the competition which will be held today, 2 at the Theatre Guild, Kingston.

The 13 lucky contestants to appear on stage today to perform in dance, drama and singing are Ashley Rover, Dominique Ifill, Deonica Phillips and Annmarie Gomes, Shaquille Patrick, Keishana Rankin, Delicia George, Meliss King, Zhane David and Drucilla King, Shaunell Duesbury, Octavia Smith, Aaliyah Abrams and Katana Kirton.

Meanwhile, there are 11 contestants from this week's performance awaiting the votes from the public to determine who will be moving on to the quarter finals.

That lot from the fifth preliminary round of Cellink KidStage are Alliah Corlette, Kureece King, Tiffany McAlmont, Aaliyah Semple, Osei Clarke, Tinesha Frank, Prince Cozier, Lateifa Agard, Aaliyah Rosheuvel, Amanda David and Melissa Benjamin.

In extending congratulations the qualifiers from the third preliminary the coordinators listed Gabrielle Cummings, Kevon Lewis and Taiesha Cox who will be moving on to the quarter finals.

Additionally, Kidstage specially recognises Osei Clarke who performed drumming at the fifth preliminary held last Saturday. Clarke, who was a part of the first show at KidStage, decided to make another effort on the show.

He believes that there is an opportunity to win the competition and "giving up is not a part of his routine", he noted.

Switching live: Students and staff in a classroom in Essiquibo.

On a boat with the precious equipment.

Some of the contestants

THANK YOU FOR YOUR COOPERATION!

Glossary of Terms

Capacity:
Usually considered mental and/or physical ability to produce and/or perform; learning, improving;

> **Human Capacity Strengthening** focuses on the development of people's knowledge and skills, not things. Helping people identify what they would like to see changed, learn new skills to achieve what they believe is most important.
>
> **Institutional Capacity Strengthening** focuses on institutional changes that will improve the operation of the institution and its ability to provide quality higher education.

Community Institutions/Stakeholders:

Examples

- Government agencies and ministries
- Private for profit groups/businesses
- Not-for-profit, non-government agencies (NGO)

Cost Share Contributions:
Cash and in-kind contributions that are: (1) verifiable from the applicant's records (i.e., auditable); (2) not included as contributions for any other federally-assisted program; (3) reasonable for the accomplishment of partnership objectives; and (4) not paid by the federal government under another grant.

Degree Training:
A learning activity taking place in the U.S., host country, or a third country, which may eventually result in a bachelor, master or doctoral degree, conferred by a higher education institution.

> **Formal Non-Degree Training:** certificate, diplomado, specialization
>
> **Non-Degree Training:** A learning activity taking place in the U.S., a third country, or in-country in a setting predominantly intended for teaching or imparting knowledge and information to the participants with designated instructors or lead persons, learning objectives, and outcomes, conducted fulltime or intermittently.
>
> The transfer of knowledge, skills, or attitudes (KSAs) through structured learning and follow-up activities, or through less structured means, to solve problems or fill identified performance gaps. Non-degree training can consist of short- or long-term technical courses in academic or in other settings, non-academic seminars, workshops, on-the-job learning experiences, observational study tours, or distance learning exercises or interventions. Non-degree training may also include printed educational materials.

Double Counting:
Something to be avoided when reporting numbers of participants or recipients taking part in partnership activities. A participant/recipient can be counted and reported only once each year even though the person is still participating each reporting period. If the person is involved in mutually exclusive activities, then he/she can be counted once a year for each activity. *At the end of the year, we add together numbers from the semi-annual reports. Thus it is important that individuals are reported only once a year for each activity.*

Dual Degree Program:

An academic program in which an individual receives a degree from each institution (host country and U.S.) for academic work completed at both institutions. The work may be completed on campus or via distance education.

> **Joint Degree Program:** An academic program in which an individual receives one degree (with both institutions named on the diploma) for academic work completed at host country and U.S. institutions. The work may be completed on campus or via distance education.

Exchange:
An institutional visit by a representative from a **HCN** or a U.S. institution for partnership related activities (excluding scholarships and internships).

HCN:
A Host Country National may be an individual or institution in a partnership.

Internship:
This service learning activity complements a participant's academic study, training or research and may take place in the U.S., a third country, or in-country. It is not defined as training.

Leveraged Contributions:
Additional financial or in-kind donations made as a result of an HED partnership beyond the originally agreed-upon cost-share; often only an estimated value available.

Objective:
An objective answers two questions: (1) What activity will occur?; and (2) What is expected as the outcome or change as a result of this activity?

> *Example:*
> University partnership faculty from the United States and Mexico will recruit and train eight long-term degree scholarship recipients for graduate degrees in natural resource management (NRM) resulting in at least six of the recipients returning to full-time teaching positions in a newly established NRM program at Universidad de Vásquez.
>
> **Activity:**
> Something that happens or is done
>
> **Outcome/Result:**
> An effect or an expected change as a consequence of an activity

Scholarship:
Funding for host country national participants for one or more semesters in the United States, in a host country university or in a third country. It may include specialty training and/or sabbaticals. Scholarships may be funded by the partner institution(s), the private or public sectors, and/or U.S. government.

Workforce Development Programs:
Workforce development programs include technical and vocational education programs and workforce readiness programs.

Examples:

- Delivering adult education, basic skills training, and/or high school equivalency programs;
- Delivering vocational education programs for youth.
- Connecting individuals with job search training and skills training through one-stop centers;
- Linking intermediary organizations, such as the Chamber of Commerce, in school- to-work partnerships.
- Offering employee development, career development, and organization development programs

U.S.–HAITI HIGHER EDUCATION PARTNERSHIP PROGRAM

HIGHER EDUCATION FOR DEVELOPMENT (HED)

Knowledge, Partnership, Results

June 2010

U.S.-Haiti Higher Education Partnership Program SEMI-ANNUAL REPORT

To The U.S. Agency for International Development

For October 1, 2009 through March 31, 2010

Associate Agreement No. EHC-A-00-06-00001099
under
Leadership with Associates Award Cooperative Agreement
No. AEG-A-00-05-00007-00

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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.
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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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Executive Summary

The U.S.-Haiti Higher Education Partnership Program is supported through an Associate Award with USAID/Haiti that was executed in June 2007. As part of the U.S-Haiti program, four partnerships have been established between colleges and universities in the United States and higher education institutions in Haiti identified by USAID/Haiti.

As a result of the January 12, 2010, earthquake, the Haitian people suffered great loss. Included in this loss is a higher education system that officials are desperately seeking to rebuild. Many of the country's higher education institutions were located in and around Port-au-Prince and are now crumbling or have been destroyed. All four partnering higher education institutions in Haiti suffered structural damage of varying degrees with Université Quisqueya (UniQ) and Ecole Supérieure d'Infotronique d'Haïti (ESIH) receiving the most damage.

During this reporting period, HED responded to requests for financial and programmatic information from USAID/Haiti, completed a Data Quality Assessment with the USAID/Haiti Mission, and continued to manage the four active partnerships. After the quake, HED began disseminating information on the quake's impact on higher education institutions; 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; 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.

Overview of the U.S.-Haiti Higher Education Partnership Program

Through the creation of four partnerships between Haitian and U.S. higher education institutions, the U.S.-Haiti Higher Education Partnership Program is contributing to economic growth and employment in Haiti by training university faculty and students in high demand fields in the Haitian economy, and by strengthening the capacity of selected Haitian universities to deliver quality degree programs. Two of the partnerships are offering the opportunity for disadvantaged Haitian students to complete their bachelor's degrees in the United States after at least two years of study at Haitian universities.

This approach to capacity building supports the implementation of USAID/Haiti's 2007-2009 Country Strategy, which encompasses a college and university partnership component and a scholarship component for individual Haitians at the undergraduate level. Specifically, the U.S.-Haiti Higher Education Partnership Program responds to USAID/Haiti's Strategic Objective 11: Livelihoods, Program Component 28 (Improve Quality of Workforce through Vocational and Technical Education).

Activities during this Reporting Period *(October 1, 2009 – March 31, 2010)*

Under the U.S.-Haiti Higher Education Partnership Program, four partnerships have been established between colleges and universities in the United States and higher education institutions in Haiti.

During this reporting period, HED responded to requests for financial and programmatic information from USAID/Haiti, completed a Data Quality Assessment with the USAID/Haiti Mission, and continued to manage the four active partnerships. After the quake, HED began disseminating information on the quake's impact on higher education institutions; 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; 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.

A number of notable partnership activities/outcomes were accomplished prior to quake:

- Seven faculty members from the ***State University of Haiti-Faculté d'Agronomie et de Médicine Vétérinaire (FAMV)*** visited the ***University of Florida (UF)*** to participate in customized agribusiness training at UF. The FAMV faculty members subsequently revised the content of seven courses to include entrepreneurship and agribusiness components, and they have improved their teaching capacities.
- The ***University of Massachusetts-Boston (UMass Boston)*** and the ***State University of Haiti-National Institute of Administration, Management and International Studies (INAGHEI)*** introduced two new seminars for the entering class of 300 students. The seminars were divided into two sections of 150 students each. Partners also completed the business management curriculum revision, conducted a research seminar, and established a student internship placement office.
- A visiting faculty member from ***Virginia Polytechnic Institute and State University (Virginia Tech)*** conducted a two-day faculty development workshop at the ***Ecole Superieure d'Infotronique d'Haiti (ESIH)*** with participants from more than 20 organizations.
- Seven undergraduate students from the ***Université Quisqueya (UniQ)*** successfully completed their second semester classes in accounting and finance at ***Missouri Southern State University (MSSU)***. Two UniQ professors from Accounting and Finance visited MSSU to observe courses and conduct guest lectures; and the MSSU accounting syllabus was translated into French and submitted to UniQ's accounting department for review.

After the quake, university administrators from the Haitian partner institutions began assessing damage to determine immediate needs, and the four partnerships began revising their implementation plans to account for the impact of the quake on the capacity of the institutions.

- The destruction of ***FAMV's*** facilities delayed a number of planned activities. The ***UF*** partnership coordinator plans to visit the FAMV in May 2010, to collaborate with colleagues on revisions to the implementation plan.
- The Partnership Coordinator for the ***UMass Boston/INAGHEI*** partnership met with the Executive Council of the State University of Haiti (UEH) immediately following the quake. The Executive Council of UEH then sent a formal letter to the UMass Chancellor seeking assistance and further collaboration with UMass Boston to rebuild UEH. UMass Boston also has established a national planning committee of universities and colleges throughout the United States to assist UEH in rebuilding.
- Since the quake, ***MSSU*** and ***UniQ*** have focused on coordinating the third-country program on International Financial Reporting Standards with Université Savoie, France. They also revised their initial plans for summer internships and workforce development workshops in Haiti. The summer internships will now occur in the United States, and the workforce development workshops will be postponed until fall or winter 2010.
- ***ESIH*** resumed all computer science classes in a temporary space on March 15, 2010. About 700 of 950 students have returned and are expected to complete their academic year in July 2010. ***Virginia Tech*** and ***ESIH*** also have been working closely to ensure that the computer science courses continue, and have installed at ESIH 50 laptops donated from IBM. Voila will provide free Internet service.

Table 1 lists active partnerships by U.S. college or university, Haitian institution, and USAID program area. Table 2 presents these same partnerships by U.S. Congressional district.

Table 1
ACTIVE PARTNERSHIPS
October 1, 2009 through March 31, 2010

U.S. Institution	Host Institution	Country	Development & Program Area
University of Florida	Faculte d'Agonmie et de Medecine Veterinaire	Haiti	Delivering High-Quality Academic Programming in Agribusiness
University of Massachusetts Boston	Institut National d'Administration de Gestion et des Hautes Etudes Internationales	Haiti	Business Administration
Missouri Southern State University	Université Quisqueya	Haiti	Accounting
Virginia Tech University	Ecole Superieure d'Infotronique d'Haiti	Haiti	Partnership to Strengthen Computer Science Capabilities

Table 2.
ACTIVE HAITIAN PARTNERSHIPS BY U.S. CONGRESSIONAL DISTRICTS
October 1, 2009 through March 31, 2010
4 States Represented

State	Congressional District	Number of Partnerships
FL	6th district	1
MA	9th district	1
MO	7th district	1
VA	9th district	1
TOTAL PARTNERSHIPS		**4**

Description of Active Partnerships – Quantitative Information

Results of the following activities are described for four active higher education partnerships under Associate Agreement EHC-A-00-06-00001099 during the reporting period of October 1, 2009 – March 31, 2010.

Results of Institutional Strengthening

The Haiti partnerships reported many activities conducted during this reporting period that resulted in strengthening host country institutions of higher education and improved institutional capacity to address development goals:

- Curricula adaption and change
- Improved teaching methods
- Collaborative research and publication
- Establishment of new academic programs
- Community outreach
- NGO, private sector, and governmental consultation

Curricula adaption, improved teaching methods, modernized course curricula and course offerings to respond to workforce development needs, the establishment of new academic programs, and informed policy were most frequently mentioned as institutional strengthening activities this reporting period.

Table 3 displays the number of times examples of these types of institutional strengthening activities were mentioned, the number of partnerships mentioning the activity, and the percentage of partnerships mentioning the activity. Table 4 describes the number of times these improving institutional capacity activities to address local, regional and national goals were reported.

Table 3.
INSTITUTIONAL STRENGTHENING ACTIVITIES
October 1, 2009 through March 31, 2010
N = 4 partnerships

	Number of Partnerships Mentioning the Activity	Percentage of Partnerships Mentioning the Activity
Adapted/changed/created new curricula	3	75%
Improved methods of instruction	3	75%
Undertook collaborative research	1	25%
Prepared collaborative publications	2	50%
Established new academic programs	2	50%
Improved institutional management procedures	2	50%
TOTAL	**13**	-

Table 4.

IMPROVED CAPACITY TO ADDRESS LOCAL, REGIONAL, AND NATIONAL DEVELOPMENT GOALS

	Number of Partnerships Mentioning the Activity	Percentage of Partnerships Mentioning the Activity
Created workforce development opportunities through public-private partnerships (e.g. internship and experiential learning)	1	25%
Promoted workforce development (not reported above)	1	25%
Involved in community outreach (knowledge to the people)	2	50%
Informed policy at local, community, and/or national levels	1	25%
Worked with government agencies, NGOs, and/or private sector groups	1	25%
Promoted democracy and good governance	1	25%
Worked to improve host country health	1	25%
Promoted environmental protection/preservation	1	25%
TOTAL	**9**	-

Results of Human Capacity Building

Human capacity building is described by the number of individuals receiving training or instruction that supports and/or improves professional and/or academic work. This capacity building is tracked by progress toward degree work (diploma/certificate, baccalaureate, master's, or doctorate) and participation in non-degree training such as exchanges, internships, workshops, seminars, community workshops and training events, and/or special classes.

Table 5.
HUMAN CAPACITY BUILDING
October 1, 2009 through March 31, 2010

	Men	**Women**	**Total**
Scholarships awarded to Haitian individuals	-	-	-
Exchanges to U.S.	9	-	9
Exchanges to Haiti	3	0	3
Internships	0	0	0
Other non-degree training/classes	282	113	395

Table 5.
PARTICIPANTS IN NON-DEGREE TRAINING BY PARTNERSHIP
October 1, 2009 through March 31, 2010

Name of HCN Institution	Men		Women	
	Under 26	26 and over	Under 26	26 and over
Ecole Superieure d'Infotronique d'Haiti	32	1	12	3
Faculte d'Agonmie et de Medecine Veterinaire	0	0	0	0
Université Quisqueya	0	0	0	0
National Institute of Administration, Management and International Studies	241	8	98	0
Total	273	9	110	3

Table 6.

PARTICIPANTS IN EXCHANGES BY PARTNERSHIP
October 1, 2009 through March 31, 2010

Name of HCN Institution	Exchanges to the United States				Exchanges to Haiti			
	Men		Women		Men		Women	
	Under 26	26 and over	Under 26	26 and over	Under 26	26 and over	Under 26	26 and over
Ecole Superieure d'Infotronique d'Haiti	0	0	0	0	0	0	0	0
Faculte d'Agonmie et de Medecine Veterinaire	0	7	0	0	0	0	0	0
Université Quisqueya	0	2	0	0	0	0	0	0
National Institute of Administration, Management and International Studies	0	0	0	0	0	3	0	0
Total	0	9	0	0	0	3	0	0

Partnership Responses to Qualitative Questions

The following responses are summarized from the qualitative questions from the semi-annual partnership progress reports submitted for the period October 1, 2009 – March 31, 2010.

A. How are partnership activities helping to strengthen the capacity of the Haitian higher education institution?

The partnerships reported that they are strengthening the capacity of their Haitian partner institutions by adapting/creating new curricula, improving methods of instruction, preparing collaborative publications, establishing new academic programs, and improving institutional management procedures.

Missouri Southern State University/ Université Quisqueya

The institutional and human capacity of the host country higher education institution has been strengthened through the faculty visit by Henri Bazin (Finance) and Dumard Jean-Charles (Accounting) of UniQ in November 2009. During the visit, Dr. Bazin observed upper division finance and international business classes and became familiar with MSSU course content and pedagogy. In addition, Mr. Jean-Charles observed MSSU Accounting courses, reviewed our syllabi, and exchanged ideas with MSSU faculty which he then presented to the UniQ Accounting Department.

University of Florida/ Faculte d'Agonmie et de Medecine Veterinaire

- Seven FAMV faculty improved their course content and teaching capacities.
- Seven FAMV faculty are able to teach other faculty how to include agribusiness in their courses.
- Seven FAMV faculty are able to produce extension materials to specific target groups.

University of Massachusetts Boston/ Institut National d'Administration de Gestion et des Hautes Etudes Internationales

- Two new first year seminars were introduced to provide both students and professors a broader and interdisciplinary approach to the study and teaching of business.
- It was stressed to INAGHEI students, professors and administrators that improving learning and teaching at the Institute requires full-time staff commitment and dedication.
- INAGHEI professors and administrators expressed commitment to the changes being implemented and recommended by the partnership team.
- 300 students participated in new learning methods and receive instructions on the significance of faculty commitment and responsibilities to students in order to improve learning and teaching.
- A total of 18 students and four faculty members participated in the follow-up research seminar, which was structured to emphasis student-professor research relationship and mentorship as well as the importance of advising student research.
- The internship office was established to assist students gaining real life work experience before graduation.
- The course and instructor evaluation is designed to foster institutional accountability.
- The online resource guide will provide INAGHEI faculty and students with access to valuable research information that will enhance their business education

Virginia Tech University/ Ecole Superieure d'Infotronique d'Haiti

- The academic training of the 5Haitian students constitutes a major aspect of the human capacity development of the VT-ESIH project. Through all of the activities and programs that they have been exposed to, the students are acquiring new technical skills and fine-tuning their leadership capabilities. These will ultimately be of great use to the organizations in Haiti with which they will be affiliated upon their return to the country.
- The October 2009 Haiti faculty workshop focused on improving student graduation rates, improving university governance, increasing the number of female faculty members, and increasing the number of faculty members with PhDs. These have the aim on strengthening the capacity of ESIH's Computer Science program.
- The online learning portal of the program strengthens the capacity of EISH. By providing an easily accessible online collaborative environment through which to communicate, the Moodle site provides an opportunity for increased mentorship and collaboration to occur beyond the planned trips to EISH. Through the site, the project provides another opportunity or venue for collaboration and capacity development to occur.

B. How are the partnership activities helping strengthen the capacity of the Haitian community and/or community institutions and affecting development goals?

The Haiti partnerships are helping strengthen the capacity of the Haitian community and community institutions by connecting the universities with the private sector and by promoting the development of relevant, market-oriented skills in Haiti.

Missouri Southern State University/ Université Quisqueya

Haiti's capacity to address national development goals is strengthened by the outcomes of this partnership in the following manner:

- Seven students will graduate with the potential to make significant contributions to the national economic sector continue their education without interruption

- Data from workshop participants will enable MSSU and UniQ to develop training programs aimed at targeting workforce needs.
- Faculty development is designed to improve instructional methods in Finance and Accounting in order to better prepare graduates to meet national development goals.

University of Florida/ Faculte d'Agonmie et de Medecine Veterinaire

- FAMV faculty members are capable of assisting local entrepreneurs, improving their best management practices, and thereby reducing agricultural waste.
- FAMV faculty members can assist women entrepreneurs in agribusiness.

University of Massachusetts Boston/ Institut National d'Administration de Gestion et des Hautes Etudes Internationales

- The curriculum reform, research seminars, first-year seminars and other student development activities are contributing to forming managers and other professional that can think critically and can respond to the country's to trained professionals and problem solvers.
- The internship office is designed to connect INAGHEI with businesses and provide students access to real life business experiences, hence facilitate formation of business managers.
- Faculty development activities facilitated better learning and teaching which will lead to increase in the pool of competent managers and other professionals.
- Faculty development activities provide INAGHEI faculty members with up-to-date information to support its undergraduate business education.

Virginia Tech University/ Ecole Superieure d'Infotronique d'Haiti

- The academic plan, training programs, leadership activities, and associated support services which were developed for the students are oriented towards strengthening their skills and abilities. This is so they can become part of the cadre of competent and highly skilled professionals which is so desperately needed in Haiti. Given that an educated workforce is needed for economic development and private sector growth, activities have been selected to assist the students in gaining market-oriented skills.
- The October 2009 workshop and follow-up online training focused on improving undergraduate education at ESIH and in Haiti. The topics of study included: curriculum development, instructional design, and quality control for higher education. A special emphasis was also placed on computer science and English as a Foreign Language as key content areas. All of the faculty participants gained skills to help them with the development of new curriculum modules and the evaluation of existing instructional modules.
- The end goal is to help ESIH and other academic institutions in Haiti in meeting the country's workforce needs. Consequently, participation in the program provides professional opportunities through continuing education enabling them to impart new ideas and knowledge which benefits the ESIH and the wider higher education community of Haiti. In addition, the inclusion of women and other disadvantaged students in the training programs will help with the development of more balanced and diversified workforce.

C. How have activities benefited the U.S. higher education institutions?

Missouri Southern State University/ Université Quisqueya

The capacity of the U.S. institution has been strengthened through the faculty visit by Henri Bazin (Finance) and Dumard Jean-Charles (Accounting) of UniQ in November 2009. During the visit, Dr. Bazin, a former finance minister of Haiti, served as a guest lecturer. In this capacity, Dr. Bazin was able to present a first-hand view of the impact of the international financial crisis on the European Union and developing and emerging countries to our students. In addition, Mr. Jean-Charles, who holds a position at the Haitian National Bank (Haiti's equivalent of the Federal Reserve), observed MSSU Accounting courses, reviewed MSSU syllabi, and then exchanged ideas with MSSU faculty. Because of the caliber of instructors at UniQ, it is clear that faculty development in this partnership must be a cooperative - rather than unilateral - intellectual exchange.

University of Florida/ Faculte d'Agonmie et de Medecine Veterinaire

- These activities are broadening the capabilities of the University of Florida and providing another application of theory to practice in agribusiness.
- Eight young Haitian professionals are receiving a scholarship for a Master degree in agriculture including agribusiness at UF (funded by another project in Haiti, but directly related to agribusiness).

University of Massachusetts Boston/ Institut National d'Administration de Gestion et des Hautes Etudes Internationales

- As a result of the above activities, UMass Boston is acquiring much needed expertise in higher education in Haiti and about the society in general. As a result, UMass Boston hosted a major conference on Haitians Building Haiti in preparation for the major UN donor's meeting held on March 31 to solicit international financial support for the reconstruction of Haiti in the aftermath of the January 12th earthquake.
- Comments from UMass Boston faculty members and staff have been solicited by major media outlets.
- The City of Boston has agreed to send 10 students to Haiti in July 2010 through UMass Boston as a result of the Partnership.
- UMass Boston is playing a lead role in creating a consortium of U.S. colleges and universities to assist with the rebuilding of the State University of Haiti.
- UMass Boston is playing a lead role in planning and hosting of a major conference on rebuilding the Haitian public higher education system.
- The above activities and the Partnership helped UMass Boston to establish itself as an informed leader on Haitian public higher education issues.
- Members of the UMB team have published articles, appeared in news programs, and made presentations on the state higher education in Haiti.

Virginia Tech University/ Ecole Superieure d'Infotronique d'Haiti

- As a land-grant university, Virginia Tech takes seriously its motto, Ut Prosim (That I May Serve), by contributing to the economic and social well-being of people around the world. The Department of Computer Science benefits from the mentorships developed between ESIH and VT through the visit in May and the faculty training in July. These trips and follow-on interactions have enabled VT faculty members in the CS department, the Office of International Research Education and Development, and the English

- The Virginia Tech partners and the entire campus has benefited from the cultural exchanges between the five ESIH scholarship recipients and the visiting ESIH faculty members. Other VT students have learned about Haiti and the project through a campus news article, through living in student housing, and through class activities. Faculty members from ESIH have established relationships with faculty members across the VT campus. Also, the emphasis on exploring ways to integrate women and other disadvantaged students in to ESIH curriculum has proven thought provoking and inspiring for VT faculty who also struggle to integrate women into their CS department.

D. What have been the partnerships' greatest successes during the past six months?

Missouri Southern State University/ Université Quisqueya

- Motivating our students to continue with the program despite the critical situation at home.
- Developing an alternative plan now that internships in Haiti are not an option.
- Continuing to collaborate with our Haitian counterparts despite disruptions due to the earthquake.

University of Florida/ Faculte d'Agonmie et de Medecine Veterinaire

Seven FAMV faculty members reported they learned agribusiness and entrepreneurship and would like to receive specific classes and to learn additional skills such as how to make a business plan.

University of Massachusetts Boston/ Institut National d'Administration de Gestion et des Hautes Etudes Internationales

- Completion of the revision of INAGHEI's curriculum
- Implementation of the new first year seminars
- Follow-up to research methods seminar
- Institution of the course and instructor evaluation
- Establishment of the internship office
- Discussions with faculty members, students and administrators on the importance improving teaching and learning through faculty commitment and engagement

Virginia Tech University/ Ecole Superieure d'Infotronique d'Haiti

- Two students made Dean's List for the Fall 2009 Semester.
- Held 3-day faculty development workshop in ESIH, Haiti.
- Continued use of the Moodle site for the VT/ESIH partnership.
- Two students participated in VT YMCA Alternative Break Service program.
- Started summative evaluation of the project with an external evaluator.
- Started Haitian relief efforts including helping displaced Haitian students after the Haitian earthquake.

E. Describe any programmatic challenges during the past six months.

Missouri Southern State University/ Université Quisqueya

The earthquake has posed an obstacle to implementing the following components of the program:

- Planning and confirmation of student internships
- Workforce development activities
- Faculty development visits

University of Florida/ Faculte d'Agonmie et de Medecine Veterinaire

The January 12, 2010 earthquake has been a major obstacle. Its destruction on FAMV facilities has impacted the program by delaying upcoming activities such as traveling, providing specific feedback on classroom instruction to FAMV faculty mentees, and creating advisory board.

University of Massachusetts Boston/ Institut National d'Administration de Gestion et des Hautes Etudes Internationales

- Lack of committed full-time faculty members and administrators
- Unavailability of faculty members to teach during the scheduled and designated hours
- The January 12 earthquake damaged and closed the school.

Virginia Tech University/ Ecole Superieure d'Infotronique d'Haiti

Due to the earthquake, the entire Higher Education infrastructure in Haiti has been destroyed. All buildings in ESIH collapsed, faculty and students were killed, and classes stopped. VT team had to adjust planned activities collect information and evaluate the situation in order to utilize resources efficiently and provide assistance to ESIH where it is needed most.

F. List of Other Collaborating Haitian and U.S. Institutions

A number of Haitian and U.S. government agencies, NGOs, community-based organizations, small businesses, and private sector partners are supporting the Haiti university partnerships.

University of Florida/ Faculte d'Agonmie et de Medecine Veterinaire

FAMV faculty are involved with the USAID/WINNER project (Watershed Initiative for National Natural and Environmental Resources project) to provide assistance at the local level.

University of Massachusetts Boston/ Institut National d'Administration de Gestion et des Hautes Etudes Internationales

- Continue to explore possible collaboration with Partners in Health to support higher education in Haiti.
- Continue to work with Haitian American elected officials to support higher education reform in Haiti.
- Working with the Boston Foundation Haiti Relief and Reconstruction Fund and to assist with the rebuilding of higher education institutions in Haiti.
- Working with several colleges, universities and collegiate associations to support the rebuilding of the State University of Haiti.
- Connecting INAGHEI with US NGO Airline Ambassadors

Virginia Tech University/ Ecole Superieure d'Infotronique d'Haiti

The VT-ESIH project continues to receive support and assistance from a number of US-based organizations. These have joined hands with the project to ensure the broadest possible reach and impact of the project. Among the organizations that have collaborated with the VT-ESIH project are: AHP, Washington DC, the Haitian Alliance, and the YMCA at VT.

Upcoming Activities

In the next reporting period, April 1, 2010 – September 30, 2010, HED will:

- Continue to manage four active partnerships under the U.S.-Haiti Higher Education Partnership Program to ensure they meet performance objectives;
- Issue press releases and success stories about the 4 partnerships;
- Continue 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's destruction
- Work with the 4 partnerships to develop post-quake implementation plans and strategies and extend end dates as necessary;
- Conduct partner teleconferences to facilitate program implementation;
- Work with USAID/Haiti, Virginia Tech, Missouri Southern State, and other stakeholders to develop a strategy for the 12 undergraduate Haitians who graduating in May and December 2010.
- Collaborate with USAID/Haiti to revise the Associate Award end date and partnership activities in light of the earthquake; and
- Submit FY10 indicators for the 4 active partnerships.

U.S. Agency for International Development (USAID) and
Higher Education for Development (HED)

USAID/Washington Associate Award:

"Support for Two African Partnerships Promoting Clean Drinking Water and/or Hygiene"

SEMI-ANNUAL REPORT
June 2010

For October 1, 2009 – March 31, 2010

Cooperative Agreement No. AEG-A-00-05-00007-00
Associate Cooperative Agreement No. EPP-A-00-09-00005-00

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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.
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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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Executive Summary

An Associate Award with USAID/Washington was signed in October 2009, establishing collaboration with EGAT/ED's Water Team (USAID/EGAT/NRM). The purpose of the award is to provide funding for two partnerships between higher education institutions in the United States and in Africa. Both partnerships were awarded prior funding from HED through merit-based, open competition. This funding allows the work to continue in order to ensure that activities are sustained and impacts achieve scale.

The partnership between ***Cornell University***, ***Tompkins Cortland Community College***, and ***Bahir Dar University*** in Ethiopia is strengthening both human and institutional capacity at Bahir Dar University to deal with water and sanitation issues in local communities. The partners will provide master's degrees to a minimum of 40 graduate students following a curriculum that includes participatory skills, watershed management, water supply and interdisciplinary implementation are taught.

The ***State University of New York, Albany***; ***Tuskegee University***, and ***Makerere University*** in Uganda partnership are collaborating to strengthen both human and institutional capacity at Makerere University to address safe drinking water issues in two selected communities. It is expected that Makerere University and its faculty will have the skills and knowledge to promote safe drinking water throughout Uganda. The partners also are developing greater capacity within the selected communities to identify and deal with water and sanitation issues so that community members are enabled to address the issues. It is expected that trained community members will also be empowered to transfer their knowledge to other communities.

Background and Overview of the USAID/Washington Associate Award

The FY 2008 Omnibus Appropriations Act language states that *"not less than $300,000,000 shall be made available for safe drinking water and sanitation supply projects, including water management related to safe drinking water and sanitation, only to implement the Senator Paul Simon Water for the Poor Act of 2005 (Public Law 109-121)."*

> **Definition:** The purpose of this earmark is to increase sustainable access to safe drinking water and sanitation and improve hygiene. Eligible activities must have a stated intent to address these goals as a primary or secondary objective, and demonstrate that intent through objectively verifiable indicators linked to these goals.

Funds may be used for activities that have primary and direct goals of increasing access to improved drinking water supply and sanitation services; enhancing the quality of those services; and/or improving hygiene conditions.

Two HED partnerships in African countries have focused on the ability of higher education to address the issues of clean drinking water and water management related to improved sanitation and hygiene outcomes. These partnerships were selected by peer review panels for funding through an open competition process in 2000 and 2003, respectively. At USAID's request, HED invited both of these partnerships to submit an implementation and budget plan for a three-year follow–on award of up to $300,000. The Water Team Leader confirmed that both applications met the definition outlined in the Appropriations Act and recommended both applications for funding.

During this reporting period, HED:

- collaborated with USAID and the university partners to ensure that Initial Environment Examination (IEE) compliance requirements were met;
- finalized and executed agreements of cooperation with Cornell University and with the State University of New York, Albany;
- conducted separate post-signing teleconferences with Cornell and SUNY-Albany;
- collaborated with USAID to establish procedures to process J-1 visas through TraiNet for both programs;
- assisted SUNY-Albany and Cornell with questions and issues regarding TraiNet; and
- monitored implementation of the program by Cornell and SUNY-Albany to ensure program objectives are being met.

Major Activities during this Reporting Period

Since the initiation of partnership activities in January 2010, the ***Cornell University, Tompkins Cortland Community College, and Bahir Dar University partnership*** has engaged in a number of capacity-building activities. They include:

- 14 Ethiopia-based students passed two intensive courses toward the Master's of Professional Studies.
- A third course commenced on March 31
    - Coursework includes "exchanges" in which U.S.-based faculty visit Ethiopia for 3-4 week stretches to teach one intensive course.
    - These courses also are a prerequisite for a water supply course (April to early May) and for student research projects (July and after).

The State University of New York, Albany, Tuskegee University, and Makerere University partnership are in the process of negotiating subawards. The agreement of cooperation with ACE/HED was executed in February 2010, one month prior to the end of this reporting period.

Partnership activities and outcomes are provided in the Semi-Annual Progress Report submitted by the aforementioned partnerships received by HED April 30, 2010 (see Appendix A).

Challenges or Delays during this Reporting Period

Some identified challenges included:

Cornell University, Tompkins Cortland Community College, and Bahir Dar University partnership

- **Challenge--**At the Ithaca NY Cornell campus, students use commercial software from ESRI on lab computers because that is in universal use in U.S. professional practice. An academic license costs about US$100 per computer per year. The Bahir Dar University GIS + modeling course in the MPS curriculum drew 25 students for this cycle, far more than the number of ESRI licenses affordable to the program. Thus, only a few students can work concurrently using ESRI software.
- **Resolution--** In late March, the partners substituted free software ILWIS (University of Twente, The Netherlands) and MapWindow (Utah State University, USA) for ESRI's commercial software. Class assignments were adapted to the limitations of these free packages.

The State University of New York, Albany; Tuskegee University, and Makerere University partnership

- SUNY Research Office is in the process of finalizing subcontracts with Uganda and Tuskegee University.

Conclusion and Upcoming Activities

During this reporting period, HED collaborated with USAID and university partners to ensure that Initial Environment Examination (IEE) compliance requirements were met and established procedures to process J-1 visas through TraiNet. HED negotiated and executed agreements of cooperation with Cornell University and with the State University of New York, Albany. HED conducted separate post-signing teleconferences with Cornell and SUNY-Albany, and continues to monitor the implementation of the programs to ensure that program objectives are being met.

Anticipated partnership undertakings during the next six months (April 1, 2010 – September 30, 2010) include:

Cornell University/Bahir Dar University

The second cohort of students will pursue the following activities by September 2010:

- fourth three-week course: water supply (April)
- May break during elections
- fifth course: economic and social survey analysis (June)
- research project proposals due (early June); review
- field research projects initiated (July)

- sixth course: soils (August)
- seventh course: participatory watershed engineering (September)

State University of New York/Albany/Makerere University

- Finalize subaward agreements
- Hire staff in Uganda
- Dr. Ssempebwa will visit Albany in one week's time for additional planning purposes
- Drs. Carpenter, Ankumah and DeRosa will visit Uganda within the next several months.

Appendix: Semi-Annual Progress Reports

(due to HED April 30, 2010; submitted by Cornell University and SUNY)

Higher Education for Development
Knowledge, Partnerships, Results

Collaborative Partnerships Program

Semi-Annual Progress Report

Report Period
October 1, 2009 (January 1, 2010) – March 31, 2010

Due April 30, 2010

INTRODUCTION

The information partnerships provide create the basis of HED's partnership results disseminated to the United States Agency for International Development (USAID), and the higher education community. USAID will use this information to report development results to the U.S. Congress. Your contribution of information is critical to the overall understanding of development and the future funding of such programs.

PARTNERSHIP INFORMATION

Partnership Title: Improved Drinking Water Resource Utilization through Integrated University Research, Planning, and Training Initiatives in the Lake Tana Region Ethiopia

Development Area/Sector of Focus: Water resources management

U.S. Partner Institution(s): Cornell University, Tompkins Cortland Community College

U.S. Partnership Director(s):
Name: Dr. Tammo S. Steenhuis, Professor
Telephone: 607-255-2489
E-mail: tss1@cornell.edu

Host Country(ies): Ethiopia

Host Country Partner Institution(s): Bahir Dar University

Host Country Partnership Director(s):
Name: Baylie Damtie, Vice President of Academic Affairs and Research
Telephone: 251918769112
E-mail: bayliedamtie@yahoo.com

Partnership Web Site (if any)**:** (none at this time)

Please mail or e-mail the completed report and any attachments to your primary contact at:
Higher Education for Development
1 Dupont Circle, NW, Suite 420
Washington, DC 20036-1110

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED **by the due date**. It is also the U.S. institution's responsibility to translate responses to English, as necessary.

- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.

- Please include as much information as necessary to answer the questions completely. Enter zeros when necessary. If any spaces are left blank, the report will be returned for completion.

- The U.S. institutional partner is required to enter information about all training activities for host country nationals that take place in the United States, the host country, or a third country into USAID's TraiNet system. The results of these progress reports will be compared with data the partnership has entered into TraiNet. For more information regarding TraiNet, please contact trainet-vcs@sraprod.com or 703-879-8611.

OVERVIEW OF PARTNERSHIP REPORTING REQUIREMENTS

Report Name	Period Covered	Date Due
Semi-Annual Progress Report	10/1 – 3/31	April 30
Semi-Annual Progress Report	4/1 – 9/30	October 15
Final report	Entire Award Period	30 days after sub-agreement end date

Please note that the current contract began in January 2010, and primary work began in February 2010, thus this report effectively covers two months of activity.

I. QUALITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – MARCH 31, 2010

1. Describe in bullet form the **major activities** for this partnership during the past six months (contract beginning 1/1/10 - 3/31/10).
   (see table below)

2. For each of the **above activities**, describe the results and/or outcomes for each activity; answer in bullet form if appropriate.
   (see table below)

If helpful, instead of answering questions 1 and 2, you may use the following chart for reporting the activities and outcomes associated with specific partnership objectives. Please feel free to insert additional lines as needed.

ACTIVITY	OUTCOME
1. Coursework for the second group of Masters of Professional Studies students. Three intensive courses. (See notes in quantitative section for course topics.) The coursework includes "exchanges" in which US-based faculty visit Ethiopia for 3-4 week stretches to teach one intensive course.	1. All 14 Ethiopia-based students have passed two courses already completed. (A third course is underway as of 3/31.) These are prerequisites for a water supply course (April to early May) and for student research projects (July and after).

Note about coursework: A course occupies full days for three to four consecutive weeks. Only one course is given at a time, and all students in the curriculum take the same courses.

3. How are the above activities and outcomes reported in questions 1 and 2 benefiting and/or helping to strengthen the **institutional capacity** and the **human** capacity of the **host country higher education institution(s)**?

   Cumulative effect of this period and earlier work: Through collaborative course design and teaching, Bahir Dar University staff and faculty are gaining experience toward teaching an integrated program and managing a graduate program from Cornell University, which has a long standing graduate program. After the initial joint development and operation period, it is intended that Bahir Dar University will take over the Graduate Program and place it most likely in the School of Civil and Water Resources Engineering.

4. How are the above activities and outcomes from this partnership benefiting and/or helping to strengthen the capacity to address **national development goals**?

   The above activities are steps toward developing skilled professionals in watershed management with a special emphasis on rural water supply. The July 2002 "Ethiopia: Sustainable Development and Poverty Reduction Program" stated the problem and opportunity of water supply:

   Supplying adequate and clean water to the population improves many of the economic and social dimensions of poverty. It improves the health of the population with concomitant advances in the quality of life. Moreover, it releases the labor (particularly that of women and female children) used to carry water, which in turn could be used elsewhere, mainly in education for girls. Increases in

the availability of water are also essential for crop production, livestock rearing, and electricity (power) generation."

Access to safe potable water in the year 2000 for urban areas in Ethiopia was 72%, and if Addis Ababa is excluded the figure drops to 38%. Access to safe potable water for rural Ethiopia is about 24%. The country utilizes only a small proportion of its aggregate annual run-off of 122 billion cubic meters and its ground water potential of 2.6 billion cubic meters. Moreover, the country's hydropower generation potential of 650 TWH per year and 10 million hectare of potentially irrigable land is almost untouched. Except for Addis Ababa and a few urban centers, sanitation facilities are basically non-existent.

The national program includes many goals, several of which are central to the activity under the current contract:

- *Undertake soil and water conservation measures that reduce soil erosion and reservoir siltation.*
- *Encourage and promote local community participation in watershed management and water conservation measures and practices.*
- *Promote, build and strengthen partnerships between community, government, private sector, and external support agencies. For this purpose, establish mechanisms such as, water committees, water boards, and water users associations, professional and civic associations.*
- *Assess technical capacity gaps, develop training programs to bridge them, and implement these programs. Strengthen the technical capacities of all stakeholders in relevant aspects of water resources development, planning and management.*

While there has been progress in providing protected water supply, many projects have failed shortly after construction, often a result of design failures and the lack of community involvement during planning, design, and construction. One major problem is that many civil and environmental engineers, especially in developing countries, are traditionally trained to optimize designs according to physical engineering principles, with inadequate attention to community capabilities and values. The graduate training program is targeted directly at preparing professionals who will engage communities in water resource system design, development, and operation.

5. How are these activities and outcomes benefiting the **U.S. higher education institution(s)?**

Graduate students at Cornell are gaining experience in teaching courses at the graduate level, in Ethiopia; this includes one course underway as of March 31, taught by PhD candidate Daniel Fuka. Back in the United States, using Ethiopian case studies diversifies the geographic and cultural coverage of Cornell's research, allowing the University's work to have broader application. The campus

community is enriched by the Ethiopian resident students' and exchange visitors' presence.

6. Briefly describe the involvement of other collaborating host country stakeholders (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

   Students in the third course of the spring 2010 term learned Geographic Information System (GIS) and Global Positioning System (GPS) techniques through a class project in collaboration with the local **Rotary International** club. This technology was used to help design a waterfront park for Lake Tana in Bahir Dar.

   (Most stakeholders typically become engaged through student research projects which are designed in May and carried out in July and afterward.)

7. Briefly describe the involvement of other collaborating U.S. stakeholders (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

   (There were no other domestic US stakeholders involved between January and March 2010.)

8. What has been the partnership's **greatest success(es)** during the past three months?

   The successful launch of the second cohort of the Master of Professional Studies Program in February, 2010 was a landmark toward Bahir Dar University becoming self sufficient to offer this program in later years. There was sufficiently good experience gained in the first round (2007-2009) to merit the program's continuation. (Note: The origin of this success was entirely before the current contract, thus this is not reported as a success story for the current contract.)

9. Please explain any **changes, obstacles, and/or delays** to the implementation of activities during the last six months (beginning of contract January 1, 2010 – March 31, 2010).

   There were no major unexpected obstacles or delays during this period. The scope of activity remains as planned.

An expected obstacle relates to GIS teaching. At the Ithaca NY Cornell campus, students use commercial software from ESRI on lab computers because that is in universal use in US professional practice. An academic license costs about US$100 per computer per year. The Bahir Dar University GIS + modeling course in the MPS curriculum drew 25 students for this cycle, far more than the number of ESRI licenses affordable to our curriculum. Thus only a few students can work concurrently using ESRI software.

Please comment on how they were/will be addressed:

In late March we substituted free software ILWIS (University of Twente, The Netherlands) and MapWindow (Utah State University, USA) for ESRI's commercial software. Class assignments were adapted to the limitations of these free packages.

10. Outline your partnership's **planned activities** and an approximate timeline for the next six months.

The second cohort of students will pursue the following activities by September 2010:

- fourth three-week course: water supply (April)
- (May break during elections)
- fifth course: economic and social survey analysis (June)
- research project proposals due (early June); review
- field research projects initiated (July)
- sixth course: soils (August)
- seventh course: participatory watershed engineering (September)

11. Of these activities, please list which will provide good opportunities for USG visits.

Note: We met Yitayew Ababe of the USAID office in Ethiopia, discussing possible contacts for this project and future cooperation. We also wrote Belay Demissie who is the agricultural officer for USAID in Ethiopia.

USG personnel are welcome to visit classes. They should consult with Amy Collick (email: asc38@cornell.edu , onsite in Bahir Dar) and Tammo Steenhuis about calendar details. Especially good times would be when a particular USG staffer has something to contribute to a particular class (as projected in #10) -- a guest in discussion or presentation can be a welcome change for the students and faculty during an intensive 3-4 week course.

12. Overall, activities for this partnership are:
__X__on schedule
_____ahead of schedule
_____behind schedule

II. QUANTITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 (January 1, 2010) – March 31, 2010

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **NB: To avoid double counting, report only NEW participant numbers for this reporting period.**

TABLE 1. Participant Information

Activities for Current Reporting Period	Number of New MALE Participants*					Number of New FEMALE Participants*					Location of Activity		Total NEW Participants this Reporting Period
	Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		United States	Host Country	
		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over			
1) Number of HCNs receiving USG scholarships (including cost-share scholarships)	-	4	7	-	-	-	2		-	-	1	12	13
2) Number of US participants receiving USG scholarships (including cost-share scholarships)													0
Description of scholarships: 12 host country nationals received assistantships with 1000 Birr (ETB) compensation. One HCN was in the US working on a PhD program.													
3) Number of HCNs completing USG-funded exchanges (including cost-share exchanges)	-	-	-	-	-	-	-	-	-	-	0	**N/A**	0

4) Number of US participants completing USG-funded exchanges (including cost-share exchanges)	2	-	1	-	-	-	-	-	-	1	**N/A**	4	4
Description of exchanges: These are all in the context of a Masters-level curriculum in the field of International Agriculture and Rural Development with a concentration in Integrated Watershed Management and Rural Water Supply. (See also Table 2.) Courses are taught intensively one at a time, each lasting three or four weeks. 1. Tammo S. Steenhuis, Biological and Environmental Engineering, conducted the first course for the second cohort of graduate students in the program. The course covered watershed management, design, and planning. Seifu Admassu, a PhD candidate in Biological and Environmental Engineering at Cornell, co-taught this course. (Mr. Admassu is not counted as an exchange since he was a scholarship student under category 1.) 2. Dwight D. Bowman and Janice Liotta (Microbiologists in Cornell's College of Veterinary Medicine) conducted a course on pathogenic microbes in soil, manure and water including practical laboratory methods for isolating and detecting pathogens. 3. In March, Daniel Fuka, Cornell Biological and Environmental Engineering PhD candidate, began conducting a course at Bahir Dar in Geographic Information Systems and Remote Sensing, with special attention to hydrological analysis and modeling. This course completed successfully after March 31.													
5) Number of HCNs participating in partnership-related **internships**	-	-	-	-	-	-	-	-	-	-	-	-	0
6) Number of US individuals participating in partnership-related **internships**	-	-	-	-	-	-	-	-	-	-	-	-	0
Description of internships: (none were planned in this period)													
7) Number of HCNs receiving non-degree training – workshops, seminars, special classes (not exchanges, not internships, not certificate programs)	-	-	-	'	'	-	-	-	-	-	-	-	**
Description of non-degree training: (none were planned in this period)													

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and over)

**Note: Tables 1 and 2 track explicitly the students in degree programs of the Partnership. The third course (GIS and simulation modeling) engaged an additional 12 students from engineering majors that are not part of the Partnership.

TABLE 2. Formal Training (including degrees and certificate training)

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **To avoid double counting, report only NEW participant numbers for this reporting period.**

FORMAL PROGRAM	Location of Training		Number of New MALE Participants*		Number of New FEMALE Participants*		Degrees, Certificates, & Diplomados Awarded this Reporting Period			
							MEN		WOMEN	
	United States	Host Country	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over
Certificate/ Diplomado (formal non-degree training)										
Baccalaureate										
Masters		14	4	7	3	0	0	0	0	0
Doctorate	1			1						
Dual Degrees [1]										
Joint Degrees [1]										

Describe **training** programs: Courses in the Master of Professional Studies program are conducted by Cornell University at Bahir Dar University. Related student research is conducted in Ethiopia. Administration, courses, and research are collaborative between Bahir Dar University and Cornell University. The curriculum lasts about two years with the first primarily in classroom studies and the second in projects. Students currently receive a Cornell University degree; later groups will receive a Bahir Dar University degree.

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and older)

TABLE 3. Leveraged Contributions Made this Reporting Period (10/1/2009-3/31/2010).

CONTRIBUTIONS	Name of Contributor	Description of Contribution	Estimated Dollar Value of Contribution
Other leveraged contributions not reported as official or proposed **cost share**. (See Glossary for definitions.)	(None proposed)		

TABLE 4. Institutional Capacity Strengthening Activities

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefiting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Host Country Institution(s)			U.S. Institution(s)		
	Yes	No	Description	Yes	No	Description
Adapted/changed/created new curricula	X		Second round of courses represents refinements of first round (2007-2009).	X		(as at left)
Improved methods of instruction	X		Computing support improved at Bahir Dar via providing network software services for the group's lab that depend less on central Bahir Dar University software.	X		(as at left)
Undertook collaborative research		X	(Student research by second cohort begins later in 2010. Earlier student group completed work prior to this contract.)		X	(as at left)

Prepared collaborative publications	X		Arrangements have been made for the second cohort students to submit papers to international journals, preparing them better to participate in the international professional community as well as making their work more accessible to others.	X		(as at left)
Established new academic programs		X	(continuing recent program)		X	(continuing recent program)
Improved institutional governance		X			X	
Improved institutional management procedures		X			X	
Other institutional strengthening:						

Note: all teaching and research activities are joint ventures. Students receive Cornell University degrees, thus improvements to course content and support infrastructure at Bahir Dar are benefits to both Bahir Dar University and Cornell University.

TABLE 5.Improved Institutional Capacity to Address Local, Regional, and National Development Goals

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefitting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Yes	No	Description
Promoted workforce development	X		The curriculum is intended to train engineers who will be capable of designing sustainable local water supply and sanitation systems for rural communities in Ethiopia.
Involved in community outreach (knowledge to the people) – oral and/or written	X		The curriculum includes civic service activities, such as the class project to develop maps for a new waterfront park for Lake Tana (with the Bahir Dar Rotary club).
Informed policy at local, community, and/or national levels		X	(intended later in 2010 through pending student projects)
Worked with government agencies, NGOs, and/or private sector groups	X		(Class project with local Rotarians, see above.)

Promoted economic growth		X	(pending student projects later in 2010 may influence this)
Promoted democracy and good governance		X	
Worked to improve host country health	X		Indirectly: foundations laid via environmental engineering training will strengthen the institutions that employ the students.
Promoted environmental protection/preservation	X		Indirectly: foundations laid via environmental engineering training will strengthen the institutions that employ the students.
Other work toward development goals:			

III. PARTNERSHIP PROFILE, SUCCESS, AND DISSEMINATION

1. In approximately one page or less, please provide an executive summary of your higher education partnership, as described in the partnership sub-agreement. This profile piece will provide us with valuable information for reports to USAID and to the higher education community—critical material for verbal discussions, printed reports, and on-line publications. The profile should include:

   - Key **development issue(s)** being addressed;
   - Overall **objective(s)** for the partnership;
   - Primary **activities** of the partnership;
   - **Outcomes** this fiscal year.

Development Problems and the Partnership:

Rural people's access to protected drinking water supplies and sanitation services in Ethiopia is among the lowest in Sub-Saharan Africa. While water supply and sanitation coverage has expanded in recent years, many systems fail shortly after construction, often a result of design failures and the lack of community involvement. As a result many well intentioned projects are neither maintained nor fully utilized locally, or may fail entirely due to lack of maintenance.

By augmenting engineering curriculum and design principles, involving students in participatory methods that enable them to extract important local design information from stakeholders, and allowing students the opportunity to conduct research on these systems in the field, the future generation of practitioners will be more sensitive to the local context and will be capable of designing more sustainable water resource systems.

Our partnership centers upon Bahir Dar University in Ethiopia and Cornell University in NY, USA. Additional institutional partners include Tompkins Cortland Community College in NY, USA, the International Water Management Institute (IWMI) East Africa and Nile Basin Office in Addis Ababa, Ethiopia and the Yigal Allon Kinneret Limnological Laboratory (KLL) in Israel.

Objectives:

The long term goal of the project is to meet the United Nations Millennium Development Goals (MDGS) "Ensuring environmental sustainability" and in particular "to integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources" and "Reduce by half the proportion of people without sustainable access to safe drinking water". Although progress is being made in Ethiopia towards these goals, it needs to
accelerate in order to meet the goal of the MDGS. Fostering partnerships with communities and encouraging participation from the outset in project design, development, and maintenance will improve not only education, but also access to safe drinking water. Our objectives toward these goals include:

1. Produce a "client-centered" approach when designing small-scale water development. Students will be trained to work together as practitioners and will be well versed in community participation methods.

2. Engender sustainable development of water resources. Students will be trained in sustainable use and development of water resources, emphasizing foresight about the long-term consequences of water development decisions.

3. Promote the use of safe drinking water. Students will understand the relationship between water-related illnesses and the presence of harmful pathogens so that they can design systems that prevent water borne diseases.

4. Improve water supply systems through field based research and design. Students will have experience in working with communities on various aspects of water supply systems and their surrounding watersheds.

Approach and activities:

We intend to provide a masters degree to a minimum of 40 graduate students following a curriculum in which participatory skills, watershed management, water supply and interdisciplinary implementation are taught. The curriculum consists of a sequence of intensive courses plus team or individual research in the field. Coursework includes watershed management and planning, water supply systems, participatory community water supply and watershed management, applied pathogen microbiology, geographic information systems and modeling. Individual or team thesis projects provide hands-on experience in several aspects of providing safe and clean potable water, working closely with cooperators and rural community stakeholders.

2. Include one or two well-crafted **success stories** related to your partnership (see attached success story outline as a guide).

   The first three months of the current contract were insufficiently long to provide new success stories. The program which this contract continues had a landmark before this contract began: commitment by all parties to a second year of the graduate curriculum.

3. How has information about your partnership been disseminated during this reporting period?

   If appropriate, please provide HED with samples of the following as attachments to this report:

   - Photographs (enclose prints or a CD-rom with high resolution images);
   - Articles publishes in the campus, local, national, or international media;
   - Papers published or presented;
   - Features in any other media.

Please note that any photos submitted are intended to be used for USG publicity materials. USAID and HED reserve the right to use these images in its fact sheets, success stories, presentations, website, and other outreach materials. Please include a caption and photo credit information with the images.

(There has been no special outreach during the first three months of this contract. The second cohort of students had already been admitted by the time the contract was executed. Promotional materials may be helpful for a third group of students for 2011 or later.)

4. We invite you to share any additional information or comments about your partnership.

   (None provided at this time.)

THANK YOU FOR YOUR COOPERATION!

Higher Education for Development

Knowledge, Partnerships, Results

Collaborative Partnerships Program

Semi-Annual Progress Report

Report Period
October 1, 2009 – March 31, 2010

Due April 30, 2010

INTRODUCTION

The information partnerships provide create the basis of HED's partnership results disseminated to the United States Agency for International Development (USAID), and the higher education community. USAID will use this information to report development results to the U.S. Congress. Your contribution of information is critical to the overall understanding of development and the future funding of such programs.

PARTNERSHIP INFORMATION

Partnership Title: Drinking water supply, sanitation, and hygiene promotion: Health interventions in two urban communities of Kampala City and Mukono Municipality, Uganda.

Development Area/Sector of Focus: Africa, Drinking Water
U.S. Partner Institution(s): University at Albany
U.S. Partnership Director(s):
Name: David O. Carpenter, M.D.
Telephone:518-525-2660
E-mail: carpent@uamail.albany.edu

Host Country(ies): Uganda

Host Country Partner Institution(s): Makerere University

Host Country Partnership Director(s):
Name: John Ssempebwa, Ph.D.
Telephone: 256-772-963074
E-mail: jssemps@musph.ac.ug

Partnership Web Site (if any)**:** None

Please mail or e-mail the completed report and any attachments to your primary contact at:

Higher Education for Development
1 Dupont Circle, NW, Suite 420
Washington, DC 20036-1110

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED **by the due date**. It is also the U.S. institution's responsibility to translate responses to English, as necessary.
- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.
- Please include as much information as necessary to answer the questions completely. Enter zeros when necessary. If any spaces are left blank, the report will be returned for completion.
- The U.S. institutional partner is required to enter information about all training activities for host country nationals that take place in the United States, the host country, or a third country into USAID's TraiNet system. The results of these progress reports will be compared with data the partnership has entered into TraiNet. For more information regarding TraiNet, please contact trainet-vcs@sraprod.com or 703-879-8611.

OVERVIEW OF PARTNERSHIP REPORTING REQUIREMENTS

Report Name	Period Covered	Date Due
Semi-Annual Progress Report	10/1 – 3/31	April 30
Semi-Annual Progress Report	4/1 – 9/30	October 15
Final report	Entire Award Period	30 days after sub-agreement end date

I. QUALITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – MARCH 31, 2010

1. Describe in bullet form the **major activities** for this partnership during the past six months (10/1/09-3/31/10).

The grant has been awarded, but the funding has not yet been established at the University at Albany, so no subcontracts have yet been executed.

With regard to progress, we are currently completing Institutional Review Board (IRB) approvals. Dean William Bazeyo of the College of Health Sciences and Co-PI, Dr. John Ssempebwa, who is the Head of the Department of Disease Control and Environmental Health at Makerere University, will visit next month. We will confer on steps to be taken to get the project underway throughout their visit.

We obviously have no outcomes to report at present, but hope that we will be able to hire staff, proceed with staff training and then proceed to community work shortly.

2. For each of the **above activities**, describe the **results and/or outcomes** for each activity; answer in bullet form if appropriate.

If helpful, instead of answering questions 1 and 2, you may use the following chart for reporting the activities and outcomes associated with specific partnership objectives. Please feel free to insert additional lines as needed.

ACTIVITY	OUTCOME
1.	1.
2.	2.
3.	3.
4.	4.

3. How are the above activities and outcomes reported in questions 1 and 2 benefiting and/or helping to strengthen the **institutional capacity** and the **human capacity** of the **host country higher education institution(s)**?

   N/A at present

4. How are the above activities and outcomes from this partnership benefiting and/or helping to strengthen the **capacity** to address **national development goals**?

   N/A at present.

5. How are these activities and outcomes benefiting the **U.S. higher education institution(s)**?

   N/A at present

6. Briefly describe the involvement of **other collaborating host country stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

   N/A at present.

7. Briefly describe the involvement of **other collaborating U.S. stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

   We are prepared to issue a subcontract to Tuskegee University as soon as funds are received in Albany.

8. What has been the partnership's **greatest success(es)** during the past six months?
   Finally getting the award!!

9. Please explain any **changes, obstacles, and/or delays** to the implementation of activities during the last six months (October 1, 2009 – March 31, 2010).

   Our Research Office is in the process of finalizing subcontracts with Uganda and Tuskegee.

   Please comment on how they were/will be addressed:

10. Outline your partnership's **planned activities** and an approximate timeline for the next six months.

    We need to hire staff in Uganda as soon as possible. Dr. Ssempebwa will visit Albany in one week's time for additional planning purposes. Drs. Carpenter, Ankumah and DeRosa will visit Uganda within the next several months.

11. Of these activities, please list which will provide good opportunities for USG visits.

12. Overall, activities for this partnership are:
    _____on schedule
    _____ahead of schedule
    XXX behind schedule

II. QUANTITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – March 31, 2010

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **NB: To avoid double counting, report only NEW participant numbers for this reporting period.**

TABLE 1. Participant Information

Activities for Current Reporting Period	Number of New MALE Participants*					Number of New FEMALE Participants*					Location of Activity		Total NEW Participants this Reporting Period
	Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		United States	Host Country	
		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over			
1) Number of HCNs receiving USG scholarships (including cost-share scholarships)													
2) Number of US participants receiving USG scholarships (including cost-share scholarships)													
Description of scholarships:													
3) Number of HCNs completing USG-funded exchanges (including cost-share exchanges)												N/A	
4) Number of US participants completing USG-funded exchanges (including cost-share exchanges)											N/A		
Description of exchanges:													

5) Number of HCNs participating in partnership-related internships													
6) Number of US individuals participating in partnership-related internships													
Description of internships:													
7) Number of HCNs receiving non-degree training – workshops, seminars, special classes (not exchanges, not internships, not certificate programs)													
Description of non-degree training:													

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and over)

TABLE 2. Formal Training (including degrees and certificate training)

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **To avoid double counting, report only NEW participant numbers for this reporting period.**

FORMAL PROGRAM	Location of Training		Number of New MALE Participants*		Number of New FEMALE Participants*		Degrees, Certificates, & Diplomados Awarded this Reporting Period			
							MEN		WOMEN	
	United States	Host Country	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over
Certificate/ Diplomado (formal non-degree training)										
Baccalaureate										
Masters										
Doctorate										
Dual Degrees [1]										
Joint Degrees [1]										

Describe **training** programs:

[1] Describe types of degrees:

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and older)

TABLE 3. Leveraged Contributions Made this Reporting Period (10/1/2009-3/31/2010).

CONTRIBUTIONS	Name of Contributor	Description of Contribution	Estimated Dollar Value of Contribution
Other leveraged contributions not reported as official or proposed **cost share**. (See Glossary for definitions.)			

TABLE 4. Institutional Capacity Strengthening Activities

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefiting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Host Country Institution(s)			U.S. Institution(s)		
	Yes	No	Description	Yes	No	Description
Adapted/changed/created new curricula						
Improved methods of instruction						
Undertook collaborative research						
Prepared collaborative publications						
Established new academic programs						
Improved institutional governance						
Improved institutional management procedures						
Other institutional strengthening:						

TABLE 5.Improved Institutional Capacity to Address Local, Regional, and National Development Goals

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefitting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Yes	No	Description
Promoted workforce development			
Involved in community outreach (knowledge to the people) – oral and/or written			
Informed policy at local, community, and/or national levels			
Worked with government agencies, NGOs, and/or private sector groups			
Promoted economic growth			
Promoted democracy and good governance			
Worked to improve host country health			
Promoted environmental protection/preservation			
Other work toward development goals:			

III. PARTNERSHIP PROFILE, SUCCESS, AND DISSEMINATION

1. In approximately one page or less, please provide an executive summary of your higher education partnership, as described in the partnership sub-agreement. This profile piece will provide us with valuable information for reports to USAID and to the higher education community—critical material for verbal discussions, printed reports, and on-line publications. The profile should include:

   - Key **development issue(s)** being addressed;
   - Overall **objective(s)** for the partnership;
   - Primary **activities** of the partnership;
   - **Outcomes** this fiscal year.

The key issue to be addressed by this partnership grant is to improve the knowledge and access to safe drinking water and improved sanitation in two slum communities in Uganda. This will be approached through training activities, measurement of bacterial levels in water and efforts to empower the community members to be more in control of their own health by increasing their understanding of the dangers of consuming contaminated water.

With regard to progress, we have just received funding, we are currently completing IRB approvals, and just this week we have been visited by Dean William Bazeyo of the College of Health Sciences, and my Co-PI Dr. John Ssempebwa, who is the Head of the Department of Disease Control and environmental Health at Makerere University ini Kampala, Uganda. We are conferring all week long on steps to be taken to get the project underway.

We obviously have no outcomes to report at present, but hope that we will be able to hire staff, proceed with staff training and then proceed to community work shortly.

2. Include one or two well-crafted **success stories** related to your partnership (see attached success story outline as a guide).

   Our major success is that we trained Dr. Ssempebwa who received his PhD degree from the University at Albany in 2003, and now he is the head of the department back at Makerere University, which was the goal of our original HED grant, and is our major collaborator in this new activity. The fact that the Dean of the School visited with us this week is yet another indication of how important our collaboration is.

3. How has information about your partnership been disseminated during this reporting period?

   If appropriate, please provide HED with samples of the following as attachments to this report:

   - Photographs (enclose prints or a CD-rom with high resolution images);
   - Articles publishes in the campus, local, national, or international media;
   - Papers published or presented;
   - Features in any other media.

Please note that any photos submitted are intended to be used for USG publicity materials. USAID and HED reserve the right to use these images in its fact sheets, success stories, presentations, website, and other outreach materials. Please include a caption and photo credit information with the images.

We are getting consideration attention at our university as the project starts, but will not have photos or other indicators of activities until later in the program.

4. We invite you to share any additional information or comments about your partnership.

THANK YOU FOR YOUR COOPERATION!

HIGHER EDUCATION FOR DEVELOPMENT (HED)

Knowledge, Partnership, Results

June 2010

Partnership to Strengthen Early Childhood Education in Jordan

SEMI-ANNUAL REPORT

To The U.S. Agency for International Development
For October 1, 2009 – April 30, 2010

Associate Agreement No. EDH-A-00-08-00018-00
under
Leadership with Associates Award Cooperative Agreement
No. AEG-A-00-05-00007-00

Prepared by:
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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.
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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 (A.P.L.U.)

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Executive Summary

The Early Childhood Education Strengthening Program in Jordan is supported through an Associate Award with USAID/Jordan that was executed in August 2008. As part of the Associate Award, a partnership among the ***University of Jordan***, the ***University of Petra***, and ***Utah State University (USU)*** has been established to strengthen the childhood education undergraduate programs at the two Jordanian institutions. This collaboration is focusing on:

- Increasing the number of graduates with basic knowledge of early childhood development theory, appropriate pedagogy, and relevant skills to deliver high quality early childhood education;
- Delivering well-designed practicum experiences for student teachers ultimately reducing the burden on the Ministry of Education to provide teachers with intensive in-service training courses; and,
- Providing guidance to improve the skills of current kindergarten teachers who mentor and instruct university students throughout the student teaching process.

During this reporting period, partners purchased materials to support the training of student teachers at the Jordanian universities. University of Jordan and Petra University faculty now have video cameras for use with student teacher training. Faculty members at both universities also are receiving regular materials from NAEYC (National Association for the Education of Young Children) as part of their comprehensive 3 year membership; and University of Jordan faculty members now have a state of the art LCD projector for use when teaching.

The U.S. partnership director visited Jordan in October 2009, for a partners meeting. During the meeting, University of Jordan and Petra University faculty members proposed a revision to their undergraduate early childhood education curricula. The proposed revisions are now under review by the administration at each university.

Partners continued to engage in discussions regarding student teacher placement in public kindergarten classrooms. The goal is to increase the number of student teachers in public kindergartens. As a result of these discussions, Petra University practicum students are now being placed in 2 public kindergarten classrooms.

Planning also continued for a workshop for field supervisors to be held in Amman, Jordan, in May 2010. University of Jordan and Petra University faculty members have been collaborating with Ministry of Education staff and kindergarten teaching staff and administrators to develop topics for the one-day workshop.

Overview of the Strengthening Early Childhood Education Program

University of Jordan/University of Petra/Utah State University

Title: *Strengthening Early Childhood Education in Jordan*

Award Amount: $450,000

Cost Sharing: $179,609

Total: $629,609

This partnership is strengthening the existing early childhood education undergraduate programs at the University of Jordan and the University of Petra by improving the undergraduate degree programs to reflect best practices in early childhood education, enhancing the theoretical and assessment backgrounds in undergraduate classes, and increasing the links between theory and classroom practice.

Major Activities during This Reporting Period

During this reporting period, partners purchased materials to support the training of student teachers at the two Jordanian universities. University of Jordan and Petra University faculty now have video cameras for use with student teachers. University of Jordan faculty members also have a state of the art LCD projector for use in teaching. Faculty members at both universities received a number of additional resources, including books in developmentally appropriate practice; practical activities to incorporate math, science, language arts, and other core subjects in the classrooms; and reference books specific to their course content to draw from for their teaching responsibilities. Faculty members at both universities also are receiving regular materials from NAEYC (National Association for the Education of Young Children) as part of their comprehensive 3 year membership.

Partners continued to engage in discussions regarding student teacher placement in public kindergarten classrooms. The goal is to increase the number of student teachers in public kindergartens. As a result of these discussions, Petra University practicum students are now being placed in 2 public kindergarten classrooms.

University of Jordan and Petra University faculty members collaborated with Ministry of Education staff and kindergarten teaching staff and administrators to develop a one-day workshop for field supervisors that is scheduled to occur in Amman, Jordan, May, 2010.

The U.S. partnership director visited Jordan in October 2009, for a partners meeting. During the meeting, University of Jordan and Petra University faculty members proposed a revision to their undergraduate early childhood education curricula. The proposed revisions are now under review by the administration at each university. (See Appendices B and C.)

Table 1 displays the number of individuals participating in exchanges, internships, and other non-degree training sponsored by partnership activities during this reporting period. Table 2 describes institutional capacity building activities undertaken during the reporting period as reported by USU. Other partnership activities and outcomes are provided in the Semi-Annual Progress Report submitted by USU and received by HED April 2010 (See Appendix A).

Table 1.
HUMAN CAPACITY BUILDING, BY TYPE OF NON-DEGREE TRAINING
October 1, 2009 through March 31, 2010

Type of Training	Strengthening Early Childhood Education in Jordan		**Total**
	Men	**Women**	
Exchanges*	1	2	**3**
Internships*	-	-	**-**
Other non-degree Training/Classes	-	-	**-**

*Includes exchanges/internships of both host country nationals and U.S. participants.

Table 2.
INSTITUTIONAL BUILDING ACTIVITIES
October 1, 2009 through March 31, 2010

	Activity	**Outcome**
Institutional Capacity Building	Adapted/changed curricula	• The partners discussed potential curricular changes at the University of Jordan and Petra University in October, 2009. Afterward, the Jordanian faculty members continued to meet to discuss potential changes. Proposals were forwarded to the administration at both universities in April, 2010.
	Improved methods of instruction	• Jordanian and US faculty members continue to discuss more effective methods of instruction. The USU team will observe the Jordanian faculty members in the June 2010 visit to the United States and will conduct sample teaching for others to observe in June 2010. An evaluation of the teaching effectiveness of Jordanian faculty members also is planned for May 2010.
	Undertook collaborative research	• Plans for collaborative research are underway.

Conclusion and Upcoming Activities

During this reporting period, the University of Jordan, Petra University, and Utah State University continued planning for significant human and institutional capacity development by:

- Participating in meetings designed to strengthen cooperation and trust between partners,
- Collaborating on revisions to the undergraduate early childhood education curricula at both institutions,
- Purchasing materials to support the training of student teachers,
- Increasing the number of student teachers in Jordanian public kindergartens, and
- Preparing for future workshops and training opportunities for field supervisors, student teachers, and Jordanian faculty.

Anticipated partnership undertakings during the next six months (April 1, 2010 – September 30, 2010) include:

- Conducting a workshop for field supervisors, May 2010;
- Conducting training and professional development activities with UJ, PU, and Ministry of Education staff, June 2010;
- Evaluating faculty classroom teaching (student and outside observer), May 2010;
- Discussing and revising proposed curricular changes, June 2010;
- Developing new/revised course syllabi and materials, June-September 2010;
- Discussing teaching evaluations, June 2010;
- Discussing and implementing improved teaching methodologies based on student and observer feedback, June-September 2010;
- Purchasing necessary materials, April-September, 2010.
- Attending Ministry of Education training courses (field supervisors), June-September 2010;
- Developing ways to overcome barriers to having student teachers in Ministry of Education classrooms, June 2010;
- Finalizing a plan for how student teachers can student teach in Ministry classrooms, September 2010;
- Conducting an online "Education and Brain Development" course for all faculty members, September 2010;
- Finalizing plans for collaborative research, June-August 2010; and
- Continuing to develop and nurture partnerships between USU, UJ, PU, and the Ministry of Education.

Appendix A: Semi-Annual Progress Report

Higher Education for Development

Knowledge, Partnerships, Results

Semi-Annual Progress Report

Due April 30, 2010

(Rev. 9/23/09)

INTRODUCTION

The information partnerships provide create the basis of HED's partnership results disseminated to the United States Agency for International Development (USAID), and the higher education community. USAID will use this information to report development results to the U.S. Congress. Your contribution of information is critical to Congress' understanding of development and the future funding of such programs.

- Both the U.S. and host country partners should be involved in the writing of this report, whenever possible. It is the U.S. institution's responsibility to submit this report by the due date to HED.

- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately. Hyperlinks are available for some terms.

Partnership Title: Strengthening Early Childhood Education in Jordan

Development Area/Sector of Focus: Education

U.S. Partner Institution(s): Utah State University

U.S. Partnership Director(s):
Name: Vonda Jump, PhD
Telephone: 435-797-3579
E-mail: Vonda@eiri.usu.edu

Host Country(ies): Jordan

Host Country Partner Institution(s): University of Jordan, Petra University

Host Country Partnership Director(s):

Name:	Tagreed Abu Taleb, University of Jordan	Bilal Al-Jayyousi, Petra University
Telephone:	(962)-6-5355000	00962 7 77535540
E-mail:	phdec@go.com.jo	drbilalj@yahoo.com

Partnership Web Site (if any)**:** None.

The U.S. institutional partner is required to enter information about all training activities for host country nationals that take place in the United States, the host country, or a third country into USAID's TraiNet system. The results of these progress reports will be compared with data the partnership has entered into

TraiNet. For more information regarding TraiNet, please contact trainet-vcs@sraprod.com or 703-879-8611.

Please mail or e-mail the completed report and any attachments to your primary contact at:

Higher Education for Development
1 Dupont Circle, NW, Suite 420
Washington, DC 20036-1110

OVERVIEW OF PARTNERSHIP REPORTING REQUIREMENTS

Report Name	Period Covered	Date Due
Semi-Annual Progress Report	10/1 – 3/31	4/30
Semi-Annual Progress Report	4/1 – 9/30	10/31
Final report	Entire Award Period	30 days after sub-agreement end date

I. QUALITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 –MARCH 31, 2010

1. Describe in bullet form the **major activities** for this partnership during the past six months (10/1/09-3/31/10).
   - Purchase of materials
   - Ongoing discussions regarding placing student teachers in public KG classrooms.
   - Planning for workshop to be held in Aman, Jordan, May 2010 (agenda attached).
   - Site visit in Jordan October 2009 (report of meeting attached in Appendix A).
   - Proposals to revise undergraduate early childhood education curricula at the University of Jordan and Petra University (see Appendix B).
   - Explored feasibility of Jordanian faculty sabbaticals at USU.
   - Explored feasibility of Jordanian postdoc positions at USU.
   - Planning for proposed trip to US for Jordanian faculty members in January—visit was cancelled due to inability to receive visas in time.
   - Planning for upcoming trip to US for Jordanian faculty members and Ministry of Education staff members—visa appointments have been scheduled.
   - Increase the number of student teachers in public KGs.
   - Co-developed a Monitoring and Evaluation work plan with Nour Abu Al-Ragheb that was approved by Jordanian faculty members at the University of Jordan and Petra University (see Appendix C).

2. For each of the above activities, describe the **results and/or outcomes** for each activity; answer in bullet form if appropriate.

   If helpful, instead of answering questions 1 and 2, you may use the following chart for reporting the activities and outcomes associated with specific partnership objectives. Please feel free to insert additional lines as needed.

ACTIVITY	OUTCOME
• Purchase of materials	University of Jordan and Petra University faculty have video cameras for use with student teachers. University of Jordan faculty members also have a state of the art LCD projector for use in teaching students. Faculty members at both universities have many additional resources, including books in developmentally appropriate practice; practical activities to incorporate in classrooms in math, science, language arts, and other core subjects; and books specific to their course content to draw from for their teaching responsibilities. Faculty members at both universities also receive regular materials from NAEYC as part of their comprehensive 3 year membership.
• Ongoing discussions regarding placing student teachers in public KG classrooms. Goal is to increase the number of student teachers in public KGs.	Discussions are still being held. Petra University practicum students are now placed in 2 public KG classrooms. No University of Jordan student teachers are currently placed in public KG classrooms. This issue will be discussed again during the upcoming trip to the US so that barriers can be overcome.
• Planning for workshop for field supervisors to be held in Amman, Jordan, May 2010 (see agenda in Appendix D).	The University of Jordan and Petra University faculty members have collaborated with Ministry of Education staff and kindergarten teaching staff and administrators to develop the one day workshop topics for field supervisors. The workshop has not yet occurred, but is likely to be successful due to good planning.
• Site visit in Jordan October 2009 (see Appendix A).	University of Jordan and Petra University faculty members decided to propose a revision to their undergraduate early childhood education curricula.
• Proposal to revise undergraduate early childhood education curricula at the University of Jordan and Petra University (see Appendix B).	Completed in April 2010. Proposals are being reviewed by administration at each university.
• Explored feasibility of Jordanian faculty sabbaticals at USU.	Learned that it is highly unlikely that we can have paid sabbaticals without some outside funding source funding the sabbatical.
• Explored feasibility of Jordanian postdoc positions at USU.	Learned that it is highly unlikely that we can have a paid postdoc without some outside funding source funding the postdoc position.
• Planning for proposed trip to US for Jordanian faculty members in January—visit was cancelled due to inability to receive visas in time.	Most details of the trip were completed when the trip had to be cancelled due to an inability to obtain the visas.

ACTIVITY	OUTCOME
• Planning for upcoming trip to US for Jordanian faculty members and Ministry of Education staff members—visa appointments have been scheduled.	Planning still in progress. Some speakers from the cancelled January trip will be available; others are not and are currently being replaced.
• Co-developed a Monitoring and Evaluation workplan with Nour Abu Al-Ragheb that was approved by Jordanian faculty members at the University of Jordan and Petra University (see Appendix C).	Workplan is being implemented, and reports are being developed.
• Dr. Bilal Al-Jayyousi from Petra University developed a logo for the project (see Appendix E).	All participants felt a nice boost from this gesture, and there was increased feeling of collaboration. All team members will receive a sweatshirt/tshirt and coffee mug with the logo (not purchased from project funds—funded by indirect funds).

3. How are the above activities and outcomes reported in questions 1 and 2 benefiting and/or helping to strengthen the **capacity** of the host country higher education institution(s)?

   Faculty members are being exposed to new ideas and new teaching methods that they will introduce into their classrooms with students. The partnership that is being developed between the two universities will increase the capacity of each institution as they continue in the learning community we have developed. The workshop to be held in May 2010 will strengthen the capacity of field supervisors in their work with student teachers. The project is beginning to focus on specific and achievable outcomes. It is anticipated that through an increased collaboration between the Ministry of Education and the universities, increased training for field supervisors, and focused attention on increasing student capabilities at the end of their undergraduate career, teachers will be more prepared to teach after graduation.

4. How are the above activities and outcomes from this partnership benefiting and/or helping to strengthen the **capacity** of the host country community?

   By increasing the capacity of the faculty, students will be benefited. As students move out into community kindergartens, the entire community will benefit through improved teaching of KG children. In addition, the system of education may flow more smoothly if there is increased collaboration between the Ministry of Education and the universities.

5. How are these activities and outcomes benefiting the U.S. higher education institution(s)?

   Engaging in a learning community is encouraging the skills of all involved. As a result of being involved in this project, faculty at USU are collaborating better with other faculty involved with early childhood preparation, learning more about evidence-based practices and what strategies are effective with children, and learning about other cultures, which helps to broaden one's global understanding about techniques that may be valuable to use. In addition, faculty members at USU are learning about how to more effectively manage and motivate other faculty members in different countries.

6. How are these activities and outcomes benefiting the U.S. community and/or community institution(s)?

   Dr. Jump (from Utah State University) does extensive training in the community and with community programs serving young children. She will take lessons learned from the Strengthening Early Childhood in Jordan project and incorporate them into ongoing training and collaborative sessions in the US.

7. Briefly describe the involvement of other collaborating host country institutions (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions), if any, in partnership activities during the past six months.

   We scheduled meetings with the Ministry of Education for our October 2009 meetings. The purpose of these meetings was to begin to develop stronger relationships with the Ministry of Education and to collaborate together to improve the early childhood education system in Jordan. What happened was a frank discussion of the various misinformation and distrust between the universities and the Ministry of Education. After a tense and frank discussion, progress has occurred. Ministry of Education trainers are participating in the upcoming training for field supervisors at the University of Jordan (co-developed by UJ and PU faculty members, with USU input). Field supervisors at UJ and PU have been granted permission to attend Ministry of Education training workshops. Dr. Jump has inquired several times about whether they have attended and has not received information back to confirm. Two Ministry of Education staff members will be joining the UJ and PU faculty members for the upcoming trip to the US.

8. Briefly describe the involvement of other collaborating U.S. institutions (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions), if any, in partnership activities during the past six months.

   We (USU, UJ, and PU faculty members) met with associates from the Education Reform Support Project in October, 2009. Discussion of possible collaboration occurred, but no ongoing events have occurred.

9. What has been the partnership's greatest success(es) during the past six months?

   The faculty members at PU and UJ have developed proposed revisions to their undergraduate early childhood education curricula, which is a big deal. At the beginning of the project, they were not very willing to implement change, and after our October 2009 meeting together, they were enthusiastic to develop suggested revisions to the curricula. This is the single greatest success.
   In addition, the UJ and PU faculty members are beginning to develop collaborations with the Ministry of Education, and to involve the Ministry in their activities. They are using Ministry of Education trainers in the upcoming workshop in May for field supervisors, and Ministry of Education staff members will be joining the faculty members in the upcoming trip to the US, where additional points of collaboration and partnership will be discussed.

10. Describe any programmatic challenges during the past six months.

    In the last report, I reported that one of the bigger challenges was the change in Partnership Coordinators at Petra University, which has resulted in a less involved member taking over

the coordinator role, and that person has not had the advantage of being involved in all of the meetings and understanding the partnership that has developed, and how critical that partnership is to the success of the project. I also said that because that member is a collaborative faculty member, this hurdle should be surmountable. After clarifying what was expected of the Partnership Coordinator, the new Partnership Coordinator (and Dean) determined that a more appropriate candidate was available, and this change was implemented. Another challenge in the past 6 months is a 3rd change in Deans at the University of Jordan, which resulted in impaired progress for 2 months as well as an additional change because the new Dean changed Partnership Coordinators mid-year. This additional change was difficult for UJ faculty members at the beginning, but it seems to be working out fine now. Each Dean change has resulted in new discussions and explanations about the project, with varying levels of engagement by the Deans. The current Dean has not been available to talk and has not responded to email, but is verbally supportive of the project. However, he did email asking that the University of Jordan faculty members observe Montessori teaching methods during their stay, and that request will be fulfilled, although only preschool children will be able to be observed during the summer months.

11. Do you anticipate any major changes to planned activities during the next six months?

    Three major goals have been outlined in the Monitoring and Evaluation plan that is attached, and they focus around improving the undergraduate curricula at the two universities as well as actual teaching strategies implemented by professors, improving the student teaching experience, and increasing collaboration with the Ministry of Education. This is not a major change, as these activities were always part of the plan; however, there is now an increased focus on these three goals.

12. Outline your partnership's planned activities for the next six months.

    - Conduct workshop for field supervisors May 2010
    - Conduct training and professional development activities with UJ, PU, and Ministry of Education staff in June 2010.
    - Evaluate faculty classroom teaching (student and outside observer), May 2010.
    - Discuss and revise proposed curricular changes June 2010.
    - Develop new/revised course syllabi and materials June-September 2010.
    - Discuss teaching evaluations, June 2010.
    - Discuss and implement improved teaching methodologies based on student and observer feedback, June-September 2010.
    - Purchase necessary materials, April-September, 2010.
    - Field supervisors will attend Ministry of Education training courses, June-September 2010.
    - Brainstorm ways to overcome barriers to having student teachers in Ministry of Education classrooms, June 2010.
    - Finalize plan for how student teachers can student teach in Ministry classrooms, September 2010.
    - Take online "Education and Brain Development" course (all faculty members) from Dr. Dan Siegel, September 2010.
    - Finalize research plans, June-August 2010.

- Continue to develop and nurture partnerships between USU, UJ, PU, and Ministry of Education.

13. Overall, activities for this partnership are:
    __ ___on schedule
    _____ahead of schedule
    XX__behind schedule

    Please comment:

It had been anticipated that the Jordanian faculty members would have completed their curriculum revisions before the end of 2009; they were actually submitted in April, 2010. In addition, I had expected that university student teachers would begin to be placed into Ministry schools in the Fall of 2009. PU placed 2 students in the spring of 2010. It is anticipated that these numbers will increase substantially, and the UJ students will be placed in Ministry schools as well.
This delay is not significant and is not expected to greatly impact project activities. When the Jordanian colleagues arrive in June, 2010, this matter will be discussed and any potential omissions of the project will be discussed. It is anticipated, however, that all project activities will still be completed.

II. QUANTITATIVE PROGRAM INFORMATION FOR APRIL 1, 2009 – SEPTEMBER 30, 2009

Please provide appropriate numbers to support the following activities for the reporting period (4/1/09-9/30/09). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **NB: To avoid double counting, report only NEW participant numbers for this reporting period.**

TABLE 1. Participant Information

Activities for Current Reporting Period	Number of New MALE Participants*					Number of New FEMALE Participants*					Location of Activity		Total NEW Participants this Reporting Period
	Faculty, Administrators	Students		Others		Faculty, Administrators	Students		Others		United States	Host Country	
		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over			
1) Number of **exchanges** begun this reporting period for **HCNs** coming to the United States:													
Description of exchanges:													
2) Number of **exchanges** begun this reporting period for U.S. participants going to the host country:	1					2					**N/A**	Amman ,Jordan	3
Description of exchanges: USU faculty members and the evaluator traveled to Amman to discuss the current project, potential revisions to the curricula at the University of Jordan and Petra University, and to collaborate with Ministry of Education staff. A detailed reporting of the visit is attached.													
3) Number of **HCNs** participating in new **internships** this reporting period:													
Description of internships:													
4) Number of **HCNs** receiving new **scholarships** this reporting period													
Description of scholarships:													
5) Number of **HCNs** receiving new **certificate/diploma and/or non-degree training** this reporting period via workshops, seminars, special classes (not internships)													
Description of certificate/diploma and/or non-degree training:													

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and over)

Please provide appropriate numbers to support the following activities for the reporting period (4/1/09-9/30/09). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **NB: To avoid double counting, report only NEW participant numbers for this reporting period.**

TABLE 2. Degree Training

DEGREE PROGRAM	Location of Training		Number of New MALE Participants*		Number of New FEMALE Participants*		TOTAL Number of New Participants	Degrees Awarded this Reporting Period			
								MEN		WOMEN	
	United States	Host Country	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over		25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over
Baccalaureate											
Masters											
Doctorate											
Description of degree training programs:											

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and older)

TABLE 3. Leveraged Contributions made this Reporting Period

CONTRIBUTIONS	Name/Source of Contribution	Description of Contribution	Estimated U.S. Dollar Value of Contribution
Other leveraged contributions not reported as official or proposed cost share. (See Glossary for definitions.)			

TABLE 4. Institutional Capacity Strengthening Activities

Please describe how your partnership was engaged in the following capacity strengthening activities at the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10).

ACTIVITY	Description	
	Host Country Institution(s)	U.S. Institution(s)
Adapted/changed curricula	We met to discuss potential curricular changes at the University of Jordan and Petra University in October, 2009. The Jordanian faculty members continued to meet to discuss potential changes. Proposals have gone to the administration at both universities in April, 2010.	
Improved methods of instruction	Jordanian and US faculty members continue to discuss more effective methods of instruction. We will observe other faculty members in the US in June 2010 as well as conduct sample teaching for others to observe in June 2010. An evaluation of the effectiveness of Jordanian faculty members will be conducted in May 2010.	
Undertook collaborative research	In planning phase.	In planning phase.
Prepared collaborative publication		
Established new academic programs		
Promoted workforce development		
Involved in community outreach		
Supported increased trade capacity		
Informed policy at institutional, community, and/or national levels		
Consulted with government agencies, NGO group, and/or private sector groups		
Other		

III. PARTNERSHIP PROFILE

a) Please provide a one-paragraph profile of your higher education partnership. This profile piece will provide us with valuable information for reports to USAID and to the higher education community—critical material for verbal discussions, printed reports, and on-line publications. The profile should include:

- Key **development issue(s)** being addressed;
- Overall **objective(s)** for the partnership;
- Primary **activities** of the partnership; and
- Anticipated **outcomes**.

The Strengthening Early Childhood Education in Jordan partnership was developed to assist and complement other efforts (such as USAID and the Ministry of Education) that are working towards improving early childhood education. Jordan began providing public Kindergarten education in 1999, and the university programs have been developed to be responsive to the need to prepare kindergarten teachers. As with all programs, there is room for improvement, and the overall objective for this partnership is to improve the early childhood education system for training kindergarten teachers at the University of Jordan and Petra University. These two universities already have strong undergraduate curricula, and the goal is to further improve teaching practices through ongoing training and workshops, translation of important materials for undergraduate students, the implementation of revised practices for student teachers, and ongoing evaluation of the project. The major anticipated outcome of the partnership is an enhanced undergraduate curriculum at each university, with specific improvements to the student teaching aspect of education for students. Concrete steps have been taken toward this end, with faculty members at each institution submitting a proposal to the administration for revisions to the existing curricula. A major goal of the revisions is to ensure that students are able to be in the classroom from the second year forward, and that students are able to teach in Ministry of Education schools as well.

b) Please include one success story related to your partnership.

A success story for this project in the past 6 months is the increasing trust and collaboration between Petra University, the University of Jordan, and the Ministry of Education. In meetings in October 2009, there were tense interactions between the two universities and the Ministry of Education. Both of them discussed their mistrust of the other. For example, the university faculty members discussed how they were left out of decisions made by the Ministry in early childhood pedagogy, among other issues. The Ministry representative said that university students were not prepared to teach in kindergarten classrooms when they graduated and needed much additional training to prepare them to teach. The university faculty members were not happy to hear such news, and it appeared as if the discussion was going downhill. After having a chance to air problems with each other, we refocused the discussion to our common goals: to ensure that young children are educated, and to ensure that those responsible for educating them are as well prepared as possible, using evidence-based practices. Over time, interactions have increased, and the universities are beginning to develop collaborations with the Ministry of Education, and to involve the Ministry in their activities. They are using Ministry of Education trainers in the upcoming workshop in May for field supervisors, and Ministry of Education staff members will

be joining the faculty members in the upcoming trip to the US, where additional points of collaboration and partnership will be discussed. Our vision is that by spending time together in a learning community format, relationships will be developed as participants see their similarities, and these relationships will continue upon their return to Jordan, resulting in stronger collaboration over time.

c) Optional: include a second success story or lessons learned story.

d) How has information about your partnership been disseminated during this reporting period?

Dr. Jump was interviewed by the International Relations Department, and upcoming publications will occur to disseminate information about the partnership.

If appropriate, please provide HED with samples of the following as attachments to this report:

- Photographs (enclose prints or a CD-rom with high resolution images);
- Articles publishes in the campus, local, national, or international media;
- Papers published or presented;
- Features in any other media.

Please note that any photos submitted are intended to be used for HED publicity materials. HED reserves the right to use these images in its fact sheets, success stories, presentations, website, and other outreach materials. Please include a caption and photo credit information with the images.

We invite you to share any additional information or comments about your partnership.

THANK YOU FOR YOUR COOPERATION

Glossary of Terms

Capacity:
Usually considered mental and/or physical ability to produce and/or perform; learning, improving;

> **Human Capacity Strengthening** focuses on the development of people's knowledge and skills, not things. Helping people identify what they would like to see changed, learn new skills to achieve what they believe is most important.
>
> **Institutional Capacity Strengthening** focuses on institutional changes that will improve the operation of the institution and its ability to provide quality higher education.

Community Institutions/Stakeholders:

Examples

- Government agencies and ministries
- Private for profit groups/businesses
- Not-for-profit, non-government agencies (NGO)

Cost Share Contributions:
Cash and in-kind contributions that are: (1) verifiable from the applicant's records (i.e., auditable); (2) not included as contributions for any other federally-assisted program; (3) reasonable for the accomplishment of partnership objectives; and (4) not paid by the federal government under another grant.

Degree Training:
A learning activity taking place in the U.S., host country, or a third country, which may eventually result in a bachelor, master or doctoral degree, conferred by a higher education institution.

> **Formal Non-Degree Training:** certificate, diplomado, specialization
>
> **Non-Degree Training:** A learning activity taking place in the U.S., a third country, or in-country in a setting predominantly intended for teaching or imparting knowledge and information to the participants with designated instructors or lead persons, learning objectives, and outcomes, conducted fulltime or intermittently.
>
> The transfer of knowledge, skills, or attitudes (KSAs) through structured learning and follow-up activities, or through less structured means, to solve problems or fill identified performance gaps. Non-degree training can consist of short- or long-term technical courses in academic or in other settings, non-academic seminars, workshops, on-the-job learning experiences, observational study tours, or distance learning exercises or interventions. Non-degree training may also include printed educational materials.

Double Counting:
Something to be avoided when reporting numbers of participants or recipients taking part in partnership activities. A participant/recipient can be counted and reported only once each year even though the person is still participating each reporting period. If the person is involved in mutually exclusive activities, then he/she can be counted once a year for each activity. *At the end of the year, we add together numbers from the semi-annual reports. Thus it is important that individuals are reported only once a year for each activity.*

Dual Degree Program:
An academic program in which an individual receives a degree from each institution (host country and U.S.) for academic work completed at both institutions. The work may be completed on campus or via distance education.

Joint Degree Program: An academic program in which an individual receives one degree (with both institutions named on the diploma) for academic work completed at host country and U.S. institutions. The work may be completed on campus or via distance education.

Exchange:
An institutional visit by a representative from a **HCN** or a U.S. institution for partnership related activities (excluding scholarships and internships).

HCN:
A Host Country National may be an individual or institution in a partnership.

Internship:
This service learning activity complements a participant's academic study, training or research and may take place in the U.S., a third country, or in-country. It is not defined as training.

Leveraged Contributions:
Additional financial or in-kind donations made as a result of an HED partnership beyond the originally agreed-upon cost-share; often only an estimated value available.

Objective:
An objective answers two questions: (1) What activity will occur?; and (2) What is expected as the outcome or change as a result of this activity?

Example:
University partnership faculty from the United States and Mexico will recruit and train eight long-term degree scholarship recipients for graduate degrees in natural resource management (NRM) resulting in at least six of the recipients returning to full-time teaching positions in a newly established NRM program at Universidad de Vásquez.

Activity:
Something that happens or is done

Outcome/Result:
An effect or an expected change as a consequence of an activity

Scholarship:
Funding for host country national participants for one or more semesters in the United States, in a host country university or in a third country. It may include specialty training and/or sabbaticals. Scholarships may be funded by the partner institution(s), the private or public sectors, and/or U.S. government.

Workforce Development Programs:
Workforce development programs include technical and vocational education programs and workforce readiness programs.

Examples:

- Delivering adult education, basic skills training, and/or high school equivalency programs;
- Delivering vocational education programs for youth.
- Connecting individuals with job search training and skills training through one-stop centers;
- Linking intermediary organizations, such as the Chamber of Commerce, in school- to-work partnerships.
- Offering employee development, career development, and organization development programs

Appendix B: Jordan October 2009 Site Visit Report

Strengthening Early Childhood Education in Jordan
Tentative agenda 11-15 October 2009

11 October 2009

University of Jordan, Department of Educational Sciences

8:30 Welcome—introduction of new members

8:45 Nour Abu Al-Ragheb, USAID, to discuss project goals

Nour thanked the faculty team members for their dedication to the project, and their willingness to continue to work on the project, although it takes much of their time, without additional compensation. She regretfully informed all present that the funds of the project are limited, that USAID limits what project funds can be spent for, and that USAID regulations prohibit faculty members from receiving additional compensation. Nour noted that the purpose of the project is to improve the curricula at the University of Jordan and Petra University so that graduating teachers are well-prepared to teach in the Kindergarten classroom. She also noted that involved members should be working toward the common goal of improving the preparation of Kindergarten teachers, and that because there are limited funds, faculty member travel should be focused on those who teach in the early childhood area. Furthermore, the partnership coordinator at each university has been selected to facilitate communication between all parties, and the partnership coordinator should be intimately involved in the early childhood area, but that all project activities should be reported to the administration at each university. Nour also complimented the university partners on the partnership they have developed between the two universities, and expressed a desire to continue the collaboration and partnership.

In attendance: Umayya Bakeer, Ibrahim Al Momani, Tagreed Abu Taleb,

9:15 **Ibtisam Amara, Ministry of Education, to discuss M of E ECE ERfKE II plans/goals/discussion/questions/possible points of collaboration**

Ms. Amara discussed the role of the Ministry of Education (M of E) in the field of education, and specifically discussed the M of E's role in the Education Reform for the Knowledge Economy (ERfKE) projects funded by USAID. Some of the major accomplishments of ERfKE Phase 1 include:

1) The development of national early childhood education (ECE) standards, which were developed in cooperation with many organizations.
2) General and specific learning outcomes for ECE were developed.
3) The interactive national curriculum was developed and revised.
4) Licensing standards for private kindergartens were developed (they have been finalized, but not yet endorsed).
5) Quality assurance standards of public kindergartens were developed.
6) The Early Years Evaluation was implemented to understand the achievement of kindergarten children.
7) 170 kindergartens were renovated and furnished.
8) 390 KGs were provided smart kids software.
9) All KG teachers were trained on the national curriculum and developmentally appropriate practice.
10) A commitment was made to parent involvement in the classroom. Most KGs now have parents volunteering in them

11) The Better Parenting program was developed to help educate parents and care providers about early child development. Almost 16,000 caregivers have been reached.

Ms. Amara also discussed the early childhood development priorities in the National Agenda. Some of these priorities included:

1) Expand public KG availability.
2) Increase public awareness of public KGs and early childhood development.
3) Continue building institutional capacity.
4) Develop licensing components and enforce standards.
5) Continue to develop and revise curriculum.
6) Increase professional development efforts.
7) Develop teacher competency standards with university staff.
8) Establish a system to monitor teaching and training.

(It should be noted that this is not an all-inclusive list, as Vonda was not able to record all priorities).

Ms. Amara continued by discussing the goals of ERfKE Phase II. During her conversation, frank discussion of the quality of the preparation of early childhood educators and trust issues between the M of E and PU and UJ universities was discussed. In the end, all parties expressed an interest to partner with each other, and to develop an agreement that the partnership would exist. Ms. Amara stated that obtaining official permissions should not be difficult to obtain and she agreed that Nour from USAID could call her to discuss how to best proceed to develop the partnerships.

10:15 Updates—DAP Translation

It was noted that permissions to translate DAP were preliminarily obtained, and that ongoing negotiation between the publisher and NAEYC are occurring. Because communication seems to be stalled from the NAEYC side, Dr. Jump will phone NAEYC upon her return to the US to discuss how to facilitate the process. (Dr. Jump has left a message with Valerie Sheehan from NAEYC and is awaiting a response).

10:30 Workshop updates/ongoing planning

The teams at UJ and PU have had regular meetings over the summer to discuss the workshop. A preliminary proposal has been developed and will be further discussed on Thursday (15 October).

10:45 Collaborative research brainstorming

The group took some time to discuss possible joint research topics between the 3 universities. The following is a summary of the topics discussed.

Exit portfolio—see changes in attitudes of students over 4 years

Idea of partnership—public university in Jordan/private university in Jordan/public university in US

Challenges/barriers/successes

Needs assessment of current students

Student attitudes—1st vs. 2nd vs. 3rd vs. 4th year students—what made them decide to choose this specialization?

Joint research with Ministry of Education—teacher effectiveness, level of preparation

Compare ECE program at UJ, PU, USU

Whether National Curriculum is based on/aligned with National Agenda

Survey of current teachers from PU/UJ—what areas do they feel they were particularly well prepared in/what areas would be good to increase skills in?

Survey of teacher strengths and challenges

This list will be further discussed on 15 October, and the next steps will be discussed at that time. The list was briefly discussed and it was decided that priorities would be determined in the next meeting between UJ and PU.

12:00 Lunch

1:00 Project travel based on university goals

Because funds are limited, university staff must focus their goals, and project travel will be based on achieving those goals. A plan for future travel is being discussed and negotiated with university faculty. It is possible that faculty members will come to the US in early 2010 to have a focused workshop, to observe in KGs, and to collaborate and observe US university faculty. A needs assessment was distributed on 13 October. Three responses regarding the needs assessment have been obtained and other team members will send their responses to Dr. Jump as soon as possible.

2:00 Possible collaboration with Ministry of Education

Because earlier topics took longer than anticipated, no other topics were discussed today, as faculty members had other responsibilities in the late afternoon. The meeting was adjourned after 3 pm.

2:45 Other topics of importance?

3:00 Dr. Vonda Jump available for further collaboration/discussion with any faculty members

12 October 2009

Petra University, Department of Educational Sciences

8:30 Introductions

8:45 Goals of ECE program

PU and UJ faculty members discussed their goals for students enrolled in the ECE program. They are as follows:

1) Know how to deal with children so children will have positive self-concepts.
2) Be able to apply theory: no theory without practice; no practice without theory.
3) Use developmentally appropriate practices (DAP) in the classroom.
4) Understand and apply principles of classroom management.

5) Understand how and be able to prepare materials.
6) Be able to communicate effectively with children.
7) Be able to establish a climate that is welcoming to children.
8) Communicate well with parents.
9) Understand various types of assessments, and implement them in their practice.
10) Act on the importance of oral language (as well as written) by encouraging it in the classroom.
11) Focus on the whole child.
12) Be able to prepare activities that integrate various aspects of development (cognitive, social, physical, language, etc).
13) Emphasize preventive and developmental approach to behavior management.
14) Be able to include children with disabilities into the classroom environment.
15) Understand and be able to develop, plan for, implement, and revise curriculum at a global and specific level.
16) Be able to stimulate the playful character of children.
17) Smile, let children know you are happy to be with them and they are important.
18) Be able to think creatively and problem-solve when aspects of curriculum do not work, children act differently than expected, etc.

9:15 Evaluation of successes/challenges

Successful aspects of current ECE programs at UJ/PU:

1) Students understand code of ethics.
2) Students understand how to plan for and how to use materials.
3) Students know how to makae activities for listening/reading/writing.
4) Professors are able to problem solve in the classroom.
5) Professors are successful in changing negative attitudes of students into more positive attitudes.
6) Having Dr. Aseel as a field supervisor is a strength.
7) Small classes at PU.
8) Professors are able to impact the belief systems of students.
9) Students are fairly open-minded.

Challenges:

1) Class sizes at UJ.
2) Motivation of students.
3) Link between universities and M of E.
4) Professors are separated from practicum students at UJ.
5) Field supervisors at UJ are not specialized in ECE.

6) Need more practicum/hands on experiences throughout university career.
7) Students don't speak English and there are few quality materials in Arabic.
8) Financial issues may impact on the ability to expand practicum experiences.

10:00 Discussion of USU ECE program

Vesna Jenkins, Director of Field Supervision at Utah State University, discussed the progression of ECE undergraduate students at USU. Students begin observing in the kindergarten classroom their first semester at the university (5 hours per week), increase to 120 hours in a semester their second year, spend 200 hours in a semester in the classroom in their 3rd year, and student teach for 14 weeks in one semester during their 4th year at the university, and spend another 14 weeks teaching in a preschool classroom in another semester. Ms. Jenkins discussed the rigorous evaluation students undergo during each of their 4 years at the university, and discussed the development of a Portfolio during their university career that culminates in a final portfolio to be turned in the week before they graduate.

1:00 Lunch

2:00 What information from USU program is helpful/would be useful to think about implementing? What information does not apply? (Vonda/Vesna?)

The university faculty members at UJ and PU asserted that they would like to revise their current curricula to increase the amount of practical experience that their undergraduate students would have during their 4 years at the university. They noted that they have tried to increase the number of practical hours in the classroom, but they have met barriers of resistance in the past. They feel that they will not be able to adequately prepare their students without allowing them more time in the classroom. It was determined that they would begin to develop a proposal for possible revisions to the university curriculum.

2:30 Of the information that is useful, what will help it to be implemented? What are the barriers to implementation (political/little will to make it happen/student resistance/other reasons??)

Several of the challenges listed above relate to this question. The faculty members feel as if a dramatic change in their curricula will be difficult, but they plan on dreaming about what should be happening and seeing what the university administration and the M of E and Higher Education will accept.

3:00 SLACP (Vonda/Jim?)

3:15 Vonda, Vesna available for all faculty members

13 October 2009

The University of Jordan

Faculty of Educational Sciences

9:00 **Dr. Tagreed Abu Taleb took Dr. Vonda to meet with Dr. Rimawi, dean of the College of Educational Sciences at the University of Jordan**, where we briefly discussed our collaborative work together.

10:00 **Proposal planning**

Faculty members spent time discussing specifics of changes to be made in their curricula but feel that they should meet again soon to finalize a proposal to be reviewed and then forwarded to their respective administrations.

12:00 Celebration kanafe for Dr. Ramzi Haroun's promotion to Associate Professor

1:00 **Discussion of student teacher evaluations**

Discussions around proposal planning, theoretical issues around early childhood education, and the ongoing project took precedence for the afternoon.

3:00 SLACP

14 October 2009

8:00 **Meetings with Creative Associates International staff**

Dr. Ibrahim, Dr. Bilal, and Dr. Vonda met with Eileen St. George and Manar Shukri from Creative Associates to discuss the respective projects and to find possible areas of collaboration or joint work. Eileen and Manar were very open to the idea of collaboration with the universities, and discussed their desire to have a day-long workshop with UJ and PU to outline more information regarding Creative Associates and the Ministry of Education's work to improve the early childhood education arena during ERfKE II. All parties are committed to improving the quality of education for young children in Jordan, and discussed working together to ensure that children's outcomes are optimized.

10:00 **Visit Kindergartens**

Dr. Ramzi Haroun organized a tour of a private Kindergarten with 13 KG classrooms. Dr. Diala, Dr. Ramzi, and Dr. Vonda attended and observed the high quality program. The director also provided Dr. Ramzi with suggested Arabic learning resources for students. Dr. Ramzi will follow up with Dr. Aseel to discuss additional material purchases.

15 October 2009

Petra University

Faculty of Educational Sciences

8:30 **Meeting with Dr. Mohammed Rimawi, the interim Dean of the College of Educational Sciences at the University of Jordan**

This meeting involved team members from the University of Jordan and Petra University. The partnership that has developed between UJ, PU, and USU was discussed, with faculty members updating Dr. Rimawi on the successful collaboration and upcoming plans. Preparation of student teachers was also discussed, with potential methods to improve preparation outlined. Dr. Rimawi was supportive of proposed alterations to the curriculum and asked faculty members to submit a proposal to him. A field supervisor from the University of Jordan was also invited to the meeting, and she discussed the lack of preparation and consistency of field supervisors, who supervise student teachers. Potential solutions to this problem were suggested.

10:00 Workshop planning

Continued discussion of the upcoming workshop to be held in June 2010 for fourth year students highlighted plans, potential faculty participants, and cost/logistic issues. A needs assessment has been developed to be distributed to student teachers and recent graduates to determine the areas of workshop focus. The needs assessment will be completed in the next month or so, and workshop concentration areas will be developed using the results of the needs assessment. Faculty members will begin to plan for materials needed (paper/pens/bags/etc), and Dr. Jump will support as needed.

Appendix C: University of Jordan and Petra University Curriculum Modifications

University of Jordan
B.A. in Education / Early Childhood Education

Syllabus Edit

- **Changing the names of some compulsory Classes:**

	Before	After
1-	Scientific concepts	Scientific concepts and methods of development
2-	Programs in child education	Global programs in child education
3-	Developing thinking skills	Thinking skills and methods of development
4-	Language skills	Language skills and methods of development

- **Merging Health Education class and Environmental Education to become one course. The edited name of the course is Health and Environmental Education. This course was moved from the optional to compulsory courses.**
- **Moving Play and Child Education class from compulsory to optional courses**
- **Adding Child Protection Course as a new course to compulsory courses.**
- **Editing the description of the following courses: Child Literature class and Current Issues in Early Childhood Education class.**
- **Adding pre-requisites to the following classes:**
    1- Introduction to EC Education is a prerequisite for Practicum (1)
    2- Practicum (1) class is a prerequisite for Practicum (2).

جامعة البترا / كلية الآداب والعلوم
قسم العلوم التربوية

تخصص تربية طفل

الخطة الاسترشادية (مقترحة)
2009/2008

السنة الأولى

الفصل الدراسي الأول			الفصل الدراسي الثاني		
رقم المادة	اسم المادة	س	رقم المادة	اسم المادة	س
9400111	لغة عربية (1)	3	9400111	التربية الوطنية	3
405101	مدخل إلى علم النفس	3	9400121	لغة انجليزية (1)	3
406101	مبادئ التربية	3	405103	مدخل إلى تربية الطفل	3
-----	متطلب جامعة اختياري	3	405216	مناهج رياض الأطفال وطرائق التعليم فيها	3
———	متطلب جامعة اختياري	3	9400109	العلوم العسكرية	3
			———	متطلب كلية اختياري	3
	مجموع ساعات الفصل	15		مجموع ساعات الفصل	18

مجموع ساعات السنة الأولى: 33

السنة الثانية

الفصل الدراسي الأول			الفصل الدراسي الثاني		
رقم المادة	اسم المادة	س	رقم المادة	اسم المادة	س
405108	فن الكتابة والتعبير	3	405212	نمو الطفل	3
406112	علم النفس التربوي	3	405308	الأطفال ذوو الاحتياجات الخاصة	3
405105	صحة الطفل وتغذيته	3	405215	التنشئة الأسرية للطفل	3
405106	أدب الأطفال	3	405111	علم نفس اللعب	3
405211	مدخل إلى فنون الطفل التشكيلية	3	406220	مبادئ الصحة النفسية	3
	تدريب ميداني 1	1		تدريب ميداني 1	1
	مجموع ساعات الفصل	16		مجموع ساعات الفصل	16

مجموع ساعات السنة الثانية: 65

السنة الثالثة

الفصل الدراسي الأول			الفصل الدراسي الثاني		
رقم المادة	اسم المادة	س	رقم المادة	اسم المادة	س
405108	تعليم التفكير	3	405315	تنمية مفاهيم الرياضيات والعلوم	3
405219	الموسيقى والدراما في التعليم	3	405312	تنمية المفاهيم الاجتماعية والدينية	3
405309	مشكلات الطفل وتعديل السلوك	3	406314	إنتاج الوسائل التعليمية واستخدامها	3
405310	قضايا واتجاهات معاصرة في تربية الطفل	3	------	متطلب جامعة اختياري	3
------	متطلب تخصص اختياري	3	———	متطلب تخصص اختياري	3
———	تدريب ميداني 2	2	———	تدريب ميداني 2	2
	مجموع ساعات الفصل	17		مجموع ساعات الفصل	17

مجموع ساعات السنة الثالثة: 99

السنة الرابعة

الفصل الدراسي الأول			الفصل الدراسي الثاني		
رقم المادة	اسم المادة	س	رقم المادة	اسم المادة	س
406103	أساليب البحث العلمي	3	405410	التدريب الميداني (تربية طفل)	6
405406	تعليم القراءة والكتابة	3	———	مادة حرة	3
405407	التقييم النفسي والتربوي في الطفولة المبكرة	3	-----	متطلب جامعة اختياري	3
406408	الحاسوب في التربية	3	406215	نصوص نفسية وتربوية بالانجليزية	3
———	متطلب جامعة اختياري	3		متطلب كلية اختياري	3
———	متطلب تخصص اختياري	3			
	مجموع ساعات الفصل	18		مجموع ساعات الفصل	18

مجموع ساعات السنة الرابعة: 135

مواد قد لا ترتبط بالتدريب الميداني وهي :

مدخل إلى علم النفس
مبادئ التربية
مدخل إلى تربية الطفل
مناهج رياض الأطفال وطرائق التعليم فيها
علم النفس التربوي
مبادئ الصحة النفسية
قضايا واتجاهات معاصرة في تربية الطفل
تعليم التفكير
أساليب البحث العلمي
نصوص نفسية باللغة الانجليزية

Appendix D: Performance Monitoring Plan

SECEJ - PERFORMANCE MONITORING PLAN

Overall Impact of the Program:

1. To improve the existing curricula and teaching methods at the University of Jordan and Petra University to reflect better training practices for preparing kindergarten teachers.
2. To increase the appropriateness and effectiveness of student teaching in the practicum year.
3. To increase the collaboration between the Ministry of Education, the University of Jordan, and Petra University.

Performance Indicator	Definition	Baseline	Target	Data Collection Methods	Frequency; by whom	Long-Term Outcomes
3. **Objective 1:** To improve the existing curricula at the University of Jordan and Petra University to reflect better training practices for preparing kindergarten teachers.						
Proposals for curricula revisions are drafted and agreed upon by PU and UJ faculty members, Deans of Education, and Ministry of Higher Education.	Faculty members at UJ and PU draft and agree to suggested curricula revisions. Faculty members submit the draft of suggested curricula revisions to the Deans of Education at UJ and PU. The Deans of Education at PU and UJ edit and approve suggested curricula revisions. The Minister of Higher Education receives edits and approves suggested curricula revisions.	Nothing drafted, submitted, or approved.	Draft, submit to Dean, approval by Dean, and approval by Ministry of Higher Education.	Yes/no check	April 15, submission to deans April 20, 2010; approval by deans June 20, 2010; approval by Ministry of Higher Education, July 20, 2010;.Vonda Jump	Students will have more applied knowledge of teaching before leaving the university setting.
The number of new and revised courses offered.	Number of new courses and courses with revised syllabi.	0; 0	1 new course; 5 courses revised	Review of new course syllabi	September 5, 2010; and bi-annually afterward	The revised curricula prepare students for teaching in the kindergarten classroom.
The level of improvement in faculty teaching practices.	The amount of change in UJ and PU faculty members' teaching styles.	Didactic teaching methods; lecture only in classrooms	At least 20% of time in class is spent in discussions, small group activities, applied activities	Self-report; evaluation of syllabi; observation of university classes; student evaluations at the end of each semester	Each semester; Vonda Jump; faculty members; expert observer; students complete evaluations	Faculty members will focus on active teaching methods that require participation from students; students learn more through applying what they learn
Materials available for ongoing professional	The amount of materials available for ongoing professional development of faculty and use as teaching	Few materials	20 new materials each	Receipts of materials	October 2010; October 2011;	Faculty members and students will have increased

Performance Indicator	Definition	Baseline	Target	Data Collection Methods	Frequency; by whom	Long-Term Outcomes
development of faculty and use as teaching tools in the university classroom.	tools in the university classroom. The amount of materials available for faculty teaching and student hands-on learning will increase.	available	year at each university.	purchased.	Vonda Jump and partnership coordinator at each university.	access to state of the art materials to augment faculty teaching and student learning.
Level of communication and collaboration between field supervisors and faculty members.	Amount of communication and collaboration between field supervisors and faculty members; for example, how often they meet, the level of sharing of information about expectations from faculty members for student teacher knowledge of concepts and practices.	No communication currently at UJ; PU field supervisor is also a faculty member and there is a high level of communication	Meetings monthly/quarterly at UJ; continue as is at PU	Meeting minutes	Monthly/quarterly beginning March 2010; partnership coordinator at UJ	There will be continuity between classes and field supervision at UJ so that student teachers experience a well-focused program.
Amount of faculty exposure to professional development opportunities in the US, Jordan, and other countries.	Amount of faculty exposure to professional development opportunities in the US, Jordan, and other countries; Amount of faculty exposure to new thinking and ideas. Faculty members will be eligible for trips once per year.	0	1 per year	Review of itineraries; conference proceedings.	Annually; Vonda Jump	Faculty members will be introduced to and implement cutting edge standards and practices..
4. **Objective 2:** To increase the links between theory and application of theory through increased practical experiences in high quality classrooms for undergraduate students.						
Amount of observation and classroom experiences students have in first 3 years at university	The number of hours that students are required to spend observing young children and actually observing/assisting in the kindergarten classroom during the 3rd year at UJ and PU.	O hours	70 hours year 3	Attendance records; Signed forms confirming student volunteer hours	Each semester; Field supervisors will certify.	Undergraduate students will be able to apply theories they are learning in the classroom to actual practice with young children.
Extent of student teacher effectiveness.	Effectiveness of student teachers in the classroom, as evidenced by linkage between theory and applied learning, effectiveness of student teachers to engage young children .		At least 80% proficiency on observation measures (3 out of 5 rating on 80% of items)	Evaluation forms	Each semester; field supervisors and cooperating teachers.	Undergraduate teachers will be effective in teaching young children, and prepared to have their own classrooms.
Amount of student teaching hours.	The amount of hours that student teachers spend teaching or assisting in the kindergarten classroom in Year 4.	Get actual number—they differ at UJ and PU	200 hours	Attendance records; Cooperating teacher confirm	Each semester; field supervisors will certify.	Student teachers will have more practical experience teaching Kindergarten children and will be more prepared to teach in their

Performance Indicator	Definition	Baseline	Target	Data Collection Methods	Frequency; by whom	Long-Term Outcomes
				hours		own classrooms.
Amount of focus on assessment of children's progress	The amount of focus on teaching students how to assess children's progress. Students understand how to assess and plan teaching accordingly	0 hours	Course developed	Observation of course; student evaluations; student implementation of assessment with children during student teaching time	Each semester; Expert observer; students; field supervisors	Undergraduate students will graduate with the knowledge about how to conduct assessment, as well as the practical experience implementing assessment.
Objective 3: To increase the collaboration between the Ministry of Education, the University of Jordan, and Petra University.						
Number of meetings between Ministry of Education, UJ, and PU.	The number of meetings between early childhood education staff at the Ministry of Education and faculty members at PU and UJ.	0	4 per year (quarterly)	Meeting minutes	Quarterly; partnership coordinators at each university.	PU and UJ faculty members will have a stronger collaboration with M of E personnel, and kindergarten students at the university will have more evidence-based practices to emulate.
Number of UJ and PU field supervisors who attend Ministry of Education 160 hour training sessions.	The number of PU and UJ field supervisors who attend the training offered by the Ministry of Education for teachers; the M of E has opened up the courses to field supervisors.	0	18 at UJ; 1 at PU	Certificates of completion of training	Annually; partnership coordinator at each university	Field supervisors will have in-depth knowledge of early childhood development and ways to effectively teach young children; they will also have a greater understanding of the importance of parent involvement in children's education.
Number of students who observe and student teach in Ministry of Education schools.	The number of students who observe and student teach in schools operated by the Ministry of Education (public) versus private kindergartens. The Ministry of Education can provide a list of high quality mentor or cooperating teachers.	0	20 at UJ; 5 at PU	Cooperating teacher and field supervisor sign-off forms	Annually; field supervisors at each university	Student teachers will have experience teaching in high quality kindergarten classrooms and will have greater skills when they begin to teach in their own classrooms.

Appendix E: May 2010 Training Workshop Agenda

Supervisory Practices in Kindergarten

The Training Workshop

Wednesday-Thursday 19-20/5/2010

The First Day

9:00-9:15 Opening of the training workshop under the auspices of Prof. Dr. Vice President.

9:15-12:00 **The first training session entitled**:
Kindergartners: How to learn and what the best ways to deal with them.
Moderator: Ms. Norhan Thehni.

12:00-1:00 Lunch

1:00-4:00 **The second training session entitled**:
Practices from the field: the role of supervisor of education in kindergarten: The models of supervisory in the Ministry of Education and the practical education program at the University of Jordan.
Moderator: Dr. Sami Al-Mahasees, Ministry of Education.

The Second Day:

9:00-12:00 **The third training session entitled**:
The role of the cooperative principal of the kindergarten and the cooperative teacher of the kindergarten to support the student / teacher in the experience of field practical education. How to strengthen the bridges of trust between them and the supervisor of practical education/ child-rearing.
Moderator: Ms. Hali Abu-Alainain

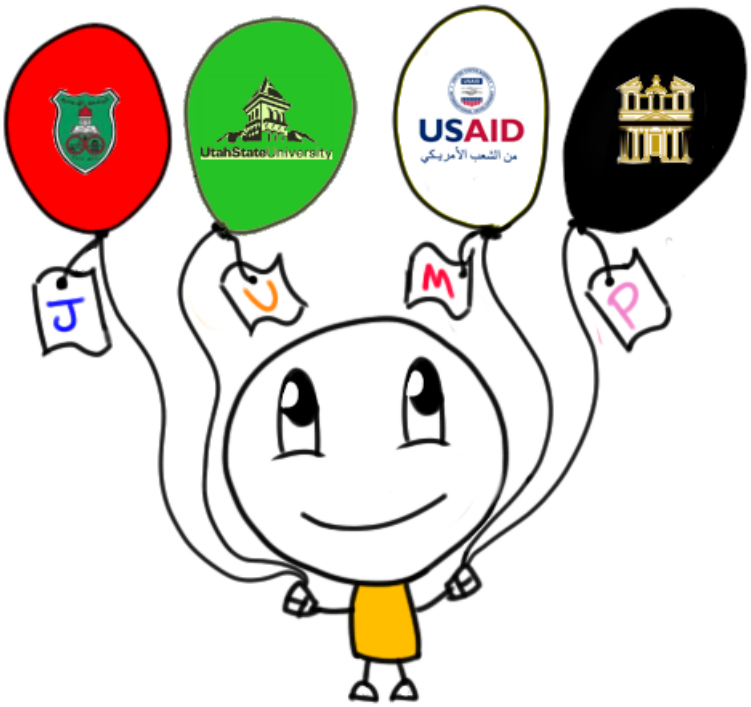
12:00-1:00 Lunch

1:00-4:00 **The fourth training session entitled**:
Assessment in kindergarten: a session to develop a supervisory model for adoption in the practical education program/ child-rearing in the University of Jordan.
Moderator: Dr. Ayoub Al-Rousan

8:00-10:00 pm:

An honorary dinner for all participants in the training workshop including a delivery of certificates to participants in all sessions of the training workshop.

Appendix F: Project Logo



Strengthening Early Childhood Education in Jordan

مشروع لدعم تربية الطفولة المبكرة في الأردن بالتعاون بين الجامعة الأردنية

وجامعة البترا وجامعة ولاية يوتا وبرنامج المساعدة الأمريكية

Higher Education for Development (HED) and
U.S. Agency for International Development (USAID)

Leadership Initiative for Public Health in East Africa (LIPHEA)

SEMI-ANNUAL REPORT
JUNE 2010

For October 1, 2009 – March 31, 2010

Cooperative Agreement No. AEG-A-00-05-00007-00

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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) | National Association of Independent Colleges and Universities (NAICU) | Association of Public and Land-Grant Universities (APLU)

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Appendices
Appendix A: Semi-Annual Progress Report (submitted by Johns Hopkins University)….. attached as a separate PDF document

Executive Summary

During this reporting period, Higher Education for Development (HED) continued to manage the "Leadership Initiative for Public Health in East Africa (LIPHEA): Tanzania and Uganda" partnership program. Major partnership activities and outcomes during the six-month period included:

- The immediate contribution by partnership-trained district-level personnel to relief efforts following flooding and landslides in Uganda and Tanzania.
- Convening of the 7th Deans and Directors Meeting in Mombas, Kenya in February 2010 to review the main accomplishments and outcomes of LIPHEA to date, discuss the future plans of LIPHEA, and convene the HEALTH alliance's 3rd board meeting.
- On-going training of district-level disaster management personnel in all 6 HEALTH alliance countries (DRC, Ethiopia, Kenya, Rwanda, Tanzania, Uganda) with the full incorporation of zoonotic disease control into the curricula.
- Regular meetings in the Ugandan Prime Minister's office on disaster planning and response.
- On-going engagement with Ministries of Agriculture and Veterinary Services, faculties of medicine, and wildlife authorities to strengthen capacity in zoonotic diseases;
- JHU-created, free on-line course titled, "Enhanced Teaching and Learning: A Public Health Perspective," designed to help HEALTH faculty develop more effective courses, ready to be transferred to East Africa; and
- Posting of updated profiles of the 7 HEALTH institutions on the alliance website.

Overview of the Leadership Initiative for Public Health in East Africa (LIPHEA)

In collaboration with USAID's Bureau of Global Health, HED made an award of $2 million in October 2005, (since increased to $5.77 million) for a partnership among the Muhimbili University College of Health Sciences (MUCHS), the Makerere University School of Public Health (MUSPH), and the Johns Hopkins University Bloomberg School of Public Health (JHU) – with additional support from Tulane University and George Washington University – titled "Leadership Initiative for Public Health in East Africa (LIPHEA): Tanzania and Uganda."

The goal of this partnership is to strengthen public health leadership in East Africa by improving the capacity of local institutions to train mid- and senior-level health professionals in leadership skills. This initiative is creating a cadre of professionally trained health leaders better able to envision, plan, implement, and manage effective responses to the health needs of Africans, especially in the areas of epidemiology, health policy and planning, public administration, budgeting, human resource management, emergency response, and applied field research.

The objectives of LIPHEA are to:

- Strengthen teaching and educational programs that integrate leadership training throughout the curricula;

- Create a network that links public health schools, ministries of health, public health practitioners, regional organizations and other critical stakeholders, that will facilitate information and resource sharing;
- Establish a faculty development program that will sponsor promising young public health faculty from MUSPH and MUCHS through a combination of degree programs and in-service programs in public health leadership;
- Create an enabling environment in Tanzania and Uganda for public health activities by building leadership and advocacy skills among public health faculty and key decision-makers; and
- Improve the teaching infrastructure at MUSPH and MUCHS.

The Higher Education Alliance for Leadership Through Health (HEALTH) - officially established in 2008 in collaboration with the Centers for Disease Control and Prevention (CDC), ministries of health, inter-ministerial agencies, and national Red Cross Societies – continues to build health emergency management capacity at the district level in the six HEALTH countries (Democratic Republic of the Congo, Ethiopia, Kenya, Rwanda, Tanzania, Uganda). Using the $950,873 in additional funding provided by USAID/Global Health's Avian Influenza Initiative (noted in the June 2009 6-month report), the partners have developed and integrated a module for the control of zoonotic diseases into their health emergency management training curriculum. With the $350,000 in additional funding leveraged from the Rockefeller Foundation last year and $300,000 this year, the partners are continuing to expand the health emergency management training efforts to more districts in alliance and non-alliance countries.

Major Activities during this Reporting Period

The LIPHEA partners, as members of the HEALTH alliance (Table 1), engaged in a number of capacity-building activities during this reporting period. The primary activities are summarized below (Table 2).

Table 1. HEALTH Alliance Member Institutions

Institution	Country
Jimma University, Public Health Faculty	Ethiopia
Makerere University School of Public Health	Uganda
Moi University School of Public Health	Kenya
Muhimbili University School of Public Health and Social Sciences	Tanzania
National University of Rwanda School of Public Health	Rwanda
University of Kinshasa School of Public Health	Democratic Republic of the Congo
University of Nairobi, Department of Community Health	Kenya

Table 2. Capacity Building Activities between October 1, 2009 and March 31, 2010

	Activity	Outcome
Human Capacity Building	Non-degree training of trainers (TOT)	• 30 host country nationals from the 6 HEALTH alliance countries received TOT training in disaster planning by CDC personnel.
	Non-degree training for district-level personnel	• 464 individuals (including 150 women) from the 6 alliance countries received training in leadership and disaster management, including zoonotic diseases (e.g., rabies, anthrax, Rift Valley fever, ebola, plague, influenza A, and trypanosomiasis).
Institutional Capacity Building	Adapted/changed curricula	• Partners are continuing to work to integrate zoonotic diseases into the health emergency training curriculum.
	Improved method of instruction	• Developed and pilot tested an on-line course titled, "Enhanced Teaching and Learning: A Public Health Perspective," designed to help HEALTH faculty develop more effective courses. Ready to be fully transferred to the alliance institutions.
	Undertook collaborative research	• Investigating the effectiveness of the district-level personnel trained through the partnership's Health Emergency Management Program (HEMP) who engaged in relief efforts following the recent floods and landslides in Uganda.
	Prepared collaborative publications	• MUSPH and JHU jointly writing paper describing HEMP. • Continued to publish about one issue of the *Eastern Africa Journal of Public Health* each 6-month reporting period.

	Established new academic programs	• Developed curriculum for new Masters of Monitoring and Evaluation program at MUSPH. It is currently going through the university approval process and partners hope to implement the program at MUCHS as well in 2010. • Developed undergraduate course in disaster response for undergraduates at the partner institutions.
	Improved institutional governance	• The Ugandan PI was recently appointed the Dean of MUSPH, and is applying many of the leadership principles he acquired through the partnership. (He remains the PI.)
	Improved institutional management procedures	• The Ugandan PI was recently appointed the Dean of MUSPH, and is applying many of the leadership principles he acquired through the partnership. (He remains the PI.)
Institutional Capacity Building Leading to Support for Development Goals	Promoted workforce development	• On-going all-hazards approach to capacity building at the district level among public health, local government, and veterinary personnel to prevent and manage disasters, with an emphasis on zoonotic diseases.
	Involved in community outreach	• Building community awareness about disasters through district-level trainings continues to be a major focus of the partnership.
	Informed policy at institutional, community, and/or national levels	• The Ugandan and Tanzanian Prime Minister's offices have sought guidance from LIPHEA regarding response to recent and potential future disasters. • Trainers of trainers continue to be trained to disseminate knowledge and skills down to district-level personnel. • Introduction of zoonotic diseases into LIPHEA's HEMP activities has greatly increased the level of collaboration between the

		animal health and public health sectors, with the participation of veterinary and wildlife experts.
	Worked with government agencies, NGO groups, and/or private sector groups	• The Office of the Prime Minister in Uganda and Tanzania is involved in the planning and implementation of HEMP training workshops; the Ministries of Health and local governments nominate personnel to undergo HEMP training; National Red Cross Societies facilitate the HEMP trainings and also nominate personnel to undergo HEMP training; and the CDC continues to train TOTs. • Partners continued to consult with the Ministries of Agriculture and Veterinary Services and wildlife authorities in Tanzania and Uganda to develop training activities and curricula for zoonotic diseases control. • The IBM Research Group attended and presented at the February Deans & Directors meeting on applications for social mobile computing.
	Promoted economic growth	N/A.
	Promoted democracy and good governance	• On-going training in leadership.
	Worked to improve host country health	• This is the entire crux of partnership efforts.
	Promoted environmental protection/preservation Other	• HEMP trainings include recommendations to reduce damage to natural and man-made surroundings during disasters.

A particularly notable occurrence this reporting period was the timely and professional response by approximately 30 HEMP-trained personnel to disastrous floods and landslides in the Bududa district of eastern Uganda in March 2010 which buried three villages and claimed hundreds of lives. Four HEMP trainers of trainers provided leadership in the rescue, relief, information transmission, and coordination efforts at the landslide sites and refugee camps. In December 2009, the water levels of the Mkondoa River in Tanzania rose so high that 24,000 people had to be quickly evacuated. Knowing that LIPHEA had recently provided training through HEMP, local government officials

deployed the trainees to assist in the evacuation and sanitation efforts. According to community members, the HEMP-trained disaster team "made their presence felt."

Other overall LIPHEA partnership activities and outcomes are provided in the Semi-Annual Progress Report submitted by JHU and received by HED April 30, 2010 (Appendix A).

To date, LIPHEA has trained a total of approximately 3311 individuals in leadership, 33 in ICT, 77 in quality assurance and communications, and 746 in disaster management, for a total of 4167 individuals. The partnership has also guided the development of 89 district-level health emergency management plans.

Challenges during this Reporting Period
The partners reported no significant challenges this reporting period.

Conclusion and Upcoming Activities
During this reporting period, HED continued to manage the LIPHEA partnership activity. The partnership, despite some minor administrative delays, continues to perform well. Supporting evidence of this positive performance includes: an increase in USAID financial support from an initial $2 million to the current $5.77 million (excluding the supplemental funding to Tulane University for the server migration project as described in the previous report), with the commitment of an additional $950,873 in FY10 from USAID's Bureau of Global Health for increased capacity building activities in zoonotic disease management; the expansion of LIPHEA activities beyond public health leadership training to health emergency management capacity building and zoonotic disease control; leveraging funds from the Rockefeller Foundation, which will help ensure the sustainability of LIPHEA activities; leveraging funding from UNDP to support district-level training in Uganda; and continued demonstrated interest of IBM's research group in the HEALTH Alliance through their active participation in the 7th Deans and Directors meeting.

Anticipated partnership undertakings during the next six months (April 1, 2010 – September 30, 2010) include:

- Continue to conduct HEMP training sessions, with a focus on zoonotic diseases;
- Convene an 8th and final Deans and Directors meeting in August 2010 in Addis Ababa, Ethiopia with Alliance members, USAID, HED, and other stakeholders;
- Publish HEMP-related papers;
- Convene previously trained district personnel to review disaster management plans and progress made to date;
- Finalize a zoonotics curriculum for undergraduates;
- Begin longitudinal studies of individuals trained in leadership and HEMP through the LIPHEA partnership;
- Conduct a second "Disaster Forum" in September 2010 (see previous report);
- Transfer the on-line course titled, "Enhanced Teaching and Learning: A Public Health Perspective," to the Alliance members;
- Continue to develop the new partnership with the Thailand Disaster Centre and other global institutions with expertise in zoonoses and pandemics; and

- Publish another issue of the new HEALTH Alliance Newsletter.

Appendix A: Semi-Annual Progress Report

(due to HED April 30, 2010; submitted by Johns Hopkins University)

Attached as a separate PDF document

HIGHER EDUCATION FOR DEVELOPMENT (HED)

Knowledge, Partnership, Results

U.S. Department of State's Middle East Partnership Initiative (MEPI)

U.S. Agency for International Development (USAID)

MEPI AND CEPI SEMI-ANNUAL REPORT

Outcomes Related to 8 Higher Education Partnerships

October 1, 2009–March 31, 2010

Cooperative Agreement No. AEG-A-00-05-00007-00

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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.

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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 (A.P.L.U)

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Executive Summary

From October 1, 2009 – March 31, 2010, Higher Education for Development (HED) managed **7 active partnership** agreements between U.S. and host country institutions of higher education under the U.S. Middle East Partnerships University Partnerships Program and **1 active partnership** agreement under the Civic Education Partnership Initiative (CEPI).

All **8 partnerships** are supporting sustainable reform in higher education throughout the Middle East/North Africa (MENA) region by emphasizing the role of economic and civil society partners in education, improving the quality of faculty instruction and research, and enhancing the universities' administrative and managerial capacities.

The partners reported **12** examples of host county institutional capacity strengthening such as revised curricula, improved teaching methods, collaborative research and publications, and new academic programs; and **13** examples of improving host country institutional capacity to address local, regional, and national development goals.

Similarly, the 8 partnerships provided evidence of human capacity building through non-degree training.

- **990** host country nationals completed internships; and
- **26** men and **41** women were reported participating in non-degree classes and seminars relevant to professional development.

Partnership benefits and value also were described by the U.S. partners at their institutions as faculty and student exchanges to host countries, enhancement of faculty knowledge and capabilities, improving curriculum and coursework, initiation of collaborative research, an expanded emphasis on campus diversity, an opportunity to expose students to new perspectives and ideas, and the establishment of on-going, continuing links at the global level.

U.S.-Middle East University Partnerships Program

The goal of the U.S.–Middle East University Partnerships Program, which is supported by funds from the U.S. Department of State's Middle East Partnership Initiative (MEPI), is to contribute to broader democratic reform efforts in the Middle East and North Africa (MENA) region. Activities under this program support sustainable reform in higher education throughout the MENA region by funding partnerships that emphasize the role of economic and civil society partners in education, improve the quality of faculty instruction and research, and enhance the universities' administrative and managerial capacities.

During this reporting period, HED managed seven active partnerships in Lebanon, Qatar, Libya, Algeria, Egypt, and the United Arab Emirates under the U.S.-Middle East University Partnerships Program. HED's primary activities included:

- Responding to requests from MEPI and USAID for data and background information on the program;
- Working with the William Davidson Institute/Institut National de Commerce (Algeria) and the University of Connecticut/Menoufia University (Egypt) partnerships to close-out activities under the HED award;
- Committing additional funding and extending the end date of the University of Michigan-Dearborn/University of Garyounis partnership until June 30, 2010; and,
- Monitoring the progress of the seven active partnerships to ensure program activities and objectives are met.

Notable partnership activities during this period include:

- ***Michigan State University*** and ***The Lebanese American University*** successfully conducted the final two workshops for in-service Lebanese teachers. The workshops focused on infusing technology into Lebanese K-12 classrooms by establishing the pedagogical foundations for information communications technology (ICT) use, strengthening ICT training capacities, and establishing communities of practice among the teachers.
- The ***University of Louisiana at Lafayette*** and ***Qatar University*** co-taught a second transnational course on Global Media with many sessions occurring in real time via videoconferencing. The partnership directors also promoted partnered research projects between faculty members at both institutions.
- The ***William Davidson Institute*** and the ***Institut National de Commerce (INC)*** in Algeria initiated mandatory internships for fourth-year students. The students, about 990, began their internships in November 2009.
- ***Zayed University*** in the United Arab Emirates and the ***University of Southern Maine*** met with colleagues at the American University of Sharjah, the UAE University at Al-Ayn, and Abu Dhabi University and agreed to form a women's studies consortium.
- ***Thunderbird School of Global Management*** and ***Zayed University*** continued to develop business curriculum relevant to the United Arab Emirates through the creation of focused case studies.
- A final visit to ***Menoufia University*** by ***University of Connecticut*** faculty was devoted to exploring how to continue the collaboration funding. The partners identified two key areas for further engagement: cooperative extension, including community development programs for women and families; and collaborative research in human nutrition and agricultural development.

Civic Education Partnership Initiative

MEPI, USAID/EGAT/ED, and USAID/DCHA are providing support for civic education offerings in the Middle East and North Africa (MENA) through the creation of the Civic Education Partnership Initiative (CEPI). Under CEPI, ***Maryville University of St. Louis***, ***Hassan II University***, ***the Casablanca Teacher Training Institute***, the ***Moroccan Center for Civic Education***, and the ***Center for Civic Education*** are developing a comprehensive portfolio of civic education modules to support the teaching and learning of civic values and skills in Morocco.

Building on the successful Casablanca dissemination workshop, a major residential workshop was held in Benslimane, Morocco, to disseminate both the ninth-grade classroom modules and the supporting teacher education courses. The workshop was led by the Moroccan partners and involved 50 Moroccan teacher trainers who were taught to use the program materials. Educators, participating in the workshops, were given free copies of the materials for use in their schools. The residential workshop took place during February 2010. The regional minister of education provided cost-share support in terms of space, advertisement and organizational assistance.

Assessment of the ninth-grade curriculum began with a workshop held concurrently with the July 2009, Casablanca Dissemination conference. Since that time, the assessment team implemented the survey instrument and protocol in nine randomly selected sampling sites from both control and treatment classrooms. The assessment team also conducted observations and interviews to collect qualitative data; the survey data from the pre-assessment is now being analyzed. The statistical analysis will be presented during the next dissemination conference scheduled for May 2010. The Human Subjects Research Board granted approval for the study.

The university effort is now refocused on the original goal of the CEPI program, which was to develop a corresponding university course with materials that reflect aspects of the content and methods of the CEPI ninth-grade materials. A re-engaged university faculty has developed and conducted a CEPI course as an elective at Hassan II – Ben Msik. Outputs from the course pilot are being compiled into a dissemination packet.

Description of 8 Active Partnerships – Quantitative Information

Activities are described for the **8 active partnerships** under the U.S.-Middle East Partnerships Program and the Civic Education Partnership Initiative for this report period. The **8 active partnerships** include 8 different U.S. institutions of higher education, collaborating with colleges and universities in **8 different countries**.

Table 1 displays a description of individual partnerships by U.S. colleges and universities, host country institutions, and program areas. Table 2 presents these same partnerships by U.S. Congressional district.

Table 1.
LIST OF ACTIVE MEPI/CEPI PARTNERSHIPS BY COUNTRY AND PROGRAM AREA
October 1, 2009 through March 31, 2010
N = 8

U.S. Institution	**Host Institution**	**Country**	**Development & Program Area**
University of Southern Maine	Zayed University	United Arab Emirates	Education
Michigan State University	Lebanese American University	Lebanon	American Studies
Maryville University	Hassan II University; Moroccan Center for Civic Education	Morocco	Civic Education
Thunderbird School of Global Management	Zayed University	United Arab Emirates	International Business
University of Connecticut	Menoufia University	Egypt	Computer Science and Business
University of Louisiana at Lafayette	Qatar University	Qatar	Journalism & Media
University of Michigan - Dearborn	University of Garyounis	Libya	Business Education
University of Michigan, William Davidson Institute	Institute National du Commerce	Algeria	Training Business Managers

Table 2.
MEPI AND CEPI PARTNERSHIPS BY U.S. CONGRESSIONAL DISTRICTS
October 1, 2009 through March 31, 2010
6 States Represented

State	Congressional District	Partnerships
AZ	2nd district	1
CT	2nd district	1
LA	7th district	1
ME	1st District	1
MI	15th district	1
	16th district	2
MO	6th district	1
TOTAL PARTNERSHIPS		**8**

Results of Institutional Strengthening

During this report period, partners reported 12 separate examples of host county institutional capacity strengthening such as curricula adaption and change, improved teaching methods, and establishment of new academic programs. Table 3 presents the number of institutional strengthening activities reported.

Table 3.
INSTITUTIONAL STRENGTHENING ACTIVITIES
October 1, 2009 through March 31, 2010
N = 8

Institutional Capacity Strengthening Activities (Number of activities mentioned in this reporting period by partnership directors)	
	Number of times mentioned
Adapted/changed/created new curricula	3
Improved methods of instruction	4
Undertook collaborative research	3
Prepared collaborative publications	1
Established new academic programs	1
TOTAL	**12**

MEPI/CEPI partners also reported **13** activities related to national development goals, i.e., workforce and trade capacity development, community outreach, NGO advising, support for democracy and good governance, promotion for improved health, and policy guidance with governments and ministries. Table 4 reflects partners' description of work toward development goals.

Table 4.
IMPROVED CAPACITY TO ADDRESS LOCAL, REGIONAL, AND NATIONAL DEVELOPMENT GOALS
October 1, 2009 through March 31, 2010
N=8

	Number of Partnerships Mentioning the Activity	Percentage of MEPI/CEPI Partnerships Mentioning the Activity
Promoted workforce development and JOBS	3	37.5%
Involved in community outreach (knowledge to the people)	2	25%
Informed policy at local, community, and/or national levels	1	12.5%
Worked with government agencies, NGOs, and/or private sector groups	3	37.5%
Promoted economic growth	1	12.5%
Promoted democracy and good governance	2	25%
Other	1	12.5%
TOTAL	**13**	

Results of Human Capacity Building

Human capacity building is defined as the number of individuals receiving training or instruction that supports or improves their professional work. This capacity building is tracked by progress toward degree work (diploma/certificate, baccalaureate, master's, or doctorate) and participation in non-degree training such as exchanges, internships, workshops, seminars, and special classes.

Table 5 displays the numbers of individuals participating in exchanges, internships, and other non-degree training sponsored by partnership activities during this reporting period.

Table 5.
HUMAN CAPACITY BUILDING, BY TYPE OF NON-DEGREE TRAINING
October 1, 2009 through March 31, 2010
N = 8

Type of Training			
	Men	**Women**	**Total**
Exchanges**	2	10	12
Internships**	380	610	990
Other non-degree Training/Classes	26	41	67

**Includes exchanges/internships of both host country nationals and U.S. participants.

Results of Reported Partnership Value to U.S. Partners

Semi-annual progress report forms include questions not only about activities and outcomes at the host country institution, but also about happenings on the U.S. campus. A 'partnership' implies two sides of an equation that assumes value to both partners. During this reporting period, partners described partnership value to their home campuses in terms of faculty and student exchanges, new ideas and perspectives shared with students in classes and members of the community, campus diversity, opportunities for initiating research, joint publications underway, and academic relationships that will last beyond the life of the partnership (See Table 9).

Table 9.
BENEFITS TO U.S. PARTNERS
October 1, 2009 through March 31, 2010
N = 8

Adds to campus diversity	Exposes students to new perspectives/ideas	Able to establish ongoing, continuing links globally	Enhances U.S. faculty's knowledge and capabilities	Improves current/ develops new curricula or coursework	Provides research opportunities	# of U.S. faculty/students involved in exchanges
1	3	1	2	2	4	5

* Number of times U.S. partners reported a specific benefit/value to the home campus in the six-month progress report
**Number of U.S. faculty and staff who are participating in exchanges

Partnership Responses to Qualitative Questions

The following are responses from one CEPI and seven MEPI partnerships progress reports for the following qualitative questions for the period October 1, 2009 – March 31, 2010.

MARYVILLE UNIVERSITY OF ST. LOUIS/UNIVERSITY OF HASSAN II, BENMISCK/MOROCCAN CENTER FOR CIVIC EDUCATION/MOROCCAN MINISTRY OF EDUCATION
(MOROCCO)

Civic Education Partnership Initiative (CEPI)

Bowling Green State University (BGSU), Hassan II University (H2U), the Casablanca Teacher Training Institute, the Moroccan Center for Civic Education, and the Center for Civic Education are developing a comprehensive portfolio of civic education modules to reinforce the teaching and learning of civic values and skills in Morocco and to promote the adaptation of the modules in other priority countries in the MENA region.

1. From your partnership work plan objectives, please describe this partnership's major activities during the past six months (October 1, 2009 – March 31, 2010).

CEPI University Course: The university effort is now refocused on the original goal of the CEPI program, which was to develop a corresponding university course with complete materials that reflect some aspects of the content and methods of the CEPI 9th grade materials. Under the program leadership of Said Zaidoune and Awad Ibrahim, a re-engaged university faculty have developed and conducted a CEPI course as an elective at Hassan II – Ben Msik. A number of university faculty (previous participants in the program development) as well as Professors Ibrahim (University of Ottawa) and Nancy Patterson (Bowling Green State University) have taught in the program. Dr. Patterson's involvement is primarily supported by a Fulbright Scholarship. Outputs from the course pilot (syllabus, reading packet and videotaped lectures/activities) are being compiled into a dissemination packet.

Regional Dissemination Workshops: Building on the successful Casablanca dissemination workshop, a major residential workshop was held in Benslimane, Morocco to disseminate both the program classroom modules and the supporting teacher education courses. The workshop was led solely by the Moroccan partners and involved 50 Moroccan teacher trainers who were trained in the methodology and use of the program materials. Educators participating in the workshops were given free copies of the materials for use in their schools. The residential workshop took place from February 23-24, 2010. This location was selected because the regional minister of education, Mr. Abdelkader Talbi, provided cost-share support in space, advertisement and organizational assistance.

9th Grade Curriculum Assessment: The module assessment project began with a workshop held concurrently with the July 2009 Casablanca Dissemination conference. Since that time, the survey instrument and protocol was implemented in 9 randomly selected sampling sites of both control and treatment classrooms. Observations and interviews were also conducted by Dr. Ibrahim to collect qualitative data. Survey data on the pre-assessment has now been received by Dr. Bolton who is conducting statistical analysis that will be presented during the upcoming conference. Dr. Bolton also received Human Subjects Research Board approval for the study.

2. For each of the above activities, please describe the **results and/or outcomes**. Answer in bullet form if appropriate.

ACTIVITY	OUTCOME
1. University Course	A. Conduct of CEPI University Course for 20 students B. Development of syllabus, modules and videotaped lectures/activities
2. Dissemination Workshop	C. Regional workshop to disseminate CEPI materials to 50 teacher trainers
3. Curriculum Assessment	D. Development of curriculum assessment instruments and protocols. E. Approval of Human Subjects Review F. Implementation of instruments in 18 classrooms G. Observation and interview of classrooms H. Compiling of Pre-Assessment data base

3. How are the above activities and outcomes reported in questions 1 and 2 benefiting and/or helping to strengthen the **institutional capacity** and the **human capacity** of the host country higher education institution?

   Hassan II-Ben Msek has now developed and piloted a civic education course with students and compiled teaching materials and resources. Regional teacher trainers are now provided with materials and methods for teaching Moroccan citizenship in an active manner. Moroccan researchers are now prepared to conduct quasi-experimental research.

4. How are the above activities and outcomes from this partnership benefiting and/or helping to strengthen the **capacity** to address **national development goals**?

   Both the King of Morocco and the national Ministry of Education have identified active democratic citizenship as a national development goal. The material developed as part of CEPI directly address this goal and disseminating them to teacher trainers will provide a multiplier effect of reaching a broad teacher audience. The University course at Ben Msek is the first of its kind and represents a broader effort to inculcate adult learners in democracy and civic engagement. Lastly, the Ministry of Education is very concerned about moving their education system towards data-driven decision making. The CEPI curriculum assessment provides practical training in such an effort.

5. How are these activities and outcomes benefiting the **U.S. higher education institution(s)**?

   Bowling Green State University is benefiting from the efforts through the inclusion of one of their faculty through the Fulbright program in the CEPI activities. Dr. Nancy Patterson is conducting research during her residency in Morocco that will benefit her, her students, her university and the field of civic education. CEPI has provided the setting for this research.

   Maryville University is benefiting by introducing Morocco as a place for future collaboration. Maryville faculty have developed some contacts and familiarity through CEPI activities. During this reporting period, Maryville has submitted three proposals for external funding for partnership activities with Morocco. In addition, Maryville is planning on offering a short-term study abroad program for students and faculty to Morocco for Spring 2011.

6. Briefly describe the involvement of **other collaborating host country stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

   The Ministry of Education has been clearly supportive of the CEPI program. In the past six months, they have actively supported the dissemination of the CEPI materials through in-kind sponsorship of the dissemination workshop and promotion of the materials at all levels.

7. Briefly describe the involvement of **other collaborating U.S. stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them.**

As part of the greater effort to develop global awareness and civic literacy in St. Louis efforts have been made to connect the CEPI project to other activities. To this end, the dissemination workshop held in February included a visit by two social studies curriculum coordinators from area school districts, a representative from the non-profit CharacterPLUS and from the Missouri Bar Association. While their participation was funded by the CIVITAS Exchange program their involvement with CEPI in Morocco provided them the opportunity to interact with peers and begin planning for future activities. Among those planned are cross-cultural school partnerships, curriculum development and the development of a graduate level certificate program for US teachers.

8. What has been the partnership's greatest **success(es)** during the past six months?

   During the past six months the greatest success have been the initiation and conduct of the research project, the conduct of the teacher training workshop and the conduct of the Ben Msek course. All of these are ground breaking efforts that push the civic education agenda forward in Morocco.

9. Please explain any **changes, obstacles, and/or delays** to the implementation of activities during the last six months (October 1, 2009 – March 31, 2010).

   The greatest obstacle continues to be implementing the university course. Because universities everywhere are so intertwined in bureaucracy and regulations, introducing a new course with novel approaches has continued to be challenging. While the university project leadership (Ibrahim and Zaidoune) have persevered and the course was offered to approximately 20 students, it was a struggle up to the last moment to get the required approvals and arrangements. Sustainability of this effort after CEPI is a key concern and an area of emphasis for the remainder of the project.

10. Please describe your **planned activities** and an **approximate timeline** for the next six months. (Please include any anticipated changes during the next three months to planned activities in the approved work plan)

Present – May 20	Prepare for dissemination workshop in Tangiers. Moroccan partners will organize all logistics. Craddock and Bolton will analyze pre-assessment data and develop a report of findings.
May 20 -27	Dissemination visit to Morocco. Drs. Craddock and Bolton will travel to Morocco to participate in dissemination workshop in Tangiers, work with assessment team on post-assessment efforts and consult on university course development.
May 28 – June 31	Completion of Assessment project, compilation of university course materials into a dissemination packet and finalizing of full monitoring and evaluation report.

11. Of these activities, please list which would provide good opportunities for USG visits?

    May 20 -27 Dissemination visit and especially the workshop on the 23-24 in Tangiers.

12. Overall, activities for this partnership are:

__X___on schedule
_____ahead of schedule
_____behind schedule

Award Amount: $1,060,000
U.S. Institution Matching: $63,979
Cycle: CEPI 2007
End Date: June 30, 2010

MICHIGAN STATE UNIVERSITY/LEBANESE AMERICAN UNIVERSITY
(LEBANON)

ICT in Education: Creating a Model Certificate Program

Michigan State University (MSU) and The Lebanese American University (LAU) are creating a model information and communications technology education program in Lebanon to strengthen the capacity for ICT training and to help Lebanese educators, particularly women, as they develop new strategies for teaching.

1. From your partnership work plan objectives, please describe this partnership's **major activities** during the past six months (October 1, 2009 – March 31, 2010).

By the beginning of October, the LAU team had completed the work on the MSU courses by:

- Adapting them to the LAU programs, mainly to the Master in Education and to the series of workshops usually conducted by the Teacher Training Institute.
- Integrating modules and resources on gender differences in technology-based classrooms, and strategies to address them.

LAU October Visit to MSU

The LAU team, Iman Osta and Mona Nabhani, visited Michigan State University and held daily meetings with the MSU team from 18 to 25 October 2009. The objectives of the meetings were to:

- Review and approve the modified courses, especially the gender components
- Plan for the TCET2 and TCET3 piloting workshops
- Discuss possible strategies and instruments for evaluating the piloted courses

As a result of the discussion, the following accomplishments were made:

- Gender components added and integrated to the three courses
- A comprehensive evaluation of the first workshop TCET1, based on the compiled evaluation data, informed decisions about the planning for TCET2 and TCET3
- It was decided to conduct TCET2 and TCET3 on the dates:

    - TCET2: Friday and Saturday, 5 & 6 March 2010
    - TCET3: Friday and Saturday, 19 & 20 March 2010
- A rough draft schedule was for TCET2 and TCET3 was created to be reorganized and finalized by the Beirut team.
- Methods and tools for evaluating TCET2 and TCET3, and subsequently the whole project, were put in place. Ideas for evaluation forms were exchanged. These evaluation forms will be filled by the participants at the end of each workshop.
- It was decided to observe the class of one (or more?) of the participants in which educational technology as developed in the workshops will be implemented, along with gender sensitive teaching strategies.

November to March 5

- Contacted participating schools and teachers. The LAU team made contact with schools and teachers who participated in the first TCET workshop. Letters were sent to administrators and teachers highlighting the objectives of the upcoming two workshops TCET2 and TCET3, assigning the teachers to prepare reports and presentations on their uses of technology in teaching since TCET1, and highlighting the gender differences observed.
- Developed the materials, hand-outs and other resources to be used in the two workshops.
- Finalized the TCET2 and TCET3 schedules and materials. Two sessions were reserved for participants' presentations on their implementations of ICT in their teaching, based on the skills they gained from TCET1.
- Coordination with the workshops' instructors

March 5&6 and March 19&20, 2010

TCET2 and TCET3 were held. Most of the teachers who participated in TCET1 came back for TCET2 and TCET3. Also a new school sent two more teachers.

The two workshops were characterized by a high degree of involvement and active role on the part of the participating teachers. At the end of TCET2, the participants were assigned to administer, within the period between TCET2 and TCET3, an ICT-based lesson in their classrooms. The lessons were planned and material prepared during the workshop. An online survey was also developed during the workshop to investigate the lesson's effectiveness and their students' attitude toward the use of technology.

Participants presented their lessons and the results of their students' surveys in TCET3. At the end of TCET3, certificates were handed to participants in a small closing reception.

In-between TCET2 and TCET3:

Participants conducted the previously planned ICT-based lesson in their classrooms
Joe Codde and Iman Osta attended the ICT-based classes for two of the participants.

Participants were also assigned to engage in an online discussion of the courses, on two subjects:

Subject 1: Strategies to address gender differences in IT-aided classes
Subject 2: Growth Plan

2. How are the above activities and outcomes reported in questions 1 and 2 benefiting and/or helping to strengthen the **institutional capacity** and **human capacity** of the host country higher education institution(s)?

   It's clear that our partner institution faculty, Drs. Mona Nabhani and Iman Osta, have improved their understanding of technology in education and the need for this topic as an integral role in the development of teachers. Their understanding of the need for programs targeting in-service teachers also has been strengthened. In the United States and other countries, our experience has been that programs of this nature can serve as a catalyst for in-service teachers in the use of computer technology. With one teacher serving as a mentor or role model, our experiences have shown that these teachers, by modeling the effective use of technology, serve as the focal point for technology integration within a school and, thus, help others adapt to and infuse the new technology. We have also found that the program strengthens the practice of teaching by making good teachers better.

   Within the host institution we have found that the program faculty have enlisted the assistance of graduate assistants and others connected with the university who are taking their experiences back to their home institutions and schools. Thus the reach of the program is expanded.

3. How are the above activities and outcomes from this partnership benefiting and/or helping to strengthen the **capacity** to address **national development goals**?

4. How are these activities and outcomes benefiting the **U.S. higher education institution(s)**?

   The primary benefit is learning about the cultural issues of technology integration in Lebanon as well as the gender related issues. The activities and outcomes from this partnership are serving to better inform U.S. program faculty and aid in the development of new proposals and projects for this region.

5. Briefly describe the involvement of **other collaborating host country stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

   Other institutions with involvement in our program include the schools that are the Lebanese schools represented in our project. The list includes: La Sagesse High School, Montana International College, Beirut Baptist School, Irfan Schools, Haj Bahaeddine Hariri School, Hariri I, Khadijah El Kobrah, Aamlyeh School for Girls, Al Achrafieh School, Furn El-Shebbak Secondary School for Girls. In addition, the Lebanese Ministry of Education has been asking for information regarding our program and we've kept the Minister updated as we move forward.

6. Briefly describe the involvement of **other collaborating U.S. stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them.**

During the past six months there have been no other U.S. Collaborating partners

7. What has been the partnership's **greatest success(es)** during the past six months?

   Greatest successes during the past six months were the delivery of the final two workshops. During those workshops teachers reported that, due to their participation in this program, they have become better with using technology for teaching and learning in their classrooms but, more importantly, have reported that this program has made them better teachers – with or without the use of technology.

8. Please explain any **changes, obstacles, and/or delays** to the implementation of activities during the last six months (October 1, 2009 – March 31, 2010).

   No obstacles.

9. Please describe your **planned activities** and an **approximate timeline** for the next six months. (Please include any anticipated changes during the next three months to planned activities in the approved work plan)

   Program has been completed, and final reports are being prepared.

10. Of these activities, please list which would provide good opportunities for USG visits?

11. Overall, activities for this partnership are:
    ___x__on schedule
    _____ahead of schedule
    _____behind schedule

Award Amount: $300,000
U.S. Institution Matching: $81,502
Cycle: 2006
End Date: March 31, 2010

THUNDERBIRD SCHOOL OF GLOBAL MANAGEMENT/ZAYED UNIVERSITY
(UNITED ARAB EMIRATES)

Thunderbird-Zayed Curriculum and Skills Enrichment (CASE) Partnership

This partnership will develop a Master of Science program in international business at Zayed University to help prepare women in the United Arab Emirates (UAE) to acquire real-world business administration skills and knowledge. It also will further develop the existing memorandum of understanding between the two institutions, strengthen the knowledge and skills of faculty at Zayed to develop new courses and curricula by creating case studies that detail real-world business and management issues in the UAE; develop research skills among the faculty at Zayed; and promote the concept of a global mindset through the inclusion of Emirati students and professionals in Thunderbird's cutting edge research, diagnostics, and seminars in this topic.

1. From your partnership work plan objectives, please describe this partnership's major activities during the past six months (October 1, 2009 – March 31, 2010).

   a. Creating Case Studies

   MASDAR: Gregory Unruh, Director of Thunderbird's Lincoln Center for Ethics in Global Management

   > The Masdar Case continues to move forward. Due to advances in the Masdar project that impact the case structure, additional research is being undertaken using library and online resources. In addition, telephone interviews are being arranged with some of the principles to clarify and verify existing information about the project. Once this additional research is complete, the principal case writers will begin drafting of the case.

   Branding Abu Dhabi: Lauranne Buchanan, Associate Professor in Global Business, Thunderbird, with Salwa Fadhel, member Zayed University, Master of Science in International Business.

   > Abu Dhabi's name is often associated with oil production and its sovereign wealth fund in international platforms, but new mega-developments and world-class attractions are giving the Emirate's image a new dimension and placing it on the world tourism map. The government has indicated that it hopes to attract three million visitors per year by 2015 as part of its strategy to diversify the country's economy and reduce its dependence on oil. Secondary research is currently being conducted to prepare for interviews to be conducted with key decision makers from the Abu Dhabi Tourism Authority in fall 2010.

   Academic Advisor of the Thunderbird/Zayed CASE partnership, Lauranne Buchanan, visited Zayed University campuses in Dubai and Abu Dhabi, November 1- 4. Meeting with recently hired Zayed faculty, she identified several new Thunderbird/Zayed teams for case development. Faculty introductions were made via e-mail.

   b. Developing Research Skills

   The case development partnership with Zayed enhances the Thunderbird faculty's understanding and appreciation of the opportunities and challenges of conducting business in the UAE. For the Zayed faculty, the partnership enhances understanding of the case development process. For both universities, the resulting cases will provide an instructional tool which is current and relevant to the country and region.

   c. Creating and Enhancing Study Abroad Exchange Opportunities

   Thunderbird Faculty Teach in Zayed University International Business Program
   Lauranne Buchanan, Associate Professor in Global Business, Thunderbird, taught International Marketing in the Zayed University Masters of Science in International

Business program in Abu Dhabi, November 5 - 7. The class was attended by nineteen students (three men and sixteen women), who currently work in government ministries or in commerce.

The faculty exchange with Thunderbird is welcomed by Zayed students as a means of broadening their perspective. As one young woman, Souad Al Serkal, wrote:

> "As a student in the UAE I believe it is essential for us to learn from people who live in different cultures. This will help us in taking their points of views and seeing how they differ or are similar to ours.
>
> We live in a multicultural society, and our work places are mingled with all sorts of nationalities which make it hard for us to simply take our cultural background and ideas and implement them into our way of doing what we do.
>
> Having faculty members from Thunderbird is a great thing because they bring what they have implemented into their own lives into our perspectives and teach us things and points that we might have not thought possible! In other words, being taught by faculty from Thunderbird allows us to look at both sides of any coin."

The grant was *not* charged for either travel or class instruction; however, these activities supplement the CASE Partnership.

d. Promoting the concept of the Global Mindset

By developing a global mindset, managers are more likely to work effectively with individuals, groups and organizations from different socio-cultural systems. The Global Mindset Inventory (GMI) is a diagnostic tool designed at Thunderbird to measure specific social, psychological, and intellectual attributes contributing to this mindset. A systematic assessment of a manager's strengths and weaknesses on these dimensions provides the first step in understanding one's global leadership capabilities. Based on this understanding, a variety of training and self-improvement activities may be developed to improve the manager's skills and capabilities in this critically important area for today's global businesses.

In the Spring of 2009, the GMI was administered to Zayed University first cohort of the Master of Science in International Business program. This provides a baseline to measure the impact of the MSIB program on the students' global perspective. Given this was the first cohort of students, we decided to test students again this spring in order to develop a sense of their progress and to allow for necessary modifications in the curriculum delivery. A final survey will be conducted at the end of their program.

In addition, Christopher Lambert, Director of Graduate Studies, has been very supportive in our surveying students in Zayed's other graduate programs. In March, we began surveying the Executive MBA class at Zayed. This will enable us to compare different programs as well as the progress of students within a given program.

2. For each of the above activities, please describe the **results and/or outcomes**

ACTIVITY	OUTCOME
1.Creating Case Studies	Additional Thunderbird/Zayed University faculty partners have been introduced based on industry/topic interests. Work continues on current case studies.
2. Study Abroad Exchange Opportunities	Thunderbird faculty member, Lauranne Buchanan, taught International Marketing in the Zayed Master of Science in International Business program in November 2009.
3.GMI surveys	Follow-up surveys are in the field for MSIB Cohort 1; in addition, baseline surveys have been sent out to MSIB Cohort 2 and EMBA program participants.

3. Capacity building: How are the above activities and outcomes benefiting and/or helping to strengthen the institutional capacity of the host country higher education institution?

Creating Case Studies

Zayed University will benefit from the case-writing partnership in several ways:

a. Cases provide a relevant and concrete means for addressing management issues in the classroom, thereby increasing students' interest in and appreciation for the complexity of managerial decisions and improving their overall educational experience.
b. One of the concerns voiced by the Zayed MSIB students is the lack of instructional materials related to their own country. By developing materials that are specifically related to the UAE, Zayed University will benefit from facilitating students' overall awareness of business issues and initiatives in the UAE and bring recognition to Zayed University as a leader in business education in the area.
c. Case publication is considered important to reaching educational objectives by higher education accrediting agencies, such as the AACSB.

Global Mindset Inventory

In understanding its students' strengths and weaknesses in global orientation, Zayed University faculty can continue to improve their curriculum and instructional activities to advance their students' ability to manage effectively in their own multi-cultural society as well as with global organizations represented in the UAE. This will further strengthen Zayed's reputation as a premiere school for business education in the UAE.

4. Capacity building: How are the above activities and outcomes from this partnership benefiting and/or helping to strengthen the **human capacity** of the host country higher education institution?

Student/Faculty Exchange

The involvement of Thunderbird faculty in Zayed University's MS in International Business program exposes Zayed students to different perspectives on global business practices and cross-cultural understanding. As an example, students in the International Marketing program examined the branding practices of global organizations and their fit with UAE, and more specifically, the Emirate culture. In understanding what the global

marketer was trying to achieve and why certain practices are adopted, students identified small modifications that would enhance the appeal to the Emirati, particularly women. This improved the students understanding of their role as potential partners and managers for global concerns.

Two Zayed MSIB students have indicated their desire to obtain their Ph.D. and to teach in higher education in the UAE. Both have sought advice on how to pursue this goal from Thunderbird faculty teaching in the MSIB program. Additional opportunities to mentor these students will result from involving them in case development.

Global Mindset Inventory

The results of the GMI will enable faculty to develop targeted programs to improve student skills in communicating with people from other cultures and working on a global scale.

5. How are these activities and outcomes benefiting the **U.S. higher education institutions**?

Thunderbird School of Global Management is recognized as one of the leading educational institutions in the world for global business education. As part of its mission, Thunderbird developed a case series related to global management issues. At present, cases related to the Middle East in general and to the UAE in particular are not represented in our series. Through the support of the CASE grant, we are working to fill this void.

6. How are these activities and outcomes benefiting the **U.S. community**?

Creating Case Studies

Thunderbird cases are distributed through both the Harvard Business School and IVEY case series and are taught in educational institutions across the U.S. By developing cases on the UAE business environment, students across the U.S. will be exposed to the dynamic business environment and the people of this region.

Student/Faculty Exchange Opportunities

Thunderbird faculty visiting the UAE increase their understanding of business practices as well as the opportunities/challenges of conducting business in the region. In addition, meeting with Emirati students enhances their understanding of the culture, dispelling many misconceptions they might hold of the culture, such as role of women in society and business.

7. Briefly describe the involvement of other collaborating host country institutions (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months and list them.

Given the nature of the Thunderbird-Zayed CASE Partnership, other collaborating U.S. country institutions have not been involved in activities.

8. What has been the partnership's greatest success(es) during the past six months?

Despite some delays in the execution of the Thunderbird/Zayed case development, both partners remain very enthusiastic about the potential of the relationship and are working to expand on those initiatives which have been successful (see responses to Q10, Q11, and Q12).

9. Please explain any changes, obstacles, and/or delays to the implementation of **activities** during the last six months (October 1, 2009 – March 31, 2010) and how they were/will be overcome.

Turnover in leadership positions at both Zayed University and Thunderbird School of Global Management lead to delays in developing faculty commitment and in implementing some of the CASE initiatives. Michael Owens, Dean of Business at Zayed, retired in November 2009; John Seybolt joined Zayed as Dean in 2010. Robert Widing, Provost, left Thunderbird in March; Dale Davison, Dean of Faculty, and Mansour Javidan, Dean of Research, assumed responsibility for Thunderbird's participation. Professor Davison will oversee the administration of the grant; Professor Javidan will oversee the implementation of the GMI survey and associated case and research projects. Lauranne Buchanan continues as Academic Director, coordinating the various initiatives of the relationship.

In order to reaffirm commitment to the program and to evaluate next steps, a video conference call was held in early April. Dean John Seybolt and Christopher Lambert, Director of Graduate Studies, represented Zayed University. Mansour Javidan and Lauranne Buchanan represented Thunderbird. In addition, Hector Gutierrez, Assistant Director Global Mindset Leadership Institute, and David Schahn, Financial Analyst, (both from Thunderbird) attended the meeting.

The meeting was very successful in developing a candid assessment of our progress to date, outlining various obstacles to progress and means of overcoming these obstacles, and in developing an agenda for future work.

10. Do you anticipate any major changes to planned activities during the next six months?

In September, Professor Mansour Javidan, Dean of Research, will visit Zayed to debrief students who have taken the GMI on its meaning and implications for their development as global business leaders. In addition, he will work with Dean Seybolt who has indicated an interest in expanding the GMI assessment for business undergraduates at Zayed University. The GMI provides a measure of the key learning outcomes emphasized by the school and, as such, provides a self-assessment of the program's ability to reach its goals.

In addition, Dean Seybolt distributed to the Zayed faculty a recent *Harvard Business Review* article, "Making it Overseas" co-authored by Professor Javidan and two Thunderbird faculty, Mary Teagarden and David Bowen. While in the UAE, Professor Javidan will explore faculty interest in pursuing joint research projects and case development on global mindset in the UAE and possibly deliver a certificate training program for Zayed faculty to enable them to administer the GMI survey and provide training for students to enhance their global mindset skills.

11. Please describe your expected activities for the next six months (April 1, 2010 – September 30, 2010). (Please include any anticipated changes during the next three months to planned activities in the approved work plan)

    In addition to Professor Javidan's expanded involvement with GMI training outlined in Question 11, we will continue with case development and with the Student/Faculty Exchange. Professor Nathan Washborn will deliver the Global Business Strategy to the MSIB program in September; plans are ongoing for the development of the Capstone course for the Zayed MSIB program.

12. Please assess the overall progress of your partnership as of: (October 1, 2009 – March 31, 2010). Check [√] one box for each line.

	Ahead of Schedule	On Track	Behind Schedule
Anticipated Results			**X**
Work Plan/Major Activities:		**X**	

13. Please provide a brief explanation of any **results/outcomes** that are not on target and include your plans to address the delay and/or improve performance. Any results that exceed expectations should also be discussed.

    Case development has been slower than anticipated, given the number of conflicting demands on faculty time in the Fall Semester, changing events in the field, and leadership turnover at both universities. To compensate for this, we have sought to increase the number of faculty involved in case development activities and to reassure faculty of the importance placed on these activities by the leadership of both universities.

    Activities involving Student/Faculty Exchange and the GMI are on schedule.

Award Amount: $284,757
Proposed Cost Share: $573,431
Cycle: 2008
End Date: August 31, 2011

UNIVERSITY OF CONNECTICUT/ MENOUFIA UNIVERSITY
(EGYPT)

Partnership to Promote Women in Development

The partnership between the University of Connecticut (UConn) and Menoufia University (MU) is contributing to the national effort to reduce the gender gap in Egypt through a program of faculty exchanges and training focused on women in development. The partnership is promoting curriculum development at MU; building capacity at both MU and UConn to conduct outreach-oriented research on women's social, political, and economic status; and connecting MU faculty working on women's issues to community and non-governmental organizations that can both

facilitate and benefit from their research. A key long-term outcome of this project will be the inauguration of a new Master's degree program in Women in Development (WID) at MU, the first such graduate program in Egypt.

This partnership ended activities on January 31, 2010. Please see Appendix D for the final partnership report.

Award Amount: $199,996
U.S. Institution Matching: $84,120
Cycle: 2005
End Date: January 31, 2010

UNIVERSITY OF LOUISIANA AT LAFAYETTE/QATAR UNIVERSITY
(QATAR)

University of Louisiana at Lafayette – Qatar University:
A Partnership for Excellence in Journalism

The University of Louisiana at Lafayette (ULL) and Qatar University (QU) are enhancing news reporting and other journalism skills through the mass communication program at Qatar University. Enhancements will include a curriculum review, new course offerings, a student newspaper, the integration of new communication technology into the classroom, and a student and faculty exchange and internship program.

1. From your partnership work plan objectives, please describe this partnership's **major activities** during the past six months (October 1, 2009 – March 31, 2010).

   For the past six months, major activities included completing teaching the partnered course in global media; promoting partnered research projects between UL and QU faculties; attendance of AUSACE conference in Cairo by UL and QU faculty to co-present research; and planning a proposal for an edited book of scholarly research from UL and QU faculty. Additionally, plans were made for UL faculty to visit Qatar in April to work with QU faculty on grant activities. Further, plans were made to teach global media again in the Fall of 2010. Also, continued partnered research was conducted that resulted in a paper being accepted to an upcoming conference in Greece (Athens Institute for Education and Research 8th Annual International Conference on Communication and Mass Media) and a panel being accepted to an upcoming conference in Singapore (International Communication Association.)

2. For each of the above activities, please describe the **results and/or outcomes**. Answer in bullet form if appropriate.

ACTIVITY	OUTCOME
1. Completing teaching the partnered course in global media	1. Students at both universities developed a greater understanding of cross-cultural issues including US/Middle East relations. Students produced joint projects. Plans are in the

	works to continue this course – jointly taught by video conference and internet use – beyond the period of the grant.
2. Promoting partnered research projects between UL and QU faculties	2. Interest has been generated in UL-QU faculty research partnerships. As these develop, it is hoped that both faculty will strengthen their research and teaching capacities.
3. Attendance of AUSACE conference in Cairo by UL and QU faculty to co-present research	3. Faculty from both institutions were able to present scholarly research, enhancing their research capacities. We were also able to promote the MEPI program as well.
4. Planning a proposal for an edited book of scholarly research from UL and QU faculty	4. We have generated interest at both UL and QU in developing a text of scholarly research from both universities. If the proposal is accepted, it will offer the opportunity to strengthen the research capacities of both universities, enhance awareness of both programs, and enhance awareness of the MEPI program.
5. Plans made for 3 UL faculty to visit QU in April.	5. The chair of the department of communication, the graduate program coordinator, and the grant co-director made ready to travel to Doha to work with the QU mass communication program on assessing ways that the two university programs can continue the partnership after the grant has ended.
6. Plans to teach global media in Fall 2010.	6. Arrangements have been made to teach global media again in Fall 2010 to continue partnership.
7. Research submission resulting in paper accepted to conference.	7. One UL faculty member and two QU faculty had submitted an abstract for review and possible presentation of their research at the Athens Institute for Education and Research 8th annual conference on mass communication. Their work was accepted for presentation.
8. Research submission resulting in panel presentation at ICA conference in Singapore.	8. One UL and one QU faculty member had submitted work to present at the ICA pre-conference sessions in June 2010. Their panel contribution was accepted for presentation.

3. How are the above activities and outcomes reported in questions 1 and 2 benefiting and/or helping to strengthen the **institutional capacity** and **human capacity** of the host country higher education institution(s)?

Increasing partnered scholarly research projects, conference presentations, and publications (including book chapters) will enhance the scholarly activity of participating QU faculty. It will also enhance the quality of their program and make them a better candidate for accreditation.

Continued co-teaching of global media helps in the growth and awareness of QU students about transnational issues including US/Middle East relations. It is likely to also help them develop a greater awareness of global media issues, making them better journalists when they graduate and pursue careers in the field of journalism and mass communication.

Activities designed to help us extend the partnership beyond the term of the grant will provide added value to grant activities. It will also help us develop and strengthen the bond between the two universities.

4. How are the above activities and outcomes from this partnership benefiting and/or helping to strengthen the **capacity** to address **national development goals**?

   Strengthening both the QU mass communication program and aiding in strengthening their graduates will both in turn help to address national development goals of Qatar.

5. How are these activities and outcomes benefiting the **U.S. higher education institution(s)**?

   Participating students and faculty at the University of Louisiana have gained a greater awareness and understanding of our counterparts at Qatar University and in the Middle East in general. Significant research is coming out of the partnership activities. Additionally, students are growing and gaining a better understanding of the global community.

6. Briefly describe the involvement of **other collaborating host country stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

   Not applicable.

7. Briefly describe the involvement of **other collaborating U.S. stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them.**

   Not applicable.

8. What has been the partnership's **greatest success(es)** during the past six months?

   The partnership's greatest successes during the past six months have been the research presentation opportunities at AUSACE in Cairo and the upcoming presentations at ATINER in Greece, and ICA in Singapore.

9. Please explain any **changes, obstacles, and/or delays** to the implementation of activities during the last six months (October 1, 2009 – March 31, 2010).

No obstacles have been encountered in the past six months. In fact, the partnership has met with much success in the last ½ year.

10. Please describe your **planned activities** and an **approximate timeline** for the next six months. (Please include any anticipated changes during the next three months to planned activities in the approved work plan)

    A one week visit by grant co-director, UL Department of Communication (DoC)chair, and UL DoC graduate program coordinator to QU to work with QU on plans to extend partnership beyond grant period as well as recruit QU undergraduates for UL graduate program when they graduate. Planned continued partnered research including developing a book proposal to be jointly written by UL and QU contributors.

11. Of these activities, please list which would provide good opportunities for USG visits.

12. Overall, activities for this partnership are:
    _X____on schedule
    _____ahead of schedule
    _____behind schedule

Award Amount: $293,312
U.S. Institution Matching: $190,689
Cycle: 2006
End Date: September 30, 2010

UNIVERSITY OF MICHIGAN, DEARBORN/UNIVERSITY OF GARYOUNIS
(LIBYA)

Strengthening Business and Economics Education in Libya

In view of modernizing business and economics teaching in Libya, the University of Michigan, Dearborn (UMD) and the Faculty of Economics and Commerce at the University of Garyounis (UG), with the support of the Arab American Chamber of Commerce and the Arab Community Center for Economic and Social Services, have partnered together to update and enhance the business and economics education at UG.

1. From your partnership work plan objectives, please describe this partnership's **major activities** during the past six months (October 1, 2009 – March 31, 2010).

2. For each of the above activities, please describe the **results and/or outcomes**. Answer in bullet form if appropriate.

ACTIVITY	OUTCOME
1.Visit of Mr. El-Naas	1. He was unable to secure his Visa and his trip was canceled. We had been working with him for months to set travel dates and secure his Visa, but he missed

	his appointment at the U.S. Embassy.
2.Visit of Ms. Jamil and grant evaluation	2. Ms. Jamil was supposed to travel to Libya to conduct in-person interviews with the various participants from the last three years. She was unable to secure proper travel documents and therefore conducted her interviews and evaluations via email and phone.
3. Request for grant extension	3. The grant was extended until June 30, 2010, to allow for the creation and delivery of a research methodology workshop.
4. Preparation of research workshop	4. The workshop is being created by Professors Mohamed Bayou and Robert Steel of UM-D. The workshop will be conducted in Padova, Italy, from May 30 – June 1, 2010. Seven faculty from the UG will attend.

3. How are the above activities and outcomes reported in questions 1 and 2 benefiting and/or helping to strengthen the **institutional capacity** and **human capacity** of the host country higher education institution(s)?

   The research methodology workshop will provide valuable training for seven Libyan faculty in areas such as: research design, research strategies, co-author selection, data analysis, manuscript writing, publication outlets, and the manuscript review process.

4. How are the above activities and outcomes from this partnership benefiting and/or helping to strengthen the **capacity** to address **national development goals**?

   With better-trained faculty in terms of research capacity and ability, the University of Garyounis will be better positioned to provide higher quality education to its students.

5. How are these activities and outcomes benefiting the **U.S. higher education institution(s)**?

   The faculty delivering the workshop will expand their network of potential research partners.

6. Briefly describe the involvement of **other collaborating host country stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

   The University of Padova, Faculty of Economics has been assisting with the planning of the research workshop as it will take place at their location.

7. Briefly describe the involvement of **other collaborating U.S. stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them.**

   Not applicable.

8. What has been the partnership's **greatest success(es)** during the past six months?

   We were able to successfully extend the grant to June 30, 2010, in order to allow us the time to create and conduct the research workshop.

9. Please explain any **changes, obstacles, and/or delays** to the implementation of activities during the last six months (October 1, 2009 – March 31, 2010).

   The travel of Mr. El-Naas and Ms. Jamil were both canceled due to Visa and other documentation issues. This has been a recurring obstacle throughout the grant. Ms. Jamil was able to complete her work via phone and email interviews (instead of in-person).

10. Please describe your **planned activities** and an **approximate timeline** for the next six months. (Please include any anticipated changes during the next three months to planned activities in the approved work plan)

    The research methodology workshop will be conducted in Padova, Italy. No other planned activities exist during this time period. The grant is scheduled to close on 6/30/10.

11. Of these activities, please list which would provide good opportunities for USG visits?

    Not applicable.

12. Overall, activities for this partnership are:
    __X___on schedule
    _____ahead of schedule
    _____behind schedule

Award Amount: $294,586
U.S. Institution Matching: $92,136
Cycle: 2006
End Date: November 30, 2009

UNIVERSITY OF SOUTHERN MAINE/ZAYED UNIVERSITY
(UNITED ARAB EMIRATES)

Reforming Higher Education in the UAE by integrating the role of women in society, equity and social inclusion, family/child rights, and women's rights into the curriculum

The partnership between Zayed University and the University of Southern Maine is collaborating to reform higher education in the United Arab Emirates (UAE) by integrating the role of women in society, equity and social inclusion, family/child rights, and women's rights into the curriculum.

1. From your partnership work plan objectives, please describe this partnership's major activities during the past six months (October 1, 2008 – March 31, 2009).

   The Partnership Work Plan objectives have been modified as a result of Zayed University's unexpected withdrawal from the partnership in January 2010.

   Following the highly successful site visit (March 12 to March 18, 2010) of Professors Susan Feiner and Christine Holden (both of USM Women and Gender Studies Program), relationships are now in place to carry forward this important project of curricular change and faculty development with Zayed and other UAE universities. Professors Feiner and Holden are grateful to HED for the support and guidance that enabled this project to move forward.

2. For each of the above activities, please describe the **results and/or outcomes**.

ACTIVITY	OUTCOME
1. Co-host panel at Barnard University Symposium "Women in the Arab World." Feiner and Holden.	1. Met at least one dozen faculty interested in women's studies in the UAE. Created positive relationships in support of this project. Also met women in UAE parliament, and other ranking UAE women.
2. Dinner with Dr. May Al DabbahMa, Director: Gender and Public Policy Center at Dubai School of Government	2. Established linkage with Dubai School of Government—Gender and Public Policy Research Seminar.
3. Seminar at American University of Sharjah at invitation of Dr. Nawar Golley. Feiner and Holden.	3. The Director of the only Women's Studies Minor in the UAE is now open to taking UAE lead as project partner. At least 15 AUS faculty are on board. We held one amazingly successful live video conference. We are in regular E-mail communication. We have buy-in from AUS faculty for forming consortium.
4. Visit to Zayed University, Dubai campus. Feiner and Holden.	4. Met with Dr. Sabrina Joseph, co-chair of English Department, and discussed why earlier version of project fell apart. Met several other ZU faculty. Created positive relationships in support of this project.
5. Visit to UAE University, Al-Ayn. Feiner	Met with Dean of Arts and Sciences. Met with several Department Chairs. Delivered keynote address at UAE University International Women's Day celebration. Held a fascinating conversation with UAE national students about women's studies. Gained much deeper knowledge of perceptions of WST in Gulf region. Created positive relationships in support of this project.
6. Visit to Abu Dhabi University. Feiner	Met with Provost and Dean of Arts and Sciences. Gained their support for participating in project.

7. Visit to Zayed University in Abu Dhabi. Feiner	Met with Professor Habib Khondker, discussed ways to engage with UAE faculty. Discussed problems with previous version of project. Gained second member of the consortium.

3. Capacity building: How are the above activities and outcomes benefiting and/or helping to strengthen the institutional capacity of the **host country higher education institution**?

   Faculty interested in Women's Studies in the UAE work in rather isolated circumstances without much administrative, fiscal, or even collegial support. By helping to unite women's studies scholars, UAE institutions are better able to see the importance of these academic programs, and faculty are more secure in their work on these issues.

4. Capacity building: How are the above activities and outcomes from this partnership benefiting and/or helping to strengthen the **human capacity** of the host country higher education institution?

   Faculty need colleagues. As the UAE women's studies consortium develops, UAE faculty will have much greater intellectual and collegial support for their work. The student interest in this programming is huge, and with this project faculty will be much better able to deliver courses to meet student demand.

5. How are these activities and outcomes benefiting the **U.S. higher education institutions**?

   Our conversation with AUS faculty was incredible! In under 15 minutes 5 AUS scholars and 6 USM scholars were deep into a nuanced, sophisticated, well-articulated conversation about identity and language, and all of us agreed that it was hugely important to find like-minded colleagues half way around the world. Our conversation helped overcome some of our unconscious views of "women in the gulf region." We are also well on our way to pairing up for future course development.

6. How are these activities and outcomes benefiting t**he U.S. community**?

   When USM women's studies courses are better able to include perspectives of Gulf Women, our students will be able to be better citizens.

7. Briefly describe the involvement of **other collaborating host country institution**s (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months and list them.

   Not applicable yet.

8. What has been the partnership's greatest **success(es)** during the past six months?
   Finding the AUS faculty working on the women's studies minor. Developing the relationships across campuses needed to bring this project into the life of the universities in the UAE.

9. Please explain any changes, obstacles, and/or delays to the implementation of **activities** during the last six months and how they were/will be overcome.

   None foreseen at this time.

10. Do you anticipate any major changes to planned activities during the next six months?

    No.

11. Please describe your expected activities for the next six months (October 1, 2008 – March 31, 2009). (Please include any anticipated changes during the next three months to planned activities in the approved work plan)

    May 2010: another AUS/USM faculty seminar.
    June – August: faculty work in teams on courses. Nawar Golley works on setting up UAE Women's Studies Consortium. Feiner supports Golley. Plans are made for participating faculty to present at the National Women's Studies Consortium in Denver, in November. Plans are made for the first UAE Women's studies conference in March, 2011. USM faculty participate in conference. Other interested faculty in the Gulf Nations invited to participate. Forms basis for Gulf Regional Women's Studies Consortium.

12. Please assess the overall progress of your partnership as of: (April 1, 2008 – September 30, 2008). Check [√] one box for each line.

	Ahead of Schedule	On Track	Behind Schedule
Anticipated Results		X	
Work Plan/Major Activities:		X	

13. Please provide a brief explanation of any **results/outcomes** that are not on target and include your plans to address the delay and/or improve performance. Any results that exceed expectations should also be discussed.

    Because of the major changes made in the project following Zayed University's withdrawal, the project is now on schedule—given the new form and direction of the project. In my opinion, our site visit exceeded our expectations in several ways. First, we were surprised at how warmly we were received everywhere we went. We encountered no hostility—overt or covert—to the aim of building women's studies curricular components for use in UAE universities. At each campus we visited the ranking academic officers expressed strong interest in participating in the project. We met several women in the UAE parliament. They too offered their support for the project. It seems that the UAE takes women's empowerment quite seriously, and sees the advantages for the country of developing courses, curricular components and even degree programs in women's studies.

Award Amount: $284,895
U.S. Institution Matching: $152,558

Cycle: 2008
End Date: September 30, 2011

WILLIAM DAVIDSON INSTITUTE/INSTITUT NATIONAL DE COMMERCE (ALGERIA)

Educating Managers, Promoting Linkages and Opportunity Integration (EMPLOI)

The William Davidson Institute at the University of Michigan (WDI) and the Institut National de Commerce (INC) are partnering to enhance the INC's capacity to deliver courses that meet the needs of Algerian businesses and build the capacity of female managers to take on leadership roles.

This partnership ended activities on December 31, 2009. Please see Appendix E for the final partnership report.

Award Amount: $271,585
U.S. Institution Matching: $68,676
Cycle: 2006
End Date: December 31, 2009

Appendix A: CEPI Success Story

SUCCESS STORY

Developing Democracy through a Morocco-U.S. Education Partnership

Bowling Green State University/Morocco

Photo: James Brown, Bowling Green State University

U.S. project director Alden Craddock (back right) discusses curriculum development with Moroccan partners during September 2007 planning meeting in Casablanca, Morocco.

Photo: Alden Craddock, Bowling Green State University

Teachers from various parts of Morocco are reviewing the CEPI curriculum during June 2009 workshop in Casablanca, Morocco. Mr. Abdul Kassim, Casablanca Teacher Education Institute (standing) is guiding teachers through review.

The United States and Morocco have a long, shared history. As President Barack Obama acknowledged, the Kingdom of Morocco was the first nation to recognize the sovereignty of the United States in 1778. A great deal of time has passed since those first friendly overtures, but the opportunities for successful collaboration have continued.

One of the latest examples of successful collaboration between the two countries has been the Civic Education Partnership Initiative (CEPI) funded by the U.S. Agency for International Development and the Middle East Partnership Initiative through Higher Education for Development. CEPI began in the summer of 2007 as a collaboration of U.S. and Moroccan educators to prepare new democratic citizenship curriculum for use in Moroccan schools, teacher education and university classrooms. While developing curriculum for different schooling levels is challenging enough, doing so in the politically charged environment of U.S.-Arab relations and between the world's oldest continuous democracy and a constitutional monarchy has made the CEPI project unique. While such challenges have not made the collaboration easy, it has made the successes much better.

Dr. Alden Craddock, U.S. project director, said the greatest success of the project is the partnership itself. "Through CEPI we have confirmed the belief that despite our differences, we share a common desire to have a better future for our young people – a democratic future." Key to this belief, Craddock said, is the "crucial role that education can play in preparing effective citizens." Moroccan project director, Mr. Elarbi Imad echoes these sentiments, "Working with our American partners has not only been helpful with developing the new curriculum but it has also removed many misconceptions about the differences between our two peoples."

Over the past three years, the CEPI project has conducted a variety of activities focused on assisting the Moroccan partners through a capacity building approach. Through the project, educators shared lessons learned and created a cross-cultural environment for sharing ideas, experience and expertise.

In the end, the Moroccan partners were supported by a community of learning to produce curriculum uniquely Moroccan but infused with common democratic principles. For example, curriculum materials have been prepared for various levels of the Moroccan education system and they all share a common organizing core. This core is based on a 2006 proclamation by King Mohammed VI who identified the content, skills and attitudes that all Moroccan citizens should share. Using that proclamation as the Moroccan foundation, the partnership then collaborated on identifying democratic methodology for effectively teaching the content. Thus, the final products are Moroccan in content and character but international in democratic education pedagogy.

5/2010

Appendix B: CEPI Press (Arabic)

يومية مستقلة

المساء

ALMASSAE

www.almassae.press.ma

مدير النشر: رشيد نيني ■ العدد: 1077 ■ الثلاثاء 22 ربيع الأول 1431 الموافق لـ 09 مارس 2010 ■ الثمن

شوف تشوف

رشيد نيني

الأخيرة 20

المؤتمر الجهوي الأول للتربية المدنية يناقش إشكالية مبادرة الشراكة للتربية المدنية وأسس الديمقراطية

ابن سليمان
بوشعيب حمراوي

استفاد ثمانون مدرسا ومدرسة ينتمون إلى مختلف مراحل التعليم في نيابة ابن سليمان من أشغال المؤتمر الجهوي الأول الذي نظمه المركز المغربي للتربية المدنية يومي الجمعة والسبت الماضيين في مركز تكوين الأساتذة في ابن سليمان حول موضوع «مبادرة الشراكة للتربية المدنية/ أسس الديمقراطية». ووقف المشاركون على المستويين البيداكتيكي والبيداغوجي لمنهاج مادة التربية المدنية، رابطين بذلك بين النظرية والممارسة، انطلاقا من الاشتغال وفق آليات منهجية متقدمة: «دورة التعلم»، وعلى مصوغة مبادرة الشراكة للتربية المدنية الموجهة إلى المرحلة الثانوية بسلكيها الإعدادي والتأهيلي، وكذا متن أسس الديمقراطية، الخاص بمرحلة التعليم الابتدائي.

وكان اللقاء مناسبة لتبادل الخبرات والتجارب التربوية على الصعيدين المحلي والأجنبي، حيث أكد العربي عماد، رئيس المركز المغربي للتربية المدنية، خلال لقاء الافتتاح الذي حضرته «المساء» أن التربية المدنية هي رافعة التنمية الأساسية، باعتبارها الاستثمار الأمثل للرأسمال البشري، إذ تتغيى تكوين الإنسان، منتصرا للقيم الكونية المحققة لإنسانيته. كما أكد عبد القادر الطالبي، نائب وزارة التربية الوطنية في ابن سليمان، بالمناسبة، أن رهان تحقيق هذا المشروع الطموح الذي يتبناه المركز المغربي للتربية المدنية متوقف، أساسا، على المدرسة، لكونها الفضاء الأنسب لفعل التغيير التاريخي المنشود القائم، بالضرورة، على مراعاة المبادئ الأساسية وصيانة الثوابت واحترام الرموز خدمة لهوية منفتحة. وفي نفس الاتجاه، أوضح إيدين كاردوكا، رئيس الوفد الممثل لجامعة «ميسوري» الأمريكية، أن التكامل الحضاري ضرورة تاريخية تفرض الانفتاح المعقلن للشعوب على بعضها البعض من أجل المساهمة الجماعية في العمل على تحقيق الأهداف المشتركة، ومن أبرزها إشاعة السلام والإخاء بين كافة بني البشر، مؤكدا أن السبيل الأوحد لذلك هو التربية المدنية التي اعتبرها أداة عملية للقضاء على مختلف معيقات التقدم الاجتماعي، ما دامت تكسب المتعلم إمكانيات التحكم في ذاته وفي محيطه، ميسرة له الاستغلال الأمثل لقدراته خدمة للإنسانية.

ذلك ما كشف عنه التفاعل التربوي داخل الورشات التكوينية وأثناء الجلسة الختامية، حيث أجمع المشاركون على أن عملية التغيير الاجتماعي استجابة للمبادئ الأساسية: الحداثة، العقلانية، الديمقراطية والانفتاح مع الحفاظ على الهوية، تستوجب إعادة التفكير في وظائف المدرسة من زاوية ترسيخ السلوك المدني حتى تكون المؤسسة التربوية النواة الصلبة لعملية التغيير والأداة التي تسهم في إشاعة القيم التي تعلي من شأن كرامة الأفراد وتضمن حقوقهم وواجباتهم، في ظل سيادة القانون، وهو الأمر الذي يستدعي هيكلة جديدة لمجال المدرسة المشترك وإعادة توزيع الأدوار فيه، وتدبير فضاءاته بما يحقق حاجات المتعلمين المنتمين إليه. وإن إجراء من هذا القبيل ليعد المدخل الأساس لترسيخ التوجه الحداثي المنشود.

وقد طالب المشاركون في ختام المؤتمر الجهوي بعقد لقاءات مماثلة في المؤسسات التعليمية التابعة لنيابة وزارة التربية ذاتها. واعتبر عماد، رئيس المركز، أن مبادرة الشراكة للتربية المدنية هي إطار لانصهار وتفاعل تجارب وطنية ودولية ذات صلة بتدبير قضايا السلوك المدني في الفضاءات التربوية، وبالأساس تتجه إلى فئات عريضة من الشباب المغربي المتمدرس في الجامعات ومؤسسات التعليم الثانوي وإلى الطلبة الأساتذة في مراكز التكوين، وإلى أنها صيغة منفتحة على ما تحقق في مجال التربية المدنية من تراكمات واجتهادات وطنيا ودوليا، وتسعى في سياقها المغربي إلى الإسهام في تطوير قدرات المؤسسات والمنظمات المغربية من خلال تنمية المهارات القيادية في مجال التربية المدنية، وتنسيق العمل مع مختلف الشركاء بقصد تقوية فرص حضور التربية المدنية، عبر مكونات النظام التربوي الرسمي، من خلال التركيز على تلاميذ التعليم الثانوي (الإعدادي والتأهيلي)، والإسهام في تطوير الوسائل والإجراءات والمصوغات الكفيلة بضمان تدريس المهارات والقيم المدنية وتعلمها في النظام التربوي الرسمي، بما يكفي من الفعالية والإبداعية وخلق الروابط الضرورية بين المؤسسات التربوية ومحيطها الاجتماعي. ودعم المدرسين المغاربة ومدهم بالمعطيات والمعلومات الكافية في مجال التربية المدنية والمساهمة في تزويدهم بالعدة والموارد البيداغوجية الملائمة، وتشخيص مصوغات التربية المدنية الموجودة حاليا، وملاءمتها للنظام التربوي، بهدف تحقيق تدبير معقلن للموارد. وإعداد مصوغات إضافية للتربية المدنية باعتبارها ضرورة لتقوية تعلم الثقافة الملائمة للقيم والمهارات المدنية.

رسالة الأمة

المدير المسؤول: عبد الله الفردوس

الثلاثاء 15 ربيع الأول الموافق لـ 2 مارس 2010 - العدد 8411 - الثمن الاشتراك العام - الأيام العادي 132198 الإيداع القانوني ISSN-N 0366906651 - رقم الإيداع القانوني بالمحكمة ع - ع /05-015

بنسليمان: المؤسسة التعليمية مشتل لتنمية قيم الشراكة والتواصل التربوي

نظمت نيابة وزارة التربية الوطنية بابن سليمان ملتقى جهوي لتفعيل منهاج مبادرة الشراكة للتربية المدنية يومي 23 و 24 فبراير الماضي بقاعة الاجتماعات بمقر النيابة، حيث استضيف في هذا الملتقى رئيس المركز المغربي للتربية المدنية وكذلك ممثلة الوكالة للتنمية الدولية بالمغرب، ونائب رئيس جامعة Mary ville ولاية ميسوري ، وأشرف كذلك على تأطيرها النائب الإقليمي الذي دعا في كلمته الافتتاحية إلى تكثيف الجهود بين مختلف الأطر التربوية التكوينية من جهة وفعاليات المجتمع المدني من جهة ثانية، لأن تصير المؤسسة التعليمية مشاتل فيها يجب أن تتبرعم وتنمو قيم الشراكة والتواصل التربوي وتأصيل ثقافة حقوق الإنسان والتربية المدنية، التي يراها النائب الإقليمي بمثابة الشجرة التي تتمثل مشيئة الحياة فيها بالتورق والنمو والإثمار.

كما ذكر رئيس المركز المغربي للتربية المدنية في معرض حديثه بأن هذه الأنشطة التي يقوم بها المركز المغربي جاءت كإسهام منه في أجرأة المخطط الاستعجالي، وخصوصا «مدرسة الاحترام» وإيمانا منه لما للتجريب من دور فعال في الارتقاء بالأداء التربوي من جهة، ولما للمشتغلين في الحقل التربوي من قدرة على بناء المستقبل على أسس سليمة من خلال تمكين الأجيال من امتلاك الآليات الكفيلة بمواجهة التحديات. كما تفرق المشاركون في أوراش عمل على مدى يومين.

هذا في وقت يتم فيه الحديث عن المواطنة والتربية المدنية، هو حديث عن الغايات والأهداف الاجتماعية والإنسانية النبيلة للتربية ذاتها عامة وللمؤسسة التعليمية بشكل خاص، ويسود مفهوم المدنية في مجتمع المعرفة والتواصل الذي يعرف تغييرات جديدة في الأبعاد والمضامين والدلالات الرامية إلى تقريب الفجوة بين مستوى المواطنة بين القول والفعل وإزاحة الهوة بين ما هو نظري وموافقي سلوكاتي بغية تأهيل عقلية مجتمعة جديدة، ينتقل البشر فيها من مجتمع المواطنة بالمعنى الهوياتي الضيق إلى مجتمع المواطنة العالمية بالمعنى الموسع والمفترض أن يتحقق فيه تكافؤ الفرص المواطنين وتتكرس فيه المدنية وحقوق الإنسان.

والحديث عن المدنية والمواطنة يفهم وفق هذا التصور فليس مصادف أن تلجأ نيابة وزارة التربية الوطنية بابن سليمان انطلاقا من منظور سوسيو تربوي إلى خلق ما تتمكن من خلقه من حوار تكريس التربية المدنية ومن خلال إصدار المذكرات والتوجيهات إلى المؤسسات التعليمية، أو من خلال خلق شراكة مع فواعل خارجيين، أو من خلال تنظيم ملتقيات وندوات أو من خلال تتبع عملية تفعيل المنتديات المؤسسية المعنية بمفهوم المدنية.

المصطفى علول

Appendix C: Thunderbird/Zayed University Press

Thunderbird Professor Mary Sully de Luque joined women from around the world in Dubai this week for a conference organized by Zayed University to educate female students on their roles in leadership across the globe. The 2008 Women as Global Leaders conference was held March 10-12.

Sulley de Luque along with Dr. Amy Boren and Rachel Clapp Smith, both from the University of Nebraska, hosted a session on "Think Globally, Act Locally: Economic Reform through Developing Leadership Talent in Women Entrepreneurs in Afghanistan," Their research explores the use of cross-cultural mentoring programs to provide technical and social support for female entrepreneurs in Afghanistan. The paper and presentation was based on research involving fellows from Thunderbird's Project Artemis, a business skills training program for women in Afghanistan.

Project Artemis, which began in 2005, brings classes of 15 Afghan women entrepreneurs to Thunderbird for two weeks of intensive business training. Through Artemis, the women receive entrepreneurial training, coaching, mentoring and access to resources, so they can help rebuild their ravaged nation by starting small businesses in their homeland.

The presentation by Sully de Luque discussed the experiences and difficulties of 10 female entrepreneurs in Afghanistan and their Western mentors, who are experienced businesswomen. During their Artemis program, the Afghan women met with European and American businesswomen who then served as their mentors. The mentoring relationship was designed to provide the Afghan women support in the technical, emotional, and social aspects of building a business.

The conference in Dubai is primarily a student leadership conference and draws participants from more than 85 countries and all sectors including education, government, and nongovernmental organizations. Since many Muslim women cannot attend mixed conferences, this biennial conference for women is widely attended, according to Sully de Luque. The theme of this year's conference was "Learning Leadership" and focused on women's emergent and current leadership roles across the globe as well as the practice of educating students for and about leadership.

Other speakers included Jane Fonda, actress and activist; Sarah Ferguson, Duchess of York; Carol Bellamy, former head of UNICEF, CEO of World Learning, and president of the School for International Training; Anousheh Ansari, first female private space explorer, chairperson and co-founder of Prodea Systems Inc.; Helen Thomas, journalist and author; and Mary Sue Coleman, president, University of Michigan.

Representatives from the U.A.E. at the conference included His Excellency Sheikh Nahayan Mabarak Al Nahayan Minister of Higher Education and Scientific Research and President of Zayed University; H. E. Reem Al-Hashimy, U.A.E. Minister of State; H.E. Nayla René Moawad, Minister of Social Affairs, Lebanon; and H.E. Najla Mohammed Al Awar, Secretary General for the U.A.E. Cabinet

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Appendix D: University of Connecticut/Menoufia University Final Report

Higher Education for Development

Knowledge, Partnerships, Results

Final Partnership Report

Menoufia University-University of Connecticut Partnership to Promote Women in Development

Partnership Period: from 1/26/06 through 1/31/10

Due: 3/2/10

Introduction

HED administers a cooperative agreement (AEG-A-00-05-00007-00) between USAID and the American Council on Education, with five other higher education associations. In cooperation with the U.S. Department of State's Middle East Partnership Initiative (MEPI) office, Bureau for Near East Affairs and USAID, HED is administering the U.S.-Middle East University Partnerships Program, under the Cooperative Agreement. The objectives of this program are to expand partnerships between U.S. and Arab universities and their economic and civil society partners, improve the quality of faculty instruction, student research, and materials available at Arab universities, and enhance Arab universities' administrative and managerial capacity. The MEPI Partnerships also are consistent with the goals of USAID, including "building human capacity through education and training" and the strategic objective of USAID's Office of Education that "the contribution of host-country institutions of higher education to sustainable development increases."

Final reports for Partnerships funded through this program should demonstrate the ways in which the project has contributed toward the goals described above and the goals of MEPI. (For a list of MEPI's goals, please refer to www.MEPI.state.gov.). The report should summarize partnership activities and results in the host country. It should provide basic information about the partnership, a summary of activities and results, and quantitative data on training and other activities. Guidelines within each of these areas are provided below. Final reports will be shared with USAID and MEPI colleagues who will, in turn, share them with other interested parties. The reports are an important tool for disseminating information about partnership activities and promoting the contribution of higher education to international cooperation. We would, therefore, expect them to be of professional quality and appearance.

We encourage you and your partners to be creative in producing substantive, informative, and to the extent feasible, aesthetically appealing reports for broad dissemination when answering the following questions.

Instructions

- Both the U.S. and host country partners should be involved in the writing of the final report, whenever possible. It is the U.S. institution's responsibility to submit this report by the due date to HED.

- Please include as much concise information as necessary to answer the questions completely.

- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately. Hyperlinks are available for some questions.

- Please submit *four (4) hard copies* of your final report as well as an *electronic copy on CD* to:

  Higher Education for Development
  Attn: Marilyn Crane, Sr. Program Associate
  One Dupont Circle, NW, Suite 420
  Washington, DC 20036
  MCrane@hedprogram.org

  In addition, partnership directors are encouraged to send copies of the final report to their international partners, congressional representatives, the president of their institutions, and other colleagues who have been involved in partnership activities or would be interested in its results, e.g., NGOs, private sector organizations, government agencies.

Partnership Information

Partnership Title: University of Connecticut – Menoufia University Partnership to Promote Women in Development
Discipline: Gender

U.S. Partner Institution(s): University of Connecticut

U.S. Partnership Director(s):
Name: Elizabeth Mahan and Boris Bravo-Ureta, co-directors
Address: Office of International Affairs; 2006 Hillside Road, Unit 1182; Storrs, CT 06269-1182
Telephone: 860-486-3152
E-mail: elizabeth.mahan@uconn.edu
Host Country(ies): Egypt

Host Country Partner Institution(s): Menoufia University

Host Country Partnership Director(s):
Name: Taghreed Farahat and Ibrahim Siddik, co-directors
Address: Gamal Abdul-Nasser St, Shebin El-Kom, Egypt
Telephone: Dr. Siddik: 202-3850-359, Dr. Taghreed: 202-2235-679
E-mail: Doctor_Siddik@yahoo.com
taghreedmfarahat@yahoo.co.uk

Partnership Web Site (if any)**:** http://www.oia.uconn.edu/mepi/

Partnership Profile

1. In approximately **2-3 pages**, please provide an executive summary of your higher education partnership, including:

U.S.-Middle East Partnership Initiative (MEPI)

MENOUFIA UNIVERSITY-UNIVERSITY OF CONNECTICUT PARTNERSHIP TO PROMOTE WOMEN IN DEVELOPMENT

Executive Summary

Development Issue:

To contribute to the national effort to reduce the gender gap in Egypt, Menoufia University (MU) and the University of Connecticut (UConn) developed a program of faculty exchanges and training focused on women in development (WID) in general and specifically in Egypt. Our partnership built capacity at both MU and UConn to conduct outreach-oriented research on women's social, political, and economic status, and connected MU faculty working on women's issues to community and non-governmental organizations that can both facilitate and benefit from their research.

Project Objectives and Activities

Our specific objectives for the project were: 1) Develop the study of WID as a priority area at MU and UConn; 2) Develop faculty expertise in WID at both universities; 3) Connect the academic study of women in development in Egypt with societal needs in the community and country; 4) Develop the structure of a unit within MU that will become institutionalized to address women in development; and (5) draft a plan for a Master's program in WID that will be housed in the new unit. We achieved four of our five objectives.

The project revolved around the following key activities: 1) 3 workshops on aspects of women in development for both male and female faculty and staff from MU and community leaders from the Menoufia governorate, aimed at curriculum development and establishing linkages between MU and the community; 2) Faculty exchanges to develop courses on women in development at MU and to foster collaborative research; 3) Training of two female MU instructors at the Master's level at UConn in fields related to WID; and 4) Laying the foundation at MU for a new unit focused on women in development and new Master's program in this field.

Results by Objective

1. Develop the study of WID as a priority area at MU and UConn. Three Women in Development Workshop**s** were held at Menoufia University and facilitated by UConn and MU faculty. The first workshop, Women's Rights and Development, held in October 2006, provided the tools for participants to understand the intersections between women's rights and human rights in order to gain an appreciation of the interdependency of social, economic, cultural, political and civil rights as they relate to gender equality and justice; and to examine the connections between women and development and women's human rights through local, national, and international case studies. Workshop 2, Women's Entrepreneurship and Leadership, was held in March 2007 and focused on training female entrepreneurs and small business trainer/consultants to start or expand a small business, with the ultimate goal of increasing the number of women entrepreneurs who are actively earning their own income. Strengths unique to women's leadership styles were highlighted, including avenues for empowering women in leadership roles. The third workshop, Supporting Women and Families through Community Resource Mobilization**,** held in March 2008, addressed improving women's capacity to strengthen families and improve communities through collaborative action, including strategies for acknowledging and supporting the integral role women play in families and community.

At UConn a new graduate seminar on Women in Development was introduced. Though coincidental to our project, the new director of the UConn Women's Studies Program is a specialist on women in development. As a result, the curricular emphasis we hoped our project would support has been reinforced.

2. Develop faculty expertise in WID at both universities. Our project activities included faculty exchanges, though fewer than we originally anticipated and less focused on WID due to funding limitations and the difficulty of securing visas in a timely manner for MEPI-funded faculty from Egypt. Throughout the project, UConn faculty visited MU to participate in the administration of the project and to facilitate the women in development workshops with their

MU colleagues. We originally planned to have MU faculty will visit UConn to participate in workshop planning and to observe how undergraduate and graduate education that emphasizes women is organized at UConn and other universities. In the end, only the MU project directors and a representative of the Egyptian Medical Women's Association, one of our NGO partners, were able to visit UConn for a week in October 2009. This visit focused on connecting the university to the community and included meetings with campus organizations and academic programs in which students are engaged in practicums or other applied activities, and visits to community organizations supporting women and families, and women in agriculture. Three Menoufia faculty members, funded by that university, spent between 2 and 9 months at UConn, studying the Cooperative Extension System or working on agricultural economic analysis of Egyptian agriculture.

A key activity for developing expertise at MU was Master's Degree Training at UConn**.** MU recruited two female instructors, one from the Faculty of Business, the other from Specific Education (Human Nutrition), to study for Master's degrees in International Studies at UConn in the second and third years of the project. Riham Moustafa wrote her Master's paper on women entrepreneurs in Egypt, while Shymaa Ata studied problems of diet and obesity among women in the Middle East. After receiving her Master's, Ms. Moustafa began work for a Ph.D. in business at the New School for Social Research. Ms. Ata entered the Ph.D. program in Nutritional Sciences at UConn, and continued to work with the UConn project team on the WID program. After completing their doctoral degrees at UConn, these women will return to the faculty at MU to help implement teaching and research programs on women in development.

3. Connect the academic study of women in development in Egypt with societal needs in the community and country. Inclusion of representatives of NGOs serving women in the three WID workshops was a key strategy for engaging the community. Five NGOs and one village leader were represented at each workshop. The experiences and insights the NGO representatives shared with the larger group enhanced understanding of the issues confronting efforts to empower of women in Egypt. We were gratified to learn that the director of one of the NGOs introduced a micro-finance program in her organization after participating in the workshops, and that the village leader, who had been a bit skeptical of our intentions and ideas at the outset, returned to his community with ideas for improving women's opportunities to earn income through household-based initiatives.

4. Develop the structure of a unit within MU that will become institutionalized to address women in development. During the first WID workshop, the MU and UConn project team explored possible models for a Women's Center at MU that would offer training on and off campus and that might eventually house a new Master's degree program in the interdisciplinary field of Women in Development. A mission statement for the Women's Center was developed as was a broad outline for a curriculum. The President of the University at the outset of the project and his successor have committed space to the Women's Center, although its formal establishment is still making its way through the Egyptian Ministry of Higher Education.

5. Draft a plan for a Master's program in WID. The Women's Studies Master's program at MU was to have offered a new model of graduate education, one that combined formal interdisciplinary study, research and internships in community organizations serving women. Two obstacles prevented our realizing this objective. First, the slow process for establishing the Women's Center limited the amount of time and effort interested faculty could put into planning the new curriculum. Second, and likely more important in the long run, is the absence of models within Egyptian higher education of Master's programs not based entirely on research. If the MU project team continues to pursue this objective, most likely a graduate diploma program in WID will be the first step, something that can be instituted within the present norms for graduate education in Egypt.

Impact and Sustainability

The MU-UConn partnership expanded the scope of UConn's long, productive engagement with the Egyptian higher education community into the field of women's studies and gender equity as elements of sustainable social and economic development. Project activities addressed key priorities at both universities: promoting gender equity within the institutions and larger society, and strengthening the universities' engagement with their local and national communities.

A final visit to Menoufia University by UConn faculty, in January 2010, was devoted to exploring how to continue our collaboration after the formal grant period and the expiration of MEPI funding. We have identified two key areas for further engagement: Cooperative Extension, including community development programs for women and families; and collaborative research in human nutrition and agricultural development. The Faculties of Medicine and Agriculture at MU provided letters of support for UConn's application for an NSF Institutional Transformation grant. If

this application is successful, women faculty in STEM disciplines at UConn will travel to MU for short-term research collaborations. MU has pledged to seek funding through the Egyptian Ministry of Higher Education to enable faculty to spend time conducting research at UConn. The Dean of UConn's College of Agriculture and Natural Resources has committed funding for Ms. Ata to translate into Arabic train-the-trainer materials for parenting and other programs, in anticipation of hosting members of the MU project team and the director of Quesna at UConn in 2011 for training. We will be seeking funding for this and other activities through foundations and other grant sources.

Qualitative Program Information

1. Provide one or two well-crafted **success stories** related to your partnership, include a high-resolution photograph, if available.

One of the goals of the Menoufia University-University of Connecticut Partnership to Promote Women in Development is to develop capacity at MU to teach about women, gender and development across the curriculum. To reach this goal, two assistant instructors at Menoufia have been studying for Master of Arts degrees in International Studies at UConn since January 2007. Riham Moustafa (Faculty of Commerce) is studying women, entrepreneurship and development in Egypt, and Shymaa Ata (Faculty of Specific Sciences, Nutrition) is studying women's nutrition and development at UConn, focusing specifically on the growing public health problem of overweight and obesity in the Middle East. Both women began their program with a seminar on Women in Development, co-taught by Elizabeth Mahan, project co-PI and Kathryn Libal, a member of the UConn project team. After that, Shymaa and Riham's plans of study diverged, with Shymaa combining courses on the psychology of women and gender with courses in nutritional sciences, such as nutritional epidemiology, and Riham taking courses on entrepreneurship and culture and global marketing strategy. On track to complete her thesis in August 2008, Riham co-authored, with her thesis advisor Dr. Kathleen DeChant, a paper titled "The New Face of Leadership: Arab Women Entrepreneurs," which they also presented at the Women as Global Leaders conference in Dubai, March 10-12, 2008. After completing her Master's, Riham entered the doctoral program in Business at the New School for Social Research. Shymaa presented a poster on "Macronutrient Composition Modulates Plasma Adiponectin and Appetite Hormones during a Weight Loss Intervention" at the 2008 Experimental Biology conference in San Diego on April 8. This study formed one part of her Master's thesis, which she completed in May 2008. Her expanded Master's research was recently published: (http://www.liebertonline.com/doi/pdfplus/10.1089/jwh.2009.1472). She is now working her Ph.D. in Nutritional Sciences at UConn and is on track to complete her degree in May 2011, when she will return to MU to teach in the Faculty of Home Economics.

2. Provide one or two **lessons learned** related to your partnership.

The main lesson learned is that Egyptian higher education is slow to change, but that is not new, remarkable or even troubling. We were able to work around the constraints we encountered. Though the Women's Center and Master's program in Women Studies are yet to be fully realized, our project laid the foundation for continued collaboration that will support the overarching goal of the project: improvement in the status and well-being of Egyptian women.

3. Describe in bullet form **major activities** of this partnership over the entire funding period.*

- Women in Development Workshops
- Recruitment and matriculation of 2 MU junior faculty to study for MAs in International Studies (WID concentration) at UConn:–2006-08
- Establishment of Women's Center at Menoufia University: 2006-08
- Development of Women's Center curriculum
- Faculty exchange (Not funded by MEPI but related to the project)

4. For each of the above activities, describe the **results/outcomes** for each activity.

Activity	**Results/Outcomes**
1. Women in Development Workshops	1. First Women in Development workshop held at Menoufia University from October 30-November 6, 2006; 2nd WID workshop, March - , 2007; 3rd WID workshop March 11-18, 2008
2. Recruitment and matriculation of 2 MU junior faculty to study for MAs in International Studies (WID concentration) at UConn:–2006-08	2. 2 students accepted into the Master's program; matriculation postponed until January '07 due to complexities of acquiring student visas. Shymaa Ata and Riham Moustafa completed their degrees in May and August 2007, respectively. Both are pursuing Ph.D. degrees: Shymaa in Nutritional Sciences at UConn and Riham in Business at the New School.
3. Establishment of Women's Center at Menoufia University: 2006-08	3. Mission Statement drawn up, October 2006; Space allocated by President of MU, 2007;
4. Development of Women's Center curriculum	4. Planning meetings during 2nd and 3rd WID Workshops (UConn & Menoufia teams); Library Sessions at UConn for MU project directors (October 2009), introducing open source electronic bibliographic resources for women's studies MU project directors visit programs in Connecticut offering outreach and extension programs relevant to the Women's Center at MU (October 2009). These include UConn campus organizations offering internships and service learning opportunities; visit to the Nutritional Sciences Lab; visit to Cooperative Extension Service People Empowering People (PEP) Program (http://pep.uconn.edu/) and Charter Oak Magnet School; visit to CT-WAgN (Connecticut Women's Agricultural Network)
5. Faculty exchange (Not funded by MEPI but related to the project)	5. Dr. Ragab Zein (Agricultural Economics at MU) spend 3-months exchange visit at UConn (summer 2007), researching crop yields in Egypt with Boris Bravo-Ureta, UConn's project co-director, who is also an agricultural economist. Dr. Doria Khairi (Agricultural Extensions at MU) spent 2- months at UConn (summer 2007), researching the role of women in agricultural technology transfer with Nancy Bull, UConn's team member of the project. Dr. Ayman Abou Zeid, professor of Agricultural Economics at MU, spent the 2007-

	08 academic year at UConn, funded by the Egyptian Cultural and Educational Bureau. At UConn he worked with Professor Farhed Shah on water resources management and with Professor Boris Bravo-Ureta on agricultural productivity analysis.

5. How did the activities mentioned in questions 3 and 4 help to strengthen the capacity of the **host country higher education institution?**
Menoufia University appears to be committed to creating a Women's Center that will serve as bridge between the university and the community, in particular NGOs that work with women and families. Visits by the MU project team to Cooperative Extension projects in Connecticut planted the seeds of ideas for activities that could be carried out by the Faculties of Medicine and Agriculture at MU in the short and intermediate term and by the Women's Center eventually. I refer specifically to the PEP and CT-WAGN programs.

6. How did the activities from this partnership help to strengthen the capacity of the **host country community and/or community institutions?**
The director of one of the NGOs that participated in the WID workshops introduced a micro-finance program in her organization as a result of what she learned in the workshops. The village leader who participated and who had been skeptical of our intentions and ideas at the outset, returned to his community with ideas for improving women's opportunities to earn income through household-based initiatives.

7. How did these activities benefit the **U.S. higher education institutions?**
Our partnership activities laid a strong foundation for UConn to continue to work with Menoufia University, in particular in community development and agricultural extension. Our future activities will involve training and collaborative research and involve a two-way flow of personnel and resources.

8. How did the activities benefit the **U.S. community and/or community institutions?**
Since most of the project activities took place in Egypt, the primary benefits to the non-university community were felt there. Because we were not able to arrange for our MU partners to spend the amount of time originally planned engaged in project activities in Connecticut, the primary benefits here derived from what we were able to share with the community through information and reports on the project.

9. List **other collaborating host country institutions**, e.g., NGOs, community-based organizations, government agencies, small businesses, other education institutions, and briefly describe their involvement in partnership activities.
The director of Quesna, an NGO in the town of the same name, near Shebin El-Kom, participated in the WID workshops and implemented some of what she learned (e.g., a microfinance program). A representative of the Egyptian Medical Women Association visited UConn with the MU project directors in October 2009 to observe community development programs and learn about research projects in nutrition that benefit women. She will continue to work with the MU team on community development projects concerning women's health.

10. List **other collaborating U.S. institutions**, e.g., NGOs, community-based organizations, government agencies, small businesses, other education institutions, and briefly describe their involvement in partnership activities.

In the end, because we had such a hard time bringing our Egyptian colleagues to the US for project activities, the non-UConn based community organizations that we originally planned to partner with did not get involved in the project.

11. What has/have been the partnership's greatest **<u>success(es)</u>**?
Interest in integrating women's issues and perspectives into the curriculum and extension programs at MU has been strengthened as a result of this project. Despite our limited success in creating a fully functioning Women's Center at MU, we have identified ways we can continue to work together on targeted research and extension projects involving women. In the long run, these activities will strengthen the Women's Center.

12. Briefly describe any **programmatic challenges** the partnership faced and how they were addressed. I'm not sure what programmatic challenge refers to. If it refers to challenges in carrying out proposed activities, then we faced programmatic challenges because MU was not able to establish the Women's Center as quickly as they had anticipated. Nor could they make headway on a Master's program in Women's Studies because of higher education regulations in Egypt. We also faced challenges in implementing activities planned for UConn because it was so costly in terms of time and effort to secure visas for our Egyptian partners. We pretty much gave up on this after their initial visit in 2006, though we did manage to host them for a much shortened program in October 2009.

13. Outline your partnership's **planned activities** beyond the HED funding period. Research collaboration in nutrition and agricultural development; collaboration on community development and agricultural extension projects.

14. In your opinion, the overall partnership outcomes:

____x___ exceeded expectations

_____ met expectations

_____ did not meet expectations

_____ other

15. How has information about your partnership been disseminated? Website, short articles in local newspapers. Copies previously submitted.

If appropriate, please provide HED with samples of the following as attachments to this report:

- Photographs that may be used in future HED publications
  (enclose prints or a CD-rom with high resolution images);
- Articles publishes in the campus, local, national, or international media;
- Papers published or presented;
- Features in any other media.

17. We invite you to share any additional information or comments here about your partnership.

Appendix E: William Davidson Institute/Institut National de Commerce Final Report

HIGHER EDUCATION FOR DEVELOPMENT

KNOWLEDGE, PARTNERSHIPS, RESULTS

FINAL PARTNERSHIP REPORT

Educating Managers, Promoting Linkages and Opportunities Initiative (EMPLOI)

PARTNERSHIP PERIOD: FROM 01/01/2007 THROUGH 09/30/2009,

WITH A NO-COST EXTENSION THROUGH DECEMBER 31, 2009

DUE: 10/31/09 (01/31/10 WITH THE NO-COST EXTENSION)

INTRODUCTION

HED administers a cooperative agreement (AEG-A-00-05-00007-00) between USAID and the American Council on Education, with five other higher education associations. In cooperation with the U.S. Department of State's Middle East Partnership Initiative (MEPI) office, Bureau for Near East Affairs and USAID, HED is administering the U.S.-Middle East University Partnerships Program, under the Cooperative Agreement. The objectives of this program are to expand partnerships between U.S. and Arab universities and their economic and civil society partners, improve the quality of faculty instruction, student research, and materials available at Arab universities, and enhance Arab universities' administrative and managerial capacity. The MEPI Partnerships also are consistent with the goals of USAID, including "building human capacity through education and training" and the strategic objective of USAID's Office of Education that "the contribution of host-country institutions of higher education to sustainable development increases."

Final reports for Partnerships funded through this program should demonstrate the ways in which the project has contributed toward the goals described above and the goals of MEPI. (For a list of MEPI's goals, please refer to www.MEPI.state.gov.). The report should summarize partnership activities and results in the host country. It should provide basic information about the partnership, a summary of activities and results, and quantitative data on

training and other activities. Guidelines within each of these areas are provided below. Final reports will be shared with USAID and MEPI colleagues who will, in turn, share them with other interested parties. The reports are an important tool for disseminating information about partnership activities and promoting the contribution of higher education to international cooperation. We would, therefore, expect them to be of professional quality and appearance.

We encourage you and your partners to be creative in producing substantive, informative, and to the extent feasible, aesthetically appealing reports for broad dissemination when answering the following questions.

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in the writing of the final report, whenever possible. It is the U.S. institution's responsibility to submit this report by the due date to HED.
- Please include as much concise information as necessary to answer the questions completely.
- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately. Hyperlinks are available for some questions.
- Please submit *four (4) hard copies* of your final report as well as an *electronic copy on CD* to:

  Higher Education for Development

  Attn: Marilyn Crane, Sr. Program Associate

  One Dupont Circle, NW, Suite 420

  Washington, DC 20036

  MCrane@hedprogram.org

  In addition, partnership directors are encouraged to send copies of the final report to their international partners, congressional representatives, the president of their institutions, and other colleagues who have been involved in partnership activities or would be interested in its results, e.g., NGOs, private sector organizations, government agencies.

PARTNERSHIP INFORMATION

Partnership Title:	Educating Managers, Promoting Linkages and Opportunities Initiative (EMPLOI)
Development Area/ **Sector of Focus:**	Education of Managers, Promotion of Linkages with Private Sector and Female
U.S. Partner Institution:	The William Davidson Institute at the University of Michigan (WDI)
U.S. Partnership director(s):	Name: Khalid A. Al-Naif Telephone: 734-615-9614 E-mail: kalnaif@umich.edu
Host Country:	Algeria
Host Country Partner Institution(s):	Institut National de Commerce (INC)
Host Country Partnership Director(s):	Name: Dr. Ali Belkhiri Telephone: 213 6 61 51 38 64 E-mail: alibel99@yahoo.fr ; dir@centredecarriere-inc-dz.org
Partnership Web Site:	http://www.centredecarriere-inc-dz.org/

PARTNERSHIP PROFILE

1. In approximately 2-3 pages, please provide an executive summary of your higher education partnership, including:

KEY DEVELOPMENT ISSUES AND OVERALL OBJECTIVES

EMPLOI was launched under a grant from MEPI and established a partnership between WDI and INC to improve INC's capacity to provide high level education and career services to:

- Meet the needs of Algerian businesses
- Build the capacity of female managers to take on leadership roles and improve their professional skills

The partnership program has helped educate INC students and future generations of managers. The program has helped students to increase their employment prospects, enhance their leadership capabilities, develop their practical and analytical skills, and improve their professional knowledge through an enhanced and updated to international standards curriculum.

This INC/WDI partnership was designed to support MEPI goals and to focus on Algerian universities' missions of preparing students, especially women and girls, to succeed in the public or private sector marketplaces and contribute their entrepreneurial talent in ways beneficial to economic growth. The core objective of EMPLOI partnership project was to develop linkages for cooperation and partnership between the INC and the Algerian businesses (private and public) and to provide assistance and varied services to INC students to help them in doing career assessment, understanding job opportunities and in choosing their future career after they graduate from INC. It was expected that at the end of the grant for this 3-year partnership, the Career Center would be sustainable. Thus, the Career Center should be able to generate revenues and have the necessary resources, in terms of space, human resources and budget, to provide INC students and enterprises with high quality services.

PRIMARY ACTIVITIES OF THE PARTNERSHIP

Among the first activities undertaken was a baseline study of 81 local Algerian businesses. The survey provided real insights from Algerian Businesses concerning INC's students' competencies and skills. It also assessed the level of INC education programs. Using the results of the survey, a Career Center was created with the objective of enhancing core curricula by providing internships and job opportunities for students and promoting linkages between the INC and the Algeria business community. A three year growth model and a sustainability plan for the Career Center were also developed. In order to organize the relationship and the feedback between the Career Center and the business community, an advisory committee was established with representation of administration, faculty, students and business.

With the view to meet professional business needs and in effort to find ways to incorporate modern teaching materials, the Career Center reviewed and enhanced the INC curriculum development. It also enhanced and upgraded in the research methodology skills of INC master and PHD level students. The process of upgrading and updating INC curricula and courses has been strengthened by the development of faculty exchange and innovative teaching and learning practices in the university through the professional development of administration and faculty. Another strategic area of activities was the promotion of links between female students and Algerian female managers.

The EMPLOI project has also implemented a number of networking events for students and business people. Three career fairs have been organized which attracted thousands of students and helped introduce them to new career opportunities. Additionally, the Career Center has offered ongoing career placement services for students. It has served as a bridge between firms seeking new talent and students seeking jobs.

RESULTS/OUTCOMES

Among the many results obtained, the most important was the creation of the 1st Career Center in Algeria. The business survey allowed the Career Center to create a business network with local firms. A specialized network with female managers was also created. Following these actions, an advisory board committee was selected and installed; it has brought together a distinguished group of senior executives from local firms and INC faculty, administrators and students. Furthermore, two roundtables with female managers and several corporate presentations on internships and career opportunities were hosted in the INC premises by the Career Center (not funded by the grant).

Furthermore, the INC project manager and Career Center director visited the two Career Centers of the Ross school of business and the University of Michigan, in order to build a vision to efficiently manage INC Career Center. He also attended the synergy international HED conference held in Washington DC in August 2007 to give some feedback to HED, USAID and the international community. This exchange process led also to the visit to INC of several experts from WDI to help enhance INC's management curricula with new tools and new teaching methods.

The Career Center successfully organized the 1st International Conference on "Entrepreneurship and Career Centers – a university response to the development challenges" (funded by the grant and the Algerian ministry of higher education). It also succeeded in organising and hosting 3 annual Job Fairs (Jincent-2007, Jincent-2008, and Jincent-2009/1), providing jobs and internships to students from INC and other universities and schools. A fourth edition of the Jincent-2009/2 is scheduled for 2010.

Finally, a post grant sustainability plan for INC Career Center was designed, followed by the realisation and completion of the second business evaluation survey, to measure against baseline data and assess the impact of EMPLOI partnership and the role and benefit of the Career Center. The Career Center has also generated private sector sponsorships through the three career fairs it has put on. These sponsorships signal the increasing strength of the relationships between the private sector and the university particularly the Career Center as a result of the EMPLOI project. The project has also resulted in an improved INC curriculum which better reflects the needs of the private sector. The new curriculum, skill building services, and career placement services better prepare students to enter the workforce.

CHALLENGES/SERENDIPITIES

The main challenge the Career Center has faced has been a lack of resources resulting from lack of a clear position within the organizational structure of the university. INC did not set aside a specific budget for the Career Center, nor did the center have a bank account, or dedicated resources. It was viewed as a project rather than as an integral part of the university. Additionally, INC is a small and old institute with limited ability to provide facilities for new programs like the Career Center. Given the number of students on campus finding a space for the Career Center was difficult.

Furthermore, laws in Algeria governing donations to universities made it difficult to receive funding from sponsors. The Career Center did not have a bank account and had to find creative ways to allow sponsor support. One approach taken under consideration was the creation of an association, independent of the university, which would be able to accept donations. WDI recommends the Career Center pursue this approach to obtain financial independence and financial sustainability based on donations from private sector sponsors.

The Career Center has benefited from the change in the structure of the INC. The new INC structure will resemble the "Grandes Ecoles" model of France. The Career Center will also be given a formal place within the university organizational structure. This will provide more resources and better facilities for the Career Center beginning in 2010. Career Center staff will be funded by the university and the Career Center will move into a larger space, making it both more sustainable and better able to serve more students.

The Career Center has been increasingly successful in soliciting private sector support despite the obstacles. Rather than solicit funds directly, the Career Center has asked private sector sponsors to support the annual career fairs. The results have been good and have improved each year.

Table 1 **Private Sector Support for Career Fairs**			
Year	**Firms Participating**	**Students Registered**	**Private Sector Funding**
2007	16	970	US$ 18,000
2008	30	2800	US$ 26,000
2009	37	6000	US$ 42,000
**Figures are approximations*			

PARTNERSHIP VISION BEYOND THE HED FUNDING PERIOD

Since the very beginning of the EMPLOI partnership, the INC/WDI project management team has taken several actions in order to assess the long-term sustainability of the partnership activities, especially the Career Center. In order to receive all the needed assistance from the Algerian Ministry of Higher Education to establish a long-term action plan to develop and sustain the Career Center, a meeting with the Executive Director at the Ministry, in charge of international cooperation, was organized with Tom Devlin (the WDI career center expert) and Dr. Ali Belkhiri (the INC EMPLOI project director and Career Center Director). During the meeting, it was agreed that the legitimacy problem and the lack of resources of the Career Center will be solved through the ongoing reform of “Grandes Ecoles”. Indeed, the change of status of INC occurred in November 2009. INC turned to "School for High Commercial Studies” (HEC Alger). The new Business School "HEC Alger” will educate only graduate students for a 3 year curriculum and deliver only master's and PHD’s degrees. The total number of students will be reduced and some premises currently used for undergraduate education will be freed and allocated to the Career Center. Moreover, to address the sustainability of the Career Center, the new official organization chart of INC includes a new department called "continuous education and career development" that will house the current Career Center and will have a budget allocated by the Ministry of Higher Education.

The Advisory Board Committee, established in 2008, meets on a regular basis. It comprises top managers from leading Algerian Businesses and INC faculty members and students. Regular roundtables and conferences are organized in the

INC premises between members of the Algerian female managers associations and INC female students. In order to improve the services offered by the Career Center to the students and the businesses for the long-run, a website has been created and funded by the grant. The Career Center also intensively uses the social network Facebook to maintain contact between the Career Center, faculty, students and alumni, working in varied private firms or public institutions. The Advisory Board Committee creates links to the private sector that improves communication between INC and private sector employers while simultaneously laying the groundwork for increased private sector financial support for the Career Center. Both of these effects will help the career center be an important part of the INC in the long term. Furthermore, though the EMPLOI project is scheduled to end this month, we'll maintain our successful and efficient relationship with WDI and try to develop new opportunities for partnerships.

WDI recommends that the career center attain sustainability by developing private sector sponsors. The main obstacle to this approach has been Algerian laws restricting the ability to donate money to universities. In response to these limitations, the Career Center Director was to establish an association that would receive financial contributions from private sector funders. As shown in Table 1, support from private sector donors has grown substantially over the first three years of the program. Because, the ability of private sector entities to provide funding was limited by Algerian law, rather than donate money directly to the Career Center, sponsors could only provide support for a particular event. Working around this limitation by creating an association would provide a real opportunity to create a sustainable and self-sufficient career center.

QUALITATIVE PROGRAM INFORMATION

1. PROVIDE ONE OR TWO WELL-CRAFTED **SUCCESS STORIES** RELATED TO YOUR PARTNERSHIP, INCLUDE A HIGH-RESOLUTION PHOTOGRAPH, IF AVAILABLE.

In July 2007, the INC Career Center organized the first Career Fair ever held in Algeria. The Career Center had been created just one month earlier but the staff wanted to make an immediate impression on students and private sector firms. Organizing such a complex event is a difficult task for any organization, much less one that is only a month old and working in a country that has never before seen a career fair. Staff worked diligently to find an appropriate date, set a venue, promote the event, and plan workshops and other activities for the fair.

Their efforts paid off. The first career fair in Algeria attracted nearly one thousand students and sixteen firms. All of the costs, approximately, $18,000, were paid by participating firms. Students had the opportunity to meet and interact with employers, to learn about job opportunities and alternative career options, to explore options for continued education, and to hone their job search skills. Firms had the opportunity to meet with students and assess the skills students bring to the workforce. The fair received wide media coverage in Algeria and has since been followed up by two more career fairs.

While the main goal of the career fair was to match students to jobs, it was also intended to help bridge the gap between the skills taught in university and those needed in the labor market. The Career Center Director Ali Belkiri used the opportunity to meet with employers, better understand their needs, and strengthen their relationship with the INC Career Center. The career fair also served as a means of promoting the Career Center and the EMPLOI partnership. A national media campaign was launched that used TV, radio, and print media to spread the word about the Career Fair, Career Center, and the EMPLOI partnership.

The success of the first Career Fair is evident in the growth of participants in the following years. The 2008 career fair drew 2800 students and 30 firms, a large increase over the first year. In 2009, 6000 students registered for the June career fair. There was also an increase in total funding provided and in the number of firms participating. From its uncertain beginning as a quickly launched event in 2007, the INC Career Fair has become a signature event that receives national media attention and is eagerly anticipated by students and employers alike.

2. PROVIDE ONE OR TWO LESSONS LEARNED RELATED TO YOUR PARTNERSHIP.

LESSION 1: ESTABLISHING A LIBRARY WITHIN THE CAREER CENTER IS IMPORTANT

The experience of the last three years has demonstrated the importance of establishing a library specifically for the Career Center. Currently, the Career Center has some books and other materials available on site. However, students are obliged to go to main INC library in order access more information about career preparation, CV writing, job search and so on. However the main library dedicated to business courses and materials on career management are limited. So it is difficult for the students to locate relevant career services information. Furthermore, the staff at the main library cannot guide students looking for career preparation information as effectively as career center staff.

Thus establishing an in-house library will be very useful for students and allow the staff to provide more effective guidance. Additionally, career center staff is better able to select appropriate materials than main library staff. For all these reasons we now know the establishment of a dedicated library at the Career Center is very important. An on-site library would create a centralized location where students can find all the career placement and management services they need, as well as the guidance necessary to make the most of the materials. The new space and resources freed up by the restructuring of INC will make this a possibility.

LESSON 2: ONLINE SERVICES FOR STUDENTS ARE INCREASINGLY NECESSARY

Nowadays, most INC students use computers and internet both on campus and at home. So, they are able to connect on a regular basis to the INC Career Center website. Furthermore, computers and internet are central to the operations of all large businesses and the majority of SMBs. Thus, students, alumni, businesses and the other institutions are looking more and more to use online services from the INC Career Center.

The EMPLOI project funded the development of the Career Center's current website, through which the Career Center provides information and services to students and employers. The Career Center also intensively uses the social network Facebook to maintain contact between the Career Center, faculty, students and alumni, working in varied private firms or public institutions.

However, there is potential to greatly expand the range of services offered through the website. So, the Career Center plans to create a dynamic and sophisticated Career Center website to provide on-line services for employers, students, alumni, governmental and private job agencies and general information for the public.

Offering on-line services allows the Career Center to overcome limitations in staff, space, materials, and transportation. On-line services also offer the possibility for the students to access the career center services without being on campus, and for the employers to post jobs and internships offers without visiting the Career Center. Thus, the regular and intensive use of the website by the students and the employers will improve the Career Center and help its staff to work

more efficiently. Given the level of internet access that has been reached, increasing the sophistication of online services has the potential to greatly improve the quality and reach of Career Center's services. Given that web technology changes so quickly it is advisable for longer term projects to plan to progressively improve any online systems they may implement. This will help them continue to meet the needs of the people they intend to serve throughout the life of the project and beyond.

3. DESCRIBE IN BULLET FORM MAJOR ACTIVITIES OF THIS PARTNERSHIP OVER THE ENTIRE FUNDING PERIOD.*

- Organization and hosting of 3 Job Fairs - JINCENT-2007, JINCENT-2008, JINCENT-2009/1 (in June 2009) - that gathered thousands of students from varied disciplines and Algerian universities with tens of firms; at the request of the firms and students, a fourth edition JINCENT-2009/2 is scheduled for December 2009;
- Design and launch a baseline survey and a third-year program evaluation to 81 local Algerian businesses of;
- Creation and development of a Career Center that enhances core curricula by providing internship and jobs opportunities for students and promoting linkages between the INC and the Algerian business community; the Career Center has established a mentoring program and provided career counseling, internships and job placements services to INC students and graduate
- Development of a three-year growth model and a sustainability plan for the Career Center;
- Creation of a Career Center Advisory Board Committee with representation of administrators, faculty, students and the business community, and designed to serve as a bridge between university and the world of enterprise in order to promote information exchange to better meet the enterprise's needs in trained graduates and to allow graduates to target the enterprise seeking their skills;
- Review and enhancement of curriculum development at INC to meet professional needs of businesses in an effort to find ways to incorporate modern teaching materials, such as the use of Algerian-specific business cases, and enhance courses to bridge theory and practice by developing theoretical insights that are relevant to practice in NGOs and business enterprises;
- Creation of one, one-week train-the-trainer courses for INC faculty in management with a focus in leadership and recognizing/reacting to rapid change in business;
- Improvement in the teaching methodologies and technologies used by INC faculty in management;

- Incorporation of current trends into the curriculum, based on the area of expertise of INC faculty, the areas of interest of both partners, how recently the INC curriculum has been updated, and the usefulness of the information in term of boosting students employability;
- Development of faculty exchange and innovative teaching and learning practices in the university through the professional development of administrators and professors;
- Strengthened relationship between the INC and the business community and increased public awareness of the Career Center and the INC through a two-day conference on topics relevant to Algeria's transition to a market economy.
- Visit of INC Career Center Director to the Career Centers at the Ross School of Business and the University of Michigan to build a vision to manage INC Career Center;
- Participation to the SYNERGY International HED conference held in Washington, DC, in August, 2007;
- Creation by the Career Center of a business network with firms, and a specialized network with female managers;
- Building a specific library for the Career Center with books and materials provided by the US partner;
- Design and implementation of a website for the Career Center
- Hosting two roundtables in the INC premises addressing issues encountered by women in business;
- Hosting corporate presentations on internships and career opportunities (not funded by the grant);
- Enhancement of the INC's management curricula with new tools, new teaching methods, especially those based on internet technologies (eLearning);
- Organization and hosting of the first international conference on "Entrepreneurship and Career Centers: a University Response to the Development Challenges"" (funded by the grant and the Algerian Ministry of Higher Education) with the participation of Algerian academic, business and government leaders, and international experts coming from several countries (USA, Canada, France, UAE);
- Design of a post-grant sustainability plan for INC Career Center;
- Realization and completion of the second business evaluation survey to measure against baseline data and assess the impact of EMPLOI partnership and the role and benefit of the Career Center.

4. FOR EACH OF THE ABOVE ACTIVITIES, DESCRIBE THE **RESULTS/OUTCOMES** FOR EACH ACTIVITY. ANSWER IN BULLET FORM IF APPROPRIATE.*

*If helpful, you may use the following table for reporting activities and results/outcomes associated with specific activities

	Activity	Results/Outcomes
1	Survey of 81 firms completed to identify the demand for specific management needs from Algerian businesses	Determination of demand for INC students and of the skills and qualifications needed from the business; assessment of INC education programs
2	Kickoff of the major activities of the Career Center and building the databases integrating data about students, alumni and firms	A) Establishing services for the three major stakeholders : students, alumni, employers; B) building and developing successful partnerships between students, alumni and the employers; C) creating employment and internships opportunities
3	Interview of the Director of the Career Center and his Assistant, realized and broadcasted by the Algerian International Radio	Promotion of the Career Center creation and its missions put the career center in a better position to build relationships with private sector employers
4	Visit of the INC Career Center by U.S. Senator Bill Nelson from Florida and US Ambassador in Algeria Robert Ford	Acknowledgement of US and International community efforts and support of the Career Center. Improved political understanding of the program.
5	Organization of the first INC Career Fair "JINCENT-2007" lasting two days	Creation of relationship with 16 firms who attended to the Forum. Nearly 1000 CV were collected and introduced to the Career Center database. Students were able: - To meet and interact with employers - To raise job opportunities - To expose students to alternative career ideas -To explore further education opportunities - To develop skills to the work search
6	Launch of the Campaign for the second edition of the two-days Career Fair, JINCENT-2008, organized by the Career Center and held on June 29 and 30, 2008	Selection of the firms to be contacted for participation and/or sponsoring, preparation of the advertizing campaign, recruiting of the students volunteers, selection and contact of lecturers for the conferences, workshops, etc, …

	Activity	Results/Outcomes
7	Establishment of the Career Center Advisory Board Committee. Selection of the INC faculty members and invitation of several managers from leading firms in Algeria to be members of the board	Better relationship with the private sector as the Advisory Board creates a formal mechanism for including input from the private sector in the operation and policies of the career center.
8	Trip to the USA for the WDI-INC Career Center Director to visit career centers at the Ross School of Business and University of Michigan.	Increased capacity of the director to run the career center based on international best practices
9	Networking with a variety of private sector and public sector organizations and leaders was an important activity for the career center. Networking efforts included meetings with top executives and managers of leading businesses operating in Algeria (Honeywell France, World Trace Center Algeria, Orascom, Bank BNP Paribas, BLANKY, and others). The career center director also participated in business conferences organized by the Italian Chamber of Commerce, the Canadian Embassy, Buzz Communication and the French Embassy. In addition to participating in the organization of a symposium on "Algerian SMB facing the Challenges of Globalization"	These activities enhanced existing partnerships with employers and created new relationships and partnerships with key business leaders in Algerian market Relationships were build with businesses in several industries and from various countries. Financial institutions, local firms, Canadian businesses, French business schools, and Italian universities were all made part of the career centers network. This led to greater job opportunities for INC students, hiring of INC graduates, and stronger private sector financial support for Career Center activities.
10	Meetings with leaders of several organizations for business women including SEVE, AFCARE, and AME to establish a network of Algerian business women. Attending the meeting, organized by the Algerian Female Manager Association AME, under the MEPI leadership	Created networking and mentorship opportunities for female students at INC.
11	Organization of a Workshop on « Career Assessment » Roundtable with students, faculty, psychologist, Career Center staff and WDI Career Center Expert	Improved students ability to select appropriate career opportunities and enhanced their job search skills.

	Activity	Results/Outcomes
12	Placement of INC students for their internship. A total of 930 INC students have done an internship, during the summer vacation in local firms (900 students for 2nd year of graduation/bachelor's degree and 30 students for 2nd year of post-graduation / master's degree). The internship is mandatory for all 2nd year graduate students and 2nd year master students. For the students of 4th year of graduation, the internships are also mandatory and will begin in November till May 2010.	Development of a feedback from businesses . Enhancement of the professional and practical experience and the skills of INC students New Master's degree students in marketing, management and international trade (a total of 45) are also concerned by finding businesses for their projects marketing plan and business case. All of the INC students are less than 25 years old (age between 18 and 25). In terms of gender, 60% of INC students are female.
13	Meetings with several leaders of foreign organizations including representatives from : CIDA (Canadian International Development Agency) and Canadian Embassy in Algiers; Italian Embassy; President of Milan Virtual University; and French Embassy among others.	Development of a partnerships with international businesses in Algeria, Italian Universities, French Business Schools,
14	Visit of a Journalist from a national daily newspaper « Le Jeune Independant » Visit of a journalist team from the UFC (Algerian Distance Learning University)	Interview of the Career Center Director, INC Staff and Students Reportage on the role of the Career Center and its missions
15	Starting the design and construction of the Website for the Career Center	Running the process for the selection of the contractor, creating the Domain Name, designing the Website content

	Activity	Results/Outcomes
16	Preparation of the May 2009 Symposium: installation of an organization committee, presided by the Career Center director and including a scientific sub-committee and a logistics sub-committee,	Elaboration of a calendar with dead lines .Division of tasks among members of the organization committee, Career Center staff and INC administration .Delineation of the different speakers and lecturers .Delineation of the preliminary budget plan .Definition of the symposium problematic .Agreement on the final logistics plan .Invitation of INC students to take part to the symposium preparation
17	Visit of three senior executives from: - French firm Cabinet Barre and Sheffel - Korean firm Daewoo EXC - EUREKA Design - North African branch of Microsoft	Work placements and internships Development of a long term partnership
18	Lecture on Business Research Methodology	Improvement of the research capacities of INC graduate and faculty in methodology and consolidation of the knowledge acquired through workshops organized by the WDI expert
19	E-learning course on Business Intelligence	Use of the eLearning format by INC students for the first time and improvement of their skills and knowledge in the field of Business Intelligence, especially the US model
20	May Symposium on Entrepreneurship and Career Centers	Promotion of the Algerian public opinion, firms, institutions to the strategic role of the university in preparing students and graduate in creating their own enterprise (entrepreneurship). . Promotion of the concept of Career Centers and of the role it plays in the economic, social and business fields .Enhancement of exchanges of experience between Algeria, USA, Europe, Canada and other countries

	Activity	Results/Outcomes
21	Launch of the third annual Job Fair JINCENT-2009	Creation of a common space for firms, students and graduate to meet and create opportunities of employment and internships . Organization of workshops on topics related to graduate and students preparation to recruitment (resumes, covering letters, interviews, career assessment) . Organization of conferences on employment market, job opportunities, social and job networking, entrepreneurship, career management, etc …
22	Visit to WDI and the University of Michigan of 4 INC executives and professors : INC General Manager, Career Center Director, his Assistant and a Professor of English . Meetings with the WDI staff : WDI Executive Director, Development Consulting Services Director, Finance Director and and Projects Administrator	Overall assessment of the closing EMPLOI partnership project . Assessment of the sustainability plan for the Career Center . Design of the questionnaire for the second close-out business review . Review of potential projects or future cooperation between WDI and INC
23	Visit and meetings with the Director of the Career Center of the University of Michigan	Successful discussions on how to improve the sustainability of the Career Center in terms of staffing and costs.
24	Visit and meetings with the Director of the Career Center at the Ross School of Business	Successful discussions on how to improve the sustainability of the Career Center and how to manage efficiently the on-line services offered by the Career Center website
25	Visit and meetings with the Director of the International Institute at the University of Michigan	Review of potential partnership projects

	Activity	Results/Outcomes
26	Launch of the campaign for the fourth edition of the three-days Job Fair JINCENT-2009/2, to be held in December, 2009 Selection of the firms to be contacted for participation and/or sponsoring, preparation of the advertizing campaign, recruiting of the students volunteers, selection and contact of lecturers for the conferences, workshops, etc,	Creation of opportunities of employment and internships for firms, students and graduate .Organization of Workshops and Conferences
27	Organization of a Press conference for the media, in order to advertize the 4th Job Fair and to deliver the certificates of achievement of the course on eLearning and Business Intelligence, signed by the Executive Director of the William Davidson Institute, Professor Robert Kennedy, to the master's degree students who followed this course given by the WDI consultant Sid Benraouane in May and June 2009.	Promote of the 4th Job Fair . Advertizing the delivering of the certificates of achievement of the course on eLearning and Business Intelligence Several newspapers and the audiovisual medias (radio and TV) were present at the press conference, which was broadcasted during 10 minutes the same day at the main evening news broadcast
28	Visit of a team of two senior executives from the University Mentouri of Constantine (UMC), in charge of the RESUME project and whose objective was to be acquainted with the EMPLOI project and to survey the INC Career Center.	Information about the EMPLOI project : - the history of the EMPLOI project, - the coordination with WDI for the tasks and the project management, - the Career Center organization : its missions, available premises and offices, staff, participation of students and faculty, statistics about students placement and internships, practical organization of the job fairs.
29	Visit of an American delegation from the US embassy (public affairs officer and local MEPI officer)	Investigation and collection of information on INC Career Center experience with a view to open up a new one at the Constantine university

	Activity	Results/Outcomes
30	Visit of an American delegation of US Embassy, MEPI and WDI representatives, composed by : - Jim Wright, Deputy Director of the USAID Office of Middle East Programs, based in Cairo (Egypt), - Lawrence Randolph, Public Affairs Officer at the US Embassy in Algiers, - Carolyn Madden, Associate Director for Curriculum at the English Language Institute, University of Michigan - Judy Dyer, Lecturer at the English Language Institute, University of Michigan - Lakhdar Boukerrou, Reserch Professor at the Florida Atlantic University and Consultant at WDI, University of Michigan	The main objective of the visit was to get information on the EMPLOI project and on the experience of running the first Career Center in Algeria. They investigated and collected information on the EMPLOI project and the Career Center activities and undertakings. The information collected will serve as a basis for the RESUME project with UMC.
31	Partcipation to the International Conference, called "Corporate Ambassadors Program", held at the Algiers Sheraton Hotel, under the theme "The Competitiveness of SMEs in a Changing World Market". The Conference has been organized by the "Association of Algerian Managers and Businesswomen (AME)", in partnership with US Embassy in Algiers, MEPI and the female regional organizations "MENA Businesswomen's Network", "Vital Voices Global Partnership" and "Association of Organizations of Mediterranean Businesswomen (AFAEMME)".	Development of partnerships and upgrading the network with female managers. Around 200 people attended the Conference, among them: the Algerian Minister of SMEs, Mr. David D. Pearce, U.S. Ambassador to Algeria, Ms. Khedidja Belhadi, President of AME, Ms. Martina Bennett, MENA Businesswomen's Network and Vital Voices Global Partnership, U.S. Corporate Ambassadors: Virginia Littlejohn (President and CEO, Quantum Leaps, Inc. and Senior Adviser to the OECD for Women's Entrepreneurship); Karina Jensen (Principal, Global Minds Network); Dr. Claudia Mobley (Sam M. Walton College of Business, Center for Retailing Excellence), AME members, professionals from large corporations, small-medium business owners, government officials, government employees, and university students.

	Activity	Results/Outcomes
32	Visit of two senior executives from REPSOL, a well-known Spanish oil company	Development of a long term partnership for work placement and internships for INC students

5. HOW DID THE ACTIVITIES MENTIONED IN QUESTIONS 3 AND 4 HELP TO STRENGTHEN THE CAPACITY OF THE **HOST COUNTRY HIGHER EDUCATION INSTITUTION?**

The above activities have helped to strengthen INC in a number of ways. Workshops and trainings conducted by WDI consultants have helped to university staff and graduate students acquire new skills, such as research methodology and the use of e-learning tools. Furthermore, the train the trainer modules improved the capacity of the university to provide effective teaching. Additionally the Career Center has helped to create more formal and reliable channels of communication with the private sector. The university now has stronger relationships with private sector entities and the means to elicit the opinion of private sector employers when needed. These new capabilities will help bridge the gap between the skills the university is teaching students and the skills that are needed in the workforce.

Participation in international conferences has helped expose career center staff to international best practices which have been put to use to improve the center. Examining development of the career fairs over the past three years illustrates the increasing capacity to provide a valuable service to students and firms. Participation has grown steadily in each career fair and more students are making use of Career Center services than were previously. More and more firms are participating in the career fair and are committing more resources to support these events. These trends demonstrate that the career center is providing a valuable service, and that its capacity to reach out to new participants is increasing.

The business curriculum development activities encompassed methodology workshops, eLearning courses on business intelligence, an international conference on entrepreneurship, and the presentations on modern human resources management. These activities were very helpful for INC students to develop and improve their business research projects, as well as improve their management skills. The program empowered students to help introduce and develop online courses through eLearning methodology and technology. These activities improved the capacity of the university to provide effective teaching of business courses to all their students and created a group of trained graduate students who can be the future teachers and trainers of the university. In addition, career center functions, like job search and professional skills training as well as three job fairs helped bring closer the INC university in closer communication with local businesses so that INC business curriculum will continue to be relevant

6. HOW DID THE ACTIVITIES FROM THIS PARTNERSHIP HELP TO STRENGTHEN THE CAPACITY OF THE **HOST COUNTRY COMMUNITY AND/OR COMMUNITY INSTITUTIONS?**

The actions undertaken during the 3-year period of the EMPLOI project were aimed at establishing a Career Center and making it a sustainable institution that bridges the gap between the INC and the business world. The private sector has responded by providing substantial financial support for career center events. These contributions reflect the value that the host country private sector derives from the services offered by the career center, such as supplying private sector employers with qualified job candidates. Improving businesses' ability to find qualified workers to fill their open positions strengthens the local economy and help local businesses become more competitive. The host community benefits from this economic effect.

7. HOW DID THESE ACTIVITIES BENEFIT THE U.S. HIGHER EDUCATION INSTITUTIONS?

The U.S. business community, business schools and others US institutions working in Algeria will without any doubt benefit from this successful partnership between a US institution, WDI, and the Algerian university. By introducing international best practices to INC, it makes it easier for U.S. institutions of higher education to partner with INC in the future. As INC adopts modes of working that are familiar to U.S. universities it will facilitate collaboration on future projects. Furthermore, the project received wide media attention and generated a positive response from the Algerian business community. This should make it easier for US institutions to develop links with US Algerian organizations to create opportunities for new partnerships.

Additionally, more and more students from INC and others Algerian education institutions are interested in continuing their studies and higher education in American schools and universities. During the 3 job fairs held in 2007, 2008 and 2009 and the last symposium organized in May 2009, in the interviews of the Career Center Director by TV, Radio, newspapers and magazines, a large advertising and coverage was made to present the mission and the goals of the Career Center, the EMPLOI partnership between INC and the William Davidson Institute at the University Michigan. The strategic contribution of USAID, MEPI, and HED in this partnership was also emphasized. Several documents (leaflets, posters, photographs, catalogues of the fairs and the proceedings of the symposium) with WDI, HED, USAID and MEPI logos were distributed to the visitors and attendees, the lecturers and experts, the participants firms and the media. The logos of the US partners are also registered in the Career Center website. All this exposure has increased the profile of U.S. institutions in Algeria and created interest in U.S. institutions of higher learning that could lead to future opportunities.

EMPLOI also created strong networking opportunities for the potential projects in the future. In addition, WDI, as a US partnership institution, has improved its networking and project management skills in a new business and cultural environment.

8. HOW DID THE ACTIVITIES BENEFIT THE U.S. COMMUNITY AND/OR COMMUNITY INSTITUTIONS?

In 2007, the Career Center had the honor to receive a U.S. Congress Member from Florida and the US Ambassador in Algeria. We also welcomed at the end of 2008, an American delegation from the US Embassy, which investigated and collected information on the Career Center activities and undertakings. The main objective of the visit was to get information on the experience of running the first Career Center in Algeria and use this experience for the project of creating another Career Center at the University of Constantine, granted by a MEPI program. The experience at INC has helped guide the efforts of the Unites States government establish similar programs elsewhere.

The US community, and especially the business community, will benefit from the partnership and the higher competencies of INC students as the future managers of Algerian businesses willing to work with US businesses. Furthermore, the positive media generated by the career fairs and other career center events has improves the image of the United States and in U.S. institutions among the Algerian public.

9. LIST OTHER COLLABORATING HOST COUNTRY INSTITUTIONS, E.G., NGOS, COMMUNITY-BASED ORGANIZATIONS, GOVERNMENT AGENCIES, SMALL BUSINESSES, OTHER EDUCATION INSTITUTIONS, AND BRIEFLY DESCRIBE THEIR INVOLVEMENT IN PARTNERSHIP ACTIVITIES.

The following organizations have actively participated to the activities of the Career Center and particularly in the development of the specialized networks and the organization of the Job fairs and the International Conference:

The Ministry of Higher Education

Discussions with the Ministry of Higher Education were ongoing throughout the project. They were consulted on a number of issues including how to receive financial support from the private sector. The Ministry played a key role in integrating the career center into the organizational structure of the reorganized INC.

The Algerian Chamber of Commerce and Industry (CACI)

The CACI helped the career center build relationships with industry. Their support was especially helpful in finding firms to participate in and support the career fairs.

Association AME of Algerian Women Managers and Entrepreneurs, Association SEVE of Algerian Business Women, Association AFCARE of Female Executives

AME, SEVE, and AFCARE partnered with the career center to establish a network of female managers. The organizations helped to organize regular meetings and conferences between female managers and female INC students to provide networking and mentorship opportunities.

The National Agency for Employment ANEM, The National Agency for Youth Employment and Entrepreneurship ANSEJ

ANEM and ANSEJ helped are actively partnering with INC Career Center for the organization of the annual Job Fairs and for promoting the employment of INC students towards local employers.

10. LIST OTHER COLLABORATING U.S. INSTITUTIONS, E.G., NGOS, COMMUNITY-BASED ORGANIZATIONS, GOVERNMENT AGENCIES, SMALL BUSINESSES, OTHER EDUCATION INSTITUTIONS, AND BRIEFLY DESCRIBE THEIR INVOLVEMENT IN PARTNERSHIP ACTIVITIES.

During the period of the EMPLOI partnership, we found a valuable and active support from the following U.S. organizations:

The Career Center of the Ross Business School and the Career Center of the University of Michigan

The Career Center of the Ross Business School of Michigan and the Career Center of the University of Michigan were involved in the development of INC Career Center, thanks to the information gathered by the INC Career Center Director during the visits of the two Career Centers, in August 2007, March 2009 and July 2009 and the meetings he had with their respective directors. This information helped improve the sustainability of the INC Career Center by providing a model for generating funding from private sponsors.

The Career Center of the Berkeley University

Tom Devlin Director of the UC Berkeley Career Center was the WDI expert in charge of setting implementing and assessing the activities of INC Career Center during the 3 years period of EMPLOI partnership, acted as our mentor in running efficiently the INC Career Center. The UC Berkeley's Career Center provided a model that the INC Career Center could emulate.

The US Embassy in Algiers

The US Embassy in Algiers regularly provided to INC Career Center the needed information for students who wished to study in the US Universities and Schools (programs, curricula, scholarships). We also found help and support at the US Embassy in Algiers, when getting visas to travel to the USA.

11. WHAT HAS/HAVE BEEN THE PARTNERSHIP'S GREATEST SUCCESS(ES)?

The partnership's greatest success was to organize and to host 3 annual Job Fairs and an International Conference, thanks to which we were able to establish several important networks with businesses, female managers and entrepreneurs and to consolidate the sustainability of the Career Center. We also succeeded to promote the EMPLOI partnership project and the Career Center, thanks to large national media coverage.

12. BRIEFLY DESCRIBE ANY PROGRAMMATIC CHALLENGES THE PARTNERSHIP FACED AND HOW THEY WERE ADDRESSED.

The staff of the Career Center faced a real challenge when establishing the Career Center, creating a sufficient and welcoming physical environment and making career services available for more than 3200 students, in a very short time and above all with limited resources: not enough space and no place within the university's budget.

In response to these challenges, the EMPLOI partnership found creative ways to generate private sector income and sought to formalize its position within the university. Due to legal obstacles to receiving direct donations from private sector sponsors, the career center took two actions: it prepared to create an association that could receive donations and it sought private sector support for specific events, i.e. the career fairs. The EMPLOI partners also sought to bring the Career Center within the university organizational structure as part of the "Grandes Ecoles" restructuring of the university completed at the beginning of 2010. This has been accomplished and the Career Center will receive both expanded facilities and increased financial support from the university, now known as HEC Alger.

WDI recommends that the Career Center continue with the creation of an association to receive private sector contributions. This would bring the career center in line with international best practices, increase the funding it has

available, and provide financial self-sufficiency. While the career center can at present receive some financial support for specific events/projects, creating an association would facilitate its ability to receive financial support from the private sector.

13. OUTLINE YOUR PARTNERSHIP'S PLANNED ACTIVITIES BEYOND THE HED FUNDING PERIOD.

Though the EMPLOI project is scheduled to end this month, we'll stay in contact with WDI staff even after this date and continue to maintain our successful and efficient relationship and develop new opportunities for partnerships. The INC Career Center Director will continue to work with WDI, by coaching and helping the new team in charge of the RESUME partnership project with the University of Constantine.

The activities of the INC Career Center will be ongoing. The Career Center will continue to provide networking opportunities and skill building services to students. Career Fairs will continue to be organized. The Career Center has planned a new Career Fair for 2010.

14. IN YOUR OPINION, THE OVERALL PARTNERSHIP OUTCOMES:

_____ exceeded expectations

__X ___ met expectations

_____ did not meet expectations

_____ other

15. HOW HAS INFORMATION ABOUT YOUR PARTNERSHIP BEEN DISSEMINATED?

Information about EMPLOI partnership between WDI and INC has been disseminated by means of articles on the WDI website, on the INC Career center website, various online and newspaper articles, several TV and radio reportages during the Job Fairs and the International Conference, information and commercial magazines.

Please see the following articles posted on the web:

Establishment of the Career Center and WDI consultancy:

http://www.wdi.umich.edu/News/363/

http://www.hedprogram.org/tabid/225/itemid/122/A-New-Career-Center-in-Algeria.aspx

http://www.wdi.umich.edu/News/330/

http://www.wdi.umich.edu/Development/News/2008-6-1.aspx

Job fair JINCENT-2008

http://www.wdi.umich.edu/Development/News/2008-6-2.aspx

http://www.wdi.umich.edu/files/DCS/CareerFair/CareerFair1.html

http://www.wdi.umich.edu/files/DCS/CareerFair/CareerFair2.html

http://www.wdi.umich.edu/files/DCS/CareerFair/CareerFair3.htm

http://www.wdi.umich.edu/files/DCS/CareerFair/CareerFair4.html

Women's Career network establishment:

http://www.wdi.umich.edu/Development/News/2007-11-2.aspx

Also see the following articles posted by Algerian newspapers and magazines to illustrate success stories.

May 2009 Symposium on Entrepreneurship

http://www.wdi.umich.edu/News/526/

http://www.lesoirdalgerie.com/articles/2009/05/12/article.php?sid=83092&cid=2

http://www.liberte-algerie.com/edit.php?id=114768

http://www.itmag-dz.com/spip.php?rubrique171

http://www.chambrealgerosuisse.com/site/index.php/2009/05/13/2367-institut-national-du-commerce-1ersymposium-international-sur-lentrepreneurship

http://fr.allafrica.com/stories/200904140532.html

http://www.latribune-online.com/evenement/15174.html

http://www.elwatan.com/1er-Symposium-international-sur-l

http://www.latribune-online.com/evenement/16840.html

Job Fair JINCENT-2009

http://www.wdi.umich.edu/News/525/

http://www.eldjazaircom.dz/index.php?id_rubrique=215&id_article=1556

http://www.wissal.dz/index.php?file=alleconomie&id=9364

http://www.actualite-dz.com/carrefour-des-diplomes-et-chefs-d%e2%80%99entreprises/

http://news.fibladi.com:88/algerie-commerce/?ida=33352

http://www.lemaghrebdz.com/lire.php?id=18628

http://www.lemaghrebdz.com/lire.php?id=18783

http://www.latribune-online.com/economie/17686.html

http://www.latribune-online.com/divers/18026.html

http://www.lecourrier-dalgerie.com/mai/n1583.pdf

http://www.aps.dz/fr/page4.asp?Direction=Next

http://www.lefinancier-dz.com/financier.pdf

http://www.transactiondalgerie.com/index.php?option=com_content&view=article&id=4858:salon-des-carrieres-qjincent-2009q-un-espace-de-rencontres-entre-entreprises-et-jeunes&catid=2:actualite

http://news.fibladi.com:88/algerie-emploi-solidarite-social/?ida=33616

Job Fair JINCENT-2009/2 (on the way)

http://www.lefinancier-dz.com/ACTUALITE/3266.html

www.latribune-online.com/pdf/2009/11/05112009.pdf

www.elmoudjahid.com/accueil/files.php?file=1110209_891836079.pdf

www.city-dz.com/?p=20472&cpage=1

e-learning course on business intelligence

http://www.incalgeria.com/moodle/course/view.php?id=2 (login name: makiko, password: Inc019)

See also the website of INC Career Center for more updated and detailed information:

http://www.centredecarriere-inc-dz.org

High resolution photographs of important events (the 3 Job Fairs JINCENT-2007, JINCENT-2008 and JINCENT-2009, International Symposium, and varied Conferences, Workshops, Courses and Meetings organized in the framework of the EMPLOI partnership) are also available and can be provided electronically.

If appropriate, please provide HED with samples of the following as attachments to this report:

- Photographs that may be used in future HED publications

  (enclose prints or a CD-rom with high resolution images);
- Articles publishes in the campus, local, national, or international media;
- Papers published or presented;
- Features in any other media.

17. WE INVITE YOU TO SHARE ANY ADDITIONAL INFORMATION OR COMMENTS HERE ABOUT YOUR PARTNERSHIP.

QUANTITATIVE PARTNERSHIP/PARTICIPANT INFORMATION

Please provide appropriate numbers to support the following activities for the **entire HED** (formerly ALO) **funding period**.

See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity.

TABLE 1: Participant Information

Activities Over the Entire Award Period	Number of MALE Participants*					Number of FEMALE Participants*					Location of Activity		TOTALS
	Faculty, Admini-strators	Students		Others		Faculty, Admini-strators	Students		Others		United States	Host Country	Participants: START DATE through END DATE of Partnership
		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over			
1) Number of **exchanges** for HCNs coming to the United States:	03					01					ANN ARBOR		04
Description of exchanges: - Visit by INC faculty and executives of the Career Centers at the University of Michigan and at the Ross Business School, in order to gain real insights about the administration and the management of US Career Centers; Meetings with WDI staff to assess the actual EMPLOI partnership and to develop new opportunities for future partnerships between WDI and INC													
2) Number of **exchanges** for U.S. participants going to the host country:	08					01						ALGIERS	09

Description of exchanges:

- Delivering a course on Business Intelligence using the eLearning support for INC master degree students, by WDI consultant
- Organization of a Research Methodology workshop and a series of one on one mentoring meetings with master and PHD INC students and young faculty
- Delivering lectures during the International Conference on "Entrepreneurship and Career Centers", organized conjointly by WDI and INC and held in Algiers
- Consultancy on Human Resources Management and Career Development in Algeria : lessons from the US experience

  Installing, supervising and assessing the activities of the Career Center

3) Number of HCNs participating in **internships**		733	2				1192	3					1930

Description of internships:

4) Number of **HCNs** receiving **scholarships**													

Description of scholarships:

5) Number of HCNs receiving **certificate/diploma and/or non-degree training** via workshops, seminars, special classes (not internships)		1230		75			837		75			ALGIERS	2217

Description of certificate/diploma and/or non-degree training:

- Certificates of achievement of an eLearning course on Business Intelligence, cosigned by WDI Executive Director and INC General Manager

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and over)

TABLE 2: Degrees Awarded

PROGRAM	Location of Training		Number of MALE Participants: START DATE through END DATE of Partnership		Number of FEMALE Participants: START DATE through END DATE of Partnership		TOTAL Number of Participants: START DATE through END DATE of Partnership	Degrees Awarded to MALES: START DATE through END DATE of Partnership		Degrees Awarded to FEMALES: START DATE through END DATE of Partnership	
	United States	Host Country	25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over	This Reporting Period (2007 through 2009)	25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over
Baccalaureate											
Masters											
Doctorate											

Description of degree training programs, during the three years period of the partnership (2007, 2008 and 2009) :

Bachelor (License) Degree : 3 specialties in management, marketing and international trade

Master Degree : 2 specialties in management and marketing

PHD (Doctorate) Degree : in business

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and older)

TABLE 3. Leveraged Contributions since START DATE of the partnership

Contributions	Name/Source of Contributor	Description of Contribution	Estimated Dollar Value of Contribution
Leveraged contributions not reported as official or proposed cost-share. *(See glossary.)*	Private sector employers Attending in Career Fairs	These funds paid for career fair activities, materials, venue an other associated costs	US$ 96,000

TABLE 4. Institutional Capacity Strengthening Activities

Please describe how any of the following capacity strengthening activities are a result of your partnership work at the HCN institution from the start date through the end date of your partnership.

ACTIVITY	Description
Adapted/changed curricula	- Introduction of new courses in the curricula: • Business Intelligence • Entrepreneurship • Information and Communication Technology, applied to business and management
Improved methods of instruction	- Introduction of new teaching methods, based on eLearning technology (online courses) - Introduction of research methodology for master and PHD degree INC students

Collaborative research undertaken	
Collaborative publication prepared	- Publication of the proceedings of the International Symposium on "Entrepreneurship and the Career Centers" - Publication of a research article on Human Resources in the INC scientific review, by the WDI consultant Dr Benraouane, June 2009 edition
New academic programs established this reporting period	
Promoted workforce development	- Organization of 3 Job Fairs that helped to strengthen the process of workforce development in Algeria - Organization of workshops for job search training and skills training for INC students - Development of Partnerships between INC Career Center and intermediary professional organizations: Algerian Chamber of Commerce (CACI), National Agency for Employment (ANEM), National Agency for Youth Employment and Entrepreneurship (ANSEJ) - Offering career development services for INC students - Development of two specialized networks with local employers and female managers - Delivering online Career Services for INC students and local employers through a dedicated Career Center website
Involved in community outreach	
Supported increased trade capacity	
Informed policy at institutional, community, and/or national levels	
Consulted with government agencies, NGO group, and/or private sector groups	
Other	

Glossary of Terms

Capacity:

Usually considered mental and/or physical ability to produce and/or perform; learning, improving; human capacity strengthening focuses on the development of people, not things. Helping people identify what they would like to see changed, learn new skills to achieve what they believe is most important. Institutional capacity strengthening focuses on institutional changes that will improve the operation of the institution

Community Institutions:

Examples

- Government agencies and ministries
- Private for profit groups/businesses
- Not-for-profit, non-government agencies (NGO)

Cost Share Contributions:

Cash and in-kind contributions that are: (1) verifiable from the applicant's records (i.e., auditable); (2) not included as contributions for any other federally-assisted program; (3) reasonable for the accomplishment of partnership objectives; and (4) not paid by the federal government under another grant.

Degree Training:

A learning activity taking place in the U.S., Haiti, or a third country, which may eventually result in a bachelor, master or doctoral degree, conferred by a higher education institution.

Double Counting:

Something to be avoided when reporting numbers of participants or recipients taking part in partnership activities. A participant/recipient can be counted and reported only once each year even though the person is still participating each reporting period. If the person is involved in mutually exclusive activities, then he/she can be counted once for each activity.

Exchange:

An institutional visit by a representative from a HCN or a U.S. institution for partnership related activities (excluding scholarships and internships).

HCN:

A Host Country National may be an individual or institution in a partnership.

Internship:

This service learning activity complements a participant's academic study, training or research and may take place in the U.S., a third country, or in-country. It is not defined as training.

Leveraged Contributions:

Additional financial or in-kind donations made as a result of an HED partnership.

Objective:

An objective answers two questions: (1) What major activities will occur?; and (2) What is expected to change as a result or a consequence of these activities?

Example:

University partnership faculty from the United States and Mexico will recruit and train eight long-term degree scholarship recipients for graduate degrees in natural resource management (NRM) resulting in at least six of the recipients returning to full-time teaching positions in a newly established NRM program at Universidad de Vásquez.

Activity:

Something that happens or is done

Outcome/Result:

An effect or an expected change as a consequence of an activity

Non-Degree Training:

A learning activity taking place in the U.S., a third country, or in-country in a setting predominantly intended for teaching or imparting knowledge and information to the participants with designated instructors or lead persons, learning objectives, and outcomes, conducted fulltime or intermittently.

The transfer of knowledge, skills, or attitudes (KSAs) through structured learning and follow-up activities, or through less structured means, to solve problems or fill identified performance gaps. Non-degree training can consist of short- or long-term technical courses in academic or in other settings, non-academic seminars, workshops, on-the-job learning experiences, observational study tours, or distance learning exercises or interventions.

Scholarship:

Funding for host country national participants for one or more semesters in the United States, in a HCN university or in a third country. It may include specialty training and/or sabbaticals. Scholarships may be funded by the partner institution(s), the private or public sectors, and/or USAID.

Workforce Development Programs:

Workforce development programs include technical and vocational education programs and workforce readiness programs.

Examples:

- Delivering adult education, basic skills training, and/or high school equivalency programs;
- Delivering vocational education programs for youth.
- Connecting individuals with job search training and skills training through one-stop centers;
- Linking intermediary organizations, such as the Chamber of Commerce, in school- to-work partnerships.
- Offering employee development, career development, and organization development programs

Higher Education for Development (HED) and
U.S. Agency for International Development (USAID)

U.S.-South Africa Collaborative Partnerships:

Mathematics Teacher Education, Tourism, and Transportation

SEMI-ANNUAL REPORT
JUNE 2010

For October 1, 2009 – March 31, 2010

Cooperative Agreement No. AEG-A-00-05-00007-00
Associate Cooperative Agreement No. EDH-A-00-08-00016-00

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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.
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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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Executive Summary

During this reporting period, Higher Education for Development (HED) continued managing three collaborative partnership programs between U.S. and South Africa tertiary institutions. HED issued a Request for Applications (RFA) in March 2008 for a 3-year program in mathematics teacher education and another in August 2008 for a 3-year program in tourism and a 3-year program in transportation and supply chain management. With USAID/South Africa concurrence, HED made a $225,000 award to the State University of New York-Buffalo for a partnership with the University of KwaZulu Natal in the area of mathematics teacher education, a $250,000 award to the University of Florida for a partnership with the Tshwane University of Technology in the area of tourism, and a $250,000 award to the University of Michigan's William Davidson Institute for a partnership with the University of Johannesburg in the area of transportation and supply chain management.

Major partnership activities and outcomes during this six-month period included:

- $100,000 in unanticipated funding from the KwaZulu Natal (KZN) Department of Education to support the training of 350 secondary teachers through the ACE FET Mathematics program. The partners had originally planned to train only 30.
- The University of Florida and Tshwane University of Technology partners – in concert with a myriad of stakeholders from the public, private, and NGO sectors – conducted a successful "visioning workshop" to formulate a mission, goals, objectives, projected activities, etc. for a new Center for Tourism and Sustainability.
- "Rapid progress" made on the development of the new Master's of Commerce program at the University of Johannesburg (the first of its kind in all of South Africa), with the first pilot course on supply chain management set to be offered in August 2010 and the full program to be launched in 2011.

Overview of the U.S.-South Africa Collaborative Partnerships

In collaboration with USAID/South Africa and USAID's Bureau of Economic Growth, Agriculture and Trade (USAID/EGAT), HED issued a Request for Applications (RFA) in March 2008 with a May deadline for one partnership focusing on the topic of secondary mathematics teacher education and an RFA in August 2008 with an October deadline for one partnershp focusing on tourism and and one on transportation. Following a comprehensive review of the proposals by two expert peer review panels (each of which included a representative from USAID/South Africa) and Mission concurrence, HED made three awards for the following partnerships and amounts:

- State University of New York-Buffalo (UB)/University of KwaZulu Natal (UKZN): secondary mathematics teacher education, $225,000
- University of Florida (UF)/Tshwane University of Technology (TUT): tourism, $250,000
- University of Michigan's William Davidson Institute (UM)/University of Johannesburg (UJ): transportation, $250,000

The Mission had pre-selected the three South Africa institutions in preparing the RFAs. The subagreements between HED/American Council on Education and the lead U.S. institutions were executed as an Associate Cooperative Agreement (No. EDH-A-00-08-00016-00) under HED's Leader Cooperative Agreement with USAID (AEG-A-00-05-00007-00).

The overall goal of the UB/UKZN partnership is to increase the number of black teachers with the knowledge and skills to effectively teach grades 10 through 12 mathematics in the state of KwaZulu-Natal in South Africa. Its objectives are to: (1) address education background inequities by giving existing mathematics teachers who do not hold B.S. degrees the opportunity to enroll in a degree program; (2) develop a pilot model mathematics teacher education program to be offered through flexible delivery and low-cost technology; (3) develop new mathematics courses and modules that focus on strengthening black South African teachers' mathematics knowledge and pedagogical skills and be incorporated in the B.S. program; and (4) create an advisory board to oversee and guide the pilot mathematics program, student recruitment, and partnership activities.

The overall goal of the UF/TUT partnership is to increase TUT's teaching, research, service, and faculty development capacity in tourism management. Its objectives are to: (1) upgrade the skills, knowledge, and teaching methodologies of the TUT faculty through faculty and/or lecturer exchanges; (2) develop and update the existing and new curricula; (3) provide experiential learning and practical work experience for students; (4) target and enroll more minority, disadvantaged students in tourism studies; (5) increase involvement in meetings, seminars, and programs among higher education, national and local government, and industry officials to address local, regional, and national tourism management challenges; and (6) generate networking and applied research opportunities for faculty to increase awareness about sustainable and environmentally friendly (eco)tourism models.

The overall goal of the UM/UJ partnership is to strengthen and expand transportation studies and training programs related to building human capacity and technical skills for the transportation sector in South Africa. Its objectives are to: (1) build the capacity of South African universities to train current and future generations of leaders in transportation and supply chain management; and (2) stimulate innovative approaches and networks for transportation and supply chain management in South Africa.

Major Activities during this Reporting Period

Although all three partnerships commenced activities recently, they have already engaged in a number of capacity-building activities. Table 1 and Table 2 summarize the primary human capacity building and institutional capacity building activities during this 6-month reporting period.

Table 1. Human Capacity Building Activities between October 1, 2009 and March 31, 2010

Human Capacity Building		
Partnership	**Activity**	**Outcome**
UB/UKZN	Development of modules for the new Further Education and Training (FET) Mathematics Advanced Certificate of Education (ACE) in Mathematics	• The process of creating the ACE, its modules, and curriculum and assessment materials is contributing to the professional development of UKZN's academic staff.
UF/TUT	Presentation at international conference on project activities	• The partners jointly presented at a large international summit in Johannesburg on Tourism, Sports, and Mega Events to bring additional visibility to the project.

	Research project	• TUT's Office of the Vice Chancellor provided the partners with 500,000 Rands (~$67,000) to research the attitudes, perceptions, and experiences of South African residents from diverse demographic groups with regard to the World Cup at all 11 host sites. This endeavour is helping to improve faculty skills in survey research.
UM/UJ	Student study tour	• 2 UJ honors students participated in a study tour to the US, during which they were exposed to cutting edge supply chain management through visits to Anheuser-Busch, Con-Way freight, and a Ford truck plant.

Table 2. Institutional Capacity Building Activities between October 1, 2009 and March 31, 2010

Institutional Capacity Building		
Partnership	**Activity**	**Outcome**
UB/UKZN	Adapted/Changed curricula	• The partners have developed and are delivering Year I Term I modules to approximately 350 teachers (320 more than originally anticipated!) for the FET ACE in Mathematics which was approved for implementation at UKZN. They are currently developing Year I Term II modules.
	Undertook collaborative research	• The partners completed a literature review of mathematics teacher education.
	Established new academic programs	• The aforementioned ACE FET Mathematics program has been fully endorsed by the KZN Department of Education and approved by UKZN.
	Promoted workforce development	• The 350 secondary teachers being trained through this partnership program will have a very positive impact on their mathematics teaching skills.
	Worked with government agencies, NGO groups, and/or private sector groups	• The KZN Department of Education is working closely with the partners, providing financial and operational support in the recruitment and selection of teachers participating in the ACE.
UF/TUT	Adapted/Changed curricula	• Completed needs assessment of South Africa's tourism/hospitality industry for vocational training, which created opportunities to develop short courses and certifications based on the new curricula in Casino Management, Event Management, and Aviation Management (the first such programs in possibly all of Africa).

Institutional Capacity Building		
Partnership	**Activity**	**Outcome**
	Undertook collaborative research	• TUT's Office of the Vice Chancellor provided the partners with 500,000 Rands (~$67,000) to research the attitudes, perceptions, and experiences of South African residents from diverse demographic groups with regard to the World Cup at all 11 host sites. • TUT and UF are engaged in other tourism-related research for Gauteng Province and the city of Tshwane.
	Established new academic programs	• Developed the new curricula in Casino Management, Event Management, and Aviation Management (which are still undergoing the relatively lengthy academic approval process).
	Promoted workforce development	• Partners continue to explore the possibility of "re-packaging" the degree programs in management currently under development as certificate programs for vocational training in the future.
	Involved in community outreach	• A TUT faculty member is serving as an academic representative to the research group in South Africa's Ministry of Tourism, thus providing another link to the local private and public sectors.
	Informed policy at institutional, community, and/or national levels	• Conducted multiple meetings with stakeholders from the township of Soshanguve, city of Tshwane, Gauteng Province, and the Ministry of Tourism.
	Worked with government agencies, NGO groups, and/or private sector groups	• UF continued to help TUT, a relatively new university, establish new links with multiple stakeholders in order to increase the visibility of its tourism programs. These ties have greatly increased the opportunity for student internships and jobs as well as faculty research. • The partner institutions are assisting the city of Tshwane with a survey on tourist accommodations and the development of a newly proposed Convention and Visitors Bureau.
	Promoted economic growth	• Crux of the partnership is to promote economic growth in South Africa through sustainable tourism.
	Promoted environmental protection/preservation	• The partners are promoting environmentally friendly tourism.
	Other	• Continued active engagement of TUT's Nelspruit campus in partnership activities when originally only the main Pretoria campus was expected to participate, resulting in the strengthening of links between the two campuses. • UF and TUT have signed an MOU to further strengthen ties between the institutions. • Developing links to integrate TUT into another HED-USAID partnership in which the UF PI and a member of the TUT team are involved: "Transforming Community-Based Natural Resource Management Education Project."

Institutional Capacity Building		
Partnership	**Activity**	**Outcome**
UM/UJ	Adapted/changed curricula	• "Rapid progress" made on the development of the new Master's of Commerce program at the University of Johannesburg, with the first pilot course on supply chain management set to be offered in August 2010 and the full program to be launched in 2011.
	Improved method of instruction	• UM introduced the case study method of instruction to their UJ partners, which they are now using in the classroom.
	Established new academic programs	• The new Master's of Commerce degree program, with a focus on Supply Chain Management, will officially be launched in 2011.
	Promoted workforce development	• The partners continue to work closely with local business and industry to ensure closer alignment of academic curricula and market needs. • The 2 UJ honors students who participated in the study tour were exposed to cutting edge practices in supply chain management in the US, which will help them in their careers.
	Worked with government agencies, NGO groups, and/or private sector groups	• Convened a meeting of the Industry Advisory Committee to discuss the new Master's of Commerce program and the Supply Chain modules.

The greatest reported successes of the three partnerships this reporting period have been:

- $100,000 in unanticipated funding from the KZN Department of Education to support the training of 350 secondary teachers through the ACE FET Mathematics program. The partners had originally planned to train only 30.
- The UF and TUT partners – in concert with a myriad of stakeholders from the public, private, and NGO sectors – conducted a successful "visioning workshop" to formulate a mission, goals, objectives, projected activities, etc. for a new Center for Tourism and Sustainability.
- "Rapid progress" made on the development of the new Master's of Commerce program at UJ, with the first pilot course on supply chain management set to be offered in August 2010 and the full program to be launched in 2011; and the implementation of the 2010 Student Study Tour to WDI/UM involving the participation of 2 UJ honors students, who had the opportunity to visit Anheuser-Busch, Con-Way freight, and a Ford truck plant, among other activities.

Other partnership activities and outcomes are provided in the Semi-Annual Progress Reports submitted by UB, UF, and UM and received by HED April 30, 2010 (See Appendices A, B, and C).

Challenges during this Reporting Period

<u>UB/UKZN</u>

- Although the partners were extremely pleased with the $100,000 in unanticipated funding to support the training of 350 secondary teachers instead of the originally planned 30, this sudden

12-fold increase in the scale of the training has created some logistical difficulties for the partners, such as the need to recruit and train additional tutors to deliver the classes and locating physical space to hold the classes. The developers of each module are taking on this challenge.

UF/TUT

- The partners are still awaiting approval from TUT's top administrative bodies for the new curricula in Casino Management, Event Management, and Aviation Management that they developed during the first year of the collaboration. The delays are primarily due to the on-going evaluation of all of TUT's academic degree programs. The curricula must also be approved by the Ministry of Education. Despite these obstacles, the partners remain optimistic that, especially with the strong support of TUT's Vice Chancellor, the approvals can be fast-tracked.

UM/UJ

- The partners faced some discrepancies between the design of masters programs per UM's regulations and the South Africa Higher Education Authority's regulations. The US partners made a number of adjustments accordingly.

Conclusion and Upcoming Activities

During this reporting period, HED continued managing three new collaborative partnership programs between U.S. and South African universities focusing on the areas of secondary mathematics teacher education**,** tourism, and transportation/supply chain management. The partnerships are fully engaged in a number of activities contributing to human and institutional capacity building.

Anticipated partnership undertakings during the next six months (April 1, 2010 – September 30, 2010) include:

UB/UKZN

- Evaluation and analysis of the quality and impact of the first two ACE FET Mathematics modules.
- Completion and delivery of the second set of two modules (out of a total of eight modules).
- Dissemination of program impact by a UKZN partner at an international conference in July.

UF/TUT

- Implement the new curricula in Casino Management, Events Management, and Aviation Management (pending approval from TUT's governing body and the Ministry of Education).
- Begin preparations for TUT to host an international conference on Global Sustainable Tourism in November 2010.
- Conduct research on the World Cup (above).
- Continue to research and implement recruitment strategies for under-represented populations.
- Develop modules for the Vocational and Executive training certificate programs and develop a marketing campaign to recruit students for these programs.

UM/UJ

- Offer one of the Supply Chain Management courses from the newly developed masters degree program on a pilot basis in August.
- Implement an Executive Education Workshop on the UM educational model and case study teaching methodology at UJ in August.

- Implement the Faculty Exchange Program for 3 additional UJ faculty members.
- Conduct Brown Bag faculty seminars.

Appendix A: Semi-Annual Progress Report

(due to HED April 30, 2010; submitted by State University of New York, Buffalo)

Important to use this revised report format

Higher Education for Development

Knowledge, Partnerships, Results

Collaborative Partnerships Program

Semi-Annual Progress Report

Report Period

October 1, 2009 – March 31, 2010

Due April 30, 2010

INTRODUCTION

The information partnerships provide create the basis of HED's partnership results disseminated to the United States Agency for International Development (USAID), and the higher education community. USAID will use this information to report development results to the U.S. Congress. Your contribution of information is critical to the overall understanding of development and the future funding of such programs.

PARTNERSHIP INFORMATION

Partnership Title: Enhancing Secondary Mathematics Teacher Education

Development Area/Sector of Focus: Education

U.S. Partner Institution(s): University at Buffalo – State University of New York

U.S. Partnership Director(s):
Name: Deborah Moore-Russo
Telephone: 716 645 4069
E-mail: dam29@buffalo.edu

Host Country(ies): South Africa

Host Country Partner Institution(s): University of KwaZulu-Natal

Host Country Partnership Director(s):
Name: Dr. Vimolan Mudaly
Telephone: +27-31-2603682
E-mail: Mudalyv@ukzn.ac.za

Partnership Web Site (if any)**:** None

Please mail or e-mail the completed report and any attachments to your primary contact at:

Higher Education for Development
1 Dupont Circle, NW, Suite 420
Washington, DC 20036-1110

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED **by the due date**. It is also the U.S. institution's responsibility to translate responses to English, as necessary.
- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.
- Please include as much information as necessary to answer the questions completely. Enter zeros when necessary. If any spaces are left blank, the report will be returned for completion.
- The U.S. institutional partner is required to enter information about all training activities for host country nationals that take place in the United States, the host country, or a third country into USAID's TraiNet system. The results of these progress reports will be compared with data the partnership has entered into TraiNet. For more information regarding TraiNet, please contact trainet-vcs@sraprod.com or 703-879-8611.

OVERVIEW OF PARTNERSHIP REPORTING REQUIREMENTS

Report Name	Period Covered	Date Due
Semi-Annual Progress Report	10/1 – 3/31	April 30
Semi-Annual Progress Report	4/1 – 9/30	October 15
Final report	Entire Award Period	30 days after sub-agreement end date

I. QUALITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – MARCH 31, 2010

1. Describe in bullet form the **major activities** for this partnership during the past six months (10/1/09-3/31/10).

   See table below.

2. For each of the **above activities**, describe the **results and/or outcomes** for each activity; answer in bullet form if appropriate.

   See table below.

If helpful, instead of answering questions 1 and 2, you may use the following chart for reporting the activities and outcomes associated with specific partnership objectives. Please feel free to insert additional lines as needed.

ACTIVITY	OUTCOME
1. Discussion between UKZN and UB partners concerning the structure and content of the teacher development activities for the project.	1. UKZN and UB partners agreed that the project would be based in a new Advanced Certificate of Education (ACE) and identified mathematical topic areas in which to develop 8 modules to comprise the ACE.
2. UKZN partners sought academic approvals for the ACE from UKZN.	2. Approvals received
3. UKZN and UB partners began to develop courses and modules for cohort students (curriculum, materials, teaching strategies).	3. A module entitled "Probability and Statistics" was designed by two UKZN partners with advice and suggestions from one UB partner. Extensive original print materials were produced. Suggested teaching strategies were presented by UKZN coordinators to the tutors who actually conduct the classes. A second module entitled "Educational Policy and Professionalism," which was included to meet UKZN faculty requirements, was adapted from an existing module in the ACE for Mathematical Literacy. Since this module has no specifically mathematical content, UKZN and UB partners were minimally involved.
4. UKZN partners began delivering Year 1 Term 1 modules to ~350 students: Probability & Statistics; Education Policy & Professionalism	4. Classes in Probability and Statistics began 1/16/10 were also held in February, March, and April. The last class will be 5/8/10, and the exam will be given 5/29/10. Classes in Educational Policy and Professionalism began 2/6/10 were also held in February, March, and April. The last class will be 5/8/10, and the exam will be given 5/22/10.
5. UKZN and UB partners are preparing evaluation instruments for use in Year 1 Term 1 modules and later modules. UKZN and UB partners are planning alternative instructional strategies and delivery systems for the modules. UKZN and UB partners are developing Year 1 Term 2 modules: "Geometry" and "Learning & Teaching," (including curriculum, materials, teaching strategies).	5. Tests and exams for Probability and Statistics have been written by UKZN partners and reviewed and commented upon by UB partners. UKZN and UB partners held discussions in South Africa (and are continuing them via e-mail) regarding the Geometry module's content, materials, and teaching activities.

3. How are the above activities and outcomes reported in questions 1 and 2 benefiting and/or helping to strengthen the **institutional capacity** and the **human capacity** of the **host country higher education institution(s)**?

With encouragement and assistance from UB partners, UKZN now has an Advanced Certificate of Education (ACE) for Mathematics in Grades 10-12. This is the only such certification offered in the region. It meets a need recognized by UKZN, KZN Dept of Education, and the national Ministry of Education, and it is sustainable beyond the life of the funded project.

The process of developing the ACE, its modules, and the modules' curriculum and assessment materials, represents a form of ongoing professional development for the teacher educators who are members of the academic staff at UKZN coordinators of the modules, as well as for the tutors (similar to adjunct faculty in the US) hired by UKZN to teach the classes.

4. How are the above activities and outcomes from this partnership benefiting and/or helping to strengthen the **capacity** to address **national development goals**?

The creation of the ACE is providing teachers in the KZN region important opportunities to strengthen their mathematical knowledge for teaching as well as earn university certified documentation that will allow them to teach Grades 10-12 Mathematics, aligned with the National Curriculum Statement. Thus, it meets a need identified by the national government.

5. How are these activities and outcomes benefiting the **U.S. higher education institution(s)?**

Taking part in the activities of the partnership has helped the UB partners develop a global perspective on education generally, and teacher education in particular. We have identified certain problems and issues that are common to our two countries (e.g., the omnipresence of arithmetic and algebra in our school curricula and historical lack of attention to geometric and spatial reasoning or to data analysis). And we have also come to recognize problems that are unique to our respective countries, (e.g., in South Africa the prevalence of large classes that exceed the capacity of available classrooms; the residual effects of Apartheid on resources, physical structures, and teaching materials; and the low societal expectations of certain students).

6. Briefly describe the involvement of **other collaborating host country stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

   KZN provincial Department of Education has played a valuable and pivotal role in supporting and expanding the reach of the project. The department has enthusiastically endorsed the planned ACE in FET Mathematics, and has provided operational and financial support of the recruitment and selection of teachers participating in the ACE. The Department's contribution has resulted in a beginning cohort of about 350 teachers, which is seven times as many teachers as had been envisaged when the partnership was first proposed.

7. Briefly describe the involvement of **other collaborating U.S. stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

   None.

8. What has been the partnership's **greatest success(es)** during the past six months?

   As described in # 6 above, the KZN Education Department's operational support of the project and its financial contribution to UKZN has resulted in a beginning cohort of about 350 teachers, which is seven times as many as had been envisaged when the partnership was first proposed.

9. Please explain any **changes, obstacles, and/or delays** to the implementation of activities during the last six months (October 1, 2009 – March 31, 2010).

   Although the funding from the Department of Education for additional teachers to participate has been very welcome, the expanded scale of the project has meant additional tasks for the UKZN partners, including the recruitment and preparation of tutors presenting the classes, and arrangements for the classes to be presented at sites on the UKZN campus, at schools and education centers in the Durban area, and at more remote sites.

   Please comment on how they were/will be addressed:

   These problems were addressed by the two developers/coordinators of each module, who took on the additional responsibilities.

10. Outline your partnership's **planned activities** and an approximate timeline for the next six months.

    Evaluations of the effects of the first two modules will be conducted and analyzed. The development of the second two modules months will completed and the two modules will be delivered. Dissemination of the project's impact will begin with a presentation on the project by one UB partner and at least one UKZN partner at an international conference in July.

11. Of these activities, please list which will provide good opportunities for USG visits.

USG officials would be welcome to attend sessions of the two modules that will be taught in August 2010. At least one UKZN partner and one UB partner will be making a presentation on the partnership, its goals, activities, and outcomes, at the annual meeting of the International Group for the Psychology of Mathematics Education (PME) in July in Belo Horizonte, Brazil.

12. Overall, activities for this partnership are:
    __x___on schedule
    _____ahead of schedule
    _____behind schedule

II. QUANTITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – March 31, 2010

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **NB: To avoid double counting, report only NEW participant numbers for this reporting period.**

TABLE 1. Participant Information

Activities for Current Reporting Period	Number of New MALE Participants*					Number of New FEMALE Participants*					Location of Activity		Total NEW Participants this Reporting Period
	Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		United States	Host Country	
		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over			
1) Number of HCNs receiving USG scholarships (including cost-share scholarships)													0
2) Number of US participants receiving USG scholarships (including cost-share scholarships)													0
Description of scholarships:													
3) Number of HCNs completing USG-funded exchanges (including cost-share exchanges)												**N/A**	0
4) Number of US participants completing USG-funded exchanges (including cost-share exchanges)											**N/A**		0

Description of exchanges:													
5) Number of **HCNs** participating in partnership-related **internships**													0
6) Number of US individuals participating in partnership-related **internships**													0
Description of internships:													
7) Number of HCNs **receiving** non-degree training – **workshops, seminars, special classes (not exchanges, not internships, not certificate programs)**													Approximately 350. Almost all are probably over 25, but we do not now have details on their age and gender.
Description of non-degree training:													

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and over)

TABLE 2. Formal Training (including degrees and certificate training)

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **To avoid double counting, report only NEW participant numbers for this reporting period.**

FORMAL PROGRAM	Location of Training		Number of New MALE Participants*		Number of New FEMALE Participants*		Degrees, Certificates, & Diplomados Awarded this Reporting Period			
							MEN		WOMEN	
	United States	Host Country	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over
Certificate/ Diplomado (formal non-degree training)		X	Unknown	Unknown	Unknown	Unknown	**0**	**0**	**0**	**0**
Baccalaureate										
Masters										
Doctorate										
Dual Degrees [1]										
Joint Degrees [1]										

Describe **training** programs:

[1] Describe types of degrees:

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and older)

TABLE 3. Leveraged Contributions Made this Reporting Period (10/1/2009-3/31/2010).

CONTRIBUTIONS	Name of Contributor	Description of Contribution	Estimated Dollar Value of Contribution
Other leveraged contributions not reported as official or proposed **cost share**. (See Glossary for definitions.)	KZN Dept	Funding of cost of tuition and materials for 350 teachers to participate in ACE modules	$ 100,000

TABLE 4. Institutional Capacity Strengthening Activities

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefiting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Host Country Institution(s)			U.S. Institution(s)		
	Yes	No	Description	Yes	No	Description
Adapted/changed/created new curricula	X				X	
Improved methods of instruction		X			X	
Undertook collaborative research	X			X		
Prepared collaborative publications		X			X	
Established new academic programs	X				X	
Improved institutional governance		X			X	
Improved institutional management procedures		X				
Other institutional strengthening:						

TABLE 5.Improved Institutional Capacity to Address Local, Regional, and National Development Goals

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefitting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Yes	No	Description
Promoted workforce development	X		
Involved in community outreach (knowledge to the people) – oral and/or written		X	
Informed policy at local, community, and/or national levels		X	
Worked with government agencies, NGOs, and/or private sector groups	X		
Promoted economic growth		X	
Promoted democracy and good governance		X	
Worked to improve host country health		X	
Promoted environmental protection/preservation		X	
Other work toward development goals:			

III. PARTNERSHIP PROFILE, SUCCESS, AND DISSEMINATION

1. In approximately one page or less, please provide an executive summary of your higher education partnership, as described in the partnership sub-agreement. This profile piece will provide us with valuable information for reports to USAID and to the higher education community—critical material for verbal discussions, printed reports, and on-line publications. The profile should include:

   - Key **development issue(s)** being addressed;
   - Overall **objective(s)** for the partnership;
   - Primary **activities** of the partnership;
   - **Outcomes** this fiscal year.

   Enhancing Secondary Mathematics Teacher Education is a partnership between the University of KwaZulu-Natal in Durban, South Africa and the University at Buffalo – State University of New York that is addressing the shortage of teachers qualified to teach Mathematics at the Further Education and Training (FET, i.e. Grades 10-12) level in South Africa. The lack of qualified teachers is particularly acute among the Black African population, so that group is the focus of the project's activities. The primary activities to date for the partnership include the development of an Advanced Certificate of Education (ACE) in FET Mathematics comprised of 8 modules (i.e. courses), which are based on South Africa's relatively new mathematics curriculum. The program has received academic aproval, the first two modules have been developed and are being delivered. The partnership has leveraged resources from the KwaZulu-Natal provincial Department of Education to fully fund approximately 350 teachers in the ACE in FET Mathematics program. This represents a sevenfold increase in the size of the project as compared with the original proposal.

2. Include one or two well-crafted **success stories** related to your partnership (see attached success story outline as a guide).

   We consider the substantial support received from the KZN provincial Department of Education to be a major success, along with the fact that the delivery of the first two modules is nearly complete. Unfortunately we do not have an individual to cite as our "success story" at this time.

3. How has information about your partnership been disseminated during this reporting period?

   If appropriate, please provide HED with samples of the following as attachments to this report:

   - Photographs (enclose prints or a CD-rom with high resolution images);
   - Articles publishes in the campus, local, national, or international media;
   - Papers published or presented;
   - Features in any other media.

Please note that any photos submitted are intended to be used for USG publicity materials. USAID and HED reserve the right to use these images in its fact sheets, success stories, presentations, website, and other outreach materials. Please include a caption and photo credit information with the images.

4. We invite you to share any additional information or comments about your partnership.

Glossary of Terms

Capacity:
Usually considered mental and/or physical ability to produce and/or perform; learning, improving;

Human Capacity Strengthening focuses on the development of people's knowledge and skills, not things. Helping people identify what they would like to see changed, learn new skills to achieve what they believe is most important.

Institutional Capacity Strengthening focuses on institutional changes that will improve the operation of the institution and its ability to provide quality higher education.

Community Institutions/Stakeholders:

Examples

- Government agencies and ministries
- Private for profit groups/businesses
- Not-for-profit, non-government agencies (NGO)

Cost Share Contributions:
Cash and in-kind contributions that are: (1) verifiable from the applicant's records (i.e., auditable); (2) not included as contributions for any other federally-assisted program; (3) reasonable for the accomplishment of partnership objectives; and (4) not paid by the federal government under another grant.

Degree Training:
A learning activity taking place in the U.S., host country, or a third country, which may eventually result in a bachelor, master or doctoral degree, conferred by a higher education institution.

Formal Non-Degree Training: certificate, diplomado, specialization

Non-Degree Training: A learning activity taking place in the U.S., a third country, or in-country in a setting predominantly intended for teaching or imparting knowledge and information to the participants with designated instructors or lead persons, learning objectives, and outcomes, conducted fulltime or intermittently.

The transfer of knowledge, skills, or attitudes (KSAs) through structured learning and follow-up activities, or through less structured means, to solve problems or fill identified performance gaps. Non-degree training can consist of short- or long-term technical courses in academic or in other settings, non-academic seminars, workshops, on-the-job learning experiences, observational study tours, or distance learning exercises or interventions. Non-degree training may also include printed educational materials.

Double Counting:
Something to be avoided when reporting numbers of participants or recipients taking part in partnership activities. A participant/recipient can be counted and reported only once each year even though the person is still participating each reporting period. If the person is involved in mutually exclusive activities, then he/she can be counted once a year for each activity. *At the end of the year, we add together numbers from the semi-annual reports. Thus it is important that individuals are reported only once a year for each activity.*

Dual Degree Program:
An academic program in which an individual receives a degree from each institution (host country and U.S.) for academic work completed at both institutions. The work may be completed on campus or via distance education.

Joint Degree Program: An academic program in which an individual receives one degree (with both institutions named on the diploma) for academic work completed at host country and U.S. institutions. The work may be completed on campus or via distance education.

Exchange:
An institutional visit by a representative from a **HCN** or a U.S. institution for partnership related activities (excluding scholarships and internships).

HCN:
A Host Country National may be an individual or institution in a partnership.

Internship:
This service learning activity complements a participant's academic study, training or research and may take place in the U.S., a third country, or in-country. It is not defined as training.

Leveraged Contributions:
Additional financial or in-kind donations made as a result of an HED partnership beyond the originally agreed-upon cost-share; often only an estimated value available.

Objective:
An objective answers two questions: (1) What activity will occur?; and (2) What is expected as the outcome or change as a result of this activity?

Example:
University partnership faculty from the United States and Mexico will recruit and train eight long-term degree scholarship recipients for graduate degrees in natural resource management (NRM) resulting in at least six of the recipients returning to full-time teaching positions in a newly established NRM program at Universidad de Vásquez.

Activity:
Something that happens or is done

Outcome/Result:
An effect or an expected change as a consequence of an activity

Scholarship:
Funding for host country national participants for one or more semesters in the United States, in a host country university or in a third country. It may include specialty training and/or sabbaticals. Scholarships may be funded by the partner institution(s), the private or public sectors, and/or U.S. government.

Workforce Development Programs:
Workforce development programs include technical and vocational education programs and workforce readiness programs.

Examples:

- Delivering adult education, basic skills training, and/or high school equivalency programs;
- Delivering vocational education programs for youth.
- Connecting individuals with job search training and skills training through one-stop centers;
- Linking intermediary organizations, such as the Chamber of Commerce, in school- to-work partnerships.
- Offering employee development, career development, and organization development programs

Appendix B: Semi-Annual Progress Report

(due to HED October 31, 2009; submitted by the University of Florida)

Attached as a separate PDF document

Appendix C: Semi-Annual Progress Report

(due to HED April 30, 2010; submitted by the University of Michigan's William Davidson Institute)

Important to use this revised report format

Higher Education for Development

Knowledge, Partnerships, Results

Collaborative Partnerships Program

Semi-Annual Progress Report

Report Period

October 1, 2009 – March 31, 2010

Due April 30, 2010

INTRODUCTION

The information partnerships provide create the basis of HED's partnership results disseminated to the United States Agency for International Development (USAID), and the higher education community. USAID will use this information to report development results to the U.S. Congress. Your contribution of information is critical to the overall understanding of development and the future funding of such programs.

PARTNERSHIP INFORMATION

Partnership Title: Jordanian Education for Water and Environmental Leadership (JEWEL)

Development Area/Sector of Focus: Environmental Issues

U.S. Partner Institution(s): The William Davidson Institute at the University of Michigan, ERB Institute for Sustainable Enterprise at the University of Michigan, and Cornell University

U.S. Partnership Director(s):
Name: Khalid Al Naif
Telephone: (734) 615-9614
E-mail: kalnaif@umich.edu

Host Country(ies): Jordan

Host Country Partner Institution(s): Jordan University of Science and Technology (JUST), Jordan River Foundation (JRF)

Host Country Partnership Director(s):

Name: Munir J. Mohammad Rusan
Telephone: (962)-2-27201000 ext: 22258
E-mail: mrusan@just.edu.jo

Partnership Web Site (if any)**:** http://www.just.edu.jo/

Please mail or e-mail the completed report and any attachments to your primary contact at:

Higher Education for Development
1 Dupont Circle, NW, Suite 420
Washington, DC 20036-1110

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED **by the due date**. It is also the U.S. institution's responsibility to translate responses to English, as necessary.

- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.

- Please include as much information as necessary to answer the questions completely. Enter zeros when necessary. If any spaces are left blank, the report will be returned for completion.

- The U.S. institutional partner is required to enter information about all training activities for host country nationals that take place in the United States, the host country, or a third country into USAID's TraiNet system. The results of these progress reports will be compared with data the partnership has entered into TraiNet. For more information regarding TraiNet, please contact trainet-vcs@sraprod.com or 703-879-8611.

OVERVIEW OF PARTNERSHIP REPORTING REQUIREMENTS

Report Name	Period Covered	Date Due
Semi-Annual Progress Report	10/1 – 3/31	April 30
Semi-Annual Progress Report	4/1 – 9/30	October 15
Final report	Entire Award Period	30 days after sub-agreement end date

I. QUALITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – MARCH 31, 2010

4. Describe in bullet form the **major activities** for this partnership during the past six months (10/1/09-3/31/10).

Please see the table below.

5. For each of the **above activities**, describe the **results and/or outcomes** for each activity; answer in bullet form if appropriate.

Please see the table below.

If helpful, instead of answering questions 1 and 2, you may use the following chart for reporting the activities and outcomes associated with specific partnership objectives. Please feel free to insert additional lines as needed.

ACTIVITY	OUTCOME
Community Awareness Workshop in the Jarash Governorate (Oct 14 2009).	Twenty eight participants representing school teachers, municipalities' employees, The Development Unit at the Governorate, Community Based Organizations, the Agricultural Directorate, the Water Directorate, the Environmental Police, Women Union, and the Jordan Environment Society were informed of the environmental issues of the Jarash Governorate and collaboration strategies to resolve these issues. The workshop was held at the Charitable Societies Union, Jarash Governorate. The workshop was held under the patronage of the Deputy of Jarash Governor Mr. Farouq Al-Qadi. Professors from JUST presented lectures and the JRF team facilitated the workshop group work. Dr. Zahir Rawajfeh's session focused on major environmental problems in Jarash and negative impacts on the natural resources of the area with suggested recommendations. Dr. Nabila Karam's presentation focused on the importance of Gender Role involvement in the natural resources management process.
International conference on Integrated Natural Resource Management (INRM) in Jordan was held on Nov 10, 2009	The JEWEL international INRM conference informed international leaders of environmental issues in Jordan and INRM strategies to resolve such issues. The INRM conference promoted INRM concepts as the first international conference on INRM to be held in Jordan. It was held under the patronage of Minister of Agriculture with over 200 participants. Mr. Hugh Winn, Director of Water Resources of the Water Resources and Environment Office spoke on behalf of the USAID Mission Director in Jordan attended the conference and gave a speech in the opening ceremony. Khalid Al-Naif from WDI at the University of Michigan and gave a speech in the opening ceremony. Posters and proceeding books were produced from the lectures presented at the conference. David Mulla from Minnesota State University and Rob Mikkelsen from University of Davis and International Plant

	Nutrition Institute gave presentation and papers on INRM and on integrated plant nutrients management. JUST professors M. Rusan, Z Rawajfeh, N. Karam, M. Rababah, S Khresat presented on applied aspects of integrated natural resources management.
Mentoring of fourteen MS graduate students	14 JUST MS graduate students were provided faculty mentoring that continued to supplement their coursework and thesis preparation.

6. How are the above activities and outcomes reported in questions 1 and 2 benefiting and/or helping to strengthen the **institutional capacity** and the **human capacity** of the **host country higher education institution(s)**?

The above activities and outcomes helped build the capacity of JUST through the interaction among scientists, decision makers, stakeholders, various representatives of the local communities, NGOs, and the private sector. This interaction has provided the foundation for future cooperation between conference participants to benefit the goals of JUST.

The Community Awareness Workshop alerted stakeholders of the environmental issues of the region with recommendations to solve such issues. These recommendations explained the importance of resolving the environmental issues and how women's involvement plays a critical role. The dissemination of this information served as a call to action for all stakeholders to cooperate in efforts to work with JUST on the conference problem issues and gender role involvement.

The Faculty mentoring program has strengthened the human capacity of 14 MS graduate students by providing them with the support to flourish within the Natural Resource Management field. Research ideas have been structured within the framework of the mentoring program to allow for each student's full growth potential.

4. How are the above activities and outcomes from this partnership benefiting and/or helping to strengthen the **capacity** to address **national development goals**?

The partnership strengthened the capacity to address the overall goals of Jordan's national development by providing the appropriate tools and approaches for conducting studies, assessments, analyses, and research dissemination for environmental, social, and sustainability issues to conference participants. The national environmental issues and strategies forward have been aligned nationally through cooperation of conference participants—government officials, local businesses, NGOs, and community based organizations. The INRM conference aligned Jordan's environmental goals with international standards for regional cooperation.

5. How are these activities and outcomes benefiting the **U.S. higher education institution(s)?**

Professional and academic networking between faculty, students, and staff at the host country HEI and the University of Michigan, Minnesota State University, and the University of Davis provided many avenues for potential collaboration. Understanding global concerns facing the environment has provided research topic ideas for future lectures and perspectives on current research. International university research strengthens the university program credentials for future student and faculty cooperation both domestically and internationally.

6. Briefly describe the involvement of **other collaborating host country stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

- **The Jordan River Foundation** organized the community awareness workshop in Jarash where JUST professors addressed several topics on integrated natural resources management with emphasis on gender issues and local community role in INRM.
- **School Teachers** attended workshops and participated in discussion groups on INRM topics. They are enthusiastic to continue meeting with decision makers to create the plan to teach their students INRM.
- **Municipalities' Employees** and the **President of the Municipalities** participated in JEWEL activities and were presented with the environmental concerns and their involvement. They were questioned by local community representatives and other stakeholders to clarify their role in the INRM process and the need to involve local communities in decision making process.
- **Community Based Organizations** participated in the workshop and displayed their interest in becoming actively involved by delivering their messages to decision makers on INRM topics. They have expressed their willingness to keep in contact with JUST and continue delivering local community concerns to the government and other decision making bodies in the country.
- **The Agricultural Directorate** and the **Water Directorate** expressed their concerns in the workshop. The main concern for institutions and farmers is the INRM plan for water resources. Major concerns and discussions included water demand management, priorities of water distribution among major sectors—agriculture, domestic, industry and tourism—and the social and environmental consequences of each option.
- **The Environmental Police** was recently created in Jordan and actively participated in all the workshop and conference. In addition to their involvement in discussions and questioning, they advocated the role of this police in enforcing the legislation of the environmental laws.
- **The Women's Union** played a key role in the workshop and conference. The majority of women and women organizations were aware of their role in INRM process, but required guidance and organization. They sent very clear messages to decision makers that their opinion and role must be considered in all decision related to INRM. They delivered a message that women actually are more attached to NR than men; and therefore, they have to play a bigger role in management and environmental education programs at the family, school, and local community society levels.
- **Jordan Environment Society** plays a persuasive power indirectly on the decision makers. Their participation questioned how they can organize a pressing influence on decision makers.

7. Briefly describe the involvement of **other collaborating U.S. stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

- David Mulla from Minnesota State University gave a presentation and papers on INRM and on integrated plant nutrients management.
- Khalid Al-Naif from the University of Michigan provided an overview of the presentations of the INRM conference.
- USAID attended and briefly presented its environmental development goals for the region.
- Rob Mikkelsen from University of Davis and International plant nutrition institute a gave presentation and papers on INRM and on integrated plant nutrients management.

8. What has been the partnership's **greatest success(es)** during the past six months?

   The first international conference on integrated natural resources management (INRM) in Jordan was the greatest success. The conference was very well received by all sectors involved in environmental issues as well as among academic, governmental and nongovernmental institutions.

   JEWEL educated both decision makers and stakeholders on the environmental, economical and social aspects of the integrated natural resources management in Jordan. Local community and all NGOs learned that their role in the decision making process in INRM is their right and is critical to ensure sustainability of the INRM.

9. Please explain any **changes, obstacles, and/or delays** to the implementation of activities during the last six months (October 1, 2009 – March 31, 2010).

   JEWEL experienced difficulties scheduling JEWEL Summer Institute and Workshop activities due to the limited availability of university faculty to participate long workshops or activities that require overseas travel during the spring semester. The original contract end date was scheduled for March 30, 2010 so these delays became a major issue.

   Please comment on how they were/will be addressed:

   WDI addressed these issues by tentatively scheduling activities beyond the contract end date of March 30, 2010 and submitting a no-cost extension request. The no-cost extension request was granted which allowed WDI to continue complete all scheduled activities.

10. Outline your partnership's **planned activities** and an approximate timeline for the next six months.

    - JEWEL Summer Institute is scheduled for June, 2010.
    - JEWEL Dynamic Environmental Systems Modeling workshop is scheduled for June, 2010.
    - JEWEL Faculty Mentoring of MS students is scheduled to continue through autumn, 2010.
    - JEWEL project closeout activities are scheduled for late autumn 2010.

11. Of these activities, please list which will provide good opportunities for USG visits.

    The JEWEL Dynamic Environmental Systems Modeling workshop or the Summer Institute trip would provide the best opportunities for USG visits.

12. Overall, activities for this partnership are:
    ___X__on schedule (revised no-cost extension schedule)
    _____ahead of schedule
    _____behind schedule

II. QUANTITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – March 31, 2010

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **NB: To avoid double counting, report only NEW participant numbers for this reporting period.**

TABLE 1. Participant Information

Activities for Current Reporting Period	Number of New MALE Participants*					Number of New FEMALE Participants*					Location of Activity		Total NEW Participants this Reporting Period
	Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		United States	Host Country	
		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over			
1) Number of HCNs receiving USG scholarships (including cost-share scholarships)													
2) Number of US participants receiving USG scholarships (including cost-share scholarships)													
Description of scholarships:													
3) Number of HCNs completing USG-funded exchanges (including cost-share exchanges)												**N/A**	
4) Number of US participants completing USG-funded exchanges (including cost-share exchanges)											**N/A**		

Description of exchanges:													
5) Number of **HCNs** participating in partnership-related **internships**													
6) Number of US individuals participating in partnership-related **internships**													
Description of internships:													
7) Number of HCNs **receiving** non-degree training – **workshops, seminars, special classes (not exchanges, not internships, not certificate programs)**	8	48			26	10	72			36		**X**	
Description of non-degree training: International NRM workshop													

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and over)

TABLE 2. Formal Training (including degrees and certificate training)

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **To avoid double counting, report only NEW participant numbers for this reporting period.**

FORMAL PROGRAM	Location of Training		Number of New MALE Participants*		Number of New FEMALE Participants*		Degrees, Certificates, & Diplomados Awarded this Reporting Period			
							MEN		WOMEN	
	United States	Host Country	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over
Certificate/ Diplomado (formal non-degree training)										
Baccalaureate										
Masters										
Doctorate										
Dual Degrees [1]										
Joint Degrees [1]										

Describe **training** programs:

[1] Describe types of degrees:

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and older)

TABLE 3. Leveraged Contributions Made this Reporting Period (10/1/2009-3/31/2010).

CONTRIBUTIONS	Name of Contributor	Description of Contribution	Estimated Dollar Value of Contribution
Other leveraged contributions not reported as official or proposed **cost share**. (See Glossary for definitions.)			

TABLE 4. Institutional Capacity Strengthening Activities

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefiting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Host Country Institution(s)			U.S. Institution(s)		
	Yes	No	Description	Yes	No	Description
Adapted/changed/created new curricula	X		Has been created with the master program and it is ongoing			
Improved methods of instruction	X		Us of internet and e-learning, using special server for JEWEL			
Undertook collaborative research	X		Through research programs of the student internships with different organizations in Jordan			
Prepared collaborative publications	X		Proceeding, poster, scientific papers are expected as the research programs will be completed			

Established new academic programs	X		MS on INRM has been established and still on going			
Improved institutional governance	X		Through workshops and internships and MS research programs			
Improved institutional management procedures	X		Through workshops and internships and MS research programs			
Other institutional strengthening:						

TABLE 5.Improved Institutional Capacity to Address Local, Regional, and National Development Goals

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefitting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Yes	No	Description
Promoted workforce development	X		Expected in the future
Involved in community outreach (knowledge to the people) – oral and/or written	X		Through implemented workshop and publications
Informed policy at local, community, and/or national levels	X		By educating local community and decision makers on INRM during the workshops and conference
Worked with government agencies, NGOs, and/or private sector groups	X		Through participating of these institutions in the student research program and in workshops
Promoted economic growth	X		Expected in the future
Promoted democracy and good governance	X		By organizing a democratic dialogue between the decision makers and stakeholders during the workshops
Worked to improve host country health	X		Improving sustainable use of NR will reflect positively on the country health
Promoted environmental protection/preservation	X		Adopting INRM will promote the protection and preservation of the environment

Other work toward development goals:

III. PARTNERSHIP PROFILE, SUCCESS, AND DISSEMINATION

1. In approximately one page or less, please provide an executive summary of your higher education partnership, as described in the partnership sub-agreement. This profile piece will provide us with valuable information for reports to USAID and to the higher education community—critical material for verbal discussions, printed reports, and on-line publications. The profile should include:

   - Key **development issue(s)** being addressed;
   - Overall **objective(s)** for the partnership;
   - Primary **activities** of the partnership;
   - **Outcomes** this fiscal year.

The William Davidson Institute at the University of Michigan (WDI), the Jordan University of Science and Technology (JUST), the Erb Institute for Global Sustainable Enterprise at the University of Michigan, Cornell University's Johnson School and the Jordan River Foundation – are partnering to empower leadership and decision making, and to create resources and knowledge networks to improve natural resources management (NRM) in Jordan. The "Jordanian Education for Water and Environmental Leadership (JEWEL)" project will focus on developing leaders at all levels in the public, private, and community sectors who are involved in using and developing new decision-support tools for natural resources management. The objectives of JEWEL are to: (1) build the capacity of JUST and to train current and future generations of leaders in NRM to find, access, and effectively use state-of-the-art scientific models and management techniques; and (2) stimulate innovative approaches and networks for NRM in Jordan. The primary activities of JEWEL are to: (1) develop a Master of Science degree program in NRM at JUST and to train future leaders in applied integrated NRM; (2) develop modules to train mid-level private and public sector leaders in the development of optimization models and others tools; and (3) develop an interdisciplinary course on salient NRM issues that will be required for undergraduate students at JUST. The JEWEL partnership will also develop a Sustainable Natural Resources Management Laboratory where academics, practitioners, policy-makers, entrepreneurs, and community leaders can work collaboratively to develop innovative business models, policy, research, and Jordanian-driven optimization tools to support policy decisions. Anticipated partnership results include: a common strategy for moving forward on NRM issues in Jordan; a sustainable graduate-level program in NRM to foster the networks and cultural change around NRM in Jordan; a Sustainability Lab to foster interdisciplinary approaches to developing sustainable enterprises and data-backed decision-making tools; and a network for finding, accessing, effectively using, and/or developing state-of-the art tools and knowledge in NRM.

2. Include one or two well-crafted **success stories** related to your partnership (see attached success story outline as a guide).

   Please see the attachment.

3. How has information about your partnership been disseminated during this reporting period?

Information for the JEWEL project has been disseminated through multiple channels including a community workshop and an international conference with decision makers, stakeholders and general public that was covered by the press media. Additionally, a proceeding book was produced and distributed which included many papers related to different aspects of INRM. Activity participants were also provided a poster in English and Arabic about the program and a souvenir with logo of JEWEL.

If appropriate, please provide HED with samples of the following as attachments to this report:

- Photographs (enclose prints or a CD-rom with high resolution images);
  - See attached;
- Articles publishes in the campus, local, national, or international media;
  - See attached;
- Papers published or presented;
- Features in any other media.

Please note that any photos submitted are intended to be used for USG publicity materials. USAID and HED reserve the right to use these images in its fact sheets, success stories, presentations, website, and other outreach materials. Please include a caption and photo credit information with the images.

4. We invite you to share any additional information or comments about your partnership.

THANK YOU FOR YOUR COOPERATION!

Glossary of Terms

Capacity:
Usually considered mental and/or physical ability to produce and/or perform; learning, improving;

Human Capacity Strengthening focuses on the development of people's knowledge and skills, not things. Helping people identify what they would like to see changed, learn new skills to achieve what they believe is most important.

Institutional Capacity Strengthening focuses on institutional changes that will improve the operation of the institution and its ability to provide quality higher education.

Community Institutions/Stakeholders:

Examples

- Government agencies and ministries
- Private for profit groups/businesses
- Not-for-profit, non-government agencies (NGO)

Cost Share Contributions:
Cash and in-kind contributions that are: (1) verifiable from the applicant's records (i.e., auditable); (2) not included as contributions for any other federally-assisted program; (3) reasonable for the accomplishment of partnership objectives; and (4) not paid by the federal government under another grant.

Degree Training:
A learning activity taking place in the U.S., host country, or a third country, which may eventually result in a bachelor, master or doctoral degree, conferred by a higher education institution.

Formal Non-Degree Training: certificate, diplomado, specialization

Non-Degree Training: A learning activity taking place in the U.S., a third country, or in-country in a setting predominantly intended for teaching or imparting knowledge and information to the participants with designated instructors or lead persons, learning objectives, and outcomes, conducted fulltime or intermittently.

The transfer of knowledge, skills, or attitudes (KSAs) through structured learning and follow-up activities, or through less structured means, to solve problems or fill identified performance gaps. Non-degree training can consist of short- or long-term technical courses in academic or in other settings, non-academic seminars, workshops, on-the-job learning experiences, observational study tours, or distance learning exercises or interventions. Non-degree training may also include printed educational materials.

Double Counting:
Something to be avoided when reporting numbers of participants or recipients taking part in partnership activities. A participant/recipient can be counted and reported only once each year even though the person is still participating each reporting period. If the person is involved in mutually exclusive activities, then he/she can be counted once a year for each activity. *At the end of the year, we add together numbers from the semi-annual reports. Thus it is important that individuals are reported only once a year for each activity.*

Dual Degree Program:
An academic program in which an individual receives a degree from each institution (host country and U.S.) for academic work completed at both institutions. The work may be completed on campus or via distance education.

Joint Degree Program: An academic program in which an individual receives one degree (with both institutions named on the diploma) for academic work completed at host country and U.S. institutions. The work may be completed on campus or via distance education.

Exchange:
An institutional visit by a representative from a **HCN** or a U.S. institution for partnership related activities (excluding scholarships and internships).

HCN:
A Host Country National may be an individual or institution in a partnership.

Internship:
This service learning activity complements a participant's academic study, training or research and may take place in the U.S., a third country, or in-country. It is not defined as training.

Leveraged Contributions:
Additional financial or in-kind donations made as a result of an HED partnership beyond the originally agreed-upon cost-share; often only an estimated value available.

Objective:
An objective answers two questions: (1) What activity will occur?; and (2) What is expected as the outcome or change as a result of this activity?

Example:
University partnership faculty from the United States and Mexico will recruit and train eight long-term degree scholarship recipients for graduate degrees in natural resource management (NRM) resulting in at least six of the recipients returning to full-time teaching positions in a newly established NRM program at Universidad de Vásquez.

Activity:
Something that happens or is done

Outcome/Result:
An effect or an expected change as a consequence of an activity

Scholarship:
Funding for host country national participants for one or more semesters in the United States, in a host country university or in a third country. It may include specialty training and/or sabbaticals. Scholarships may be funded by the partner institution(s), the private or public sectors, and/or U.S. government.

Workforce Development Programs:
Workforce development programs include technical and vocational education programs and workforce readiness programs.

Examples:

- Delivering adult education, basic skills training, and/or high school equivalency programs;
- Delivering vocational education programs for youth.
- Connecting individuals with job search training and skills training through one-stop centers;
- Linking intermediary organizations, such as the Chamber of Commerce, in school- to-work partnerships.
- Offering employee development, career development, and organization development programs

HIGHER EDUCATION FOR DEVELOPMENT (HED)

Knowledge, Partnership, Results

June 2010

U.S.-Mexico Training, Internships, Exchanges, and Scholarships (TIES)

SEMI-ANNUAL REPORT

For October 1, 2009 – March 31, 2010

Prepared by:

Manny Sánchez
Senior Program Associate
Phone: (202) 243-7691
msanchez@HEDprogram.org

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.

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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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E-mail: HED@HEDprogram.org • www.HEDprogram.org

July 8, 2010

Ms. Gema Jiménez
Participant Training Specialist
U.S. Agency for International Development/Mexico
Paseo de la Reforma No. 305
Colonia Cuauhtémoc 06500
Mexico DF
Mexico

Dear Ms. Jiménez:

On behalf of HED, I am pleased to submit the enclosed report on activities under: Cooperative Agreements HNE-A-00-97-00059-00 (closed-out), and AEG-A-00-05-00007-00 with the U.S. Agency for International Development (USAID); and Associate Agreement 523-A-00-06-00009-00.

Submitted separately are **14** closeout reports received during this reporting period.

During this six-month period, HED managed **36** active partnerships involving **25** host-country tertiary institutions in Mexico and **31** U.S. higher education institutions. The enclosed report illustrates the strength and vitality of the contributions that higher education is making toward achieving the priority objectives and program goals of USAID/Mexico to alleviate poverty and promote economic growth.

Sincerely,

Manny Sánchez
Senior Program Associate

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Executive Summary

Established in 2001, the U.S.-Mexico Training, Internships, Exchanges and Scholarships (TIES) program employs a highly successful countrywide model and has established 73 partnerships to date. The TIES Program supports a common development agenda between the United States and Mexico by enhancing the human and institutional capacity of higher education in both countries to examine mutual development problems, work in strategic alliances to develop solutions, and further strengthen Mexico's competitiveness.

The Associate Award for TIES provides funding for higher education partnerships that develop solutions to critical issues in the following diverse areas: conservation and natural resource management, biodiversity, economic growth, workforce development, small-business growth, health, HIV/AIDS prevention and treatment, legal reform, renewable energy, and education. TIES partnerships have created new university programs, provided over 2,313 scholarships or exchanges, and organized over 26,000 training activities. TIES also leverages significant resources from university partners. On average, university partners have provided more than $1 of support for every U.S. dollar invested by USAID.

During this reporting period, TIES activities included:

- Managing 36 higher education partnerships between the U.S. and Mexico;
- Managing the close-out of 14 higher education partnerships;
- Co-hosting the TIES 2009, Partners Conference in Veracruz, Mexico;
- Awarding five new partnerships for Biodiversity and Renewable Energy;
- Negotiating one Merida-funded Rule of Law partnership;
- Conducting four monitoring partnership site-visits in and around Mexico City;
- Planning for two additional monitoring partnership site-visits in Oaxaca and Chiapas;
- Launching a Job Opportunities for Business Scale-up (JOBS) initiative;
- Identifying 16 former and current TIES partnerships to apply for additional funding;

The **36** active partnerships include **31** separate U.S. colleges and universities, and **25** Mexican higher education institutions (Table 1). The U.S. higher education institutions represent **16** American states and **28** congressional districts (Table 2). All HED partnerships include goals to increase the knowledge and skills of faculty and students, and to strengthen higher education institutions' teaching, research, and public service capacity. In addition, TIES partnerships focus on at least one of the following USAID/Mexico programmatic areas: economic growth, investing in people, and governing justly and democratically.

During this reporting period, partners reported **40** examples of host county institutional capacity strengthening such as new degree programs, revised curricula, improved teaching, improved governance, better management systems, and training for community outreach. They also described **39** examples of partnership support for national development goals such as policy advising with local governments and national ministries, and advising NGOs (non-government organizations) and private-sector groups.

Similarly, partnerships provided evidence of human capacity building through degree and non-degree training.

- **14** Master's degrees were completed;
- **29** diploma or certificates were earned;
- **31** exchanges and internships were conducted; and,
- **2,318** other non-degree classes, seminars and materials relevant to professional development were reported.

U.S. partners also described the partnerships' benefits and value to their own institutions. During this reporting period U.S. partners noted the following benefits:

- **11** faculty and student exchanges to host countries;
- **14** opportunities for joint research;
- **3** collaborative publications;
- **8** examples of enhanced U.S. campus diversity;
- **11** examples of expanded faculty knowledge and capabilities related to international issues;
- **6** revised courses to include new ideas and perspectives related to internationalization;
- **11** instances describing global academic links; and
- **10** reports about exposing students and U.S. community to new perspectives and ideas.

HIGHER EDUCATION FOR DEVELOPMENT (HED)

TIES

Semi-Annual Report to USAID

Outcomes Related to 36 Higher Education Partnerships

October 1, 2009 to March 31, 2010

Table 1.

LIST OF ACTIVE TIES PARTNERSHIPS

October 1, 2009 through March 31, 2010
N = 36 partnerships

U.S. Institution	Host Institution	Country	Development & Program Area*
American University	Universidad Autónoma de Benito Juárez de Oaxaca	Mexico	**(8)** Law Training in Criminal Procedures
Appalachian State University	Fundación Universidad de las Américas - Puebla	Mexico	**(2)** Renewable Energy
Arizona State University	Universidad Nacional Autónoma de México	Mexico	**(2)** Managing Biodiversity under Climate Change
California State-Fullerton	Universidad Autónoma de Tlaxcala	Mexico	**(6)** Obesity, Disease Prevention
Colorado State University	Colegio de la Frontera Sur	Mexico	**(2)** Parks & Protected Areas
Duquesne University	Universidad Autónoma de Aguascalientes	Mexico	**(3)** Economic Development
Duquesne University	Universidad Autónoma de Nuevo León	Mexico	**(2)** Renewable Energy
Emory University	Universidad Panamericana	Mexico	**(8)** Rule of law
Florida International University	CIIDIR-Oaxaca	Mexico	**(2)** Biodiversity Conservation
Georgia State University	Universidad Pedagógica Nacional	Mexico	**(7)** English Language Education
Illinois Institute of Technology (IIT)	Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)	Mexico	**(2)** Pollution Reduction & Energy Efficiency
IIT/Chicago-Kent College of Law	ITESM – Campus México City	Mexico	**(8)** Rule of law

Michigan State University	Universidad Autónoma Chapingo	Mexico	**(3)** Promote Sustainable Livelihoods
Michigan Technological University	Colegio de la Frontera Sur/ Instituto Tecnológico del Valle de Oaxaca	Mexico	(**2)** Biodiversity Conservation
Ohio State University	Centro de Investigación y Docencia Económicas	Mexico	**(3)** Rural Microfinance
Ohio State University	Colegio de Postgraduados en Ciencias Agrícolas	Mexico	**(3)** Increase Competitiveness of Small Farmers
Oregon State University	Universidad de Guadalajara	Mexico	**(2)** Forest Sustainability
Southwestern University	ITESM- Campus Monterrey	Mexico	(**8)** Trial Advocacy Training
Southwestern University	ITESM - Campus Monterrey	Mexico	**(8)** Trial Advocacy Training
University of Arizona	Universidad Autónoma de Baja California	Mexico	**(2)** Watershed Management
University of California, San Diego	Universidad Autónoma de Baja California	Mexico	**(6)** HIV/AIDS & Prevention
University of California, Berkeley	National Institute of Public Health - Mexico	Mexico	**(6)** Health, Population, Nutrition
University of Colorado at Boulder	Universidad de Guanajuato	Mexico	**(2)** Sustainable Energy
University of Florida	Universidad Veracruzana	Mexico	**(2)** Biodiversity Conservation
University of Georgia	Universidad Pedagógica Veracruzana	Mexico	**(7)** Teacher Training
University of Georgia	Universidad Autónoma de Coahuila	Mexico	**(2)** Integrated Waste Management
University of North Texas	Universidad Autónoma de Guadalajara	Mexico	**(6)** Disability Assistance Services
University of San Diego	Universidad Autónoma de Baja California	Mexico	**(8)** Rule of law
University of Texas, Austin	Instituto Tecnológico Autónomo de México	Mexico	**(3)** Energy Industry Training
University of Texas, Austin	Universidad Veracruzana	Mexico	**(5)** Rural Development
University of Texas, San Antonio	Universidad Veracruzana	Mexico	**(3)** Small Business Development

University of Texas, El Paso	Instituto Tecnológico y de Estudios Superiores de Monterrey	Mexico	**(7)** Education
University of Vermont	Universidad de Anahuac	Mexico	**(2)** Watershed Management
University of Wisconsin-Stevens Point	ITESM/ Universidad Autónoma de Chapingo	Mexico	**(2)** Watershed Management
Western Illinois University	Universidad Tecnológica de la Selva /Universidad Autónoma de Querétaro	Mexico	**(1)** Rural Producer Capacity Building
West Virginia University	Universidad Autónoma de Querétaro	Mexico	**(2)** Environment

*** USAID Development & Program Areas**

Economic Growth
1. Agriculture
2. Environment
3. Economic Opportunity
4. ICT and distance learning
5. Entrepreneurship and workforce development

Investing in People
6. Health, nutrition HIV/AIDS
7. Education

Governing Justly and Democratically
8. Democracy and governing justly

Table 2.

THE 36 TIES PARTNERSHIPS, BY U.S. CONGRESSIONAL DISTRICT

October 1, 2009 through March 31, 2010
N = 36 partnerships

State	Congressional District	Partnership	U.S. Institution
AZ	8th district	1	University of Arizona
AZ	4th district	1	Arizona State University
CA	53rd district	1	University of San Diego
CA	53rd district	1	University of California, San Diego
CA	9th district	1	University of California, Berkeley
CA	40th district	1	Cal State-Fullerton
CA	33rd district	2	Southwestern University
CO	4th district	1	Colorado State University
CO	2nd district	1	University of Colorado at Boulder
DC	At-large	1	American University
FL	21st district	1	Florida International University
FL	6th district	1	University of Florida
GA	10th district	2	University of Georgia
GA	5th district	1	Georgia State University
GA	5th district	1	Emory University
IL	1st district	1	Illinois Institute of Technology (IIT)
IL	7th district	1	IIT/Chicago-Kent College of Law
IL	17th district	1	Western Illinois University

MI	8th district	1	Michigan State University
MI	1st district	1	Michigan Technological University
NC	5th district	1	Appalachian State University
OH	15th district	2	Ohio State University
OR	5th district	1	Oregon State University
PA	14th district	2	Duquesne University
TX	16th district	1	University of Texas, El Paso
TX	26th district	1	University of North Texas
TX	10th district	2	University of Texas, Austin
TX	23rd district	1	University of Texas, San Antonio
VM	At-large	1	University of Vermont
WI	7th district	1	University of Wisconsin-Stevens Point
WV	1st district	1	West Virginia University

Description of Active Partnerships – Quantitative Information

During this reporting period, activities are described for 36 TIES partnerships under **Cooperative Agreements HNE-A-00-97-00059-00**, **AEG-A-00-05-00007-00**, and **Associate Agreement No. 523-A-00-06-00009-00**.

Table 3 shows how current TIES partnerships address USAID program areas related to:

Economic Growth
- Agriculture
- Environment
- Economic Opportunity
- Entrepreneurship Development/Workforce Development

Investing in People
- Health, Nutrition and HIV/AIDS
- Education

Governing Justly and Democratically
- Democracy and Governing Justly

Table 3.

ACTIVE TIES PARTNERSHIPS, BY USAID PROGRAM AREAS

October 1, 2009 through March 31, 2010
N = 36 partnerships

Program Area	Number of Partnerships	Percent of Partnerships
Environment	15	41
Agriculture /Ag. Business /Animal Science	1	3
Population / Heath / Nutrition / HIV/AIDS	4	11
ICT/Distance Learning	0	0
Economic Opportunity/Business	6	17
D&G / Public Policy / Journalism	6	17
Education	3	8
Entrepreneurship and Workforce Development	1	3
TOTAL	**36**	**100%**

Cost Share

Auditable cost share numbers are tracked by partnerships through quarterly financial reports. During this six-month period, over **$6 million** in cost share was reported from TIES partnerships.

Table 4.

TIES PARTNERSHIP COST SHARE

October 1, 2009 through March 31, 2010

Cooperative Agreement	Cost Share Amount (USD)
523-A-00-06-00009-00 with USAID/Mexico	$6,586,561.94

Results of Institutional Strengthening

During this reporting period, partners reported **40** separate examples of host county institutional capacity strengthening such as revised curricula, improved teaching, new academic programs, and improved higher education governance and management systems (See Table 5).

Table 5.

INSTITUTIONAL STRENGTHENING ACTIVITIES BY FUNDING SOURCE

October 1, 2009 through March 31, 2010
N = 36 partnerships

Institutional Capacity Strengthening Activities (Number of activities mentioned this reporting period by partnership directors)	
Adapted/changed/created new curricula	10
Improved methods of instruction	6
Undertook collaborative research	11
Prepared collaborative publications	6
Established new academic programs	5
Improved institutional governance	1
Improved institutional management procedures	1
TOTAL	**40**

Partners also reported **39** activities related to development goals, i.e., workforce and trade capacity development, community outreach, NGO advising, and policy guidance with governments and ministries. Table 6 reflects partners' description of work towards development goals.

Table 6.

IMPROVED INSTITUTIONAL CAPACITY TO ADDRESS DEVELOPMENT GOALS

October 1, 2009 through March 31, 2010
N = 36 partnerships

Institutional Capacity to Address Local, Regional, National Development Goals (Number of activities mentioned this reporting period by partnership directors)	
Promoted workforce development and JOBS	6
Involved in community outreach (knowledge to the people) – oral and/or written	8
Supported increased trade capacity	3
Informed policy at local, community, and/or national levels	5
Worked with government agencies, NGOs, and/or private sector groups	10
Promoted economic growth	2
Promoted democracy and good governance	2
Worked to improve host country health	2
Promoted environmental protection/preservation	1
Other	0
TOTAL	**39**

Results of Human Capacity Building

Human capacity building is measured in part by the number of individuals receiving training or instruction that supports and/or improves their professional work. This capacity building is tracked by showing progress toward degree work (diploma/certificate, baccalaureate, master's, or doctorate) and participation in non-degree training such as exchanges, internships, workshops, seminars and/or special classes. Table 7 shows the numbers of degrees awarded through partnership support during the past six months.

Table 7.

HUMAN CAPACITY BUILDING BY DEGREES/CERTIFICATES AWARDED THIS REPORTING PERIOD

October 1, 2009 through March 31, 2010
N = 36 partnerships

Types of degrees awarded as part of human capacity building	TIES		
	Men	Women	Total
Diplomas and/or certificates	18	11	29
Baccalaureate	0	0	0
Master's	7	7	14

Table 8 displays the number of individuals participating in exchanges, internships, and other non-degree training (including workshops, seminars, and special classes) sponsored by partnership activities during this reporting period.

Table 8.

HUMAN CAPACITY BUILDING THROUGH NON-DEGREE TRAINING THIS REPORTING PERIOD

October 1, 2009 through March 31, 2010
N = 36 partnerships

Human Capacity Building by Type of Training	TIES		
	Men	Women	Total
Exchanges for U.S. participants	5	6	11
Exchanges for Mexican participants	5	2	7
Internships*	7	6	13
Non-Degree Training	1,059	1,259	2,318

*Includes internships of both host country nationals and U.S. participants.

Results of Reported Partnership Value to U.S. Partners

A partnership implies two sides of an equation that assumes value to both partners, so that semi-annual report forms seek information about outcomes and activities at both U.S. and Mexican institutions. During this reporting period, partners described partnership value to their home campuses in terms of faculty and student exchanges, new ideas and information shared with students in classes, opportunities for initiating research, joint

publications under way, and academic relationships that will last beyond the life of the partnership (See Table 9).

Table 9.

Higher Education Partnership Benefits to U.S. Partners

(Recorded number of times U.S. partners described a specific benefit/value to their campuses in the progress report)

October 1, 2009 through March 31, 2010

N = 36 partnerships

Adds to campus diversity	Exposes students to new perspect-ives/ ideas	Able to establish on-going, continuing links globally	Enhances U.S. faculty's knowledge and capabilities	Improves current or develops new curricula or coursework	Exposes U.S. community members to new perspectives/ ideas	Expands, improves reputation for U.S. institution	Provides opport-unities to initiate research	Offers opportunities for joint publications	# of U.S. faculty/ students involved in exchanges
8	13	11	11	6	10	2	14	3	11

Partnership Close-Outs

Fourteen TIES partnership close-out reports were submitted during this reporting period. Per the TIES Associate Award, copies of these 14 reports will be submitted to the Development Experience Clearinghouse.

1. Colorado State University / Colegio de Frontera Sur
2. Illinois Institute of Technology / Instituto Tecnológico y de Estudios Superiores de Monterrey
3. Ohio State University / Centro de Investigación y Docencia Económicas
4. University of California, Berkeley / National Institute of Public Health, INSP Mexico
5. University of California, San Diego / Universidad Autónoma de Baja California
6. University of Vermont / Universidad de Anahuac
7. University of Wisconsin, Stevens Point / Instituto Tecnológico y de Estudios Superiores de Monterrey
8. West Virginia University / Universidad Autónoma de Querétaro
9. American University / Universidad Autónoma de Benito Juárez de Oaxaca
10. California State University, Fullerton / Universidad Autónoma de Tlaxcala
11. Duquesne University / Universidad Autónoma de Aguascalientes
12. Oregon State University / Universidad de Guadalajara
13. Southwestern University / ITESM, Campus Monterrey
14. University of Texas, San Antonio / Universidad Veracruzana

The close-out reports from these 14 TIES partnerships revealed the following lessons learned and recommendations:

1. Much of the time allocated during the start of partnership activities is spent building trust and getting to know one another. USAID/Mexico and HED should consider awarding longer partnerships and/or consider the possibility of providing follow-up grants for those partnerships that demonstrate the greatest promise of producing significant benefits beyond the duration of the agreements.

2. TIES participants from Mexico enrolled in U.S. graduate courses are required to pass the TOEFL exam. Many TIES participants, however, do not speak English. Some Spanish-speaking students were not able to obtain adequate English TOEFL scores so the entire partnership program was delayed or had to be changed.

3. American TIES partnership personnel underestimated the amount of time required to find University champions at the Mexican institutions willing to take on new challenges.

TIES 2009 Partners Conference

Mexico-United States Training, Internships, Exchanges and Scholarships (TIES) partners assembled October 8-10, 2009, with their public and private sector partners to address the ways that higher education has responded to the critical challenges facing Mexico and the United States today such as, the rule of law, crime, climate change and emerging health threats including the H1N1 flu. The conference, titled "Sustainable Partnerships: A Call to Action," was co-sponsored by the U.S. Agency for International Development-Mexico (USAID/Mexico) and Higher Education for Development, and was hosted by two local TIES partner institutions: Universidad Veracruzana and the Universidad Anáhuac-Xalapa.

More than 200 academics, government officials from Mexico and the U.S., and senior academic leaders from higher education institutions participated in the conference, which included plenary sessions, a rector-president roundtable, panel presentations, facilitated discussions, a "Marketplace of Ideas," and a closing discussion forum. Each component of the conference was designed to give participants the opportunity to address the "Call to Action" conference objectives. Participants accepted the challenge and generated new ideas and innovative solutions to issues identified by the group as the most pressing ones confronting Mexico and the United States.

Conference Objectives

Since TIES partnerships address diverse areas such as economic development, legal reform, environmental management and health, they are uniquely positioned to bring together resources to analyze current challenges and develop innovative solutions to ensure a more secure and prosperous future for both Mexico and the United States.

The participants addressed the following **conference objectives**.

- Identify the most pressing challenges facing Mexico and the United States to which higher education can respond;
- Identify examples of how university partnerships have advanced and can further advance local or national development goals in Mexico;
- Suggest priorities for higher education partnerships that can shape future TIES partnership competitions;
- Discuss strategies to sustain the achievements of higher education partnerships.

Group photo of participants from the October 2009 TIES Conference.

Conference Evaluation

HED asked participants to evaluate the conference. More than fifty percent of the 217 attendees responded.

Responses to the conference evaluation form included the following:

- 61% of the attendees have an actively funded TIES partnership
- 25% of the attendees have officially concluded partnership activities
- Of the completed or closed –out partnerships,
    - 100% [29] Partners remain in contact
    - 93% [27] Partners continue to pursue joint programming and/or research
    - 66% [19] Partner universities have absorbed programs into core curriculum
    - 66% [19] Partner universities are seeking outside funding to sustain or continue programs.

Partners with actively or currently funded TIES partnerships:

- 69% [48] Partners plan to remain in contact
- 84% [59] Partners plan to continue to pursue joint programming and/or research
- 59% [41] Partner universities plan to integrate programs into core curriculum

Table 10.

Selected Participant Responses to the TIES Conference Evaluation

Overview of Conference (Selected Questions)	Almost Always/ Often	Occasionally/ Rarely
Overall, conference speakers, panels, presenters, and marketplace activities highlighted topics and/or identified specific development sector challenges facing Mexico.	89% (101)	3% (3)
Overall, the conference identified examples of how partnerships have advanced development goals in Mexico.	83% (95)	8% (9)
Overall, the conference suggested priorities for action for future TIES partnerships.	76% (87)	14% (16)
Overall, the conference examined new strategies to sustain the achievements of partnerships.	60% (58)	23% (27)

A complete conference report in English and Spanish is available on the HED website at: **http://www.hedprogram.org/tabId/225/itemId/204/Training-Internships-Exchanges-and-Scholarships.aspx**

New TIES Partnerships

Five new TIES university partnerships were awarded this reporting period to support Mexico's competitiveness in the environment and the energy sectors:

Appalachian State U niversity/ Fundación Universidad de la Américas Puebla (FUDLAP)
Award Amount: $300,000
Cost Sharing: $99,671
Total: $399,671

The partnership will promote public and private expansion of renewable energy sources and energy efficient technologies, thereby increasing efficiency of energy use and decreasing dependence on fossil fuels in Mexico. The anticipated outcomes include the following:

- Increasing the capacity of FUDLAP students and faculty to conduct research on and contribute to curriculum on renewable energy and energy efficiency;

- Strengthening the FUDLAP curriculum in renewable energy and energy efficiency so that faculty and students are better prepared to perform research and conduct pilot and demonstration renewable energy projects;
- Building capacity among public institutions to develop and implement energy sector policies and regulations;
- Promoting the use of small scale renewable energy systems in rural communities in Mexico.

Arizona State University/ Universidad Autónoma de Mexico (UNAM)
Award Amount: $298,271
Cost Sharing: $191,320
Total: $489,591

The School of Sustainability at the Arizona State University and the Institute of Ecology at the National Autonomous University of Mexico (IE-UNAM) will collaborate to establish an International Curriculum on Sustainability Science, Policymaking and Planning to be implemented as a formal part of the IE-UNAM graduate program. The anticipated outcomes include the following:

- Establishing a formal training program at UNAM - a summer school that will provide students with hands-on experience in conservation planning under the threat of climate change;
- Creating and implementing an International Curriculum on Sustainability Science, Policymaking and Planning (ICSSP) at UNAM to train future leaders in conservation planning and sustainable development in Mexico while also forming the basis for future educational and research collaboration between ASU and UNAM;
- Exchanging faculty for collaborative research in biodiversity conservation, social vulnerability and sustainability planning.

Duquesne University/ Universidad Autónoma de Nuevo León (UANL)
Award Amount: $300,000
Cost Sharing: $248,883
Total: $548,883

The major emphasis of the partnership will be to provide tools to expand Mexico's economic and managerial capacity to utilize renewable energy sources and implement more energy efficient systems, both of which will lead to greater competitiveness and energy security for Mexico. The anticipated outcomes include the following:

- Developing and implementing new courses in energy policy and management at UANL;
- Complementing existing UANL curricula with training in policy and business development financing systems, technology transfer, and regulatory policy design targeted to the energy sector;

- Conducting trade missions between Nuevo León and Pittsburgh to build new business relationships in the energy sector;
- Providing tools to expand economic and managerial capacity to utilize renewable energy sources and implement more energy efficient systems.

University of Colorado at Boulder/ Universidad de Guanajuato (UG)
Award Amount: $300,000
Cost Sharing: $248,838
Total: $548,838

The collaboration between University of Colorado and Universidad de Guanajuato will develop training and educational curriculum to strengthen the curriculum at UG and train energy sector professionals and decision makers. The anticipated outcomes include the following:

- Creating a graduate program offering master and doctorate degrees on sustainable and energy efficiency designs with a focus on the building systems;
- Conducting joint faculty research on sustainable development and energy efficiency in the building sector to be published in technical journals in the U.S. and Mexico;
- Delivering three short course series – two series to UG faculty and students delivered by UCB faculty members and one series to professionals in the building sector.

University of Florida/ Universidad Veracruzana
Award Amount: $299,409
Cost Sharing: $136,682
Total: $436,091

This partnership will develop leaders to enhance biodiversity conservation and sustainable resource management particularly in rural landscapes actively managed for subsistence and/or market production in Southeastern Mexico. The anticipated outcomes include the following:

- Providing master's-level training to Mexican graduate students in team-taught programs with experiential learning opportunities outside the classroom;
- Encouraging long-term faculty sabbatical exchanges to cultivate deeper institutional and professional ties;
- Conducting a field research clinic to share research results internally, build student capacity for field research and to subsequently present findings, and allow students to practice leadership skills;
- Conducting sustainable workshops for various stakeholders.

TIES Rule of Law Agreement Negotiations

During this reporting period, USAID/Mexico approved Merida funding for two higher education partnerships related to the rule of law. These partnerships were recommended for funding by a peer reviewed committee the previous year but resources were unavailable at that time. USAID/Mexico and HED sent a joint notification to each of the partners informing them of the opportunity.

HED began subaward agreement negotiations with the **University of Nebraska-Lincoln** (UNL) for their collaboration with the **Universidad Nacional Autónoma de Méx ico** (UNAM) and with the **University of Georgia** (UGA) for their collaboration with the **Universidad La Salle** (ULSA) and the **Universidad Autónoma del Estado de Morelos** (UAEM).

The University of Nebraska (UNL) College of Law and the Law Faculty of the Universidad Nacional Autónoma de Mexico (UNAM) will prepare UNAM faculty, students, and the local bench and bar to meet the challenges they encounter during the implementation of the new adversarial criminal justice system in Mexico. The partners will train UNAM law faculty to equip them with emerging skills necessary to teach substantive knowledge and advocacy skills. The partners will revise and adapt the UNAM law curriculum and include legal clinics so that graduates will be able to function as effective practitioners in the new legal environment. National Institute of Trial Advocacy (NITA), UNAM, the local Mexican bar and bench and UNL will develop and teach a continuing legal education program (Diplomado) created for practitioners and judges.

The anticipated partnership outcomes include the following:

- A joint comprehensive review of the UNAM curricula conducted, course deficiencies identified, with new courses developed to meet deficiencies and added to UNAM's permanent curricular offerings. In addition, trainings developed and taught, in conjunction with selected UNAM faculty members, that allow non-student participants to complete new a Diplomado (consisting of estimated 40 hours) in trial advocacy;
- A joint scholarship committee established to identify, recruit and select the most appropriate candidates through a transparent process;
- Two Mexican faculty trained at UNL for one academic semester in the adversarial system;
- A criminal clinic developed and established at UNAM;
- Six UNAM faculty trained (train-the-trainer) in advocacy preparing them to teach new advocacy courses to fellow faculty members (up to 16 additional faculty) and to UNAM students, to facilitate workshops, and to teach a newly established Diplomado;
- Up to 96 Mexican practitioners trained by a National Institute for Trial Advocacy (NITA) team in trial advocacy skills; and
- Sixteen Mexican practitioners completed the trial advocacy Diplomado.

After extensive subaward agreement negotiations, UGA decided not to pursue the award since their priorities had shifted during the year that elapsed from their original application submission.

Monitoring, Evaluation, and Reporting

During this reporting period HED introduced a new, biannual monitoring strategy to provide regular, thorough reviews of the entire partnership portfolio. Staff undertook an in-depth review and analysis of partnership reports and other documents and then shared these summaries in an internal working session with other HED staff. The outcome provided a detailed picture of the programmatic, managerial and financial status of each partnership of each partnership highlighting progress towards goals challenges and identifying partnerships which warrant more intensive management and follow up field visits.

Portfolio Reviews

During November and December 2009, HED Program Associates shared with staff an overview of all active partnerships by answering three questions about each of their partnerships. Table 11 shows number of partnerships included in the portfolio discussion process by program associate.

1) Is the partnership on track toward achieving objectives according to planned timeline?

   If yes, what evidence do you see that supports that?

   If no, what are the barriers?

2) Are there any unexpected outcomes, either positive or negative, that are occurring or have occurred?

   If yes, please describe.

3) What is the financial status of the partnership?

   Is it under or over budget?

   What does the “burn rate” look like? Is spending occurring at a healthy rate?

   What are the cost share requirements, and is the partnership on target for meeting those?

Table 11.

Number of Partnerships Reported By Program Associate

Program Associate	Number of Partnerships Reported
Josh Henson	5
Manny Sánchez	26
Jennifer Sisane	5

Monitoring Visits to Host Country Partnership Sites

During this reporting period, program associates made four monitoring visits to host country partnership sites in Mexico. Some visits dealt with specific management and programmatic issues and others confirmed findings from the progress reports. This formal monitoring trip reporting process was the first time program associates have prepared specific monitoring trip reports.

The following are summaries of four monitoring trip reports:

Manny Sánchez - The university partnership between **Georgia State University (GSU) and Universidad Pedagógica Nacional (UPN) in Mexico** is creating a distance learning specialization in English language teaching for in-service Mexican public middle school teachers. Representatives from USAID/Mexico and HED visited UPN on March 23, 2010.

Four TIES students from Mexico are currently pursuing their Master's Degrees in Applied Linguistics at GSU in Atlanta. . These same students are assisting GSU in the development of additional modules that will become part of the distance learning specialization in English language teaching.

Campus tour of Universidad Pedagógica Nacional.

Manny Sánchez **- Illinois Institute of Technology, Chicago -Kent College of Law and Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), Law School, Campus Mexico City,** have partnered to provide trial advocacy training for Mexican law faculty, law students, attorneys, and judges. The goal of this partnership is to produce a comprehensive training program in support of Mexico's transition from an inquisitorial criminal justice system to an accusatorial or adversarial system.

Through this TIES partnership, HED supports USAID/Mexico's support of Pillar 2 of the Merida Initiative: institutionalize capacity to sustain the rule of law. To date, two TIES scholarship students from ITESM-Mexico City are currently pursing their LL.M degrees at IIT Chicago-Kent. In April 2009, a total of 56 lawyers graduated from the first diplomado, which was comprised of eight modules (96 hours) and was taught in Tijuana, Baja California. In September 2009, a total of 66 lawyers graduated from the second diplomado which consisted of 16 modules (110 hours) and was also taught in Tijuana, Baja California. In January 2010, 11 participants graduated from a third diplomado which consisted of eight modules (120 hours) and was taught in Mexico City. Progress has also been made towards institutional capacity building with both schools collaborating to create a new trial advocacy curriculum for the ITESM law school in Mexico City. The partners are also preparing for an expansion of the project to other ITESM law schools and have met with the Dean of the ITESM-Toluca law school to discuss these plans. ITESM-Mexico City has also established the first mock courtroom in Mexico, which allows students to practice oral criminal court proceedings in a court setting.

ITESM-Mexico City and HED staff members during campus tour. From left to right: Dr. Mario I. Alvarez Ledesma, Director of Law Department, ITESM-Mexico City; Mr. Manny Sánchez, Senior Program Associate, HED; Dr. Karen Sigmond, Director of Graduate Program in International Law, ITESM-Mexico City.

***Josh Henson* - University of Texas at Austin (UTA) and Institu to Tecnológico Autónomo de Mexico (ITAM)** have partnered to educate and train skilled professionals for the energy industry and to contribute to better informed decision makers and citizens. The Center for Energy Economics, based in the Bureau of Economic Geology, in cooperation with the Center for Energy & Environmental Policy and the interdisciplinary Energy & Earth Resources program, all part of the Jackson School of Geosciences (JSG) at the University of Texas as Austin (UT-Austin), and the Instituto Tecnológico Autónomo de Mexico (ITAM), have worked jointly to achieve this objective.

Through this TIES partnership, three ITAM students graduated with master's degrees from UT's Energy and Earth Resources graduate program. ITAM and UT faculty have initiated collaborative research.. Partners are also working on general development activities including starting a Mexico-U.S. Energy Policy Network. In addition, a graduate level course on international energy policy was developed and offered for two semesters at ITAM. A significant amount of time has been spent discussing management and personnel difficulties. The monitoring visit to ITAM was informative and assured HED that the UTA-ITAM partnership is on track, both programmatically and financially.

The engineering lab at ITAM's campus in Mexico City.

***Josh Henson* - Ohio State Univ ersity (OS U) a nd Co legio de Postgraduados en Ciencias Agrícolas (CP)** have collaborated to establish sustainable CP capacity in rural microfinance to help Mexico increase the competitiveness of agricultural production and micro-enterprises in rural areas, reduce poverty and provide increased opportunities for sustainable livelihoods. The lack of financial intermediation services is a critical factor contributing to poverty in the rural development sector, and has been identified by the Mexican federal government as a bottleneck. The partnership is strengthening CP to help it make an impact in this critical area of rural microfinance.

Through this TIES partnership, 12 faculty and four graduate students participated in the faculty training program in microfinance at CP. One student expects to complete a Ph.D. in agricultural economics at OSU. He is expected to return to CP after graduation and become a member of the microfinance team. He continues to receive his scholarship support from CONACYT. Also, 34 participants from microfinance institutions in 11 states completed a diplomado in rural Microfinance. The partnership continues to build the capacity of the core CP microfinance team in areas of teaching, research and outreach. This team has grown to eight CP professors of rural development.

One of the most noteworthy accomplishments of this partnership has been its ability to forge new collaborative relationships with important national banking and regulatory institutions, including The Comisióon Nacional Bancaria y de Valores (CNBV) and

FIRA (Fidicomisos Instituidos en Relación a la Agricultura). The CNBV approached CP for assistance in identifying variables that are relevant to its thrice-yearly study of financial inclusions in rural areas. The partnership also negotiated with FIRA to provide training programs related to microfinance. The significance of this development stems from FIRA's historical work with banks, and it only recently established a unit to deal with financing for agricultural production through microfinance institutions. FIRA has singled out CP for its unprecedented ability to work with small farmers, and has requested assistance from CP to develop appropriate mechanisms for reaching farmers who are clients of microfinance institutions. This partnership has clearly strengthened the capacity of the Montecillo and Puebla faculties to deliver innovative and needed microfinance trainings to stakeholders in the states of Mexico and Puebla. In addition, the partnership has and will continue to conduct research that aids both CP and the national banking and regulatory institutions.

Key Members of the CP Rural Microfinance Team
From left to right: Dr. Esteban Martínez, Dr. José Luís Jaramillo, Dr. Renato Almorín Albino, Dr. Ignacio Carranza, Dr. Fernando Manzo (Mexican P.I.).

Job Opportunities for Business Scale-up (JOBS) in Mexico

A new Job Opportunities for Business Scale-up (JOBS) initiative was launched this reporting period to begin designing an RFA in collaboration with USAID/Mexico that will focus on education, training, and support for employment of at-risk youth. Specifically the initiative will support strengthening the capacity of tertiary education to train and advise entrepreneurs for small business development resulting in employment creation at the local level.

The objectives of the JOBS initiative are:

- to establish and/or improve business and entrepreneurship curricula in developing country higher education institutions (post-secondary);
- to upgrade mid to late adolescent and adult workforce skills; and,
- to empower youth to form businesses and/or create jobs that provide opportunities for better livelihoods.

During the reporting period, one consulting team was identified by HED to travel to the U.S. Mexican border region to collect information, draft a program description and strategy for the RFA for USAID/Mexico to be distributed to U.S. and Mexican institutions of higher education.

Upcoming Activities

Upcoming activities for TIES in the remainder of the 2010 program year include:

- Manage 25 active TIES partnerships;
- Close-out six TIES partnerships;
- Initiate planning for the TIES 2011 Partners Conference;
- Initiate one Merida-funded Rule of Law partnership;
- Initiate three new partnerships recommended for funding in the previous reporting period;
- Initiate planning for an impact assessment of eight TIES partnerships;
- Release a TIES JOBS Request for Applications (RFA).

HIGHER EDUCATON FOR DEVELOPMENT (HED)

Knowledge, Partnership, Results

June 2010

U.S.-Mexico Training, Internships, Exchanges, and Scholarships (TIES)

Appendices A-C

Appendix A

Partnership Close-outs

(October 1, 2009 – March 31, 2010)

14 TIES partnership close-out reports were submitted during this reporting period.

1. Colorado State University / Colegio de Frontera Sur
2. Illinois Institute of Technology / Instituto Tecnológico y de Estudios Superiores de Monterrey
3. Ohio State University / Centro de Investigación y Docencia Económicas
4. University of California, Berkeley / National Institute of Public Health, INSP Mexico
5. University of California, San Diego / Universidad Autónoma be Baja California
6. University of Vermont / Universidad de Anahuac
7. University of Wisconsin, Stevens Point / Instituto Tecnológico y de Estudios Superiores de Monterrey
8. West Virginia University / Universidad Autónoma de Querétaro
9. American University / Universidad Autónoma de Benito Juárez de Oaxaca
10. California State University, Fullerton / Universidad Autónoma de Tlaxcala
11. Duquesne University / Universidad Autónoma de Aguascalientes
12. Oregon State University / Universidad de Guadalajara
13. Southwestern University / ITESM, Campus Monterrey
14. University of Texas, San Antonio / Universidad Veracruzana

Appendix B

Select Publicity Materials

USAID | MEXICO
FROM THE AMERICAN PEOPLE

HED
Higher Education for Development

SUCCESS STORY

First Lady Highlights Law Student Benefiting from USAID University Partnership Program

Emory University /Universidad Panamericana

Photos: Public Affairs Section, U.S. Embassy/Mexico

TIES law student Mariana Vazquez del Mercado, second from right, listens and exchanges ideas during a breakfast meeting on youth social action with U.S. First Lady Michelle Obama, center, and her peers in Mexico.

"When I heard what [Michelle Obama] said, I felt she had confidence in me and I realized that the opportunity I had to meet her had turned into a responsibility not to fail her, or my country."

--- Mariana Vazquez del Mercado, student at Universidad Panamericana

First Lady, choosing Mexico because of the deep and broad relationship between our countries. Mrs. Obama spoke at the Universidad Iberoamericana and mentioned Mariana Vazquez del Mercado, a student who participated in a course on Comparative Criminal Procedure and Trial Advocacy that was created as part of a USAID-funded partnership between Emory University and Universidad Panamericana's School of Law. Mariana is now finishing her final year of law school, volunteering at a free legal clinic, and directing an organization, Un Techo Para Mi Pais, or A Roof for My Country in English, that builds housing for struggling families.

During a breakfast with the First Lady, Mariana had the opportunity to meet other young people from around the country committed to social change in Mexico. The breakfast gave the participants the opportunity to share their experiences and challenges working as change-makers, as well as hear Mrs. Obama speak about her experience working in the United States.

After breakfast, Mrs. Obama spent a few minutes with each student before taking a picture with the whole group. Mariana recounted Mrs. Obama's words to her: "She told me, 'You are going to be the first female president of Mexico.' When I heard what she said, I felt she had confidence in me and I realized that the opportunity I had to meet her had turned into a responsibility not to fail her, or my country."

Discussing her experience meeting her peers and Mrs. Obama, Mariana said: "First, I learned from [Michelle Obama's] story that it is possible to achieve our goals without being part of the elite that defines an unfair society, and second, I also learned that our youth and the opportunity to go to university means that we have the greatest chance to change our reality and the enormous responsibility to create a different country." She continued, "We shared our identity as young Mexican men and women looking for a better country; it was such a great opportunity to be seated at the same table with these intelligent and proactive young people because we had the chance to know each other and start to work together."

USAID supports partnerships between U.S. and Mexican higher education institutions to promote a common development agenda between the U.S. and Mexico by enhancing the capacity of these institutions to examine mutual development problems, work in strategic alliances to develop solutions, and further strengthen Mexico's competitiveness.

5-2010

USAID Mexico
Weekly Report – October 14, 2009

USAID Hosts the 3rd. TIES University Partnerships Conference and Announces Five New Alliances

USAID and its implementing partner Higher Education for Development (HED) hosted the third TIES Conference "Sustainable Partnerships: A Call to Action". The bi-national conference took place in the State of Veracruz and brought together 230 participants, including university rectors, deans, and TIES program managers from U.S. and Mexican universities to discuss the challenges that our two nations are facing and the role of higher education institutions in developing innovative solutions. This year university heads from Barbados, Ecuador, Haiti, and Peru also joined the Conference.

In addition, USAID announced 5 new university partnerships to support Mexico's competitiveness in the environment and energy sector:

- Arizona State University and the Institute of Ecology at the Universidad Nacional Autónoma de México (UNAM)
- University of Florida Tropical Conservation and Development Program and the Universidad Veracruzana's Center for Tropical Research (CITRO)
- Appalachian State University and Universidad de las Américas Puebla
- Duquesne University and the Universidad Autonóma de Nuevo León
- University of Colorado at Boulder and the Universidad de Guanajuato

With these five new partnerships, a total of 73 have been established under the TIES program since its creation in 2001. Partnerships establish training, internship, exchange, and scholarship relationships between U.S. and Mexican higher education institutions to address common development issues in several areas.

USAID works to establish Biodiversity Network for the Usumacinta Region of Chiapas

Academics, scientists and government officials from the Usumacinta Region (Chiapas) participated in a workshop to plan the creation of a network focusing on local environmental and social issues, and to define the group's research and thematic agenda for 2010.

The network is supported by the USAID Mexico Competitiveness Program. Its objective is to gather research findings and to develop public policy recommendations for sustainable development of the Usumacinta region. The workshop, which was held in Villahermosa, Tabasco, was hosted by CentroGeo, and attended by over 35 scientists, academics and public servants from six federal and local organizations.

USAID Supports Research on River Quality for 3 Watershed Councils

Three Watershed Councils from central Mexico held 15th Expo Agua in the city of Guanajuato, in collaboration with the National Water Commission, the Ministry of Environment (SEMARNAT) and the state government.

During the event, consultants from the USAID Mexico Competitiveness Program presented results from its cost-benefit analysis of water treatment in the Rio Turbio to the Watershed Council with governing authority over that river.

The purpose of the analysis is to help authorities make decisions about water treatment investments and target contamination levels to ensure environmental sustainability and human and animal safety.

Council members proposed several measures as a result of the presentation, including: creation of a "green fund" to clean up the river; creation of a working group to develop a mechanism for resource allocation; and a public awareness campaign on efficient use of water.

ÓRGANO INFORMATIVO OFICIAL DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL • ABRIL 2010 • NÚMERO 51

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gaceta
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INICIA TEMPORADA DE ÓPERA EN LA UPN
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La Universidad de Georgia colabora con la UPN para fortalecer la enseñanza del inglés

El pasado 23 de marzo, la rectora de la UPN, Sylvia Ortega Salazar, recibió a Manny Sánchez, responsable de la Oficina de Educación Superior para el Desarrollo (HED por sus siglas en inglés), quien presentó el programa Training, Internships, Exchanges and Scholarships (TIES).

Dentro del programa TIES, la Universidad Pedagógica Nacional participa en el proyecto "Fortalecimiento de la Enseñanza de Inglés en México" que se desarrolla con la Universidad Estatal de Georgia (GSU por sus siglas en inglés), EUA.

La participación de la UPN en el citado proyecto es el resultado de la firma de un convenio de colaboración entre la UPN y la GSU, bajo el patrocinio de la Agencia de Estados Unidos para el Desarrollo Internacional (USAID) a través de su socio HED con sede en Washington, DC.

La rectora de la UPN recibió a los representantes de HED

TIES, detalló Manny Sánchez, forma parte de un programa de colaboración entre el Gobierno de Estados Unidos e instituciones de educación superior de México y EUA, para establecer alianzas estratégicas encaminadas a desarrollar soluciones a problemas comunes en muy diversas áreas que incluyen entre otras: salud, medio ambiente, educación, estado de derecho, comercio, agricultura, y energía.

Las alianzas universitarias en estos campos, informó Sánchez, han permitido que en el transcurso de siete años, USAID y HED hayan alcanzado un total de 64 convenios (sobrepasando la meta original de 35) y hayan otorgado más de 900 becas a largo plazo. 10 y 11

Miradas internacionales sobre el método de observación de bebés de Esther Bick

El día 25 de marzo, la secretaria académica de la UPN, Aurora Elizondo Huerta, inauguró el encuentro: Miradas internacionales sobre el método de observación de bebés de Esther Bick en la formación de profesionales de la educación, coordinado por la, académica María Clotilde Juárez Hernández.

A lo largo del encuentro se desarrollaron dos conferencias magistrales impartidas por Mónica Cardenal, psicóloga y psicoanalista de la Asociación Psicoanalítica de Buenos Aires, Argentina, y Denis Millier, profesor de Psicología Clínica y Psicopatología del Laboratorio de Psicología, Francia, que fueron comentadas por Celia Delgado Teijiero, paidopsiquiatra y psicoanalista de AMERPI, AC; Emilia Lucio Gómez Maqueo, coordinadora de la Maestría en Psicoterapia de Niños de la UNAM, y Norma Alicia del Río Lugo, coordinadora del Programa de Investigación sobre Infancia y del Centro de Documentación sobre Infancia de la UAM-Xochimilco. 8 y 9

La Universidad de Georgia...

HED promueve la experiencia y recursos de las universidades y tecnológicos superiores para enfrentar los retos que en materia de desarrollo global se presentan en las distintas regiones. Los programas se sostienen mediante la gestión de subvenciones que permiten la colaboración de los especialistas con amplia experiencia dentro de la comunidad de educación superior, bajo la coordinación del American Council on Education (ACE), la American Association of Community Colleges (AACC), la American Association of State Colleges and Universities (AASCU), la Association of American Universities (AAU), la National Association of Independent Colleges and Universities (NAICU) y la Association of Public and Land-grant Universities (APLU).

Las alianzas universitarias brindan capacitación, oportunidades de investigación aplicada, evaluación de programas, análisis de políticas e instrumentación de programas, los cuales son clave para promover las metas de colaboración internacional de USAID.

Becas Enlaces-TIES en la UPN

El proyecto colaborativo entre la UPN y la Universidad de Georgia se encuentra inscrito en el programa beca Enlaces-TIES con duración de tres años, y está a cargo de la académica del Centro de Estudio de Lenguas Extranjeras (Celex) de la UPN, Elin Emilsson.

El proyecto de Fortalecimiento de la Enseñanza de Inglés en México UPN-GSU (English Language Education Strengthening Partnership), comentó Elin Emilsson, que se desarrolla desde el pasado mes de agosto y culminará en enero de 2011, tiene como finalidad la de "fortalecer los programas de formación de profesores de inglés mediante cuatro becas de Maestría en Lingüística Aplicada; fortalecer los vínculos intersedes (UPN) e interinstitucionales en el sector público, con énfasis en las escuelas normales; establecer programas de especialización en enseñanza del inglés, y establecer proyectos de investigación que apoyen los programas de enseñanza y formación de profesores de inglés, sobre todo en la modalidad en línea".

Las primeras acciones que se han realizado dentro de este programa a tres años, iniciaron con el

Manny Sánchez explica el programa TIES

otorgamiento de tres de las cuatro becas completas a profesores del Celex, quienes ya se encuentran cursando la Maestría en Lingüística Aplicada, en el área de Enseñanza de Inglés como Segunda Lengua, en la Georgia State University.

Al término del programa de maestría, los egresados colaborarán con la Universidad Pedagógica Nacional en el fortalecimiento de los programas de formación en la enseñanza del inglés en línea que ofrecerá la Unidad Ajusco.

Características de la beca de maestría

La maestría es atendida en modalidad presencial por la Universidad de Georgia, en el estado de Atlanta y consta de cuatro semestres.

Durante los dos años de estancia en la GSU, los becarios de maestría de la UPN mantendrán una muy cercana colaboración con los académicos responsables en Georgia, del Convenio de Colaboración TIES Partnership UPN-GSU.

Los estudiantes UPN tienen como obligación trabajar ocho horas a la semana en labores relacionadas con el Convenio de Colaboración TIES Partnership.

La beca de maestría en la Universidad de Georgia cubre el pago de la colegiatura y los costos de estancia, que incluyen vivienda, alimentación, seguro médico y libros de texto.

Especialización en línea

"También están en marcha las actividades de tutoría en línea, dentro del Programa de Formación de Profesores de Inglés, a nueve maestros –tres de ellos de la UPN en Tabasco–, las actividades de formación

(ELT advantage) a 60 profesores, y la recaudación de información con el propósito de establecer una especialidad desarrollada en la UPN con la GSU", apuntó Emilsson.

La Especialidad en Enseñanza del Inglés (modalidad en línea), estará dirigida a profesores en servicio, con grado de licenciatura y que cuenten con un mínimo de un año de experiencia y certificado de 450 TOEFL o equivalente y disponibilidad de cinco a 10 horas semanales. Tendrá como propósitos: "actualizar a profesores de secundaria en servicio dentro del programa RIES; mejorar competencias del inglés de los profesores y desarrollar habilidades de análisis de la lengua y conocimientos de las culturas meta" […] Y se sustentará en los siguientes aspectos "principio y enfoques: enseñanza basada en contenidos; perspectiva multicultural y multilingüe; trabajo colaborativo; autonomía e independencia; lengua en uso; proceso de adquisición y transversalidad de los enfoques (formación, docencia), detalló Elin Emilsson.

Visitas y presentaciones en Ajusco

Durante su visita a la UPN, Manny Sánchez, estuvo acompañado por Gemma Jiménez, especialista participante en labores de entrenamiento de USAID-HED, quienes fueron recibidos en la Sala del Consejo Académico, por la rectora de la UPN, Sylvia Ortega Salazar; la secretaria académica, Aurora Elizondo Huerta; la responsable de Proyectos Especiales, Patricia Pernas; el director de Difusión Cultural y Extensión Universitaria, Juan Manuel Delgado; el director de Unidades UPN, Adalberto Rangel Ruiz de la Peña; la jefa de la Oficina de Relaciones Internacionales e Intercambio Académico, Mercedes Pedroza Macías; el coordinador de Posgrados, Ángel Lopez y Mota, y la coordinadora del Área Académica 4, Verónica Hoyos.

A la reunión asintieron también, Elizabeth Martínez, responsable de Enseñanza del Inglés, y Jorge Rebollo, responsable de la Maestría en Inglés, ambos de la Escuela Normal de Atlacomulco.

Por el quipo de tutores en línea dentro del Programa de Formación de Profesores de Inglés, de las Unidades UPN en Tabasco: Roberto Campos, José Valencia y Jorge Acosta.

Por el equipo del Programa de Formación de Profesores de Inglés del Celex de la Unidad Ajusco: Shelick Galván, Javier Molina, Daniela Otero, Roberto Salcido, Nevin Siders y Alejandro Usigli.

Previa a las presentaciones de los programas, el equipo académico de la Especialización de Entrenamiento para Profesores de Inglés en Línea, fue el encargado de guiar a los visitantes por un recorrido a las instalaciones de la Unidad Ajusco.

Elin Emilsson

Comida de trabajo HED-UPN

Appendix C

HED TIES Monitoring Trip Reports as submitted to USAID/Mexico

MONITORING VISIT REPORT

GEORGIA STATE UNIVERSITY
UNIVERSIDAD PEDAGÓGICA NACIONAL
(TIES Phase III Cycle II)

23 March 2010
Mexico City, Mexico

Submitted by
Manny Sánchez
9 April 2010

Partnership Title: Strengthening English Language Education in Mexico Through Training MA Students and Tutors, Revising Distance Learning Courses, and Developing an MA degree

Lead U.S. Institution: Georgia State University (GSU)

Lead Host Country Institutions: Universidad Pedagógica Nacional (UPN)

U.S. Partnership Director: Gayle Nelson, Professor, Department of Applied Linguistics and ESL

Mexican Partnership Director: Elin Emilsson

Partnership Dates: 16 October 2008 to 30 September 2011

HED Award Amount: $250,000

Expected Cost Share: $391,714

Development Area/Sector of Focus: English Language Education

Overall Partnership Objective: to strengthen the English Language Teaching (ELT) curricula of UPN and provide the foundation for an English teacher education program for the UPN campus network.

Overarching Development Goal: to increase the capacity of UPN to meet Mexico's Ministry of Education recent goal of training 100,000 in-service teachers by 2012 in order to provide basic education students with appropriate English language competences.

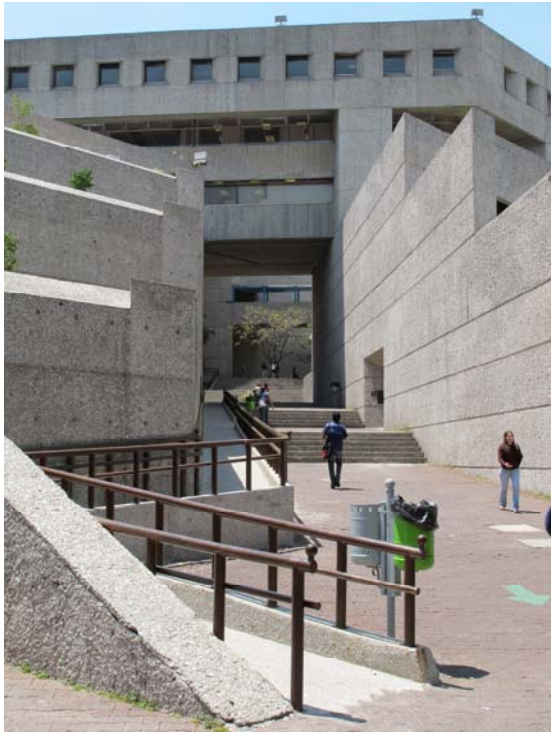
Introduction

The two primary purposes of this trip to Mexico City, Mexico were to: (1) conduct a monitoring visit of the GSU/UPN TIES partnership project; and (2) meet with USAID/Mexico to better familiarize them with the status of this HED partnership.

In late 2009 both partners requested to modify their partnerships description, outcomes and financial/cost share budgets after the academic council at UPN refused to accept the commercial courses (Heinle ELT course) for an accredited distance learning specialization in English language teaching. After the discovery that the Heinle courses would not be approved for an ELT specialization in Mexico the partners decided to create their own tailor made ELT modules. The partners argued that these modules better focus on the needs of the Mexican teacher target population and better serve the participants of the TIES partnership.

HED concurred with the partnership request and approved the requested modifications on February 3, 2010. To ensure both partners were clear about the modifications and making progress toward the new objectives HED determined that an immediate monitoring site visit was necessary.

HED was very fortunate that Gema Jiménez from the USAID/Mexico Mission was able to participate in the day long site visit to UPN. Per one of the key recommendations of the December 2009 "Mid-Term Evaluation of the Higher Education for Development Program, this trip to Mexico allowed HED to begin the process early in 2010 of "systematically reach[ing] out widely" by "significantly increas[ing] site visits, consultations with Missions….and other key development actors…."



Entrance to Universidad Pedagógica Nacional

The TIES site visit was comprised of: Dr. Sylvia Ortega, Rector, UPN; Elin Emilsson, TIES Partnership Principal Investigator, UPN; Gema Jiménez, Participant Training Specialist, USAID/Mexico; and representatives from UPN-Ajusco, UPN-Tabasco, Escuela Normal Atlacomulco and Escuela Normales de Estado de Mexico. (See attached site visit program.)

UPN, HED, and USAID/Mexico team members discussing partnership next steps. From left to right: Mr. Manny Sánchez, Program Associate, HED; Dr. Sylvia Ortega, Rector, UPN; Gema Jiménez, Participant Training Specialist, USAID/Mexico; Emil Emilsson, TIES Partnership Principal Investigator, UPN.

I. Activities and Outcomes related to Objectives

Objective	Activities	Outcomes	Time Schedule		
			Ahead of Schedule	On Schedule	Behind Schedule
Award four GSU Masters' Degrees in Applied Linguistics (English Language Teaching) to TIES students.	• Recruit and Select 4 TIES students for the MA program in Applied Linguistics and ESL.	• Four TIES students have obtained their first 18 credit hours towards an MA degree. Students are now registering for 18 additional credit hours.		**X**	
Train nine tutors in year one to effectively advise and mentor teaching taking distance education courses.	• Tutor training organized by John Bunting, GSU technical coordinator.	• 20 Mexican tutors have been successfully trained through a tutor training course.		**X**	
Development of an on-line Specialization in English language teaching consisting of three 30-hour modules, based upon data from field testing a series of on-line courses in year one.	• GSU and UPN develop modules for distance learning specialization. • Test distance learning PILOT program for English language teachers.	• GSU has completed first 9 of 12 modules. • UPN has one module ready for production which is needed for the PILOT launch in May. The second will be ready in June and the third requires further development.			**X**
At least 200 Specializations awarded to in-services teachers by the end of the 3-year period if the Ministry accepts the course as a Specialization.	• UPN approves specialization and lists in official catalog. • Additional approval by Mexico's Ministry of education.	• UPN has approved and included the specialization in their official catalog.		**?**	

II Progress toward Human Capacity Building

- 4 TIES scholarship students from Mexico are currently pursing their Master's Degrees in Applied Linguistics at GSU.
- These same 4 students are assisting GSU in the development of their modules for the online specialization in English language teaching.
- 20 Mexican tutors have been successfully trained through a tutor training course offered at UPN by John Bunting, GSU Technical Coordinator.

III. Progress toward Institutional Capacity Building

- To date, both partners have been rigorously working to develop a tailor made online specialization in English language teaching for Mexican in-service teachers. GSU has successfully completed 9 modules and UPN has completed 1 of 3 modules that will make up the specialization.
- UPN has approved and included the specialization in their official catalog.

IV. Progress toward Host Country Development Goals

- The partners have included teachers from Escuela Normal Atlacomulco and Escuela Normales de Estado de Mexico in the tutor training component of their partnership. This integration is key given that the mission of these schools is to train teachers. As the US P.I. stated, if the partners stay on target they can make a real "dent" in training in-service Mexican English language teachers to meet the Mexican Ministry of Education's goal of training 100,000 in-service teachers by 2012.

V. Financial Information Update

HED Award Amount: $250,000
Expected Cost Share: $391,714

Through 12/31/09, GSU has invoiced HED in the amount of $95,860.96, or 38% of the total award, and through 12/31/09, GSU has reported a total cost share of $31,408 or 8% of the expected total. GSU has consistently submitted their reports on a timely and accurate basis. The partnership is on schedule to expend all its funding and fulfill its cost share obligations. No problems to report.

On February 3, 2010 HED executed a budget reallocation request to better reflect some adjustments the partnership has made in its workplan. At this time the partners do not anticipate a need for a no-cost extension.

VI. Challenges

- According to UPN Rector Sylvia Ortega, the recent "abrupt" Mexican Ministry of Education requirement that English become a compulsory subject in basic education is quite challenging. The requirement does not take into account the lack of teacher preparedness and the fact that only 130 teachers out of 145,000 are certified to teach English in Mexico.
- During the visit it became evident that Dr. Ortega is very "hands on" and involved in the TIES partnership. However, because Sylvia is the Rector it appears that the Mexican P.I. Elin Emilsson often finds it difficult to schedule one on one time with her. UPN noted that the U.S. P.I. Gayle Nelson is likewise very busy and often difficult to reach.

VII. Serendipitous/Unexpected Findings

- Dr. Sylvia Ortega stated that UPN can sustain partnership efforts after the TIES grant has ended. This is an important visible commitment from UPN which could lead to the long term sustainability of partnership efforts.
- When discussing opportunities for additional funding, Dr. Ortega stated that ideally she would like to expand partnership work to UPN satellite campuses situated along the U.S./Mexican border region. UPN believes that capacity exists for increasing impact throughout Mexico.
- A well seasoned UPN faculty member will be departing the institution soon and there appears to be an opportunity for one of the TIES scholarships students to be hired at interim upon return to Mexico.

UPN Rector Dr. Sylvia Ortega discussing policy issues related to the GSU/UPN TIES partnership.

VIII. Issues that may Require Follow-Up

- Ensuring UPN finishes development of their remaining two distance learning modules in time for the PILOT program to be launched in May.
- Determining with both partners what will happen to the other 3 TIES scholarship students once they return to Mexico.
- Status updates regarding the Ministry of Education's approval of the specialization. If this occurs, determine if the Ministry will distribute monies to UPN for tutor compensation.
- Discuss communication problems with both partners.

IX. Conclusion

The site visit to UPN was extremely productive, informative, and necessary given the recent partnerships modifications. The GSU/UPN TIES partnership appears to be on track, programmatically and financially. The presence of UPN Rector Sylvia Ortega throughout the visit and one-on-one time she dedicated to HED and USAID/Mexico displayed her clear commitment to the success of this partnership.

Taking into account initial setbacks and the fact that the academic council at UPN refused to accept the originally proposed commercial courses, Dr. Ortega stated that she is "surprised that the partnership has fallen into place and that it has a future." She also said that the TIES partnership is "part of the solution but cannot save the nation."

Given USAID/Mexico's recent focus on the border region it is HED's hope that the GSU/UPN partners will be able to lend their expertise and address some of the issues currently facing the border region. The GSU/UPN TIES partnership has recently been invited to submit a proposal for additional funding and Dr. Ortega discussed this at length with Gema Jiménez and HED during the site visit.

If follow-on funding is secured, Dr. Ortega discussed integrating UPN's satellite campuses along the U.S./Mexican border region into partnership efforts. Additional partnership activities would be focused on teacher training to promote a culture of peace in schools and classrooms, combat violence in school centers, and use other strategies to develop environments conducive to learning.

Finally, this trip also served to reinforce the merit of the Mid-Term Evaluation report's recommendation that HED "systematically reach out widely" by, among other activities, "significantly" increasing its number of site visits to partnership projects and USAID Missions.

Visita de Manny Sánchez

Manny Sánchez
Program Associate
Higher Education for Development
One Dupont Circle, NW
Suite 420
Washington, DC 20036-1110
Tel: 202.243.7691
Fax: 202.637.2084

Programa

Fecha: 23 de marzo, 2010

Horario: 13:30-15 hrs, Reunión; 15-16:30 hrs. Comida

Ubicación: UPN Ajusco. Salón 336, Piso Amarillo.

Asistentes e invitados:

De Higher Education for Development:

- Manny Sánchez, Program Associate
- Roy Zimmermann
- Josh Henson

De la UPN- Ajusco

- Sylvia Ortega, Rectora
- Patricia Pernas, Oficina de Proyectos Especiales
- Aurora Elizondo, Secretaria Académica
- Verónica Hoyos, Área Académica 4
- Adalberto Rangel, Director de Unidades UPN
- Mercedes Pedroza, Oficina de Intercambio Académico
- Juan Manuel Delgado, Coordinador de Difusión Cultural (CELEX)
- Sergio Sanjinés, Subdirector de Comunicación Audiovisual
- Elin Emilsson, Responsable de los Cursos de Formación de Profesores de Inglés y Co-coordinadora del proyecto TIES para México
- Shelick Galván, miembro del equipo del Programa de Formación de Profesores de Inglés
- Javier Molina, miembro del equipo del Programa de Formación de Profesores de Inglés
- Daniela Otero, miembro del equipo del Programa de Formación de Profesores de Inglés
- Roberto Salcido, miembro del equipo del Programa de Formación de Profesores de Inglés
- Nevin Siders, miembro del equipo del Programa de Formación de Profesores de Inglés
- Alejandro Usigli, miembro del equipo del Programa de Formación de Profesores de Inglés

De USAID y Embajada Americana

- Rodger Garner, USAID Mission Director
- Nancy Alvey, Health & Education Team Leader
- Lic. Gemma Jimenez, Participant Training Specialist
- Ms. Robin Smith, Cultural Affairs Officer
- Dr. Kitty Johnson, English Language Officer
- Lic. Araceli Partearroyo, Specialist in Academic Affairs
- Lic. José Manuel Villafuerte, Assistant to ELO

De la UPN-Tabasco

- Roberto Campos, coordinador de cursos de inglés de la UPN Tabasco, y miembro del equipo de Tutores en línea
- José Valencia, miembro del equipo de Tutores en línea, del Programa de Formación de Profesores de Inglés
- Jorge Acosta, miembro del equipo de Tutores en línea, del Programa de Formación de Profesores de Inglés

De la Escuela Normal Atlacomulco y Escuelas Normales de Edo. Mex.

- Elizabeth Martínez. Responsble de la Enseñanza de Inglés, ENA
- Ricardo Llanos. Responsable de inglés e intercambios en las Escuelas Normales del Edo. Mex
- Jorge Rebollo. Responsable de la Maestría en Inglés en la Escuela Normal de Atlacomulco
- Raúl Gabriel de Jesús, profesor de la ENA y miembro del equipo de Tutores en línea para la Especialización en Enseñanza de Inglés de la UPN

Miembros del proyecto en Georgia State University (no presentes)

- Gayle Nelson. Coordinadora del Proyecto TIES "Fortalecimiento de la Enseñanza de Inglés en México"
- John Bunting. Coordinador Técnico
- Caroline Payant.
- Teresa Muñoz. Estudiante de posgrado en GSU, miembro del personal académico de la UPN y miembro del equipo de la Especialización en la Enseñanza de Inglés.
- Daniel Loreto. Estudiante de posgrado en GSU, miembro del personal académico de la ENA y miembro del equipo de la Especialización en la Enseñanza de Inglés.
- Francisco Barrón. Estudiante de posgrado en GSU, miembro del personal académico de ITESO, Guadalajara y miembro del equipo de la Especialización en la Enseñanza de Inglés
- César Maldonado. Estudiante de posgrado en GSU, y miembro del equipo de la Especialización en la Enseñanza de Inglés

Propósito:

1. Realizar una presentación sobre el proyecto TIES "Fortalecimiento de la enseñanza del inglés en México" con el fin de dar a conocer los avances que se han logrado a la fecha y la proyección del impacto que tendría a nivel nacional.

2. Informar a miembros del proyecto sobre lo que es la HED y su relación con el proyecto UPN-GSU.

Programa de la conferencia:

13:30 – 14:00. Presentación de los asistentes

14:00 – 14:20. Presentación de las actividades y funcionamiento de HED.

14:20 – 14:40. Presentación del Proyecto TIES. "Fortalecimiento de la enseñanza del inglés en México"

14:40 – 15:00 Discusión y conclusiones.

Comida

UNIVERSIDAD PEDAGOGICA NACIONAL

México, D.F. a 18 de marzo de 2010

LIC. GEMMA JIMENEZ
ESPECIALISTA
USAID
EMBAJADA DE LOS ESTADOS UNIDOS EN MÉXICO
P R E S E N T E

Estimada Lic. Jimenez:

Por instrucciones de la Dra. Sylvia B. Ortega, Rectora de la Universidad Pedagógica Nacional, nos complace el invitarla cordialmente a asistir a la reunión y a la comida que se llevarán a cabo con motivo de la visita del Sr. Manny Sánchez, Coordinador de Programas TIES de la organización HED – Higher Education for Development, de Washington, D.C. el día 23 de marzo del presente, de las 12 a las 17 horas en el campus Ajusco de la Universidad Pedagógica Nacional, Carr. al Ajusco Núm. 24, Col. Héroes de Padierna, Tlalpan 14200, Ciudad de México.

A continuación encontrará el programa de actividades:
Reunión
El lugar de reunión dentro de la UPN-Ajusco, será confirmado a la brevedad.

13:00 – 13:20	Presentación a cargo de la Dra. Sylvia B. Ortega, Rectora
13:20 - 13:45	Presentación de HED, a cargo del Sr. Manny Sánchez
13:45 - 14:20	Presentación del Proyecto TIES, "*Fortalecimiento de la Enseñanza de Inglés en México*" UPN-GSU (Universidad Estatal de Georgia, EUA) a cargo de la Mtra. Elin Emilsson
14:20 – 14:45	Comentarios y cierre

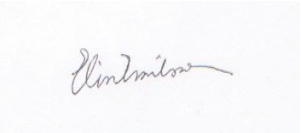
Comida

15:00 - 17:45	Comida con la asistencia de invitados y presentadores de la reunión.

Le agradeceríamos confirmar su asistencia a ambos eventos al 56 30 9700, ext. 1381 o a la dirección de correo electrónico: pfpiupn@gmail.com

De antemano le doy las gracias por su atención y sin más por el momento, quedo a sus órdenes esperando contar con su presencia.

Atentamente



Mtra. Elin Emilsson
Encargada de Programas de
Formación de Inglés – Área 4
UPN-Ajusco
GSU-UPN TIES Partnership
Program Coordinator

MONITORING VISIT REPORT

OHIO STATE UNIVERSITY / COLEGIO DE POSTGRADUADOS EN CIENCIAS AGRÍCOLAS

(TIES Phase III Cycle I)

March 2010
Puebla & Mexico City, Mexico

Submitted by
Josh Henson
30 April 2010

Partnership Title: Building Human Capital for Microfinance Institutions in Order to Increase Competitiveness and Reduce Rural Poverty in Mexico

Lead U.S. Institution: Ohio State University (OSU)

Lead Host Country Institutions: Colegio de Postgraduados en Ciencias Agrícolas (CP)

U.S. Partnership Director: Dr. Jerry Ladman

Mexican Partnership Director: Dr. Fernando Manzo Ramos

Partnership Dates: 8/1/07 to 9/30/10

HED Award Amount: $249,978

Proposed Cost Share: $160,447

Development Area/Sector of Focus: Economic Development

Partnership Objective: To further establish a sustainable CP capacity in rural microfinance in order to help Mexico increase the competitiveness of agricultural production and micro-enterprises in rural areas in ways that reduce poverty and provide increased opportunities for sustainable livelihoods.

CP Campus in Puebla, Mexico.

Introduction

The primary purpose of this trip to Mexico City and Puebla, Mexico was to conduct a monitoring visit of the OSU-CP TIES partnership. This partnership began in August 2007 and was originally designed to last two years. A one-year no-cost extension was requested and granted in the summer of 2009 in order to provide the partnership the opportunity to achieve its planned objectives. This partnership has achieved many successes since its inception in 2007, and HED wanted to gain a more in-depth perspective on the inner-workings of a high-performing partnership.

Unfortunately, Gema Jiménez from the USAID/Mexico Mission was unable to participate in the site visit due to a U.S. State Department visit to Mexico City. Per one of the key recommendations of the December 2009 "Mid-Term Evaluation of the Higher Education for Development Program, this trip to Mexico allowed HED to begin the process early in 2010 of "systematically reach[ing] out widely" by "significantly increas[ing] site visits, consultations with Missions….and other key development actors…."

I. Activities and Outcomes related to Objectives

Objectives (related to above agreed on objectives)	Activities	Outcomes	Time schedule		
			Ahead of schedule	On schedule	Behind schedule
• Establishment of microfinance program at CP	• Formation of an industry advisory committee for program development	• 2 microfinance programs were established at the Montecillo and Puebla campuses		X	
• Improve CP capacity in delivering microfinance training	• Selection of 6 faculty to be microfinance leaders • Development of 2 microfinance certificate courses	• 1 faculty member of CP will complete graduate level program at OSU • Developed new collaborative relationships with important national banking and regulatory institutions including CNBV and FIRA		X	
• Improve applied research on microfinance at CP	• Development of research projects that focus on primary information about small-farmer clients, and how microfinance institutions provide financial services to their clients	• Ongoing		X	

II Progress toward Human Capacity Building

- 12 faculty and 4 graduate students participated in the faculty training program in microfinance at CP.
- Isai Guizar Mateos is on target to complete a Ph.D. in agricultural economics at OSU. He is expected to return to CP upon graduation and become a member of the microfinance team. He has continued to receive his scholarship support from CONACYT.
- Diplomado in Rural Microfinance trained 34 participants from microfinance institutions in 11 states.
- Microfinance research that will ultimately benefit savings cooperatives (caja de ahorro) and microfinance institutions.
    - Plans were established to undertake case studies of the cajas de ahorro with which the CP has been working for a number of years. This research would study the cajas in terms of their internal operations and administrative costs, transactions costs, and the role that the loans made by the cajas play in the financial and income generating activities of farms and households.
    - Research conducted on microfinance institutions in designated geographic areas in order to determine how they supply financial services. This research would help create a financial services map of the region, which would indicate the roles that each institution plays in providing financial services.

Meeting of a Women's Caja de Ahorro
Puebla, Mexico

Emprende Microfinance Institution
Xalmimilulco, Puebla, Mexico

III. Progress toward Institutional Capacity Building

- Continuing to build the capacity of the core CP microfinance team in teaching, research and outreach. This team has grown to 8 CP professors of rural development.
- Faculty training program on the topic of the operational aspects of establishing and running an agricultural lending program in a microfinance institution. Emphasis was placed on how to plan such a program, how to carry it out operationally and how to train agricultural loan officers. This training emphasized the applied side of rural microfinance and consisted of both classroom instruction and an on-site visit to a microfinance institution.
- The CP's microfinance research programs have been developing on schedule and focus on two general components:
    - Development of research projects that use data sets of primary information about small-farmer clients of Mexican rural financial institutions.
    - Development of research projects that would study specific microfinance institutions and the use of financial services of their clients.

Key Members of the CP Rural Microfinance Team
From Left to Right: Dr. Esteban Martínez, Dr. José Luís Jaramillo, Dr. Renato Almorín Albino, Dr. Ignacio Carranza, Dr. Fernando Manzo (Mexican P.I.)

IV. Progress toward Host Country Development Goals

- One of the most noteworthy accomplishments of this partnership has been its ability to forge new collaborative relationships with important national banking and regulatory institutions including the The Comision Nacional Bancaria y de Valores (CNBV) and FIRA (Fidicomisos Instituidos en Relación a la Agricultura):
    - The CNBV approached CP to seek assistance in identifying variables that are relevant for rural areas that are collected in its thrice-yearly study of financial inclusions.
    - Negotiated with FIRA for this institution to provide training programs related to microfinance. The significance of this development stems from the fact that FIRA historically concentrated on working with banks, and only recently established a unit to deal with providing financing for agricultural production through microfinance institutions. FIRA has singled out CP for its unprecedented capacity of working with small farmers, and has requested assistance from CP in the development of appropriate mechanisms for reaching farmers who are clients of microfinance institutions.
- Collaboration with FIRA on the planning phase of a master's degree program for FIRA personnel. The program would be an extension of CP's existing agribusiness master's degree with a special emphasis on microfinance. The training would be offered in Morelia using FIRA's training center.
- Three officials from the CNBV head office participated in the two-day session "Financial Inclusion, Technology and Transactions Costs," offered at CP in order to better understand how transactions costs are important in limiting the use of credit by small farmers.

V. Financial Information Update

HED Award Amount: $249,978
Proposed Cost Share: $160,447

Through 3/31/10, OSU has invoiced HED in the amount of $169,916.51, or 64% of the total award, and has reported a total cost share of $74,509.40, or 46% of the proposed amount.
OSU has consistently submitted their reports on a timely and accurate basis. The partnership is <u>behind schedule</u> to expend all its funding and fulfill its cost share obligations. HED has discussed this important issue with the U.S. PI and he expressed his understanding of OSU's obligations.

VI. Challenges

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- The original proposal included plans to build the microfinance capacity of faculty at 5 campuses of CP. This plan was overly ambitious as time of the partnership personnel and initiative on the part of other campuses has limited the efforts to the Montecillo and Puebla campuses.
- The original proposal planned for 3 CP students to attend OSU for graduate level training. Due to the inability to recruit students with adequate English language skills, only 1 CP student will complete their degree at OSU. The resources originally intended for this activity were reallocated to train CP M.A. students at the Puebla and Montecillo campuses.

VII. Serendipitous/Unexpected Findings

- The most noteworthy serendipitous finding has been learning about the partnership's experience in forging new collaborative relationships with important national banking and regulatory institutions including the The Comision Nacional Bancaria y de Valores (CNBV) and FIRA (Fidicomisos Instituidos en Relación a la Agricultura).

VIII. Issues that may Require Follow-Up

- The large balance on the award with only 6 months remaining is a cause for concern and one that will be monitored monthly in the second half of FY10. HED has been assured by the U.S. P.I. the funds will be expended.

IX. Conclusion

Overall, the monitoring visit to CP was highly informative and assured HED that the OSU-CP partnership is by and large on track programmatically. This partnership has clearly developed the capacity of the Montecillo and Puebla faculties to deliver innovative and needed microfinance trainings to stakeholders in the states of Mexico and Puebla. In addition, the partnership has and will continue to conduct research that aids both CP and the aforementioned national banking and regulatory institutions.

This trip also served to reinforce the merit of the Mid-Term Evaluation report's recommendation that HED "systematically reach out widely" by, among other activities, "significantly" increasing its number of site visits to partnership projects and USAID Missions.

MONITORING VISIT REPORT

ILLINOIS INSTITUTE OF TECHNOLOGY, CHICAGO-KENT COLLEGE OF LAW/ INSTITUTO TECNOLOGICO Y DE ESTUDIOS SUPERIORES DE MONTERREY, LAW SCHOOL, CAMPUS MEXICO CITY

(TIES Phase III Cycle III)

28 March 2010
Mexico City, Mexico

Submitted by
Manny Sánchez
13 April 2010

Partnership Title: Chicago-Kent and ITESM-Mexico City

Lead U.S. Institution: IIT Chicago-Kent College of Law

Lead Host Country Institutions: ITESM, Mexico City

U.S. Partnership Director: Judge David A. Erickson

Mexican Partnership Director: Dr. Mario I. Alvarez Ledesma

Partnership Dates: 02 June 2009 to 31 December 2011

HED Award Amount: $449,291

Expected Cost Share: $164,500

Development Area/Sector of Focus: Rule of Law

Overall Partnership Objective: to provide trial advocacy training to Mexican law faculty, law students, attorneys, and judges.

Overarching Development Goal: to produce a comprehensive training program related to Mexico's transition from an inquisitorial criminal justice system to an accusatorial or adversarial system.

ITESM-Mexico City and HED team members during campus tour. From left to right: Dr. Mario I. Alvarez Ledesma, Director of Law Department, ITESM-Mexico City; Mr. Manny Sánchez, Program Associate, HED; Dr. Karen Sigmond, Director of Graduate Program in International Law, ITESM-Mexico City.

Introduction

The two primary purposes of this trip to Mexico City, Mexico were to: (1) conduct a monitoring visit of the IIT-Kent/ITESM TIES partnership project; and (2) meet with USAID/Mexico to better familiarize them with the status of this HED partnership.

Through this TIES partnership HED supports USAID/Mexico's participation in pillar 2 under the Merida Initiative: institutionalize capacity to sustain the rule of law. Financed with "pre-Merida" funds, the IIT Chicago-Kent/ITESM partnership is enhancing Mexico's capacity to build strong and resilient communities. HED determined that a partnership visit was necessary to better understand how the partners are supporting Mexico's judicial reforms and implementation of the Merida Initiative. Coincidentally, HED's visit to Mexico City coincided with U.S. Secretary of State Hillary Clinton and the American national-security team's visit to Mexico City to announce that the Merida Initiative will be followed by an additional $331million for social programs and to strengthen Mexican courts.

Unfortunately, Gema Jiménez from the USAID/Mexico Mission was unable to participate in the site visit due to the high level American visit. Per one of the key recommendations of the December 2009 "Mid-Term Evaluation of the Higher Education for Development Program, this trip to Mexico allowed HED to begin the process early in 2010 of "systematically reach[ing] out widely" by "significantly increas[ing] site visits, consultations with Missions….and other key development actors…."

Entrance to ITESM-Mexico City campus.

I. Activities and Outcomes related to Objectives

Objective	Activities	Outcomes	Time Schedule		
			Ahead of Schedule	On Schedule	Behind Schedule
Develop and incorporate an advanced curriculum in criminal procedure at ITESM-Mexico City.	• Develop the ITESM-Mexico City trial curriculum.	• The partners are currently developing academic modules for a new trial advocacy curriculum.		**X**	
Develop and teach a "train-the-trainers" program to law professors to prepare them to teach the advocacy curriculum and diplomados.	• Create modules/materials and conduct the train-the-trainers course for 15-23 faculty members.	• The partners taught a 5-day train-the-trainers course to professors of 3 ITESM law schools in Mexico City.		**X**	
Develop and teach 6 month continuing legal education courses (Diplomados) in oral advocacy skills & criminal procedure for lawyers in Baja California, Mexico City, and Chihuahua.	• Develop curriculum and teaching modules for diplomado courses. • Conduct diplomado courses in Baja California and Mexico City.	• Diplomado curriculum development completed. • 122 lawyers graduated from the first and second diplomados offered in Tijuana. • 11 lawyers graduated from a third diplomado offered in Mexico City. • Preparations continue for next diplomado planned for Mexico City.		**X**	
Launch an in-house criminal law clinic at ITESM-Mexico City.	• Develop model for criminal law clinic. • Begin preparations for clinical operations.	• Partners are discussing the inclusion of criminal matters/family domestic problems in the legal clinic.		**X**	
Establish a program for diplomado scholarships and LL.M scholarships to study criminal litigation at IIT Chicago-Kent.	• Select 4 students from ITESM-Mexico City for LL.M program at IIT Chicago-Kent.	• 2 LL.M students are currently studying at IIT Chicago-Kent. • 2 additional students will be chosen in August.		**X**	

II Progress toward Human Capacity Building

- 2 TIES scholarship students from ITESM-Mexico City are currently pursing their LL.M degrees at IIT Chicago-Kent.
- In April 2009, a total of 56 lawyers graduated from the first diplomado which was comprised of 8 modules (96 hours) and was taught in Tijuana, Baja California.
- In September 2009, a total of 66 lawyers graduated from the second diplomado which consisted of 16 modules (110 hours) and was taught in Tijuana, Baja California.
- In January 2010, a total of 11 participants graduated from a third diplomado which consisted of 8 modules (120 hours) and was taught in Mexico City.

III. Progress toward Institutional Capacity Building

- Professor Godfrey from IIT Chicago-Kent has initiated collaborations with the Mexican team and ITESM-Mexico City's Dean of Students to draft a new trial advocacy curriculum for the ITESM law school in Mexico City.
- The partners are preparing for an expansion of the project to other ITESM law schools and have met with the Dean of the ITESM-Toluca law school to discuss these plans.

IV. Progress toward Host Country Development Goals

- Despite being in its first year of activities, the training program offered by the partners is already starting to prepare students and lawyers for Mexico's transition from an inquisitorial criminal justice system to an accusatorial or adversarial system.

V. Financial Information Update

HED Award Amount: $449,291
Expected Cost Share: $164,500

Through 12/31/09, IIT-Kent has invoiced HED in the amount of $44,012.47, or 10% of the total award, and through 12/31/09, IIT-Kent has reported a total cost share of $14,000 or 8.5% of the expected total. IIT-Kent has consistently submitted their reports on a timely and accurate basis. The partnership is <u>on schedule</u> to expend all its funding and fulfill its cost share obligations.

The American partners have stated that IIT Chicago-Kent does not receive all requests for reimbursement from ITESM-Mexico City. The Mexican P.I., Dr. Mario Alvarez has assured HED that this problem will be corrected.

VI. Challenges

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- According to Dr. Alvarez, significant opposition to the new legal reforms exists within Mexico's judiciary and federal government. Dr. Alvarez foresees local governments within Mexico embracing the reforms first which will eventually "push" the federal government to do the same.

VII. Serendipitous/Unexpected Findings

- Dr. Alvarez believes that TIES scholarship student Karla Loranca has demonstrated great potential and has the possibility of becoming an adjunct faculty member at ITESM-Mexico City upon her return to Mexico.
- ITESM-Mexico City has established the first mock courtroom in Mexico which allows students to practice oral criminal court proceedings.
- To respond to USAID/Mexico's recent focus on the U.S./Mexican border region, ITESM-Mexico City has agreed to offer the next diplomado in Tijuana, Baja California.

ITESM-Mexico City's mock courtroom, the first of its kind in Mexico.

VIII. Issues that may Require Follow-Up

- Ensure partners submit J-1 VISA requests to USAID/Mexico for the next 2 TIES scholarship students well in advance to avoid any additional VISA processing delays. The Mexican partners expressed concern about J-1 VISA processing lengths after encountering delays with the first cohort of TIES students.

IX. Conclusion

Overall, the monitoring visit to ITESM-Mexico City was informative and assured HED that the IIT Chicago-Kent/ITESM partnership is on track, both programmatically and financially. This "pre-Merida" funded TIES partnership supports USAID/Mexico's participation in pillar 2 under the

Merida Initiative and is making a crucial step towards promoting a more transparent criminal justice system in Mexico. HED looks forward to the expansion of partnership activities to the ITESM-Toluca campus and the creation of a full functioning criminal legal clinic at the Mexico City campus.

This trip also served to reinforce the merit of the Mid-Term Evaluation report's recommendation that HED "systematically reach out widely" by, among other activities, "significantly" increasing its number of site visits to partnership projects and USAID Missions.

MONITORING VISIT REPORT

UNIVERSITY OF TEXAS AT AUSTIN/
INSTITUTO TECNOLÓGICO AUTÓNOMO DE MÉXICO

(TIES Phase III Cycle I)

March 2010
Mexico City, Mexico

Submitted by
Josh Henson
30 April 2010

Partnership Title: UT-ITAM Mexico Energy Sector Advancement

Lead U.S. Institution: University of Texas at Austin (UTA)

Lead Host Country Institutions: Instituto Tecnológico Autónomo de México (ITAM)

U.S. Partnership Director: Dr. Michelle Michot Foss

Mexican Partnership Director: Dr. Duncan Wood

Partnership Dates: 9/4/07 to 9/30/10

HED Award Amount: $249,837

Proposed Cost Share: $267,000

Development Area/Sector of Focus: Public Policy/Civil Society

Partnership Objective: To educate and train skilled professionals for the energy industry and contribute to better informed decision makers and citizens.

Partners at the ITAM campus in Mexico City. From left to right: Gilberto Calderon, TIES scholar, and Hazel Blackmore, Executive Director of the Center for Inter-American Studies at ITAM. The photo on the right was taken in the school's engineering lab.

Introduction

The primary purpose of this trip to Mexico City, Mexico was to conduct a monitoring visit of the UTA/ITAM TIES partnership. This partnership began in September 2007 and was originally designed to last two years. A one-year no-cost extension was requested and granted in the summer of 2009 in order to allow more time for the ITAM students to finish their degree programs, and for the partnership to complete the other components as originally envisioned.

One factor that led to this visit was the fact that the Mexican P.I. started a year-long sabbatical in the fall of 2009. Therefore, HED decided there was a need to meet with the partnership personnel currently doing the work to complete the remaining activities. In addition, HED decided it would be very informative to meet with one of the ITAM students who recently received his M.A. from UTA.

Unfortunately, Gema Jiménez from the USAID/Mexico Mission was unable to participate in the site visit due to a U.S. State Department visit to Mexico City. Per one of the key recommendations of the December 2009 "Mid-Term Evaluation of the Higher Education for Development Program, this trip to Mexico allowed HED to begin the process early in 2010 of "systematically reach[ing] out widely" by "significantly increas[ing] site visits, consultations with Missions….and other key development actors…."

I. Activities and Outcomes related to Objectives

Objectives (related to above agreed on objectives)	Activities	Outcomes	Time schedule		
			Ahead of schedule	On schedule	Behind schedule
• Expansion of ITAM's faculty capacity with respect to energy development	• Capacity of ITAM faculty strengthened through training programs at UTA; • Specialized energy curriculum developed at ITAM	• New Era in Oil, Gas & Power Value Creation course		X	
• Student exchange for up to four eligible ITAM students to pursue two-year master degrees from UTA	• 4 ITAM students started M.A. degrees from UTA	• 3 ITAM students awarded M.A. degrees from UTA		X	
• Collaboration on targeted research topics	• a collaborative research program developed by UTA and ITAM to examine energy interdependence in North America and the application of new technologies including alternative and sustainable				X

• Targeted outreach activities	• Implement an intensive training program on energy alternatives held in Mexico for members of Mexico's Congress, political parties, media and academia	• Study tour for Mexican energy specialists coordinated by UTA faculty and international industry experts		X	
• Establishment of a Mexico-US Energy Policy Network through events, publications, and study tours, to ensure long term sustainability of the capacity-building efforts for ITAM	an intensive one-week diploma style course implemented at ITAM for representatives of Mexico's Congress, political parties, news media and academia				X

II Progress toward Human Capacity Building

- 3 TIES scholarship students from ITAM completed their M.A. degrees at UTA. One of those students, Gilberto Calderon, spoke of the skills he gained related to time management, project management, strategic planning and technical expertise in the field of energy.
- 2 ITAM faculty members (Duncan Wood & Hazel Blackmore) greatly increased their technical capacities related to oil, gas & power value creation through the "New Era" course taught at UTA.
- Hazel Blackmore has become one of the primary energy policy experts at ITAM. She recently attended a climate conference in Brussels which was a follow-up to the Copenhagen climate conference in 2009.
- 15 undergraduates wrote about energy issues in the context of Mexico's national interests for their Bachelors Theses.

III. Progress toward Institutional Capacity Building

- Graduate level course on international energy policy was developed and offered for two semesters.
- Inter-department working group on energy issues was developed at ITAM, which has been directed by Hazel Blackmore. This working group has developed into a cadre of energy

- Student Energy Network was formed between ITAM, UNAM, Iberoamericana, and the Tec De Monterrey. This network is an online community of students working to collaborate on important energy issues. This network was formed and is self-managed entirely by the ITAM students.

IV. Progress toward Host Country Development Goals

- Mexican policy makers are being positively influenced through Chamber of Deputies workshops on energy policy.
- ITAM wrote an article that was published in the Journal of Foreign Affairs (Latin America) about climate change.

V. Financial Information Update

HED Award Amount: $ 249,837
Expected Cost Share: $ 267,693

Through 12/31/09, UTA has invoiced HED in the amount of $230,608, or 92% of the total award, and has reported a total cost share of $281,439 which exceeds the proposed amount. UTA has consistently submitted their reports on a timely and accurate basis. The partnership is on schedule to expend all its funding and fulfill its cost share obligations, but behind schedule on achieving expected outcomes.

VI. Challenges

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- The first challenge stems from the physical absence of the Mexican P.I. during the 2009-2010 academic year due to his sabbatical in Washington, D.C. Hazel Blackmore, the director of the Center for Inter-American Studies at ITAM, has filled in admirably. However, the joint research components and establishment of a U.S.-Mexico energy policy network have fallen way behind schedule.
- The way the partnership was established between UTA and ITAM presented a large challenge from the very beginning. The highly technical Center for Energy Economics at UTA was not a good match for the International Affairs department at ITAM.
- The previous challenge led to the need of recruiting ITAM students from the engineering department for the MA degrees at UTA. However, this proved problematic because the partnership personnel in the International Affairs department were not familiar with the students chosen and could not offer UTA support in helping to manage these students.

VII. Serendipitous/Unexpected Findings

- The enthusiastic interest in energy issues on the part of the undergraduate students as evidenced through the creation of the inter-university Student Energy Network.
- Further evidence that a well-established relationship prior to the start of a TIES partnership increases the likelihood of a highly successful partnership. It does not appear these two institutions will continue working together past the end date of the partnership period.

VIII. Issues that may Require Follow-Up

- After sharing with the U.S. PI the findings during this visit to ITAM, she will formally move to make Hazel Blackmore the official Mexican P.I.
- This change will hopefully allow the partnership to complete the outstanding research projects originally proposed by the partnership.

IX. Conclusion

Overall, the monitoring visit to ITAM was informative and assured HED that the UTA-ITAM partnership is by and large on track, both programmatically and financially. The lone exception has been the absence of a binational energy network as envisioned in the original proposal. The remaining research component should be completed by the September 2010 end date. It is very clear that while this partnership has achieved some noteworthy accomplishments, there is a high likelihood that these institutions will not continue working together past the end date of the partnership period. This trip also served to reinforce the merit of the Mid-Term Evaluation report's recommendation that HED "systematically reach out widely" by, among other activities, "significantly" increasing its number of site visits to partnership projects and USAID Missions.

Appendix D

TIES Partnership Responses to Selected Qualitative Questions

TIES Partnerships Responses to Qualitative Questions

The following notes are the responses from 36 TIES partnership reports for the following qualitative questions for the period October 1, 2009 through March 31, 2010.

Summary of Partnership Responses

A. <u>How are the [partnership] activities helping to strengthen the capacity of the Mexican higher education institution?</u>

Appalachian State University/Fundación Universidad de las Américas—Puebla (FUDLAP)

- Through the implementation of project activities, a foundation has been established for the following to take place: establishment of an interdisciplinary master's degree program in Energy and Sustainable Technology at FUDLAP that draws upon information and expertise shared during collaborative activities that are part of the TIES Project; student and faculty exchanges between the two institutions in the natural sciences and engineering disciplines; increased access to information and ongoing educational and research opportunities for students and faculty interested in renewable energy and sustainable technologies at Appalachian and FUDLAP; and development of collaborative linkages between Appalachian and FUDLAP, given that the two institutions are committed to a long-term partnership.

Arizona State University (ASU)/Universidad Nacional Autónoma de México (UNAM)

- The project is at a very early stage. However, partnership activities provided support to the UNAM project director in his efforts to establish a programmatic commitment to sustainability science education at UNAM. They also provided a necessary impetus to a petition at UNAM to create a lab space for sustainability science education and research, and confirmed interest in the private sector in the curriculum development plans at UNAM.

Emory University/Universidad Panamericana (UP)

- Partnership activities are strengthening institutional capacity as UP looks towards revising the criminal law and procedure curriculum of the university. The Emory fellow worked with the Mexican Program Director to develop a class in which students applied trial techniques used in the US system to the Mexican system. The class will continue to be taught in the fall semester of each year. The development of the *State v. Cortez* case file provides a basic case file that can be used in various programs at the university.

Georgia State University (GSU)/Universidad Pedagógica Nacional (UPN)

- The four TIES Master's students have successfully completed one semester of the MA program in Applied Linguistics at GSU, which is consistent with the goal to train professionals at GSU to later return to Mexico to develop a graduate program or other advanced programs in English language teacher training. The

collaborative teamwork of the partnership is enabling UPN to enhance its institutional capacity by involving local faculty in the different aspects of the projects and, as a result, enabling stakeholders to apply their knowledge to the project while at the same time learning new skills.

Illinois Institute of Technology/Chicago-Kent College of Law (IIT) / Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)- Campus México City

- Through partnership activities, the ITESM Mexico City campus law school is offering its students, the Mexican judiciary, attorneys, and other professionals in the field an innovative criminal justice education. The TIES LL.M. students will return to ITESM after completion of their US masters' degrees and in turn use their newly acquired skills in integrating the new curricula into the syllabus of the ITESM law school. Additionally, the Toluca law school of ITESM is now integrated in the program. By inviting Toluca students to Chicago-Kent's summer program, we are hoping to strengthen the reach of the partnership's program. The planned train-the-trainers course will prepare an additional group of professors to teach oral trial advocacy to students and professional lawyers. The curriculum reforms will strengthen the institutional capacity of the law schools to deliver education that is cutting-edge and reflects the recent constitutional changes in Mexico.

Michigan State University (MSU)/Universidad Autónoma Chapingo (UACh)

- Partnership activities are building a sustainable linkage between MSU and UACh faculty through applied research focusing on current challenges of small and subsistence farmers. UACh aligns its institutional priorities with key partnership activities, including: strategic development of information and communication technologies, distance learning education and training of faculty, new course development, internship placements, and faculty completing Ph.D. programs abroad.

Ohio State University (OSU)/Colegio de Postgraduados en Ciencias Agricolas (CP)

- The CP is widely recognized in Mexico as having strong institutional and human capacity in matters of rural development, though it lacked experience in working with many other types of microfinance institutions. OSU is bringing that experience to the partnership. Examples are the Ph.D. training at OSU; the on-site training programs in microfinance provided by OSU faculty; the collaborative work between faculty at both institutions in identifying and developing research programs and projects; and OSU working with CP counterparts in the development of and offering of outreach programs. In the future it is planned to extend the microfinance activities to other CP campuses.

University of Arizona (UA)/Universidad Autónoma de Baja California (UABC)

- The UABC master's program in Science in Engineering is recognized by CONACyT as a leading program in Mexico and the collaboration with the University of Arizona is helping to further strengthen the institutional capacity of the UABC graduate program.

University of Colorado, Boulder (UCB)/ Universidad de Guanajuato (UG)

- Partnership activities will provide the basis for development of new curricula at UG for a new program in energy efficiency in buildings. The new curriculum will provide Mexico's next generation of engineers with specialized expertise in improving the energy efficiency of existing and new buildings. This is the main objective of the CU-UG collaborative project.

University of Florida (UF)/Universidad Veracruzana (UV)

- An underlying goal of this TIES partnership is to jointly learn how to better bridge academia and practice for improved natural resource management and conservation. The visits by Drs. Lopez and Ellis to UF, particularly during UF's conference and university workshop events, afforded them an opportunity to learn first-hand not only how UF approaches the challenge of integrating conservation with development goals, but also how other academic institutions (and NGOs) across Latin America and Africa are trying to do so as they strive to become more relevant to their local, regional and national constituencies.

University of Georgia (UGA)/Universidad Veracruzana (UV)

- Participation in the recent science workshops in Mexico strengthened the institutional and human capacity of UV, and encouraged them to share new instructional pedagogy in math and science with rural and indigenous in-service teachers and teacher educators in primary schools. Over 192 teachers and teacher educators participated in these two workshops. Internships for young faculty members from UV exposed them to new pedagogy, outreach activities to public schools, and collaborative research and outreach to the underserved Latino community in Georgia.

University of North Texas (UNT)/Universidad Autónoma de Guadalajara (UAG)

- The majority of students continue to be employed by Autonomous University of Guadalajara will have completed training offering a comprehensive, holistic perspective on persons with disabilities and the rehabilitation process. Students will hold teaching positions and extend their training to other students in these institutions.

University of Texas, Austin (UTA) /Instituto Tecnológico Autónomo de Mexico (ITAM)

- The joint UT-ITAM programs have already contributed to the energy policy debate within Mexico's energy community through both the CRE strengthening proposals and interactions with other key energy sector institution. UT-ITAM partners are working to reach out to news media and general public audiences through presentations, interviews and public forums. Workshops provided to Mexican institutions also help increase awareness about the energy issues among the specialists in these institutions.

University of Texas, El Paso (UTEP)/ Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)

- Graduates are already having a direct impact on the quality of teaching and exercising leadership in their educational environment. The knowledge acquired and experience gained is positively impacting the content and methods of their teaching in their schools, and also in how their students will teach others. Science/Literacy Across Borders for Educators in Mexico to Promote Outstanding Schools (SABEMOS) Scholars now occupy important leadership positions in their educational environment. Additionally, SABEMOS Scholars formed a working group to create a free website for teachers, students, and parents to learn about science and Spanish and have access to resources and strategies to enrich knowledge, in accordance with the programs for basic education in Mexico. This holds tremendous potential for impacting the content and method of teaching science and Spanish across the country. SABEMOS Scholars have expanded the number of faculty members from the Escuelas Normales by engaging five new faculty members into their research and training projects with marginalized communities. SABEMOS Scholars have also expanded the number of students who are studying to become teachers from the Escuelas Normales by engaging 16 students into their research and training projects with the target communities. Finally, SABEMOS Scholars have trained a cohort of teachers that have had a unique experience that may lead them toward doctoral studies and increase the capacity of ITESM to reach a greater number of future teachers.

Western Illinois University (WIU)/Universidad Autónoma de Querétaro (UAQ)/ Universidad Tecnológica de la Selva (UTS)

- Through the newly created Center for Rural Development (CDR), UTS can now offer small rural producers in Chiapas many more tools and resources to be more competitive in local and international markets. UTS can now provide different strategies and opportunities to rural producers by increasing their abilities, capacities, and knowledge in several areas through workshops, meetings, and conferences.

B. <u>How have activities benefited the U.S. higher education institutions?</u>

Appalachian State University (ASU)/Fundación Universidad de las Américas--Puebla (FUNDLAP)

- The TIES partnership further internationalizes Appalachian's academic and outreach programs in the Department of Technology. The TIES project will lead to further funding from within as well from outside the two institutions. Many of the programs and activities started under the proposed TIES project will continue well beyond the requested funding from HED. Appalachian will continue to enroll at least three graduate students from FUDLAP in the Department of Technology. Appalachian and FUDLAP will also continue to exchange students and faculty. Additionally, the model of jointly taught courses with Appalachian students traveling to Mexico to install prototype renewable energy systems in rural communities is sustainable and will continue to be implemented after TIES

funding ends. Finally, it is anticipated that this collaboration will have mutual benefits for enhancing the research expertise of both institutions, since faculty in the participating programs have research interests that are complementary, rather than duplicative.

Duquesne University (DU)/Universidad Autónoma de Nuevo León (UANL)

- A key component within the partnership is the development of new curricula. These curricula will be used in future programs, educating future Duquesne University students and local interest groups.

Emory University/Universidad Panamericana (UP)

- Emory University School of Law has benefited with regard to institutional capacity. The Emory fellow has received training on the Mexican oral advocacy system through all of the activities, and has passed much of that on to the US Program Director and participating US faculty.

Georgia State University (GSU)/Universidad Pedagógica Nacional (UPN)

- Partnership activities are contributing to the internationalization of the Department of Applied Linguistics and ESL at GSU. Two MA students are providing Spanish language training in the Department of Modern and Classical Languages at GSU.

Illinois Institute of Technology/Chicago-Kent College of Law (IIT) / Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)

- The study and exposure to a different legal system continues to enrich the Chicago-Kent professors not only on a personal, but also a professional level. Understanding a different cultural and legal system affords them a different perception, comprehension, and appreciation of the advantages and disadvantages of the US system and legal culture. The professors will use these insights in their classrooms for the benefit of Chicago-Kent's students. The project also offers Chicago-Kent students an opportunity to become engaged in an international rule-of-law project. Additionally, our classrooms have been enriched by the contributions of the two excellent LL.M. students from Mexico who are providing a different perspective to the classroom discussions.

Michigan State University (MSU)/Universidad Autónoma Chapingo (UACh)

- MSU is strategically investing resources in partnerships with institutions in "key" countries around the world, including Mexico; multidisciplinary, problem-solving, and knowledge-advancing research; and international student recruitment are part of the overall approach to transform MSU from a premier "land-grant" to "world-grant" institution. The partnership meets all of these institutional imperatives and has set a precedent in an area that has been overlooked and underfunded in comparison to other world regions. In addition, MSU partnered with UACh and CONACyT, will dramatically increase graduate training for Mexican students in multiple disciplines at MSU's campus in the short- and long-

terms. Collaboration with MSU's Center for Latin American and Caribbean Studies has been instrumental in identifying faculty, researchers, and partners. The recent 2010 symposium (http://latinamerica.isp.msu.edu/symposium/) underscored many priority issues and avenues for collaboration around a rural livelihoods engagement model for southeastern Mexico.

Southwestern University (SU)/ Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)

- U.S. faculty sent to Mexico returned with a stronger comparative perspective and the Mexican LLM student presently at Southwestern Law School provides valuable comparative context to U.S. students and faculty.

University of Colorado, Boulder (UCB)/Universidad de Guanajuato (UG)

- The TIES partnership benefits the U.S. institution in that it allows UCB faculty and students to interact with UG faculty and students and applies their methods for evaluating potential for renewable energy technologies and improving energy efficiency in Mexico with different climatic and environmental conditions. UCB hopes that several US research projects will benefit from the partnerships by developing several case-studies in renewable energy systems and energy efficiency technologies.

University of Florida (UF)/Universidad Veracruzana (UV)

- The Integration of Mexican colleagues and their experiences in conservation and development is very welcome at UF in general, and to UF's Tropical Conservation and Development (TCD) Program in particular. While TCD has a great deal of experience in Amazonia and other parts of South America, interactions and exchanges with Mexicans and Mexico are limited. This is a key reason that this TIES partnership with UV, including the scholarly exchange with UV faculty, is highly valued by UF.

University of Georgia (UGA)/Universidad Autónoma de Coahuila (UAdeC)

- UGA benefits greatly from the internationalization of the campus that occurs as a result of the TIES partnership. The laboratories have benefited from the presence of interns from Mexico who provide a different point of view. The global nature of thinking helps UGA students expand their horizons.

University of Georgia (UGA)/Universidad Pedagógica Veracruzana

- Faculty at the University of Georgia has enriched classroom experiences for their U.S. students through the integration of TIES participants in pedagogical activities. In addition, the utilization of TIES participants in outreach activities to parents and students at Burney Harris Lyons Middle School and JJ Harris Elementary School has contributed to the success of these activities. TIES participants have encouraged local Latino children to consider and prepare for post-secondary educational opportunities.

University of North Texas (UNT)/Universidad Autónoma de Guadalajara (UAG)

- The University of North Texas' Department of Rehabilitation, Social Work and Addictions has benefited from the international and specifically Mexican perspective of students. In addition, as students in this program took coursework via distance education, their peers were from at least 6-7 other states as were their instructors.

University of Texas, Austin (UTA)/Instituto Tecnológico Autónomo de México (ITAM)

- Members of the UT higher education community have learned more about energy issues and higher education in Mexico as a result of the TIES partnership.

University of Texas, El Paso (UTEP)/Tecnológico de Monterrey (ITESM)

- UTEP faculty and administrators have learned more about the Mexican education system. They have also broadened their knowledge on the use of distance education technology in bi-national contexts for teaching and research, as well as the potential for bi-national research that impacts residents on both sides of the border. Faculty and administrators are learning more about the potential that exists for sharing and exchanging information and experiences to address trans-border educational issues. The development of a dual degree program benefits UTEP in that faculty and students work collaboratively with Mexican educators and education scholars to develop bi-national quality programs of study, thus raising awareness among UTEP and College of Education Faculty about the differences in the educational systems in the US and Mexico and the similar problems faced by each.

University San Diego (USD)/Universidad Autónoma de Baja California (UABC)

- USD faculty and students benefited greatly from being present at the presentation by Mexican Supreme Court Justice Cossio during the partnership's bi-national judges roundtable.

Western Illinois University (WIU)/Universidad Autónoma de Querétaro (UAQ)/ Universidad Tecnológica de la Selva (UTS)

- Conducting such a project with two Mexican institutions has been a tremendous educational and cultural experience for WIU. Numerous WIU faculty members and students are working directly with the Mexican graduate students as they complete their MS degrees. The graduate students also have to "work" for their assistantships by working closely with several different departments across the campus. Each of these interactions is of tremendous value to the WIU campus as it seeks to improve its international experiences and cultural awareness.

C. How are the activities from this partnership helping to strengthen the capacity to address Mexican national development goals?

Duquesne University (DU)/ Universidad Autónoma de Nuevo León (UANL)

- Partnership activities are helping to increase the economic competitiveness, employment generation, and energy sustainability capabilities of academic, governmental, and business institutions in the state of Nuevo Leon by educating and enhancing the professional skills of students, faculty, state and local government officials, and energy sector professionals and businesses. The participants in the training program will learn about renewable energy and energy efficiency.

Florida International University (FIU)/ Centro Interdisciplinario de Investigación para el Desarrollo Integral Regional (CIIDIR)--Oaxaca

- This partnership is strengthening capacity to address Mexican national development goals by developing the potential of biodiversity conservation to generate income for rural communities in Oaxaca.

Georgia State University (GSU)/ Universidad Pedagógica Nacional (UPN)

- The online tutor training program developed by the partnership will ensure that Mexican teachers have the expertise and knowledge to implement online English language teacher (ELT) courses at UPN with the goal of training ELT teachers throughout Mexico.

University of Colorado, Boulder (UCB)/Universidad de Guanajuato (UG)

- Partnership activities will provide Mexico with a model of curricula for promoting energy efficiency and renewable energy technologies in order to provide sustainable alternative solutions to Mexico's increasing energy needs.

University of Florida (UF)/Universidad Veracruzana (UV)

- The TIES partnership is preparing the next generation of conservation leaders in Mexico to tackle the challenges and opportunities in sustainably managing natural resources which are central to achieving national sustainable development goals.

University of Georgia (UGA)/Universidad Autónoma de Coahuila (UAdeC)

- The Development of technology for sustainable treatment of waste and generation of energy (and income) in communities directly contributes to Mexico's national development goals. The partners were recently informed of the Mexican national government's interest and plans to increase investment in anaerobic digestion technology. Capacity building in environmental and energy areas, which are considered emerging areas, is a key national goal that is being directly addressed by this project.

University of Georgia (UGA)/Universidad Pedagógica Veracruzana (UPV)

- Collaborative research, workshops, internships, and conference participation strengthen the teaching of science, math and ESOL at partnership institutions and contribute to improved educational outcomes in primary schools in Mexico. Quality education is the foundation of Mexico's national development goals.

University of North Texas (UNT)/Universidad Autónoma de Guadalajara (UAG)

- Mexico's stated development goals are inclusive of persons with disabilities and this partnership has provided the basic tools for students who are in a position to serve as advocates as they go on to careers higher education and other government and non-governmental organizations.

University of Texas, Austin (UTA)/ Instituto Tecnológico Autónomo de México (ITAM)

- TIES partners have recently received confirmation that the best performing student in the UT-ITAM TIES partnership, Gilberto Calderon, has accepted a position with Mexico's new National Hydrocarbons Commission (CNH). Our colleagues at CNH intend to leverage their ability to hire Gilberto by maintaining close relationships with TIES partners. In addition, ITAM is moving to better align energy related research and teaching priorities. This should allow ITAM to be more focused and responsive to national needs.

University of Texas, El Paso (UTEP)/Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)

- All aspects of the TIES partnership are consistent with the long-term education and development strategy of Mexico. The project continues to make resources available for teachers who teach science and Spanish in Mexico and has also developed the capacity of the SABEMOS Scholars to develop ideas and tools for seeking external funding.

Western Illinois University (WIU)/Universidad Autónoma de Querétaro (UAQ)/ Universidad Tecnológica de la Selva (UTS)

- According to rural producers in Chiapas, TIES partnership activities have built capacity to increase production and develop new strategies to become more competitive not only in local markets, but also in potential national and international markets. These advances and opportunities have impacted their families and communities and have the potential to improve their standards of living.

University of Texas, Austin (UTA)/Universidad Veracruzana (UV)

- The TIES project website will be used by farmer co-operatives in the UVI communities to store and analyze data collected in the field. This will allow them to implement more efficient business practices and assist them in creating enterprises that are financially sustainable over the long term.

Southwestern University (SU)/ Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)

- Criminal procedure reform is central to Mexico's rule of law efforts, and the partnership teaches law students and practicing attorneys to work within the emerging procedural system.

D. <u>What have been the partnership's greatest successes this past fiscal year?</u>

Appalachian State University (ASU)/ Fundación Universidad de las Américas—Puebla (FUNDLAP)

- A major success was the completion of the articulation of the courses that FUDLAP graduate students will take during their studies at Appalachian. These courses are now in place and an agreement has been reached that students will directly transfer course credits back to FUDLAP so that they will count toward their Master's degrees. Another success was the completion of a proposal by the Project Directors at FUDLAP to establish an interdisciplinary Master's degree program in Energy and Sustainable Technology. This proposal has received campus-level approval at FUDLAP.

Arizona State University (ASU)/ Universidad Nacional Autónoma de México (UNAM)

- The TIES partnership has been successfully presented to public and private stakeholders, as well as to UNAM authorities. These efforts have resulted in the commitment of UNAM for the creation of a Sustainability Science Laboratory, which will host the academic program in sustainability science. Furthermore, the participation of the private sector in this endeavor has been confirmed and tourist developers in Jalisco have expressed particular interest in supporting students´ research concerning the challenges of achieving sustainable tourist development and successful biodiversity conservation while coping with climate change.

Emory University/Universidad Panamericana (UP)

- The partnership's greatest success has been in the creation of the Trial Advocacy Institute that is the focus of the partnership. The Institute will be formally inaugurated in August of this year.

Georgia State University (GSU)/Universidad Pedagógica Nacional (UPN)

- Four TIES MA students have collaborated with partners from UPN and GSU on the creation of the content for Module 1 of the English Language Specialization which includes materials related to theories of second language acquisition, teaching methods, and approaches. The Specialization was recently accepted and approved by the Ministry of Education.

University of Colorado, Boulder (UCB)/Universidad de Guanajuato (UG)

- Partners signed a contract with Nexant Inc., an important partner in this TIES collaborative effort. They also arranged a visit for CU faculty members to the Universidad of Guanajuato. There has also been interest by several UG students

in pursuing their higher education at CU, as well as interest by CU students in spending some time at UG to compare the energy efficiency of US and Mexican buildings.

University of Florida (UF)/Universidad Veracruzana (UV)

- The greatest success during this period was the enthusiasm generated during the face-to-face meetings, learning that we clearly shared similar philosophies, approaches, and excitement to accomplish partnership goals. It was also evident that we each had unique skills and expertise to lend to the collaborative effort.

University of Georgia (UGA)/Universidad Pedagógica Veracruzana (UPV)

- The two greatest successes of this reporting period have been the science workshops in Veracruz and the presentation of four papers authored or co-authored by the TIES participants from UPV, which were presented at the Conference on the Americas, February 11-14, 2010.

University of San Diego (USD)/Universidad Autónoma de Baja California (UABC)

- Our greatest success so far is working our way around the immigration restraints on our overall goal of creating an ongoing collaborative cross-border program. We have spent countless hours designing our first program to fit it into these restraints.

University of Texas, El Paso (UTEP)/Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)

- Recently, thirteen TIES Scholars successfully defended Master's theses. Seven SABEMOS Scholars graduated in commencement exercises at ITESM in December. Additionally, four scholars initiated research and training outreach mini-projects with marginalized communities in Chihuahua. Others created a website that focuses on teaching science and Spanish (language). SABEMOS Scholars (graduates) have taken positions of leadership in the education system. ITESM-UTEP's dual degree master's program in bilingual education, has continued to progress and will be ready for launching in fall 2010.

University of Texas, Austin (UTA)/Instituto Tecnológico Autónomo de México (ITAM)

- Three TIES students graduated with their Master's degrees from the University of Texas at Austin.

University of Texas, Austin (UTA)/Universidad Veracruzana (UV)

- TIES scholarship students Nelly Mota Carrillo and Manuel Tejeda Cortés from the Universidad Veracruzana learned how to design a complex, fully functioning website. Manuel Tejeda worked to develop a course on AIDS and rural health in conjunction with a faculty member from the UT School of Nursing.

Western Illinois University (WIU)/Universidad Autónoma de Queretaro (UAQ)/ Universidad Tecnológica de la Selva (UTS)

- As a result of the entrepreneurial workshops offered at UTS, a new cheese factory involving several cheese producers was organized to enable them to sell their products in a larger scale, offering quality and availability.

E. Please explain any changes, obstacles, and/or delays to the implementation of activities during the last six months.

Appalachian State University (ASU)/ Fundación Universidad de las Américas—Puebla (FUNDLAP)

- One FUDLAP faculty member was expected to travel to Appalachian in early May 2010. However, because of a steep learning curve with TraiNet, the partnership was not able to complete the process in time to allow for the issuance of the visa. Consequently, the visit was postponed.

Arizona State University (ASU)/ Universidad Nacional Autónoma de México (UNAM)

- The project activities were originally conceived to initiate with the 2010-2011 academic year (August, 2010). The unexpected rapid approval of the project has meant an acceleration of some initial project activities, but because of the constraints on the academic year we do not expect to initiate the formal project activities (workshops) until the fall of 2010, as planned.

Duquesne University (DU)/ Universidad Autónoma de Nuevo León (UANL)

- The gathering of pertinent documents for the visa application is a continuous challenge. Gathering these forms from such a large group size was a challenge in submitting the forms to USAID in time.

Emory University/Universidad Panamericana (UP)

The partnership originally intended to hold a month-long training program at Emory University in April-May 2010. However, once participants were identified from among the criminal law faculty at Universidad Panamericana, it became clear that they would be unable to attend for that long. Law professors in Mexico are typically practicing attorneys, and we discussed early on in our weekly meetings that it would be difficult for them to leave their practices for an entire month. We decided to reduce the time of the Emory training program to two weeks, and in that way were able to get commitments from seven participants. We moved the Mexico City training program to August, so that the faculty would have the necessary time to prepare.

Illinois Institute of Technology/Chicago-Kent College of Law (IIT) / Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)

- Growing security concerns certainly do not make the implementation of in-country activities easy. Nonetheless, we believe that for reasons of efficiency and understanding of cultural context as well as to provide local students an

opportunity to join the educational experience, we should continue to train Mexican professors and lawyers in Mexico as long as it is possible.

Michigan State University (MSU)/Universidad Autónoma Chapingo (UACh)

- The U.S. State Department travel advisory poses an imminent challenge to us, as plans were underway to host our final international congress in Durango at the end of our no-cost extension period.

Michigan Technological University (MTU)/ Colegio de la Frontera Sur (ECOSUR)

- We have had difficulties recruiting students for various reasons. First, the English skills of students at both our partner institutions are not as good as we had hoped. This has made it difficult to find students who would meet our admissions criteria and who would have the communications skill necessary to perform adequately in coursework and research programs. Second, the students do not have mentors at their home institutions who can help them prepare for the examinations (TOEFL and GRE) that are necessary to apply to graduate school at MTU.

Southwestern University (SU)/ Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)

- While the start of the latest diplomado was delayed, a structure is now in place to permit repetition and expansion of the diplomados both in Monterrey and other regional centers.

University of Florida (UF)/Universidad Veracruzana (UV)

- Our TIES partnership contemplates support for three Mexicans (scholarship recipients) to seek their Masters degrees at UF. Thus far, we have identified two highly qualified applicants, and are pleased with their extremely strong TOEFL scores and how well their individual interests and skills match with our TIES programmatic goals. While we have identified a third potential student, his English skills are not yet sufficient for a UF admission.

University of Georgia (UGA)/Universidad Pedagógica Veracruzana (UPV)

- Paperwork associated with bringing Mexican participants seems excessive. These requirements divert time and energy away from more productive project activities. More Mexicans could participate in project activities such as scholarships if there was a higher level of English competency among participants.

University of Texas, El Paso (UTEP)/Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)

- Ongoing reports of violence in Ciudad Juarez and the State of Chihuahua have created obstacles for UTEP faculty and students, preventing travel from El Paso to Chihuahua during the last six months.

University of Texas, San Antonio (UTSA)/Universidad Veracruzana (UV)

- We have experienced great difficulty in finding Mexican applicants for 2010-11 scholarships with sufficiently high levels of English to succeed in the M.A. in Latin American Studies program at UT.

Western Illinois University (WIU)/Universidad Autónoma de Querétaro (UAQ)/ Universidad Tecnológica de la Selva (UTS)

- As with any new programming, organizing workshops and meetings with individuals from extreme distances in the region has posed a challenge to the commodity team leaders. Team leaders have to juggle their class teachings with their extension work with the producers. Producers would always like more workshops but currently the faculty is overwhelmed with all the responsibilities. The rector has been working closely with the faculty to help minimize and accommodate the increased work load.

F. Is your partnership working with Mexico's Consejo Nacional de Ciencia y Tecnólogia (CONACyT)?

Appalachian State University (ASU)/ Fundación Universidad de las Américas—Puebla (FUNDLAP)

- Not yet, but FUDLAP administrators have discussed the possibility of applying for some scholarships from CONACyT to help defray the cost of students' study at Appalachian.

Florida International University (FIU)/ Centro Interdisciplinario de Investigación para el Desarrollo Integral Regional (CIIDIR)

- Yes, we are providing complementary fellowships to supplement CONACyT fellowships

Michigan State University (MSU)/Universidad Autónoma Chapingo (UACh)

- Support by CONACyT of this partnership has been exceptional and strategic. The formal Memorandum of Understanding should be signed by MSU and CONACyT by summer 2010. Two Becas Mixtas scholars have officially completed their scholarship commitments and research placements at MSU, and three more have been selected to complete the upcoming two semesters at MSU.

Ohio State University (OSU)/Colegio de Postgraduados en Ciencas Agricolas (CP)

- Yes, the PhD student at OSU has a CONACyT scholarship that covers his tuition and fee and partials of his health insurance and stipend. The Project provides the remainder of the insurance and stipend.

University of Colorado, Boulder (UCB)/Universidad de Guanajuato (UG)

- Indeed, the partnership is now working with CONACyT to provide additional scholarship to extend the program so the MS students can pursue a PhD degree at CU. There is not yet a specific award related to the partnership has been awarded yet.

University of Texas, El Paso (UTEP)/ Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)

- CONACyT is providing support for the project led by SABEMOS Co-Director, Dr. Eduardo Flores titled: *Diseño e Implantación de un Programa de Desarrollo Profesional para Maestros de Primaria del Estado de Chihuahua Basado en Internet para Mejorar Sus Conocimientos y Habilidades en la Enseñanza de las Ciencias Integradas a la Enseñanza del Idioma*.

G. Please list all partnership-related events in the U.S. and Mexico that will take place during the next three months.

Appalachian State University (ASU)/ Fundación Universidad de las Américas—Puebla (FUNDLAP)

- Four FUDLAP faculty members will travel to Boone, NC in June to participate in research activities with their peers at Appalachian.

Emory University/Universidad Panamericana (UP)

- There will be weekly meetings with UP Criminal Law Professors at the Universidad Panamericana, Mixcoac Campus throughout the summer.

Georgia State University (GSU)/ Universidad Pedagógica Nacional (UPN)

- UPN and GSU faculty will present papers at the Encuentro Nacional de Profesores at UNAM in early August.

Ohio State University (OSU)/Colegio de Postgraduados en Ciencas Agricolas (CP)

- The inaugurations of the Diplomados in Rural Microfinance are tentatively scheduled for June.

University of Florida (UF)/Universidad Veracruzana (UV)

- There will be a project team meetings scheduled for June in Xalapa, Veracruz, as well as a seminar to present TIES project to the UV community.

University of Texas, El Paso (UTEP)/ Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)

- During July Project SABEMOS will host the Conference on International Research in Cross cultural Learning and Education (CIRCLE) Conference. CIRCLE events on July 22 will take place in Ciudad Juarez at the U.S. Consulate Office.

University of Texas, Austin (UTA)/Universidad Veracruzana (UV)

- There will be an ICT for Development course taking place from June 28 to July 11 (June 28-July 8 will be taught online; July 9-11 will be taught in Mexico City).

Western Illinois University (WIU)/Universidad Autónoma de Querétaro (UAQ)

- A final meeting will take place at Universidad Tecnológica de la Selva to evaluate the final program's outcomes. Participants: Western Illinois University, Universidad Autónoma de Queretaro and Universidad Tecnológica de la Selva will meet in early December, 2010 to conclude the current project and establish criteria for the continuation of the rural development center and all the activities it has supported in Ocosingo Chiapas.

U.S. Agency for International Development (USAID) and Higher Education for Development (HED)

USAID/LAC Associate Award

"Program to Strengthen Environmental Law Capacity Building in the Dominican Republic, Guatemala and Nicaragua as part of the Dominican Republic-Central America Free Trade Agreement (CAFTA-DR) and the Environmental Cooperation Agreement (ECA)"

SUMMARY REPORT
June 2010

For the Periods

October 1, 2008-March 31, 2009
April 1, 2009-September 30, 2009
October 1, 2009 – March 31, 2010

Cooperative Agreement: AEG-A-00-05-00007-00
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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.
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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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Summary

The Associate Award collaboration between the United States Agency for International Development El Salvador Mission (USAID/El Salvador), USAID EGAT/ED, and the American Council on Education (ACE)/Higher Education for Development (HED) was created to design and implement at least one higher education partnership among higher education institution(s) in the United States, Central America, and the Dominican Republic.

Background and Context

Central America University Environmental Law Network (RUDA)

In 2000, the Central American Commission for Environment and Development (CCAD) with the support of USAID and the U.S. Environmental Protection Agency (EPA) created the Central American Environmental Law Network (known as "RUDA"), and a network of environmental enforcement officials in Central America to help strengthen the teaching and application of environmental law in the region. One of RUDA's initial activities was the development of an environmental law text book written by Central American lawyers with case studies from the region. This textbook is a result of the collaboration of CCAD with the EPA, USAID, the United Nations Institute for Training and Research (UNITAR) and others. CCAD is developing a model Environmental Law Certificate or *diplomado* in collaboration with RUDA, the University of Alicante, Spain and National University of Mexico (UNAM) that can be adapted and implemented in Central America y RUDA. CCAD is also developing a long distance e-learning course on International Environmental Law with UNITAR.

All of the CAFTA-DR countries have expressed the need for long term capacity building to improve environmental law enforcement and compliance in the region.[1] While much environmental law and enforcement training has taken place over the years in Central America, there has been little institutionalization of such training. The Assocate Award will enable a higher education partnership to strengthen university environmental law and policy programs in Central America, strengthen the RUDA network, and increase cooperation among universities and environmental authorities in CAFTA-DR countries. In addition, a higher education partnership will work to expand environmental law research and community outreach in the region to establish a foundation for training related to long term environmental law and policy capacity building in the region.

[1] At the 2006 IUCN Environmental Law Symposium on Effective Enforcement of Environmental Law, representatives from RUDA and CCAD, expressed strong interest to collaborate with North American Law Schools to expand the use of clinical education including the creation of student environmental law clinics in Central America and the Dominican Republic.

Request for Applications (RFA): CAFTA-DR Environmental Law Capacity Building Initiative & Peer Review

In collaboration with USAID and an academic expert consultant, Higher Education for Development (HED) designed a RFA for a higher education partnership to strengthen environmental law capacity building in the Dominican Republic, Guatemala and Nicaragua as part of the U.S.-Central America-Dominican Republic Free Trade Agreement (CAFTA-DR) and the Environmental Cooperation Agreement (ECA). *See **Appendix A** for the released RFA.*

On November 14, 2008, HED released the RFA and applications were received on March 11, 2009. A peer review was held at the HED office in Washington, DC on March 30, 2009 and included four academic experts and one representative from USAID/LAC. Four applications from 4-year universities were received and reviewed, resulting in the recommendation of one award for Georgia State University in the amount of $649,999.

Table 1:
CAFTA-DR RFATimeline & Summary

CAFTA-DR Environmental Law Capacity Building RFA Summary	
Release of RFA	November 14, 2008
Applications Due	March 11, 2009
Peer Review Panel Meeting	March 30, 2009
Number of Panels	1
Number of Applications	4

Table 2:
CAFTA-DR Partnership Applications Received

US Partner Institution	**Host Countries Partners**
American University	Universidad Paulo Freire (Nic), Univ. Autónoma de Santo Domingo (DR), Univ. Mariano Galvez (Guat)
Georgia State University	Universidad Iberoamericana (DR), Instituto de Investigaciónes Juridicas (Guat), Universidad Paulo Freire (Nic)
Indiana University School of Law	Indicated partners to be determined
New York University School of Law	Universidad de San Carlos (Guat), Universidad Centroamericana (Nic), Universidad Católica Madre y Maestra (DR)

Table 3
US Applicant Higher Education Association Membership

Higher Education Association	Number of US Applicants with Membership
American Council on Education (ACE)	4
American Association of Community Colleges (AACC)	0
American Association of State Colleges and Universities (AASCU)	1
Association of American Universities (AAU)	2
National Association of Independent Colleges and Universities (NAICU)	2
Association of Public and Land-grant Universities (APLU)	2

Award, Partnership Description & Anticipated Outcomes

Georgia State University (GSU), the Universidad Iberoamericana (UNIBE), the Universidad Rafael Landívar (URL), and the Universidad Paulo Freire (UPL) were notified in May 2009 that they were selected for funding by the peer review panel. HED/ACE negotiated the sub-cooperative agreement with GSU and the agreement was fully executed on October 5, 2009. HED held a joint post-signing teleconference in Spanish with all the partners to discuss the award mechanism, spirit of partnership, USAID/HED expectations, and to answer partner questions.

Partnership Description

The partners are collaborating 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 partnership creates future environmental law trainers in the three participating CAFTA-DR countries and includes a thorough needs assessment, comprehensive environmental law workshops, and the joint creation and piloting of an environmental law *diplomado* (certificate program). The partners are also creating a training manual for the inter-disciplinary environmental law *diplomado* that will include clinical and internship/externship features that can be implemented regionally.

All of the activities are being developed with the intention to build capacity in the three partner countries and in the region by strengthening the Central American Environmental Law Network (known as "RUDA"). As the Nicaraguan partner institution is the regional seat of RUDA, it is well positioned to share information developed throughout the region once the partnership has formally ended. In each of the in-country working sessions, the partners will consider possibilities for developing international law capacity in the three partner countries as well as in the region. In addition, the training manual and *diplomado* materials will contain both country specific and regionally relevant materials relating to environmental protection and management.

Anticipated Outcomes

Anticipated outcomes include the following:

- comprehensive review of environmental law curricula in three partner countries;
- organizational needs regarding environmental law across the full spectrum of society;
- eight to12 technical experts in areas germane to environmental law selected to serve as resource persons in each partner country;
- 18 personnel, six from each partner country, selected and trained to serve as trainers in environmental law in their countries and across the region;
- a 100 to 120-hour, practical, action-oriented *diplomado* in environmental law, staffed by newly trained trainers, instituted in each of the partner countries;
- a jointly developed regional training manual for the environmental law *diplomado;*
- *diplomado* objectives and content for nine workshops (three per country) refined, as appropriate;
- an environmental law *diplomado* facilitated at the partner institutions, completed by 45 participants (15 from each country);
- a series of 10 library and research lectures on electronic research capabilities;
- a six-week summer environmental legal clinic in Costa Rica (operated by the University of Florida) completed by six participants--two from each partner country;
- a process established to make the manual and *diplomado* available to RUDA for replication in the region; and
- implementation of an external evaluation.

CAFTA-DR Environmental Cooperation Conference

HED Director of Programs Roy Zimmermann and Senior Program Associate Jennifer Sisane joined partnership leadership from GSU, UNIBE, URL and UPL at a January 2010 regional conference titled, "CAFTA-DR Environmental Cooperation: Partnering for Environmental Protection and Sustainable Development" in Costa Rica. As part of this meeting, all CAFTA-DR management and implementation partners were asked to assemble, for the first time, to discuss the goals and implementation procedures for the partnership. The conference offered an ideal setting for sharing information about the partnership and for networking with other relevant parties and stakeholders interested in regional environmental law issues. *See **Appendix B** for the trip report.*

GSU- UNIBE, URL and UPL Partnership Progress

Major partnership activities during the ***October 2009-March 31, 2010*** reporting period included the following:

- implemented three, week-long needs assessments in the target countries (Phase I of the four Phase project), by Colin Crawford and Dr. Daniel Suman (Guatemala, Nicaragua) and Dr. Charles Venator Santiago (Dominican Republic);
- implemented a follow-up week-long assessment by Professor Crawford concentrating on the Atlantic coast of Nicaragua;
- conducted three-day long meeting of US-based facilitators in Atlanta, Georgia (at Georgia State University) in November, 2009, to finalize curriculum planning;
- completed organizational structure and processes for overall project, including finalizing the administrative and communication structure with all participants, and created the project workspace (wiki) on Central Desktop;
- selected 18 new partnership participants from the three participant countries from an applicant pool of 59 highly qualified individuals (16 from the Dominican Republic; 27 from Guatemala; and 16 from Nicaragua); this selection process yielded a strong group representing at least four non-governmental organizations, two national ministries, 10 private universities and five public universities in the three partner countries; and
- delivered the first workshop in Guatemala City, Guatemala, (constituting the beginning of Phase II of the Project) during the first week of March 2010 (administrative law and environmental law);
- finalized curriculum and organization for second workshop to be delivered in Cap Cana, Dominican Republic, during the final week of April 2010 (trade and environmental law);
- completed planning for third (international environmental law) and fourth (the environment as a human right) workshops in Antigua, Guatemala and Quetzaltenango, Guatemala, during the last week of May 2010, and the first week of June 2010; and,
- selected participants to attend the University of Florida's Conservation Clinic (with the University of Costa Rica,) in June-July, 2010.

*See **Appendix C** for the corresponding partnership progress report.*

Challenges

A delegation from HED and ACE visited GSU in March 2010 to discuss financial and cost share reporting concerns regarding other higher education partnerships implemented by GSU. ACE and HED will continue to address overarching financial concerns with GSU.

During this visit, HED senior management conducted a courtesy visit with the GSU partnership director Colin Crawford. At that time, he announced that he was moving to Tulane University and may request to transfer the partnership to Tulane.

Upcoming Activities

During the next six months *(April 1, 2010-September 30, 2010),* it is anticipated that the following will be accomplished:

- two of the 18 participants will attend the University of Florida's Conservation Law Clinic for six weeks in the summer 2010 ;
- deliver five more of the nine originally scheduled one-week long workshops, for a total of seven in 2010. This is two less than the nine originally scheduled to be offered in the second half of the project's first year. This change is necessitated by the fact that Project Director Colin Crawford is moving to Tulane University, where he will be Professor of Law and Executive Director of the Payson Center of International Development. On Thursday, April 22, 2010, Professor Crawford received word that Georgia State University would, subject to agreement from HED/USAID, allow the grant to be transferred to Tulane. Tulane Law School asked Professor Crawford to delay the two workshops originally scheduled for the last two weeks of August 2010 since those are the first two weeks of Tulane's academic year. It is anticipated that they will be offered in January or February 2011;
- transfer of the project to Tulane University as described in the previous bulleted item, subject to HED/USAID agreement (entails terminating GSU agreement and renogiating a new agreement with Tulane); and
- prepare preliminary drafts of course materials for Phases III and IV of the Project, based on the work of the first four workshops.

HED will continue to monitor activities and progress of the partnership. HED/ACE will take appropriate action as needed with regard to financial concerns and work with the partners regarding a possible agreement/partnership transfer from GSU to Tulane.

Appendix A: Request for Applications

Request for Applications (RFA): CAFTA-DR Environmental Law Capacity Building Initiative

Date Issued: November 14, 2008
New Deadline: March, 11, 2009
HED expects to make **one (1) award** of up to **$650,000** for a higher education partnership to strengthen environmental law capacity building in the Dominican Republic, Guatemala and Nicaragua as part of the U.S.-Central America-Dominican Republic Free Trade Agreement (CAFTA-DR) and the Environmental Cooperation Agreement (ECA). The award will be incrementally funded over a three-year period contingent on funding from the U.S. Agency for International Development (USAID).
For further information regarding this RFA, please contact **Josh Henson**, program associate at (202) 243-7690 ; jhenson@hedprogram.org.

Background
Context
Partnership Description
Goals and Objectives
Monitoring and Evaluation
Eligibility
Application Review Guidelines
Partners
Additional Information
Application Format, Submission, and Review
Terms of the Solicitation

Background

U.S. Agency for International Development and Higher Education for Development
Higher Education for Development (HED) mobilizes the expertise and resources of the higher education community to address global development challenges. HED accomplishes this by administering a cooperative agreement (AEG-A-00-05-00007-00) funded by the United States Agency for International Development (USAID). Under the Leader with Associate Cooperative Agreement, signed in September 2005, HED manages a competitive awards process to access expertise within the higher education community in coordination with the American Council on Education (ACE), the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the Association of American Universities (AAU), the National Association of Independent Colleges and Universities (NAICU), and the National Association of State Universities and Land-Grant Colleges (NASULGC).
Funding by USAID's Bureau for Economic Growth, Agriculture and Trade, Office of Education (EGAT/ED), as well as USAID's functional and regional Bureaus and worldwide Missions, supports higher education partnerships to advance global development through economic growth, good governance, and healthy societies. These partnerships provide training, applied research, program evaluation, policy analysis, and program implementation, which are critical to promote USAID's foreign assistance goals. More information on USAID and its role in

economic and humanitarian assistance worldwide over the past 40 years is available at www.USAID.gov.

Context

Central America University Environmental Law Network (RUDA)

In 2000, the Central American Commission for Environment and Development (CCAD) with the support of USAID and the U.S. Environmental Protection Agency (EPA) helped create the Central American University Environmental Law Network (RUDA) and a network of environmental enforcement officials in Central America to strengthen the teaching and application of environmental law in the region. One of RUDA's initial activities was to create an environmental law textbook written by Central American lawyers with case studies from the region. This recently completed textbook is a result of the collaboration of CCAD with the United States Environmental Protection Agency (EPA), USAID, the United Nations Institute for Training and Research (UNITAR) and others. In addition, RUDA is developing a model Environmental Law Certificate or diplomado in collaboration with the University of Alicante, Spain and National University of Mexico (UNAM) that can be adapted and implemented in Central America and a long distance e-learning course on International Environmental Law with UNITAR.

All of the CAFTA-DR countries have described the need for long-term capacity building to improve environmental law enforcement and compliance in the region. Although much environmental law and enforcement training has taken place over the years in Central America, there has been very little institutionalization of such training. A higher education partnership will strengthen university environmental law and policy programs in Central America, enhance the RUDA network, and increase cooperation among universities and environmental authorities in CAFTA-DR countries. In addition, a higher education partnership will expand environmental law research and community outreach in the region to establish a foundation for training related to long-term environmental law and policy capacity building in the region.

Partnership Description

USAID is developing a regional higher education initiative that will enable U.S. and CAFTA-DR universities to provide law training and assistance to member countries. This initiative will help CAFTA-DR countries meet their respective obligations under the U.S.-Central America-Dominican Republic Free Trade Agreement (CAFTA-DR) by improving the capacity of higher education institutions to offer training and practical experience needed to develop and enforce environmental laws and the capacity of environmental law working professionals.

Under this initiative, a U.S. higher education institution, or consortium comprised of one or more U.S. institutions specializing in environmental law, will partner with three lead universities (one in Guatemala, one in the Dominican Republic, and one in Nicaragua) and the Central American University Environmental Law Network (RUDA). The U.S. institution(s) and their partners will assist RUDA to develop and implement a regional environmental law diplomado and work with RUDA and the Dominican, Guatemalan, and Nicaraguan lead universities to implement the regional diplomado with local specific content at the country level. The partnership will also help plan and implement environmental law clinics in the Dominican Republic, Guatemala, and Nicaragua and create experiential learning opportunities for students and faculty in environmental law. Partners will also strengthen the ties among law schools and national and local environmental authorities, the judiciary, and prosecutors.

To expand the impact of the initiative, the lead higher education partners in the Dominican Republic, Guatemala, and Nicaragua will be responsible for collaborating with other local higher

education institutions that offer law degrees in their respective countries. In an effort to strengthen their environmental law programs, RUDA and the lead higher education institutions in the partnership will meet at least once a year to exchange ideas, share approaches, and discern opportunities to advance their work. One representative from each lead partner should attend the RUDA regional meeting in Central America and/or the meeting of the CAFTA-DR Environmental Cooperation Commission each year, as appropriate.

Goals and Objectives

Based on consultations with environmental authorities and universities in CAFTA-DR countries, this initiative will address the following goals and objectives related to environmental law.

Goal I

As a result of partnership activities, universities in the Dominican Republic, Guatemala, and Nicaragua will have greater institutional capacity and stronger human capacity to improve the development and implementation of regional environmental laws and practices

Objectives:

a) Partners will review current curricula related to environmental law and practices at the member institutions to identify curriculum changes and needed faculty development.

b) Based on the outcomes of the curriculum review, partners will collaborate to develop courses and new curricula leading to a regional diplomado (conducted in Spanish) for working professionals and faculty that support the environmental provisions of CAFTA-DR and can also be tailored to meet specific national needs for the Dominican Republic, Guatemala, and Nicaragua.

c) Partners will collaborate to strengthen university institutional capacity to teach environmental law and to design and deliver environmental law clinical programs.

d) Partners will include internships/externships/experiential learning opportunities that provide participants with practical experiences in the field of environmental law.

e) Partners will promote experiential learning opportunities that build strong ties for higher education with national and local environmental authorities, the judiciary, and prosecutors.

Goal II

As a result of partnership activities, the Central American University Environmental Law Network (RUDA) will become a more effective regional organization to promote appropriate environmental law practices.

Objectives:

a) Partner collaborations related to regional environmental issues will result in a stronger RUDA organization.

b) Partners will collaborate on curricula design to ensure that the newly developed national Diplomados in legal studies meet requirements for the model regional diplomado being developed by RUDA.

c) Partner collaborations will result in increased joint legal research projects related to topics about regional environmental law.

Monitoring and Evaluation (M&E)

The application must describe a monitoring and reporting plan for the partnership activities and expected outcomes including an initial baseline assessment of the curriculum needs in the Dominican Republic, Guatemala and Nicaragua. The monitoring and reporting plan should

demonstrate how progress toward objectives will be tracked, and how results of partnership activities will be summarized.
An external evaluation of partnership impact at the conclusion of the funding period must be included in the M&E plan, and the qualifications of the designated external evaluator described in the application. The M&E plan must include a detailed description of how results will be communicated and reported to USAID through HED.

Eligibility

HED welcomes applications from the member institutions of ACE, AACC, AASCU, AAU, NAICU, and NASULGC, and from other regionally accredited, degree granting, U.S. higher education institutions. U.S. colleges and universities may apply individually, or in partnership with other institutions. HED encourages applications from or with the participation of minority-serving institutions.

Application Review Guidelines

Peer reviewers will use the following criteria to evaluate the applications:

I. Application Alignment with the Goals and Objectives of the RFA, and Overall Partnership Design (15 Points)

II. Institutional Capacity Building (25 points)

- Specificity of plan for collaborative review of curricula for training in environmental law, policy and enforcement;
- Evidence that the proposed courses and curricula focus on meeting identified needs for training in both the participating countries (the Dominican Republic, Guatemala, and Nicaragua) and the region;
- Evidence that planned curriculum development for diplomados, conducted in Spanish, will support the environmental provisions of CAFTA-DR;
- Appropriateness of plans to implement the diplomados and related activities to the environmental law priorities of the Dominican Republic, Guatemala, Nicaragua, and the region; and
- Detail of plan to strengthen RUDA and its institutional and organizational capacity.

III. Human Capacity Building (15 points)

- Feasibility of outreach plan to make country-level diplomados accessible to working professionals and professors in environmental law;
- Appropriateness of plans to create internships/externship programs, including clinical programs, in the environmental law field; and
- Comprehensiveness of proposed faculty training to strengthen the capacity of participating Dominican and Central American higher education institutions in environmental law and policy.

IV. Expertise and Collaboration (20 points)

- Relevance of expertise of key U.S. university partner personnel regarding Latin American legal systems, environmental and civil law, policy, and curriculum development in the Latin American context;
- Demonstrated ability of key U.S. partner personnel to communicate adequately in Spanish;
- Appropriateness of detailed plan to coordinate with partner institutions, which includes evidence of institutional commitment among all partners (faculty and administrators in the U.S., the Dominican Republic, Guatemala, and Nicaragua); and

- Realistic plan for sustaining collaboration among partners beyond the life of the award.

V. Cost Sharing and Cost Effectiveness of Overall Budget (10 Points)

- Total cost sharing (at least 25% of the award amount), including expected cash and/or in-kind contributions from all partners; and
- Demonstrated cost-efficiency in the allocation of funds among activities and the equitable distribution of funds among U.S. and Dominican/Central American partners.

VI. Monitoring and Reporting (15 Points)

- Evidence of a sound methodology for conducting an initial assessment of the curricula and faculty knowledge and skills at the Dominican/Central American partner institutions;
- Clearly defined plan for monitoring partnership activities and outcomes; and
- Detailed plan for an external assessment of the partnership's impact at the end of partnership activities employing an external evaluator.

Total: 100 Points

Partners

Lead Partners
University Partners
The partnership must identify a lead partner university in the Dominican Republic, Guatemala, and Nicaragua. Each country lead institution will be responsible for providing coordination with other law schools in that country interested in joining this environmental law capacity building initiative. HED and USAID encourage prospective applicants to build on current relationships with host country universities.
For more information regarding other possible local universities partners interested in participating, please contact Josh Henson, HED's program associate, at (202) 243-7690 or jhenson@hedprogram.org.

Central American University Environmental Law Network (RUDA) Partners

University partners are required to work within the university membership framework of the Central American University Environmental Law Network (RUDA).
Primary contact:
Maria Antonieta Rivas Leclair
RUDA
Telephone:
(505) 266-1418 or (505) 250-3849 mornings
(505) 270-8128 afternoons
E-mail:
iacaupf@cabienet.com.ni
rileclair@yahoo.com

Collaboration Encouraged

Under the Environmental Cooperation Agreement, each CAFTA-DR country has designated an environment and trade "focal point" to help coordinate environmental cooperation affiliated with the Free Trade Agreement. These focal points often are the leads on trade and environment matters related to the obligations set out in Chapter 17 of CAFTA-DR.

U.S. applicant higher education institutions are encouraged to contact the representatives of the CAFTA-DR environment focal points in the three targeted countries to ensure that the proposed

partnership meets the needs of the local partner universities and those of the environmental authorities.

The following is a list of the CAFTA-DR environment focal points for the Dominican Republic, Guatemala, and Nicaragua along with other government contacts designated by the host country governments:

Dominican Republic
Licenciada Rosa Otero
Secretaría de Estado de Medio Ambiente y Recursos Naturales
Calle Presidente González esq. Ave. Tiradentes,
Edificio La Cumbre, Ens. Naco,
Santo Domingo, República Dominicana
Telephone: (809) 567 4300 ext. 275
Fax: (809) 368 2667
Cellular: (809) 819-4919
E-mail: rosa.otero@medioambiente.gov.do

Guatemala
Lic. Carlos Abel Noriega
Ministerio de Medio Ambiente y Recursos Naturales
20 Calle 28-58, Zona 10
Ciudad de Guatemala, Guatemala
Telephone: (502) 2423 0509 / 2423 0500
Fax: (502) 2423 0500
Cellular (502)5462-6414
E-mail: canoriega@marn.gob.gt

And

Licenciada Ana Beatriz Tello de Pacheco
Directora General de Cumplimiento Legal
Ministerio de Ambiente y Recursos Naturales
Telephone: (502) 24230512 ext. 2312
Cellular: (502) 59781265
E-mail: abdepacheco@marn.gob.gt

Nicaragua
Lic. René Castellón
Ministerio de Ambiente y Recursos Naturales
Km 12½ Carret. Norte, Frente a Corporación de Zonas Francas
Managua, Nicaragua
Telephone: (505) 263-1994 / 233-1173
Cellular: (505) 465-3392
Fax: (505) 233-1795
E-mail: citesni@marena.gob.ni
E-mail: rmanzanarez@marena.gob.ni

Additional Information

Web Links
CAFTA-DR Environment Chapter 17

Environmental Cooperation Agreement

CCAD – USAID CAFTA-DR Environmental Cooperation Program
Read additional information on CAFTA-DR

Application Format, Submission and Review

Application Format
How to Submit an Application
Peer Review

Application Format
Please provide the contents of the application in the following order:
1. Title Page (Please complete HED form in full and obtain signatures of authorized officials.)
2. Table of Contents
3. Abstract (not to exceed 3 typed, double-spaced pages, 12-point font, 1-inch margins). The abstract should contain a summary of the narrative, workplan and budget.
4. Narrative (not to exceed 20 typed, double-spaced pages, 12-point font, 1-inch margins) Address the criteria listed in Application Review Guidelines I-VI (see above).
5. The 20-page application must describe a monitoring and reporting plan for the partnership, including an initial baseline assessment, that shows how progress and results will be communicated and reported to USAID through HED.
6. Appendices (Attachments beyond the stated appendices will not be read nor taken into consideration):
* Annual workplan for the funding period (Use HED form).
* Budget forms (Use HED form. Complete all tabs).
* Résumés of the proposed U.S. institution director(s) and host institutions personnel, not to exceed 2
one-sided pages per person.
* Signed letters of support from the presidents, chancellors, or other chief executive officers of the cooperating institution in the United States.
* Signed letters of support from appropriate university leaders of the Dominican and Central American partner institutions as well as partnership directors. University leaders from the host country partners may include deans, rectors, or university presidents.
* Signed letters of support from key collaborating partners. This may include RUDA, NGOs and private sector partners.
* Signed letter from appropriate official at applicant institution verifying that all costs cited conform to established institutional policies and practices. Include a copy of the U.S. institution's Negotiated Indirect Cost Rate (NICRA).

How to Submit an Application
Applications must be received at HED by 5:00 p.m., Eastern Time (ET), March 11, 2009.
Faxed or electronically transmitted applications will not be accepted. All elements of the

application must be received by the deadline. HED recognizes that original, signed cover letters and letters of support from host country partners may be subject to delays due to factors beyond the applicant's control. Only in these exceptional cases, faxed or scanned copies of the application title page and letters that include all necessary signatures may be submitted in the application, provided signed originals are received at HED within seven (7) calendar days of the deadline.

Applicants should submit the original application plus seven (7) hard copies of the complete application package containing title page, table of contents, abstract, narrative, and appendices (all on loose-leaf paper, clipped together — no three-ring binders, staples, or plastic bindings), and a diskette or CD (with files saved as Microsoft Word/Excel for PC) containing the entire application, including all budget forms, budget narrative, and other appendices.

Applications should be sent to: (*NOTE: This is a NEW address.)

Collaborative Partnership: CAFTA-DR
Higher Education for Development
One Dupont Circle NW, Room 420
Washington, D.C. 20036-1193

Once an application has been received, there is to be no contact with the HED program office until the completion of the peer review process in order to ensure fairness to all parties concerned.

Peer Review

Applications will be reviewed by expert panelists, which include representatives from higher education, international development, and USAID. Awards will be made on the basis of reviewers' recommendations of merit, and USAID. Peer review of applications is slated for April 2009 with partnership activities commencing in June 2009.

Letters of communication from members of the U.S. Congress in support of an application are discouraged as these may be thought to prejudice the peer-review process. Such letters will not be forwarded to peer reviewers.

Notification about awards is expected following the completion of peer review. Upon final announcement of awards, the person named in the application as partnership director may submit a written request for copies of the peer reviewers' scores for the application. No personal reviews will be granted, and no comparative score tabulations will be shared.

Terms of the Solicitation

Cost Share
Execution of Awards
Post-award Briefings
TraiNet Requirements
Health and Accident Insurance
Reporting

Cost Share

The minimum suggested total cost share from all U.S. partners is 25 percent of the award amount. Reported cost share must be auditable. Non-auditable contributions may not be used to meet the minimum, but can be indicated separately and attached to the budget detail form. Indirect costs for host country partner institution(s), if included, should be categorized as non-auditable contributions.

Higher education institutions are expected to leverage support from the private sector in addition to the cost sharing provided by their institutions. Applicants should itemize all cost sharing and in-kind contributions.

Cash and in-kind contributions will be accepted as part of the applicant's cost sharing when such contributions are: (a) verifiable from the applicant's records; (b) not included as contributions for any other federally-assisted program; (c) reasonable for the accomplishment of partnership objectives; and (d) not paid by the federal government under another grant.

In-kind contributions may include, but are not limited to: waivers of tuition and fees for students participating in academic exchanges; donation of library and classroom materials to the partner; ICT infrastructure and Internet Service Provider subscription subsidy for the partner and exchange students; faculty salaries; travel and/or per diem for faculty and administrators to participate in professional exchange and development programs; and indirect costs.

Execution of Awards

Awards will be executed as sub-agreements between the designated U.S. university, college, community college, or consortium, and the American Council on Education (ACE), through the Higher Education for Development (HED) office, under USAID Cooperative Agreement AEG-A-00-05-00007-00. The institution recommended for award will receive a draft version of the sub-agreements to review. The award recipient will be expected to submit a marking plan related to USAID branding as part of the sub-agreement that clearly indicates the support provided by USAID for activities conducted under the award.

Please note that no award nor cost share funds may be expended prior to a fully executed (i.e., signed by both parties) sub-agreement between ACE and the designated U.S. institution unless pre-award expenses have been approved as a part of the negotiation of the sub-award. Activities are expected to commence immediately after the sub-agreement is executed.

Award funds will be disbursed to the designated U.S. university, college, community college, or consortium, based on the applicant's implementation of the work plan, stated budget, and submission to HED of financial, tax, and narrative progress reports. It is the designated U.S. institution's responsibility to provide disbursements (reimbursements) for its collaborating partner(s) in accordance with the agreed-upon activity schedule and budget.

Post-award Briefings

Partnership directors, and/or their designees, are required to participate in two post-award briefings. The first briefing, conducted in a virtual format, will review reporting, monitoring and evaluation requirements. The second briefing via a conference call will address general requirements of the award.

TraiNet Requirements

To comply with the Department of Homeland Security, U.S Citizenship and Immigration Services (USCIS), Department of State, and USAID regulations regarding tracking and monitoring of Exchange Visitors, foreign nationals whose costs are paid, fully or partially, using USAID program funds for training, non-training, and invitational travel must enter the U.S. on a J-1 visa (non-immigrant Exchange Visitor visa) sponsored by USAID, unless otherwise waived according to the procedure in ADS 252.3. J-2 visa applications for family members are not supported per USAID policy. USAID expects that all DS-2019 documents (paperwork needed for J-1 visas) and in-country or third country training be processed through the USAID Training, Results and Information Network (TraiNet) system. Institutions may not directly access the Student and Exchange Visitor Information System (SEVIS) to issue DS-2019 documents internally. Information regarding USAID sponsored J-1 visa requirements may be found online at the Participant Training website. Administrators must adhere to the regulations detailed under TraiNet, Visa Compliance System (VCS), the Student Exchange Visitor Information System (SEVIS), and USAID's Automated Directives System (ADS) 252-Visa Compliance for Exchange Visitors, and 253-Training for Development. U.S. institutions should allow at least 12 weeks for the processing of visas when planning activities in the United States.
TraiNet management requires a significant commitment of staff time and applicants are encouraged to take this into consideration when developing the program budget.

USAID Health and Accident Coverage (HAC) Insurance Program

The U.S. institution is responsible for enrolling each participant traveling to the United States or a third country in the official USAID Health and Accident Coverage (HAC) insurance program. Participants entering the United States on J-1 visas are required to obtain HAC from the official USAID vendor. Institutions may not use award funds to cover their own institutional HAC insurance. Click here for information on the USAID HAC insurance program. The cost of HAC for participants must be included in the budget.

Reporting

Awardees will be required to submit to HED:

- Financial reports are due quarterly to record expenditures for the following periods: Jan. 1-March 31, April 1-June 30, July 1-Sept. 30, and Oct. 1-Dec. 31;
- Semi-annual narrative progress reports for the following reporting periods may be sent via e-mail: April 1-Sept.30 and Oct. 1-March 30;
- Both financial reports and semi-annual progress reports are due within one-month after the corresponding reporting period closes: Jan. 31, April 30, July 31, and Oct. 31;
- A final narrative report (due 30 days after the conclusion of program activities); and
- Final financial reports (due no later than 90 days after the sub-agreement closing date).

Appendix B: CAFTA-DR Environmental Cooperation Conference Report

Trip Report
San José, Costa Rica
January 19-23, 2010

Travelers:
Roy Zimmermann, PhD
Jennifer Sisane

Report prepared by:
Jennifer Sisane

Dates:
January 19-23, 2010 Sisane
January 21-22, 2010 Zimmermann

Purpose:
To attend the CAFTA-DR Environmental Cooperation: Partnering for Environmental Protection and Sustainable Development conference and to meet with leadership from the Georgia State University/Universidad Iberoamericana/Universidad Paulo Freire/ Universidad Rafael Landívar higher education partnership funded under an Associate Award with USAID.

Partnership background:
Georgia State University (GSU), the Universidad Iberoamericana (UNIBE), the Universidad Rafael Landívar (URL) and the Universidad Paulo Freire (UPL) are collaborating to strengthen the teaching and implementation of environmental law in three Central America Free Trade Agreement-Dominican Republic (CAFTA-DR) partner countries, namely Guatemala, Nicaragua and the Dominican Republic. The partners will train future environmental law trainers in the partner countries in a four-part project that includes a thorough needs assessment, comprehensive environmental law workshops and the joint creation of and piloted implementation of an environmental law *diplomado* (certificate program). The partners also will create a training manual for the inter-disciplinary environmental law *diplomado* that will include clinical and internship/externship features that can be implemented regionally.

All of the activities will be developed with the intention to build capacity in the three partner countries and in the region by way of the Central American Environmental Law Network (known as "RUDA"). As the Nicaraguan partner institution is the regional seat of RUDA, it is well positioned to share information developed throughout the region upon the conclusion of the project. In each of the in country working sessions, the partners will consider carefully possibilities for developing international law capacity in the three partner countries as well as the region. In addition, the training manual and *diplomado* materials will contain both country specific and regionally relevant materials relating to environmental protection and management.

Anticipated outcomes include the following: 1) comprehensive review of environmental law curricula in three partner countries conducted; 2) organizational needs regarding environmental law across the full spectrum of society assessed; 3) eight to12 technical experts in areas germane to environmental law selected to serve as resource persons in each partner country; 4) 18 personnel, six from each partner country, selected and trained to serve as trainers in environmental law in their countries and across the region; 5) a 100 to 120-hour, practical, action-oriented *diplomado* in environmental law, staffed by newly trained trainers, instituted in each of the partner countries; 6) a jointly developed regional training manual for the environmental law *diplomado* produced; 7) *diplomado* objectives and content for nine workshops (three per country) refined, as appropriate; 8) an environmental law *diplomado* facilitated at the partner institutions, completed by 45 participants (15 from each country); 9) a series of 10 library and research lectures on electronic research implemented; 10) a six-week summer environmental legal clinic in Costa Rica (operated by the University of Florida) completed by six participants (two from each partner country); 11) a process established to make the manual and *diplomado* available to RUDA for replication in the region; and 12) an external evaluation conducted.

Outcomes of travel:
List of contacts follows

- Sisane met individually at length with each member of the leadership of the GSU-UNIBE-URL-UPL partnership represented at the conference about agreement procedures, mutual expectations and partnership progress.
- Zimmermann and Sisane met with the group to reinforce salient points emerging from the individual meetings and to learn more about the intricacies of the partnership's programmatic and logistical components.
- The GSU-UNIBE-URL-UPL partnership staffed a table at the CAFTA-DR partner fair at the conference to share information about the partnership and to network and seek new possibilities for synergies/expansion.
    - Partners collected contact information of interested parties to share progress and discuss future collaboration opportunities.
- Sisane, Crawford, Quintela and González met over lunch to discuss the Environment and Labor Excellence for CAFTA-DR work that Chemonics is contracted to perform under USAID.
    - Although there are some areas that might benefit from collaboration between the partnership and Chemonics, Zimmermann and Sisane cautioned the partners about possible copyright infringement and the need to properly credit the partnership, USAID and HED per branding and marking requirements.
- Sisane met with Fondriest with USAID/Nicaragua about the partnership and arranged a meeting for Crawford-Fondriest during Crawford's visit to Nicaragua in late January 2010.
- Sisane met separately with Rubey and Altamirano from the regional USAID office about the GSU-UNIBE-URL-UPL partnership and opened the possibility for their visits to partnership activities.
- Crawford and Sisane met with Guzmán and Mancilla from the CAFTA-DR Secretariat for Environmental Matters. They offered to fully fund their participation in the 9-week training program. This will expand the partnership reach to El Salvador and expand the scope in Guatemala. This opportunity is a direct result of participating in the conference.
- Sisane met with Wing from State regarding the GSU-UNIBE-URL-UPL partnership, the new CAFTA-DR website and how the CAFTA-DR website/collaboration model might be adapted for the TIES Community.
- GSU-UNIBE-URL-UPL partnership leadership appreciated the opportunity to meet in person with their partnership colleagues, learn more about how their partnership fits within the greater CAFTA-DR environment scheme, and network with key HED, USAID and State officials.

- Zimmermann and Sisane had the opportunity to reinforce the importance of this partnership with the partners, USAID and State representatives and provide key management guidance to the partners.

Comments from GSU-UNIBE-URL-UPL Partners about Experience

- "The conference was essential in several respects. First I gained a great deal of concrete information from key CAFTA-DR players, both from the US institutions (State, USAID, and government environmental contractors) as well from key environmental officials and regulators from the region. Second, I was able to cement contacts I made in my site visits conducted in the Fall in connection with the grant [specifically Beatriz de Pacheco, environmental compliance lawyer with the Guatemalan Ministry]." *Colin Crawford, GSU*
- "In short, the money was, from my perspective, very well spent in that it is sure to enhance the project's regional visibility and long-term success." *Colin Crawford, GSU*

Comments from Professor Dolores Sagrario, representing the law faculty at the Universidad Iberoamericana (UNIBE)—*translation provided by Colin Crawford*

  - "The meeting was extremely informative because it permitted us to make contacts with agencies, NGOs, officials and representatives of diverse areas that deal with environment within the CAFTA-DR framework;
  - For the Law School [at UNIBE], which is implementing a change in our curricular requirements [to require an environmental law course], the conference was a great opportunity to see the innovations we need to insert in our curriculum;
  - It was also enriching to learn about the different offices in Central America and the US, and the institutions that are doing projects, implementing laws and regional accords, empowering the community, and making great strides in all of these efforts;
  - This conference also has opened doors for UNIBE to engage in collaborative and cooperative projects, even in related areas like environmental engineering;
  - With respect to the capacity-building Project itself, it was good to get to know my colleagues Mara [Bocaletti, from the Universidad Rafael Landívar, in Guatemala] and Susy [Duriez, from the Universidad Paulo Freire in Managua], and to see their abilities (clearly quite strong), to get to know Jennifer Sisane, to answer her questions and ask some of her, and to get to know Roy Zimmermann..."

- Professor Mara Bocaletti, from the law faculty at the Universidad Rafael Landívar and Susy Duriez, vice rector of the Universidad Paulo Freire, expressed similar positive comments.
  - "I would hope that during the development of the current project [in environmental law capacity building] there exists the opportunity to realize other activities similar to the one realized [in Costa Rica], perhaps with even a greater emphasis in academic activities or with other universities or research training centers." *Mara Bocaletti, URL, translation by Colin Crawford*
  - "It was very interesting to make contacts with other project implementers who can assist us to have greater impact in our countries." *Susy Duriez, UPL, translation by Jennifer Sisane*

Post Conference Action Items Completed and Ongoing Items

- Sisane sent thank you notes electronically to all representatives met at the conference.
- Sisane and Zimmermann emphasized with Crawford the importance of RUDA participation.
- Requested a workshop schedule from the partnership and explore possibility of a Cornick/Sisane visit to the region—Crawford to provide schedule when available.
- Requested updates from Crawford and any follow-up with Chemonics representatives.
- Crawford provided an update on his follow-up meeting with Fondriest USAID/Nicaragua indicating it served as base for future contact and possible site visits.
- HED to consider guidance regarding copyright and collaboration issues (eg—Chemonics issue).

- TIES team following the CAFTA-DR website/collaboration site for possible adaptation for the TIES Community.
- Zimmermann following up with Orlando Gonzalez (EPA) for HED presentation.

Contacts

- Georgia State University—Dr. Colin Crawford
- Universidad Iberoamericana—Dra. Sagrario Féliz de Cochón
- Universidad Rafael Landívar—Mara L. Bacaletti F.MSc.
- Universidad Paulo Freire—Msc. Susy Annabell Duriez González
- USAID/Nicaragua—Steven Fondriest
- USAID/Regional—Dr. Lawrence Rubey
- USAID/Regional—Orlando Altamirano
- CAFTA-DR Secretariat for Environmental Matters—Jorge Maurcio Guzmán Valdez
- CAFTA-DR Secretariat for Environmental Matters—Mario Mancilla
- State—Roy Wing
- State—Aaron Spencer
- Chemonics—Carlos E. Quintela
- Chemonics—José Pablo González
- EPA – Orlando Gonzalez

Appendix C: Partnership Progress Report *October 2009-March 31, 2010*

Collaborative Partnerships Program

Semi-Annual Progress Report

Report Period
October 1, 2009 – March 31, 2010

Due April 30, 2010

INTRODUCTION

The information partnerships provide create the basis of HED's partnership results disseminated to the United States Agency for International Development (USAID), and the higher education community. USAID will use this information to report development results to the U.S. Congress. Your contribution of information is critical to the overall understanding of development and the future funding of such programs.

PARTNERSHIP INFORMATION

Partnership Title: Environmental Law Capacity Building Project CAFTA-DR

Development Area/Sector of Focus: Environmental Law Capacity Building in Latin America and the Caribbean

U.S. Partner Institution(s): Georgia State University

U.S. Partnership Director(s):
Name: Colin Crawford
Telephone: (404) 413-9158
E-mail: ccrawford@gsu.edu

Host Country(ies): Dominican Republic, Guatemala, Nicaragua

Host Country Partner Institution(s): Universidad Iberoamericana (Dominican Republic); Universidad Rafael Landívar (Guatemala); Universidad Paulo Freire (Nicaragua)

Host Country Partnership Director(s): There are not host country directors as such. There are, however, principal administrative contacts in each country and they are indicated below.

Dominican Republic
Name: Dra. Sagrario Cochon, Facultad de Derecho, Universisdad Iberoamericano, Santo Domingo
Telephone: 1- 809 689 4111 ext. 2028
E-mail: sagrariocochon@hotmail.com

Guatemala
Name: Lic. Gustavo Garcia Fong, Director, Instituto de Invesitgaciones Jurídicas, Universidad Rafael Landívar
Telephone: 011-(502) 2426-2626
E-mail: gagarcia@url.edu.gt

Nicaragua
Name: Dra. Susy Duriez González, Vice Rectora, Universidad Paulo Freire, Managua
Telephone: 011- (505) 2250-3850
E-mail: vicerectoria_general@upf.edu.ni

Partnership Web Site (if any)**:** There is no partnership website open to the general public. Course materials being developed are available on a password-protected basis for participants at a website hosted by Central Desktop (at centraldesktop.com); HED project advisors have received invitations to access the site.

Please mail or e-mail the completed report and any attachments to your primary contact at:

Higher Education for Development
1 Dupont Circle, NW, Suite 420
Washington, DC 20036-1110

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED **by the due date**. It is also the U.S. institution's responsibility to translate responses to English, as necessary.
- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.
- Please include as much information as necessary to answer the questions completely. Enter zeros when necessary. If any spaces are left blank, the report will be returned for completion.
- The U.S. institutional partner is required to enter information about all training activities for host country nationals that take place in the United States, the host country, or a third country into USAID's TraiNet system. The results of these progress reports will be compared with data the partnership has entered into TraiNet. For more information regarding TraiNet, please contact trainet-vcs@sraprod.com or 703-879-8611.

OVERVIEW OF PARTNERSHIP REPORTING REQUIREMENTS

Report Name	Period Covered	Date Due
Semi-Annual Progress Report	10/1 – 3/31	April 30
Semi-Annual Progress Report	4/1 – 9/30	October 15
Final report	Entire Award Period	30 days after sub-agreement end date

I. QUALITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – MARCH 31, 2010

1. Describe in bullet form the **major activities** for this partnership during the past six months (10/1/09-3/31/10).
   - Performed three week-long needs assessments in the target countries (Phase I of the four Phase project), by the Project Director Colin Crawford and Dr. Daniel Suman (Guatemala, Nicaragua) and Dr. Charles Venator Santiago (Dominican Republic);
   - Performed a follow-up week-long assessment by Professor Crawford concentrating on the Atlantic coast of Nicaragua:
   - Project representatives from all participant countries participated in a US AID environmental law and policy meeting for CAFTA-DR in San José, Costa Rica, in January 2010;
   - Conducted three-day long meeting of US-based facilitators in Atlanta, Georgia (at Georgia State University) in November, 2009, to finalize curricular planning;
   - Completed organizational structure and processes for entire project, including getting into place the administrative and communication structure with all participants, and creation of the project workspace (wiki) on Central Desktop;
   - Selected 18 participants from the three participant countries from over 59 applications (16 from the Dominican Republic; 27 from Guatemala; and 16 from Nicaragua) from a pool of highly qualified individuals; this selection process yielded a strong group representing at least four non-governmental organizations, two national ministries, 10 private universities and five public universities in the three partner countries; and
   - Delivered first workshop in Guatemala City, Guatemala, (constituting the beginning of Phase II of the Project) in the first week of March 2010 (administrative law and environmental law);
   - Finalized curriculum and organization for second workshop to be delivered in Cap Cana, Dominican Republic, in the final week of April 2010 (trade and environmental law);
   - Completed planning for third (international environmental law) and fourth (the environment as a human right) workshops in Antigua, Guatemala and Quetzaltenango, Guatemala, in the final week of May 2010 and the first week of June 2010, respectively; and
   - Selected participants to attend the University of Florida's Conservation Clinic (with the University of Costa Rica, in June-July, 2010.

2. For each of the **above activities**, describe the **results and/or outcomes** for each activity; answer in bullet form if appropriate.

   Respectively, the results were as follows:
   - Identified a wide range of university and other partners in each of the participant countries, to ensure the maximum diffusion of the materials to be developed by this project, including both private and public university participation and interest, as well as interest and involvement by the private and civil society sectors; as well as dramatic changes in the workshop themes and foci from the original proposal to the actual content to be delivered, based on the needs and requests communicated during the sit visits;
   - Familiarized representative from each of the participant countries with one another and with their respective institutions, to begin the process of creating a stronger region-wide network of environmental legal education, as well as familiarizing the parties with some of the principal actors in environmental law and policy throughout the region, including US AID and HED;

- Finalized the curriculum and teaching methods-based focus of the none one-week workshop curriculum;
- Created a solid administrative structure that resulted in the successful completion of two of nine workshops with participants from three countries and US-based facilitators (an administrative "to do" checklist is in preparation for all future workshops and will be completed in the summer 2010;
- Built a strong group of participants representing over 12 universities in the region, both public and private, as well as participants with constituencies among indigenous and other communities (such as Lottie Cunningham, Executive Director of the leading environmental non-profit on Nicaraguan's Northern Autonomous Region, based in Puerto Cabezas, Nicaragua), and representatives of major environmental law institutions in their country, which have their own training school's (such as Andrés Chalas, Environmental Attorney general for the Dominican Republic);
- Shared novel, non-formalist, applied teaching and learning techniques for the participants, which were well-received by them and are in the process of being collected together in written form for Phases III and IV of this Project, which begins in 2011.

(The last two items of the list in (1.) above are included within the previous bullet.

If helpful, instead of answering questions 1 and 2, you may use the following chart for reporting the activities and outcomes associated with specific partnership objectives. Please feel free to insert additional lines as needed.

ACTIVITY	OUTCOME
1.	1.
2.	2.
3.	3.
4.	4.

3. How are the above activities and outcomes reported in questions 1 and 2 benefiting and/or helping to strengthen the **institutional capacity** and the **human capacity** of the **host country higher education institution(s)**?

All of the above activities are designed to develop novel, applied, interactive teaching and learning techniques to help improve environmental law understanding and better compliance and performance in the three participant countries and throughout the region, with an aim not only to satisfying the RFA requirement of establishing an environmental law *diplomado* but with an eye to doing even more than that, specifically the possible creation of environmental law master's programs in each country.

4. How are the above activities and outcomes from this partnership benefiting and/or helping to strengthen the **capacity** to address **national development goals**?

As demonstrated by the strong interest of representatives not only from the universities in each country, both public and private, but also by representatives of the environment and trade ministries, there is growing awareness in each of the participant countries that environmental protection is necessary for long-term sound economic performance in the era of free trade under CAFTA-DR. The curriculum that is being developed by this project, therefore, is designed to be used not only in universities but to help educate a wide range of stakeholders, including community groups, non-university educational institutions, ministries including but not limited to environmental ministries, and other representatives of the public, civil and private sectors in each country.

5. How are these activities and outcomes benefiting the **U.S. higher education institution(s)?**

The team of US-based facilitators represents a range of institutions and is providing an opportunity for the US facilitators to interact with and share experiences with their counterparts across the Latin American and Caribbean (LAC) region. Although it is still early in the project, it is hoped that over the course of the project, these encounters will generate other collaborations and joint efforts including the US-based faculty.

6. Briefly describe the involvement of **other collaborating host country stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

   During the Phase I needs assessment, the technical specialists visited NGOs, CBOs, government agencies and educational institutions, as well as some larger private enterprises in the process of defining the curricular needs in environmental law throughout the LAC region. Their input was used to revise the curriculum. Copies of the notes taken by the technical specialists, indicating the parties with whom they spoke in each country for the three primary weeks were previously delivered to HED (the notes of Project Director Colin Crawford for the fourth week of needs assessment concentrating on Nicaragua's Atlantic Coast have not yet been transcribed but should be available for the next semi-annual progress report.)

7. Briefly describe the involvement of **other collaborating U.S. stakeholders** (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and **please list them**.

Not applicable except that it should be noted that, as a result of Project representation at US AID's January 2010 conference on environmental protection and CAFTA-DR, in Costa Rica, the CAFTA-DR Secretariat for Environmental Affairs offered to send, at their cost, their Executive Director, Jorge Guzman, and his principal assistant, Mario Mancilla, to participate in all workshops (both of them also give university classes in Guatemala, where they are based). Dr. Mancilla attended all of the first workshop in Guatemala although Dr. Guzman was unable to do so. As of this writing, they were informed that the Secretariat can no longer bear these costs and Project Director Crawford is in communication to try and permit at least one of them – probably Dr. Mancilla – to participate in future workshops. In addition, a second representative of the Guatemalan NGO CALAS (the first is participant Licda. Sandra Casteñeda), Juliana Turqui, was scheduled to attend workshops after the first one at the expense of a Swiss-based NGO, although they decided at the 11th hour not to send her. Finally, for the

second workshop, the Project made room for three additional Dominican participants, all of whom are employed by the Dominican Environment Ministry, SEMARENA, and all of whom also have university teaching responsibilities. To the extent the budget permits, the Project intends to continue making a few extra spaces for in-country participants.

8. What has been the partnership's **greatest success(es)** during the past six months?

The successful execution of the first workshop involving participants from four countries. This was, frankly, no small logistical feat. This report is written in the midst of the second workshop and we can report our satisfaction to see the development of exactly the kind of regional esprit de corps and cooperative curricular planning and design that the project was designed to create and further.

9. Please explain any **changes, obstacles, and/or delays** to the implementation of activities during the last six months (October 1, 2009 – March 31, 2010).

None. The Project is on schedule as described in the original proposal approved by HED/ US AID.

Please comment on how they were/will be addressed:

10. Outline your partnership's **planned activities** and an approximate timeline for the next six months.

In the next six months, it is anticipated that the following will accomplished:

- Two of the 18 participants will attend the University of Florida's Conservation Law Clinic for six weeks in the summer 2010 (only two of the 18 participants were able to do so in Summer 2010 although eight (8) possible positions were offered; they are both Dominicans affiliated with the Project's principal Dominican university partner; the smaller-than-hoped yield apparently resulted because despite the fact that the orientation materials indicated the contrary, most participants did not realize that English-language ability was a prerequisite of attendance);
- Deliver five more of the nine originally scheduled one-week long workshops, for a total of seven in 2010. This is two less than the nine originally scheduled to be offered in the second half of the project's first year. This change is necessitated by the fact that Project Director Colin Crawford is moving to Tulane University, where he will be Professor of Law and Executive Director of the Payson Center of International Development. On Thursday, April 22, 2010, Professor Crawford received word that Georgia State University would, subject to agreement from HED/ US AID, allow the grant to be transferred to Tulane. Tulane Law School asked Professor Crawford to delay the two workshops originally scheduled for the last two weeks of August 2010 since those are the first two weeks of Tulane's academic year. It is anticipated that they will be offered in January or February 2011;
- Transfer of the project to Tulane University as described in the previous bulleted item, subject to HED/ US AID agreement; and
- Prepare preliminary drafts of course materials for Phases III and IV of the Project, based on the work of the first four workshops.

11. Of these activities, please list which will provide good opportunities for USG visits.

    Workshops III and IV, in Guatemala in late May and early June 2010, provide excellent opportunities. Program Director Colin Crawford made this recommendation to Program Officer Jennifer Sisane who recommended that Professor Crawford contact US AID Regional Officer Orlando Altamirante with the recommendation that he try and attend some portion of one of these workshops and Professor Crawford has done so. However, any of the workshops would be ideal opportunities for visits. It should also be kept in mind that the workshops are, per the RFA, conducted entirely in Spanish.

12. Overall, activities for this partnership are:
    __x___on schedule
    _____ahead of schedule
    _____behind schedule

II. QUANTITATIVE PROGRAM INFORMATION FOR OCTOBER 1, 2009 – March 31, 2010

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **NB: To avoid double counting, report only NEW participant numbers for this reporting period.**

TABLE 1. Participant Information

Activities for Current Reporting Period	Number of New MALE Participants*					Number of New FEMALE Participants*					Location of Activity		Total NEW Participants this Reporting Period
	Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		Faculty, Admini-strators	Students		Others (Not Faculty or Admin)		United States	Host Country	
		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over		25 yrs & under	26 yrs & over	25 yrs & under	26 yrs & over			
1) Number of HCNs receiving USG scholarships (including cost-share scholarships)	0	0	0	0	0	0	0	0	0	0	--	--	0
2) Number of US participants receiving USG scholarships (including cost-share scholarships)	0	0	0	0	0	0	0	0	0	0	--	--	0
Description of scholarships:													

3) Number of HCNs **completing USG-funded** exchanges **(including cost-share exchanges)**	1	0	8	0	0	0	0	10	0	0	--	**Guatemala**	18
4) Number of US participants **completing USG-funded** exchanges **(including cost-share exchanges)**	6	0	0	0	0	3	1	1	0	0	**N/A**	US	11
Description of exchanges:													
5) Number of **HCNs** participating in partnership-related **internships**	0	0	0	0	0	0	0	0	0	0	--	--	0
6) Number of US individuals participating in partnership-related **internships**	0	0	0	0	0	0	0	0	0	0	--	--	0
Description of internships:													

7) Number of HCNs receiving non-degree training – workshops, seminars, special classes (not exchanges, not internships, not certificate programs)	0	0	8	0	0	0	0	10	0	0	--	**Guatemala**	18
Description of non-degree training: one-week workshop in administrative law and environmental protection, offered in Guatemala City, Guatemala													

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and over)

TABLE 2. Formal Training (including degrees and certificate training)

Please provide appropriate numbers to support the following activities for the reporting period (10/1/09-3/31/10). See **Progress Report Glossary** for definitions. Please note that a participant/recipient involved in mutually exclusive activities should be counted for each activity. **To avoid double counting, report only NEW participant numbers for this reporting period.**

FORMAL PROGRAM	Location of Training		Number of New MALE Participants*		Number of New FEMALE Participants*		Degrees, Certificates, & Diplomados Awarded this Reporting Period			
							MEN		WOMEN	
	United States	Host Country	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over	25 yrs. & under	26 yrs. & over
Certificate/ Diplomado (formal non-degree training)	NA	Guatemala and Dominican Republic	0	8	0	0	**0**	**0**	**0**	**0**
Baccalaureate	NA		0	0	0	0	**0**	**0**	**0**	**0**
Masters	NA NA	NA NA	0	0	0	0	0	0	0	0
Doctorate	NA	NA	0	0	0	0	0	0	0	0
Dual Degrees [1]	NA	NA	0	0	0	0	0	0	0	0
Joint Degrees [1]	NA	NA	0	0	0	0	0	0	0	0

Describe **training** programs: non-degree granting workshops in environmental law to build capacity in the teaching of environmental law in the LAC region. Participants will eventually receive a certificate.

[1] Describe types of degrees:

*U.S. government reports often require participants to be described by gender (male or female) and by ***estimated*** age: youth (25 years and under) or adult (26 years and older)

TABLE 3. Leveraged Contributions Made this Reporting Period (10/1/2009-3/31/2010).

CONTRIBUTIONS	Name of Contributor	Description of Contribution	Estimated Dollar Value of Contribution
Other leveraged contributions not reported as official or proposed **cost share**. (See Glossary for definitions.)	All 18 participants	All are full-time employees of agencies, universities and NGOS and lost a week of work time to participate in workshops.	$9,000.00

TABLE 4. Institutional Capacity Strengthening Activities

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefiting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Host Country Institution(s)			U.S. Institution(s)		
	Yes	No	Description	Yes	No	Description
Adapted/changed/created new curricula	X		In process, as described above			
Improved methods of instruction	X		In process, as described above			
Undertook collaborative research		X				
Prepared collaborative publications	X		In process, as described above			
Established new academic programs	X		In process, as described above			
Improved institutional governance		X				
Improved institutional management procedures		X				
Other institutional strengthening:						

TABLE 5.Improved Institutional Capacity to Address Local, Regional, and National Development Goals

Please mark (X) if your partnership was engaged in the following **capacity strengthening** activities benefitting the host country and U.S. institution(s) during this reporting period (10/1/09-3/31/10). Describe briefly.

ACTIVITY	Yes	No	Description
Promoted workforce development		X	
Involved in community outreach (knowledge to the people) – oral and/or written		X	
Informed policy at local, community, and/or national levels		X	
Worked with government agencies, NGOs, and/or private sector groups	X		Phase I meetings to assess existing institutional capacity in LAC region in environmental law.
Promoted economic growth		X	
Promoted democracy and good governance		X	
Worked to improve host country health		X	
Promoted environmental protection/preservation	X		Performed needs assessment of LAC regional environmental law capacity, selected workshop particpants and delivered two of nine one-week workshops on environmental law and CAFTA DR
Other work toward development goals:			

III. PARTNERSHIP PROFILE, SUCCESS, AND DISSEMINATION

1. In approximately one page or less, please provide an executive summary of your higher education partnership, as described in the partnership sub-agreement. This profile piece will provide us with valuable information for reports to USAID and to the higher education community—critical material for verbal discussions, printed reports, and on-line publications. The profile should include:

   - Key **development issue(s)** being addressed;
   - Overall **objective(s)** for the partnership;
   - Primary **activities** of the partnership;
   - **Outcomes** this fiscal year.

The Latin America and Caribbean (LAC) region does not lack for sufficient, and sometimes even extraordinarily detailed and admirable environmental and natural resource management laws and regulations. In many cases, throughout the LAC region, the institutional structures for enforcing environmental laws and regulations have improved and been strengthened remarkably in recent years. Nonetheless, there continues to be limited enforcement of a wide range of environmental laws and regulations. This partnership aims to address that problem by capacity building in environmental law throughout the region, beginning with the partnership's three host countries: the Dominican Republic, Guatemala and Nicaragua. Through a series of workshops for teachers from private and public universities as well as for environmental prosecutors and non-governmental organization leaders, the aim is to provide university level law professors and similar professionals with concrete, applied teaching and learning techniques designed to break with the formalism typical of legal education throughout the LAC region. The partnership thus provides a vehicle to create a highly applied environmental law curriculum that will subsequently be implemented in the host countries and offered in them and, it is hoped, throughout the region. The initial hope – to begin in 2011 – is to implement this curriculum as a *diplomado* in the host countries and then perhaps to expand it as a master's in environmental law, since master's degrees have greater respect and credibility throughout the LAC region. In the process, the partnership aims to strengthen the University Network of Environmental Law (RUDA), and through RUDA to make the adaptable curriculum available to other constituencies, from judges and prosecutors to environmental professionals, community and school groups. In 2009-2010, the partnership put its organizational structure into place, selected the six participants from each country (for 18 total), conducted four weeks of needs assessments within the three host countries, shared the information of these needs assessments in a curricular review and design meeting with US-based technical experts, delivered the first of nine week-long workshops and finalized the schedule and curriculum for the next three workshops and first clinical experience by two of the 18 participants.

2. Include one or two well-crafted **success stories** related to your partnership (see attached success story outline as a guide).

3. How has information about your partnership been disseminated during this reporting period?

Although the partnership completed its preliminary stage only in this period, it has been featured in the bulletins of all of the host country principal university partners. During an October 2009 needs assessment visit, technical experts Crawford and Venator Santiago were interviewed for a half hour on a public access television channel in Santo Domingo on a program devoted to environmental affairs.

If appropriate, please provide HED with samples of the following as attachments to this report:

- Photographs (enclose prints or a CD-rom with high resolution images);
- Articles publishes in the campus, local, national, or international media;
- Papers published or presented;
- Features in any other media.

Please note that any photos submitted are intended to be used for USG publicity materials. USAID and HED reserve the right to use these images in its fact sheets, success stories, presentations, website, and other outreach materials. Please include a caption and photo credit information with the images.

4. We invite you to share any additional information or comments about your partnership.

THANK YOU FOR YOUR COOPERATION!

Glossary of Terms

Capacity:
Usually considered mental and/or physical ability to produce and/or perform; learning, improving;

> **Human Capacity Strengthening** focuses on the development of people's knowledge and skills, not things. Helping people identify what they would like to see changed, learn new skills to achieve what they believe is most important.
>
> **Institutional Capacity Strengthening** focuses on institutional changes that will improve the operation of the institution and its ability to provide quality higher education.

Community Institutions/Stakeholders:

Examples

- Government agencies and ministries
- Private for profit groups/businesses
- Not-for-profit, non-government agencies (NGO)

Cost Share Contributions:
Cash and in-kind contributions that are: (1) verifiable from the applicant's records (i.e., auditable); (2) not included as contributions for any other federally-assisted program; (3) reasonable for the accomplishment of partnership objectives; and (4) not paid by the federal government under another grant.

Degree Training:
A learning activity taking place in the U.S., host country, or a third country, which may eventually result in a bachelor, master or doctoral degree, conferred by a higher education institution.

> **Formal Non-Degree Training:** certificate, diplomado, specialization
>
> **Non-Degree Training:** A learning activity taking place in the U.S., a third country, or in-country in a setting predominantly intended for teaching or imparting knowledge and information to the participants with designated instructors or lead persons, learning objectives, and outcomes, conducted fulltime or intermittently.
>
> The transfer of knowledge, skills, or attitudes (KSAs) through structured learning and follow-up activities, or through less structured means, to solve problems or fill identified performance gaps. Non-degree training can consist of short- or long-term technical courses in academic or in other settings, non-academic seminars, workshops, on-the-job learning experiences, observational study tours, or distance learning exercises or interventions. Non-degree training may also include printed educational materials.

Double Counting:
Something to be avoided when reporting numbers of participants or recipients taking part in partnership activities. A participant/recipient can be counted and reported only once each year even though the person is still participating each reporting period. If the person is involved in mutually exclusive activities, then he/she can be counted once a year for each activity. *At the end of the year, we add together numbers from the semi-annual reports. Thus it is important that individuals are reported only once a year for each activity.*

Dual Degree Program:
An academic program in which an individual receives a degree from each institution (host country and U.S.) for academic work completed at both institutions. The work may be completed on campus or via distance education.

> **Joint Degree Program:** An academic program in which an individual receives one degree (with both institutions named on the diploma) for academic work completed at host country and U.S. institutions. The work may be completed on campus or via distance education.

Exchange:
An institutional visit by a representative from a **HCN** or a U.S. institution for partnership related activities (excluding scholarships and internships).

HCN:
A Host Country National may be an individual or institution in a partnership.

Internship:
This service learning activity complements a participant's academic study, training or research and may take place in the U.S., a third country, or in-country. It is not defined as training.

Leveraged Contributions:
Additional financial or in-kind donations made as a result of an HED partnership beyond the originally agreed-upon cost-share; often only an estimated value available.

Objective:
An objective answers two questions: (1) What activity will occur?; and (2) What is expected as the outcome or change as a result of this activity?

> *Example:*
> University partnership faculty from the United States and Mexico will recruit and train eight long-term degree scholarship recipients for graduate degrees in natural resource management (NRM) resulting in at least six of the recipients returning to full-time teaching positions in a newly established NRM program at Universidad de Vásquez.
>
> **Activity:**
> Something that happens or is done
>
> **Outcome/Result:**
> An effect or an expected change as a consequence of an activity

Scholarship:
Funding for host country national participants for one or more semesters in the United States, in a host country university or in a third country. It may include specialty training and/or sabbaticals. Scholarships may be funded by the partner institution(s), the private or public sectors, and/or U.S. government.

Workforce Development Programs:
Workforce development programs include technical and vocational education programs and workforce readiness programs.

Examples:

- Delivering adult education, basic skills training, and/or high school equivalency programs;
- Delivering vocational education programs for youth.
- Connecting individuals with job search training and skills training through one-stop centers;
- Linking intermediary organizations, such as the Chamber of Commerce, in school- to-work partnerships.
- Offering employee development, career development, and organization development programs