



HIGHER EDUCATION FOR DEVELOPMENT (HED)

Knowledge, Partnership, Results

SEMI-ANNUAL REPORT

To: The U.S. Agency for International Development

For: April 1, 2010 – September 30, 2010



December 2010

Prepared by:

Jane S. Gore, Ph.D., Director, Reporting and Assessment

jgore@HEDprogram.org

with

Meena Nabavi, Program Associate

mnabavi@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.

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



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

One Dupont Circle NW, Suite 420 • Washington, DC 20036-1110 • Telephone (202) 243-7680 • Fax (202) 637-2084
E-mail: HED@HEDprogram.org • www.HEDprogram.org

December 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 Agreement AEG-A-00-05-00007-00 with the U.S. Agency for International Development (USAID); and Associate Agreements with:

USAID/Burundi, EDH-A-00-08-00028-00
USAID/DCHA/DG/EPP, EDH-A-00-09-00001-00
USAID/EGAT/NRM, EPP-A-00-09-00005-00
USAID/Egypt, 263-A-008-00027-00
USAID/Egypt, EDH-A-00-08-00013-00
USAID/Guyana, EDH-A-00-08-00008-00
USAID/Haiti, 521-A-00-06-00001099
USAID/Jordan, EDH-A-00-08-00018-00
USAID/LAC, EDH-A-00-08-00029-00
USAID/Mexico, 523-A-00-06-00009-00
USAID/OMEP 263-A-00-09-00011-00
USAID/South Africa, EDH-A-00-08-00016-00

Also submitted separately are **10** closeout reports received during this reporting period.

During this six-month period, HED managed **68** active partnerships involving **68** host-country tertiary institutions in **29** countries and **52** 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,

A handwritten signature in black ink that reads 'Tully R. Cornick'.

Tully R. Cornick
Executive Director

TABLE OF CONTENTS

	Page
Executive Summary	1
HED and Staff Information	7
HED Board	8
Activity During this Reporting Period	9
Partnerships Ending During this Reporting Period	9
Quantitative Information	10
Description of Active Partnerships	10
Results of Human Capacity Building	11
Results of Institutional Strengthening	12
Results of Reported Partnership Value to U.S. Partners	14
Qualitative Information – Active Partnerships by Associate Awards	22
U.S.-Mexico Training, Internships, Exchanges, and Scholarships (TIES) Program	23
U.S.-Haiti Higher Education Partnership Program	25
USAID/Egypt EMBA Partnership	26
USAID/Jordan Partnership	27
USAID/OMEP in Algeria	28
USAID/Egypt Partnership	29
USAID/Guyana Partnership	30
USAID/Burundi Partnership	31
USAID/LAC Partnership	32
USAID/South Africa Partnership Program	33
Political Parties Initiative	35
USAID/EGAT/NRM Water	36
Partnerships Managed under the Leader Cooperative Agreement	38
Middle East Partnership Initiative (MEPI)	40
Broader Middle East and North Africa (BMENA I)	40
Broader Middle East and North Africa (BMENA II)	41
Civic Education Partnership Initiative (CEPI)	42
Leadership Initiative for Public Health in East Africa (LIPHEA)	43
JOBS (Job Opportunities for Business Scale-Up)	45
HED Competitions and Partnership Planning.....	46

Description of U.S. Institutions Responding to RFAs	46
Applications Received During this Reporting Period	46
Technical and Advisory Services	47
Bi-National Exchange, United States—Brazil	47
Africa-U.S. Higher Education Initiative	48
Introduction	48
Review of 13 Strategic Plans	48
11 Recommended Partnerships	48
Financial Expenditures for the 33 Planning Grants	50
Other Africa Initiative Activities	51
Monitoring, Evaluation, and Reporting	55
Portfolio Reviews	55
Monitoring Visits to Host Country Partnership Sites During this Reporting Period	56
Impact Assessment of Eight TIES Partnerships	65
Background	65
Information Collection Methods	65
Site Visit Locations.....	67
Summary of Information from Eight U.S. Partners in Preparation for the Roundtable Discussion	67
Communications and Outreach	69
Website Redesign	69
Promoting RFAs and Award Announcements	69
Stakeholder Outreach	69
Media Outreach	70
Publications	70
Presentations, Meetings, and Events	70

Tables

Table 1: HED Active Associate Award Agreements.....	4
Table 2: 11 Africa Initiative Partnerships Recommended for Funding	5
Table 3: HED Active Partnerships, by USAID Program Areas	10
Table 4: HED/USAID Partnership Cost Share, by Cooperative Agreement	11
Table 5: Human Capacity Building, by Degrees/Certificates Awarded	12
Table 6: Human Capacity Building, by Type of Non-Degree Training	12
Table 7: Institutional Strengthening Activities by Region	13
Table 8: Improved Institutional Capacity to Address Development Goals by Region	14
Table 9: Higher Education Partnership Benefits to U.S. Partners	15

Table 10: Active Partnerships, By Region	16
Table 11: Active Partnerships, By U.S. Institution Type and Higher Education Association Membership	19
Table 12: List of Active HED Partnerships, By U.S. Institutions and Higher Education Association Membership	20
Table 13: Active Partnerships by U.S. Congressional District	21
Table 14: Associate Awards Managed under the Leader Cooperative Agreement	22
Table 15: Partnerships Managed under the Leader Cooperative Agreement	38
Table 16: Requests for Applications During This Reporting Period	46
Table 17: Number of U.S. Institutions Applying for Partnerships, By Association Membership, Academic Area, and Institution Type	46
Table 18: Number of U.S. Institutions Responding to RFAs by Minority-Serving Status and International Development Area	47
Table 19: Eleven Africa Initiative Partnerships by Higher Education Association Memberships and Congressional Districts.....	49
Table 20: USAID Missions Visited by HED/APLU Team in 2010	50
Table 21: Financial Expenditures for the 33 Planning Grants	50
Table 22: First Group of 20 Africa Initiative Planning Grant Awards	53
Table 23: Second Group of 13 Africa Initiative Planning Grant Awards	54
Table 24: Number of Partnerships Reported Per Program Associate.....	56

Appendices

Appendix A: List of Partnership Closeout Reports	71
1. University of North Texas - Universidad Autónoma de Guadalajara	
2. University of Georgia – Universidad Pedagógica Veracruzana	
3. Michigan State University - Universidad Autónoma Chapingo	
4. University of Texas, Austin - Instituto Tecnológico Autónomo de México	
5. University of Texas, El Paso - Tecnológico de Monterrey	
6. Maryville University - Moroccan Center for Civic Education/Hassan II University	
7. Hillsborough Community College - Nelson Mandela Metropolitan University	
8. University of Denver - Tbilisi State University	
9. Ohio State University - Indonesia University of Education	
10. Georgia State University - Universidad Iberoamericana/Universidad Rafael Landívar/Univ Paulo Freire	
Appendix B: Select Publicity Materials	72

Success Stories

1. **Combating Obesity and Diabetes in Tlaxcala**
California State University Fullerton/Universidad Autónoma de Tlaxcala
2. **Research Leads to More Fruitful Opportunities in Albanian Agribusiness**
University of Hawai'i/Agriculture University of Tirana, Albania
3. **Haitian Student Receives Scholarship to Pursue Master's Degree**
Virginia Polytechnic and State University/L'Ecole Supérieure d'Infotronique d'Haiti
4. **HED Partnership in South Africa Leverages Government Funding to Train 400 Math Teacher**
University at Buffalo, The State of New York University/University of KwaZulu-Natal

News Articles

1. **University of Pittsburgh:** Telecommunications Lab Opens at University of Pristina, Kosovo
2. **Quad-Cities Online:** EICCD Receives Grant for Work in Jordan
3. **US Fed News:** Eastern Iowa Community College District to Work with Jordanian College (BMENA- U.S. Community Colleges Small Grants Initiative)
4. **The Racine Post:** Gateway to Train Students in Morocco
5. **Inside Higher Ed:** The 'Community College' Internationally
6. **Finance2business.com:** EICCD Receives Grant for Work in Jordan (BMENA- U.S. Community Colleges Small Grants Initiative)
7. **Tenders Info:** Africa-U.S. Higher Education Initiative; EICCD receives grant for work in Jordan (BMENA- U.S. Community Colleges Small Grants Initiative)
8. **Community College Times:** U.S., Middle East/North Africa Colleges Partner on Workforce Development
9. **University of Southern Maine Blog:** USM Receives Major Grant Allowing for Collaboration with United Arab Emirates Universities
10. **Guyana Chronicle:** Two-Week Journalism Workshop Opens Tomorrow University of Guyana/Ohio University partnership
11. **Stabroek News (Guyana):** Local Journalists Benefit from Two-Week Training Workshop
12. **Guyana Chronicle:** UG/Ohio University Workshop Helps Sharpen Local Journalists' Skills
13. **Virginia Tech News:** Google Awards Full Scholarships to Haitian Computer Science Students
14. **Targeted News Service; US Fed News:** Google Awards Full Scholarships to Haitian Computer Science Students
15. **Maddux NewsWire:** University Mentouri Constantine Preparing to Establish Algeria's First Career Center
16. **University of South Florida News:** USF Career Center Hosts Algerian Counterparts
17. **William Davidson Institute at Michigan University News:** Algerian Team Completes Two-Week Training
18. **University of Connecticut:** Faculty Helping Ethiopia Develop Water Infrastructure

19. **The Chronicle of Higher Education:** New Multimillion-Dollar Grants Go to U.S. and African Universities
20. **USAID/Washington:** Africa-U.S. Higher Education Initiative
21. **APLU.org:** Africa-U.S. Higher Education Initiative
22. **Medical News Today:** Africa-U.S. Higher Education Initiative
23. **Inside Higher Ed:** Into Africa
24. **Brain Track:** Africa-U.S. Higher Education Initiative
25. **Justiceinmexico.org:** Mexicali Lawyers Begin Oral Advocacy Training Program
26. **Sudan Catholic Radio:** Catholic University of Sudan Selected to Partner with USAID
27. **Michigan State University:** MSU, Lincoln University, and Malawi Partnership Awarded USAID Grant to Build Capacities in Ecosystem Services
28. **University World News:** Africa-U.S. Higher Education Initiative
29. **North Dakota State University:** NDSU, African University Awarded \$1.1 Million Grant
30. **Michigan State University:** MSU Partnership to Develop African Ecosystem Services
31. **Targeted News Service:** NDSU Awarded \$1.1 Million Grant for Partnership with African University to Research Global Pandemic Disease and Food Security
32. **Syracuse University:** USAID Partnership Program Provides Funding to School of Education for Quality Teaching Education Collaboration with Kenyatta University
33. **States News Service:** USAID Partnership Program Provides Funding to School of Education for Quality Teaching Education Collaboration with Kenyatta University
34. **ILRI Clippings:** *News on Livestock and Development:* Makerere-North Dakota to Tackle Zoonoses and Vector Borne Diseases in Eastern and Central Africa
35. **US Fed News:** North Dakota State University, African University Awarded \$1.1 Million Grant
36. **The Daily Orange:** Grants Boost Partnership Between School of Education, Kenyan University
37. **The BeefSite.com:** Tackling Development Challenges Across Africa
38. **States News Service:** UConn Team Awarded USAID/HED FUNDS to Help Improve Water Resource Management in Ethiopia
39. **William Davidson Institute at Michigan University News:** U. of Johannesburg Faculty Visit UM
40. **US Fed News:** Developing Capacity in Ethiopia
41. **Today at Brown (University):** Brown ‘Twins’ University of Ghana to advance HIV/AIDS Medical Education
42. **University of Connecticut:** UConn Team Awarded USAID/HED Funds

ACRONYMS

AA	Associate Award
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
BMENA	Broader Middle East and North Africa
CC	Career Center
CEPI	Civic Education Partnership Initiative
CONACYT	Consejo Nacional de Ciencia y Tecnología
CDC	Centers for Disease Control and Prevention
D&G	Democracy and Governance
DCHA	Bureau for Democracy, Conflict, and Humanitarian Assistance
EGAT	Bureau for Economic Growth, Agriculture and Trade
EMBA	Executive Master in Business Administration
FAO	Food and Agricultural Organization of the United Nations
HBCU	Historically Black Colleges and Universities
HCN	Host Country National
HEALTH	Higher Education Alliance for Leadership Through Health
HED	Higher Education for Development
HEI	Higher Education Institutions
HSI	Hispanic-Serving Institutions
ICT	Information and Communications Technology
JOBS	Job Opportunities for Business Scale-Up
LAC	Latin America and the Caribbean
LIPHEA	Leadership Initiative for Public Health in East Africa
MCC	Millennium Challenge Corporation
MENA	Middle East and North Africa
MEPI	Middle East Partnership Initiative
MoU	Memorandum of Understanding
MSPI	Minority Serving Postsecondary Institutions
NAICU	National Association of Independent Colleges and Universities

NGO	Non-Government Organization
NRM	Natural Resource Management
OMEF	Office of Middle East Programs
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
WID	Women in Development

EXECUTIVE SUMMARY

HED-USAID Semi-Annual Report: April 1, 2010 through September 30, 2010

During this reporting period, HED managed **68** active higher education partnerships in **29** countries involving **52** U.S. and **68** host-country institutions of post secondary education. Twenty-four (35%) of the partnerships are located in Mexico as part of the Training, Internships, Exchanges, and Scholarships (TIES) program; five (7%) 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 39 (59%) partnerships are located in Asia, Sub-Saharan Africa, Latin America and the Caribbean, Eastern Europe and Eurasia, and the Middle East and are funded by USAID Bureaus and Missions including EGAT/ED, EGAT/NRM, DCHA/DG and the Bureau for Global Health.

In June 2010, a modification to the Leader Cooperative Agreement (LWA AEG-A-00-05-00007-00) provided an extension to the period of performance to September 30, 2015.

ACTIVE PARTNERSHIPS BY USAID PROGRAM AREAS

April 1, 2010 through September 30, 2010

# of Active Partnerships	# of U.S. Institutions	# of Host-Country Institutions	# of Countries	Number of Partnerships by Focus		
				Number	Percent	
68	52	68	29	Environment	15	22%
				Ag/Ag Business/Animal Science	4	6%
				Pop/Heath/Nutrition/HIV/AIDS	5	7%
				Economic Dev./Business	16	24%
				D&G/Public Policy/Journalism	13	19%
				Education	6	9%
				ICT/Distance Education	2	3%
				Workforce/Entrepreneur Dev.	7	10%
				TOTAL	68	100%

During the reporting period, HED had active partnerships in all of USAID's world areas. There were 14 higher education partners in nine Sub-Saharan **African** countries. In the **Latin America and the Caribbean** region, HED had four active partnerships in Haiti, 24 active partnerships in Mexico, one consortium in three Central American countries, and one active partnership each in Guyana, Paraguay and Peru. In the **Middle East and North Africa**, there were four active partnerships in Jordan, three in Egypt, two in the United Arab Emirates, two in Morocco, as well as partnerships in Algeria, Libya and Qatar. In **Europe and Eurasia**, there were three partnerships in Kosovo, one in Albania, and one in the Republic of Georgia. In **Asia**, HED had active partnerships in Indonesia, Nepal and Pakistan.

The 52 U.S. partner universities represent a cross-section of American higher education:

- 5 two-year institutions;
- 47 four-year institutions;
- 36 public institutions;
- 16 private institutions;
- Each a member of at least one of the six U.S. higher education associations; and
- 4 institutions focused on minority serving populations

These U.S. colleges and universities are located in 44 congressional districts in 26 states.

The primary goals for the higher education partnerships are to strengthen higher education institutions in developing nations, 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 **153** examples of host country 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 **165** 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.

- **9** Baccalaureate degrees were awarded;
- **52** Master's degrees were completed;
- **119** diplomas or certificates were earned;
- **97** exchanges and internships were conducted; and
- **4,124** 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:

- **37** faculty and student exchanges to host countries;
- **29** opportunities for joint research;
- **18** collaborative publications;
- **14** examples of enhanced U.S. campus diversity;
- **36** examples of expanded faculty knowledge and capabilities related to international issues;
- **16** revised courses to include new ideas and perspectives related to internationalization;
- **9** instances describing global academic links; and
- **25** reports about exposing students and U.S. communities to new perspectives and ideas.

Program development continued under the **Job Opportunity for Business Scale-Up (JOBS) Initiative**, a collaboration with USAID/EGAT/ED and USAID Missions focusing on education, training, and support for employment of at-risk youth. Specifically the initiative supports strengthening the capacity of tertiary education to train and advise entrepreneurs for small business development resulting in employment creation at the local level.

During this reporting period, two JOBS RFAs were issued. The first was developed with the USAID Mission in Barbados, USAID/EGAT/ED, and HED for a higher education partnership with the Cave Hill School of Business (CHSB) at the University of the West Indies. CHSB played a very active role in relating the objectives of JOBS to its own institutional mission and shaping the RFA in an effort which can be considered a "best practice" in program design. The Barbados JOBS RFA was released in May and six applications were received on September 24, for a four-year partnership award which is expected to begin implementation in early 2011.

The second RFA, for a JOBS Mexico partnership in Tijuana, Mexico, focused on at-risk youth and addressed a priority of the Mexico Mission (Pillar IV of the Merida Initiative, a strategy to strengthen communities by creating a culture of lawfulness and undercutting the lure and power of drug trafficking organizations by implementing job creation programs, engaging youth in their communities, expanding social safety nets, and building community confidence in public institutions). The RFA was released in August for a higher education partnership which is expected to begin implementation in the first quarter of 2011.

During the reporting period, Jennifer Sisane and Carol Robles of HED and Gary Bittner of USAID/EGAT/ED traveled to Jamaica to confer with USAID/Jamaica on a Jamaica JOBS Associate Award and higher education partnership with the University of the West Indies. A draft program description is under review by the Mission.

Four new partnerships began activities during the reporting period under the auspices of the U.S. Department of State's Middle East Partnership Initiative (MEPI) supporting two-year colleges in the BMENA region:

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

In addition to these new awards, HED initiated the Broader Middle East and North Africa – U.S. Community College Entrepreneurship Proposal Development Grants (BMENA II) program, releasing an RFA in July 2010. This initiative to support vocational and technical institutions in the BMENA region in collaboration with U.S. community and technical/vocational colleges will award grants of up to \$60,000. These grants will allow partners to develop proposals for long-term partnerships to strengthen the capacity of the BMENA partner institutions to support and promote entrepreneurship. USAID/EGAT/ED will consider recommendations for funding the highest quality proposals from this process.

HED conducted a general online information session in August 2010 and three regional online information sessions in September 2010 which had a robust response from the U.S. and BMENA countries. Representatives from the U.S. Department of Education, the U.S. Department of State, and USAID participated in the sessions.

During this reporting period, a substantial percentage of HED's program activity was managed through Associate Awards. Of the 68 active partnerships during the reporting period, 41 were funded and managed through 12 Associate Awards. (See Table 1)

Table 1
HED ACTIVE ASSOCIATE AWARD AGREEMENTS

Associate Awards under Cooperative Agreement AEG-A-00-05-0007-00 Active As of September 30, 2010			Period of Performance	Ceiling Amount	Obligated to HED as of Sept 30, 2010
523-A-00-06-00009-00 USAID/Mexico	Training, Internships, Exchanges and Scholarships (TIES)	A total of 49 awards are to be funded through the TIES Associate Award. A new RFA was planned for Spring 2011.	09/30/05-09/28/15	20,200,605	14,093,764
521-A-00-07-00006-00 USAID/Haiti	U.S.-Haiti Higher Education Partnership Program	Four higher education partnerships focus on workforce development and critical skills for economic development (accounting, computer technology, business and entrepreneurship, and agribusiness).	06/06/07-09/30/12	2,333,348	2,333,348
263-A-00-08-00027-00 USAID/Egypt	Alexandria, Egypt, Executive MBA Partnership	This partnership is focused on improving and expanding the Executive MBA program.	05/05/08-09/30/11	1,908,724	1,908,724
EDH-A-00-08-00008-00 EGAT/ED & USAID/Guyana	Guyana (Journalism)	This partnership will improve the teaching of journalism in Guyana.	09/12/08-03/11/12	422,735	422,735
EDH-A-00-08-00013-00 EGAT/ED and USAID/Egypt	Cairo University Egypt (Economics)	This higher education partnership is focused on increasing the capacity of the Cairo University Department of Economics and Political Science to serve as a resource for policy formation in the nation and the region.	09/12/08-03/11/12	549,338	449,338
EDH-A-00-08-00018-00 EGAT/ED and USAID/Jordan	Jordan (Early Childhood Education)	This partnership focuses on early childhood education and the training of teachers through the University of Jordan.	09/24/08-03/23/12	604,603	504,603
EDH-A-00-08-00028-00 EGAT/ED and USAID/Burundi	Burundi (Agribusiness)	This partnership will build the capacity of Ngozi University to serve as a resource for rural small farmers for sustainable agribusiness.	09/26/08-03/25/12	613,394	613,394
EDH-A-00-08-0029-00 EGAT/ED and USAID/LAC Bureau	CAFTA/DR (Environmental Law in Nicaragua, Guatemala, and the Dominican Republic)	This four-country partnership will enable law schools in Central America to build capacity to enforce environmental laws, both nationally and regionally.	09/29/08-09/28/12	900,893	669,400
EDH-A-00-09-00001-00 USAID/ DCHA/ DG/ EPP	Associate Award for Assessment of Political Parties Support	The University of Pittsburgh is conducting an evaluation of USAID political party strengthening programs worldwide at the direction of DCHA/DG/EPP.	10/01/08-03/31/11	998,481	550,000
EDH-A-00-08-00016-00 EGAT/ED and USAID/South Africa	South Africa (Mathematics Education, Tourism and Transport)	These three partnerships focus on workforce development (tourism and transportation), and improving the capacity of disadvantaged and minority teachers to teach mathematics.	09/24/08-03/23/12	868,780	868,780
263-A-00-09-00011-00 USAID/Egypt/OMEP and Department of State/Algiers	Algeria Career Center for Workforce Development	This partnership will establish a career center at Mentouri University in Algeria to provide support for the transition from the university to employment. The partners will collaborate with the private sector to improve the curriculum to include skills training in English, business and computer skills.	02/25/09-06/30/12	811,000	811,000
EPP-A-00-09-00005-00	Africa - (Uganda and Ethiopia) Clean Drinking Water and Sanitation	Follow on awards to two partnerships, one in Ethiopia at Bahir Dar University and one at Makarere University in Uganda, will expand these universities' capacity to work with communities to improve drinking water and sanitation.	09/22/09-12/31/12	775,000	775,000

During this reporting period, HED’s management of partnerships in the **Africa-U.S. Higher Education Initiative** moved from the planning grant stage to the proposal stage. The second of two Review Committee meetings, including nine experts from African and U.S. higher education institutions, World Bank, Africa Initiative team and HED, took place on May 5, 2010. The process culminated in 11 partnerships recommended for funding with support from USAID Missions. (See Table 2)

Table 2
11 AFRICA INITIATIVE PARTNERSHIPS RECOMMENDED FOR FUNDING

Country	U.S. & African Lead Higher Education Institutions	Partnership Title
Burkina Faso	International Institute for Water & Environmental Engineering (2iE) & Tuskegee University	<i>Africa-U.S. Network of Centers of Excellence in Water and Environmental Science & Technology</i>
Ethiopia	Addis Ababa University & University of Connecticut	<i>Sustainable Water Resources: Capacity Building in Education, Research and Outreach</i>
Ghana	University of Ghana & Brown University	<i>University of Ghana – Brown University Academic Partnership to Address HIV/AIDS</i>
Kenya	Kenyatta University & Syracuse University	<i>Building Capacity through Quality Teacher Preparation</i>
Kenya	University of Nairobi & Colorado State University	<i>The Centre for Sustainable Drylands: A University Collaboration for Transforming Higher Education in Africa at the University of Nairobi</i>
Liberia	University of Liberia & Indiana University, Bloomington	<i>Center for Excellence in Health and Life Sciences</i>
Malawi	University of Malawi & Michigan State University	<i>Ecosystem Services: Linking Science to Action in Malawi and the Region</i>
Senegal	Université Gaston Berger & The Ohio State University	<i>Development of Agronomy and Crop Production Academic Programs, Research, and Need Based Extension Programs for Sustainable Food Production in Sahel</i>
South Africa	University of Cape Town & University of Cincinnati	<i>Nano-Power Africa</i>
Sudan	Catholic University of Sudan, University of Juba & Virginia Polytechnic Institute and State University	<i>Rebuilding of Higher Education in Agriculture to Support Food Security, Economic Growth, and Peace Efforts in Post-Conflict Southern Sudan</i>
Uganda	Makerere University & North Dakota State University	<i>Capacity Building in Integrated Management of Transboundary Animal Diseases and Zoonoses</i>

HED and its program management consultants from APLU visited Uganda, Senegal, Malawi, South Africa, Kenya and Ethiopia between June and September. These visits provided an opportunity for discussion with the partners and USAID regarding procurement and program implementation.

During this reporting period, program associates made formal monitoring visits to 10 host country partnership sites in Mexico, Albania, Kosovo, Burundi and South Africa. 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. Information from these visits, together with progress reports submitted by partners, provided the basis for portfolio reviews conducted by HED Program Associates in November 2010.

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. HED also hired a new Director of Communications during this reporting period.

10 Partnerships Closed Out during this Reporting Period

1. University of North Texas - Universidad Autónoma de Guadalajara
2. University of Georgia – Universidad Pedagógica Veracruzana
3. Michigan State University - Universidad Autónoma Chapingo
4. University of Texas, Austin - Instituto Tecnológico Autónomo de México
5. University of Texas, El Paso - Tecnológico de Monterrey
6. Maryville University - Moroccan Center for Civic Education/Hassan II University
7. Hillsborough Community College - Nelson Mandela Metropolitan University
8. University of Denver - Tbilisi State University
9. Ohio State University - Indonesia University of Education
10. Georgia State University - Universidad Iberoamericana/Universidad Rafael Landívar/Univ Paulo Freire

HED Information

One Dupont Circle, NW, Suite 420
Washington, DC 20036
Internet: www.HEDprogram.org

Main Telephone: 202-243-7680
Fax: 202-637-2084
Main Email: HED@HEDprogram.org

Staff Information

Tully Cornick, Executive Director
202-243-7681; tcornick@HEDprogram.org

Jeanne-Marie Duval, Deputy Executive Director
202-243-7694; jduval@HEDprogram.org

Jane Gore, Director of Reporting and
Assessment
202-243-7693; jgore@HEDprogram.org

Kellee Edmonds, Director of Communications
202-375-7546; kedmonds@hedprogram.org

Roy Zimmermann, Director of Programs
202-243-7699; rzimmermann@HEDprogram.org

Teshome Alemneh, Program Officer, Africa
202-243-7684; talemneh@HEDprogram.org

Carol Robles, Program Officer, Latin America
and Caribbean
202-243-7682; crobles@hedprogram.org

Abdechafi Boubkir, Senior Program Associate
202-621-1632; aboubkir@hedprogram.org

Marilyn Crane, Senior Program Associate
202-243-7685; mcrane@HEDprogram.org

Charlie Koo, Senior Program Associate
202-243-7686; ckoo@HEDprogram.org

Fatou Kine Liddell, Senior Program Associate
202-939-9617; kliddell@hedprogram.org

Manny Sanchez, Senior Program Associate
202-243-7691; msanchez@HEDprogram.org

Jennifer Sisane, Senior Program Associate
202-243-7692; jsisane@HEDprogram.org

Josh Henson, Program Associate/IT Specialist
202-243-7690; jhenson@HEDprogram.org

Meena Nabavi, Program Associate,
Reporting and Assessment
202-243-7687; mnabavi@HEDprogram.org

Lynn Simmonds, Communications Associate
202-243-7697; lsimmonds@HEDprogram.org

Hazel Cipolle, Program Coordinator
202-375-7547; hcipolle@HEDprogram.org

Emily Gartner, Program Coordinator,
Latin and Caribbean
202-939-9337; egartner@hedprogram.org

Crystal Morgan, Program Coordinator,
Africa Initiative
202-243-7688; cmorgan@HEDprogram.org

Noopur Vyas, Program Coordinator
202-243-7698; nvyas@HEDprogram.org

Ronna Eddington, Executive Assistant/
Office Manager
202-243-7689; [reddington@hedprogram.org](mailto:redington@hedprogram.org)

Wanda Womack-Bolden, Admin. Coordinator
202-375-7543; wwomack-bolden@hedprogram.org

Stacey Anderson, Office & Communications
Assistant
202-243-7680; sanderson@HEDprogram.org

Julia Sobel, Communications Fellow
202-375-7543; jsobel@HEDprogram.org

Flora Oluoch, Intern, Monitoring and Evaluation
202-243-7547; foluoch@hedprogram.org

Amalia Alberti, Consultant, Senior Advisor
202-243-7695; aalberti@HEDprogram.org

HED Governing Board

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
- Association of Public and Land-grant Universities
- National Association of Independent Colleges and Universities

The HED Board (Board) serves as the governing body for HED, and, as such, has responsibility for setting broad policies and procedures to guide HED. This includes high-level operational oversight, managerial, programmatic, and financial oversight. The Board may review and evaluate decisions about key personnel as appropriate. Board members have decision-making authority on behalf of their associations and are responsible for keeping association presidents informed of activities at HED.

Dr. Terry Hartle, the American Council on Education's (ACE) senior vice president for government and public affairs, is the current Chair 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.

HED Governing Board Members

<p>Terry Hartle (Board Chair) Senior Vice President Division of Government and Public Affairs American Council on Education</p>	<p>John Vaughn Executive Vice President Association of American Universities</p>
<p>James McKenney Vice President Economic Development American Association of Community Colleges</p>	<p>George Mehaffy Vice President Academic Leadership and Change American Association of State Colleges and Universities</p>
<p>Kathie Olsen Vice President International Programs Association of Public and Land-grant Universities</p>	<p>Maureen Budetti Director of Student Aid Policy National Association of Independent Colleges & Universities</p>

HIGHER EDUCATION FOR DEVELOPMENT (HED)

Semi-Annual Report to USAID

Information based on semi-annual progress reports received from 67 active partnerships (99%)

April 1, 2010 – September 30, 2010

Activities During This Reporting Period

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

- Managing 68 partnership agreements between U.S. and host-country institutions of higher education
- Issuing three requests for applications (for the BMENA Community College Initiative and the Job Opportunities for Business Scale-Up [JOBS] Initiative, Barbados and Mexico)
- Convening a review panel for the Senegal Partnership with the Centre Regional Universitaire de Bambey which recommended one application for funding
- Awarding four new higher education partnerships in the BMENA region
- Awarding two new Mexico-U.S. higher education partnerships through the U.S.-Mexico Training, Internships, Exchanges, and Scholarships (TIES) program
- Conducting monitoring visits to 10 host country partnership sites in Mexico, Albania, Kosovo, Burundi and South Africa
- Supporting the Africa-U.S. Higher Education Initiative by:
 - Convening the second panel to review 13 Africa-U.S. Higher Education Initiative Strategic Plans
 - Obtaining concurrence from USAID for 11 partnership awards
 - Conducting negotiating visits to seven USAID Missions (Uganda, Malawi, Senegal, Ghana, South Africa, Kenya and Ethiopia) to discuss procurement procedures and program implementation

Partnerships Ending During This Reporting Period

Ten partnerships submitted close-out reports during this reporting period.

1. University of North Texas - Universidad Autonoma de Guadalajara
2. University of Georgia – Universidad Pedagogica Veracruzana
3. Maryville University - Moroccan Center for Civic Education/Hassan II University
4. Michigan State University - Universidad Autonoma Chapingo
5. University of Texas, Austin - Instituto Tecnologico Autonomo de Mexico
6. University of Texas, El Paso - Tecnologico de Monterrey
7. Hillsborough Community College - Nelson Mandela Metropolitan University
8. University of Denver - Tbilisi State University
9. Ohio State University - Indonesia University of Education

10. Georgia State University - Universidad Iberoamericana/Universidad Rafael Landívar/Univ Paulo Freire

Quantitative Information

Description of Active Partnerships. This report describes activities for Cooperative Agreements and related Associate Agreements during April 1, 2010 through September 30, 2010. These agreements provide support for 68 active higher education partnerships. The **68 active partnerships** include **52 different U.S. higher education institutions** collaborating with **68 host-country colleges and universities** in **29 different countries**.

All 68 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 3 shows how the partnerships are distributed among the USAID program areas: economic growth, investing in people, and governing justly and democratically.

Table 3
HED ACTIVE PARTNERSHIPS, BY USAID PROGRAM AREAS
April 1, 2010 through September 30, 2010
N = 68

Program Area	Number of Partnerships	Percent of Partnerships
Economic Growth		[65%]
Economic Opportunities/Business	16	24%
Environment	15	22%
Agriculture/Ag. Business/Animal Science	4	6%
ICT/Distance Learning	2	3%
Workforce/Entrepreneurship Development	7	10%
Investing in People		[16%]
Population/Health/Nutrition/HIV/AIDS	5	7%
Education	6	9%
Governing Justly and Democratically		[19%]
D&G/Public Policy/Journalism	13	19%
TOTAL	68	100%

Auditable cost-share numbers are tracked by partnership through quarterly financial reports. For this reporting period, more than \$2.4 million in cost-share was reported from HED/USAID partnerships (See Table 4).

Table 4
HED/USAID PARTNERSHIP COST SHARE, BY COOPERATIVE AGREEMENT
April 1, 2010 through September 30, 2010

Cooperative Agreement	Cost Share Amount (USD)
AEG-A-00-05-00007-00	\$1,095,976.29
USAID/Burundi, EDH-A-00-08-00028-00	None reported this period
USAID/DCHA/DG/EPP, EDH-A-00-09-00001-00	Not Applicable
USAID/EGAT/NRM, EPP-A-00-09-00005-00	\$13,619.69
USAID/Egypt, 263-A-008-00027-00	\$97,864.48
USAID/Egypt, EDH-A-00-08-00013-00	\$29,085.21
USAID/Guyana, EDH-A-00-08-00008-00	\$10,823.12
USAID/Haiti, 521-A-00-06-00001099	\$126,304.42
USAID/Jordan, EDH-A-00-08-00018-00	\$30,278.15
USAID/LAC, EDH-A-00-08-00029-00	\$40,290.40
USAID/Mexico, 523-A-00-06-00009-00	\$852,888.20
USAID/OMEF 263-A-00-09-00011-00	\$47,267.33
USAID/South Africa, EDH-A-00-08-00016-00	\$77,381.65
Total	\$2,421,778.94

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 5 shows the numbers of reported degrees/certificates awarded through partnership support during the past six months.

Table 5
HUMAN CAPACITY BUILDING, BY DEGREES/CERTIFICATES AWARDED

April 1, 2010 through September 30, 2010

N = 67

99% of partnerships received

Type of Degree Awarded	LAC- TIES		LAC-OTHER		MEPI		MENA		BMENA		AFRICA		EUROPE, EURASIA, & ASIA		Total
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Diploma or Certificate	10	3	43	31	-	-	-	-	-	-	5	7	7	18	119
Baccalaureate Degree	4	0	3	2	-	-	-	-	-	-	-	-	-	-	9
Master's Degree	4	6	-	-	-	-	-	-	-	-	-	13	9	27	59
Doctoral Degree	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 6 displays the numbers of individuals participating in exchanges, internships, and other non-degree training sponsored by partnership activities during this reporting period.

Table 6
HUMAN CAPACITY BUILDING, BY TYPE OF NON-DEGREE TRAINING

April 1, 2010 through September 30, 2010

N = 67

99% of partnerships received

Type of Training	LAC - TIES		LAC-OTHER		MEPI		MENA		BMENA		AFRICA		EUROPE, EURASIA, & ASIA		Total
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Exchanges**	10	8	14	16	3	0	8	7	-	-	14	4	3	0	87
Internships**	4	6	3	4	0	0	-	-	-	-	1	0	2	0	20
Other non-degree Training/Classes	1236	1073	54	55	25	33	36	30	-	-	849	424	198	111	4124

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

Results of Institutional Strengthening. During this reporting period, partners reported **153** separate examples of host country institutional capacity strengthening such as revised curricula, improved teaching, public service, new academic programs, improved higher education governance and management systems (See Table 7).

Table 7
INSTITUTIONAL STRENGTHENING ACTIVITIES BY REGION
April 1, 2010 through September 30, 2010
N = 67
99% of partnerships received

Institutional Capacity Strengthening Activities (Number of activities mentioned this reporting period by partnership directors)								
	LAC – TIES	LAC – OTHER	BMENA	MEPI	MENA	AFRICA	EUROPE, EURASIA, & ASIA	Total
	Number of times mentioned							
Established new academic programs	5	3	1	1	3	4	1	18
Adapted/changed/created new curriculum and/or courses	11	4	-	-	5	6	3	29
Improved methods of instruction	9	3	-	1	5	5	2	25
Undertook collaborative research	14	3	-	2	2	5	3	29
Prepared collaborative publications	5	2	-	2	-	6	3	18
Promoted public service education	7	2	-	-	1	3	2	15
Improved institutional governance	2	1	-	-	2	2	1	8
Improved institutional management procedures	2	2	-	-	2	3	1	10
Other institutional strengthening	-	1	-	-	-	-	-	1
TOTAL	55	21	1	6	20	34	16	153

Partners also reported **165** 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 8 reflects partners' description of work toward development goals.

Table 8
IMPROVED INSTITUTIONAL CAPACITY TO ADDRESS DEVELOPMENT GOALS
BY REGION

April 1, 2010 through September 30, 2010

N = 67

99% of partnerships received

Institutional Capacity to Address Local, Regional, National Development Goals (Number of activities mentioned this reporting period by partnership directors)								
	LAC - TIES	LAC- OTHER	BMENA	MEPI	MENA	AFRICA	EUROPE, EURASIA, & ASIA	Total
	Number of times mentioned							
Promoted workforce development	6	1	1	3	5	10	5	31
Involved in community outreach (knowledge to the people) – oral and/or written	7	2	1	1	1	7	4	23
Informed policy at local, community, and/or national levels	7	1	-	1	1	7	3	20
Worked with government agencies, NGOs, and/or private sector groups	13	5	1	-	3	11	6	39
Promoted economic growth	3	1	-	-	2	4	4	14
Promoted democracy and good governance	4	2	-	2	1	3	1	13
Worked to improve host country health	1	1	-	-	1	2	-	5
Promoted environmental protection/preservation	6	1	-	-	1	6	3	17
Supported increased trade capacity	2	-	-	-	-	-	-	2
Other	1	-	-	-	-	-	-	1
Total	50	14	3	7	15	50	26	165

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 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 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)
N = 67
99% of Partnerships Reporting

Partnership Funding Source	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 or develops new curricula or coursework	Exposes U.S. community members to new perspectives/ ideas	Expands, improves reputation for U.S. institution	Provides opportunities to initiate research	Offers opportunities for joint publications	# of U.S. faculty/ students involved in exchanges
LAC – TIES	11	11	5	9	2	1	3	14	5	4
LAC-OTHER	1	2	-	4	3	-	3	3	2	10
BMENA	-	-	-	3	1	1	1	-	-	-
MEPI	-	2	-	3	1	-	-	2	2	3
MENA	-	2	-	6	4	1	2	2	-	6
AFRICA	1	3	2	6	3	2	-	5	6	12
EUROPE, EURASIA, & ASIA	1	5	2	5	2	2	2	3	3	2
TOTAL	14	25	9	36	16	7	11	29	18	37

Twenty-four of the partnerships (35%) are located in Mexico and are funded as part of the TIES program (U.S.-Mexico Training, Internships, Exchanges and Scholarships). Eight partnerships (12%) are in the Latin America and Caribbean region and are funded by USAID Bureaus and Missions. Five (7%) are in the Middle East and North Africa, funded as part of MEPI (Middle East Partnership Initiative), and eleven others in the MENA and BMENA regions (16%) are funded by USAID. Twelve partnerships (18%) are in Sub-Saharan Africa and are funded by USAID. The remaining eight (12%) are located in Asia (3/4%), and Eastern Europe and Eurasia (5/7%) and are funded by USAID Bureaus and Missions.

Table 10 lists all individual partnerships by geographic region, host country institution, U.S. college or university, and USAID program area.

Table 10
ACTIVE PARTNERSHIPS, BY REGION
April 1, 2010 through September 30, 2010
N = 68

SUB SAHARAN AFRICA (13)			
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) Environment
Kansas State University	University of Lagos	Nigeria	(3) Economic Opportunity
Eastern Mennonite University	University of Hargeisa	Somalia	(8) Democracy
Hillsborough Community College	Nelson Mandela Metropolitan University	South Africa	(5) Entrepreneurship
University of Florida	Tshwane University of Technology	South Africa	(5) Entrepreneurship
University of Michigan, William Davidson Institute	University of Johannesburg	South Africa	(3) Economic Opportunity
The State University of New York, University of Buffalo	University of KwaZulu-Natal	South Africa	(7) Education
Johns Hopkins Bloomberg School of Public Health	Makerere University	Uganda	(6) Health
SUNY-Center for International Development	Uganda Martyrs University/Islamic University in Uganda	Uganda	(8) Democracy
University of Florida	Polytechnic of Namibia/Namibia University of Science and Technology/University of Botswana/Sokoine University	Namibia & Botswana	(2) Environment
Cornell University	Bahir Dar University	Ethiopia	(2) Environment
State University of New York/Albany	Makerere University	Uganda	(2) Environment

LATIN AMERICA AND THE CARIBBEAN (32)			
U.S. Institution	Host Institution	Country	Development & Program Area
Appalachian State University	Fundacion Universidad de las Americas-Puebla	Mexico	(2) Environment
University of Texas, El Paso	Tecnologico de Monterrey	Mexico	(7) Education
University of Texas, Austin	Instituto Tecnologico Autonomo de Mexico	Mexico	(3) Economic Opportunity
Duquesne University	Universidad Autonoma de Nuevo Leon	Mexico	(3) Economic Opportunity
Florida International University	CIIDIR-Oaxaca	Mexico	(2) Environment
Georgia State University	Universidad Pedagogica Nacional	Mexico	(7) Education
Illinois Institute of Technology/Chicago-Kent College of Law	Instituto Tecnologico y de Estudios Superiores de Monterrey, Mexico City	Mexico	(8) Democracy
Michigan State University	Universidad Autonoma Chapingo	Mexico	(3) Economic Opportunity
Michigan Technological University	ECOSUR	Mexico	(2) Environment
University of San Diego	Universidad Autonoma de Baja California	Mexico	(8) Democracy
Ohio State University	Colegio de Postgraduados en Ciencias Agrícolas	Mexico	(3) Economic Opportunity

LATIN AMERICA AND THE CARIBBEAN (32)			
U.S. Institution	Host Institution	Country	Development & Program Area
Emory University	Universidad Panamericana	Mexico	(8) Democracy
Southwestern University	Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)	Mexico	(8) Democracy
University of Arizona	Universidad Autónoma de Baja California	Mexico	(2) Environment
University of California, San Diego	Multiple partners in Mexico	Mexico	(6) Health
Western Illinois University	Universidad Autónoma de Queretaro	Mexico	(1) Agriculture
University of Georgia	Universidad Pedagógica Veracruzana	Mexico	(3) Economic Opportunity
University of Georgia	Universidad Autónoma de Coahuila	Mexico	(2) Environment
University of North Texas	Universidad Autónoma de Guadalajara	Mexico	(6) Health
University of Texas, Austin	Universidad Veracruzana	Mexico	(4)ICT/Distance Learning
Arizona State University	Universidad Nacional Autónoma de México	Mexico	(2) Environment
University of Colorado at Boulder	Universidad de Guanajuato	Mexico	(2) Environment
University of Florida	Universidad Nacional Autónoma de México	Mexico	(8) Democracy
University of Nebraska- Lincoln	Universidad Nacional Autónoma de México	Mexico	(8) Democracy
University of Florida	Faculte d'Agonomie et de Medecine Veterinaire	Haiti	(1) Agriculture
Virginia Tech University	Ecole Superieure d'Infotronique d'Haiti	Haiti	(4) ICT/Distance Learning
Missouri Southern State University	Université Quisqueya	Haiti	(3) Economic Opportunity
University of Massachusetts Boston	National Institute of Administration, Management and International Studies	Haiti	(3) Economic Opportunity
Georgia State University *	Universidad Iberoamericana/Universidad Rafael Landívar/Univ Paulo Freire	Guatemala Dominican Republic Nicaragua	(8) Democracy
Ohio University	University of Guyana	Guyana	(8) Democracy
Emory University	Multiple partners in Paraguay	Paraguay	(6) Health
Saint Louis University	National University of Central Peru	Peru	(6) Health

MIDDLE EAST AND NORTH AFRICA (15)			
U.S. Institution	Host Institution	Country	Development & Program Area*
Maryville University	Moroccan Center for the Civic Education/Hassan II University	Morocco	(8) Democracy
Utah State University	University of Jordan/University of Petra	Jordan	(7) Education
Georgia State University	Alexandria University	Egypt	(3) Economic Opportunity
Georgia State University	Cairo University (BEPSA)	Egypt	(3) Economic Opportunity
University of Michigan, William Davidson Institute	University of Jordan	Jordan	(2) Environment
Georgia State University	Cairo University (Economics Research)	Egypt	(3) Economic Opportunity
University of Michigan	University of Garyounis	Libya	(3) Economic Opportunity
University of Michigan, William Davidson Institute	Mentouri University	Algeria	(5) Entrepreneurship
Thunderbird School of Global Management	Zayed University	UAE	(3) Economic Opportunity
University of Southern Maine	Zayed University	UAE	(8) Democracy
University of Louisiana at Lafayette	Qatar University	Qatar	(8) Democracy
Gateway Technical College	Ecole Superieure de Technologie Oujda	Morocco	(5) Entrepreneurship
Highline Community College	Mataria Technological College	Egypt	(5) Entrepreneurship
Red Rocks Community College	Al-Huson University College/ Al-Balqa Applied University	Jordan	(5) Entrepreneurship
EICCD- Muscatine Community College	Al Quds College	Jordan	(5) Entrepreneurship

EUROPE AND EURASIA (5)			
U.S. Institution	Host Institution	Country	Development & Program Area*
University of Denver	Tbilisi State University	Georgia	(8) Conflict Resolution
Rochester Institute of Technology	American University of Kosovo	Kosovo	(2) Environment
University of Hawaii	Agricultural University of Tirana	Albania	(1) Agriculture
University of Pittsburgh	University of Pristina	Kosovo	(3) Economic Opportunity
Arizona State University	University of Pristina	Kosovo	(3) Economic Opportunity

ASIA (3)			
U.S. Institution	Host Institution	Country	Development & Program Area*
The Ohio State University	Indonesia University of Education	Indonesia	(7) Education
Virginia Tech University	Tribhuvan University Institute of Forestry	Nepal	2) Environment
Cal State-Fullerton	Fatima Jinnah Women University	Pakistan	(7) Education

***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

All current partnerships are described by USAID region, higher education association memberships, and by U.S. congressional district. Tables 11 and 12 display U.S. partners by higher education association membership.

Table 11
ACTIVE PARTNERSHIPS BY U. S. INSTITUTION TYPE AND
HIGHER EDUCATION ASSOCIATION MEMBERSHIP

April 1, 2010, through September 30, 2010

N = 68

[partnerships often hold memberships with 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	APLU	NAICU	HBCU	HSI	TCU	MSPI
36	16	5	47	46	5	10	14	31	9	1	3	0	3

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

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

Table 12
LIST OF ACTIVE PARTNERSHIPS BY U.S. INSTITUTIONS AND HIGHER
EDUCATION ASSOCIATION MEMBERSHIP

ACE

Appalachian State University
Arizona State University
Cal State-Fullerton
Cornell University
EICCD-Muscatine Community College
Emory University
Florida International University
Georgia State University
Highline Community College
Hillsborough Community College
Illinois Institute of Technology
Johns Hopkins University
Kansas State University
Maryville University
Michigan State University
Michigan Technological University
Missouri Southern State University
Ohio State University
Ohio University
South Carolina State University
Southwestern University
SUNY-Albany
SUNY-Buffalo
SUNY-Center for International Development
Thunderbird School of Global Management
University of Arizona
University of California, San Diego
University of Colorado-Boulder
University of Denver
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 Nebraska, Lincoln
University of North Texas
University of Pittsburgh
University of San Diego
University of Texas-Austin
University of Texas-El Paso
University of Southern Maine
Utah State University
Virginia Tech University
Western Illinois University

AACC

EICCD Muscatine Community College
Gateway Technical College
Highline Community College
Hillsborough Community College
Red Rocks Community College

AASCU

Appalachian State University
Cal State-Fullerton
Missouri Southern State University
South Carolina State University
University of Louisiana at Lafayette
University of Massachusetts-Boston
University of Michigan-Dearborn
University of North Texas
University of Southern Maine
Western Illinois University

AAU

Cornell University
Emory University
Johns Hopkins University
Michigan State University
Ohio State University
SUNY-Buffalo
University of Arizona
University of California, San Diego
University of Colorado-Boulder
University of Florida
University of Michigan-William Davidson Institute
University of Nebraska, Lincoln
University of Pittsburgh
University of Texas, Austin

APLU

Arizona State University
Cal State-Fullerton
Cornell University
Florida International University
Georgia State University
Kansas State University
Michigan State University
Michigan Technological University
Ohio State University
Ohio University
South Carolina State University
SUNY-Albany
SUNY-Buffalo
SUNY-Center for International Development
University of Arizona
University of California, San Diego
University of Colorado-Boulder
University of Florida
University of Georgia
University of Hawaii
University of Louisiana at Lafayette
University of Massachusetts-Boston
University of Michigan-William Davidson Institute
University of Nebraska, Lincoln
University of North Texas
University of Pittsburgh
University of Texas-Austin
University of Texas-El Paso
Utah State University
Virginia Tech University

NAICU

Cornell University
Eastern Mennonite University
Emory University
Illinois Institute of Technology
Johns Hopkins University
Rochester Institute of Technology
Southwestern University
University of Denver, Colorado
University of San Diego

Table 13 presents these same partnerships by U.S. Congressional district.

Table 13
ACTIVE PARTNERSHIPS BY U.S. CONGRESSIONAL DISTRICT
April 1, 2010 through September 30, 2010
26 U.S. States Represented

State	Congressional District	Number of Partnerships
AZ	2nd District	1
	6th District	2
	7th District	2
CA	40th District	1
	53rd District	2
CO	1st District	1
	2nd District	1
	7th District	1
FL	6th District	4
	11th District	1
	21st District	1
GA	5th District	7
	10th District	2
HI	1st District	1
IA	1st District	1
IL	7th District	1
	17th District	1
KS	2nd District	1
LA	7th District	1
MA	9th District	1
MD	7th District	1
ME	1st District	1
MI	1st District	1
	8th District	1
	15th District	4
MO	1st District	1
	2nd District	1
	7th District	1
NC	5th District	1
NE	1st District	1

NY	21st District	3
	22nd District	1
	29th District	1
OH	6th District	1
	15th District	2
PA	14th District	2
SC	6th District	1
TX	16th District	1
	21st District	2
	26th District	1
	31st District	1
UT	1st District	1
VA	6th District	1
	9th District	2
WA	9th District	1
WI	1st District	1
TOTAL PARTNERSHIPS		68

Qualitative Information – Active Partnerships by Associate Awards

Table 14
ASSOCIATE AWARDS MANAGED UNDER THE LEADER COOPERATIVE AGREEMENT

Associate Awards under Cooperative Agreement AEG-A-00-05-0007-00 Active As of September 30, 2010			Number of Active Partnerships
523-A-00-06-00009-00 USAID/Mexico	Training, Internships, Exchanges and Scholarships (TIES) Mexico	A total of 49 awards are to be funded through the TIES Associate Award. In FY2009, five new partnership awards were made, focusing on biodiversity, renewable energy and climate change . A new RFA was planned for Spring 2011.	24
521-A-00-07-00006-00 USAID/Haiti	US-Haiti Higher Education Partnership Program	Four higher education partnerships focus on workforce development and critical skills for economic development (accounting, computer technology, business and entrepreneurship, and agribusiness)	4
263-A-00-08-00027-00 USAID/Egypt	Alexandria, Egypt , Executive MBA Partnership	One higher education partnership focused on improving and expanding the Executive MBA program	1
EDH-A-00-08-00008-00 EGAT/ED & USAID/Guyana	Guyana (Journalism)	This partnership will improve the teaching of journalism in Guyana.	1
EDH-A-00-08-00013-00 EGAT/ED and USAID/Egypt	Cairo University Egypt (Economics)	This partnership is focused on increasing the capacity of the Cairo University Department of Economics and Political Science to serve as a resource for policy formation in the nation and the region.	1
EDH-A-00-08-00018-00 EGAT/ED and USAID/Jordan	Jordan (Early Childhood Education)	This partnership focuses on early childhood education and training teachers through the University of Jordan.	1
EDH-A-00-08-00028-00 EGAT/ED and USAID/Burundi	Burundi (Agribusiness)	This partnership will build the capacity of Ngozi University to serve as a resource for rural small farmers for sustainable agribusiness .	1
EDH-A-00-08-00029-00 EGAT/ED and USAID/LAC Bureau	CAFTA/DR (Environmental Law in Nicaragua, Guatemala, and the Dominican Republic)	This four-country partnership will enable law schools in Central America to build capacity to enforce environmental laws , both nationally and regionally.	1
EDH-A-00-09-00001-00 USAID/ DCHA/ DG/ EPP	Associate Award for Assessment of Political Parties Support	The University of Pittsburgh is conducting an evaluation of USAID political party strengthening programs worldwide at the direction of DCHA/DG/EPP.	1
EDH-A-00-08-00016-00 EGAT/ED and USAID/South Africa	South Africa (Mathematics Education, Tourism and Transport)	These three partnerships focus on workforce development (tourism and transportation), and improving the capacity of disadvantaged and minority teachers to teach mathematics .	3
263-A-00-09-00011-00 USAID/Egypt/OMEF and Department of State/Algiers	Algeria Career Center for Workforce Development	This partnership is establishing a career center at Mentouri University in Algeria to provide support for the transition from the university to employment. The partners will collaborate with the private sector to improve the curriculum to include skills training in English, business and computer skills.	1
EPP-A-00-09-00005-00	Africa - (Uganda and Ethiopia) Clean Drinking water and Sanitation	Follow-on awards to two partnerships, one in Ethiopia at Bahir Dar University and one at Makerere University in Uganda, will expand these universities' capacity to work with communities to improve drinking water and sanitation .	2
TBD	Africa – U.S. Higher Education Initiative	A Review Committee made recommendations for funding of 11 strategic plans which were submitted for concurrence by the respective Missions and approved by USAID. Missions also selected HED as a management mechanism for all 11 partnerships. HED and Africa Initiative/APLU staff traveled to several African countries to meet with the respective PIs and Missions on program descriptions and to initiate the Associate Award process.	11

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 75 partnerships to date. TIES partnerships have created new university programs, provided more than 2,313 scholarships or exchanges, and organized more than 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 24 higher education partnerships between the U.S. and Mexico;
- Managing the close-out of five higher education partnerships;
- Awarding one former partnership additional funding for partnership activities along the U.S.-Mexico border region;
- Negotiating two subagreements with former partnerships for activities along the U.S.-Mexico border region;
- Awarded one Merida-funded Rule of Law partnership;
- Conducting two monitoring partnership site-visits in Oaxaca and Chiapas;
- Continued planning for an impact assessment of eight TIES partnerships; and
- Releasing a TIES JOBS Request for Applications (RFA)

The following notable partnership activities/outcomes were accomplished this reporting period:

- The higher education partnership *Teachers Training Teachers: A Mexico-US Higher Education Partnership to Improve Science, English, and Mathematics Pedagogy* between the University of Georgia, Universidad Pedagógica Veracruzana, and Benemérita Escuela Normal Veracruzana successfully concluded partnership activities. At the partnership closing ceremony the partners signed an International Cooperative Agreement which puts a platform in place for the next five years for additional collaboration in educational research and pedagogy. Enhanced instruction and new pedagogy in math and science for bilingual and rural teachers achieved during this partnership strengthens Mexico's educational system and allows it to compete globally.
- The partnership between Georgia State University and the Universidad Pedagógica Nacional (UPN) recently received approval from the Ministry of Education (SEP) to offer their jointly

developed English Language Learning and Teaching Specialization (online modality) in the Catalogue of In-Service Course Offerings for the Basic Education Sector. Mexico's Ministry of Education recently set a goal of training 100,000 in-service teachers by 2012 to provide basic education students with appropriate English language competences. The long term capacities that the partnership is creating will have the potential of making UPN a target provider of such training and will assist in furthering Mexico's national development goals.

- The TIES Merida-funded partnership between Emory University and Universidad Panamericana, hosted a three-day conference titled, *Rule of Law Reform and the Drug Trade: Challenges and Implications in Mexico and the U.S.* The conference brought together a broad network of TIES Rule of Law partners, USAID/Mexico Democracy and Governance team members, legal professionals, policymakers, and academics to raise awareness about the challenges facing legal reforms in Mexico and the broader region, and to develop strategies for supporting legal reforms through legal education. In addition, a workshop on day three allowed USAID-funded law schools and other USAID partners the opportunity to develop strategies for consolidating efforts in support of the new legal reforms and to expand their reach and impact in Mexico.
- The TIES Merida-funded partnership between University of San Diego and Universidad Autónoma de Baja California hosted a Bi-national Roundtable with Mexican Supreme Court's Justice José Ramón Cossío, and U.S. and Mexican judges and lawyers on Judicial Reform and Legal Education in Baja California from May 21-22, 2010. The roundtable addressed justice sector reform at the state and federal levels, the role that legal education will play in the implementation of judicial reform, and the importance of developing bar associations and ethical legal standards in Mexico. The program allowed judges and lawyers from both sides of the border to build personal relations and provided invaluable feedback for the construction and development of future partnership trainings in Baja California.
- The partnership between Appalachian State University and Fundación Universidad de las Américas Puebla (FUDLAP) completed 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 will allow the direct transfer of these courses back to FUDLAP to count toward their master's degree programs. A proposal to establish an interdisciplinary master's degree program in Energy and Sustainable Technology has received campus-level approval at FUDLAP and will be considered by the Secretary of Education (SEP) shortly. Two research projects granted by the Mexican National Science Foundation (CONACyT) to FUDLAP faculty members involved in the partnership with total grant US \$460,000. One of these grants is focused on, "Alternative Energy: Bio-Technology for Energy Development." The second project is related to the design of solar driven advanced oxidation processes coupled with conventional wastewater treatment technology for the restoration of a contaminated site in Veracruz.
- The University of Florida (UF)-Universidad Veracruzana partnership focuses on promoting biodiversity conservation and sustainable resource management. Two UF faculty members are in residence at UV and are team-teaching courses that include experiential learning opportunities. During a recent visit to UV, HED staff spoke with 10 Mexican scholars who are pursuing master's degrees in Tropical Ecology at the Universidad Veracruzana. The students are enthusiastic about this opportunity. Their common studies in forestry are further enhanced by their diverse educational backgrounds in biology, rural community and social issues, civil protection, and their work with artisan communities; three of the students are drawn from indigenous communities in Veracruz.

The two new TIES university partnerships awarded this reporting period include:

- **University of California, San Diego**, University of Texas at El Paso, San Diego State University and Universidad Autónoma de Baja California, Universidad Autónoma de Ciudad Juárez, and Colegio de la Frontera Norte.

Award Amount: \$3,669,385 Cost Sharing: \$3,271,382 Total: \$6,940,767

The partners are working to reduce the health and social harms associated with drug abuse and promote a culture of mutual respect for human rights among law enforcement officials and NGOs serving drug dependent persons in the Tijuana/San Diego and Ciudad Juárez/El Paso border regions.

- **University of Nebraska, Lincoln**, Universidad Nacional Autónoma de México

Award Amount: \$449,384 Cost Sharing: \$464,120 Total: \$913,504

The University of Nebraska (UNL) and the Universidad Nacional Autónoma de México (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.

HED is negotiating partnerships to support work along the U.S.-Mexico border region with:

- **Alamo Colleges** and Universidad Tecnológica de Ciudad Juárez, Universidad Tecnológica de Coahuila, Universidad Tecnológica de Nuevo Laredo, and Universidad Tecnológica de Matamoros.
- **University of Texas at El Paso** and Universidad Autónoma de Ciudad Juárez, ITESM campus Ciudad Juárez and Escuela Normal Superior.

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.

During this reporting period, HED responded to requests for financial and programmatic information from USAID/Haiti, managed four active partnerships under the U.S.-Haiti Higher Education Partnership Program to ensure they were on target to meet performance objectives, and issued success stories about the four partnerships. HED continued discussions with representatives from USAID, the U.S. Department of State, and U.S. higher education associations and universities about how best to respond to the January 12, 2010 earthquake's destruction; worked with the four partnerships to develop post-quake implementation plans and strategies; conducted partner teleconferences to facilitate program implementation; and worked with USAID/Haiti, Virginia Tech, Missouri Southern State, and other stakeholders to develop strategies for the 12 undergraduate Haitians scheduled to graduate in May and December 2010.

HED also collaborated with USAID/Haiti to extend the completion date of the Associate Award from December 31, 2011 to September 30, 2012; increase the total obligated amount of the Associate Award; modify the Associate Award program description to include graduate studies in computer science for the five undergraduate students at Virginia Tech; extend the program activity completion dates for two partnerships; and submit FY10 results for all four partnerships.

A number of notable partnership activities/outcomes were accomplished during the last quarter:

- The *Virginia Polytechnic Institute and State University (Virginia Tech)* garnered more than \$420,000 in scholarship funding from Google Inc. and Carnegie Mellon University (CMU) which allowed all five undergraduate students to continue their graduate studies in computer-related fields at Virginia Tech and CMU. Virginia Tech also secured more than 50 laptops from IBM to help the *Ecole Supérieure d'Infotronique d'Haiti (ESIH)* rebuild its computing lab and thus restart school two months after the earthquake.
- A new course in agribusiness was almost completed (90%), and the *State University of Haiti-Faculté d'Agronomie (UEH) et de Médecine Vétérinaire (FAMV)* began organizing the course materials to send to the University of Florida team for review.
- The *University of Massachusetts-Boston (UMass Boston)* and the *State University of Haiti-National Institute of Administration, Management and International Studies (INAGHEI)* team members agreed on post earthquake activities to assist with the resumption of classes at the institute, and a post earthquake assessment of INAGHEI was completed in September 2010.
- Five of the seven undergraduate students from the *Université Quisqueya (UniQ)* were inducted into Delta Mu Delta, the international honor society for business schools. To be inducted into Delta Mu Delta, a student must be enrolled in an undergraduate, master's or doctoral program in business administration, complete at least half the work required for the degree, and be in the top 20 percent of the class. At *Missouri Southern State University*, students must be of junior standing and have a minimum 3.5 GPA cumulatively. The ceremony took place in May 2010.

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:

- received a no-cost extension to the Associate Agreement through September 30, 2011 and subsequently granted a no-cost extension to Georgia State University;
- participated in teleconferences with USAID AOTR Manal El-Samadony to clarify procedural and programmatic issues and provide updates on the progress of the EMBA program;
- continued frequent discussions with GSU on activities and outcomes in relation to program objectives and revisions to the work plan;
- conducted a monitoring site visit to Egypt in March/April 2010 to review activities and ensure program objectives are on target to be met;
- hired an external evaluator to review the overall health of the partnership and what is being put in place as a foundation to accomplish the program's goals; 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:

- Alexandria University Faculty of Commerce launched a promotional campaign for a second cohort of students, and received 42 applications in Alexandria and 31 in Cairo. AU faculty conducted an interview process that resulted in the admittance of 30 students in Alexandria and 25 in Cairo for Fall 2010.
- The Sustainability Planning Committee held its inaugural meeting on May 25, 2010 to discuss linkages with the Egyptian business community; maintenance of quality, price, and size of the EMBA program; and other facets of sustainability after the HED/USAID grant period.
- GSU Professor Sevgin Eroglu visited Alexandria and Cairo to teach the Phase I Introduction to the International Residency course that will expand the cross-cultural competency and vision of AU-EMBA students and faculty. Dr. Eroglu conducted three seminars in Egypt to familiarize students with the scope and expectations of the course, lecture on core topics and basic theories of international business and globalization, to assess the audit presentations prepared by students about the Atlanta companies they are to visit, and address student questions and concerns about the residency program.
- GSU Professor James Boles visited Alexandria and Cairo to teach marketing and teaching methods. Dr. Boles taught five cases and conducted five lectures to the Alexandria and Cairo cohorts, held an hour and a half long research seminar on how to publish, and worked closely with Alexandria University professors Drs. Yacout and El-Aref and discussed teaching philosophy and research.
- An online meeting was held between GSU and Alexandria University to test AU's Elluminate Software. The test was successful, and GSU and Alexandria University are considering using the software for online courses—starting with a computer information systems course.

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 *Petra University*, 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 additional books and resource materials to support the training of student teachers at the Jordanian universities and they furnished a kindergarten classroom lab at Petra University. Partners were able to leverage funding from Petra University for room renovation, flooring, and installation of a one-way mirror and speakers for student-teacher observation.

Following revision to the early childhood education curricula in the previous reporting period, Petra University faculty members proposed additional curricular revisions to make student practice the core of

the curriculum. The revised curriculum is expected to move to a special committee at Petra University for approval. The University of Jordan is exploring the possibility of submitting similar revisions.

Partners continued to engage in discussions regarding student teacher placement in public kindergarten classrooms, with the goal of increasing the number of student teachers in public kindergartens. As a result of these discussions, two Petra University practicum students were placed in public kindergarten classrooms during the spring 2010 semester and six during the fall 2010 semester. The University of Jordan is negotiating the placement of student teachers in public kindergarten classrooms for the fall 2010 semester. The link between the faculty and the practicum experience at University of Jordan has been strengthened through the participation of its practicum director in the partnership.

Faculty members, joined by two Ministry of Education representatives, participated in a professional development workshop in June 2010 at Utah State University. 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 were held in Amman, Jordan in May 2010. This increased collaboration has strengthened the linkages between the Ministry of Education and both Jordanian universities.

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, Constantine (UMC) 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 conducted monthly teleconferences with WDI, USAID/OMEP, and the U.S. Embassy in Algiers to discuss implementation of the program; continued to collaborate with WDI to revise the monitoring and evaluation plan based on feedback from USAID/OMEP and the U.S. Embassy; received approval from USAID/OMEP on the final monitoring and evaluation plan; negotiated with USAID/OMEP to gain approval to include a Master's in Tourism Management in the Associate Award's program description; and monitored implementation of the program to ensure program objectives and activities are on target.

Notable partnership activities/outcomes include:

- The Career Center (CC) staff met with 99 local employers; a total of 157 internships hosted by 20 different companies were created. Ten companies also hired a total of 23 graduates from UMC.
- The CC organized 58 workshops attended by 891 students. The workshops improved the employability of students by covering the following areas: cover letters preparation, resume writing, interview preparation, interview presentation, and writing skills.
- The CC held UMC's first-ever career fair in June 2010. Thirty-one companies attended the career fair, and a total of 4,000 students were estimated to have attended the event.
- CC staff training took place in the United States in August 2010 for five CC staff. The training focused on information and technology management, career development/career counseling, and employer relations.

- A course template was developed for use in the creation of new syllabi and course materials for English for specific courses for business students.
- An English proficiency assessment was developed to test first-year business students at UMC.
- Four UMC business faculty attended training in general management and tourism management in the United States in September 2010.
- Courses, syllabi, and curriculum frameworks that include course learning goals and assessment of student learning were developed for a Master's in General Management and a Master's in Tourism Management.

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 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 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 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:

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 to engage in the support of better informed decisions and policy making;
4. create an international network of experts to support Egypt's public policy reform;
5. 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:

- GSU's visit to CU to discuss the implementation of the partnership;
- Beginning of work on three joint research papers between faculty members from GSU and CU. The papers will address a variety of topics of interest to the researchers and especially of value to the economics department in CU;
- Re-launching of the students exchange program with the addition of funds from CU to the GSU scholarship for up to two students to study for a master's degree at GSU;
- Hiring of a program officer to help with the visa and TraiNet procedures from the CU side;

- HED's approval of GSU and CU's proposed modified implementation plan and associated budget in June 2010.

Anticipated partnership undertakings during the next six months (October 1, 2010 – March 31, 2011) include:

- Facilitating travel to Atlanta, Ga. for the three CU researchers who are working on joint papers with their GSU counterparts. The main objective of the trip is for the researchers to complete their joint research papers;
- Arranging for three exchange faculty visits during Spring-Summer 2011;
- Identifying, selecting, and matriculating candidates for the master's program at GSU;
- Designing, organizing and delivering a third faculty training course at Cairo University to further build economics research capacity of the host country institution. The proposed topic is Microeconomics and the tentative delivery date is May/June 2011; and
- HED to visit CU and GSU to monitor the implementation of the activities and the preparation for major events.

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

This Associate Award provides funding for the establishment of at least one higher education partnership.

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" for a collaboration with the *University of Guyana (UG)*.

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.

Overall the partnership received positive media coverage. Notable partnership activities during this reporting period included the following:

- Production of 12 mini-documentaries simulcast on Guyanese television;
 - Student documentary "Guyana Peppercorn" recognized nationally and internationally;

- CCS faculty at OU undertook degree training; and
- 80 journalists trained in workshops.

HED is working closely with USAID/Washington and USAID/Guyana regarding a possible Job Opportunities for Business Scale-Up (JOBS) RFA regarding business expansion in the ecotourism industry. This activity may be incorporated into this Associate Award.

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

In February 2009, HED made an award of \$450,000 to South Carolina State University (SCSU) in February 2009 for a three-year partnership project titled: “South Carolina State University-Ngozi University Partnership for Strengthening Educational Capacity and Rural Development.” USAID/Burundi had pre-selected Ngozi University (NU) as the lead partner institution in Burundi in the writing of 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 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 business and agribusiness sectors.

Major partnership activities during this reporting period included:

- Ongoing research at three recently-established experimental research stations for fruits and vegetables and two for rice as part of an expanded extension component of the revised partnership workplan (per the previous reporting period), ultimately resulting in new seeds being made available for local farmers and communities;
- Full delivery of three courses in NU’s new undergraduate program in Agribusiness, the first program of its kind in Burundi (partners are seeking to upgrade it to a full degree program);

- Drafting of plans to introduce and disseminate new U.S. vegetable seed varieties in Burundi and to export new varieties developed at the experimental research stations;
- Completion of TOEFL exams by five NU candidates for SCSU's MBA program, with three expected to matriculate in the Spring of 2011 (pending satisfactory GMAT scores);
- Site visit to Burundi by two U.S. partners and three HED representatives in August 2010, including a meeting at the USAID Mission;
- Ongoing training of farmers and extension agents, taking full advantage of the experimental research stations in the adjacent provinces of Ngozi and Kayanza; and
- Ongoing 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 (October 1, 2010 – March 31, 2011) include:

- Select and enroll three NU students in SCSU's MBA program in the Spring of 2011;
- Complete the delivery of two new agribusiness courses (Agribusiness Strategy and Farm Management) by the end of October 2010 as part of the new agribusiness program;
- Deliver two new short courses in Agribusiness and Entrepreneurship in December 2010/January 2011; and
- Export new fruit and vegetables seeds from the United States to NU for the experimental research stations and new crop research trials.

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

The Associate Award (AA) 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 AA in fiscal year 2010 to strengthen the teaching and implementation of environmental law in three Central America Free Trade Agreement-Dominican Republic (CAFTA-DR) partner countries – Guatemala, Nicaragua and the Dominican Republic. The partners are training future environmental law trainers in the host countries in a four-part project that includes a thorough needs assessment, comprehensive environmental law workshops, and the joint creation and implementation of an interdisciplinary environmental law *diplomado* (certificate program). The partners are in the process of designing a training manual for the *diplomado* which will include clinical and internship/externship features that can be implemented regionally.

Dr. Colin Crawford, the partnership director from GSU, accepted a position at Tulane University (Tulane) as Professor of Law and Executive Director of the Payson Center for International Development effective July 1, 2010. After consultation with leadership from GSU, Tulane, UNIBE, URL and UPL, all the partners supported the request to conclude activities under the subcooperative agreement with GSU and initiate a new agreement with Tulane. HED requested permission in June 2010 from the USAID Agreement Officer to move forward on an agreement with Tulane. The request was approved effective July 15, 2010.

Major partnership activities during this reporting period included:

- Explored feasibility and obtained necessary support regarding concluding agreement with GSU and initiating agreement with Tulane;
- Concluded agreement with GSU;
- Obtained USAID AOTR support and agreement officer approval;
- Negotiated award with Tulane;
- Delivered second (trade and environmental law) workshop in Cap Cana, Dominican Republic, in the final week of April 2010;
- Delivered third (international environmental law) workshops in Antigua, Guatemala and Quetzaltenango, Guatemala in the final week of May 2010; and
- Postponed fourth workshop (the environment as a human right) due to a tropical storm and a volcanic eruption in Guatemala that isolated the group and prevented the US-based facilitator from entering Guatemala. As a result, this workshop was rescheduled for October 2010.

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

In Fall 2008, 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 (WDI)/University of Johannesburg (UJ): transportation and supply chain management, \$250,000.

USAID/South Africa had pre-selected the three South African institutions in the writing of the Request for Applications. 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 10-12 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.

Major partnership activities and accomplishments during this reporting period include:

- Continued development and delivery of modules for the new Further Education and Training (FET) Advanced Certificate of Education (ACE) in Mathematics;
- Continued training through the FET ACE Mathematics program of approximately 300 secondary math teachers resulting from the unexpected receipt of \$100,000 in supplemental funding from

the KwaZulu Natal (KZN) Department of Education for each of the six modules the partners are developing;

- Production and dissemination of two sets of videos on geometric constructions;
- Presentation of partnership results at the International Group for the Psychology of Mathematics Education annual conference in Brazil; and
- Site visit to UKZN in August by one of the U.S. co-PIs and three HED representatives.

Anticipated partnership undertakings during the next six months (October 1, 2010 – March 31, 2011) include:

- Evaluation and analysis of the quality and impact of the second two FET ACE Mathematics modules (out of a total of eight modules); and
- Design/adaptation and delivery of the third set of modules (“Education Studies in Mathematics,” “Functions and Calculus,” “Professional Practice”)

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 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.

Major partnership activities and accomplishments during this reporting period include:

- Completed the collection of data for the 2010 World Cup research project funded by TUT’s Office of the Vice Chancellor to research the attitudes, perceptions, and experiences of international visitors and South African residents from diverse demographic groups with regard to the event at nine host sites. The partners will conduct a follow-up study in early 2011.
- 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.
- Proposal of a new research project on tourism and conservation issues at the Vredefort Dome World Heritage Site, a large meteorite impact site.
- Provided assistance in the planning of the November 2010 international conference on Global Sustainable Tourism in Nelspruit, South Africa hosted by TUT.
- Continued assistance from UF to TUT, a relatively new university, in establishing new links with multiple stakeholders to increase the visibility of its tourism programs (these ties have increased opportunities for student internships and jobs as well as faculty research).
- Site visit to TUT in August by three HED representatives.

Anticipated partnership undertakings during the next six months (October 1, 2010 – March 31, 2011) include:

- Implement the new curricula in Casino Management, Events Management, and Aviation Management (pending approval from TUT’s governing body and the Ministry of Education).

- Host three TUT faculty members at UF for a 21-day learning tour, during which they will provide guest lectures, participate in a Distinguished Speaker Series, visit tourism sites throughout Florida, and attend lectures.
- Conduct follow-up research on the World Cup (above).
- Continue to monitor and improve existing and new curriculum.
- 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.

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 partnership activities during this reporting period include:

- Continued development and refinement of the new Master's of Commerce (MCOM) program at the University of Johannesburg (UJ), including the successful offering of the first pilot course on supply chain management in August 2010. The full program is slated to be launched in 2011.
- Visit to WDI and the University of Michigan (UM) by three UJ faculty members, including a tour of a Target distribution center and participation in campus "Brown Bag" seminars.
- Implementation of an Executive Education Workshop at UJ in August 2010, featuring the use of case study teaching.
- Implementation of an Industry Workshop at UJ in August 2010 on logistics management, attracting participants from government, the private sector, and academia.
- Additional meetings of the Industry Advisory Committee to discuss the new MCOM program and the Supply Chain Management modules.
- Site visit to UJ and participation in the two workshops (above) in August 2010 by WDI's Executive Director and program manager, one UM professor (who delivered the workshops), and three HED representatives.

Anticipated partnership undertakings during the next six months (October 1, 2010 – March 31, 2011) include:

- Implement a workshop on Women's Role in Logistics;
- Continue to develop and refine the MCOM curriculum;
- Begin preparations for a second round of study tours at WDI and UM for two UJ students; and
- Begin developing case studies for incorporation into the new MCOM curriculum.

Assessment of Political Parties Strengthening Programs 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, on May 14, 2009, the University of Pittsburgh was awarded the grant.

The goals for this collaboration between HED, the University of Pittsburgh, and USAID are: (1) to provide USAID/W with an evidence-based understanding of program implementation strategies and methods which have had an impact on political party development and advanced democratization in USAID recipient countries; and (2) to 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 to instruct USAID staff about using political party assessment and evaluation techniques are to be included.

During the six-month period of April 1 to September 30, 2010, significant progress has been made toward achieving the activity goals. First, research trips were made to Morocco, Indonesia, and the Ukraine. Second, full drafts of the three major documents, an assessment tool, an evaluation methodology, and a conceptual framework, have been completed. Third, a peer review of those documents has been conducted and consultations with the stakeholders have occurred. In addition, professors and graduate students have been actively engaged in the research about political party development thus gaining invaluable experience in the relationship between theories and practices in an area central to this activity as well as their academic interests. The implementation of this activity has led the researchers to conclude that writing and research, at least for this activity, works best as a cyclical process. After completing first drafts of the documents, the research trips have informed those initial ideas, with each trip resulting in improvements in the quality and clarity of the documents produced. At least two additional field visits are anticipated for 2011.

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

This Associate Award in collaboration with EGAT/ED's Water Team (USAID/EGAT/NRM) provides 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 Cornell master's degree at Bahir Dar University 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 (SUNY), 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, notable activities included the following:

Cornell University/Tompkins Cortland Community College/Bahir Dar University

- In July 2010, the U.S. Ambassador to Ethiopia visited the Bahir Dar campus and was impressed with the partnership's accomplishments;
- All 14 Ethiopia-based students have passed all required Cornell courses to date;
- Students' proposed thesis research projects have been reviewed and approved.

State University of New York, Albany/Tuskegee University/Makerere University

- Partnership obtained human subject approvals from SUNY to commence activities in Uganda.
- One Ugandan student has been admitted to SUNY's MS program in Environmental Health Sciences and is being trained in Sanitary Microbiology.

Table 15
PARTNERSHIPS MANAGED UNDER THE LEADER COOPERATIVE AGREEMENT

Partnerships Managed under Cooperative Agreement AEG-A-00-05-0007-00 Active As of September 30, 2010		Period of Performance	Award Amount	Number of Active Partnerships
MEPI	Four partnerships with the goal to 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.	2/6/2007-9/30/2011; 3/26/09 - 9/30/11; 1/22/07 -6/30/10; 1/8/09 - 9/30/11	\$539,341; \$284,758; \$319,600; \$284,895	4
CEPI	This partnership developed a comprehensive portfolio of civic education modules to support the teaching and learning of civic values and skills in Morocco.	2/12/07 - 2/28/09 HNE 3/1/09 - 6/30/2010 AEG	\$732,085 HNE \$300,000 AEG	1
Broader Middle East and North Africa	Four partnerships are promoting capacity-building in education through collaboration between community colleges in the United States and technical and community colleges in the BMENA region.	7/1/2010-9/30/2011; 7/15/2010-9/30/2011; 8/15/10 – 9/30/11; 9/1/10 - 9/30/11	\$141,954; \$186,301; \$148,482; \$183,730	4
LIPHEA	This partnership is providing African public health leaders with the training and skills needed to tackle the region's most pressing public health challenges. The partnership enables public health leaders to better envision, plan, implement, and manage effective responses to the health needs of East Africa.	10/4/07 – 3/31/11	\$3,667,741	1
Jordan Collaborative	This partnership will empower leadership and decision making, and create resources and knowledge networks to improve natural resources management in Jordan.	6/28/07 – 12/31/10	\$699,136	1
Kosovo Collaborative	The three partnerships are working on a variety of subject matters, including establishing a telecommunications program based on experiential learning at University of Pristina, enhancing undergraduate degree programs in energy and natural resource management for students that will pursue careers in the public, private, and non-profit sectors at the American University in Kosovo, and developing a new curriculum in accounting at the University of Pristina.	2/15/07-12/31/10; 3/12/07-12/31/10; 5/19/08-6/30/11	\$463,080; \$399,856; \$447,195	3
Albania Collaborative	The primary project objective is to strengthen the Faculty of Economy and Agribusinesses' capacity to provide quality graduate education and to build institutional capacity for effective training, consulting, and advising to the Ministry of Agriculture, extension agencies, and producer associations.	8/27/08-9/30/12	\$399,948	1
Nepal Collaborative	Partners will provide exposure to current trends in commercial and social forestry, natural resource management, and other topics identified in a joint course-by-course review of the current Tribhuvan University curriculum on Forestry.	9/21/07-9/30/12	\$600,000	1
Pakistan Collaborative	The partnership's purpose is to strengthen the capacity of the two Pakistani partner universities so that they can train more women in the fields of science, technology and engineering (STE), and to increase the opportunities available to women to participate in STE research in Pakistan.	3/3/08 – 12/31/2012	\$262,463	1
Paraguay Collaborative	This partnership will create a postgraduate certificate program at two universities in Paraguay focused on epidemiology and public health.	1/15/09 – 9/30/11	\$299, 976	1
Ethiopia Collaborative	The partners are creating a regional center of excellence on disaster risk management and sustainable development with help from the private sector and NGOs, as well as DPPA, the Ethiopian government agency responsible for disaster prevention and	9/26/07-6/30/11	\$389,975	1

Partnerships Managed under Cooperative Agreement AEG-A-00-05-0007-00 Active As of September 30, 2010		Period of Performance	Award Amount	Number of Active Partnerships
	mitigation.			
Nigeria Collaborative	This partnership is revising and updating University of Lagos' business and computer science curriculum with the Faculty of Business Administration (in close collaboration with the Department of Computer Sciences and by incorporating feedback from local employers in the private sector.	3/30/07-6/30/11	\$500,000	1
Somalia Collaborative	The university partners are working with the people of Somaliland to promote peace and stability within their society by employing traditional means and best practices in global conflict resolution.	12/17/07-12/31/11	\$399,649	1
Egypt Collaborative	The partnership is developing new four-year degree programs in the fields of marketing, finance, and accounting at Cairo University.	7/30/2007-7/31/2011	\$578,351	1
Uganda Collaborative	The goal of this partnership is to increase the capacity of two Ugandan institutions to train and support interns to work with Uganda's parliamentary committees and caucuses.	1/22/08-6/30/12	\$357,771	1
CBNRM Collaborative	The goal of the partnership is to develop Community Based Natural Resources Management (CBNRM) curricular, tools and materials to support training at graduate, undergraduate, and vocational levels in the region that will be institutionalized at three institutions in Southern Africa.	5/4/09 – 9/30/12	\$600,000	1
South Africa – New Ideas	This partnership created an innovative one-year certificate program to prepare students from formerly disadvantaged groups for jobs at firms engaged in regional and international trade.	10/27/06 to 9/30/10	\$125,000	1
Georgia – New Ideas	This partnership created a Georgian university-based clinic as an educational training center and curricular model that will support a growing cadre of mediation and conflict resolution practitioners in the South Caucasus region.	9/14/06 to 8/31/10	\$124,897	1
Indonesia – New Ideas	The partnerships main project objectives were to: (1) assess existing two-year diploma and four-year undergraduate degree curricula and programs in education ; (2) assess information communication technology capacity; (3) develop and revise new and existing undergraduate curricula and programs; and (4) implement pilot programs that will assist the government in meeting its goal of nationwide certification of all teachers.	4/1/07 to 5/15/10	\$125,000	1
Peru – New Ideas	This partnership will build local capacity for evidence-based decision making to prevent disease and protect the environment in Peru.	4/1/07 to 12/31/10	\$124,910	1

Middle East Partnership Initiative (MEPI)

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 Middle East and North Africa (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 continued to manage four active partnerships: one in Libya, two in the United Arab Emirates and one in Qatar. HED’s primary activities included:

- Responding to requests from MEPI and USAID for information on the program and partnerships;
- Monitoring the progress of the four active partnerships to ensure program activities and objectives are met;
- Responding to the University of Louisiana at Lafayette (ULL) and Qatar University (QU)’s request to extend the partnership to September 30, 2011; and
- Working with the University of Michigan, Dearborn (UMD) and the University of Garyounis (UG), (Libya) partnership to close-out activities under the HED award.

Notable partnership activities during this period include:

The University of Louisiana at Lafayette and *Qatar University* assisted QU’s Department of Mass Communication in their preparation for the accreditation review. Also, the partnership continued to jointly teach the Global Media course for students in QU and ULL.

Zayed University in the United Arab Emirates and the *University of Southern Maine* began the design and integration of new course components following the signing of their agreement to establish the Women’s Studies consortium with the American University of Sharjah, the UAE University at Al-Ayn, and Abu Dhabi University during the last reporting period. Preparation for conducting joint seminars, research and assessment began.

Thunderbird School of Global Management and *Zayed University* continued to work on the development and writing of case studies and the improvement of research skills of Zayed University’s faculty, as part of the Master of Science in International Business (MSIB) program established under this partnership. Also, the partnership conducted follow-up Global Mindset Inventory surveys for MSIB Cohort 1, showing a marked improvement in Zayed students’ appreciation for other cultures and confidence in their own management abilities. Additional surveys have been conducted with MSIB Cohort 2 and Zayed EMBA participants.

Broader Middle East and North Africa – U.S. Community College Small Grants Initiative (BMENA I)

The goal of the Broader Middle East and North Africa – U.S. Community College Small Grants Initiative (BMENA I) is to provide small grants to fund pilot projects that promote capacity building in education through collaboration between community colleges in the United States and technical and community colleges in the BMENA region.

In November 2009, HED released an RFA for the BMENA I program with a February 1, 2010 deadline. The RFA targeted community college faculty and contacted new organizations, the Council for Research and Development and the American Association for Community Colleges. HED also organized an

online information session in December 2009 with the U.S. Department of Education, the U.S. Department of State, and USAID in which interested applicants submitted questions concerning this RFA prior to or during the meeting. Questions and answers from this session were posted to the Frequently Asked Questions section of the RFA.

HED convened a panel of five community college and regional experts to review the applications in February 2010. The BMENA peer review resulted in four applications being recommended for funding.

Jordan: Red Rocks Community College, Arvada/Al-Huson University College / Al-Balqa Applied University
“Expanding Jordan’s Green Collar Workforce: An International Partnership to Establish an Associate Degree Program in Solar Energy Technology (SET)”
Award Amount: \$131,595 Cost Share: \$54,706 Total: \$186,301
Red Rocks Community College (RRCC) and Al-Huson University College (HUC), part of Al-Balqa Applied University (BAU) in Jordan, will jointly address the need for renewable energy technology training programs in Jordan.

Jordan: EICCD - Muscatine Community College/Al Quds College
“Economic Empowerment through Entrepreneurship”
Award Amount: \$119,015 Cost Share: \$22,939 Total: \$141,954
Muscatine Community College of the Eastern Iowa Community College District (EICCD) and Al Quds College in Jordan will develop and implement an entrepreneurship-across-the-curriculum program for career and technical education students and a modularized entrepreneurship certificate program for existing small and medium sized businesses.

Morocco: Gateway Technical College/Ecole Superieure de Technologie Oujda
“Automotive Diagnostics Training Partnership”
Award Amount: \$148,482 Cost Share: \$663,106 Total: \$811,587
Gateway Technical College and Ecole Supérieure de Technologie (EST) in Morocco will collaborate to deliver a diagnostic training program that includes a train-the-trainer component to provide advanced skills sets based on industry standards for the automotive industry in the Broader Middle East and North Africa Region (BMENA).

Egypt: Highline Community College/Mataria Technical College
“Leveraging Community College Workforce Development Expertise: Creating Educational Pathways to High Skills Employment at Mataria Technical College”
Award Amount: \$183,730 Cost Share: \$86,004 Total: \$269,734
Highline Community College (HCC) and Mataria Technical College (MTC) in Egypt will work together to achieve several objectives toward building workforce development expertise and educational pathways toward high skills employment in Egypt.

During this reporting period, HED also negotiated and executed subagreements of cooperation, conducted post-signing teleconferences with all four U.S. community colleges, issued a press release announcing the four partnerships, and worked with the four partnerships to launch their activities.

Broader Middle East and North Africa – U.S. Community College Entrepreneurship Proposal Development Grants (BMENA II)

Under the Broader Middle East and North Africa – U.S. Community College Entrepreneurship Proposal Development Grants (BMENA II) program, vocational and technical institutions in the BMENA region and U.S. community and technical/vocational colleges will be given awards of up to \$60,000 each to collaboratively develop proposals for long-term partnerships during a six-month period of performance. These grants are intended to support the creation of proposals for long-term partnerships of not less than three

(3) years focused on strengthening the capacity of the BMENA partner institutions through the promotion of entrepreneurship.

The partnership proposals developed through these planning grants will be submitted to HED at the conclusion of the grant period; and HED will, through a peer review process, evaluate the proposals and rank them for consideration for implementation funding. Contingent upon the availability of funding, USAID will consider funding the highest quality proposals at approximately \$450,000 over three years.

In July, 2010, HED issued an RFA for the BMENA II program with an October 18, 2010 deadline. The RFA targeted faculty at vocational and technical institutions and community colleges in the United States and BMENA region, the Council for Research and Development, and the American Association for Community Colleges. To support the promotion of the program in the BMENA region, HED also posted an Arabic translation of the RFA to its website.

HED conducted a general online information session in August 2010 and three regional online information sessions in September 2010 in which interested applicants submitted questions concerning this RFA prior to or during the meeting. Representatives from the U.S. Department of Education, the U.S. Department of State, and USAID participated in the sessions, and questions and answers from the sessions were posted to the Frequently Asked Questions section of the RFA.

Civic Education Partnership Initiative (CEPI)

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.

Two major activities took place during this time period. The first activity was the continuation of the data collection for an assessment of the 9th grade curriculum. Post-assessments were implemented in eight schools, the data were analyzed, and the assessment results were used to further revise the CEPI curriculum. Results from the CEPI curriculum assessment also were disseminated at the CIVITAS World Congress in Jakarta, Indonesia in July 2010 and were prepared for academic publication.

The conduct of a dissemination workshop in Tangier was CEPI's second major activity. This workshop was held for approximately 50 local educational teacher/leaders to prepare them for using and training others on the CEPI curriculum. The two-day workshop included a presentation of the pre-assessment data by Dr. Alden Craddock from Maryville University and Dr. Natalie Bolton from the University of Louisville, Kentucky.

Although CEPI's funding under HED ended June 30, 2010, the Moroccan partners continue to prepare educators on use of CEPI materials. In fall 2010, CEPI Teacher Education course will be conducted at Casablanca Pedagogical Institute, and the CEPI University course is expected to be held at Hassan II-Ben Msek.

CEPI achieved several 'firsts' in Morocco:

- It was the first time a Moroccan curriculum was intentionally designed around the same concepts at the school, teacher education, and university levels;
- It was the first time a curriculum was scientifically assessed; and
- It was the first time multiple levels of educational system worked together on a project cutting across both agencies and sectors.

Leadership Initiative for Public Health in East Africa (LIPHEA)

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, interministerial 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, and Uganda). Using the \$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 fully 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 they leveraged from the Rockefeller Foundation last year and \$300,000 this year, the partners are continuing to expand their health emergency management training efforts to more districts in alliance and non-alliance countries.

A particularly notable development this reporting period has been the increasing local, regional, and international recognition of HEALTH as a highly committed, coordinated, and active alliance of seven prominent African schools of public health with state-of-the-art capacity in health emergency management, zoonotic diseases, and leadership. As a result, HEALTH (with the MUSPH as the lead institution) has been selected to serve as the African hub for a DFID-funded \$12 million project through Future Health Systems, an international consortium of health research institutions in Asia, Africa, and the United States. HEALTH is also a partner in USAID's \$185 million RESPOND initiative addressing emerging infectious diseases. The Alliance has already served as the hub for a National Science Foundation grant investigating the impact of natural disasters on local communities.

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

- Approval by MUSPH's Board of a master's-level course in monitoring and evaluation and a Master's-level course in complex public health emergencies;
- Production of two newsletters, one focusing on e-learning and the other on zoonotics; and the “One Health” initiative, an integrated, multi-disciplinary approach to addressing public health challenges;
- Flood survey conducted by MUSPH, JHU, and district-level officials in Uganda (with leveraged funding from NSF), taking advantage of the capacity built through LIPHEA's Health Emergency Management Program (HEMP) activities;
- Study on recent local landslides in Uganda and their impact on water, sanitation, and hygiene, utilizing researchers and district-level responders trained through HEMP;
- Follow-up surveys in all six Alliance countries regarding the effectiveness of the training received through HEMP;

- Training of 116 additional district-level public health personnel from Tanzania and Uganda in disaster management, including the incorporation of the new curriculum on zoonotic diseases (e.g., rabies, anthrax, Rift Valley fever, ebola, plague, influenza A, and trypanosomiasis);
- Ongoing revision and fine-tuning of the zoonotic curriculum and manuals for district-level training;
- Convening of the 8th Deans and Directors Meeting in Kampala, Uganda in August 2010 to review the main accomplishments and outcomes of the partnership to date and discuss the future plans of LIPHEA, HEMP, and HEALTH;
- Monthly consultations with the Ugandan and Tanzanian Prime Minister's offices on disaster planning and response (especially in light of recent disasters), bringing together representatives from academia, the Red Cross, NGOs, and other stakeholders;
- Ongoing engagement with Ministries of Agriculture and Veterinary Services, faculties of medicine, and wildlife authorities to strengthen capacity in zoonotic diseases;
- JHU-created a free online course titled, "Enhanced Teaching and Learning: A Public Health Perspective," designed to help HEALTH faculty develop more effective curriculum, pilot tested and ready to be transferred to the Alliance institutions;
- Establishment of an e-learning site for MUSPH MPH students, especially for the benefit of those from the more remote areas of Uganda;
- Ongoing publication of the quarterly *East African Journal of Public Health* (indexed in MedLine and available online);
- Hiring of a full-time MUSPH communications officer to conduct regular media briefings; and
- Posting of updated profiles of the seven HEALTH institutions on the Alliance website.

Major anticipated partnership undertakings during the next six months include:

- Continue to conduct district-level HEMP trainings (with a focus on zoonotic diseases), primarily in Rwanda, Tanzania, and Uganda;
- Convene a five-day Country Team Leaders Meeting in Kampala – bringing together principal investigators, program coordinators, technical advisors, and veterinary school personnel – to disseminate findings from the follow-ups to the HEMP-related research, design a short course in disaster management, and develop new exercises for ongoing HEMP trainings;
- Follow-up visit to 22 districts in all six Alliance countries which have already received HEMP training;
- Convene a 9th and final (USAID/HED-funded) Deans and Directors meeting in March 2011 in Kampala with Alliance members, USAID, HED, and other stakeholders;
- Publish additional HEMP-related papers;
- Launch of the online curriculum development course (above) throughout the six Alliance countries;
- Publish two more issues of the *East African Journal of Public Health*; and
- Publish another issue of the new HEALTH Alliance Newsletter.

JOBS (Job Opportunities for Business Scale-Up)

Development of the worldwide JOBS associate award initiative continued during this reporting period. In consultation with USAID/EGAT/ED, HED is tapping higher education expertise related to workforce skill development and training/advising for entrepreneurs and small businesses that have the potential to create jobs at the local level.

HED is working with EGAT/ED to identify Missions which have an interest in the JOBS initiative and work collaboratively with Missions to shape JOBS Associate Awards and RFAs to country priorities and strategic frameworks.

During this reporting period, two JOBS RFAs were drafted, focused on U.S. higher education partnerships with host country counterparts to build more entrepreneurial business cultures, support the creation and strengthening of small businesses and provide workforce training and support to in-and-out-of-school youth to enable them to build productive livelihoods.

The pilot JOBS RFA document was developed with the USAID Mission in Barbados, USAID/EGAT/ED, and HED for a higher education partnership with the Cave Hill School of Business (CHSB) at the University of the West Indies). CHSB played a very active role in relating the objectives of JOBS to its own institutional mission and shaping the RFA, in an effort which can be considered a “best practice” in program design. The Barbados JOBS RFA was released in May and six applications were received on Sept. 24, 2010 for a four-year partnership award which is expected to begin implementation in early 2011.

During the reporting period, a consulting team was identified by HED and sent to the U.S.-Mexico border region to collect information as the basis of an RFA for a JOBS Mexico partnership. The outcome of this effort was an RFA for a JOBS Mexico partnership with a Mexican higher education institution in Tijuana, Mexico. The goals of this proposed partnership focus on at-risk youth and address a priority of the Mexico Mission at present, Pillar IV of the Merida Initiative, a strategy to build strong and resilient communities that can withstand the pressures of criminal influence. The RFA was posted to the HED website in August for a higher education partnership which is expected to begin implementation during the first quarter of 2011.

During the reporting period, Jennifer Sisane and Carol Robles of HED and Gary Bittner of USAID/EGAT/ED traveled to Jamaica to confer with USAID/Jamaica on a Jamaica JOBS Associate Award and higher education partnership with the University of the West Indies. A draft program description is under review by the Mission.

HED Competitions and Partnership Planning

Four Requests for Applications (RFAs) were active during this reporting period. (See Table 16)

Table 16
REQUESTS FOR APPLICATIONS DURING THIS REPORTING PERIOD

Source of Funding	Partnership Title	RFA Release Date
USAID/Senegal	Senegal: Community Service Learning	March 12, 2010
USAID/Barbados and USAID/EGAT/ED*	Barbados: Supporting Entrepreneurs through the JOBS Initiative (Job Opportunity for Business Scale-Up)	May 7, 2010
U.S. Department of State, Middle East Partnership Initiative (MEPI)*	Broader Middle East and North Africa - U.S. Community College Entrepreneurship Proposal Development Grants Program: 2010	July 15, 2010
USAID/Mexico and USAID/EGAT/ED*	Mexico: Job Opportunities for Business Scale-Up (JOBS) 2010	August 30, 2010

* Details about these RFAs will be reported in June 2011.

As a result of the Senegal: Community Service Learning RFA, one application was recommended for funding:

Fairfield University / Collège Universitaire Régional. “Use of ICT and Service Learning to Develop Health Curricula.”

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 17 shows applicant numbers by association membership, academic areas, and institution type. Table 18 displays applicant numbers by minority-serving institutions and international development areas for each of the RFAs offered in this reporting period.

Applications Received During This Reporting Period. HED convened one peer review panel during this reporting period - Senegal (June 25, 2010).

Table 17
NUMBER OF U.S. INSTITUTIONS APPLYING FOR PARTNERSHIPS, BY ASSOCIATION MEMBERSHIP, ACADEMIC AREA, AND INSTITUTION TYPE
April 1, 2010 – September 30, 2010

Descriptor	# of Applications	ACE	AACC	AASCU	AAU	APLU	NAICU	Humanities	A&S	Prof. Schools	Engineering	Agriculture	Vocational	Other	2 Year	4 Year	Other
		Association Members						Academic Areas						Size			
Senegal	5	4		1	1	2	2			5						5	1
Totals	5	4		1	1	2	2			5						5	1

Table 18
NUMBER OF U.S INSTITUTIONS RESPONDING TO RFAs, BY
MINORITY-SERVING STATUS AND INTERNATIONAL DEVELOPMENT AREA
April 1, 2010 – September 30, 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											
Senegal	5		2														5
Totals	5		2														5

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 was 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 10 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.

During this reporting period, HED monitored the following Fixed Obligation Grants (FOGs) between U.S. community colleges and Brazilian technical colleges, *Instituto Federal de Ciência e Tecnologia (IFETs)*:

- Alamo Community College District/IFET Pelotas/IFET Santa;
- Macomb Community College/IFET Pará/IFET Amazonas; and
- Northern Virginia Community College/IFET Mato Grosso/IFET Goiás.

Alamo Community College, Macomb Community College, and Northern Virginia Community College completed activities during this reporting period. As part of the requirements of the FOGs, each institution submitted a final written report that summarizes activities and outcomes, describes lessons learned and anticipated lasting impacts, and future recommendations.

Africa-U.S. Higher Education Initiative

AFRICA PROGRAM SEMI-ANNUAL REPORT (April 1, 2010 – September 30, 2010)

Introduction. The Africa program at HED manages higher education partnerships in sub-Saharan Africa under the Africa-U.S. Higher Education Initiative. The Africa program also provides support, particularly in financial expenditure analysis and reporting, to partnerships in Sub-Saharan Africa that are also funded by USAID.

USAID, through HED, funded 33 Africa Initiative Planning Grants. The first 20 grants were approved in March 2009 and the additional 13 were approved for funding in October 2009. The first 20 partnerships submitted strategic plans in November 2009. Those strategic plans were examined by a Review Committee of experts in March 2010. Sub-agreements for the additional 13 planning grants were executed in October 2009. The 13 partnerships submitted strategic plans in March 2010. Those plans were also examined by a Review Committee of experts in May 2010.

The Review Committee made recommendations for funding of 11 strategic plans which were submitted for concurrence by the respective Missions and approved by USAID. Missions also selected HED as a management mechanism for all 11 partnerships. HED and Africa Initiative/Association of Public Land-grant Universities staff traveled to several African countries to meet with the respective PIs and Missions on program descriptions and to initiate the Associate Award process.

Review of 13 Strategic Plans. A Review Committee of nine experts from African and U.S. higher education institutions, The World Bank, Africa Initiative team and HED reviewed the strategic plans in May 2010. The Review Committee recommended five partnerships for immediate consideration to USAID. The committee determined that these partnerships had a high likelihood of success in achieving the goals of the Africa-U.S. Higher Education Initiative, addressing the priorities of USAID Missions, and realizing long term and sustainable development impact. In addition, the Review Committee identified two partnerships with merit and proposed to defer a recommendation on these partnerships, pending further discussion with USAID (Africa Bureau, EGAT/ED and respective Missions). Six strategic plans reviewed by the Review Committee had issues that required major modifications in order to meet the goals of the Africa-U.S. Higher Education Initiative and USAID, and therefore were not submitted for funding at this time.

11 Recommended Partnerships. The recommendations to fund 11 partnerships through HED were sent by the Africa Bureau to the respective Missions for concurrence. All missions concurred with the recommendations except for Sudan, which chose to manage and fund the partnership directly out of the Mission.

After notifying the 11 partnerships about the recommendation, HED drafted a two-year proposal outline for each partnership, received feedback from HED's Director of Reporting and Assessment, Jane Gore and APLU staff, and forwarded the outline to all recommended partnerships to prepare their two-year proposal. The two-year proposals submitted by the partnerships formed the basis on which program descriptions were developed for discussion with Missions.

Table 19 reflects the 11 partnerships that were recommended for funding by higher education association memberships and congressional districts.

Table 19
ELEVEN AFRICA INITIATIVE PARTNERSHIPS BY HIGHER EDUCATION
ASSOCIATION MEMBERSHIPS AND CONGRESSIONAL DISTRICTS

Lead U.S. Higher Education Institution	Association Membership	State	Congressional District	Other U.S. Institution
Brown University	ACE/AAU/NAICU	RI	1 st	The Miriam Hospital
Colorado State University	ACE/APLU	CO	1 st	University of California, Davis
Indiana University, Bloomington	ACE/AAU/APLU	IN	9 th	University of Massachusetts School of Medicine & Virginia Polytechnic Institute and State University
Michigan State University	ACE/AAU/APLU	MI	8 th	Lincoln University
North Dakota State University	ACE/APLU	ND	1 st	Washington State University, Columbus State University, Michigan State University, & University of Minnesota
Syracuse University	ACE/AAU/NAICU	NY	25 th	
The Ohio State University	ACE/AAU/APLU	OH	15 th	American Distance Education Consortium
Tuskegee University	ACE/APLU	AL	3 rd	Princeton University & African Renaissance Institutes of Science and Technology (ARIST)
University of Cincinnati	ACE/APLU	OH	1 st	Advanced Photon Source at Argonne National Laboratories, Exxon-Mobil Central Research Laboratory, & Oak Ridge National Laboratory: High Flux Isotope Reactor
University of Connecticut	ACE/APLU	CT	3 rd	IBM Watson Research Center, Bentley System Incorporated, & US Geological Survey - Earth Resources Observation and Science (EROS) Center
Virginia Polytechnic Institute and State University	ACE/APLU	VA	9 th	Virginia State University

HED staff and Africa Initiative/APLU staff traveled to several African countries to discuss with the respective PIs and Missions on program descriptions and to kick-start the Associate Award process. Table 20 reflects the Missions visited and a list of the team members who traveled during this reporting period.

Table 20
USAID MISSIONS VISITED BY HED/APLU TEAM IN 2010

Country/Mission	Date	Partnership	Team Member
Uganda	June 21 - 25	Makerere University & North Dakota State University	Jeanne-Marie Duval, Teshome Alemneh, & David Hansen
Malawi	June 24 - 29	University of Malawi & Michigan State University	David Hansen
Senegal	July 26 - 30	Université Gaston-Berger & The Ohio State University	Teshome Alemneh & Montague Demment
Ghana	August 2 - 6	University of Ghana & Brown University	Teshome Alemneh & Montague Demment
South Africa	August 30 - September 3	University of Cape Town & University of Cincinnati	Jeanne-Marie Duval, Moses Yomi, & David Hansen
Kenya	August 30 - September 3	Kenyatta University & Syracuse University	Teshome Alemneh & Montague Demment
Kenya	August 30 - September 3	University of Nairobi & Colorado State University	Teshome Alemneh & Montague Demment
Ethiopia	September 6 - 10	Addis Ababa University & University of Connecticut	Teshome Alemneh & Montague Demment

The other country Missions, (i.e., Liberia, Burkina Faso and Sudan) are scheduled to be visited in October and November.

As a result of the visits, HED and Africa Initiative/APLU team members were able to accomplish the following:

- Clarify the nature of the partnerships;
- Clarify the roles and responsibilities of HED as a management entity; and
- Reach an agreement with Mission staff on ways to execute an Associate Award in a timely manner.

In many of the visits a large number of USAID Mission staff (Point of Contacts, Program Officers, Contracting Officers, etc.) and, in some cases, Mission Directors attended the discussions. HED drafted and submitted an Application for an Associate Award to the seven Missions visited for eight partnerships.

Financial Reports for the 33 Africa Initiative Planning Grant Awards. HED managed 33 planning grant awards under the Africa-U.S. Higher Education Initiative. The total award amount for these 33 partnerships was \$1,638,024.70, with a reported total expense of \$1,518,685.70 (Table 21). In terms of cost share, reported expenses were 100.6 percent for the first group of 20; and 93.1 percent for the second group of 13 partnerships (Table 21). Each partnership has successfully met its financial obligation with ACE/HED and all reimbursements have been paid in full.

Table 21
FINANCIAL EXPENDITURES FOR THE 33 PLANNING GRANTS

Planning Grant	Award	Expenditure of Award	Cost Share	Expenditure of Cost Share
First Group of 20	\$988,461.70	\$945,141.08 (95.6%)	\$979,663.88	\$985,989.66 (100.6%)
Second Group of 13	\$649,563.00	\$573,544.62 (88.3%)	\$395,417.60	\$368,167.24 (93.1%)

In May 2009, 20 planning grants were executed with U.S. higher education institutions. Each planning grant was awarded approximately \$50,000, for a total of \$988,461.70 from May 2009 through November 2009. The total reported expenses for the duration of these partnerships was \$945,141.08, which was

95.6 percent of the total awarded amount. Each institution was required to match its cost share of 15 percent with the award amount, which was a total of \$979,663.88. The total reported expenses for cost share was \$985,989.66, which was 100.6 percent of the total cost share amount. Each partnership has met its financial obligation with ACE/HED and all reimbursements have been paid in full. See Table 22 for a detailed description of each institution's financial reporting record.

In October 2009, a second group of 13 planning grants was executed with U.S. higher education institutions. Each planning grant was awarded approximately \$50,000, which was a total of \$649,563.00 from October 2009 through March 2010. The total reported expenses for the duration of these partnerships was \$573,544.62 which was 88.3 percent of the total awarded amount. Each institution was required to match its cost share of 15 percent with the award amount, which was a total of \$395,417.60. The total reported expenses for cost share was \$368,167.24, which was 93.1 percent of the total cost share amount. Each partnership has successfully met its financial obligation with ACE/HED and all reimbursements have been paid in full. See Table 23 for a detailed description of each institution's financial reporting record.

Partnership Close-Outs

The Africa U.S. Higher Education Initiative Planning Grants program closed out and program staff sent congratulations letters to the 33 planning grant partnerships following a thorough analysis of financial expenditure and program reports.

Support to Non-Africa Initiative Partnerships

The Africa program provided support, particularly in financial expenditure analysis and reporting, for partnerships in Sub-Saharan Africa that are managed by other Program Associates.

The Africa Program Coordinator began managing financial expenditure analysis and liaison responsibilities on seven other HED partnerships outside of the Africa Initiative. The partnerships are Kansas State University/University of Lagos (Nigeria), University of Michigan-William Davidson Institute/University of Johannesburg (South Africa), State University of New York-Buffalo/University of KwaZulu-Natal (South Africa), University of Florida/Tshwane University of Technology (South Africa), Cornell University/Bahir Dar University (Ethiopia) and State University of New York-Albany/Makerere University (Uganda).

Other Africa Initiative Activities

- Represented HED and presented a paper titled "*Higher Education Partnerships toward Strengthening Human & Institutional Capacity Development*" at the Association of African Studies Programs, Annual Spring Meeting, John Hopkins University, April 8-10, 2010.
- Participated in an APLU discussion on developing a concept note for a "*Knowledge Center*" under the Africa-U.S. Higher Education Initiative moderated by Earl Kellogg and Peter McPherson. Participants included Anne Austin (Michigan State University), Bruce Johnstone (University at Buffalo), Damtew Tefera (Boston College), Bill Saint (former World Bank Lead Education Specialist), Al Watkins (World Bank), Montague Demment (APLU) and David Hansen (APLU).
- Briefed State Department Staff working on '*Centers of Excellence in Muslim Countries*' on HED activities and partnership management mechanisms.
- Briefed University of South Africa delegation on HED activities and partnership management mechanisms.

- Represented HED, moderated a session and presented a paper titled “*Meaningful Impacts and Lessons Learned from Higher Education Partnerships in Africa*” at the USAID 2010 Africa Regional Education Workshop, Dar es Salaam, Tanzania, June 6-9, 2010.
- Africa Program Coordinator contributed to the discussion with a high level delegation from the Africa Union Commission and African Union Mission in the U.S. on the Commission’s plan to establish Pan African universities.
- Based on an assignment by the HED Board, the Africa program contributed to the discussion with Arlene Jackson of AASCU, Maureen Budetti of NAICU, and Michael Allen of AACC on concerns about how to diversify HED’s applicants and awardees.

Table 22
FIRST GROUP OF 20 AFRICA INITIATIVE PLANNING GRANT AWARDS

U.S. Institution	African Institution	Country	Sector	Award Amount	Cumulative Expense	Percentage of Expenses	Cost Share	Cumulative Expense	Percentage of Expenses	Reporting Status
Calvin College	Milton Margai College	Sierra Leone	Education	\$48,460.00	\$48,460.00	100.00%	\$12,494.00	\$12,545.12	100.41%	Closed
Cleveland State University	Copperbelt University	Zambia	Engineering	\$49,882.02	\$34,838.14	69.84%	\$62,438.30	\$53,686.16	85.98%	Closed
Colorado State University	University of Nairobi	Kenya	Agriculture	\$50,000.00	\$48,678.77	97.36%	\$20,847.00	\$20,685.65	99.23%	Closed
Durham Technical Community College	Kigali Institute of S&T	Rwanda	Health	\$47,915.00	\$47,181.60	98.47%	\$12,053.00	\$11,372.16	94.35%	Closed
George Mason University	University of Sierra Leone	Sierra Leone	Education	\$50,000.00	\$50,000.00	100.00%	\$63,964.00	\$63,964.00	100.00%	Closed
George Washington University	Moi University	Kenya	Health	\$49,272.00	\$45,392.00	92.13%	\$83,765.00	\$47,272.65	56.43%	Closed
Georgia State University	International University of Grand-Bassam	Cote d'Ivoire	Business	\$49,490.03	\$49,447.61	99.91%	\$47,339.83	\$60,808.68	128.45%	Closed
Michigan State University	University of Malawi	Malawi	Agriculture	\$49,999.00	\$49,991.82	99.99%	\$17,160.00	\$25,720.62	149.89%	Closed
North Dakota State University	Makerere University	Uganda	Health	\$50,000.00	\$50,000.00	100.00%	\$17,767.00	\$19,056.28	107.26%	Closed
Oklahoma State University	Hawassa University	Ethiopia	Agriculture	\$50,000.00	\$50,000.00	100.00%	\$104,321.00	\$104,833.78	100.49%	Closed
Texas A&M University	University of Namibia	Namibia	Education	\$49,984.37	\$49,276.81	98.58%	\$125,331.40	\$125,331.40	100.00%	Closed
The Ohio State University	Université Gaston-Berger	Senegal	Agriculture	\$50,000.00	\$47,084.00	94.17%	\$44,503.00	\$39,063.32	87.78%	Closed
Troy University	University of Liberia	Liberia	Education	\$49,918.00	\$46,893.53	93.94%	\$15,250.00	\$15,250.00	100.00%	Closed
Tufts University	Muhimbili University of Health and Allied Sciences	Tanzania	Health	\$49,905.96	\$49,680.30	99.55%	\$101,460.32	\$151,427.92	149.25%	Closed
University of Alabama-Birmingham	University of Zambia	Zambia	Health	\$50,000.00	\$49,078.32	98.16%	\$72,000.00	\$45,924.62	63.78%	Closed
University of Connecticut	Addis Ababa University	Ethiopia	Engineering	\$50,000.00	\$43,674.46	87.35%	\$12,500.00	\$12,500.00	100.00%	Closed
University of the Pacific	School of Finance & Banking	Rwanda	Agriculture	\$48,471.00	\$48,471.00	100.00%	\$49,872.00	\$72,901.00	146.18%	Closed
Virginia Tech University	Catholic University of Sudan	Sudan	Agriculture	\$50,000.00	\$50,000.00	100.00%	\$34,122.00	\$38,986.70	114.26%	Closed
West Virginia University	Catholic University of Mozambique	Mozambique	Education	\$49,999.32	\$42,710.73	85.42%	\$38,651.03	\$20,834.60	53.90%	Closed
Wheelock College-Boston	University of Education, Winneba	Ghana	Education	\$45,165.00	\$44,282.00	98.04%	\$43,825.00	\$43,825.00	100.00%	Closed
Total:				\$988,401.70	\$945,141.08	95.6%	\$979,663.88	\$985,989.66	100.6%	

Table 23
SECOND GROUP OF THIRTEEN AFRICA INITIATIVE PLANNING GRANT AWARDS

U.S. Institution	African Institution	Country	Sector	Award Amount	Cumulative Expenses	Percentage of Expenses	Cost Share	Cumulative Expenses	Percentage of Expenses	Reporting Status
Brown University	University of Ghana	Ghana	Health	\$50,000.00	\$43,414.85	86.83%	\$13,009.00	\$20,155.99	154.94%	Closed
Emory University	Kigali Health Institute	Rwanda	Health	\$50,000.00	\$50,000.00	100.00%	\$24,205.00	\$24,180.63	99.90%	Closed
Florida A&M University	University for Development Studies	Ghana	Health	\$50,000.00	\$32,331.65	64.66%	\$75,438.00	\$23,448.83	31.08%	Closed
Indiana University, Bloomington	University of Liberia	Liberia	S&T	\$49,576.00	\$41,335.20	83.38%	\$47,706.00	\$45,562.94	95.51%	Closed
Massachusetts Institute of Technology	Obafemi Awolowo University	Nigeria	Education	\$50,000.00	\$46,159.83	92.32%	\$12,500.00	\$12,500.00	100.00%	Closed
Ohio University	Bayero University	Nigeria	Health	\$50,000.00	\$34,630.19	69.26%	\$16,885.87	\$21,423.95	126.88%	Closed
Southern University System	Cuttington University	Liberia	Agriculture	\$50,000.00	\$50,000.00	100.00%	\$29,845.00	\$42,357.88	141.93%	Closed
Syracuse University	Kenyatta University	Kenya	Education	\$50,000.00	\$46,536.45	93.07%	\$18,839.50	\$18,130.39	96.24%	Closed
Tuskegee University	International Institute for Water & Environmental Engineering	Burkina Faso	S&T	\$49,992.00	\$44,262.17	88.54%	\$47,008.00	\$45,832.89	97.50%	Closed
University of Wisconsin – Madison	Makerere University	Uganda	Health	\$50,000.00	\$39,518.70	79.04%	\$12,500.00	\$11,847.73	94.78%	Closed
University of California, Los Angeles	Addis Ababa University	Ethiopia	Business	\$50,000.00	\$48,493.69	96.99%	\$19,559.31	\$21,214.54	108.46%	Closed
University of Cincinnati	University of Cape Town	South Africa	S&T	\$49,995.00	\$49,994.19	100.00%	\$21,145.00	\$22,444.75	106.15%	Closed
University of Florida	Rhodes University	South Africa	Climate Change	\$50,000.00	\$46,867.70	93.74%	\$55,905.92	\$59,066.71	105.65%	Closed
Total:				\$649,563.00	\$573,544.62	88.3%	\$394,546.60	\$368,167.23	93.3%	

Monitoring, Evaluation, and Reporting

HED continued the practice of portfolio reviews during this reporting period. As before, staff spent time reading, analyzing, and summarizing each partnership progress report. Synthesized briefings were held where each staff person involved in managing partnerships presented to other HED staff significant information about each of their partnerships. The outcome was a detailed summary of the state of each partnership highlighting progress and challenges towards achieving goals. 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. This practice has become institutionalized at HED and will occur following each biannual reporting period.

Portfolio Reviews

During May of 2010, HED Program Associates shared with staff an overview of all active partnerships. Information shared during these reviews is outlined below.

Partnership Name:

Partners involved:

Host country:

Start date:

End Date:

Award amount:

Partnership objective(s):

For the period reported in the Progress Report:

- 1) Is the partnership on track with achieving its objectives according to planned timeline?
 - If yes, what evidence do you see that supports that?
 - If no, what are the barriers to staying on track?
- 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?
 - Are they under budget, on budget or over budget?
 - What does the burn rate look like? Are they spending at a healthy rate?
 - What are the cost share requirements and are they on target for meeting those?
 - Are partnerships spending patterns in line with their performance? If for example, a partner has spent 90% of budget and there is still about a year and half to go on the project, there is definitely a problem and vice versa.
 - Are partnerships meeting their reporting requirements per the terms of the agreements?
 - Technical
 - Financial

- Are PA’s time and effort in line with the budgets of the Associate Awards they are working on?

Table 24 shows the distribution of partnerships presented during the portfolio review.

Table 24
NUMBER OF PARTNERSHIPS REPORTED PER PROGRAM ASSOCIATE

Program Staff	Number of Partnerships Reported
Teshome Alemneh	11 (planning grants)
Abdechafi Boubkir	6
Marilyn Crane	12
Josh Henson	11
Charlie Koo	15
Carol Robles	1
Manny Sanchez	12
Jennifer Sisane	11

Monitoring Visits to Host Country Partnership Sites During this Reporting Period. During this reporting period, HED program staff made 10 monitoring visits to host country partnership sites in Mexico, Kosovo, Albania, Burundi, and South Africa. Some visits dealt with specific management and programmatic issues and others confirmed findings from the progress reports. HED continued the practice of completing specific monitoring trip reports for each site visit addressing standardized questions. Following are summaries of 10 monitoring trip reports: two to Mexico-TIES, three to Kosovo, one to Albania, three to South Africa, and one to Burundi.

Michigan Technological University (MTU), Instituto Tecnológico de la Valle de Oaxaca (ITVO), and Colegio de la Frontera Sur (ECOSUR) have partnered to increase capacity in sustainable forest management in Chiapas and Oaxaca. The goal of this partnership is to train a new generation of interdisciplinary experts in managing forests for the sustainable provision of diverse ecosystem services, and in applying emerging policy and financial instruments for achieving greater balance between forest and biodiversity conservation with local economic development in the region. Master’s level students will participate in a two-year program at MTU and a diplomado program will be developed in sustainable forestry at the partner institutions.

The partnership is just over a year into its implementation and has yet to officially accept a single candidate from Mexico into MTU’s master’s program. HED specifically arranged this visit to help the partners “troubleshoot” this major challenge and devise a plan to get partnership activities back on schedule.

The weaker than expected English skills of the students at the partner institutions has made it difficult to find candidates who would meet MTU’s admissions criteria. Additionally, at the time of writing the application for the HED award, MTU was unaware that ECOSUR did not have an undergraduate program, with the original plan being to recruit a total of five undergraduate students from both institutions into MTU’s MS program. As a means of addressing the English language issue, HED suggested “sacrificing” one of the five TIES scholarships in order to provide intensive English training prior to the start of the master’s degree program. The U.S. PI informed HED that MTU offered an intensive English training program called “SMILE” designed to help international students pass the

TOEFL. The current plan is to have the Mexican students enroll in the language program while at the same time complete their “residency” research and begin their formal degree programs in January 2011.



Representatives from MTU, ITVO, USAID/Mexico, and HED discuss partnership next steps.

Western Illinois University (WIU), Universidad Autónoma de Querétaro (UAQ), and Universidad Tecnológica de la Selva (UTS) have partnered to increase rural prosperity for small-scale producers in Querétaro. The goal of this partnership is to provide learning opportunities for various constituencies, strengthen support organizations and agencies, foster professional development, prepare agribusiness students for careers in a global economy, stimulate private and non-profit development, and enhance small-scale producers’ ability to penetrate the global markets. The WIU/UAQ/UTS partnership was granted a 15-month no-cost extension in July 2009 to find qualified students to participate in the MS degree programs at WIU and provide them with intensive English language training prior to the start of their formal programs. During this site visit HED’s primary aim was to ensure the extension period enabled the partners to overcome difficulties related to finding qualified students and to monitor progress made toward human and institutional capacity building at the Mexican institutions.

To overcome the language barrier, WIU brought the top three potential TIES students to the U.S. under a J-1 visa for professional training with an internship. The students were enrolled in WIU’s western ESL program for the summer semester and eventually all three students passed the TOEFL and entered WIU in the fall semester. During the visit to UTS, HED discovered that the 15-month no-cost extension was indeed necessary for the partnership to achieve their originally planned objectives.

The collaboration between the two Mexican institutions involved in the partnership was profound in that two UAQ scholars conducted their semester-long internships at UTS before returning to WIU to complete their MS degree programs. UAQ faculty members also visited UTS a number of times over the course of the partnership to meet with their students as well as provide technical assistance and training to local producers.

UTS’s Center for Rural Development (CDR) launched successfully and is offering technical assistance and training to local producers, businesses, and government municipalities. The Center has dedicated

facilities for producers to collect information on developing business plans, find business partners, market products, and meet with UTS faculty members. During the past year, the Center has incubated a total of 33 projects, which have led to the creation of 30 jobs. CDR plans to incubate 20 new businesses and create 100 jobs in 2010.

Arizona State University (ASU) and Kosovo's **University of Prishtina (UP)** are collaborating on a partnership to bolster accountancy training at UP through the development of a modern baccalaureate accountancy program. The overarching development goal of the partnership is to enhance economic growth and investment in Kosovo by increasing transparency and accuracy in commercial reporting through the training of skilled and certified accountants and auditors. HED staff members had the opportunity to discuss the partnership with a number of UP students, faculty members, and high level administrators. Dr. Shahin Berisha of Gateway Community College (Phoenix, AZ), ASU's primary U.S. partner for its Kosovo collaborative project, accompanied the HED team during this visit.

The baccalaureate program has been developed and implemented along with the establishment of a new Department of Accountancy within UP's Faculty of Economics. The first cohort is comprised of 50 students (over 50 percent of whom are women) while the second cohort will likely be approximately 100 with only one slot being available for every six to seven applicants. Dean Ahmeti of UP's Faculty of Economics added that the development of the new three-year undergraduate baccalaureate program through the partnership could very well have laid the foundation for the establishment of a master's program in accountancy at UP, which would be the first of its kind in Kosovo.

The five Kosovar scholars who studied at ASU immediately secured full-time jobs in the private sector upon returning to Prishtina. While "Cold War" university statutes preclude the returned Kosovars from teaching at UP on a full-time basis unless they are presently enrolled in Ph.D. programs and are under the age of 35, the students are all expected to obtain at least part-time teaching positions in the new Accountancy Department within the Faculty of Economics. These students are seen as agents of change who will serve to boost the number of skilled accountants and auditors in their newly independent country. Their impact should be more truly felt when the first cohort of 50 students graduates in the spring of 2012.

The returned Kosovars are also working to translate four accounting textbooks from English into Albanian, with two other textbooks already having been translated through a professional service. The partnership had originally intended to translate only one textbook, but plans changed recognizing the great need for additional up-to-date reference/teaching materials. The partners indicated that not just one, but six accounting textbooks would be translated by the end of the partnership. These six textbooks are seminal textbooks in the field of accounting and will have tremendous positive implications for the teaching of accountancy, not only in Kosovo but perhaps eventually in Albania as well.



HED/Gateway CC team meets with four of the five Kosovar scholars who studied accountancy at ASU.

The Rochester Institute of Technology (RIT) and the **American University of Kosovo (AUK)** have collaborated to establish a Center for Energy and Natural Resources (CENR) at AUK. The overarching development goal of this partnership is to assist Kosovo in building self-sufficiency in energy and natural resource economics and policy studies, and energy and power systems engineering. Lyndsey McGrath of RIT accompanied the HED team during its visit with the AUK partnership in June.

The partners reported on a number of significant advances in institutional capacity building at AUK including: establishing and staffing the CENR; launching an International Advisory Board for the Center, developing and implementing two new graduate courses for the MS program (“Seminar in Natural Resource and Infrastructure Development” and “Energy and Natural Resource Development Law”); and implementing a new 17-month MS in Professional Studies program with a concentration in Regional Energy and Natural Resource Development.

Through the establishment of critical linkages with industry leaders and ministries, CENR is making many important contributions to the Kosovo energy industry. Director Dr. Brian Bowen has created new partnerships with energy transmission companies in Albania, Macedonia, and Montenegro as well, expanding the CENR’s reach to international industries and policymakers. CENR is also compiling valuable information on residential energy use in Kosovo through the Residential Energy Consumption Survey. The survey is providing information that has not been collected reliably in the past, which will be analyzed, mapped using GIS technology, and can eventually be used for future policy decisions in Kosovo.

AUK students have become engaged in environmental issues around the campus and community through Student Involvement Funds (budgeted from the HED award) granted by CENR. Undergraduates submit proposals for a faculty panel to review and fund at a value of 1,000 Euros each. At least six student

project proposals have been funded to date, enabling students to take on activities related to environmental issues that incorporate service learning and civic engagement.

An especially noteworthy CENR-hosted activity was the successful Southeast Europe Future Energy Leadership Conference in Prishtina (funded by the U.S. Embassy), in advance of which two student workers traveled to nearby Macedonia, Croatia, and Montenegro to raise awareness and interest in the conference. Thirty-three undergraduate and graduate students from six Western Balkan countries (Albania, Croatia, Kosovo, Macedonia, Montenegro, and Serbia) and six students from RIT attended the three-day (December 2009) conference. The conference created a regional student network for discussion of energy issues.

The University of Pittsburgh (Pitt) and Kosovo’s University of Prishtina (UP) are working together to establish a graduate telecommunications program at UP based on experiential learning. The overarching development goal of this partnership is to make the newly independent State of Kosovo more competitive and interconnected to the global economy by strengthening its workforce capacity in the field of telecommunications.

The training of three junior faculty members at Pitt committed to teaching long-term at UP upon their return and the development of a rigorous, modern master’s program bode well for the enhancement of Kosovo’s capacity and competitiveness in telecommunications. One junior faculty member already completed his MS in Technology degree program and has returned to UP; another will complete the program this year, while the third is matriculating at Pitt this year. All three scholars enjoy the full support of the Dean and Vice-Dean of the Faculty of Electrical and Computer Engineering.

All the faculty, students, and professionals the HED team met expressed optimism about the future of Kosovo – tempered slightly by the economic and political realities of the Balkan region – and were determined to help “put Kosovo on the map” by contributing to its development. The HED team had the opportunity speak with three of the 19 first-year students in the newly developed master’s program in Telecommunications at UP. The students were very enthusiastic about the “American approach” to teaching by the guest Pitt lecturers and noted that some of the UP professors are working to engage the students more in the classroom.

The partnership also established an Industry Advisory Board, which was described as highly active and “revolutionary” because it marks the first time that UP has reached out to the business community to better align its curricula with market needs. The HED team had the opportunity to meet with two members of the newly created IAP – both graduates of UP. They said that links between organizations and companies in Kosovo are typically “weak,” but since the establishment of the board, “cooperation between the university and the telecommunications industry in our country is now very good.” The board has increased the capacity of UP’s Faculty of Electrical and Computer Engineering to work closer with the private sector and address the changing needs of industry in Kosovo.



Left: Local Project Coordinator Hana Maloku and fellow junior faculty colleague Fidel Krasniqi, both of whom are slated to earn their MS in Telecommunications from the University of Pittsburgh.

The establishment of a new telecommunications center at UP is another particularly noteworthy development because the lab is equipped with 15-20 new computers and is staffed by a full-time, skilled IT technician. UP faculty and students are extremely pleased with the new and modern telecommunications laboratory established by the partnership and feel that it will make a tremendous difference in the teaching of the new curriculum. The laboratory was officially opened in the presence of USAID's Mission Director and two representatives from the Economic Growth Office.

Right: UP Faculty of Electrical and Computer Engineering partners with HED's Charlie Koo (center) outside the new telecommunications laboratory.



University of Hawai'i at Manoa (UH) and Albania's **Agricultural University of Tirana (AUT)** are working together to spur Albania's economic growth by developing its agriculture sector through training and the integration of research and extension. The partnership is focusing on strengthening the capacity of AUT to provide quality graduate education and to build capacity for effective training, consulting, and advising to the Ministry of Agriculture, extension agencies, and producer associations.

In August 2009, the Albanian Council of Ministers approved the new, partnership-developed, three-track, one-year MS in Agribusiness program (Enterprise/Financial Management, Agribusiness, and Agrarian Policies, with a fourth track in Sustainable Development to begin in the upcoming year). The first cohort is comprised of approximately 70 students (mostly women), but AUT staff indicated that they expect a higher number of students to matriculate this fall. The HED team spoke with 10 students from the first cohort and the students were unanimous in saying that, "It was a very good experience to have lectures with US (and other international) professors." Six of the courses in the curriculum (four are core courses across all three tracks) are being co-taught by U.S., Australian, British, and Albanian faculty. The partners are also exploring the possibility of several new programs including: a certificate program in agricultural extension, MBA in Agribusiness, and MS in Natural Resources and Energy Management.

Another noteworthy partnership accomplishment includes the participation of five AUT faculty members in the annual International Food and Agribusiness Management Association (IAMA) conference, with the help of USAID sponsored travel grants and registration waivers. While this collaboration has helped to further strengthen ties between AUT, USAID, and the local NGO community, the partners feel that they still have strides to make with regard to integrating academic research and extension, especially involving participation of the Ministry of Agriculture and the Agriculture Technology Transfer Centers (ATTC).

South Carolina State University (SCSU) and **Ngozi University (NU)** in Burundi have partnered to increase the capacity of Ngozi University faculty to improve academic standards in agribusiness and entrepreneurship by improving NU's agriculture/agribusiness curriculum, increasing NU faculty's capacity to teach and conduct basic applied research, and creating closer ties between local business/agribusiness/farming community and NU.

Six Ngozi students (including two women) have been recruited for the MBA program at SCSU. Five were scheduled to take the TOEFL exam in August 2010 in Kigali, with results expected a few weeks

thereafter. Pending passing scores, the final three candidates will be selected to matriculate at SCSU in January 2011 or at the very latest Fall 2011 for the two-year program with a concentration in either Agribusiness or Entrepreneurship. Ngozi University's Dept. of Agronomy has only three full-time faculty members, two of whom have PhDs, including the Dean. The other faculty members are visiting professors who typically stay for only about two weeks to teach short-courses, hence, the critical need for the three NU scholars to complete their MBA programs at SCSU and return to teach at NU. As an absolute requirement of the program, all three scholars, before leaving for the United States, will sign contracts attesting to their commitment to return to NU (for at least two to three years) upon completion of their programs.

To date, over 50 small farmers have been the beneficiaries of outreach training, including at least seven women. The partnership has also trained 20 master trainers, including six women, to train extension agents to work with farmers and rural communities on a regular basis.

This partnership has established the first-ever Agribusiness program in Burundi. This accomplishment is significant because Burundi has a predominantly subsistence agriculture-based economy. To date, the partners have taught two agribusiness courses (Agricultural Production Analysis and Applied Principles of Economics), with three new courses slated to be taught in Fall 2010 and four new short-courses to be taught in December. The partnership is also helping to bolster NU's research capacity through the establishment of five experimental research stations for fruits and vegetables and five for rice, with a particular focus on seed production and dissemination for local farmers. Although the original intent had been to establish only an additional two rice research stations, the partners seized upon an opportunity to address critical needs and shortcomings in applied research, especially with respect to fruits and vegetables. These modest-sized stations (2.0-2.5 hectares) situated within and fairly far beyond Ngozi province are helping to foster closer ties between the university and local communities and, eventually, agribusinesses. SCSU recognizes the need to work even harder with NU to identify local agribusinesses and other relevant enterprises which will provide internships for students.



Members of HED and NU staff hike down to visit a vegetable station in Kayanza Province.

SUNY-Buffalo and University of KwaZulu-Natal (UKZN) have partnered to strengthen the knowledge and pedagogical skills of black South African secondary mathematics teachers in the State of KwaZulu-Natal. Originally, the partnership had planned to train 30 black South African women math teachers, increasing their academic competency and affording them the opportunity to earn an Advanced Certificate of Education (ACE) in Further Education and Training (FET) Mathematics for grades 10-12. Upon hearing of this pilot program, the KwaZulu Natal's Department of Education (DOE) unexpectedly

contributed substantial financial resources (\$600,000) to train approximately 400 teachers in the first cohort.

UKZN staff members are coordinators of the modules in the sense that they train the “tutors” (adjunct professors) who, in turn, train the teachers. They are involved in designing the course content and delivery modes. To date, UKZN has trained 16 tutors, all from outside of Durban. Typically, each tutor will teach only one course depending on his or her area of expertise. In most cases, the number of math teachers in each class is roughly 30. (Most, if not all, of the teachers received their original training at “under-resourced” teacher colleges before South Africa’s higher education system recently underwent major restructuring, resulting in the elimination of these colleges and technikons. Under the new system, teacher college diplomas are no longer recognized hence the need for the ACE FET.) The gender breakdown for the 400 enrolled teachers is 61 percent male and 39 percent women. In addition to the campus of UKZN, there are seven other training sites in the province, several in remote locales.



Mathematics teachers enrolled in the teacher certification modules at the University of KwaZulu-Natal campus site.

William Davidson Institute (WDI) at the University of Michigan (UM) and University of Johannesburg (UJ) have partnered to strengthen and expand transportation studies and training programs at UJ. The overarching development goal is to build South Africa’s human and institutional capacity in the transportation sector. To date, two faculty members from UJ’s Department of Transport and Supply Chain Management have visited the UM/WDI campus. While there, they attended brown bag lunches on logistics and supply chain management, guest lectured in graduate classes, and observed case study teaching. The WDI partners believe the UJ faculty have benefited tremendously from their time in the United States, especially with regard to their teaching skills. In September 2010, three additional UJ faculty members visited the UM campus. One faculty member will overlap from the 2009 visit to ensure continuity. This professor’s trip was paid by cost-share funds by UJ. After the UM visit, the three UJ faculty members traveled to San Diego for the Council of Supply Chain Management Professionals’ Annual Global Conference.

WDI recruited UM faculty member Ravi Anupindi to deliver a day-long workshop on case study teaching to UJ professors in August 2010. The workshop explained case study pedagogy and its value as a participant-focused learning tool. UJ faculty members now have access to the Harvard Case Study Database to source materials for their courses.

During the 2010 spring semester, two fourth-year UJ Bachelor's of Commerce honors students – one male and one female – visited UM, where they attended lectures and visited various industries, including Conway Freight and Anheuser Busch. The UJ PI, Dr. Jackie Walters, observed that this experience spurred “huge personal growth in the students.” Two additional UJ undergraduate students will visit Michigan during the 2011 spring semester. The WDI and UJ partners have a short list and will select the students in the next few months. As with the first pair of students, the partners will interview candidates and look for a combination of academic performance and personality.

The Masters of Commerce (MCom) program being revised and updated by the partners is housed in UJ's Department of Business Management. The program has existed for 21 years and is well known by local industry. To date, 1,000 students have successfully earned their degrees and 50-60 new students enroll annually. The MCom, designed for working professionals, is a more rigorous and exclusive degree than the MBA. In fact, the MBA and MCom degrees have separate accrediting bodies. Dr. Walters, said that, “The MCom would not have taken this brand new course had it not been for the HED partnership with the University of Michigan. A particularly prominent new feature of the program will be the incorporation of case studies. The new MCom program will debut in September 2011.

The MCom degree courses will be offered in blocks of three days per month, with each block constituting a full course. Previously, courses were taught over several months. This new format will allow UJ to attract the best lecturers in the world, whereas it was impractical to ask a guest lecturer to be in residence for an entire semester. In devising this new system, UJ and WDI consulted extensively with past students and the partnership's Industry Advisory Group. The project has resulted in UJ strengthening its already strong ties to the supply chain management and logistics industries. The Department of Transport and Supply Chain Management reputedly has the strongest industry connections of any unit at UJ. The partnership between UJ and WDI/UM will result in a first-of-its kind MCom in Transportation and Supply Chain Management. As a cutting-edge program designed with heavy consultation from industry experts, it will train highly skilled leaders in the field.



Left: The HED team speaks with UJ undergraduate students who visited Michigan during the 2010 spring semester.

Right: WDI Executive Director Bob Kennedy presents at a workshop for UJ academics on case study teaching.



University of Florida (UF) and Tshwane University of Technology (TUT) have partnered to strengthen teaching, research, service, and faculty development initiatives in tourism management at TUT, with the overall development goal to bolster tourism as a vehicle for economic development.

The partners have already developed the curricula for the new “qualifications” (concentrations/specialization areas) of Casino Management and Aviation Management. Although the Events Management specialization was already in place before the HED award was made, the partners have also made some major revisions to its curriculum. Once the three new curricula are approved (see below) they will be the first of their kind in all of Africa. More than 40 representatives from the private sector have agreed to serve on the project’s advisory board. The partners are also continuing to work on revising the existing undergraduate and graduate curricula in Tourism, Ecotourism, and Adventure Tourism.

The partners are awaiting TUT upper administration’s approval of a Center for Tourism and Sustainability, which would serve as a research, training, and outreach arm of TUT. They envision, for example, that the Center will coordinate all tourism-related research for the city of Tshwane and the province of Gauteng as a whole, eventually expanding to other neighboring provinces. (South Africa has a total of nine provinces.) The Center also has the potential to attract the active participation of other departments such as Sports and Hospitality given the multi-disciplinary nature of tourism. The high pace of activity and excitement generated by this \$250,000 partnership project has rapidly spread beyond the walls of the Department of Tourism Management. Dr. Sue Geldenhuys, TUT PI, said, “There is huge university and industry support for this Center.”

This HED partnership represents the Department of Tourism Management’s first-ever formal collaboration with a U.S. higher education institution.

This collaboration between UF and TUT is expected to have a “large impact” on South Africa’s economy since the government views tourism as a major vehicle for economic development, as evidenced by the World Cup. According to Dr. Brijesh Thapa, UF PI, “Tourism creates jobs, raises incomes, and generates revenue. Tourism is a means of alleviating poverty.” He further informed the HED team that tourism used to be part of the Tourism and Environment Ministry, but there is now a stand-alone Ministry of Tourism.

Impact Assessment of Eight TIES Partnerships

During this reporting period the major monitoring and evaluation activity was planning and implementing an impact assessment of eight TIES partnerships (10 percent sample of all TIES partnerships) that were active between 2002 and 2008.

Background. This 2010 impact assessment is the first HED study of eight partnerships that span the years 2002-2005. It examines three of the 17 partnerships awarded under the first competition held in 2002, three of the 13 partnerships awarded under the second round of funding in 2003, one of the six partnerships awarded in during the 2004 competition, and one of the 10 partnerships from the Phase II competition in 2005. Together these partnerships reflect the changes in the design of the awards between 2002 and 2005 that correspond to the changes in USAID Mexico’s Country Plan.

Information Collection Methods. This assessment effort – led by Dr. Jane Gore of HED and drawing on the expertise and experience of HED staff members – summarizes quantitative and qualitative evidence of institutional strengthening from both the Mexican universities and their U.S. partners that led to evidence of impact on local, regional and national development.

Implementing the assessment process has required the research teams to:

1. Determine what information was needed to focus the assessment on evidence of impact;
2. Establish the sources of that information; and
3. Decide the most prudent methods for gathering information.

Major sources of information include:

- *Review of secondary information* from grant applications, sub-agreements between U.S. partners and HED, progress reports and final end of partnership reports;
- *Responses to a survey questionnaire* sent to U.S. partnership managers;
- A *Roundtable* gathering of project managers representing the U.S. partners; and
- *Site visit observations and interviews* with partners at the Mexican universities.

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

- Human capacity building as defined by USAID;¹
- Institutional capacity strengthening as defined by USAID;²
- Contributions to discipline areas and local development goals;
- Value to U.S. partners; and
- National policy, NGO strengthening, workforce development, and other public service support outside the university to beneficiaries.

Similarly, questions for U.S. and Mexican partners have focused on:

- Human capacity building for both U.S. and Mexican participants;
- Institutional capacity strengthening for both U.S. and Mexican institutions;
- Contribution to development needs (e.g., goals related to the USAID development goals);
- Value to the U.S. partner institutions; and
- Service outside the university, including extension and public service to beneficiaries.

Once written reports were reviewed and summarized, a standard set of questions regarding information and perceptions about human and institutional capacity building, lessons learned, impact, sustainability, value to U.S. partners, and contributions to national development goals were developed for the U.S. partners, and discussed during the Roundtable. The same questions are being asked of Mexican partners and beneficiaries during site visits to the Mexican universities. The teams are visiting the partnership sites, which include education institutions and extension locations, where beneficiaries are being observed and interviewed.

¹ USAID: Human capacity defined as knowledge, skills and training for individuals to (a) broaden and increase individual access and completion of education, or (b) specialized proficiency opportunities- long and short- term degrees, exchanges, study tours, technical training (at home and abroad) relevant to their country's development.

² USAID: Strengthening is measured as an improvement in the organizational components or operational aspects of higher education institutions that enable the institution to better contribute to host country development. Includes strengthened faculty departments, improved analytical and research capacity, increased university outreach, improved financial management, increased capacity of teacher training institutions especially to fill gaps caused by HIV/AIDS, larger numbers of teachers resulting from rapidly growing school enrollments, and improved application of technology to host country needs.

Site Visit Locations

During September and October 2010, four, three-person teams visited higher education partnerships in Mexico.

Team 1: Carol Robles, Jennifer Sisane and Meena Nabavi traveled to Merida, Yucatan and to Chetumal, Quintana Roo.

Team 2: Carol Robles, Jennifer Sisane, Lynn Simmonds traveled to Xalapa and Puebla.

Team 3: Manny Sanchez, Meena Nabavi and Emily Gartner traveled to Guadalajara and Guanajuato.

Team 4: Josh Henson, Charlie Koo and Noopur Vyas traveled to Querétaro.

The following report includes a summary of the written survey from the eight U.S. partners for these partnerships.

Summary of Information from Eight U.S. Partners in Preparation for the Roundtable Discussion

Brief Responses from Eight U.S. Principal Investigators to Five Questions About Partnership Outcomes and Impacts August 18, 2010

Human Capacity Building. TIES partnership activities have had significant effects on human capacity building. For one, Mexican participants improved their knowledge of specific skills and fields of study. The University of Wisconsin-Madison/ITESM-Queretaro partnership provided specialized training in dairy management practices. Likewise, research activities between the University of Notre Dame and the University of Guadalajara prepared Mexican full-time MBA students for a minor in agribusiness. Overall, exchanges and collaboration had an effect on students and faculty for a broader global perspective. Not only did partnership participants acquire knowledge about the specifics of Mexican development problems and share technical information, they learned more about their Mexican and American counterparts. Participants gained hands-on experience working in another country and adapting to that country's culture, both academic and otherwise. For example, Penn State reported that its TIES representatives learned skills and gained knowledge that would ultimately help them understand issues related to the growing Hispanic agriculture community in Pennsylvania, and that they were subsequently able to perform more relevant and effective outreach to that community.

Institutional Capacity Building. In terms of institutional capacity strengthening for both Mexican and American institutions, partnership activities provided new and improved opportunities for research, funding, and career growth. Partners from the West Virginia University reported that the University of Queretaro strengthened institutional capacity through the direct exchange and training of select WVU faculty in the Greenhouse Technology Program. Furthermore, several of the institutions added or improved courses and degrees. At Penn State, partnership activities resulted in new spinoffs for curriculum development in 4-H, agribusiness, and English. The University of Wisconsin-Madison developed a fall course for UW-M students with a follow-on study tour to Mexico, which still operates. Mexican institutions involved in partnerships were, through training and research, better prepared to participate in and reach out to their communities. The Notre-Dame/Guadalajara participants noted that the partnership empowered the Mexican business school to reach out and benefit the agricultural sector. TIES has made the Mexican institution more relevant in the development activities of its region. The University of Guanajuato, in its activities with Penn State, benefitted from new opportunities to engage with Mexican local and state politicians to support the institution's advancement in agriculture and rural development. Overall, institutional capacity building activities improved faculty opportunities and prepared institutions to participate more meaningfully in poverty reduction and economic growth.

Mexican Development Goals. A sample of TIES partnerships demonstrated important progress toward achieving Mexican national development goals. Two noteworthy areas were job creation and equality of opportunities in jobs and education between socio-economic statuses and genders. In the Cornell/Universidad Autonoma de Yucatan partnership, Mexican partners participated in a major symposium in 2010 that addressed multiple examples of inequality. Mexican women involved in the UW-M/ITESM-Queretaro partnership realized, through their internships, that they had the potential for farm management as a career, an option most of them had never considered prior to these internships. Additionally, these partnerships focused on contributions to economic development and the creation of jobs. Through partnership activities, students, as well as community members, were better trained to participate in their respective workforces. ITESM-Queretaro made education of the rural poor part of the undergraduate education process. Penn State's partnership activities resulted in youth outreach and engagement to stay in agriculture. In Queretaro, as a result of West Virginia University partnership activities, the greenhouse industry has significantly increased in the region. Projects initiated by Notre Dame/Guadalajara student teams in the field increased market and business potential thereby helping to create job opportunities in the rural Mexican countryside.

How Beneficiaries Benefitted. In several of the partnerships, students who participated in exchanges and other activities were offered positions of employment after completing their programs. For example, TIES graduates from the UGA/Veracruzana partnership are now teaching at high schools and higher education institutions in Veracruz. TIES graduates from the Penn State/Guanajuato partnership are working as extension agents with producer organizations. Beneficiaries have also benefitted from additional training as a result of their participation. ITESM-Queretaro instituted training in the areas of greenhouse management, irrigation techniques, plant nutrition, pest management, and climatic conditions, which are to be incorporated into current greenhouse courses. Beneficiaries benefitted as well from improved business strategies. A cooperative of Mexican lime producers associated with the Notre Dame/Guadalajara partnership was able to eliminate intermediaries and supply its U.S. consumers directly. Under the guidance of researchers from UAQ, several small rural producers built greenhouses and received instruction on greenhouse management. Several participants have published relevant literature or written master's theses. A faculty member involved in the Notre Dame/Guadalajara project published a book on NAFTA and the Mexican small-size agricultural producers. Two Veracruz students presented their master's theses projects to collaborating farmer organizations and in seminars at the Universidad Veracruzana, one of which obtained CONACyT funding to pursue a doctoral degree. On a more macro level, TIES programs had direct impacts on policy makers. The University of New Mexico-Universidad Quintana Roo partners noted that partnership activities increased the capacity of local government officials to implement environmental and land use planning at the municipal level in Quintana Roo.

Guidance For Future Higher Education Partnerships. Advice that most of the partnerships noted was related to increased accessibility to: services, academic programs, and funds. They reported that partners must identify whom they want to benefit from the partnership and take steps to ensure that those sectors are addressed appropriately. Partners from the University of Texas-Austin advised hypothetical participants in partnerships to develop a relationship of frankness, transparency, and clear understanding from the beginning. In terms of narrowing and pursuing research interests, UW-M partners noted that small farmers were the most difficult to reach, yet had the most potential for improvement, and that they are often left out of the development process. Similarly, Notre Dame suggested that a partnership explore who their non-academic beneficiaries ought to be at the inception of the partnership, as these participants are crucial. Representatives from this partnership suggested that partners plan to attract the participation of sectors such as local and state governments, NGOs, and businesses and cultural associations. The University of New Mexico addressed the fact that within these partnerships, research interests, goals, and participants change and realign over time. Partners recommend, therefore, that there be a phasing of the institution-building model, which begins with a joint investment for the partners, with subsequent support

and implementation of on-the-ground projects to foster continuing interest and support from other constituencies. The availability of funds for students is very important as well. UGA reported that competitive scholarships should be available for selected TIES participants and graduates. Partners also reported that future partnerships clarify the issues at the beginning and identify an agenda. Penn State reported that it is important for Mexican students to understand the larger impact of the program. Cornell noted that partnerships provide adequate resources in support of Mexican graduate student research and Mexican institutions, as Mexican universities have less flexibility in allocating financial support for the partnership agenda.

Communications and Outreach

During this reporting period, HED hired a new director of communications. Kellee Edmonds joined HED after having served eight years at the American Council on Education, first as assistant director, then as associate director of public affairs. Kellee's communication strategies helped elevate the media profile of several of ACE's key programs including the Center for Policy Analysis, the Center for Advancement of Racial and Ethnic Equity and the Center for International Initiatives. Kellee possesses more than 20 years of combined professional experience in the fields of journalism, media relations, and public affairs, having worked in both the corporate and non-profit sectors. Kellee holds a bachelor's degree in Broadcast Journalism from the University of Texas at Austin and a master's degree in Public Communication from American University in Washington, DC.

Website Redesign. In September 2010, HED began the initial stages of redesigning its website. HED selected the web agency Threespot for the engagement. The newly designed website will offer visitors an enhanced user experience by making navigation easier and more interactive with new functions including an online application feature and peer review capability. The redesigned website will position HED as a premier organization that harnesses the expertise of U.S. higher education institutions to address national and international development needs in partnership with host-country institutions across the globe.

The site will make it easier for potential partners to apply for RFAs and will tell HED's story more effectively to key audiences including USAID, higher education associations, Capitol Hill and potential new funders. The first stages of the redesign process involved an audit of the current site, its limitations and potential; as well as interviews with key stakeholders, both in the U.S. and abroad to obtain critical feedback on how the site can be improved to fully meet its potential as a critical communications vehicle for HED.

Promoting RFAs and Award Announcements. During this reporting period, the communications team promoted four HED-issued RFAs, five online information sessions, and one non-HED RFA. The following RFAs received promotion via the HED website and social media outlets:

- Broader Middle East and North Africa - U.S. Community College Entrepreneurship Proposal Development Grants Program: 2010
- Barbados: Supporting Entrepreneurs through the JOBS Initiative
- Senegal: Community Service Learning
- Mexico: Job Opportunities for Business Scale-Up (JOBS) 2010

Stakeholder Outreach. At the request of the HED Board, the communications team reached out to the public affairs representatives at the six presidential higher education associations to enlist their assistance in publicizing HED grant opportunities to a more diverse applicant pool. The email message to the "Six" included links to the HED website and RFAs that were current at that time. By tapping into campus PR networks, HED endeavored to increase its visibility to an audience with direct connection to the key staff

at the U.S. higher education institutions that are at the core of HED's work. The communications team will identify additional opportunities for similar outreach.

Media Outreach

News Releases. The HED communications office issued **two news releases** during this period: **Community and Technical College Partnerships to Support Workforce Capacity Building in Broader Middle East and North Africa** and **African and U.S. Universities Partner to Tackle Development Challenges across Africa**.

HED worked closely with the Association of Public and Land-grant Universities on the second release, developing a comprehensive communications plan for media outreach and coordinating with some of the 11 institutions selected to receive grants under the Africa Initiative (AI) on their local outreach efforts. The Africa Initiative release earned media coverage in the higher education trade press, namely *The Chronicle of Higher Education*.

Success Stories. One of the best ways to demonstrate HED's impact is through its success stories. During this six-month period the communications team produced **three new success stories** in the areas of public health, transportation, civic education development, computer science technology and rule of law.

Fact Sheets. The communications team also produced **eight new fact sheets** during this time in subject areas including ecotourism, environmental law, and rule of law. The team also updated the community colleges fact sheet and the Africa-U.S. Higher Education Initiative fact sheet.

Social Media. The HED communications office continues to employ social media networks such as Twitter, Facebook and YouTube to promote its activities and cross promote activities of the six higher education associations. HED also uses social media to highlight news from USAID and the State Department including the 2010 EducationUSA conference and funding opportunities through non-HED issued RFAs from Missions abroad.

HED's Twitter account experienced significant growth during this time with the number of followers increasing to more than 140. Among its uses, HED's communications team posted pictures on its Twitter page from the Emory Rule of Law conference where a number of HED staff attended.

Publications. In an effort to visualize HED's worldwide presence and reach, the communications team produced a tri-fold map of HED partnerships from 2006-2009. This highly effective collateral material communicated to a host of audiences the depth and breadth of HED's higher education partnerships in an easy-to-read color format. The team is currently in the process of updating the map for 2010.

The team also published three newsletters during this reporting period, highlighting HED partnership activities, a partnership of the month feature complete with a photo, and upcoming activities.

Presentations, Meetings, and Events. During this reporting period the team attended and/or presented at nearly a dozen conferences and workshops including the Emory Rule of Law conference in Atlanta, several higher education association conferences such as the Hispanic Association of Colleges and Universities gathering, the American Association of State Colleges and Universities grant resources meeting, and the BIFAD Haiti Task Force meeting. The communications team also supported the Executive Director by providing talking points for the BIFAD Minority Serving Institutions Working Group conference.

Appendix A

List of Partnership Closeout Reports (April 1, 2010 – September 30, 2010)

10 partnerships closed out during this reporting period.

1. University of North Texas - Universidad Autónoma de Guadalajara
2. University of Georgia – Universidad Pedagógica Veracruzana
3. Michigan State University - Universidad Autónoma Chapingo
4. University of Texas, Austin - Instituto Tecnológico Autónomo de México
5. University of Texas, El Paso - Tecnológico de Monterrey
6. Maryville University - Moroccan Center for Civic Education/Hassan II University
7. Hillsborough Community College - Nelson Mandela Metropolitan University
8. University of Denver - Tbilisi State University
9. Ohio State University - Indonesia University of Education
10. Georgia State University - Universidad Iberoamericana/Universidad Rafael Landívar/Univ Paulo Freire

Appendix B

Select Publicity Materials

Success Stories

Partnerships in the News



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 the California State University, Fullerton campus and at health care agencies throughout Orange County, California as part of a training program established through a partnership between California State University, Fullerton, Universidad Autónoma de Tlaxcala and various U.S. and Mexican health agencies and hospitals. Participants from (left to right): first row: Atenogenes Meneses Cordova, Maria Elena Rivera Madrigal; second row: Maria Guadalupe Moctezuma Ayala, Yolanda Merced Molina Cuacuas, Ma Adriana Garcia Avila; third row: Ivan Hernandez Ramirez, Hugo Jaime Sanchez Sanchez; fourth row: Gloria Giraldo (project facilitator), Clarisa Estella Munive Lopez, Ma Olivia Zamora Terova, standing Dr. Chris Latham (project director).

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 Training, Internships and Exchanges and Scholarship (TIES) 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 at CSU Fullerton and UAT worked together to develop a series of courses delivered by CSU faculty through video conferencing and in a traditional classroom setting. 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 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 better self-awareness of students’ nutrition, Madrigal stated, “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



A Universidad de Autónoma de Tlaxcala student, Gabriele Flores Zarate, gathers information regarding a Tlaxcala resident's health at her residence.

information with her students, they reflected on the availability and cost of healthier foods, how their eating behaviors were impacted by stress, and the prevalence of diabetes in their families.

In addition to her work at the university, Madrigal acknowledged an increased level of awareness and personal responsibility. "I too became much more conscientious of my role as the wife of a person with diabetes. Even my husband's boss learned about my training and invited me to give a presentation at his job where six co-workers are diabetics." Initially, Madrigal was scared of insulin. Now, she and her husband have become more confident with the insulin treatment because of her experiences at Fullerton.

"I entered my Master of Public Health program with a different vision to see if one could impact prevention to promote health," she said, now in her third semester of the program. Madrigal anticipates working as a coordinator of social service at UAT and plans to coordinate an improved nutrition program with parents of malnourished children in Tepetomayo.

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 Tlaxcalans 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 in the *Journal of Nursing Scholarship*. Dr. Latham said, "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."

With USAID support, more than 20 active TIES partnerships throughout Mexico are collaboratively addressing common concerns and advancing Mexico's competitiveness in the global market.

12/2010

SUCCESS STORY

Research Leads to More Fruitful Opportunities in Albanian Agribusiness

University of Hawai'i (UH) / Agriculture University of Tirana, Albania (AUT)



Photo by Catherine Chan-Halbrendt

Drini Imami presents the olive oil consumer study findings in the International Conference “Globalization and its Implications in the Albania Agrifood Sector” at the Agriculture University of Tirana (AUT) in Albania.



Photo by Drini Imami

Edvin Zhllima presents a research project proposal at the international conference on Social, Political and Economic Change in the Western Balkans, held June 25-27, 2010 in Durrës, Albania.

Economic researchers in developing countries often have difficulty securing funding for studies that will help them meet their country’s many development goals. Two young lecturers at the Agriculture University of Tirana (AUT) in Albania have discovered that their Higher Education for Development (HED)-assisted activities and research, funded by USAID, not only assisted Albania’s agricultural development, but attracted further opportunities from other funding sources.

Drini Imami and Edvin Zhllima are Ph.D. candidates at the University of Bologna and lecturers at AUT in the Faculty of Economy and Agribusiness. They have high hopes for agricultural development in Albania. Over the past few years they have participated in Albania-Hawaii Higher Education and Economic Development (AHEED) partnership’s capacity-building activities. Edvin and Drini collaborated with University of Hawai’i (UH) partners for studies on wine and olive oil to help Albanian agricultural industries adapt to domestic consumer demand. Their research included cutting-edge methods, conjoint-based choice experimentation and latent-class analysis.

Through the partnership, Drini was invited to present a paper at a Food and Agriculture Organization workshop at the 2009 International Food and Agribusiness Management Association (IFAMA) Conference in Budapest. With their UH partners, Drini and Edvin went on to present papers on olive oil and wine consumer preferences at IFAMA Boston in 2010. Their olive oil presentation was greeted with enthusiastic interest and they were among the top 10 finalists for Best Paper of Conference. This success encouraged Drini and Edvin to publish the paper in IFAMA’s academic journal in September 2010. “The UH team was not merely achieving a few tangible results, like publications,” said Drini. “The UH team focused on building our capacities and training us to conduct research independently in the future, leading to sustainable outcomes, which I think is very important.”

Their research success did not go unnoticed. Drini and Edvin were recently funded by the United Nations Development Programme to study the lamb meat market using the methods they learned. They are also working on new projects funded through AHEED’s USAID assistance. They are part of teams at AUT studying consumer preferences for apples and analyzing preferences for the table olive in Albania. These studies will help local agricultural stakeholders set priorities and improve their domestic market share. USAID and HED assistance are instrumental in enabling these young scholars to publish in international journals and develop research and practical capacities in the field of consumer studies, which are much needed for policymakers and private enterprises in a dynamic market transition country like Albania.

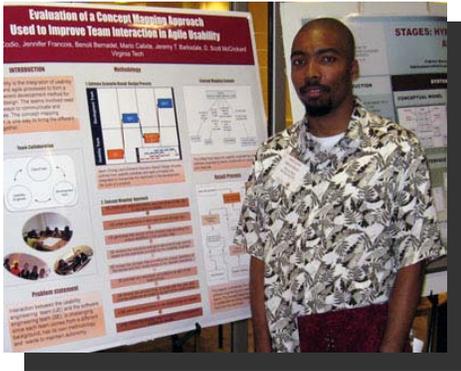
12-2010



SUCCESS STORY

Haitian Student Receives Scholarship to Pursue Master's Degree

Virginia Polytechnic and State University/L'Ecole Supérieure d'Infotronique d'Haiti



Photos: Patrick Guilbaud, Virginia Tech

Benoit Bernadel stands beside his poster presentation at the REU (Research Experience for Undergraduates) Symposium on July 16, 2009.



Benoit Bernadel (second from left) attended the May 14, 2010 graduation ceremony with his fellow Haitian students. He graduated *cum laude* with a B.S. degree in Computer Science at Virginia Tech.

In January 2010, Benoit Bernadel, an exchange student from L'Ecole Supérieure d'Infotronique d'Haiti (ESIH) was beginning his final semester as computer science major at Virginia Polytechnic and State University (Virginia Tech). Upon graduation, Benoit planned to return to Haiti to teach at ESIH and pursue a graduate degree in computer science. On January 12, 2010 a devastating earthquake hit Haiti, completely destroying ESIH and Benoit's dreams of returning to a thriving academic environment. With his scholarship running out in May and deadlines to apply for graduate programs in the United States long gone, Benoit needed a plan.

Benoit is one of five Haitian students studying at Virginia Tech as part of a United States Agency for International Development (USAID)-funded and HED-managed partnership between Virginia Tech and ESIH. The partnership was awarded \$552,000 in 2008 to strengthen computer science capacities at ESIH through curriculum development, faculty exchange, and undergraduate scholarships. After the earthquake, the partners shifted focus to help ESIH resume classes as soon as possible. Less than two months after the earthquake, 700 ESIH students returned to class at a temporary facility.

While efforts to rebuild the campus in Haiti were under way, Virginia Tech partnership director Patrick Guilbaud worked tirelessly to find a way for the five students in the United States to continue their academic engagement. "Very early in the process, I was encouraging the students to work very hard – good things come to those who work hard. Benoit made dean's list many times at Virginia Tech, and Carnegie Mellon University showed interest in him and the other students early on," he says. "When the earthquake happened and ESIH was destroyed, it was critical that the students secured additional funding because they couldn't go back to Haiti. We started looking at what doors could be opened, given that they were such good students, so that they could come back to Haiti with even greater skills."

After cramming for the Graduate Record Exam (GRE) for only two weeks, Benoit scored very well and was soon accepted to Carnegie Mellon University's Master of Science in Information Technology and Information Security (MSIT-IS), where he is now attending. Before matriculating at Carnegie Mellon in the Fall of 2010, Benoit returned to Haiti to renew his visa. What he saw motivated him. "It was shocking," said Benoit, "I tried to walk around the city and I didn't see most of the houses that used to be there – there was nothing left of the place I lived in at school. Life has changed down there; it is a very different lifestyle for everyone."

While Benoit always planned on returning to Haiti to teach at ESIH, he feels an even stronger commitment to Haiti since the earthquake. As a result of the earthquake, the National Archives of Haiti were almost completely destroyed. Benoit has a strong interest in data mining and data management and would like to



USAID | HAITI

FROM THE AMERICAN PEOPLE



help rebuild the National Archives using the knowledge he is gaining through his MSIT-IS program. “After the earthquake, you can’t plan one year in advance what you are going to do when you return. I know that when I go back I will just help the school and the government in whatever way is needed at that time.”

The other four ESIH students received a scholarship from Google Inc., to pursue graduate degrees at Virginia Tech.

12-2010



USAID
FROM THE AMERICAN PEOPLE



SUCCESS STORY

HED Partnership in South Africa Leverages Government Funding to Train 400 Math Teachers

University at Buffalo, The State of New York University/University of KwaZulu-Natal



HED photo

Mathematics teachers participate in one of three newly developed teacher certification modules at the University of KwaZulu-Natal campus.

In the South African state of KwaZulu-Natal, there is a dire shortage of teachers qualified to teach high-level high school mathematics, especially in rural areas. Most of the math teachers have only a secondary school teaching diploma and lack the content knowledge to teach math for grades 10 through 12. Of the 1,600 secondary schools in the state, 300 are unable to offer higher levels of math education due to a lack of qualified teachers.

In the fall of 2008, Higher Education for Development (HED), with funding from the United States Agency for International Development (USAID), awarded \$224,034 to the [University at Buffalo \(UB\)](#), [The State University of New York for a three-year partnership with the University of KwaZulu-Natal \(UKZN\)](#) to develop a low-cost, flexible delivery pilot math teacher education program. The partnership's goal is to strengthen the knowledge and pedagogical skills of black South African secondary school teachers to teach math in grades 10 through 12.

Less than a year into the initiative, the partners succeeded in developing three modules for a new Advanced Certificate of Education for Further Education and Training in Mathematics. Given the modest size of the award, the partners initially expected to train 30 teachers. That number would soon change.

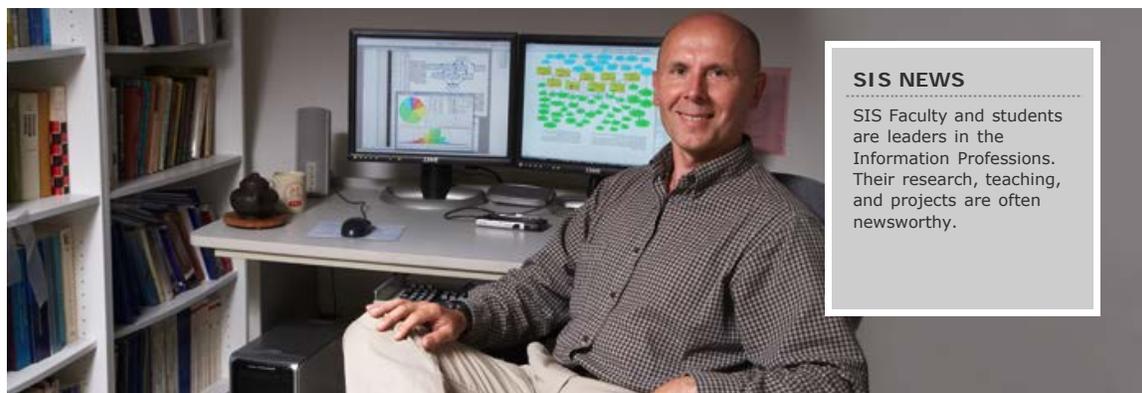
In March 2009, two representatives from KwaZulu-Natal's Department of Education (KZN DOE) attended the first series of meetings between UB and UKZN in Durban and remained engaged with the partnership's activities. HED staff learned during a site visit that KZN DOE contributed about \$300,000 since August 2010 toward the partnership efforts – increasing the number of teachers to be trained from 30 to 400! As more modules are created the KZN DOE is expected to contribute up to \$600,000 in total.



Photo: Dr. Vimolan Mudaly

Secondary school students gather outside a rural school in South Africa's KwaZulu-Natal province.

The generous KZN DOE funding was a result of a combination of factors coming together. UKZN Partnership Director Dr. Vimolan Mudaly said KZN DOE considered implementing a relatively large-scale mathematics teacher training program for some time, but for various reasons was unable to initiate it. Additionally, KZN DOE recognized the urgent response needed to address math education in South Africa, so when the partners realized that their budget would not be sufficient to cover the tuition and fees for the original 30 teachers, they asked the KZN DOE if it could assist financially. Due to the high-quality, partnership-developed math training modules and regular communiqués between KZN DOE and UKZN partners, KZN DOE agreed to help as long as the partners were willing to train a much larger cohort of teachers. The 400 teachers, in various stages of modules completion, have the potential to impact thousands of South African secondary students every year. The partners say it is likely the KZN DOE will continue to provide resources for future trainings, based on the success of the current education modules and positive feedback from KZN DOE.

**SIS NEWS**

SIS Faculty and students are leaders in the Information Professions. Their research, teaching, and projects are often newsworthy.

[ABOUT](#) | [ADMISSIONS](#) | [DEGREES](#) | [PEOPLE](#) | [RESEARCH](#) | [ALUMNI](#) | [CONTACT US](#)

Telecommunications Lab Opens at University of Pristina, Kosovo

06/01/2010

Press Release

For more information, please contact:

Kelly I. Shaffer, Director of External Relations

School of Information Sciences

University of Pittsburgh

412-624-2677 or kshaffer@sis.pitt.edu

Telecommunications Lab Opens at University of Pristina, Kosovo

On June 7, 2010, the University of Pristina in Kosovo celebrated the completion of a new Telecommunications Laboratory, which was created as part of a three-year project managed by the School of Information Sciences and the Center for Russian and East European Studies at the University of Pittsburgh and funded by the U.S. Agency for International Development (USAID). In addition to the state-of-the-art teaching lab, the project incorporated the development of a graduate degree program in Telecommunications in the Faculty of Electrical and Computer Engineering at the University of Pristina. This two-year degree program was introduced in 2009 with an inaugural class of 19 students.

The laboratory opening was marked with a ceremony that featured representatives from the University of Pristina, the School of Information Sciences (the iSchool), and USAID. Remarks were offered by Professor Myzafere Limani (Dean of the Faculty of Electrical and Computer Engineering, University of Pristina), Professor Martin B.W. Weiss of the iSchool (University of Pittsburgh), and Patricia Rader, the Mission Director of USAID Kosovo. In addition, the University of Pristina has formed an advisory group to help direct the curriculum and programs in Telecommunications. Gazmend Kajtazi, CEO of InterAdria (a telecommunications software corporation based in Pristina) and chair of the Industry Advisory Council, also spoke at the ceremony.

The Pristina facility is designed to support hands-on lab experiences for up to 20 students in the newly-formed degree program. The space will allow students to gain experience with computer networking issues through hands-on experiments with network equipment and services. Students will be able to experience a full range of networking exercises -- from basic connections between two PCs to routing to advanced network applications. The lab facility provides five independent workbenches accommodating four students each. Each workbench has three PCs, one laptop and a networking equipment rack. This will permit the students at a workbench to work together on the assigned problem or design --allowing students to experience the team approach to problem-solving that exists in industry. An extra equipment rack in the lab provides interconnectivity between the five workbenches, thus enabling the configuration of complex topologies involving ALL devices present in the lab. The design of the lab is based on the Telecommunications Networking Laboratory housed in the School of Information Sciences. It will play a central role in both the graduate Telecommunications program and selected undergraduate courses at Pristina. The development of the lab was supported by USAID, CISCO Systems Inc., and the University of Pristina. The Faculty of Electrical and Computer Engineering hired a full-time manager for the laboratory and upgraded the electrical and Internet infrastructure for the space. These are significant improvements, given that the country and the University of Pristina experience difficulties in providing consistent electrical service and sufficient bandwidth.

In 2008, the University of Pittsburgh's School of Information Sciences -- in partnership with the University's Center for Russian and East European Studies (REES) -- won a U.S. government-sponsored competition to help launch a telecommunications graduate program at Kosovo's University of Pristina. The three-year, \$450,000 collaborative project, funded by USAID, was administered by the Washington, DC-based non-profit organization Higher Education for Development (HED), which facilitates partnerships between higher education institutions in the United States and developing countries. The Telecommunications faculty at the School of Information Sciences hosted several sessions to determine the needs of the program, the details of the curriculum, and the core components to be included in the lab facility. The curriculum and courses were developed in the first year of the project and the program was offered in 2009 at the University of Pristina. The project continued with the purchase of equipment for the lab, the training of Kosovo faculty to teach the required courses, and the outfitting of the lab space. In the next several months, the team will implement minor upgrades to the lab and commence project evaluation activities for a final report to be submitted to USAID.

"It was an exciting project to work on with the experts at USAID, REES and--of course -- the faculty at the University of Pristina,"

notes Martin B.W. Weiss, Associate Professor and Associate Dean for Academic Affairs at the School of Information Sciences. "It's very satisfying to have been a part of creating a critical academic program that will benefit the Faculty of Electrical and Computer Engineering, the University of Pristina and the people of Kosovo. The graduates of this program – who will be more skilled due to having the training and expertise provided in the new lab – will help to close the technology gap that exists in this amazing nation that is recovering from years of war and political unrest. These graduates will provide an enormous service to both the corporations and individuals who call Kosovo home."

For more information about the School of Information Sciences at the University of Pittsburgh, please visit www.ischool.pitt.edu. For more information about the Faculty of Electrical and Computer Engineering at the University of Pristina, please go to their Web site at www.uni-pr.edu. USAID has more details about its projects in Kosovo at http://www.usaid.gov/locations/europe_eurasia/countries/ko/.



Downloadable press release available [here](#).

Posted Online: June 15, 2010, 1:25 pm

EICCD receives grant for work in Jordan

[Comment on this story](#)

Press release submitted by Alan Campbell

EICCD has been selected as just one of four colleges nationally to receive a grant from the Broader Middle East and North Africa program.

EICCD to work with Jordanian college

Eastern Iowa Community College District (EICCD) has been selected as one of four colleges nationally to be selected a winner of the Broader Middle East and North Africa (BMENA) – U.S. Community College Small Grants Initiative competition.



Photo:
Jeff Armstrong

EICCD will receive \$125,000 for an 18-month project with Al Quds College in Jordan. Entitled Economic Empowerment through Entrepreneurship, the program will train Jordanian students in establishing small businesses.

The grant application was submitted by Muscatine Community College (MCC) President Dr. Jeff Armstrong and the project will be led by MCC Instructor Jeremy Pickard. MCC is one of three colleges that comprise the Eastern Iowa Community College District.

"The fact that there were just four colleges picked to receive this award makes it especially rewarding," Dr. Armstrong said. "EICCD has worked on several international projects but this is a new area for us. We're very excited to be given the opportunity to work with Al Quds College and the Jordanian people."

The grant was presented by Higher Education for Development (HED) in cooperation with the U.S. Department of State, the U.S. Agency for International Development (USAID), and the U.S. Department of Education.

The Initiative was born out of a June 2009 symposium on the challenges to the quality and relevance of education for workforce development throughout the BMENA region that was sponsored by the Department of State, USAID, and the Department of Education.

The primary goal of the project is to develop a program in which entrepreneurship is blended into all courses for Al Quds College career and technical education students.

"Economic expansion depends upon job creation and Jordan's leaders recognize that its small business sector will produce most of them," Dr. Armstrong said. "These firms will succeed only if those running them have the necessary entrepreneurial skills. If entrepreneurship elements are taught across the curriculum, then all students, not just those majoring in

business, will have them."

Also as a part of the grant, a short-term entrepreneurship certificate program will be created for existing Jordanian small- and medium-size businesses.

Funding from the grant will be used to bring Al Quds College faculty to the United States to visit the local community colleges. Once here, they will develop classroom materials and presentations on entrepreneurship, and adapt U.S. approaches to entrepreneurship education to the Jordanian context. In addition, MCC faculty will travel to Jordan and assist with curriculum design and create case studies using Jordanian business data for use by EICCD colleges.

The project will help in Jordan by strengthening entrepreneurship programming, increasing the number of graduates successfully running their own businesses and deepening ties between Al Quds College and its business community. The knowledge gained by EICCD faculty will also help local students by better preparing them to work in a global market.

The BMENA project adds to a growing list of international projects successfully undertaken by the local community college. EICCD has most recently worked on projects in the Republic of Georgia and Ukraine. Past projects have included work in India and South Africa, among others.

[View Full Results Online](#) **Nexis**[®]

1 of 1 DOCUMENT

US Fed News

June 16, 2010 Wednesday 12:46 PM EST

EASTERN IOWA COMMUNITY COLLEGE DISTRICT TO WORK WITH JORDANIAN COLLEGE

LENGTH: 578 words

SCOTT, Iowa, June 15 -- The Eastern Iowa Community College District issued the following news release:

Eastern Iowa Community College District (EICCD) has been selected as one of four colleges nationally to be selected a winner of the Broader Middle East and North Africa (BMENA) - U.S. Community College Small Grants Initiative competition.

EICCD will receive \$125,000 for an 18-month project with Al Quds College in Jordan. Entitled Economic Empowerment through Entrepreneurship, the program will train Jordanian students in establishing small businesses.

The grant application was submitted by Muscatine Community College (MCC) President Dr. Jeff Armstrong and the project will be led by MCC Instructor Jeremy Pickard. MCC is one of three colleges that comprise the Eastern Iowa Community College District.

"The fact that there were just four colleges picked to receive this award makes it especially rewarding," Dr. Armstrong said. "EICCD has worked on several international projects but this is a new area for us. We're very excited to be given the opportunity to work with Al Quds College and the Jordanian people."

The grant was presented by **Higher Education for Development** (HED) in cooperation with the U.S. Department of State, the U.S. Agency for International Development (USAID), and the U.S. Department of Education.

The Initiative was born out of a June 2009 symposium on the challenges to the quality and relevance of education for workforce development throughout the BMENA region that was sponsored by the Department of State, USAID, and the Department of Education.

The primary goal of the project is to develop a program in which entrepreneurship is blended into all courses for Al Quds College career and technical education students.

"Economic expansion depends upon job creation and Jordan's leaders recognize that its small business sector will produce most of them," Dr. Armstrong said. "These firms will succeed only if those running them have the necessary entrepreneurial skills. If entrepreneurship elements are taught across the curriculum, then all students, not just those majoring in business, will have them."

Also as a part of the grant, a short-term entrepreneurship certificate program will be created for existing Jordanian small- and medium-size businesses.

Funding from the grant will be used to bring Al Quds College faculty to the United States to visit the local community colleges. Once here, they will develop classroom materials and presentations on entrepreneurship, and adapt U.S. approaches to entrepreneurship education to the Jordanian context. In addition, MCC faculty will travel to Jordan and assist with curriculum design and create case studies using Jordanian business data for use by EICCD colleges.

The project will help in Jordan by strengthening entrepreneurship programming, increasing the number of graduates successfully running their own businesses and deepening ties between Al Quds College and its business community. The knowledge gained by EICCD faculty will also help local students by better preparing them to work in a global market.

The BMENA project adds to a growing list of international projects successfully undertaken by the local community college. EICCD has most recently worked on projects in the Republic of Georgia and Ukraine. Past projects have included work in India and South Africa, among others. For more information please contact: Sarabjit Jagirdar, Email:- htsyndication@hindustantimes.com

LOAD-DATE: June 16, 2010

LANGUAGE: ENGLISH

PUBLICATION-TYPE: Newswire

Copyright 2010 HT Media Ltd.
All Rights Reserved

RACINE POST

JUNE 16, 2010

Gateway to train students in Morocco

Gateway Technical College will have some long-distance commuters in the near future.

The school was awarded a grant, along with Snap-on Incorporated, to teach automotive diagnostics to students in Morocco. The "train the trainers" program was initiated at Gateway's Horizon Center for Transportation Technology, where instructors from across the country have been trained to deliver the training to their own students and career professionals. It's part of an ongoing push at Gateway to offer courses internationally.

Gateway was awarded the grant under the Broader Middle East and North Africa – U.S. Community College Small Grants Initiative. Higher Education for Development announced the grant this week in cooperation with the U.S. Department of State, the US Agency for International Development and the US Department of Education.

Gateway was one of four grant recipients.

"We are all proud that our partnership with Snap-on Incorporated is recognized internationally," said Gateway Technical College President Bryan Albrecht. "Working with HED and colleges in the BMENA Region increases our knowledge and skills and will better prepare our students for the global economy."

Gateway and project partners will deliver training to instructors in Morocco to equip them with the skills and knowledge necessary to train students and current automotive technicians on Snap-on vehicle diagnostic equipment.

The Gateway partnership, along with the three other grant recipients, were chosen by a peer review panel and selected because they "promote capacity building in education."

The BMENA initiative began at a June 2009 symposium – participated in by Albrecht and other educational leaders – on the challenges to the quality and relevance of education for workforce development throughout the BMENA region.

The symposium was sponsored by the U.S. Department of State, the U.S. Agency for International Development and the U.S. Department of Education.

The 'Community College' Internationally

June 16, 2010

Jorge Perez, a professor of mathematics, first encountered a community college when he came to the United States from Chile in 1980. "To me, my first impression of the community college was kind of disappointing because of the level of mathematics that was taught, but once I started seeing the kinds of students that we were serving, I really bought into the idea of a community college. I realized that a community college is an engine for social mobility," said Perez, who teaches at LaGuardia Community College, of the City University of New York. Perez became such a believer that he brokered a connection between a former student of his, who is now a dean at a Chilean university, and LaGuardia's leadership, leading to the founding of the new Community College de Santiago this spring.

Community colleges are in the spotlight now more than ever. In the United States, President Obama has called for an additional 5 million community college graduates by 2020 (although an accompanying \$12 billion in proposed funding [never materialized](#)). Nonetheless, policymakers seem to have woken up to the fact that community colleges [educate 46 percent of U.S. undergraduates](#) – and 58 percent of students in Israel, 20 percent in Korea and France, and 26 percent in Japan. "Even in countries where these institutions are new, student enrollment is substantial," writes Rosalind Latiner Raby, co-editor of the book [Community College Models](#) (Springer, 2009), which considers the development of community colleges, and, for lack of a better term, community college-like institutions, in about 30 countries. As Raby writes, India enrolls 54,519 students in these institutions, Thailand 13,000 (plus another 30,000 in short-term, non-degree programs), and Jordan, 20,000.

While the emergence of these institutions is not new, their visibility might be. "There is a tremendous dialogue as to what the local countries want and how to create a type of institution that is uniquely theirs," Raby said in an interview. "It's becoming a widely-discussed issue that mixes politics, economics and humanitarian concerns." And even though two-year institutions are hardly unique to the United States, some features of U.S. community colleges – such as the ability to transfer to four-year institutions – are starting to appear for the first time in some countries.

"If you had asked most people outside the United States a decade ago, 'What do you think of community colleges as an important element within your higher educational system,' I think they would have blanched and said, 'No, we don't think so,'" said Tully Cornick, executive director of Higher Education for Development, which coordinates collaborations between American colleges and the United States Agency for International Development. "Traditional systems of higher education in many parts of the world have been fairly elitist and were designed to winnow out rather than increase access."

Increasingly, however, Cornick said, "There is a recognition around the world, and it manifests itself somewhat differently [in different countries], that community colleges, as one element of the higher education system, have something very significant to offer to segments of the population -- youth at risk, or those who have left school and realize that they need skills development."

Amid this growing global interest, American community colleges have been involved in promoting the development of similar institutions abroad. LaGuardia, for instance, signed an agreement with the Universidad Central de Chile to help create the Community College de Santiago. In creating the community college, "the board took into account, among other reasons, the great need existing in Chile of preparing students who after a period of two years at the university are prepared to get a job at the level known in Chile as technician," Luis Merino, the Universidad Central's vice rector of academic affairs, explained in an e-mail. "Well-prepared technicians are badly needed in our country. Ideally we should have the ratio of three technicians v. one professional prepared after studying during four or five years at the University undergraduate level. Instead we have the exact opposite, i.e. the ratio of three professionals v. one technician."

The Community College de Santiago enrolled its first class, of about 180 students, in March. It costs less to attend the community college than Universidad Central – 900,000 pesos per year versus 1,500,000 (in U.S. currency, about \$1,700 versus \$2,800). In helping to develop the institution, LaGuardia provided expertise in administrative matters, and assisted in developing dual academic

programs. Students can earn dual degrees, from the Community College de Santiago and LaGuardia, in accounting, business administration, computer technology/telecommunications, computer operations/computer network administration and security, and computer science. When students complete the two-year degree, they can get a job or transfer their credits and continue their studies at the Universidad Central.

"We do not necessarily expect that the majority of students will transfer into four-year programs at Universidad Central," said Merino, the vice rector of academic affairs. "Instead we would prefer that a larger part of our graduates will go to work upon finishing their studies and after a period of time they'll resume their studies at the university level."

While Chile does have a system of technical colleges, this ability to transfer is a new concept in many places, including Chile, said Gail Mellow, LaGuardia Community College's president. "To do this well, other countries must adapt a community college structure, not adopt our own, because local conditions are very distinctive. The challenge is really about open access and transfer. Those very new concepts are challenging to develop around the world," Mellow said.

"Community colleges in the United States are very much part of a local economy, and we're very different from the heartlands to northern New England to southern Texas. I think that's the power of a community college -- that they're expressive of local values and needs but they're connected to a global belief system that says that higher education is absolutely necessary to make a more equitable workforce but also a more productive workforce."

'Community Colleges' Around the World

"These institutions go by different names: community colleges, technical colleges, technical universities, polytechnics, further education (FE) institutions, technical and further education (TAFE) institutions, institutes of technology, colleges of technology, and junior colleges," writes George R. Boggs, president of the American Association of Community Colleges, in the preface to [*Global Development of Community Colleges, Technical Colleges and Further Education Programs*](#). These institutions vary, he writes, in regards to whether they're public, private non-profit or private for-profit; whether they focus on vocational education or general liberal arts; whether or not they allow for transfer of credits into universities; whether they are considered distinct from the higher education system or a part of it; and whether they serve older or younger students. "What, then, defines this sector?" Boggs writes. "Common elements include, for the most part, open access, a nonelitist orientation, a focus on the success of students in their learning, responsiveness to the education needs of local communities and their industries, and a willingness to be creative and to avoid bureaucratic processes. In most countries, the institutions lack the prestige of the elite universities even though the well-being of a country and its people usually depend more on the education levels of the majority rather than of a small minority."

Much of the interest in community colleges internationally centers on their role in workforce training, said John Halder, president of Community Colleges for International Development, a nonprofit association. "That's what's caught people's attention around the globe."

Many partnerships to either build new institutions, or build capacity at existing community colleges abroad, are ongoing. For instance, CCID in 2006 signed a memorandum of understanding with the Ministry of Education in Georgia to help establish Gori Community College. Relying on various grants, the association and its members shared and translated a curriculum for the new institution, and have conducted training sessions on issues pertaining to pedagogy and student engagement.

"Over the years we've done a lot of similar work," Halder said. The association has done extensive work in India, for instance, where CCID helped establish the Center for Vocational Education in Madras, which became Madras Community College. (India has since taken steps to aggressively expand its community college system. In 2009, Indira Gandhi National Open University [announced plans](#) to set up 500 new community colleges by 2011.)

Community Colleges and Diplomacy

Jill Biden, the wife of U.S. Vice President Joe Biden and a community college English instructor, [has described](#) the community college concept as a key U.S. export. U.S. government agencies have promoted their establishment internationally.

The U.S. Department of State asked Linda Serra Hagedorn, interim chair and professor in the Department of Educational Leadership and Policy Studies at Iowa State University, to tour Indonesia in February to discuss community colleges and technical institutions.

Indonesia is the largest Muslim-majority country in the world and is of obvious strategic importance to the United States. "Our relationship right now is OK, but not great," said Hagedorn. "We can make it great, we can strengthen those ties. I think education is a key to do that."

"I was trying to explore what Indonesia could do for Indonesians, and indeed with assistance perhaps from the U.S., in developing a system that would be specific for their needs," Hagedorn said of her visit. Indonesia does have polytechnic institutions but, said Hagedorn, they don't have enough money: "It's a poor country. When I visited these polytechnics, they had very well-meaning instructors, very optimistic young students with high hopes, working on very, very old equipment, working in environments that are less than ideal." Hagedorn said she was interested in exploring a model in which industry could fund vocational education. "It needs an influx of additional finances. The Indonesian government alone I don't think can afford to provide the level of funding required to create a country-wide educational system to support its citizens."

On the other side of the spectrum, the government of a very rich country – Qatar – this spring signed [a five-year, \\$45 million contract](#) with Houston Community College for assistance in developing an American-style community college. The Community College of Qatar is slated to open this fall – September 26. Essentially, the community college has contracted with HCC to hire faculty and teach a HCC curriculum in Qatar. "The intent at the end of five years is to withdraw from that contract and they will then take over," said Mary Spangler, HCC's chancellor. In its first year, the Community College of Qatar will offer coursework in English as a Second Language and associate degree programs in math, science, computer science and business.

"The leadership in Qatar is looking primarily to have the students who come to CCQ transfer to four-year institutions," said Spangler. Qatar University would be the primary receiving institution. In addition, a number of four-year American institutions have branches in the country, including Texas A&M University at Qatar, which offers bachelor's degrees in engineering. Stateside, Texas A&M is the second-largest receiving institution for HCC students.

HCC has a history working abroad, most recently contracting with Riyadh Community College, in Saudi Arabia, to help the institution achieve American accreditation. "I was the first woman to be invited into what has been an all-male university environment. They took me on a tour," Spangler said. "They really did show their willingness to remove barriers that had been there for a very long time."

— Elizabeth Redden



Finance Business Articles

Free Finance Business Marketing Articles

- [HOME](#)
- [BUSINESS ARTICLES](#)
- [FINANCE ARTICLES](#)
- [MAKE MONEY ONLINE](#)
- [MARKETING – ADVERTISING](#)
- [UNCATEGORIZED](#)
- [SUBSCRIBE TO RSS FEED](#)

Advertising



Recent Posts

- 07 November 2010
 [Top 7 Highlights of Australian Agriculture](#)
- 07 November 2010
 [Top 7 Highlights of Australian Agriculture](#)
- 03 November 2010
 [7 Ways to Make \\$700 in 7 Days](#)
- 31 October 2010
 [How to Format A Business Letter](#)
- 30 October 2010
 [Top Tips To Saving Money On Office Supplies](#)

Tags

About accounting AdSense **Advertising** Affiliate Articles Bank Banking based **Best Building** **Business** Businesses Card Company Consolidation Corporate **Credit** Currency Customer Debt Earn Easy Ezine Finance Financial Financing Find Forex Free From Google Guide Help home Human Ideas Insurance International **Internet** Investing Investment Know Loan Loans Making Management Market **Marketing Money** more Need Network **Online** Personal Planning Promotional Real Review Right **Service Services** Should **Small Social** Software Start Steps Strategies **Submit** Success Team Time **Tips** Trading Using Viral Ways Website Work



EICCD receives grant for work in Jordan

Posted by on 17 June, 2010

No comments yet

This item was filled under [[Business Articles](#)]

Press release submitted by Alan Campbell

EICCD has been selected as just one of four colleges nationally to receive a grant from the Broader Middle East and North Africa program.

EICCD to work with Jordanian college

Eastern Iowa Community College District (EICCD) has been selected as one of four colleges nationally to be selected a winner of the Broader Middle East and North Africa (BMENA) – U.S. Community College Small Grants Initiative competition.

EICCD will receive \$125,000 for an 18-month project with Al Quds College in Jordan. Entitled Economic Empowerment through Entrepreneurship, the program will train Jordanian students in establishing small businesses.

The grant application was submitted by Muscatine Community College (MCC) President Dr. Jeff Armstrong and the project will be led by MCC Instructor Jeremy Pickard. MCC is one of three colleges that comprise the Eastern Iowa Community College District.

“The fact that there were just four colleges picked to receive this award makes it especially rewarding,” Dr. Armstrong said. “EICCD has worked on several international projects but this is a new area for us. We’re very excited to be given the opportunity to work with Al Quds College and the Jordanian people.”

The grant was presented by Higher Education for Development (HED) in cooperation with the U.S. Department of State, the U.S. Agency for International Development (USAID), and the U.S. Department of Education.

The Initiative was born out of a June 2009 symposium on the challenges to the quality and relevance of education for workforce development throughout the BMENA region that was sponsored by the Department of State, USAID, and the Department of Education.

The primary goal of the project is to develop a program in which entrepreneurship is blended into all courses for Al Quds College career and technical education students.

“Economic expansion depends upon job creation and Jordan’s leaders recognize that its small business sector will produce most of them,” Dr. Armstrong said. “These firms will succeed only if those running them have the necessary entrepreneurial skills. If entrepreneurship elements are taught across the curriculum, then all students, not just those majoring in business, will have them.”

Also as a part of the grant, a short-term entrepreneurship certificate program will be created for existing Jordanian small- and medium-size businesses.

blog subscription

[Subscribe via RSS Feed](#) stay updated with blog articles

advertising

categories

- [Business Articles](#)
- [Finance Articles](#)
- [Make Money Online](#)
- [Marketing – Advertising](#)
- [Uncategorized](#)

tag cloud

About **Advertising** Affiliate Articles **Best Building** **Business** Card Consolidation Corporate **Credit** Customer Debt Earn Ezine Finance Financial Find Forex Free From Guide home Ideas Insurance International **Internet** Loan **Marketing Money** Network **Online** Personal Promotional Service Services **Small Social** Submit Success Team **Tips** Trading Ways Work

advertising

[Money blog](#) provides tips to increase profitability of your small business. Read [health money saving news](#) and tips here.

recent posts

- [Top 7 Highlights of Australian Agriculture](#)
- [Top 7 Highlights of Australian Agriculture](#)
- [7 Ways to Make \\$700 in 7 Days](#)
- [How to Format A Business Letter](#)
- [Top Tips To Saving Money On Office Supplies](#)

archives

- [November 2010](#)
- [October 2010](#)
- [September 2010](#)
- [August 2010](#)
- [July 2010](#)
- [June 2010](#)
- [May 2010](#)
- [April 2010](#)
- [March 2010](#)
- [February 2010](#)
- [January 2010](#)
- [December 2009](#)
- [November 2009](#)

Funding from the grant will be used to bring Al Quds College faculty to the United states to visit the local community colleges. Once here, they will develop classroom materials and presentations on entrepreneurship, and adapt U.S. approaches to entrepreneurship education to the Jordanian context. In addition, MCC faculty will travel to Jordan and assist with curriculum design and create case studies using Jordanian business data for use by EICCD colleges.

The project will help in Jordan by strengthening entrepreneurship programming, increasing the number of graduates successfully running their own businesses and deepening ties between Al Quds College and its business community. The knowledge gained by EICCD faculty will also help local students by better preparing them to work in a global market.

The BMENA project adds to a growing list of international projects successfully undertaken by the local community college. EICCD has most recently worked on projects in the Republic of Georgia and Ukraine. Past projects have included work in India and South Africa, among others.

tagged with: [[eiccd](#), [iowa community college](#), [jeff armstrong](#)]

You can follow any responses to this entry through the [RSS 2.0](#) feed. You can [leave a response](#), or [trackback](#) from your own site.

Leave a Comment

You must be [logged in](#) to post a comment.

« [The Internet Business Opportunities With Article Marketing](#) « [Be ...](#)
[Legalising cannabis 'could stop recession'](#) »

Copyright © 2009 [Finance Business Articles](#). All rights reserved.  [Posts Feed](#)  [Comments Feed](#)

Design by [Bingo](#) - The Web Design Experts



[View Full Results Online](#) **Nexis**[®]

1 of 1 DOCUMENT



June 17, 2010 Thursday

Jordan : EICCD receives grant for work in Jordan

BYLINE: datasource03

LENGTH: 474 words

EICCD has been selected as just one of four colleges nationally to receive a grant from the Broader Middle East and North Africa program.

EICCD to work with Jordanian college

Eastern Iowa Community College District (EICCD) has been selected as one of four colleges nationally to be selected a winner of the Broader Middle East and North Africa (BMENA) U.S. Community College Small Grants Initiative competition.

EICCD will receive \$125,000 for an 18-month project with Al Quds College in Jordan. Entitled Economic Empowerment through Entrepreneurship, the program will train Jordanian students in establishing small businesses.

The grant application was submitted by Muscatine Community College (MCC) President Dr. Jeff Armstrong and the project will be led by MCC Instructor Jeremy Pickard. MCC is one of three colleges that comprise the Eastern Iowa Community College District.

"The fact that there were just four colleges picked to receive this award makes it especially rewarding," Dr. Armstrong said. "EICCD has worked on several international projects but this is a new area for us. We're very excited to be given the opportunity to work with Al Quds College and the Jordanian people."

The grant was presented by **Higher Education for Development** (HED) in cooperation with the U.S. Department of State, the U.S. Agency for International Development (USAID), and the U.S. Department of Education.

The Initiative was born out of a June 2009 symposium on the challenges to the quality and relevance of education for workforce development throughout the BMENA region that was sponsored by the Department of State, USAID, and the Department of Education.

The primary goal of the project is to develop a program in which entrepreneurship is blended into all courses for Al Quds College career and technical education students.

"Economic expansion depends upon job creation and Jordan's leaders recognize that its small business sector will produce most of them," Dr. Armstrong said. "These firms will succeed only if those running them have the necessary entrepreneurial skills. If entrepreneurship elements are taught across the curriculum, then all students, not just those majoring in business, will have them."

Also as a part of the grant, a short-term entrepreneurship certificate program will be created for existing Jordanian small- and medium-size businesses.

Jordan : EICCD receives grant for work in Jordan TendersInfo June 17, 2010 Thursday

Funding from the grant will be used to bring Al Quds College faculty to the United states to visit the local community colleges. Once here, they will develop classroom materials and presentations on entrepreneurship, and adapt U.S. approaches to entrepreneurship education to the Jordanian context. In addition, MCC faculty will travel to Jordan and assist with curriculum design and create case studies using Jordanian business data for use by EICCD colleges.

Ltd.

LOAD-DATE: June 17, 2010

LANGUAGE: ENGLISH

PUBLICATION-TYPE: Web Publication

JOURNAL-CODE: 81

Copyright 2010 TendersInfo - Euclid Infotech Pvt. Ltd.
All Rights Reserved
Provided by Al Bawaba

COMMUNITY COLLEGE TIMES



U.S., Middle East/North Africa colleges partner on workforce development

BY CC TIMES, Published June 17, 2010

Four projects comprising five U.S. community colleges will use grants of \$100,000-\$150,000 each to create workforce development partnerships with similar higher education institutions in the Broader Middle East and North Africa (BMENA).

Higher Education for Development (HED), in cooperation with the U.S. Department of State, U.S. Agency for International Development and the U.S. Department of Education, awarded the grants through the BMENA-U.S. Community College Small Grants Initiative competition. The grants, which were announced this week, are for 18 months.

The initiative was developed from a 2009 symposium examining the challenges to the quality and relevance of education for workforce development in the BMENA region. The conference focused on using community and technical colleges as models for facilitating the school-to-work transition.

The selected partnerships will promote capacity building in education by supporting one of five objectives outlined in the [original request](#) for applications.

The four partnerships are:

- [Red Rocks Community College](#) (Colorado), Al-Huson University College and Al-Balqa Applied University (Jordan) will work to expand Jordan's green-collar workforce by establishing an associate degree program in solar energy technology.
- [Highline Community College](#) (Washington) and Mataria Technical College (Egypt) will leverage the U.S. college's workforce development expertise to create educational pathways at the Egyptian college that will lead to skills jobs.
- [Gateway Technical College](#) (Wisconsin) and Ecole Supérieure de Technologie Oujda (Morocco) will focus on automotive diagnostics training.
- [Eastern Iowa Community College District](#), [Muscatine Community College](#) (Iowa) and Al Quds College (Jordan) will examine economic empowerment through entrepreneurship.

"The U.S. community college system is a great model of successful technical and vocational training, making it a valuable resource for partnerships focused on promoting and strengthening workforce development and entrepreneurship," said Tully Cornick, HED's executive director.

HED mobilizes the expertise and resources of the higher education community to address global development challenges. HED manages a competitive awards process to access expertise with the higher education community in coordination with the several higher education associations, including the [American Association of Community Colleges](#).

- [View More International Education Articles](#)
- [View More Workforce Development Articles](#)
- [View More Grants Recipients Articles](#)
- [View More Green Job Training Articles](#)
- [View More Workforce Training Articles](#)
- [View More Economic Development Articles](#)
- [View More Students Articles](#)
- [View More Teaching and Learning Articles](#)

COMMENTS

Be the first to add a comment.

JOB POSTINGS

[Associate Director of Institutional Effectiveness](#)
[Executive Director, Foundation and Development](#)
[Health Professions Associate](#)
[Dean of Multicultural Affairs](#)
[Executive Director, Foundation & Development](#)

University of Southern Maine

USM Public Affairs

[Home](#)

[About Us](#)

USM Receives Major Grant Allowing for Collaboration with United Arab Emirates Universities

June 23, 2010

University of Southern Maine professors are working with their counterparts in the United Arab Emirates to establish a United Arab Emirates Women's Studies Consortium based at the American University of Sharjah (AUS). The project promises curricular change emphasizing women and gender studies at consortium campuses in the United Arab Emirates, while providing USM faculty and students opportunities to learn more about Arabic culture.



USM Professors Susan Feiner and Christine Holden

USM Professor of Economics and Women & Gender Studies Susan Feiner wrote the successful application for the \$285,000 three-year grant from Higher Education for Development that was awarded to USM's Women & Gender Studies Program. The mission of Higher Education for Development is to fund innovative partnerships between U.S. colleges with institutions of higher learning in other nations.

Feiner, a resident of Yarmouth, and USM Associate Professor of History Christine Holden of Lewiston recently returned from the United Arab Emirates where they began plans for the consortium with [AUS Associate Professor of Arabic Studies Nawar Al-Hassan Golley](#) who will serve as the director of the consortium. It is described as the first such consortium in the Persian Gulf region.

The grant will be used to fund a variety of faculty development and curricular change activities, including a visiting lecture series using videoconferencing technology; visits to USM by professors from the consortium during the fall 2010 semester; and USM/United Arab Emirates faculty seminars. Future grant activities include USM and consortium faculty working together to deliver courses that will feature live, online, and Internet videoconference delivery to students in both countries. The project will also provide research and exchange opportunities for USM students and faculty. It will conclude March 2012 with the first United Arab Emirates women's studies conference in March.

Editor's Note: Feiner and Holden are both available for interviews about their trip to the United Arab Emirates where they visited universities in several of the seven Emirates. For help arranging interviews, please contact USM's Office of Public Affairs at 207-780-4200.

This entry was posted on Wednesday, June 23rd, 2010 at 12:36 pm and is filed under [News](#). You can follow any responses to this entry through the [RSS 2.0](#) feed. Both comments and pings are currently closed.

Public Affairs Links

[2003-2004 News Releases](#)

[2004-2005 News Releases](#)

[2005-2006 News Releases](#)

[2006-2007 News Releases](#)

[USM Public Affairs](#)

RSS

[21st-Century USM RSS](#)

[News RSS](#)

December 2010

M T W T F S S

1 2 **3** 4 **5**

6 **7** **8** 9 10 11 12

13 14 15 16 17 18 19

20 21 22 23 24 25 26

27 28 29 30 31

[« Nov](#)

Sections

[21st-Century USM](#)

[Multimedia Showcase](#)

[Lectures](#)

[News](#)

[Uncategorized](#)

[USM Experts](#)

[USM in the News](#)

[What We're Doing](#)

Archives

[« CTN Broadcasts Stories about Water Festival and USM Nursing Students](#)

University of Southern Maine
P.O. Box 9300, Portland, ME 04104
(207) 780-4141 or 1-800-800-4USM

A member of the University of Maine System



UNIVERSITY OF
SOUTHERN MAINE



Two-week journalism workshop opens tomorrow

Written by

Sunday, 11 July 2010 02:14

-Print media the beneficiaries

JOURNALISTS in the print media, beginning tomorrow and over the next two weeks, will be exposed to hands-on training to be facilitated by Mr. Allan Miller, a lecturer in journalism at the Ohio University and Managing Editor of the Columbus Dispatch, one of Ohio's largest news agencies.

The workshop, to be held under the theme, 'Collaborative Partnership to Strengthen Mass Communication and Journalism in Guyana', is hosted by the University of Guyana's Centre for Communication Studies (CCS) in collaboration with the United States Agency for International Development (USAID); Ohio University; Department for Higher Education for Development; and the American Council on Education.

The July 12 to July 26 workshop will be run in two parts, from July 12 to 15 and July 19 to 22 targeting journalists, and July 16 and 17 and 23 to 26 set aside for the training of editors, owners and managers.

Participants will be coursed on areas in journalism that were identified in two surveys conducted over the last two years by the CCS. These include photojournalism, layout and design, online journalism, investigative reporting and dealing with sensitive issues.

Training in the managing of news entities; deploying and training staff for maximum efficiency and impact; and connecting with readers via social-networking, for instance the use of Twitter and Facebook, to find stories and promote your work, especially to the overseas audience, is specifically geared towards editors, managers, owners.

On July 21, Mr. Miller will take a break from his busy schedule to deliver a public lecture on the topic, 'The Media is not Dead', why an independent media is more important now than ever, at the Theatre Guild on , Parade Street, Kingston, from 17:00h (5pm) to 21:00h (9 pm).

Last Updated (Sunday, 11 July 2010 02:53)

[Please register or login to add your comments to this article.](#)

More News

- [Advances in telecommunications...](#)
- [Tougher sanctions for delinquent contractors, lackadaisical personnel](#)
- [Alleviating hunger....](#)
- [In Region Three...](#)
- [New Water Conservancy Management Board for Region Two](#)

Local journalists benefit from two-week training workshop

Posted By [Stabroek staff](#) On July 24, 2010 @ 5:07 am In [Local News](#) | [No Comments](#)

A two-week print media workshop aimed at strengthening the press in Guyana concluded yesterday with a simple certification ceremony at the Theatre Guild, Parade Street, Kingston.



Stabroek News Linden correspondent, Cathy Richards, receives her certificate for taking part in the two week print production workshop.

The workshop targeted practicing journalists of the print media and students of the University of Guyana. It was also attended by members of the public and some television journalists.

The workshop which began on July 12 was held under the theme 'Purpose-driven newspaper and web journalism' and was facilitated by Alan Miller, Managing Editor of Columbus Dispatch an Ohio paper in the United States. It was sponsored by USAID, the University of Guyana's Centre for Communication Studies, Ohio University, Higher Education for Development and the American Council on Education.

At the opening of the ceremony two weeks back, Mission Director of USAID Carol Horning, had noted the importance of working with the media- "the antenna for the nation".

She said her organisation was pleased to support the collaboration. She had also asked for feedback from the participants.

Yesterday, Horning listened to what some of the participants took away from the two week session. "The experience was great for me. It taught me how to apply myself journalistically," a UG Communications student said.

A journalist from one of the daily newspapers said the workshop was "a learning process" and "a sharing experience" which she will forever cherish.

"Thank you for taking part in the challenge of listening and learning," Horning said after listening to the participants. She added that USAID will continue to watch the steps and advances of the journalists who were part of the workshop.

The workshop also catered to editors. Their sessions were held on Fridays. Some of the issues addressed in the workshop included developing good writing skills, ethics involved in reporting on vulnerable groups, the newspaper's role in Guyana, identifying bias and giving voice to the voiceless.

Miller yesterday told the participants that he had seen growth in the two-week session and added that as he leaves for the US today, he will be monitoring the progress of the journalists. "I want to thank all of you so much for the time that you put into our spirited debates, our wonderful conversations and

teaching me things like 'leh we gaff'. I feel blessed... I've seen so much growth in two weeks...and we've seen immediate results," Miller said.

The participants were then each presented with a certificate for completing the workshop.

Alan Miller is the holder of a BA and MA Journalism from the Ohio University where he is also a member of the professional advisory board for the EW Scripps School of Journalism at Ohio University.

The Columbus Dispatch has been named the best newspaper in the state of Ohio by the Associated Press over the past two years and has a daily circulation of 200,000 and 300,000 on Sundays. Miller became managing editor of the paper in 2004.

According to Director of the Centre for Communications Studies (CCS) Paloma Mohamed, the workshop was held as a result of a study which revealed that there was need for proper investigative journalism, objective,



Participants who were part of the print production workshop pose with the Alan Miller, the facilitator, (centre back row) and USAID Managing Director Carol Harding (third from left seated).

unbiased reporting among other issues. The workshop is part of a three-year project with USAID which offers funding and technical support to the CCS.

Article printed from Stabroek News: <http://www.stabroeknews.com>

URL to article: <http://www.stabroeknews.com/2010/news/stories/07/24/local-journalists-benefit-from-two-week-training-workshop/>

Click [here](#) to print.

Copyright © 2010 Stabroek News. All rights reserved.



UG/Ohio University workshop help sharpen local journalists' skills



Written by Telesha Persaud

Monday, 26 July 2010 01:23

REPORTERS in the print media were able to sharpen their writing and photography skills during a two-week print production workshop that was organised by the Universities of Guyana (UG) and Ohio, United States of America.



Some of the participants at Friday's closing ceremony.

The Centre for Communication Studies (CCS) at the University of Guyana in collaboration with Ohio University teamed up under a 'Higher Education for Development grant' which is funded by the United States Agency for International Development (USAID).

Three participants from the Guyana National Newspapers Limited (Guyana Chronicle), three from Stabroek News and one from Guyana Times attended the workshop, along with a few from UG and the electronic media.

Participants were given certificates last Friday indicating that they satisfactorily completed the workshop and will be informed by UG, in the future, if the amount of marks they gained in the final test is enough to be used, along with other acceptable qualifications, for entry to the CCS.

The workshop, which commenced July 12 at Theatre Guild, Parade Street, Kingston, and ended last Friday, included sessions for editors, owners and managers, as well, and was conducted by Mr. Alan Miller, Managing Editor of the Columbus Dispatch in Ohio.



Mr. Alan Miller (seventh from left), Ms Carol Horning (third

from left in front row), and participants with their certificates.

At the closing ceremony, Mr. Miller thanked the participants for teaching him new things including creoles used by Guyanese. "I feel blessed to have been here and I have seen so much growth over the past two weeks," he commented.

He said the fact that reporters were "so invested" in conversations and debates told him much about them, adding that he saw immediate results of the workshop in their reports.

Miller told reporters that he added their respective newspapers websites to his online favourite list so that he can keep up to date with their reports.

Mission Director of the USAID and Charge d' Affairs of the US Embassy, Ms Carol Horning, said she was happy to hear that the workshop sparked debate and discussion and that there was never a dull moment, as was related by Stabroek News reporter Cathy Richards.

Horning further told reporters that she will continue to take note of their advancements and she is hopeful that there will be other occasions like this.

UG lecturer Dr Paloma Mohamed remarked that reporters now have a better understanding of what is required of them and she thanked the participants for their time, adding that she was fully aware that it was difficult for news agencies to release their reporters for two weeks.

Mohamed noted that the training would assist in changing the way reporters do things in the media and that Miller was one of the most unassuming intellects she met.

Comments and debates were welcomed during the workshop on topics such as road blocks to telling the truth, the components of a good story, identifying biases and giving voice to the voiceless, dealing with victims, interviewing, social problems, ethical codes and values and covering elections.

One of the sessions was dedicated to hearing from veteran journalists such as John Mair, who presently lectures on journalism in the United Kingdom; Bert Wilkinson, an Associated Press correspondent; and Denis Chabrol, former president of the Guyana Press Association and a correspondent for the French Press Agency and Demerara Waves.

Minister of Culture, Youth and Sport Dr Frank Anthony and Office of the President Press and Publicity Officer, Kwame Mc Coy, were invited at another session that encouraged discussion on the relationship between government and the media in Guyana.

Ms Joy Wilson, a counsellor and part-time lecturer at the University of Guyana was invited to do a presentation on domestic violence, which most participants agreed was a number one social issue in Guyana.

The goal of the three-year collaborative partnership is to strengthen mass communication and journalism education in Guyana. This is the second year of the project.

Last Updated (Monday, 26 July 2010 05:28)

.....
[Please register or login to add your comments to this article.](#)

Google awards full graduate scholarships to Haitian computer science students

Contact:

- [Miriam Sommers Rich](#)^[1]
 - (540) 231-4153
 - mrich@vt.edu
-

BLACKSBURG, Va., July 27, 2010 – Google, the Web search engine company, has provided funds to fully support four Virginia Tech students from Haiti to pursue graduate degrees in computer science.

Sherley Codio of Cap-Haitian, Fabrice Marcelin and Jennifer François, both of Port-au-Prince, and Mario Calixte of Les Cayes will continue their studies in computer science at Virginia Tech thanks to the support. A fifth student, Benoit Bernadel of Fond-des-Blancs, has received a full, merit-based scholarship to pursue a master's degree in computer science at Carnegie Mellon University.

The five graduating seniors came to Virginia Tech in April 2008 through a partnership between the [Office of International Research, Education, and Development](#)^[2], Virginia Tech's [Department of Computer Science](#)^[3], and the Ecole Supérieure d'Infotronique d'Haïti (ESIH) in Port-au-Prince to strengthen the school's computer science program. Their studies at Virginia Tech were part of a [three-year initiative](#)^[4] funded by the U.S. Agency for International Development through Higher Education for Development to train a new generation of technical professionals for Haiti.

All students were in the United States at the time of the Jan. 12 earthquake, two of them on a service project to help build homes in communities along the Gulf Coast affected by Hurricane Katrina. One ESIH professor and 13 students were killed in the earthquake, and the ESIH building was completely destroyed. Nonetheless, classes at the school resumed on March 15, held under a tent.

"The earthquake that struck Haiti totally changed our plan," said Marcelin. "Since then, the next step on our life was very uncertain." Receiving word of the Google award, "was the best news ever," he said. "We were so happy that we started screaming and spent the whole night talking about it."

After completing a master's degree at Virginia Tech, Marcelin, like his fellow students, expects to return to Haiti. He plans to build a company related to computing, to help get the country on a technological track. François also plans to return to Haiti. "My country needs entrepreneurs to invest and create more jobs. Haitian women have a history of entrepreneurship. We will help rebuild the country."

Founded in 1872 as a land-grant college, [Virginia Tech](#)^[5] is the most comprehensive university in the Commonwealth of Virginia and is among the top research universities in the nation. Today, Virginia Tech's nine colleges are dedicated to quality, innovation, and results through teaching, research, and outreach activities. At its 2,600-acre main campus located in Blacksburg and other campus centers in Northern Virginia, Southwest Virginia, Hampton Roads, Richmond, Southside, and Roanoke, Virginia Tech enrolls more than 28,000 undergraduate and graduate students from all 50 states and more than 100 countries in 180 academic degree programs.



The Haitian students gather on the Virginia Tech campus (left to right): Mario Calixte, Sherley Codio, Jennifer François, Bernoit Bernadel, and Fabrice Marcelin.

Related Links

- [Provost announces VT Haiti Intern Program](#)^[6]
- [University community steps up donation efforts through Hokies Helping Haiti](#)^[7]
- [Building bridges in Haiti – before and after the earthquake](#)^[8]
- [Haiti video soundbites](#)^[9]

Links

[1]. <http://www.vtnews.vt.edu/articles/media-contact/rich-miriam-res.html>

[2]. <http://www.oired.vt.edu/>

[3]. <http://www.cs.vt.edu/>

[4]. <http://www.oired.vt.edu/Projects/Haiti.html>

[5]. <http://www.vt.edu/>

[6]. <http://www.vtnews.vt.edu/articles/2010/05/2010-391.html>

[7]. <http://www.vtnews.vt.edu/articles/2010/01/2010-53.html>

[8]. <http://www.research.vt.edu/resmag/2010summer/haiti.html>

[9]. <http://www.youtube.com/watch?v=hv9buFmPzwl>

[View Full Results Online](#) Nexis®

1 of 2 DOCUMENTS

Targeted News Service

July 27, 2010 Tuesday 6:04 AM EST

Google Awards Full Graduate Scholarships to Haitian Computer Science Students

BYLINE: Targeted News Service

LENGTH: 516 words

DATELINE: BLACKSBURG, Va.

Virginia Polytechnic Institute and State University issued the following news release:

Google, the Web search engine company, has provided funds to fully support four Virginia Tech students from Haiti to pursue graduate degrees in computer science.

Sherley Codio of Cap-Haitian, Fabrice Marcelin and Jennifer Francois, both of Port-au-Prince, and Mario Calixte of Les Cayes will continue their studies in computer science at Virginia Tech thanks to the support. A fifth student, Benoit Bernadel of Fond-des-Blancs, has received a full, merit-based scholarship to pursue a master's degree in computer science at Carnegie Mellon University.

The five graduating seniors came to Virginia Tech in April 2008 through a partnership between the Office of International Research, Education, and Development, Virginia Tech's Department of Computer Science, and the Ecole Superieure d'Infotronique d'Haiti (ESIH) in Port-au-Prince to strengthen the school's computer science program. Their studies at Virginia Tech were part of a three-year initiative funded by the U.S. Agency for International Development through **Higher Education for Development** to train a new generation of technical professionals for Haiti.

All students were in the United States at the time of the Jan. 12 earthquake, two of them on a service project to help build homes in communities along the Gulf Coast affected by Hurricane Katrina. One ESIH professor and 13 students were killed in the earthquake, and the ESIH building was completely destroyed. Nonetheless, classes at the school resumed on March 15, held under a tent.

"The earthquake that struck Haiti totally changed our plan," said Marcelin. "Since then, the next step on our life was very uncertain." Receiving word of the Google award, "was the best news ever," he said. "We were so happy that we started screaming and spent the whole night talking about it."

After completing a master's degree at Virginia Tech, Marcelin, like his fellow students, expects to return to Haiti. He plans to build a company related to computing, to help get the country on a technological track. Francois also plans to return to Haiti. "My country needs entrepreneurs to invest and create more jobs. Haitian women have a history of entrepreneurship. We will help rebuild the country."

Founded in 1872 as a land-grant college, Virginia Tech is the most comprehensive university in the Commonwealth of Virginia and is among the top research universities in the nation. Today, Virginia Tech's nine colleges are dedicated to quality, innovation, and results through teaching, research, and outreach activities. At its 2,600-acre main campus located in Blacksburg and other campus centers in Northern Virginia, Southwest Virginia, Hampton Roads, Richmond, Southside, and Roanoke, Virginia Tech enrolls more than 28,000

Google Awards Full Graduate Scholarships to Haitian Computer Science Students Targeted News Service
July 27, 2010 Tuesday 6:04 AM EST

undergraduate and graduate students from all 50 states and more than 100 countries in 180 academic degree programs.

Contact: Miriam Sommers Rich, Communications Coordinator, IPM CRSP / OIRED, 540/231-4153, mrich@vt.edu

Copyright Targeted News Services

TNS JF78JF-100727-2929964 EditorFurigay

LOAD-DATE: July 27, 2010

LANGUAGE: ENGLISH

PUBLICATION-TYPE: Newswire

Copyright 2010 Targeted News Service LLC
All Rights Reserved

2 of 2 DOCUMENTS

US Fed News

July 27, 2010 Tuesday 6:49 PM EST

GOOGLE AWARDS FULL GRADUATE SCHOLARSHIPS TO HAITIAN COMPUTER SCIENCE STUDENTS

LENGTH: 515 words

BLACKSBURG, Va., July 27 -- Virginia Polytechnic Institute and State University issued the following news release:

Google, the Web search engine company, has provided funds to fully support four Virginia Tech students from Haiti to pursue graduate degrees in computer science.

Sherley Codio of Cap-Haitian, Fabrice Marcelin and Jennifer Francois, both of Port-au-Prince, and Mario Calixte of Les Cayes will continue their studies in computer science at Virginia Tech thanks to the support. A fifth student, Benoit Bernadel of Fond-des-Blancs, has received a full, merit-based scholarship to pursue a master's degree in computer science at Carnegie Mellon University.

The five graduating seniors came to Virginia Tech in April 2008 through a partnership between the Office of International Research, Education, and Development, Virginia Tech's Department of Computer Science, and the Ecole Superieure d'Infotronique d'Haiti (ESIH) in Port-au-Prince to strengthen the school's computer science program. Their studies at Virginia Tech were part of a three-year initiative funded by the U.S. Agency for International Development through **Higher Education for Development** to train a new generation of technical professionals for Haiti.

All students were in the United States at the time of the Jan. 12 earthquake, two of them on a service project to help build homes in communities along the Gulf Coast affected by Hurricane Katrina. One ESIH professor and 13 students were killed in the earthquake, and the ESIH building was completely destroyed. Nonetheless, classes at the school resumed on March 15, held under a tent.

GOOGLE AWARDS FULL GRADUATE SCHOLARSHIPS TO HAITIAN COMPUTER SCIENCE STUDENTS
US Fed News July 27, 2010 Tuesday 6:49 PM EST

"The earthquake that struck Haiti totally changed our plan," said Marcelin. "Since then, the next step on our life was very uncertain." Receiving word of the Google award, "was the best news ever," he said. "We were so happy that we started screaming and spent the whole night talking about it."

After completing a master's degree at Virginia Tech, Marcelin, like his fellow students, expects to return to Haiti. He plans to build a company related to computing, to help get the country on a technological track. Francois also plans to return to Haiti. "My country needs entrepreneurs to invest and create more jobs. Haitian women have a history of entrepreneurship. We will help rebuild the country."

Founded in 1872 as a land-grant college, Virginia Tech is the most comprehensive university in the Commonwealth of Virginia and is among the top research universities in the nation. Today, Virginia Tech's nine colleges are dedicated to quality, innovation, and results through teaching, research, and outreach activities. At its 2,600-acre main campus located in Blacksburg and other campus centers in Northern Virginia, Southwest Virginia, Hampton Roads, Richmond, Southside, and Roanoke, Virginia Tech enrolls more than 28,000 undergraduate and graduate students from all 50 states and more than 100 countries in 180 academic degree programs. For any query with respect to this article or any other content requirement, please contact Editor at htsyndication@hindustantimes.com

LOAD-DATE: July 27, 2010

LANGUAGE: ENGLISH

PUBLICATION-TYPE: Newswire

Copyright 2010 HT Media Ltd.
All Rights Reserved

Pilgrim Software Appoints Agaram Instruments (P) Ltd as Strategic Reseller for the India Market
 Forty-Eight Fowler White Attorneys Selected for Inclusion in The Best Lawyers in America© 2011

0

On August 13, 2010, in Education, Hillsborough County, by Press Release

University Mentouri Constantine preparing to establish Algeria's first career center

TAMPA, Fla. (Aug. 2010) – The University of South Florida Career Center's expertise and experience are being shared with a delegation of colleagues from Algeria during an intensive two-week training program and collegial exchange Aug. 2 to 13.

Staff from the University Mentouri Constantine (UMC) Career Center will gain insights on career planning, job search coaching, career assessment tools, experiential learning programs, career educational programs, career resources, recruitment services that connect students with employers, recruitment technology and general overall operations of a career center.

The visiting Algerian staff includes UMC Career Center Director Mohamed Salah Boulahlib, assistant director of employer relations, Faycal Kahli, career counselors, Imene Bakiri and Imene Kahli and administrative assistant, Rym Sebihi. All are new to the field of career development and were hired last November to develop the first career center at a university in Algeria. So far, they have conducted their first job search workshops, career fair and internships. They have come to USF to learn about and observe career services in the United States, as well as share their observations and impression.

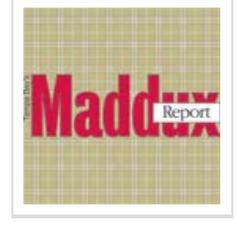
"We're very pleased to have the opportunity to host the University Mentouri Constantine Career Center staff," said USF Career Center Director Drema Howard. "It has been an enriching experience for all of our staff and certainly exciting to be involved in a project that is establishing the first career center in Algeria. I've been very impressed with the level of commitment and hard work of the UMC staff. They have not only become our professional colleagues but our friends. The staff and I hope this is just the first step in building a long- term global relationship between our two career centers."

The visit was made possible by a three-year grant from Higher Education for Development and co-funding from the U.S. Agency for International Development (USAID), the U.S. Embassy in Algeria, and the University Mentouri Constantine. The grant, under the direction of the William Davidson Institute (WDI) at the University of Michigan, provides funding for the creation and development of a new career center and the enhancement of both the English and business curricula at UMC. The University Mentouri Constantine Career Center was established in November 2009 under the leadership of Lakhdar Boukerrou, senior field coordinator for WDI.

"After working with the University Mentouri Constantine staff for eight months it is great to finally bring them to one of the best universities in Florida and to one of the top career centers. The Algerian colleagues are very excited about this opportunity," said Boukerrou.

The University Mentouri Constantine, founded in 1968, is Algeria's second largest university with a current student population of 80,000 and an expected growth of 120,000 by 2012. The university's career center staff has been charged with introducing and embedding the concept of career services into its campus community, helping students develop employability skills through internships and teaching students effective job search skills that will help them transition successfully from the university to the workplace. The Career Center is also charged with developing partnerships between the university, the career center and the economic community.

Connect with us:



POST A RELEASE
[Upload your press release by clicking here.](#)

CHANNELS

- Florida Small Business Development Center at USF
- Maddux Report
- Pinellas County Economic Development
- Sustainable Entrepreneurship & Innovation Alliance at USF St. Petersburg

CATEGORIES

Industries

- Accounting
- Architects & Engineers
- Arts, Culture, Entertainment, Hospitality,

"I have found lots of ideas that we can adapt and use when we go back to Algeria," said Boulahlib. "The training has gone very well. One of my objectives is to reproduce the career center management I've observed and some of the services and programs that are offered. The staff is very knowledgeable and has been very hospitable."

Other staff members concur.

"I very much appreciate the quality of the training we've received over these two weeks," said Bakiri. "I have learned a great deal that I can use when I return to Algeria."

Kahli added, "This has been a very beneficial visit. I am learning a lot of things that will help in the development of our center."

The University of South Florida is one of the nation's top 63 public research universities and one of only 25 public research universities nationwide with very high research activity that is designated as community engaged by the Carnegie Foundation for the Advancement of Teaching. USF was awarded \$380.4 million in research contracts and grants in FY 2008/2009. The university offers 232 degree programs at the undergraduate, graduate, specialist and doctoral levels, including the doctor of medicine. The USF System has a \$1.8 billion annual budget, an annual economic impact of \$3.2 billion, and serves more than 47,000 students on institutions/campuses in Tampa, St. Petersburg, Sarasota-Manatee and Lakeland. USF is a member of the Big East Athletic Conference.



About the author

Press Release

[Visit Authors Website](#)

If you enjoyed this article, please consider sharing it!



Leave a Reply

Name (required)

Mail (will not be published) (required)

Website

- Sports
- Associations & Organizations
- Books
- Commercial Real Estate
- Construction, Contracting, Design, Maintenance & Landscaping
- Economic Dev., Gov't., Transportation
- Education
- Entrepreneurship
- Environmental, Energy & Agricultural
- Financial Services
- Government, Employment, Utilities
- Healthcare
- Hospitality & Tourism
- Insurance
- Legal
- Manufacturing
- Marketing, Public Relations, Design, Media & Communications
- Meetings & Conventions
- Not For Profit, Philanthropy
- People
- Residential Real Estate
- Retail & Restaurants
- Services
- Sports
- Technology
- Transportation

Locations

- Alachua County
- Hernando County
- Hillsborough County
- Manatee County
- Pasco County
- Pinellas County
- Polk County
- Sarasota County

CALENDAR

August 2010						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8

USF Career Center Hosts Algerian Counterparts

Friday, August 13, 2010 - USF News

The Algerian team visited USF to learn about career services operations in the United States.



Photo: Aimee Blodgett

The staff from the USF Career Center welcomed members of the University Mentouri Constantine Career Center for an exhilarating two weeks of training..

By [Barbara Melendez](#)
[USF.edu](#) News Writer

TAMPA, Fla. (Aug. 13, 2010) – The [University of South Florida Career Center](#)'s expertise and experience were shared with a delegation of colleagues from Algeria during an intensive two-week training program and collegial exchange that ended Friday.

Staff from the [University Mentouri Constantine](#) (UMC) Career Center shared insights on career planning, job search coaching, career assessment tools, experiential learning programs, career educational programs, career resources, recruitment services that connect students with employers, recruitment technology and general overall operations of a career center.

The visiting Algerian staff includes UMC Career Center Director Mohamed Salah Boulahlib; assistant director of employer relations Faycal Kahli; career counselors Imene Bakiri and Imene Kahli; and administrative assistant Rym Sebihi. All are new to the field of career development and were hired last November to develop the first career center at a university in Algeria. So far, they have conducted their first job search workshops, career fair and internships. They have come to USF to learn about and observe career services in the United States, as well as share their observations and impression.

"We're very pleased to have the opportunity to host the University Mentouri Constantine Career Center staff," said USF Career Center Director Drema Howard. "It has been an enriching experience for all of [our staff](#) and certainly

exciting to be involved in a project that is establishing the first career center in Algeria. I've been very impressed with the level of commitment and hard work of the UMC staff. They have not only become our professional colleagues but our friends. The staff and I hope this is just the first step in building a long-term global relationship between our two career centers."

The visit was made possible by a three-year grant from Higher Education for Development and co-funding from the U.S. Agency for International Development (USAID), the U.S. Embassy in Algeria, and the University Mentouri Constantine. The grant, under the direction of the William Davidson Institute (WDI) at the University of Michigan, provides funding for the creation and development of a new career center and the enhancement of both the English and business curricula at UMC. The University Mentouri Constantine Career Center was established in November 2009 under the leadership of Lakhdar Boukerrou, senior field coordinator for WDI.

"After working with the University Mentouri Constantine staff for eight months it is great to finally bring them to one of the best universities in Florida and to one of the top career centers. The Algerian colleagues are very excited about this opportunity," Boukerrou said.

The University Mentouri Constantine, founded in 1968, is Algeria's second largest university with a current student population of 80,000 and an expected growth of 120,000 by 2012. The university's career center staff has been charged with introducing and embedding the concept of career services into its campus community, helping students develop employability skills through internships and teaching students effective job search skills that will help them transition successfully from the university to the workplace. The Career Center is also charged with developing partnerships between the university, the career center and the economic community.

"I have found lots of ideas that we can adapt and use when we go back to Algeria," said Boulahlib. "The training has gone very well. One of my objectives is to reproduce the career center management I've observed and some of the services and programs that are offered. The staff is very knowledgeable and has been very hospitable."

Other staff members concur.

"I very much appreciate the quality of the training we've received over these two weeks," said Bakiri. "I have learned a great deal that I can use when I return to Algeria."

Kahli added, "This has been a very beneficial visit. I am learning a lot of things that will help in the development of our center."

[Barbara Melendez](mailto:Barbara.Melendez@usf.edu) can be reached at 813-974-4563.



William Davidson Institute

AT THE UNIVERSITY OF MICHIGAN

Business Knowledge for Emerging Economies

Student Projects

GlobaLens Case Sales

Contact Us

search current section only

Log in

About The Institute

Research Initiatives

Consulting Services

Executive Education

Publications & Media

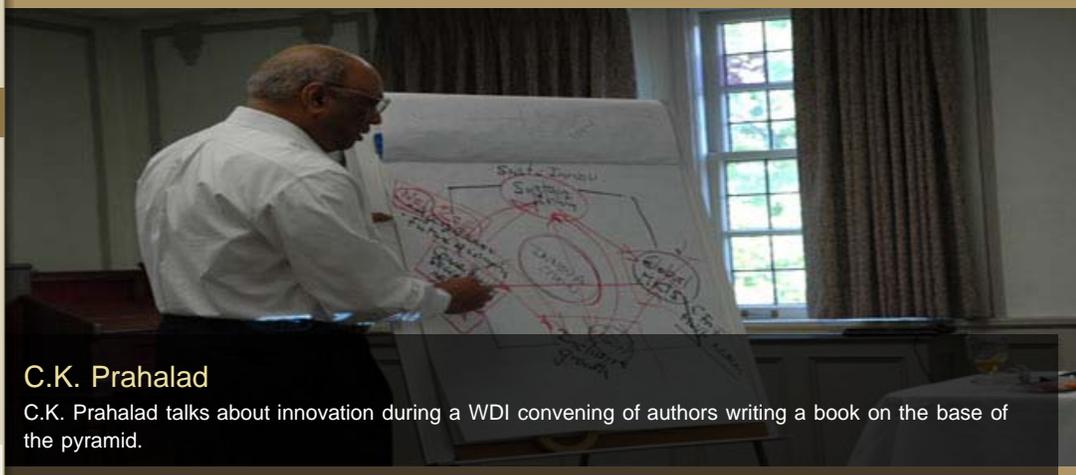
News & Events

NEWS & EVENTS

- News & Announcements
 - 2009
 - Obituaries for C.K. Prahalad
 - Luke Buckland Interviews Ravi Anupindi
 - WDI Summer 2010 Newsletter
 - HRO Europe Magazine Column
 - Algerian Team Completes Two-Week Training
- Events
- Newsletter
 - ESAF Success Story On PIFBS
 - ESAF University Strengthening

DECEMBER 2010

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



C.K. Prahalad

C.K. Prahalad talks about innovation during a WDI convening of authors writing a book on the base of the pyramid.

Home • News and Events • News & Announcements • Algerian Team Completes Two-Week Training

ALGERIAN TEAM COMPLETES TWO-WEEK TRAINING

Thursday, August 19, 2010

Five members of the Mentouri University in Constantine, Algeria spent two weeks in intensive training at the University of South Florida (USF).

The training is part of the WDI-led RESUME (Recruiting Employable Students at the University with Management Education) project, which is supported by the U.S. Agency for International Development and the U.S. Embassy in Algiers. A three-year grant was awarded to WDI by Higher Education for Development for the project.

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 employers 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. The partnership between WDI and Mentouri aims to assist in all of these areas.

WDI's goals for the project are to enhance the school's English language studies and Business Management curricula to align them with the needs of the Algerian labor market, and to establish a career center that will help Mentouri students make informed decisions about career paths and strengthen the school's relationships with private sector employers.

A career center has already been designed, established, and launched by Mentouri with the help of the WDI team of experts. In early June, the center held its first ever Career Fair for students. More than 2,000 students attended, along with 20 Algerian businesses. Students were able to interview for internships and hand resumes to prospective employers.

The two weeks at USF is part of the continued training for the Mentouri career center staff.

To read about their training at USF, click [here](#).



PROSPECTIVE STUDENTS

CURRENT STUDENTS

ALUMNI & PARENTS

CORPORATE

&

COMMUNITY

PARTNERS

News and Events

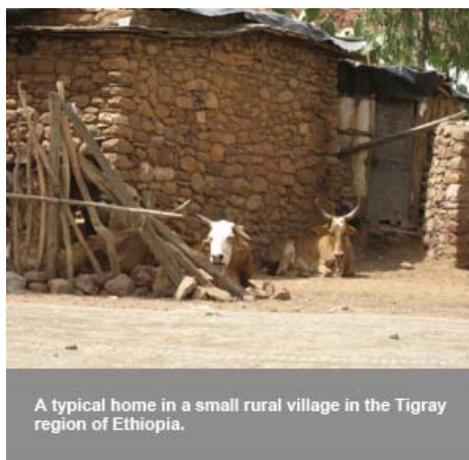


Faculty Helping Ethiopia Develop Water Infrastructure

What commodity is more valuable than all the gems, money, precious metals and wealth on Earth?

Water.

In the drought-ravaged expanse of Ethiopia, a sign in front of the Ministry of Water Resources (Addis Ababa) states simply: "Water is Life!!"



A typical home in a small rural village in the Tigray region of Ethiopia.

In April, a large multi-institutional team of researchers from UConn and Ethiopian universities was awarded a prestigious USAID/Higher Education for Development (HED) planning grant to support sustainable development and management of water resources in Ethiopia. UConn is committed to advancing hydrology studies and to bringing much-needed practical aid to regions of the globe where clean, plentiful water is scarce.

UConn Provost Peter Nicholls hailed the award. "UConn is committed to the application of our expertise to global grand

challenges. What is more basic, more pressing, than water? We are deeply proud that UConn faculty are involved in this project to address Ethiopia's water crisis and contribute to a transformative educational model that will allow Ethiopian citizens to solve the nation's problems. I applaud our USAID/HED team."

The team, headed by Drs. Michael Accorsi, Mekonnen Gebremichael and Guiling Wang of the Civil & Environmental Engineering (CEE) Department, and Drs. Jeffrey Osleeb and Carol Atkinson-Palombo of the Department of Geography, aims to help Ethiopian universities increase their capacity to educate their students and conduct research and outreach that will contribute to solving the water management and distribution challenges that plague their country.



Guiling Wang and Robert Weiner visit with Ethiopian children during a break in their travels.

Dr. Accorsi commented, "Increasing the capacity of Ethiopian universities is critical to economic development in the country. The Africa-U.S. Higher Education Initiative is an innovative program in that it directly addresses this need. It has been a distinct pleasure to work with our Ethiopian partners. They are extremely motivated and dedicated to moving this project forward. There is a tremendous opportunity, here and now, to make a difference."

Based on their preliminary work, the team was one of just 20 (out of over 300) selected by USAID to submit a detailed, [long-term](#)

[planning proposal](#) that includes the overhaul of the technology curriculum at Ethiopia's three largest universities. They are joined by a multidisciplinary team of researchers from UConn, Addis Ababa University, Mekelle University and Hawassa University; IBM -- through their "smart" water management initiative; Bentley Systems - a leader in the

Find Faculty


[View All Faculty](#)
[Home](#)
[About Us](#)
[Academics](#)
[Research & Centers](#)
[Diversity & Outreach](#)
[Employment &](#)
[Fellowships](#)
[News & Events](#)
[Magazine](#)
[Headlines](#)
[Annual Reports](#)
[eNews](#)
[UConn Engineering in the News](#)
[For Faculty & Staff](#)
[Contact / Visit](#)


Stay Informed!

development of water management software; and the U.S. Geological Survey. The project is ambitious and requires significant matching funds from private donors to trigger substantial government support.

Ethiopian Odyssey

In July, six UConn faculty and staff members traveled to Ethiopia to meet with colleagues at three partnering universities as well as officials from various Ethiopian water bureaus, ministries and government units that will be key to the project's success. Their experiences -- from their exchanges with colleagues, officials and citizens to a serious accident that temporarily interrupted their plans -- strengthened their intention to seek substantial funding support from USAID to move ahead with the project.

Despite abundant water reserves fed by nine river basins -- including the Nile River in the northwest -- across Ethiopia: half of the Ethiopian population walks up to four kilometers every day to fetch water; over 70% of Ethiopia's population does not have access to safe drinking water; agriculture is primarily rain-fed, causing food insecurity, while less than 5% of the nation's potential irrigable land is under irrigation; only 2% of the nation's potential hydropower is utilized; and water-related diseases, such as malaria and schistosomiasis, are major public health problems. Recognizing this, the Ethiopian government has placed water at the forefront of its National Poverty Reduction Strategy. Despite the challenges, Ethiopia recently ranked second on the African Rainbow Consulting's Star of Africa index, out of all 53 African countries, for water resources and overall potential for successful investment.

After a week of successful meetings, presentations and agreements with officials, the UConn team was en route to various locales in the country when their journey took an unexpected turn. A car carrying three of the team members was involved in a serious auto accident that injured Drs. Accorsi, Osleeb and Atkinson-Palombo. Over the next 24 hours, their experiences seeking medical assistance underscored why the USAID partnership is so vital to Ethiopia's future.

With the help of Drs. Gebremichael and Wang, along with Robert Weiner of Engineering Computing Services, the injured members were transported to a town hospital, where the lack of electricity made it impossible to X-ray Drs. Osleeb and Atkinson-Palombo, both of whom sustained serious injuries. They next traveled to a hospital in the major city of Mekelle. Dr. Osleeb recalled, "When we arrived at the beautiful, brand new hospital, which did have electricity, we were shocked to learn there was no running water -- anywhere in the hospital. The lack of water was a problem, but there was also a profound lack of trained medical personnel, so although we were the only patients in the emergency room, we were there six hours before our examinations were completed." They eventually found skilled medical attention and relief in the trauma unit at a hospital operated by a Korean organization in Addis Ababa, where a Norwegian physician tended to their injuries. The dire conditions they witnessed in Ethiopia strengthened the resolve of the UConn researchers to find a sustainable solution for water resource management in developing countries.

Water: Complex Problem

The multidisciplinary nature of the team reflects the complexity of Ethiopia's hydrology problems. The team of engineering faculty has significant expertise in rainfall and water resource prediction using satellite imaging, ground-based measurements and complex modeling. [Dr. Gebremichael](#) has long-term hydrology studies in place in Ethiopia, and since 2006, with National Science Foundation support, he has led student teams who installed weather stations and studied the hydrological processes in a key watershed of the Blue Nile basin region. His research in Ethiopian water resources is also supported by his NASA Young Investigator Award. Other team members, including Drs. Emmanouil Anagnostou, Amvrossios Bagtzoglou and Allison MacKay of Civil & Environmental Engineering, bring strong expertise in hydrology, climatology, meteorology, land surface modeling and groundwater analysis.

Dr. Osleeb, who is Head of the Department of Geography, is an expert in geographic information science (GISc), a discipline in which researchers "use computers in conjunction with digital maps to analyze aspects of the Earth. As a geographer, my role in this project will be to help our Ethiopian academic colleagues develop a spatial analysis curriculum. My interest is in economic geography, which means I'm interested in looking for the best location for facilities, in this case water facilities."

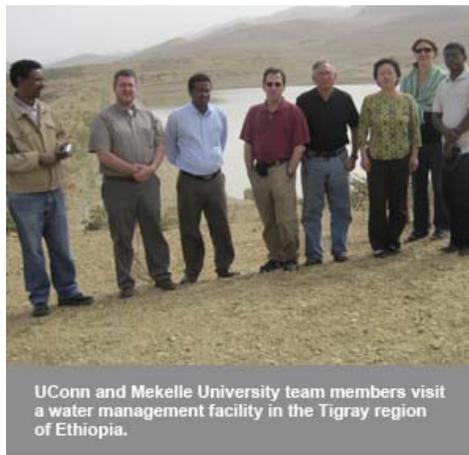
Ethiopia's water problems cannot be solved merely by drilling wells, building dams or other structures. The USAID project is aimed at "building capacity," helping the nation nurture its own problem solvers who can address water distribution problems. Dr. Osleeb observed that "Although Ethiopia has excellent universities, the academic model there is different. Ethiopian professors are not rewarded for research, while in the U.S., we expect faculty to not only teach but also carry out original research, publish and mentor graduate students. This research focus helps us move from the textbook to solving the real world problems around us. We will help our Ethiopian colleagues adopt a new model for how faculty members are assessed."

Dr. Atkinson-Palombo has similar interests in the project. She said "My overarching career goal is to engage in integrative research, teaching, and education about

sustainable development, especially in cities. Geography has a tradition of encouraging thought about how place-specific factors influence the complex interactions between people, the natural environment, and the built environment."

"The field trips, particularly those in the semi-arid regions, reinforced the importance of the spatial and temporal mismatch between people and water resources," said Dr. Atkinson-Palombo. She continued "Water is plentiful, but it is not necessarily where people live and occurs in pulses in distinct "rainy" and "dry" seasons. So there is a dire need for mechanisms to store and manage rainwater in agricultural areas where people are predominantly subsistence farmers. In more urbanized settlements, visible water-related challenges are providing the necessary infrastructure to manage stormwater and sewage."

Dr. Guiling Wang, an associate professor of Civil & Environmental Engineering and director of the Environmental Engineering Program, reflected "The need for water is so great and pervasive in Ethiopia that we can have an immediate impact in helping the country address this problem. The focus of our work is on capacity building. We won't actually be solving the water problem directly. We will be helping our Ethiopian partners develop a more relevant engineering curriculum and a vibrant applied research program. At the same time, UConn faculty will benefit from increased competency in addressing global water issues and new partnering opportunities for research. My experience is in hydrology, biosphere-atmosphere interactions, climatology and hydrological forecasting, so I am interested in helping the universities develop a context-relevant curriculum."



UConn and Mekelle University team members visit a water management facility in the Tigray region of Ethiopia.

She said, "Another important aspect of this USAID project is the opportunity for graduate exchange between UConn and its partnering universities in Ethiopia. By providing students an opportunity to study hydrology issues in Ethiopia or other developing countries, and for UConn to host graduate students from our partnering institutions, we can build greater understanding and awareness of global connections and challenges."

Dr. Gebremichael reflected, "Ethiopia has one of the world's largest climatic variability, resulting in a highly variable distribution of water in space and time. One major

challenge to Ethiopian water resources planning and management has been the lack of reliable measurements. . . Here at UConn, we have developed a tool that uses readings from government satellites and computer models to measure how much water is "available" and "consumed" across a large region. This information is crucially needed in Ethiopia, and it is bound to change the face of Ethiopian water resources development and management."

The team's vision is "to radically transform the capacity in Ethiopian universities to better understand and plan for sustainable water resource management by establishing an institutional structure for long-term partnership." According to Dr. Accorsi, the partners hope to deploy various strategies to achieve their aims, including the development of an interdisciplinary, integrated water resources curriculum; graduate student exchange programs between UConn and its partnering universities; optimization of resource efficiency; centralization of water resource facilities -- including databases and libraries; support for research and the research community; and efforts to secure long-term funding that will sustain the project. A major focus will be on the development of an Ethiopian Institute of Water Resources to facilitate these goals.

Rounding out the U.S. portion of the team are Dr. Anji Seth of the Department of Geography, Dr. Farhed Shah of Agricultural and Resources Economics, Dr. Jun Yan of Statistics, Dr. Eugene Salorio of Management, and Dr. Edward Rossomando of the Center for Waterborne Diseases.



THE CHRONICLE

of Higher Education

[HOME](#) | [NEWS](#) | [OPINION & IDEAS](#) | [FACTS & FIGURES](#) | [TOPICS](#) | [JOBS](#) | [ADVICE](#) | [FORUMS](#)[Faculty](#) | [Administration](#) | [Technology](#) | [Community Colleges](#) | [International](#) | [Special Reports](#) | [People](#) | [The Ticker](#) | [Current Issue](#) |

International

Search

[Home](#) > [News](#) > [International](#)

September 8, 2010

New Multimillion-Dollar Grants Go to U.S. and African Universities

By Kevin Kiley

The U.S. Agency for International Development and a Washington-based group, Higher Education for Development, [awarded grants of up to \\$1.1-million](#) on Wednesday to partnerships between 11 American universities and 11 African counterparts that aim to deal with some of Africa's biggest developmental challenges.

The programs were developed through the Association of Public Land-Grant Universities' Africa-U.S. Initiative. The association lobbied for funds, which were then distributed by U.S. AID and Higher Education for Development.

The programs that received awards on Wednesday were part of a group of 33 universities that [received \\$50,000 last year](#) to plan projects. Congress then [appropriated a total of \\$15-million](#) to support the 11 projects selected on Wednesday, which will actually be carried out.

The grants are part of an effort to strengthen higher education in sub-Saharan Africa and develop the region's economy. The projects focus on regional and national economic-development issues such as teacher preparation, HIV/AIDS research, food security, and agriculture. For example, one partnership, between Ethiopia's Addis Ababa University and the University of Connecticut, will develop a water-resources engineering program. Another partnership, between Brown University and the University of Ghana, aims to develop a National Educational Center of Excellence in HIV/AIDS. Each partnership has developed a five-year strategic plan and a 10-year long-term vision.

Copyright 2010. All rights reserved.

The Chronicle of Higher Education 1255 Twenty-Third St, N.W. Washington, D.C. 20037



PRESS RELEASE

You are here » [Home](#) » [Press](#) » [Releases](#) »

African and U.S. Universities Partner to Tackle Development Challenges across Africa

USAID provides funding to higher education partnerships to jointly address national and regional development challenges; build in-country educational capacity; maximize resources and on-the-ground knowledge between African & U.S. institutions

FOR IMMEDIATE RELEASE

September 8, 2010

Press Office: 202-712-4320

Public Information: 202-712-4810

www.usaid.gov

Anna Gohmann, USAID, 202-712-4047

Lynn Simmonds, HED, 202-243-7697

Paul F. Hassen, APLU, 202-478-6073

Ginnie Pera, ACE, 202-939-9365

WASHINGTON, D.C. - USAID and Higher Education for Development announced that 11 innovative new partnerships between 22 universities in Africa and the United States have each been awarded up to \$1.1 million for activities to address issues including food security and agriculture, solar energy, health care, education, and water in Africa. These partnerships will maximize the resources of U.S. institutions while placing African universities in the lead to capitalize on their on-the-ground knowledge, proximity to the challenges, and build their own capacity to better address these challenges.

"The citizens, academics, and civic and educational institutions of developing countries must be integrated into the way we partner to address development challenges," said USAID Deputy Assistant Administrator for Africa Franklin Moore. "In this way, we can ensure that projects are sustainable, reflect decades of lessons learned, are maximally effective and targeted, and help to build in-country capacity to solve development challenges. Universities are among the most important parts of civil society, and their engagement in policy and program design and implementation is critically important."

"Higher education is critical to building a strong Africa," said A-P-L-U President Peter McPherson, a former USAID Administrator. "These partnerships will combine the knowledge and resources of African and U.S. universities to solve some of the critical issues hindering economic development in African countries and each of the sectors in which USAID is working. Developed in partnership with African higher education and government leaders, these projects are part of the vision USAID and the other partners have for Africa."

"The partners' expertise and drive have been proven through success in a highly competitive review and selection process," said HED Executive Director Tully Cornick. "I am encouraged to see today's plans being transformed into sustainable solutions through applied research, higher education opportunities and community involvement. These Africa-led partnerships have seized an opportunity for change and reflect a deep level of understanding shaped by the contributions of the African institution partners."

These 11 partnerships have detailed five-year strategic plans with a 10-year vision to address national and regional development priorities in sub-Saharan Africa through higher education human and institutional capacity development. Funded by the United States Agency for International Development (USAID) through a grant to Higher Education for Development (HED), the partnerships are the result of the Africa-U.S. Higher Education Initiative, a collaborative effort started in 2007 by a number of higher education associations and other organizations and led by the Association of Public and Land-grant Universities (A-P-L-U) to advocate for increased engagement in African higher education capacity development.

Lead U.S. institutions include: Brown University (RI), Colorado State University, Indiana University, Michigan State University, North Dakota State University, Syracuse University (NY), The Ohio State University, Tuskegee University (AL), University of Cincinnati (OH), University of Connecticut, and Virginia Polytechnic Institute and State University. Lead African institutions of the partnerships include: Addis Ababa University (Ethiopia), University of Juba (Sudan), Catholic University of Sudan, International Institute for Water and Environmental Engineering (Burkina Faso), Kenyatta University (Kenya), Makerere University (Uganda), University of Cape Town (South Africa), Université Gaston-Berger (Senegal), University of Ghana, University of Liberia, University of Malawi, and the University of Nairobi (Kenya).

To view more information on each partnership, please visit: www.HEDprogram.org.



[Press Home](#) »

- + [Press Releases](#)
- + [Mission Press Releases](#)
- + [New Developments](#)
- + [Fact Sheets](#)
- + [Media Advisories](#)
- + [Speeches & Testimony](#)
- [Reports to Congress](#) »
- [Development Calendar](#) »
- [Photo Gallery](#) »
- [FrontLines](#) »
- [Contact USAID](#) »

LATEST PRESS RELEASES

- [12/08/10: U.S. Global Health Programs Welcome World Health Organization Endorsement of Rapid Test for Tuberculosis](#)
- [12/08/10: USAID Suspends Academy for Educational Development from Receiving New U.S. Government Awards](#)
- [12/05/10: U.S. Fire Suppression Experts and Supplies Arrive in Israel](#)
- [12/03/10: U.S. Dispatches Airborne Assistance and Materials for Israel's Wildfires](#)
- [12/03/10: USAID Rushes Firefighting Assistance to Israel](#)

 [RSS Feed for Recent USAID Press Releases](#)

EDUCATION WEEK

- [Education Week at USAID](#)
- [09/10/10: IMPACTblog: Early Grade Reading Assessment \(EGRA\) Plus: Liberia](#)
- [09/10/10: IMPACTblog: After-School Activity Changes a Student's Outlook and Plan for Future](#)
- [09/08/10: IMPACTblog: The Reading Crisis among the World's Poorest Schoolchildren](#)
- [09/10/10: IMPACTblog: USAID Provides New Schools to Earthquake Affected Communities in Haiti](#)
- [09/09/10: IMPACTblog: Higher Engineering Education Program Announced](#)
- [09/09/10: IMPACTblog: The Importance of Mobile Literacy Programs](#)
- [09/09/10: IMPACTblog: Water Education for African Youth](#)

Host Organizations

United States Agency for International Development

The American people, through the United States Agency for International Development, have provided economic and humanitarian assistance worldwide for nearly 50 years. For more information, visit www.usaid.gov.

Higher Education for Development

[Higher Education for Development \(HED\)](#) works closely with the [United States Agency for International Development \(USAID\)](#) and is founded by the nation's six presidential higher education associations to support the involvement of higher education in development issues worldwide.

The Africa-U.S. Higher Education/A·P·L·U

The [Africa-U.S. Higher Education Initiative](#) was established in July 2007 to advocate for increased U.S. engagement in African higher education capacity development, with the main purpose of increasing teaching, problem solving and administrative capacity in African institutions. The [Association of Public and Land-grant Universities \(A-P-L-U\)](#) spearheaded the development of this initiative and will continue to provide resources and leadership. The American Council on Education is providing important administrative and financial support. Also engaged in the undertaking are: the American Association of Community Colleges; the Association of African Universities; the Association of American Universities; the American Association of State Colleges and Universities; the Bill & Melinda Gates Foundation; the Forum for Agricultural Research; Higher Education for Development; the National Association of Independent Colleges and Universities; the Partnership to Cut Hunger and Poverty in Africa; and, USAID.

SEARCH

- [Advanced search...](#)
- [Search USAID Personnel...](#)
- [Search USAID Documents...](#)

For more information about USAID's programs, please visit: usaid.gov. To read our blog, see blog.usaid.gov.

The American people, through the U.S. Agency for International Development, have provided economic and humanitarian assistance worldwide for nearly 50 years.



[Back to Top ^](#)

About USAID	Our Work	Public Affairs	Careers	Business/Policy
This Is USAID Frequently-Asked Questions Organization USAID Primer Our History Inspector General Budget, Plans, and Performance Open Government Initiative Telling Our Story U.S. Foreign Assistance Reform Staff Directory Faith-Based & Community Initiatives Advisory Committee Speeches/Testimony PVO Registry USAID Knowledge Services Center Knowledge Management Disability Policy Branding Guidelines	Agriculture Democracy & Governance Economic Growth & Trade Education & Universities Environment Global Partnerships Health Humanitarian Assistance Cross-Cutting Programs Locations Sub-Saharan Africa Asia Europe & Eurasia Latin America & the Caribbean Middle East Mission Directory Mission Web Sites	Press Releases Mission Press Releases New Developments Fact Sheets Media Advisories Speeches & Testimony Reports to Congress IMPACTblog Development Calendar FrontLines Telling Our Story Photo Gallery Development Experience Clearinghouse Branding Guidelines Contact USAID	Applicant Civil Service Civil Service FAQ Fellows Programs Foreign Service Foreign Service Officer FAQ Junior Officer (JO) Mid-Levels Limited Appointments (FSLs) Inspector General Personal Services Contractor (PSC) Senior Executive Service Student Internships Student Programs FAQ Personnel Directory Frequently-Asked Questions Employment Forms	Acquisition & Assistance Budget/Performance/Accountability Business Opportunities USAID FORWARD Recovery Act Regulations and Policy Ocean Transportation Indefinite Quantity Contracts (IQCs) Small & Disadvantaged Businesses Private & Voluntary Cooperation University Partnerships Evaluations Information Quality Automated Directives System Competitive Sourcing Executive Order 13520, Reducing Improper Payments Ombudsman Business Forms

APLU News

Employment Opportunities

Discussion Forum

Special Announcements

APLU Meetings Calendar

Morning News Scan

A Public Voice

A•P•L•U's Online Newsletter



HOME :: A PUBLIC VOICE

African and U.S. Universities Partner to Tackle Development Challenges Across Africa

HIGHER EDUCATION PARTNERSHIPS TO JOINTLY ADDRESS NATIONAL AND REGIONAL DEVELOPMENT CHALLENGES; BUILD IN-COUNTRY EDUCATIONAL CAPACITY; MAXIMIZE RESOURCES AND ON-THE-GROUND KNOWLEDGE BETWEEN AFRICAN & U.S. INSTITUTIONS

September 8, 2010 The U.S. Agency for International Development (USAID), APLU and Higher Education for Development (HED) today announced 11 innovative new partnerships between 22 universities in Africa and the United States have each been awarded up to \$1.1 million for activities to address issues including food security and agriculture, solar energy, health care, education, and water in Africa.



"Higher education is critical to building a strong Africa," said APLU President Peter McPherson, a former USAID Administrator. "These partnerships will combine the knowledge and resources of African and U.S. universities to solve some of the critical issues hindering economic development in African countries and each of the sectors in which USAID is working. Developed in partnership with African higher education and government leaders, these projects are part of the vision USAID and the other partners have for Africa."

The partnerships are the result of the **Africa-U.S. Higher Education Initiative**, a collaborative effort started in 2007 by a number of higher education associations and other organizations and led by APLU to advocate for increased engagement in African higher education capacity development. Each partnership has a detailed five-year strategic plan with a 10-year vision to address national and regional development priorities in sub-Saharan Africa through higher education human and institutional capacity development. The initial grants are for a two-year period.

"The citizens, academics, and civic and educational institutions of developing countries must be integrated into the way we partner to address development challenges," said USAID Deputy Assistant Administrator for Africa Franklin Moore. "In this way, we can ensure that projects are sustainable, reflect decades of lessons learned, are maximally effective and targeted, and help to build in-country capacity to solve development challenges. Universities are among the most important parts of civil society, and

their engagement in policy and program design and implementation is critically important.”

Each partnership is focused on developing collaborative research and academic programs to build the capacity of the African and U.S. institutions to affect change in Africa.

“The partners’ expertise and drive have been proven through success in a highly competitive review and selection process,” said HED Executive Director Tully Cornick. “I am encouraged to see today’s plans being transformed into sustainable solutions through applied research, higher education opportunities and community involvement. These Africa-led partnerships have seized an opportunity for change and reflect a deep level of understanding shaped by the contributions of the African institution partners.”

Lead U.S. institutions include: Brown University (RI), Colorado State University, Indiana University, Michigan State University, North Dakota State University, Syracuse University (NY), The Ohio State University, Tuskegee University (AL), University of Cincinnati (OH), University of Connecticut, and Virginia Polytechnic Institute and State University.

Lead African institutions of the partnerships include: Addis Ababa University (Ethiopia), Catholic University of Sudan, International Institute for Water and Environmental Engineering (Burkina Faso), Kenyatta University (Kenya), Makerere University (Uganda), University of Cape Town (South Africa), Université Gaston-Berger (Senegal), University of Ghana, University of Liberia, University of Malawi, and the University of Nairobi (Kenya).

More than 300 proposals for initial planning grants of \$50,000 each were received by the Africa-U.S. Higher Education initiative with 33 proposals selected for funding. The 11 grants announced today were selected from the 33 planning grants.

SUMMARIES OF AFRICA-U.S. HIGHER EDUCATION PARTNERSHIPS

Water and Environmental Technology

The International Institute for Water and Environmental Engineering in Burkina Faso is working with Tuskegee University to develop faculty expertise, curriculum and linkages with private, public and non-government organizations to improve water and environmental science and technology. Through further collaboration with university faculty in Nigeria and Ghana, the partners will create centers of excellence in this focus area.

Sustainable Water Resources Development and Management

Addis Ababa University and the University of Connecticut are addressing water resources issues through collaborative research and academic exchanges. The development of an integrated water resources engineering program will support the next generation of water professionals in addressing the management of this precious resource in Ethiopia.

Higher Education Initiative for HIV/AIDS

The University of Ghana’s College of Health Sciences and Brown University have identified HIV/AIDS as a key development issue and are working together to create a National Educational Center of Excellence in HIV/AIDS. The partners envision holding multidisciplinary trainings at the center to better equip cadres of care providers from West Africa with knowledge focused on this public health challenge.

Building Capacity through Quality Teacher Preparation

Kenya’s Kenyatta University and Syracuse University have teamed to support teachers’ growth as professionals by helping them plan, prepare and adapt lessons and lectures for English-language learners, large lectures, and increased learner engagement at the primary school level. Partners will place additional attention on training higher education instructors to successfully train teachers.

Sustainability of Drylands

The University of Nairobi in Kenya and Colorado State University have begun the first steps of a long-term plan with the collaboration among Kenyan, Tanzanian and Malian universities as a critical component to deal effectively with the economic, ecological and educational problems and needs of African communities that endure low rainfall and therefore low crop yield. The partners are developing a

regional center and drylands program at the University of Nairobi to research agriculture and natural resource management in these drylands.

Life Sciences Planning Initiative

The **University of Liberia** and **Indiana University, Bloomington** recognized a healthcare workforce shortage in a country with limited human capacity at the university level to educate those seeking professions in life sciences. Through a collaboration of resources and expertise among these lead partners and the **University of Massachusetts School of Medicine** and the **Virginia Polytechnic Institute and State University**, the group is assessing and developing an improved life science curriculum, including the undergraduate courses of chemistry/bio-chemistry, biology/biotechnology, botany, zoology, agriculture, pre-clinical medical and nursing.

Ecosystems Services: Linking Science to Action in Malawi and the Region

Uneven development, population growth, and climate change have resulted in forest, fishery, soil, and water degradation in Malawi and the region. The **University of Malawi's Bunda College of Agriculture** and **Michigan State University's Chancellor College** aim to create an ecosystem university program involving private-sector groups such as Coca-Cola, Llovo Sugar Ltd., Paladin Energy Ltd., and government ministries.

Development of a West African e-Education Agro-ecology Program for Sustainable Food Production

Trained agricultural professionals, practitioners, and scientists are needed in Senegal to sustainably address challenges in the fragile Sahelian ecosystems, as the country's fruit and vegetable export industry increases. **Université Gaston-Berger** and **The Ohio State University** will support that need through the introduction of comprehensive Associate, Bachelor, and Master of Science degree programs in agro-ecology and increase the dissemination of the new curriculum throughout the Sahel using E-education technology.

Solar Energy Devices for Africa

The use of solar power energy devices is one solution to sub-Saharan Africa's energy issues that the partners at the **University of Cape Town** in South Africa and **University of Cincinnati** are supporting. They will set up student exchanges between the institutions, study models for research capacity and develop technical models for less expensive solar energy devices.

Rebuilding Higher Education in Agriculture to Support Food Security, Economic Growth, and Peace Efforts in Post-Conflict Southern Sudan

The **Catholic University of Sudan** and **Virginia Polytechnic Institute and State University** are supporting agricultural production by creating a plan to restore higher education curriculum and research that will, in turn, assist post-conflict Southern Sudan to confront and resolve its severe food security problems. **Virginia Tech** is collaborating closely with the Catholic University of Sudan and the University of Juba to build a balance of teaching, research, and extension programs of faculty and graduate students.

Capacity Building in Integrated Management of Zoonoses and Vector-borne Diseases in Eastern and Central Africa

At least 70 percent of the human and animal pathogens affecting global trade are found in sub-Saharan Africa. To address this issue, **Makerere University** in Uganda and **North Dakota State University** are developing a coordinated surveillance system that will enable risk assessment and reduction. Through education and research the partners seek to establish centers of excellence for solutions in the area of assessment, communication and response to potential trans-boundary pandemic zoonotic and vector borne diseases as well as endemic zoonotic and production-limiting animal diseases that jeopardize food security

African And U.S. Universities Partner To Tackle Development Challenges Across Africa

09 Sep 2010

USAID and Higher Education for Development announced that 11 innovative new partnerships between 22 universities in Africa and the United States have each been awarded up to \$1.1 million for activities to address issues including food security and agriculture, solar energy, health care, education, and water in Africa. These partnerships will maximize the resources of U.S. institutions while placing African universities in the lead to capitalize on their on-the-ground knowledge, proximity to the challenges, and build their own capacity to better address these challenges.

"The citizens, academics, and civic and educational institutions of developing countries must be integrated into the way we partner to address development challenges," said USAID Deputy Assistant Administrator for Africa Franklin Moore. "In this way, we can ensure that projects are sustainable, reflect decades of lessons learned, are maximally effective and targeted, and help to build in-country capacity to solve development challenges. Universities are among the most important parts of civil society, and their engagement in policy and program design and implementation is critically important."

"Higher education is critical to building a strong Africa," said A•P•L•U President Peter McPherson, a former USAID Administrator. "These partnerships will combine the knowledge and resources of African and U.S. universities to solve some of the critical issues hindering economic development in African countries and each of the sectors in which USAID is working. Developed in partnership with African higher education and government leaders, these projects are part of the vision USAID and the other partners have for Africa."

"The partners' expertise and drive have been proven through success in a highly competitive review and selection process," said HED Executive Director Tully Cornick. "I am encouraged to see today's plans being transformed into sustainable solutions through applied research, higher education opportunities and community involvement. These Africa-led partnerships have seized an opportunity for change and reflect a deep level of understanding shaped by the contributions of the African institution partners."

These 11 partnerships have detailed five-year strategic plans with a 10-year vision to address national and regional development priorities in sub-Saharan Africa through higher education human and institutional capacity development. Funded by the United States Agency for International Development (USAID) through a grant to Higher Education for Development (HED), the partnerships are the result of the Africa-U.S. Higher Education Initiative, a collaborative effort started in 2007 by a number of higher education associations and other organizations and led by the Association of Public and Land-grant Universities (A•P•L•U) to advocate for increased engagement in African higher education capacity development.

Lead U.S. institutions include: Brown University (RI), Colorado State University, Indiana University, Michigan State University, North Dakota State University, Syracuse University (NY), The Ohio State University, Tuskegee University (AL), University of Cincinnati (OH), University of Connecticut, and Virginia Polytechnic Institute and State University. Lead African institutions of the partnerships include: Addis Ababa University (Ethiopia), Catholic University of Sudan, International Institute for Water and Environmental Engineering (Burkina Faso), Kenyatta University (Kenya), Makerere University (Uganda), University of Cape Town (South Africa), Université Gaston-Berger (Senegal), University of Ghana, University of Liberia, University of Malawi, and the University of Nairobi (Kenya).

Source:
USAID

Article URL: <http://www.medicalnewstoday.com/articles/200466.php>

Main News Category: Public Health

Any medical information published on this website is not intended as a substitute for informed medical advice and you should not take any action before consulting with a health care professional. For more information, please read our [terms and conditions](#).

Save time! Get the latest medical news headlines for your specialist area, in a weekly newsletter e-mail. See <http://www.medicalnewstoday.com/newsletters.php> for details.

Send your press releases to pressrelease@medicalnewstoday.com

Advertisement



Into Africa

September 9, 2010

The federal government and leading college groups on Wednesday [unveiled the next major step](#) in their expanding effort to strengthen American higher education's role in helping African universities build their continent.

The U.S. Agency for International Development and the nonprofit group Higher Education for Development announced the awarding of grants of as much as \$1.1 million to 11 pairs of American and African universities, each of which will team up to focus on environmental, education, energy or other issues in Africa.

The successful recipients were among more than 30 pairs of institutions that were [awarded \\$50,000 planning grants](#) in 2009. The 11 grantees were chosen based on five-year strategic plans that lay out 10-year visions in which each American institution will provide technical and other support to help its partner African university develop its own expertise to attack a problem that it has identified, said Peter McPherson, president of the Association of Public and Land-Grant Universities. APLU is one of several higher education groups that sponsor the Africa-U.S. Higher Education Initiative, which spawned the partnerships and announced the awarding of the grants.

McPherson, who headed the Agency for International Development during the Reagan administration, noted that the new initiative in Africa represents a return to the agency's funding of significant numbers of projects on that continent during the 1980s, but with a few twists.

This time, he said, the projects are focused less on importing American technical expertise and more on "African universities figuring out what they want to get done through U.S. partnerships, and the American universities trying to build capacity so that the [African] universities can help their countries solve their own problems."

"Compared to a generation ago, this is more African-centric," McPherson said.

The university pairs, and their projects, follow:

- The International Institute for Water and Environmental Engineering in Burkina Faso and Tuskegee University, water and environmental science and technology
- Addis Ababa University and University of Connecticut, [Sustainable Water Resources Development and Management](#).
- University of Ghana's College of Health Sciences and Brown University, [Higher Education Initiative for HIV/AIDS](#).
- Kenya's Kenyatta University and Syracuse University, [Building Capacity through Quality Teacher Preparation](#).
- The University of Nairobi, in Kenya, and Colorado State University, Sustainability of Drylands.
- The University of Liberia and Indiana University at Bloomington, [Life Sciences Planning Initiative](#).
- The University of Malawi's Bunda College of Agriculture and Michigan State University's Chancellor College, [Ecosystems](#)

[Services: Linking Science to Action in Malawi and the Region.](#)

- Université Gaston-Berger and The Ohio State University, [Development of a West African e-Education Agro-ecology Program for Sustainable Food Production.](#)
- University of Cape Town, in South Africa, and University of Cincinnati, [Solar Energy Devices for Africa.](#)
- Catholic University of Sudan and Virginia Tech, [Rebuilding Higher Education in Agriculture to Support Food Security, Economic Growth, and Peace Efforts in Post-Conflict Southern Sudan.](#)
- Makerere University, in Uganda, and North Dakota State University, [Capacity Building in Integrated Management of Zoonoses and Vector-borne Diseases in Eastern and Central Africa.](#)

— Doug Lederman

© Copyright 2010 Inside Higher Ed



[Home](#) > [Articles](#) > [College And Work News](#) > [College News](#) > American And African Universities Collaborate To Address Africas Development Challenges

Like Be the first of your friends to like this.

Archives

2010

- [June](#)
- [July](#)
- [August](#)
- [September](#)
- [October](#)
- [November](#)
- [December](#)

[BrainTrack's Writers and Editors](#)

[Contact BrainTrack's News Desk](#)

Copyright © 2010. BrainTrack® is a registered trademark of FutureMeld LLC.

American And African Universities Collaborate To Address Africas Development Challenges

September 10, 2010

Selected universities in Africa, as well as in the U.S., are about to get a big boost in funding and technical assistance. [Medical News Today](#) reports that the U.S. Agency for International Development and the nonprofit organization Higher Education for Development are awarding grants of up to \$1.1 million to each of 11 university partnerships formed between American and African universities.



Each pair of institutions will develop programs to address specific national and regional-level development priorities faced by Africans. Areas of concern include food security, agriculture, education, healthcare and water resources. [The Chronicle of Higher Education](#) sites two examples of partnerships: Addis Ababa University (Ethiopia) and the University of Connecticut will develop a water-resources engineering program, and the University of Ghana and Brown University will create a National Educational Center of Excellence in HIV/AIDS.

"These partnerships will combine the knowledge and resources of African and U.S. universities to solve some of the critical issues hindering economic development in African countries and each of the sectors in which USAID is working. Developed in partnership with African higher education and government leaders, these projects are part of the vision USAID and the other partners have for Africa," says Peter McPherson, President of the Association of Public and Land-Grant Universities (APLU).

According to [Inside Higher Education](#), McPherson's organization is one of several groups that sponsor the Africa-U.S. Higher Education Initiative, which catalyzed the partnerships and lobbied for funds. The 22 universities receiving the grants are part of a larger group of 33 that were given \$50,000 each last year to develop five-year strategic plans detailing how, over 10 years, each American institution will provide technical and other support so that the African institutions can develop expertise to address the targeted issues.

McPherson, who was a previous USAID Director, points out that this initiative is more African-centric than AID projects of a generation ago. He explains that they focus less on importing American technical expertise and more on helping African universities to determine their needs and build their own capacity to resolve problems.

Franklin Moore, current USAID Deputy Assistant Administrator for Africa, says, "The citizens, academics, and civic and educational institutions of developing countries must be integrated into the way we partner to address development challenges. "Universities are among the most important parts of civil society, and their engagement in policy and program design and implementation is critically important."

Compiled by Abigail Rome

Sources:

"African And U.S. Universities Partner To Tackle Development Challenges Across Africa," *Medical News Today* , September 9, 2010

"Into Africa," *Inside Higher Ed*, September 9, 2010, Doug Lederman

"New Multimillion-Dollar Grants Go to U.S. and African Universities," *The Chronicle of Higher Education*, September 8, 2010, Kevin Kiley



[HOME](#) [ABOUT](#) [RESEARCH](#) [PUBLICATIONS](#) [RELATED LINKS](#)

MEXICALI LAWYERS BEGIN ORAL ADVOCACY TRAINING PROGRAM

Posted by [dshirk](#) on September 10, 2010 · [1 Comment](#)

09/10/10 — In the effort to build training capacity for the operation of Mexico’s new judicial system, a group of 30 Mexican lawyers and law professors from Baja California participated in a new, bi-national training program initiated by the [Universidad Autónoma de Baja California \(UABC\)](#) and the [University of San Diego \(USD\)](#).

In 2008, the Mexican Congress introduced a package of constitutional and legislative reforms to Mexico’s judicial system, including the introduction of new oral, adversarial trial procedures, new regulations for police and criminal investigations, and tougher measures for organized crime. These changes will transform Mexico’s semi-inquisitorial system of criminal justice to a more rights-based accusatorial system, similar to that developed in the United States and other common law countries.

All of Mexico’s 31 states and the Federal District are required to implement these reforms by 2016, but several states have already begun to do so. The northern border state of Baja California, adjacent to the U.S. state of California, actually passed similar reforms in October 2007, and the new system became active for criminal cases on August 11, 2010 in the judicial district of Mexicali. The reforms are scheduled to become active in the judicial district of Ensenada later this year, and in the states other three judicial districts (Rosarito, Tecate, and Tijuana) in 2011.

The UABC-USD training program seeks to provide training to help practitioners, law professors, and law students prepare to operate this new system, and promote cross-border legal exchanges in the San Diego-Baja California region. The two-day seminar initiated on Friday is the first series of trainings specifically directed to law professors and lawyers who will serve as trainers in law classrooms and in future trainings.



INEGI Map of Baja California



Oral Advocacy Training Participants in Mexicali, Baja California

The program is coordinated by UABC Law Professor [Daniel Solorio](#) and USD School of Law Professor [Allen Snyder](#) on behalf of the [Universidad Autónoma de Baja California Law School](#), the [University of San Diego School of Law](#), and the [Trans-Border Institute](#). This program one of five such

SEARCH BAR

ARCHIVE

Select Month

THIS MONTH'S NEW POSTS

September 2010

S M T W T F S

1 2 3 4

5 6 7 8 9 10 11

12 13 14 15 16 17 18

19 20 21 22 23 24 25

26 27 28 29 30

« Aug Oct »

CATEGORY CLOUD

- [Access to Justice](#)
- [Accountability](#)
- [Armed Groups](#)
- [Arms](#)
- [Arrests](#)
- [Beltran Leyva](#)
- [Cartel](#)
- [Corruption](#)
- [Data](#)
- [Decapitations](#)
- [Drug Violence](#)
- [Explosives](#)
- [Gov't](#)
- [Official](#)
- [Homicide](#)
- [Human Rights](#)
- [Journalists](#)
- [Judicial Reform](#)
- [Kidnapping](#)
- [La Familia](#)
- [Michoacana](#)
- [Los Zetas](#)
- [Military](#)
- [Money](#)
- [Laundering](#)
- [Police](#)
- [Prisons](#)
- [Public Security](#)
- [Seizures](#)
- [Sinaloa](#)
- [Cartel](#)
- [State-Level Reforms](#)
- [Transparency](#)
- [U.S.-Mexico](#)
- [Uncategorized](#)

initiatives presently supported by the [U.S. Agency for International Development \(USAID\)](#) and [Higher Education for Development \(HED\)](#), including other partnerships between: Southwestern Law School and the Tecnológico de Monterrey (ITESM); Universidad de Nuevo León and Universidad Nacional Autónoma de México; Emory University and Universidad Panamericana; and Chicago Kent College Law School at the Illinois Institute of Technology (IIT) and the Tecnológico de Monterrey (ITESM).

For the recent trainings in Mexicali, the UABC-USD exchange program has assembled a team of lawyers (including James Gailey, Lynne Lasry, Daniel Zaibert, and Suska Guise) with substantial international training experience to provide a two day seminar on best practices in promoting oral advocacy skills, as well as an overview U.S. criminal justice approaches.

The bi-national legal education program includes other exchanges and forums, including two student scholarships for UABC students to obtain a masters degree from the USD School of Law, a major [international conference](#), and recent presentations by Mexican Supreme Court Justice [José Ramon Cossío](#), Human Rights Lawyer [Miguel Sarre](#), and Chihuahua Judge Hector Talamantes. Future trainings and exchanges are contemplated through Spring 2012.

Baja California Human Rights Commissioner Heriberto García, who also participated in the training seminar, observed: “As the new oral justice system enters into force in Mexicali, in its early stages in the state of Baja California, this program for teacher training in oral criminal proceedings is relevant and beneficial, since having qualified personnel is critical to the success of this new system.”



SUDAN CATHOLIC RADIO NETWORK

At the Service of Life in Sudan



- [About Us](#)
- [Administration & Coordination](#)
- [Services & Production](#)
- [Training](#)
- [Contact Us](#)

MAIN MENU

- [Home](#)
- [Photo Gallery](#)
- [Feedback Comments](#)
- [Audio Depository](#)

RADIO STATIONS

- [Radio Voice of Peace - Gidel](#)
- [Radio Bakhita - Juba](#)
- [Radio Saut al Mahabba - Malakal](#)
- [Radio Emmanuel - Torit](#)
- [Radio Good News - Rumbek](#)
- [Radio Easter - Yei](#)
- [Radio Don Bosco - Tonj](#)



HOT NEWS  [ITALY DONATES 1.2 MILLION TO SOUTH SUDAN CHILDREN AND MOTHERS](#)

CATHOLIC UNIVERSITY OF SUDAN SELECTED TO PARTNER WITH USAID

Friday, 10 September 2010 15:03



The USAID and Higher Education for Development selected the Catholic University of Sudan to partner with twenty two universities in Africa.

The United state awarded more than one million to the 22 African Universities for activities to address issues including food security and agriculture, solar energy, health care, education, and water in Africa.

USAID Deputy Assistant Administrator for Africa Franklin Moore said the citizens, academics, and civic and educational institutions of developing countries must be integrated into the way the U S partner to address development challenges.

Mr. Moore explained that Universities are among the most important parts of civil society, and their engagement in policy and program design and implementation is critically important.

These 11 partnerships have detailed five-year strategic plans with a 10-year vision to address national and regional development priorities in sub-Saharan Africa through higher education human and institutional capacity development.

The Catholic University of Sudan is a three year old University in Sudan with its main branches in Juba and Wau.

[< Prev](#) [Next >](#)



The Samburu, Kenya - Samburu, Kenya - William Kennedy



Leader In Global Engagement

- Shaping The Future
- Academic Programs
- Study Abroad
- International Student and Scholar Services
- Global Engagement
- Funding, Grants and Scholarships
- Resources and Data
- Supporting ISP
- Traveling Safely Abroad
- About ISP
- Competitions and Awards
- Media Toolkit
- News Headlines
- Media Resources
- Multimedia
- Contacts
- Centers and Units
- Faculty/Staff Directory

[HOME](#) > [MEDIA TOOLKIT](#) > [NEWS](#)

ISP News

MSU, Lincoln University, and Malawi partnership awarded USAID grant to build capacities in ecosystem services

2010-09-10

The collaboration between Michigan State University, the University of Malawi and Lincoln University, was one of 11 partnerships of American and African university awarded a grant by the U.S. Agency for International Development (USAID) and Higher Education for Development (HED) to help strengthen capacity at African universities. The African-led partnership will help expand the University of Malawi's role in addressing environmental and development challenges within their continent.

"We are focused on enhancing and empowering institutions of higher education in Malawi so that their contributions are more effective in supporting development in Africa," said Anne Ferguson, MSU professor of anthropology and co-director of Center for Gender in a Global Context.

Uneven development, population growth, and climate change have resulted in forest, fishery, soil, and water degradation in Malawi and in the region.

"An ecosystem services focus in research, curricular development, and outreach is critical as the country is facing complex environmental and development challenges," said Ferguson.

Over the next 2 years the partnership will use the \$880,000 grant to improve faculty and staff development, increase research capacity and forge new and long-term collaborative partnerships with public, private and NGO organizations in Malawi. Additionally, the partnership will help strengthen libraries and information technology resources related to agriculture and ecosystems.



Collaboration with University of Malawi and Lincoln University earns grant

Click on an image to view a larger or high-resolution version.

Select a Key Link



The project's strategic plan is designed to maximize the resources of Michigan State University and Lincoln University while placing the University of Malawi in the lead to capitalize on their on-the-ground knowledge.

The long-term goal is to improve Malawi's infrastructure and ability to manage services that are impacted by the environment. These services include cultural and recreational services, health and environmental services and provisioning services such as those related to food and water supplies. MSU's partnership with the University of Malawi began in the early 1980s with the MSU - Bunda College of Agriculture Bean/Cowpea Collaborative Research Support Program, and has since involved numerous other collaborative research programs in the agricultural and health sciences. These include a 2004 National Institutes of Health's Fogarty International Center grant of more than a half-million dollars to establish a partnership between MSU's medical ethics program and the University of Malawi. Over the years, MSU's work has expanded to include projects on Malaria, safe water, environmental management, sustainable farming and food security, land use and gender issues.

The Africa-U.S. Higher Education Initiative Grant Competition was proposed during the Higher Education Summit for Global Development and a subsequent regional summit held in Rwanda in 2008.

HED managed the grant competition which grew out of the Africa-U.S. Higher Education Initiative, a collaborative effort between a number of higher education association and other organizations, led by the Association of Public and Land-grant Universities, formerly the National Association of State Universities and Land-grant Colleges.

US-AFICA: Multi-million dollar grants for universities

12 September 2010

Issue: 139

The US Agency for International Development and a Washington-based group, Higher Education for Development, awarded grants of up to \$1.1-million to partnerships between 11 American universities and 11 African counterparts that aim to deal with some of Africa's biggest developmental challenges, writes Kevin Kiley for The Chronicle of Higher Education.

The programmes were developed through the Association of Public Land-Grant Universities' Africa-US Initiative. The association lobbied for funds, which were then distributed by USAID and Higher Education for Development. The grants are part of an effort to strengthen higher education in sub-Saharan Africa and develop the region's economy.

[Full report on the Chronicle site](#)

NEWS/MEDIA RELATIONS



PROSPECTIVE : UNDERGRADUATE : GRADUATE : FACULTY & STAFF : RESEARCHERS : ALUMNI & FRIENDS

Campus Directory: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

Text Size



Search

News/Media Relations

- [About NDSU](#) ♦
- [Directions](#) ♦
- [Social Media](#) ♦
- [News Archive](#) ♦
- [Contact us](#) ♦

Share:    

NDSU, African university awarded \$1.1 million grant

Published: 15 September 2010 02:36 PM

NDSU recently was awarded a \$1.1 million grant by the United States Agency for International Development (USAID) and Higher Education for Development for an innovative partnership with Makerere University in Kampala, Uganda. Partnerships between universities in Africa and 11 U.S. institutions were recognized to address issues such as food security and agriculture, solar energy, health care, education and water in Africa.

NDSU and Makerere University are working on research involving global human and animal pandemic diseases that could jeopardize food security. At least 70 percent of the human and animal pathogens affecting global trade are found in sub-Saharan Africa, which gives researchers a rare opportunity to learn about zoonotic disease threats. The universities will develop a coordinated surveillance system and establish centers of excellence for effective solutions in assessment, communication and response to potential disease outbreaks.

"North Dakota is a major exporter of agricultural and related products. Assuring the safety of products is vital to the state's customers around the world. This work provides us an opportunity to interact and work with potential emerging organisms early," said D.C. Coston, vice president for agriculture and university extension. "Working with colleagues in Uganda, we have the opportunity to be prepared should those pathogens spread around the world and potentially end up in North Dakota. This research will allow North Dakota to have answers ready."

The partnership idea was generated by Margaret Khaita, associate professor of veterinary and microbiological sciences and former lecturer and graduate of Makerere University. Originally, the universities offered students from NDSU and other U.S. universities a one-month summer experience in Uganda. Student feedback from the program led university administrators to research joint grants.

In 2008, NDSU received funding through the USDA to develop a joint master's program, which is in the process of receiving approval. The grant also will fund five graduate student researchers.

According to Khaita, students benefit by learning from faculty who are researching real world health issues. "The original intention of this program was to broaden students' experiences so that they gain the skills necessary to apply for careers internationally with agencies such as the World Health Organization or the USDA Animal and Plant Health Inspection Service," said Khaita. "As a result of this program students have had a distinct advantage over other students applying to professional schools because of their global experience."

The partnerships are part of the Africa-U.S. Higher Education Initiative, a collaboration among higher education associations and other organizations led by the Association of Public and Land-grant Universities (APLU). Funding for each partnership is provided for two years and consists of a five-year strategic plan, including a 10-year vision to build human and institutional capacity development. More than 300 proposals for initial planning grants of \$50,000 each were received by

the Africa–U.S. Higher Education initiative with 33 proposals selected for funding. NDSU and Makerere received one of the 33 planning grants and one of the 11 grants selected from the 33 proposals.

Other lead U.S. institutions are Brown University, Colorado State University, Indiana University, Michigan State University, Syracuse University, The Ohio State University, Tuskegee University, University of Cincinnati, University of Connecticut and Virginia Polytechnic Institute and State University.

Other African institutions of the partnerships include Addis Ababa University in Ethiopia, Catholic University of Sudan, International Institute for Water and Environmental Engineering, Kenyatta University, University of Cape Town in South Africa, Université Gaston–Berger in Senegal, University of Ghana, University of Liberia, University of Malawi and University of Nairobi.

[Go back](#)

[NDSU](#) [PHONEBOOK](#) [CAMPUS MAP](#) [SEARCH NDSU](#) [DIRECTORY](#)

[xhtml](#) [css](#) [508](#) [aaa](#)

Last updated: Friday, September 17, 2010
[NDSU University Relations](#)
Published by North Dakota State University

Office of the Vice President for University Relations
North Dakota State University, Old Main 204
Dept 6000, PO Box 6050
Fargo, ND 58108–6050
Phone: (701) 231–1068 – FAX: (701) 231–1989

Show All News

Browse by News Topic

Agriculture and environment

Arts and humanities

Athletics

Board and administration

Business, economy, law and communications

Education

Family and social issues

Health, medicine, and veterinary medicine

International

Science and technology

Staff and faculty

Students and campus life

Tuition, costs and enrollment

Special Reports

Multimedia

News with Video

News with Audio

Podcasts

Featured Multimedia

MSUToday Magazine

MSUToday

Now playing: [Mohammad](#)



MSUToday on WJR

MSU webcams

News Release Search | Special Reports | Expert Directory | E-mail Subscription | RSS

[Home](#) > [Search News Releases](#) > [Results](#)

MSU partnership to develop African ecosystem services

Contact: Stephanie Motschenbacher, International Studies and Programs, motsche3@msu.edu, Direct: (517) 884-2135, Cell: (517) 648-9945

Published: Sept. 15, 2010 [E-mail Editor](#) [ShareThis](#)

EAST LANSING, Mich. -- Michigan State University has partnered with Pennsylvania's Lincoln University and the University of Malawi to tackle the environmental challenges Africa now faces due to population growth and climate change.

The collaboration is one of 11 partnerships between African and American universities to receive a grant from the United States Agency for International Development and Higher Education for Development.

"We are focused on enhancing and empowering institutions of higher education in Malawi so that their contributions are more effective in supporting development in Africa," said Anne Ferguson, MSU professor of anthropology and co-director of the Center for Gender in a Global Context.

She said uneven development, population growth and climate change have resulted in forest, fishery, soil and water degradation in Malawi and in the region.

"A focus on research, curricular development and outreach is critical as the country is facing complex environmental and development challenges," Ferguson said.

Throughout the next two years, the partnership will use the \$880,000 grant to improve faculty and staff development, increase research capacity and forge new and long-term partnerships with public, private and non-governmental organizations in Malawi. Additionally, it will work to strengthen libraries and information technology resources related to agriculture and ecosystems.

The long-term goal is to improve Malawi's infrastructure and ability to manage services that are impacted by the environment. These services include cultural and recreational services, health and environmental services and provisioning services such as those related to food and water supplies.

MSU's partnership with the University of Malawi began in the early 1980s with the MSU - Bunda College of Agriculture Bean/Cowpea Collaborative Research Support Program, and has since involved numerous other collaborative research programs in the agricultural and health sciences. These include a 2004 National Institutes of Health's Fogarty International Center grant of more than \$500,000 to establish a partnership between MSU's medical ethics program and the University of Malawi.

The Africa-U.S. Higher Education Initiative Grant Competition was proposed during the Higher Education Summit for Global Development and a subsequent regional summit held in Rwanda in 2008.

HED managed the grant competition, which grew out of the Africa-U.S. Higher Education Initiative, a collaborative effort between a number of higher education associations and organizations, led by the Association of Public and Land-grant Universities, formerly the National Association of State Universities and Land-grant Colleges.

###



MSU's partnership with University of Malawi first began with Bunda College, pictured here.

Click on an image to view a larger or high-resolution version.



© 2010 Michigan State University [Board of Trustees](#). East Lansing, MI 48824
MSU is an affirmative-action, equal-opportunity employer.
[Site Map](#) | [Accessibility](#) | [Contact Us](#) | [MSU Home](#)

[View Full Results Online](#) Nexis®

1 of 1 DOCUMENT

Targeted News Service

September 15, 2010 Wednesday 11:46 PM EST

NDSU Awarded \$1.1 Million Dollar Grant for Partnership with African University To Research Global Pandemic Disease and Food Security

BYLINE: Targeted News Service

LENGTH: 775 words

DATELINE: FARGO, N.D.

North Dakota State University issued the following news release:

NDSU was recently awarded a \$1.1 million grant by the United States Agency for International Development (USAID) and **Higher Education for Development** for their innovative partnership with Makerere University in Kampala, Uganda.

USAID and **Higher Education for Development** recognized partnerships between universities in Africa and 11 United States institutions to address issues including food security and agriculture, solar energy, health care, education and water in Africa. Each partnership is focused on developing collaborative research and academic programs.

NDSU and Makerere University are working on research involving global human and animal pandemic diseases that could jeopardize food security. At least 70 percent of the human and animal pathogens affecting global trade are found in sub-Saharan Africa, which gives researchers a unique opportunity to learn about the zoonotic disease threats. Through this research, the universities will develop a coordinated surveillance system and establish centers of excellence to develop effective solutions in the area of assessment, communication and response to potential disease outbreaks.

"North Dakota is a major exporter of agricultural and related products. Assuring the safety of products is vital to the state's customers around the world. This work provides us an opportunity to interact and work with potential emerging organisms early," said D.C. Coston, NDSU vice president for agriculture and university extension. "Through working with colleagues in Uganda, we have the opportunity to be prepared should those pathogens spread around the world and potentially end up in North Dakota. This research will allow North Dakota to have answers ready."

The partnership between the universities was an idea generated by Margaret Khaita, NDSU associate professor in Veterinary and Microbiological Sciences and former lecturer and graduate of Makerere University. Originally the universities offered students from NDSU and other U.S. universities a one-month summer experience in Uganda. Student feedback from the program led university administrators to research joint grants.

In 2008, NDSU received funding through the USDA to develop a joint master's program, which is currently in the process of receiving approval. The grant also will fund five graduate student researchers.

According to Khaita, the real benefit for students is that they have the opportunity to learn from faculty who are researching real world health issues. "The original intention of this program was to broaden students' experiences so that they gain the skills necessary to apply for careers internationally with agencies such as

NDSU Awarded \$1.1 Million Dollar Grant for Partnership with African University To Research Global Pandemic Disease and Food Security Targeted News Service September 15, 2010 Wednesday 11:46 PM EST

the World Health Organization or the USDA: Animal and Plant Health Inspection Service," said Khaitsa. "As a result of this program students have had a distinct advantage over other students applying to professional schools such as veterinary school because of their global experience."

The university partnerships are a part of the Africa-U.S. Higher Education Initiative, a collaboration among higher education associations and other organizations led by the Association of Public and Land-grant Universities (APLU). Funding for each partnership is provided for two years and consists of a five-year strategic plan including a 10-year vision to build human and institutional capacity development. APLU is working to secure funding in the 2011 budget to expand the initiative.

More than 300 proposals for initial planning grants of \$50,000 each were received by the Africa-U.S. Higher Education initiative with 33 proposals selected for funding. NDSU and Makerere received one of the 33 planning grants and one of the 11 grants selected from the 33 proposals.

Other lead U.S. institutions include: Brown University (RI), Colorado State University, Indiana University, Michigan State University, North Dakota State University, Syracuse University (NY), The Ohio State University, Tuskegee University (AL), University of Cincinnati (OH), University of Connecticut, and Virginia Polytechnic Institute and State University.

Lead African institutions of the partnerships include: Addis Ababa University (Ethiopia), Catholic University of Sudan, International Institute for Water and Environmental Engineering (Burkina Faso), Kenyatta University (Kenya), Makerere University (Uganda), University of Cape Town (South Africa), Université Gaston-Berger (Senegal), University of Ghana, University of Liberia, University of Malawi and the University of Nairobi (Kenya).

Copyright Targeted News Services

TNS cp-JF78-100916-3004781 StaffFurigay

LOAD-DATE: September 16, 2010

LANGUAGE: ENGLISH

PUBLICATION-TYPE: Newswire

Copyright 2010 Targeted News Service LLC
All Rights Reserved

[News Contacts](#)[Calendar](#)[News Home](#)

SU NEWS

USAID partnership program provides funding to School of Education for quality teaching education collaboration with Kenyatta University

September 16, 2010

Jennifer Russo
(315) 443-4751

The U.S. Agency for International Development (USAID) and [Higher Education for Development](#) (HED), have announced that 11 innovative new partnerships between 22 universities in Africa and the United States have each been awarded up to \$1.1 million for activities to address issues including food security and agriculture, solar energy, health care, education and water in Africa. These partnerships will maximize the resources of U.S. institutions, while placing African universities in the lead to capitalize on their on-the-ground knowledge and proximity to the challenges and build their own capacity to better address these challenges.



As part of the partnership program, Syracuse University will receive \$860,700 for "Building Capacity through Quality Teacher Preparation," a partnership project between SU and Kenyatta University in Kenya, East Africa, with the goal to prepare and support teachers to become proficient in their subject matter and instructional design, while also assisting with the development of learning communities and establishing a framework for continuous professional growth of teaching practitioners. This funding is for the first two years of this collaborative project,

with the possibility of more funding in future years.

These 11 partnerships have detailed five-year strategic plans with a 10-year vision to address national and regional development priorities in sub-Saharan Africa through human and institutional capacity development via higher education. Funded by USAID through a grant to HED, the partnerships are the result of the Africa-U.S. Higher Education Initiative, a collaborative effort started in 2007 by a number of higher education associations and other organizations and led by the Association of Public and Land-grant Universities (A-P-L-U) to advocate for increased engagement in African higher education capacity development.

Building on their strong traditions in teacher education and existing institutional linkage, Syracuse University's [School of Education](#) and Kenyatta University's School of Education are united in their desire to be integrally involved in and at the cutting edge of preparing and supporting highly qualified teachers in their continued growth.

Through the partnership's needs assessment and strategic planning, the institutions will address the challenging issues of:

- ▶ some teachers' lack of deep and connected subject matter knowledge;
- ▶ a separation of teacher preparation courses from student learning;
- ▶ subject methods courses taught in large lectures that offer little opportunity for prospective teachers to learn to analyze teaching in terms of student learning;
- ▶

Recent News

['Snow' exhibition at XL Projects explores traditional, nontraditional interpretations](#)

December 08, 2010 "Snow," an exhibition of traditional representations of snow scenes as well as nontraditional and conceptual interpretations, will be on view through Jan. 23 at XL Projects, 307-313 S. Clinton St., Syracuse.

[Read more](#)

[Delegation from Singapore Workforce Development Agency to visit SU](#)

December 08, 2010 A delegation of professionals from the Singapore Workforce Development Agency and the Employment and Employability Institute will visit Syracuse University on Thursday, Dec. 9, and Friday, Dec. 10. At Syracuse, the delegation is interested in the design and use of adult learning spaces, use of technology to support adult learning and practical environmentally friendly and sustainable building designs.

[Read more](#)

[Newhouse School calls for entries for Toner Prize](#)

December 08, 2010 A \$5,000 award will help recognize outstanding political reporting in tribute to the late Robin Toner '76, who was the first female national political correspondent at The New York Times. The Toner Prize for Excellence in Political Reporting will be awarded by the S. I. Newhouse School of Public Communications at Syracuse University, starting in the spring of 2011.

[Read more](#)

[SU receives \\$3.4 million NSF grant to ensure greater presence of women STEM faculty](#)

December 07, 2010 Syracuse University is one of seven universities funded by the National Science Foundation's (NSF) 2010 ADVANCE competition. SU will receive a five-year, \$3.4 million grant to ensure that women faculty in science, technology, engineering and mathematic (STEM) fields have a greater presence at the University.

[Read more](#)

[Syracuse University biophysicist receives 2010 NSF CAREER Award for work on cell membranes](#)

December 07, 2010 Martin B. Forstner, a biophysicist in Syracuse University's College of Arts and Sciences, received a prestigious, five-year, \$795,000 National Science Foundation (NSF) Early Career Development (CAREER)

- preparing teachers to teach in schools with limited resources;
- ▶ preparing teachers to support English language learners; and
- ▶ preparing teachers to plan and adapt instruction to engage all students.

Through teleconferences, scholar exchanges at each partner institution, KU faculty members earning “sandwich” degrees through both SU and KU, and joint face-to-face planning both in Kenya and in the United States, the partners will work to build the capacity of the teacher education faculty and program at Kenyatta University, as well as improve secondary education throughout Kenya by working in cooperation with the Kenyan Ministry of Education and other partners. The partners at Kenyatta University and SU envision inviting other institutions to collaborate through new and existing relationships in the United States and in Kenya.

This project builds on the already strong collaboration between SU's School of Education and Kenyatta University, spearheaded and led by SU Professor of Mathematics Education Joanna Masingila. A decade ago, SU and Kenyatta established a formal institutional linkage through their respective schools of education, demonstrating the commitment by both universities to improve teacher development through educational and cultural interchange. Objectives of the relationship include supporting teacher preparation efforts by collaboratively investigating current capacities at both institutions and developing new capacity that will support teacher proficiency and continued professional growth.

Since this institutional linkage was established, several former Kenyatta University students have come to SU for graduate studies, many entering into and completing the doctoral program. And Masingila has worked with colleagues at Kenyatta University on professional development workshops for teachers in rural eastern Kenya. Faculty members from Kenyatta University's School of Education have worked alongside Masingila in leading workshops for some 120 teachers from 13 primary schools.

“We are extremely grateful to USAID and the Africa-U.S. Higher Education Initiative partnership program through HED for this funding, which will strengthen our collaborative research projects in teacher education, and our commitment to global partnerships,” says Masingila. “Our goal in mind is always to become more informed as educators and to provide students with the highest-quality learning experiences.”

“The citizens, academics and civic and educational institutions of developing countries must be integrated into the way we partner to address development challenges,” says USAID Deputy Assistant Administrator for Africa Franklin Moore. “In this way, we can ensure that projects are sustainable, reflect decades of lessons learned, are maximally effective and targeted, and help to build in-country capacity to solve development challenges. Universities are among the most important parts of civil society, and their engagement in policy and program design and implementation is critically important.”

“Higher education is critical to building a strong Africa,” says A-P-L-U President Peter McPherson. “These partnerships will combine the knowledge and resources of African and U.S. universities to solve some of the critical issues hindering economic development in African countries and each of the sectors in which USAID is working. Developed in partnership with African higher education and government leaders, these projects are part of the vision USAID and the other partners have for Africa.”

“The partners' expertise and drive have been proven through success in a highly competitive review and selection process,” says HED Executive Director Tully Cornick. “I am encouraged to see today's plans being transformed into sustainable solutions through applied research, higher education opportunities and community involvement. These Africa-led partnerships have seized an opportunity for change and reflect a deep level of understanding shaped by the contributions of the African institution partners.”

Award to further his research in understanding how the laws of physics influence the organization, structure and function of cell membranes in living organisms.

[Read more](#)

[More Stories »](#)

USAID has provided economic and humanitarian assistance worldwide for nearly 50 years. The HED works closely with USAID and is founded by the nation's six presidential higher education associations to support the involvement of higher education in development issues worldwide.

The Africa-U.S. Higher Education Initiative was established in July 2007 to advocate for increased U.S. engagement in African higher education capacity development, with the main purpose of increasing teaching, problem solving and administrative capacity in African institutions. The A-P-L-U spearheaded the development of this initiative and continues to provide resources and leadership. The American Council on Education provides important administrative and financial support. Also engaged in the undertaking are: the American Association of Community Colleges; the Association of African Universities; the Association of American Universities; the American Association of State Colleges and Universities; the Bill & Melinda Gates Foundation; the Forum for Agricultural Research; HED; the National Association of Independent Colleges and Universities; the Partnership to Cut Hunger and Poverty in Africa; and USAID.

For more information on the program, visit <http://www.HEDprogram.org>.

SYRACUSE UNIVERSITY

Syracuse University Phone: 315.443.1870
Syracuse, NY 13244-5040

[Home](#) | [About SU](#) | [Academics](#) | [SU Near & Far](#) | [Partnerships](#)

[Future Students](#) | [Current Students](#) | [Faculty & Staff](#) | [Alumni & Friends](#) | [Parents & Families](#)

[Calendar](#) | [News](#) | [Athletics](#) | [Campus Maps](#) | [Library](#) | [Emergency Preparedness](#) | [Jobs](#) | [For The Media](#)

[Privacy Policy](#) | [SU Mail](#) | [MySlice](#)



[View Full Results Online](#) **Nexis**[®]

1 of 3 DOCUMENTS

States News Service

September 16, 2010 Thursday

USAID PARTNERSHIP PROGRAM PROVIDES FUNDING TO SCHOOL OF EDUCATION FOR QUALITY TEACHING EDUCATION COLLABORATION WITH KENYATTA UNIVERSITY

BYLINE: States News Service

LENGTH: 1329 words

DATELINE: SYRACUSE, NY

The following information was released by Syracuse University:

The U.S. Agency for International Development (USAID) and **Higher Education for Development** (HED), have announced that 11 innovative new partnerships between 22 universities in Africa and the United States have each been awarded up to \$1.1 million for activities to address issues including food security and agriculture, solar energy, health care, education and water in Africa. These partnerships will maximize the resources of U.S. institutions, while placing African universities in the lead to capitalize on their on-the-ground knowledge and proximity to the challenges and build their own capacity to better address these challenges.

As part of the partnership program, Syracuse University will receive \$860,700 for Building Capacity through Quality Teacher Preparation, a partnership project between SU and Kenyatta University in Kenya, East Africa, with the goal to prepare and support teachers to become proficient in their subject matter and instructional design, while also assisting with the development of learning communities and establishing a framework for continuous professional growth of teaching practitioners. This funding is for the first two years of this collaborative project, with the possibility of more funding in future years.

These 11 partnerships have detailed five-year strategic plans with a 10-year vision to address national and regional development priorities in sub-Saharan Africa through human and institutional capacity development via higher education. Funded by USAID through a grant to HED, the partnerships are the result of the Africa-U.S. Higher Education Initiative, a collaborative effort started in 2007 by a number of higher education associations and other organizations and led by the Association of Public and Land-grant Universities (A-P-L-U) to advocate for increased engagement in African higher education capacity development.

Building on their strong traditions in teacher education and existing institutional linkage, Syracuse University's School of Education and Kenyatta University's School of Education are united in their desire to be integrally involved in and at the cutting edge of preparing and supporting highly qualified teachers in their continued growth.

Through the partnership's needs assessment and strategic planning, the institutions will address the challenging issues of:

- some teachers' lack of deep and connected subject matter knowledge;
- a separation of teacher preparation courses from student learning;

USAID PARTNERSHIP PROGRAM PROVIDES FUNDING TO SCHOOL OF EDUCATION FOR QUALITY
TEACHING EDUCATION COLLABORATION WITH KENYATTA UNIVERSITY States News Service
September 16, 2010 Thursday

subject methods courses taught in large lectures that offer little opportunity for prospective teachers to learn to analyze teaching in terms of student learning;

preparing teachers to teach in schools with limited resources;

preparing teachers to support English language learners; and

preparing teachers to plan and adapt instruction to engage all students.

Through teleconferences, scholar exchanges at each partner institution, KU faculty members earning sandwich degrees through both SU and KU, and joint face-to-face planning both in Kenya and in the United States, the partners will work to build the capacity of the teacher education faculty and program at Kenyatta University, as well as improve secondary education throughout Kenya by working in cooperation with the Kenyan Ministry of Education and other partners. The partners at Kenyatta University and SU envision inviting other institutions to collaborate through new and existing relationships in the United States and in Kenya.

This project builds on the already strong collaboration between SU's School of Education and Kenyatta University, spearheaded and led by SU Professor of Mathematics Education Joanna Masingila. A decade ago, SU and Kenyatta established a formal institutional linkage through their respective schools of education, demonstrating the commitment by both universities to improve teacher development through educational and cultural interchange. Objectives of the relationship include supporting teacher preparation efforts by collaboratively investigating current capacities at both institutions and developing new capacity that will support teacher proficiency and continued professional growth.

Since this institutional linkage was established, several former Kenyatta University students have come to SU for graduate studies, many entering into and completing the doctoral program. And Masingila has worked with colleagues at Kenyatta University on professional development workshops for teachers in rural eastern Kenya. Faculty members from Kenyatta University's School of Education have worked alongside Masingila in leading workshops for some 120 teachers from 13 primary schools.

We are extremely grateful to USAID and the Africa-U.S. Higher Education Initiative partnership program through HED for this funding, which will strengthen our collaborative research projects in teacher education, and our commitment to global partnerships, says Masingila. Our goal in mind is always to become more informed as educators and to provide students with the highest-quality learning experiences.

The citizens, academics and civic and educational institutions of developing countries must be integrated into the way we partner to address development challenges, says USAID Deputy Assistant Administrator for Africa Franklin Moore. In this way, we can ensure that projects are sustainable, reflect decades of lessons learned, are maximally effective and targeted, and help to build in-country capacity to solve development challenges. Universities are among the most important parts of civil society, and their engagement in policy and program design and implementation is critically important.

Higher education is critical to building a strong Africa, says A-P-L-U President Peter McPherson. These partnerships will combine the knowledge and resources of African and U.S. universities to solve some of the critical issues hindering economic development in African countries and each of the sectors in which USAID is working. Developed in partnership with African higher education and government leaders, these projects are part of the vision USAID and the other partners have for Africa.

The partners' expertise and drive have been proven through success in a highly competitive review and selection process, says HED Executive Director Tully Cornick. I am encouraged to see today's plans being transformed into sustainable solutions through applied research, higher education opportunities and community involvement. These Africa-led partnerships have seized an opportunity for change and reflect a deep level of understanding shaped by the contributions of the African institution partners.

USAID has provided economic and humanitarian assistance worldwide for nearly 50 years. The HED works closely with USAID and is funded by the nation's six presidential higher education associations to support the involvement of higher education in development issues worldwide.

The Africa-U.S. Higher Education Initiative was established in July 2007 to advocate for increased U.S. engagement in African higher education capacity development, with the main purpose of increasing teaching, problem solving and administrative capacity in African institutions. The A-P-L-U spearheaded the develop-

USAID PARTNERSHIP PROGRAM PROVIDES FUNDING TO SCHOOL OF EDUCATION FOR QUALITY
TEACHING EDUCATION COLLABORATION WITH KENYATTA UNIVERSITY States News Service
September 16, 2010 Thursday

ment of this initiative and continues to provide resources and leadership. The American Council on Education provides important administrative and financial support. Also engaged in the undertaking are: the American Association of Community Colleges; the Association of African Universities; the Association of American Universities; the American Association of State Colleges and Universities; the Bill and Melinda Gates Foundation; the Forum for Agricultural Research; HED; the National Association of Independent Colleges and Universities; the Partnership to Cut Hunger and Poverty in Africa; and USAID.

For more information on the program, visit <http://www.HEDprogram.org>.

LOAD-DATE: September 16, 2010

LANGUAGE: ENGLISH

PUBLICATION-TYPE: Newswire

Copyright 2010 States News Service

2 of 3 DOCUMENTS

Targeted News Service

September 16, 2010 Thursday 9:26 PM EST

USAID Partnership Program Provides Funding to School of Education for Quality Teaching Education Collaboration with Kenyatta University

BYLINE: Targeted News Service

LENGTH: 1364 words

DATELINE: SYRACUSE, N.Y.

Syracuse University issued the following news release:

The U.S. Agency for International Development (USAID) and **Higher Education for Development** (<http://www.hedprogram.org/>) (HED), have announced that 11 innovative new partnerships between 22 universities in Africa and the United States have each been awarded up to \$1.1 million for activities to address issues including food security and agriculture, solar energy, health care, education and water in Africa. These partnerships will maximize the resources of U.S. institutions, while placing African universities in the lead to capitalize on their on-the-ground knowledge and proximity to the challenges and build their own capacity to better address these challenges.

As part of the partnership program, Syracuse University will receive \$860,700 for "Building Capacity through Quality Teacher Preparation," a partnership project between SU and Kenyatta University in Kenya, East Africa, with the goal to prepare and support teachers to become proficient in their subject matter and instructional design, while also assisting with the development of learning communities and establishing a framework for continuous professional growth of teaching practitioners. This funding is for the first two years of this collaborative project, with the possibility of more funding in future years.

These 11 partnerships have detailed five-year strategic plans with a 10-year vision to address national and regional development priorities in sub-Saharan Africa through human and institutional capacity development via higher education. Funded by USAID through a grant to HED, the partnerships are the result of the Africa-

USAID Partnership Program Provides Funding to School of Education for Quality Teaching Education
 Collaboration with Kenyatta University Targeted News Service September 16, 2010 Thursday 9:26 PM EST

U.S. Higher Education Initiative, a collaborative effort started in 2007 by a number of higher education associations and other organizations and led by the Association of Public and Land-grant Universities (A-P-L-U) to advocate for increased engagement in African higher education capacity development.

Building on their strong traditions in teacher education and existing institutional linkage, Syracuse University's School of Education (<http://soeweb.syr.edu/>) and Kenyatta University's School of Education are united in their desire to be integrally involved in and at the cutting edge of preparing and supporting highly qualified teachers in their continued growth.

Through the partnership's needs assessment and strategic planning, the institutions will address the challenging issues of:

- * some teachers' lack of deep and connected subject matter knowledge;
- * a separation of teacher preparation courses from student learning;
- * subject methods courses taught in large lectures that offer little opportunity for prospective teachers to learn to analyze teaching in terms of student learning;
- * preparing teachers to teach in schools with limited resources;
- * preparing teachers to support English language learners; and
- * preparing teachers to plan and adapt instruction to engage all students.

Through teleconferences, scholar exchanges at each partner institution, KU faculty members earning "sandwich" degrees through both SU and KU, and joint face-to-face planning both in Kenya and in the United States, the partners will work to build the capacity of the teacher education faculty and program at Kenyatta University, as well as improve secondary education throughout Kenya by working in cooperation with the Kenyan Ministry of Education and other partners. The partners at Kenyatta University and SU envision inviting other institutions to collaborate through new and existing relationships in the United States and in Kenya.

This project builds on the already strong collaboration between SU's School of Education and Kenyatta University, spearheaded and led by SU Professor of Mathematics Education Joanna Masingila. A decade ago, SU and Kenyatta established a formal institutional linkage through their respective schools of education, demonstrating the commitment by both universities to improve teacher development through educational and cultural interchange. Objectives of the relationship include supporting teacher preparation efforts by collaboratively investigating current capacities at both institutions and developing new capacity that will support teacher proficiency and continued professional growth.

Since this institutional linkage was established, several former Kenyatta University students have come to SU for graduate studies, many entering into and completing the doctoral program. And Masingila has worked with colleagues at Kenyatta University on professional development workshops for teachers in rural eastern Kenya. Faculty members from Kenyatta University's School of Education have worked alongside Masingila in leading workshops for some 120 teachers from 13 primary schools.

"We are extremely grateful to USAID and the Africa-U.S. Higher Education Initiative partnership program through HED for this funding, which will strengthen our collaborative research projects in teacher education, and our commitment to global partnerships," says Masingila. "Our goal in mind is always to become more informed as educators and to provide students with the highest-quality learning experiences."

"The citizens, academics and civic and educational institutions of developing countries must be integrated into the way we partner to address development challenges," says USAID Deputy Assistant Administrator for Africa Franklin Moore. "In this way, we can ensure that projects are sustainable, reflect decades of lessons learned, are maximally effective and targeted, and help to build in-country capacity to solve development challenges. Universities are among the most important parts of civil society, and their engagement in policy and program design and implementation is critically important."

"Higher education is critical to building a strong Africa," says A-P-L-U President Peter McPherson. "These partnerships will combine the knowledge and resources of African and U.S. universities to solve some of the critical issues hindering economic development in African countries and each of the sectors in which USAID

USAID Partnership Program Provides Funding to School of Education for Quality Teaching Education
Collaboration with Kenyatta University Targeted News Service September 16, 2010 Thursday 9:26 PM EST

is working. Developed in partnership with African higher education and government leaders, these projects are part of the vision USAID and the other partners have for Africa."

"The partners' expertise and drive have been proven through success in a highly competitive review and selection process," says HED Executive Director Tully Cornick. "I am encouraged to see today's plans being transformed into sustainable solutions through applied research, higher education opportunities and community involvement. These Africa-led partnerships have seized an opportunity for change and reflect a deep level of understanding shaped by the contributions of the African institution partners."

USAID has provided economic and humanitarian assistance worldwide for nearly 50 years. The HED works closely with USAID and is founded by the nation's six presidential higher education associations to support the involvement of higher education in development issues worldwide.

The Africa-U.S. Higher Education Initiative was established in July 2007 to advocate for increased U.S. engagement in African higher education capacity development, with the main purpose of increasing teaching, problem solving and administrative capacity in African institutions. The A-P-L-U spearheaded the development of this initiative and continues to provide resources and leadership. The American Council on Education provides important administrative and financial support. Also engaged in the undertaking are: the American Association of Community Colleges; the Association of African Universities; the Association of American Universities; the American Association of State Colleges and Universities; the Bill & Melinda Gates Foundation; the Forum for Agricultural Research; HED; the National Association of Independent Colleges and Universities; the Partnership to Cut Hunger and Poverty in Africa; and USAID.

For more information on the program, visit <http://www.HEDprogram.org>.

Contact: Jennifer Russo, 315/443-4751, jhrusso@syr.edu

Copyright Targeted News Services

TNS C-paypan56-100917-mv45-3006633 61MarlynVitin

LOAD-DATE: September 17, 2010

LANGUAGE: ENGLISH

PUBLICATION-TYPE: Newswire

Copyright 2010 Targeted News Service LLC
All Rights Reserved

3 of 3 DOCUMENTS



M2 PressWIRE

September 8, 2010 Wednesday

**African and U.S. Universities Partner to Tackle Development Challenges
across Africa;**

African and U.S. Universities Partner to Tackle Development Challenges across Africa; USAID provides funding to higher education partnerships to jointly address national and regional development challenges; build in-country educational capacity; maximize resources and on-the-ground knowledge between African & U.S. institutions M2 PressWIRE September 8, 2010 Wednesday

USAID provides funding to higher education partnerships to jointly address national and regional development challenges; build in-country educational capacity; maximize resources and on-the-ground knowledge between African & U.S. institutions

LENGTH: 975 words

September 8, 2010

WASHINGTON, D.C. - USAID and **Higher Education for Development** announced that 11 innovative new partnerships between 22 universities in Africa and the United States have each been awarded up to \$ 1.1 million for activities to address issues including food security and agriculture, solar energy, health care, education, and water in Africa. These partnerships will maximize the resources of U.S. institutions while placing African universities in the lead to capitalize on their on-the-ground knowledge, proximity to the challenges, and build their own capacity to better address these challenges.

“The citizens, academics, and civic and educational institutions of developing countries must be integrated into the way we partner to address development challenges,” said USAID Deputy Assistant Administrator for Africa Franklin Moore. “In this way, we can ensure that projects are sustainable, reflect decades of lessons learned, are maximally effective and targeted, and help to build in-country capacity to solve development challenges. Universities are among the most important parts of civil society, and their engagement in policy and program design and implementation is critically important.”

“Higher education is critical to building a strong Africa,” said APLU President Peter McPherson, a former USAID Administrator. “These partnerships will combine the knowledge and resources of African and U.S. universities to solve some of the critical issues hindering economic development in African countries and each of the sectors in which USAID is working. Developed in partnership with African higher education and government leaders, these projects are part of the vision USAID and the other partners have for Africa.”

“The partners’ expertise and drive have been proven through success in a highly competitive review and selection process,” said HED Executive Director Tully Cornick. “I am encouraged to see today’s plans being transformed into sustainable solutions through applied research, higher education opportunities and community involvement. These Africa-led partnerships have seized an opportunity for change and reflect a deep level of understanding shaped by the contributions of the African institution partners.”

These 11 partnerships have detailed five-year strategic plans with a 10-year vision to address national and regional development priorities in sub-Saharan Africa through higher education human and institutional capacity development. Funded by the United States Agency for International Development (USAID) through a grant to **Higher Education for Development** (HED), the partnerships are the result of the Africa-U.S. Higher Education Initiative, a collaborative effort started in 2007 by a number of higher education associations and

African and U.S. Universities Partner to Tackle Development Challenges across Africa; USAID provides funding to higher education partnerships to jointly address national and regional development challenges; build in-country educational capacity; maximize resources and on-the-ground knowledge between African & U.S. institutions M2 PressWIRE September 8, 2010 Wednesday

other organizations and led by the Association of Public and Land-grant Universities (APLU) to advocate for increased engagement in African higher education capacity development.

Lead U.S. institutions include: Brown University (RI), Colorado State University, Indiana University, Michigan State University, North Dakota State University, Syracuse University (NY), The Ohio State University, Tuskegee University (AL), University of Cincinnati (OH), University of Connecticut, and Virginia Polytechnic Institute and State University. Lead African institutions of the partnerships include: Addis Ababa University (Ethiopia), Catholic University of Sudan, International Institute for Water and Environmental Engineering (Burkina Faso), Kenyatta University (Kenya), Makerere University (Uganda), University of Cape Town (South Africa), Universit Gaston-Berger (Senegal), University of Ghana, University of Liberia, University of Malawi, and the University of Nairobi (Kenya).

To view more information on each partnership, please visit: www.HEDprogram.org.

Host Organizations

United States Agency for International Development

The American people, through the United States Agency for International Development, have provided economic and humanitarian assistance worldwide for nearly 50 years. For more information, visit www.usaid.gov.

Higher Education for Development

Higher Education for Development (HED) works closely with the United States Agency for International Development (USAID) and is founded by the nation's six presidential higher education associations to support the involvement of higher education in development issues worldwide.

The Africa-U.S. Higher Education/APLU

The Africa-U.S. Higher Education Initiative was established in July 2007 to advocate for increased U.S. engagement in African higher education capacity development, with the main purpose of increasing teaching, problem solving and administrative capacity in African institutions. The Association of Public and Land-grant Universities (APLU) spearheaded the development of this initiative and will continue to provide resources and leadership. The American Council on Education is providing important administrative and financial support. Also engaged in the undertaking are: the American Association of Community Colleges; the Association of African Universities; the Association of American Universities; the American Association of State Colleges and Universities; the Bill & Melinda Gates Foundation; the Forum for Agricultural Research; **Higher Education for Development**; the National Association of Independent Colleges and Universities; the Partnership to Cut Hunger and Poverty in Africa; and, USAID.

The American people, through the U.S. Agency for International Development, have provided economic and humanitarian assistance worldwide for nearly 50 years.

Press Office, USAID

Tel: +1 202 712 4320

Public Information, USAID

Tel: +1 202 712 4810

USAID Public Information, Production and Online Services group

Tel: +1 202 712 0000

WWW: <http://www.usaid.gov>

LOAD-DATE: September 16, 2010

African and U.S. Universities Partner to Tackle Development Challenges across Africa; USAID provides funding to higher education partnerships to jointly address national and regional development challenges; build in-country educational capacity; maximize resources and on-the-ground knowledge between African & U.S. institutions M2 PressWIRE September 8, 2010 Wednesday

LANGUAGE: ENGLISH

PUBLICATION-TYPE: Newswire

JOURNAL-CODE: M2PW

Copyright 2010 Normans Media Limited
All Rights Reserved



September 18, 2010

Makerere-North Dakota to tackle zoonoses and vector-borne diseases in Eastern and Central Africa

Posted by Peter Ballantyne under [Africa](#), [Animal Diseases](#), [Capacity Strengthening](#), [Central Africa](#), [Disease Control](#), [East Africa](#), [Emerging Diseases](#), [Research](#), [Uganda](#), [Zoonotic Diseases](#) | Tags: [Makerere University](#), [North Dakota State University](#), [Uganda](#), [USAID](#), [Vector-borne diseases](#) |

[Leave a Comment](#)

Under a new initiative by the United States Agency for International Development and Higher Education for Development, 11 innovative new partnerships between 22 universities in Africa and the United States have each been awarded up to US\$1.1 million to address food security and other issues in Africa. These partnerships will maximize the resources of US institutions while placing African universities in the lead to capitalize on their on-the-ground knowledge, proximity to the challenges and own capacity to better address these challenges.

One of the new partnerships—by Makerere University and North Dakota State University—is for ‘Capacity Building in Integrated Management of Zoonoses and Vector-borne Diseases in Eastern and Central Africa.’

More: [Higher Education for Development](#) / [presentation](#) / [website](#)

☆☆☆☆☆ [Rate This](#)

Share this: [Tweet](#) 1 [delicious](#) [StumbleUpon](#) [Digg](#) [Reddit](#)

[Facebook](#) [Email](#)

Archived Entry

Post Date :
September 18, 2010 at 10:03 pm

Category :
[Africa](#), [Animal Diseases](#), [Capacity Strengthening](#), [Central Africa](#), [Disease Control](#), [East Africa](#), [Emerging Diseases](#), [Research](#), [Uganda](#), [Zoonotic Diseases](#)

Tags: [Makerere University](#), [North Dakota State University](#), [Uganda](#), [USAID](#), [Vector-borne diseases](#)

Do More :
You can leave a response, or trackback from your own site.



[View Full Results Online](#) Nexis®

1 of 1 DOCUMENT

US Fed News

September 18, 2010 Saturday 7:47 PM EST

NORTH DAKOTA STATE UNIVERSITY , AFRICAN UNIVERSITY AWARDED \$1.1 MILLION GRANT

LENGTH: 703 words

FARGO, N.D., Sept. 15 -- North Dakota State University issued the following news release:

NDSU recently was awarded a \$1.1 million grant by the United States Agency for International Development (USAID) and **Higher Education for Development** for an innovative partnership with Makerere University in Kampala, Uganda. Partnerships between universities in Africa and 11 U.S. institutions were recognized to address issues such as food security and agriculture, solar energy, health care, education and water in Africa.

NDSU and Makerere University are working on research involving global human and animal pandemic diseases that could jeopardize food security. At least 70 percent of the human and animal pathogens affecting global trade are found in sub-Saharan Africa, which gives researchers a rare opportunity to learn about zoonotic disease threats. The universities will develop a coordinated surveillance system and establish centers of excellence for effective solutions in assessment, communication and response to potential disease outbreaks.

"North Dakota is a major exporter of agricultural and related products. Assuring the safety of products is vital to the state's customers around the world. This work provides us an opportunity to interact and work with potential emerging organisms early," said D.C. Coston, vice president for agriculture and university extension. "Working with colleagues in Uganda, we have the opportunity to be prepared should those pathogens spread around the world and potentially end up in North Dakota. This research will allow North Dakota to have answers ready."

The partnership idea was generated by Margaret Khaita, associate professor of veterinary and microbiological sciences and former lecturer and graduate of Makerere University. Originally, the universities offered students from NDSU and other U.S. universities a one-month summer experience in Uganda. Student feedback from the program led university administrators to research joint grants.

In 2008, NDSU received funding through the USDA to develop a joint master's program, which is in the process of receiving approval. The grant also will fund five graduate student researchers.

According to Khaita, students benefit by learning from faculty who are researching real world health issues. "The original intention of this program was to broaden students' experiences so that they gain the skills necessary to apply for careers internationally with agencies such as the World Health Organization or the USDA Animal and Plant Health Inspection Service," said Khaita. "As a result of this program students have had a distinct advantage over other students applying to professional schools because of their global experience."

The partnerships are part of the Africa-U.S. Higher Education Initiative, a collaboration among higher education associations and other organizations led by the Association of Public and Land-grant Universities (APLU). Funding for each partnership is provided for two years and consists of a five-year strategic plan, including a 10-year vision to build human and institutional capacity development. More than 300 proposals for initial planning grants of \$50,000 each were received by the Africa-U.S. Higher Education initiative with 33

NORTH DAKOTA STATE UNIVERSITY , AFRICAN UNIVERSITY AWARDED \$1.1 MILLION GRANT US
Fed News September 18, 2010 Saturday 7:47 PM EST

proposals selected for funding. NDSU and Makerere received one of the 33 planning grants and one of the 11 grants selected from the 33 proposals.

Other lead U.S. institutions are Brown University, Colorado State University, Indiana University, Michigan State University, Syracuse University, The Ohio State University, Tuskegee University, University of Cincinnati, University of Connecticut and Virginia Polytechnic Institute and State University.

Other African institutions of the partnerships include Addis Ababa University in Ethiopia, Catholic University of Sudan, International Institute for Water and Environmental Engineering, Kenyatta University, University of Cape Town in South Africa, Universite Gaston-Berger in Senegal, University of Ghana, University of Liberia, University of Malawi and University of Nairobi. For any query with respect to this article or any other content requirement, please contact Editor at htsyndication@hindustantimes.com

LOAD-DATE: September 18, 2010

LANGUAGE: ENGLISH

PUBLICATION-TYPE: Newswire

Copyright 2010 HT Media Ltd.
All Rights Reserved



Login or Register

Contact - Store - Ad rates - Classifieds -

THE DAILY ORANGE

THE INDEPENDENT STUDENT NEWSPAPER OF SYRACUSE, NEW YORK

HOME NEWS FEATURE SPORTS OPINION MULTIMEDIA SPORTS BLOG



The Daily Orange > News

Grants boosts partnership between School of Education, Kenyan university

By Heather Wentz

Contributing Writer

Published: Tuesday, September 21, 2010

Updated: Tuesday, September 21, 2010 02:09

Like Be the first of your friends to like this. Tweet 0 email share print

To help improve higher education in Africa, Syracuse University received an \$860,700 grant to fund its ongoing partnership with Kenyatta University.

The main goal of the partnership between SU and Kenyatta is to provide more resources to Kenyan teachers and develop the teachers at Kenyatta in areas like technology and teacher preparation, said Joanna Masingila, the head of the Kenya partnership and a professor in the School of Education at SU. The program has also provided a means for students from Kenya to study at SU.

Masingila was a Fulbright scholar at Kenyatta in 1998 and has had a close relationship with Kenya since then. In 2000, the School of Education at Kenyatta and the School of Education at SU decided to form a relationship and work together closely. Since the beginning of the relationship between Kenyatta and SU, 14 different Kenyan students have come to SU to get their degrees.

"We've been working together since 2000," she said. "Now it's just a formal partnership."

The two schools tried to think of ways to receive funding, but up until 2009 they did all of their research and projects without any kind of financial aid and paid out of pocket, Masingila said.

This partnership, "Building Capacity through Quality Teacher Preparation," stemmed from the U.S. Agency for International Development (USAID), Higher Education for Development (HED) and the Association of Public and Land-grant Universities (A-P-L-U). These groups have recently established 11 new partnerships between universities in the United States and Africa, one of which is between Syracuse and Kenyatta.

USAID is active in many different programs, but one of its main areas is providing support for development in countries worldwide. USAID has been working hand-in-hand with HED and A-P-L-U in the partnerships to provide services and funding for issues outside of higher education worldwide, Masingila said.

"Our focus point is education, but there are many other partnerships that focus on agriculture, business, health — a variety of areas," Masingila said.

SU was one of 300 U.S. universities to apply for the partnership program. The application committee at USAID and HED narrowed it down to 33 universities, and each school was given a \$50,000 grant to create a strategic plan, Masingila said.

SU has received \$860,700 for the program for two years, with the possibility of more funding in the future. The money SU has received so far is for travel expenses to and from Kenya, tuition for Kenyan teachers who come to SU to get their doctorate, and overall support for the teachers at Kenyatta. It will also allow more Kenyan students to come to SU in the future.

Masingila said she ultimately hopes to receive funding for the partnership for 10 years. The selection committee will do an assessment at the end of the second year and see how much more funding is needed.



Midterm election parties, November 2, 2010



Project P



Montague Demment, the associate vice president for international development at A-P-L-U, has been working closely with both SU and Kenyatta on the Africa-U.S. higher education initiative. He said he hopes the partnership will bring resources from the U.S. government to improve overall higher education in Kenya.

The success of the partnership will depend on both the resources added by the money and how the Kenyan teachers respond to and apply the training, Demment said.

Demment said it is going to take a lot of time, energy and resources to make an impact on the advancement of higher education in Kenya, but he is confident the partnership will be a success.

Said Demment: "It is quite likely that with the creativity between Syracuse and Kenyatta, big changes can be made in the next 10 years."

hawentz@syr.edu



 **Recommended:** Articles that may interest you

- New Club on Eating Disorders (Maroon News)
- Poverty in Our Backyard (Maroon News)
- Once again, Jackson leads SU with strong inside game (The Daily Orange)
- Even in 23 point effort, Jardine's shooting struggles continue (The Daily Orange)

Facebook Comments | Site Comments

 Like  Be the first of your friends to like this.

 Logged in as Julia Victoria Sobel

[Post comment to my Facebook profile](#) 

 Facebook social plugin

 **YOUR NEXT ORDER ONLINE**
ENTER COUPON CODE AT CHECKOUT
Off SYRACUSE5

 **MAKE US YOUR ONE & ONLY FOR ONLINE ORDERING.**

Limit one per customer. Only valid for online orders at participating restaurants through Campusfood.com. No cash value. Expires 12/31/10

Tickets in Your Area

	<u>New Orleans</u>	<u>Montreal</u>
GAME	<u>Saints at</u> M&T Bank Stadium December 19 2010, 1:00 pm	<u>Canadiens at</u> Verizon Center (Washington DC) December 28 2010, 7:00 pm
PRICE AND FORECAST	\$105	\$66

get sold out tickets 

Find more sold out tickets

- NEWS
- FEATURE
- SPORTS
- OPINION
- MULTIMEDIA
- SPORTS BLOG
- CONTACT
- STORE
- AD RATES
- CLASSIFIEDS
- LOGIN
- REGISTER

THE DAILY ORANGE

-  Become a Facebook fan
-  Follow Us
-  Watch Our Videos

College Media Network[™] is a member of the  ACCESSNETWORK Privacy Policy | Terms of Use



Advertising Rates
5M Publishing's Portals

COW SIGNALS TRAINING BOOKS
practical training manuals for cattle farmers

New!
Beef Processing Section

- [About](#)
- [Our Editors](#)
- [News](#)
- [Events](#)
- [Cattle Breeds](#)
- [Recipes](#)
- [Photos](#)
- [Jobs](#)
- [Send to Friend](#)
- [SEARCH](#)

Friday 10th December

- [Login/Free Registration](#)
- [Free Weekly Newsletter](#)
- [Book Shop](#)
- [Technical Information](#)
- [Beef Cattle Articles](#)
- [Discussion Forums](#)
- [Products & Services](#)
- [Business Directory](#)

TheBeefSite Latest News



Search **TheBeefSite:**

Section:

News

Use the above box to search this section or the whole site

Tuesday, September 21, 2010

[Print This Page](#)

Tackling Development Challenges Across Africa

AFRICA - United States Agency for International Development (USAID) and Higher Education for Development announced that 11 innovative new partnerships between 22 universities in Africa and the United States have each been awarded up to \$1.1 million for activities to address issues including food security and agriculture, among other things.

These partnerships will maximise the resources of US institutions while placing African universities in the lead to capitalise on their on-the-ground knowledge, proximity to the challenges, and build their own capacity to better address these challenges.

"The citizens, academics, and civic and educational institutions of developing countries must be integrated into the way we partner to address development challenges," said USAID Deputy Assistant Administrator for Africa Franklin Moore. "In this way, we can ensure that projects are sustainable, reflect decades of lessons learned, are maximally effective and targeted, and help to build in-country capacity to solve development challenges. Universities are among the most important parts of civil society, and their engagement in policy and programme design and implementation is critically important."

"Higher education is critical to building a strong Africa," said APLU President Peter McPherson, a former USAID Administrator. "These partnerships will combine the knowledge and resources of African and US universities to solve some of the critical issues hindering economic development in African countries and each of the sectors in which USAID is working. Developed in partnership with African higher education and government leaders, these projects are part of the vision USAID and the other partners have for Africa."

"The partners' expertise and drive have been proven through success in a highly competitive review and selection process," said HED Executive Director Tully Cornick. "I am encouraged to see today's plans being transformed into sustainable solutions through applied research, higher education opportunities and community involvement. These Africa-led partnerships have seized an opportunity for change and reflect a deep level of understanding shaped by the contributions of the African institution partners."

These 11 partnerships have detailed five-year strategic plans with a 10-year vision to address national and regional development priorities in sub-Saharan Africa through higher education human and institutional capacity development. Funded by the United States Agency for International Development (USAID) through a grant to Higher Education for Development (HED), the partnerships are the result of the Africa-US Higher Education Initiative, a collaborative effort started in 2007 by a number of higher education associations and other organisations and led by the Association of Public and Land-grant Universities (APLU) to advocate for increased engagement in African higher education capacity development.

TheCattleSite News Desk

Latest Beef Industry News

Our Main Sponsors

Supporting Partners

- 5M Bookshop
- Eurotier
- VIV
- Duttrion
- Arato Cattle Drinkers
- Biomim
- CID LINES

Our Web Sites

- ThePigSite
- ThePoultrySite
- TheFishSite
- TheCattleSite
- TheBeefSite
- TheDairySite
- TheMeatSite
- TheBioenergySite
- TheCropSite

Sitios Web Espa ol

ElSitio Avicola

中文网站

- ThePigSite.cn
- ThePoultrySite.cn
- TheFishSite.cn

Our Shop Sites

- PigFarmingBooks.com
- PoultryFarmingBooks.com
- FishFarmingBooks.com
- CattleFarmingBooks.com
- SmallholdingBooks.com
- TheChickenSite.co.uk

[Search Site](#)

Advanced search

FREE NEWSLETTER

COW SIGNALS TRAINING BOOKS

- Books and Photos
- Book Shop
- Stock Photography
- Health & Disease
- Bluetongue News
- BSE News
- Foot & Mouth News
- Cattle Diseases Guide
- Beef Cattle Breeds

Ads by Google

Raleigh Coupons
1 ridiculously huge coupon a day. It's like doing Raleigh at 90% off!
www.Groupon.com/Raleigh

University of Phoenix®
Online and Campus Degree Programs. Official Site - Classes Start Soon.
Phoenix.edu

Laptops Sold for \$33.33
Today: All HP Laptops are Sold for up to 98% Off. Buy Yours Today?
QuiBids.com

Raleigh Coupons
Up To 90% Off The Best Stuff To Do! Restaurants, Spas, Events And More.
www.LivingSocial.com

[Print Restaurant](#)

[View Full Results Online](#) Nexis®

1 of 1 DOCUMENT

States News Service

September 22, 2010 Wednesday

UCONN TEAM AWARDED USAID/HED FUNDS TO HELP IMPROVE WATER RESOURCE MANAGEMENT IN ETHIOPIA

BYLINE: States News Service

LENGTH: 595 words

DATELINE: STORRS, Conn.

The following information was released by the University of Connecticut:

A team of UConn researchers, partnering with collaborators from five Ethiopian universities and Alabama AandM University, has been selected to receive significant funding from USAID through the Africa-US Higher Education Initiative to support work aimed at building Ethiopia's educational capacity to effectively manage its water resources. The team was one of just 11 chosen.

UConn Engineering professors Michael Accorsi and Mekonnen Gebremichael lead the project with their co-lead institution in Ethiopia, Addis Abba University. The aim of the project is to help Ethiopian universities increase their capacity to educate their students and conduct research and outreach that will contribute to solving the water management and distribution challenges that plague their country. A centerpiece of the project is the establishment of an Ethiopian Institute of Water Resources.

UConn Provost Peter Nicholls applauded the announcement, saying "We are deeply honored by the confidence USAID/HED has placed in this project, which promises to help Ethiopia address an environmental and socio-economic problem of enormous proportion. UConn is committed to improving the lives of citizens across the globe. This project exemplifies the highest application of our abilities as an educational institution."

In addition to Drs. Accorsi and Gebremichael, the group includes civil and environmental engineering faculty members Guiling Wang, Emmanouil Anagnostou and Amvrossios Bagtzoglou; Farhed Shah of agricultural and resource economics; and geography professors Jeffrey Osleeb and Carol Atkinson-Palombo. Besides UConn, the project includes partners from Alabama AandM University along with five Ethiopian universities: co-lead Addis Ababa University, Arba Minch University, Bahir Dar University, Hawassa University and Mekelle University.

Despite abundant water reserves fed by nine river basins - including the Nile River in the northwest - across Ethiopia: half of the nation's estimated 80 million residents walk up to 2.5 miles daily to collect water; over 70% lack access to safe drinking water; agriculture is primarily rain-fed, causing food insecurity, while less than 5% of the nation's potential irrigable land is under irrigation; only 2% of the nation's potential hydro-power is utilized; and water-related diseases such as malaria are major public health problems.

USAID is providing up to \$1.1 million to each of the 11 projects during the initial two years, in support of activities that address issues including food security and agriculture, energy, health care, education, and water in Africa. The funding comes through **Higher Education for Development** (HED) which currently manages grants for the Africa-US Higher Education Initiative, led by the Association of Public and Land-grant Universi-

UConn Team Awarded USAID/HED Funds to Help Improve Water Resource
Management in Ethiopia States News Service September 22, 2010 Wednesday

ties (APLU). It is expected the partnerships will continue well beyond the initial funding period and enhance the resources of U.S. universities while enabling African universities to capitalize on their on-the-ground knowledge, proximity to the challenges, and internal capacity to better address these challenges.

Read more about the project at <http://www.engr.uconn.edu/ethiopiawaterhelp.php>.

The project is hosted and sponsored by USAID, HED and the Africa-U.S. Higher Education/Association of Public and Land-grant Universities (A P L U). The Africa-U.S. Higher Education Initiative was established by A P L U to increase teaching, problem solving and administrative capacity in African institutions.

LOAD-DATE: September 22, 2010

LANGUAGE: ENGLISH

PUBLICATION-TYPE: Newswire

Copyright 2010 States News Service



William Davidson Institute

AT THE UNIVERSITY OF MICHIGAN

Business Knowledge for
Emerging Economies

NEWS & EVENTS

News & Announcements

- 2009
- Obituaries for C.K. Prahalad
- Luke Buckland Interviews Ravi Anupindi
- WDI Summer 2010 Newsletter
- HRO Europe Magazine Column
- U. of Johannesburg Faculty Visit UM

Events

Newsletter

- ESAF Success Story On PIFBS
- ESAF University Strengthening

DECEMBER 2010

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

[Student Projects](#)
[GloLens Case Sales](#)
[Contact Us](#)

 search current
section only

[Log in](#)
[About The
Institute](#)
[Research
Initiatives](#)
[Consulting
Services](#)
[Executive
Education](#)
[Publications
& Media](#)
[News &
Events](#)


C.K. Prahalad

C.K. Prahalad talks with two participants during a break in a WDI conference on base of the pyramid.

[Home](#) • [News and Events](#) • [News & Announcements](#) • [U. of Johannesburg Faculty Visit UM](#)

U. OF JOHANNESBURG FACULTY VISIT UM

Thursday, September 23, 2010

Three University of Johannesburg (UJ) faculty members will visit WDI and the University of Michigan beginning Sept. 23 as part of the Institute's consulting project in South Africa. The three will give talks while on campus and attend events and meetings at the Ross School of Business. They also will travel to San Diego to attend a conference.



Beverly Jane Kujawa, Peter John Kilbourn, and Rose Luke are all faculty members at UJ's Department of Transport and Supply Chain Management.

Kujawa, a senior lecturer in the department, will be the featured speaker at a WDI lunch seminar at noon on Thursday, Sept. 23 in Room W1731 in Wyly Hall. Kujawa's talk is titled, "Logistics Outsourcing Issues in the South African Manufacturing Sector."

The three will then attend an event presented by the Tauber Institute for Global Operations, and will have dinner with representatives from UM's Transportation Research Institute (UMTRI).

Kujawa, Kilbourn, and Luke will fly to San Diego for the annual global conference of the Council of Supply Chain Management Professionals.

Upon their return to Ann Arbor, Kilbourn and Luke will give talks as part of the Tauber Leadership Speaker Series at 6 p.m. on Sept. 30 in Room 1220 at the Ross School. The two will give a macroeconomic perspective on business logistics in South Africa, as well as discuss the status of green supply chain practices in that country.

The visit of the three UJ faculty members is part of WDI's SALETTI project to build capacity within the University of Johannesburg's Department of Transport and Supply Chain Management. The project includes faculty and student exchange programs, executive education workshops, experiential learning projects, and baseline assessment of the department's programs in order to expand and improve what is currently offered.

The project also calls for the conceptualization, development, and launch in 2011 of a master's program in Supply Chain Management. SALETTI will provide opportunities for South Africans—especially marginalized and underprivileged groups—through faculty and student exchanges, internship programs, and curriculum development.

WDI's Development Consulting Services (DCS), UMTRI, the Ross School of Business, and U-M's African Studies Center, is working on SALETTI project. The project bid was administered by Higher Education for Development, and is funded by the U.S. Agency for International Development (USAID).

[Send this](#) [Print this](#)

[Site Map](#) [Privacy Policy](#) [Terms of Use](#)

Contact us at +1 (734) 763-5020 or by e-Mail at wdi@umich.edu

The William Davidson Institute

724 East University Avenue
Wyly Hall, First Floor
Ann Arbor, MI 48109-1234 U.S.A.

Telephone: +1 (734) 763-5020

Fax: +1 (734) 763-5850

©2010 The William Davidson Institute
All Rights Reserved

Our Focus

Consulting Services
Executive Education
Educational Outreach
(GloLens)
Base of Pyramid
Sustainable Development
(Green Leap)
Business of Healthcare
Globalization of Services

Information For

Businesses
Researchers
Educators
Students
Fundors
More
Stay Informed
E-Mail Notifications
RSS Feeds

News & Updates

WDI in the Media
WDI Announcements
Event Calendar
Newsletter
Press Center
About Us
Staff
Employment Opportunities

Publications

Working Papers
Speaker Series
WDI Video Collection
This Site
Site Map
Terms of Use
Log In

[View Full Results Online](#) Nexis®

1 of 1 DOCUMENT

US Fed News

September 23, 2010 Thursday 4:49 PM EST

DEVELOPING CAPACITY IN ETHIOPIA

LENGTH: 639 words

WATERBURY, Conn., Sept. 22 -- The University of Connecticut issued the following news release:

Addis Ababa University, the co-lead institution with UConn on a USAID-funded project to develop Ethiopia's educational capacity to manage its water resources. Photo by Michael Accorsi

A team of UConn researchers, collaborating with five Ethiopian universities and Alabama A&M University, has been selected to receive significant funding from USAID through the Africa-U.S. Higher Education Initiative to help build Ethiopia's educational capacity to effectively manage its water resources.

The project is led by UConn engineering professors Michael Accorsi and Mekonnen Gebremichael, together with colleagues at the co-lead institution in Ethiopia, Addis Abba University.

The team was one of just 11 chosen nationally for research projects involving collaborations with various African countries. Each project will receive about \$1.1 million during the first two years.

The aim of the UConn-led project is to help Ethiopian universities increase their capacity to educate their students and conduct research and outreach that will contribute to solving the water management and distribution challenges that plague their country. A centerpiece of the project is the establishment of an Ethiopian Institute of Water Resources.

"We are deeply honored by the confidence USAID/HED has placed in this project, which promises to help Ethiopia address an environmental and socio-economic problem of enormous proportion," says UConn provost Peter Nicholls. "UConn is committed to improving the lives of citizens across the globe. This project exemplifies the highest application of our abilities as an educational institution."

In addition to Accorsi and Gebremichael, the researchers include civil and environmental engineering faculty members Guiling Wang, Emmanouil Anagnostou, and Amvrossios Bagtzoglou; Farhed Shah of agricultural and resource economics; and geography professors Jeffrey Osleeb and Carol Atkinson-Palombo. Besides UConn, the project includes partners from Alabama A&M University, along with five Ethiopian universities: co-lead Addis Ababa University, Arba Minch University, Bahir Dar University, Hawassa University, and Mekelle University.

Despite abundant water reserves fed by nine river basins - including the Nile River in the northwest - across Ethiopia, half of the nation's estimated 80 million residents walk up to 2.5 miles daily to collect water. More than 70 percent of the population lacks access to safe drinking water; agriculture is primarily rain-fed, causing food insecurity, while less than 5 percent of the nation's potential irrigable land is under irrigation; only 2 percent of the nation's potential hydropower is utilized; and water-related diseases such as malaria are major public health problems.

USAID is providing up to \$1.1 million each to 11 projects during the first two years, in support of activities that address issues including food security and agriculture, energy, health care, education, and water in Africa. The funding comes through **Higher Education for Development**, which currently manages grants for the Africa-U.S. Higher Education Initiative.

The Africa-U.S. Higher Education Initiative was established by the Association of Public and Land-grant Universities to increase teaching, problem solving, and administrative capacity in African institutions.

It is expected the partnerships will continue well beyond the initial funding period, and will enhance the resources of U.S. universities while enabling African universities to capitalize on their on-the-ground knowledge, proximity to the challenges, and internal capacity to better address these challenges. For any query with respect to this article or any other content requirement, please contact Editor at htsyndication@hindustantimes.com

LOAD-DATE: September 23, 2010

LANGUAGE: ENGLISH

PUBLICATION-TYPE: Newswire

Copyright 2010 HT Media Ltd.
All Rights Reserved



Today at Brown

NEWS, PEOPLE AND EVENTS AT THE UNIVERSITY

People Articles
Brown.edu

J. Timmons Roberts:
The tortuously slow progress of climate change negotiations

Adam C. Kotin:
A Tale of Two COP16s

Emily Kirkland:
Fascinated, overwhelmed, and amused by circus and spectacle

Arielle M. Balbus:
Thoughts on ecological debt

Achebe Colloquium: Calling attention to African issues

Spencer Lawrence:
Toward a shared Latin American agenda on climate change

TAGS

AIDS, Ghana, HIV, international

QUESTIONS FOR ...

Brown 'twins' with University of Ghana to advance HIV/AIDS medical education

Strengthening the curriculum and helping the University of Ghana better train the trainers is one effective way higher education can attack the AIDS epidemic. The University of Ghana will "twin" with Brown, Yale and Tufts.

By David Orenstein | September 24, 2010 | [Email to a friend](#)

The HIV/AIDS pandemic in Africa is a pervasive issue. Those who are fortunate enough to be healthy are still participants in a society carrying a heavy and awful burden. Advancing medical education in Africa is not only important to improving health care, but also to brightening the continent's economic future. Brown is leading an effort to help.

With \$1.1 million in funding from the U.S. Agency for International Development and from [Higher Education for Development](#), faculty in the Warren Alpert Medical School will partner with the University of Ghana on a higher education initiative for HIV/AIDS. We spoke recently with Tim Flanigan, director of infectious diseases at The Miriam Hospital and Rhode Island Hospital, and Awewura Kwara, both faculty in the Department of Medicine, and asked them to explain what the effort will involve and why it matters.

How can higher education in Africa improve the course of the continent's HIV/AIDS pandemic?

[Flanigan] Ghana is a leading country in West Africa with an emerging economy and relatively new but stable democracy. The University of Ghana plays a lead role in higher education in all fields within Ghana and throughout the West African subregion. Strengthening the curriculum, educational resources, and faculty development in the theme of HIV and AIDS has the potential to strengthen the university overall and aid in addressing development challenges such as HIV/AIDS throughout Ghana and the subregion. To this end, the University of Ghana College of Health Sciences which includes the Colleges of Medicine, Dentistry, Nursing, Pharmacology, Public Health, and Allied Health Sciences, has proposed "twinning" with the strengths of Brown University in conjunction with Tufts and Yale University.

In what ways is HIV/AIDS related to development in Africa?

[Kwara] Recent UNAIDS data (2009) indicates that about 33.4 million Africans are infected. HIV/AIDS has enormous national and regional implications. Countries that are heavily affected by HIV/AIDS have reduced life expectancy and a high number of orphans as well as limited resources to care for and educate younger generation. In addition, there is gender inequality in HIV vulnerability, as nearly 60 percent of HIV infection in sub-Saharan Africa occurs in women. Consequently, there is breakdown of family structure and security especially for children. HIV/AIDS also affects the economic, military, security, and political interest of states because the working-age group is most affected. An assessment by the the United Nations Development Program basically says that HIV/AIDS is the single greatest reversal in human development in modern times.



Twinning against the tide
From left at the Great Hall of the University of Ghana: Dean Edward Wing, Timothy Flanigan, Jennifer Hyde, Awewura Kwara, and Charles Carpenter.

Please describe the program you hope to build with the University of Ghana.

[Flanigan] In order to address the HIV/AIDS epidemic one has to transcend standard disciplinary boundaries. The goals of this higher education initiative for HIV/AIDS are to strengthen curriculum development for pre-clinical education, develop excellence in HIV/AIDS education research by strengthening faculty development, enhance training among professionals throughout the country in health sciences related to HIV and AIDS, and establish a National Center of Excellence for HIV/AIDS at the University of Ghana. The center would not only develop a multidisciplinary cadre of healthcare providers and researchers for Ghana but also would be a center for training for people from the West African sub-region.

[Kwara] In addition to myself and Professor Flanigan, key members of the team include Biomed Dean Ed Wing, Director of Brown Global Health Initiative Professor Susan Cu-Uvin, and University of Ghana Professors Aaron Lawson, Andrew Lawson and Margaret Lartey.

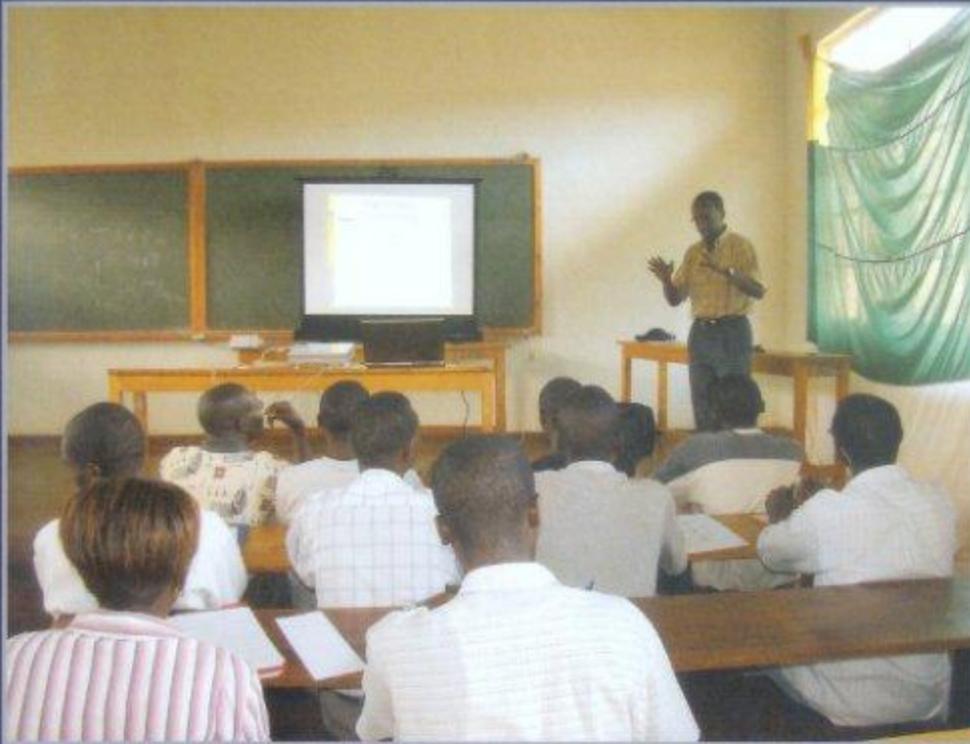
What are the steps to achieving those goals?

[Flanigan] We have a five-year strategic plan developed by the partners. The initiative aims to foster collaboration, leverage additional funding, and develop the center of excellence to respond to the HIV and AIDS challenges. Implementation of a higher educational initiative on HIV/AIDS should provide additional resources to scale up the response throughout the country; contribute to the achievement of universal access to HIV prevention, treatment, care, and support and the MDG; and better position Ghana to address the epidemic over the long term.

How will you know you've been successful?

[Kwara] We'll be looking at indicators of sustainability, such as integration of content on HIV/AIDS care and prevention into curricula of health sciences schools and establishing ongoing HIV/AIDS distance learning in healthcare professions throughout Ghana. [We'll also look at] impact indicators such as the HIV/AIDS competencies of healthcare graduates and community-based HIV/AIDS healthcare professionals.

It is our hope that undergraduate students, graduate students, scholars and faculty from all segments at Brown, Tufts, and Yale universities will collaborate with both undergraduate and graduate students and faculty at the University of Ghana to address the multiple challenges of the HIV/AIDS epidemic.



Dr. David Karemera, professor of agribusiness, instructs Ngozi University students on agribusiness principles.

positions the universities to establish a student exchange program that will allow Burundian students to attend SC State and complete a master's degree in agribusiness and entrepreneurship.

Additionally, the project has an extension and outreach component aimed at developing experimental research stations at NU that would focus on producing fruits and vegetables. Eventually, the local crop varieties developed at the experimental research stations would be mass produced to improve nutrition and the quality of life of rural communities in the Ngozi area province.

SC State University and Ngozi University (NU), located in the African nation Burundi, have joined efforts to help strengthen the African university's educational capacity and improve rural development in Ngozi area communities.

The initiative is supported by an integrated resource management team, led by **Dr. David Karemera**, professor of agribusiness in SC State University's College of Business and Applied Professional Sciences. The team also includes SC State's **Dr. Paul Rienstra Munnicha**, assistant professor of accounting, **Edoe Agbodjan**, senior extension director for the small farm assistance and outreach program within the University's 1890 Research & Extension Program and **Tammi Geter**, program manager; Ngozi University faculty; **Dr. Chiwon Lee**, professor of plant sciences at North Dakota State University and **Dr. Charles Sebuharara**, assistant professor of entrepreneurship at Virginia Polytechnic Institute and State University.

The United States Agency for International Development (USAID), under the Higher Education for Development, funded the three-year project with a \$449,462 grant.

By combining resources from the universities, collaborators are working to prepare NU students as influential leaders in the increasingly global agri-food sectors. Through the partnership, the universities have created a new agribusiness program at Ngozi University. The new program is being developed by the SC State team, and is molded after SC State's own program. The academic program



News and Events

UConn Team Awarded USAID/HED Funds

A team of UConn researchers, partnering with collaborators from five Ethiopian universities and Alabama A&M University, has been selected to receive significant funding from [USAID](#) through the [Africa-US Higher Education Initiative](#) to support work aimed at building Ethiopia's educational capacity to effectively manage its water resources. The team was one of just 11 chosen.

UConn Engineering professors Michael Accorsi and Mekonnen Gebremichael lead the project with their co-lead institution in Ethiopia, Addis Abba University. The aim of the project is to help Ethiopian universities increase their capacity to educate their students and conduct research and outreach that will contribute to solving the water management and distribution challenges that plague their country. A centerpiece of the project is the establishment of an Ethiopian Institute of Water Resources.

UConn Provost Peter Nicholls applauded the announcement, saying "We are deeply honored by the confidence USAID/HED has placed in this project, which promises to help Ethiopia address an environmental and socio-economic problem of enormous proportion. UConn is committed to improving the lives of citizens across the globe. This project exemplifies the highest application of our abilities as an educational institution."

In addition to Drs. Accorsi and Gebremichael, the group includes civil and environmental engineering faculty members Guiling Wang, Emmanouil Anagnostou and Amvrossios Bagtzoglou; Farhed Shah of agricultural and resource economics; and geography professors Jeffrey Osleeb and Carol Atkinson-Palombo. Besides UConn, the project includes partners from Alabama A&M University along with five Ethiopian universities: co-lead Addis Ababa University, Arba Minch University, Bahir Dar University, Hawassa University and Mekelle University.



Despite abundant water reserves fed by nine river basins – including the Nile River in the northwest – across Ethiopia: half of the nation's estimated 80 million residents walk up to 2.5 miles daily to collect water; over 70% lack access to safe drinking water; agriculture is primarily rain-fed, causing food insecurity, while less than 5% of the nation's potential irrigable land is under irrigation; only 2% of the nation's potential hydropower is utilized; and water-related diseases such as malaria are major public health problems.

USAID is providing up to \$1.1 million to each of the 11 projects during the initial two years, in support of activities that address issues including food security and agriculture, energy, health care, education, and water in Africa. The funding comes through Higher Education for Development (HED) which currently manages grants for the Africa-US Higher Education Initiative, led by the Association of Public and Land-grant Universities (APLU). It is expected the partnerships will continue well beyond the initial funding period and enhance the resources of U.S. universities while enabling African universities to capitalize on their on-the-ground knowledge, proximity to the challenges, and internal capacity to better address these challenges.

Read more about the project at <http://www.engr.uconn.edu/ethiopiawaterhelp.php>.

The project is hosted and sponsored by [USAID](#), [HED](#) and the [Africa-U.S. Higher Education/Association of Public and Land-grant Universities](#) (APLU). The Africa-U.S. Higher Education Initiative was established by APLU to increase teaching, problem solving and administrative capacity in African institutions.



[Current Issue](#)

[View eMagination Archive](#)

[Subscribe](#)

Find Faculty



[View All Faculty](#)

[Home](#)

[About Us](#)

[Academics](#)

[Research & Centers](#)

[Diversity & Outreach](#)

[Employment & Fellowships](#)

[News & Events](#)

[For Faculty & Staff](#)

[Contact / Visit](#)



Stay Informed!