HIGHER EDUCATION FOR DEVELOPMENT (HED)

Knowledge, Partnership, Results

ANNUAL SUMMARY PROGRESS REPORT

To: The U.S. Agency for International Development
For: LWA (AEG-A-00-05-007-00)
October 1, 2010 – September 30, 2011
Including data from Second Reporting Period from
April 1, 2011 – September 30, 2011

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

Higher Education for Development was established in 1992 by the six major U.S. higher education associations to engage the higher education community in global development.
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American Council on Education (ACE) | American Association of Community Colleges (AACC) | American Association of State Colleges and Universities (AASCU) | Association of American Universities (AAU) | Association of Public and Land-grant Universities (APLU) | National Association of Independent Colleges and Universities (NAICU

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LIST OF ACRONYMS

AACC	American Association of Community Colleges
AASCU	American Association of State Colleges and Universities
AAU	Association of American Universities
ACE	American Council on Education
ALO	Association Liaison Office for University Cooperation in Development
AOTR	Agreement Officer's Technical Representative
APLU	Association of Public and Land-grant Universities
BMENA	Broader Middle East and North Africa
CAFTA-DR	Dominican Republic-Central America-United States Free Trade Agreement
CONACYT	Consejo Nacional de Ciencia y Tecnología
D&G	Democracy and Governance
DCHA	Bureau for Democracy, Conflict, and Humanitarian Assistance
EGAT/ED	Bureau for Economic Growth, Agriculture and Trade, Office of Education
EMBA	Executive Master in Business Administration
FAO	Food and Agricultural Organization of the United Nations
HBCU	Historically Black College and University
HCN	Host Country National
HEALTH	Higher Education Alliance for Leadership Through Health
HED	Higher Education for Development
HEI	Higher Education Institution
HIS	Hispanic-Serving Institution
ICAA II	Initiative for Conservation in the Andean Amazon, Phase II
ICT	Information and Communications Technology
JOBS	Job Opportunity for Business Scale-Up
LAC	Latin America and the Caribbean
LIPHEA	Leadership Initiative for Public Health in East Africa
MCC	Millennium Challenge Corporation
M&E	Monitoring & Evaluation
MENA	Middle East and North Africa
MEPI	Middle East Partnership Initiative
MoE	Ministry of Education
MoU	Memorandum of Understanding
MSI	Minority-Serving Institution
NAICU	National Association of Independent Colleges and Universities
NGO	Non-Government Organization
NRM	Natural Resource Management
OMEP	Office of Middle East Programs
PEPFAR	U.S. President's Emergency Plan for AIDS Relief
PI	Principal Investigator
Q1	Quarter One (October 2010 to December 2010)
Q2	Quarter Two (January 2011 to March 2011)
Q3	Quarter Three (April 2011 to June 2011)
Q4	Quarter Four (July 2011 to September,2011)
TAMU	Texas A&M University
TCU	Tribal College and University
ToT	Training of Trainers
UNEP	United Nations Environment Programme
USAID	United States Agency for International Development

WID	Women in Development

I. EXECUTIVE SUMMARY

With funding from USAID's Bureau for Economic Growth, Agriculture and Trade, Office of Education (EGAT/ED), USAID's functional and regional Bureaus and worldwide Missions and the U.S. Department of State, Higher Education for Development (HED) mobilizes the expertise and resources of the higher education community to address global development challenges by facilitating and managing higher education partnerships.

By highlighting activities and results for April 1, 2011 – September 30, 2011 and reporting summary annual results for FY2011, this report fulfills the requirement for a second semi-annual report, as well as for reporting on verified annual performance data on activities undertaken to fulfill requirements for the Leader with Associates Award, as well as Associate Awards.

In FY2011, HED managed a total of 75 active partnerships in 35 countries involving 81 host-country and 58 U.S. institutions of postsecondary education. Forty-four percent of HED FY2011 active partnerships were in Latin America and the Caribbean (LAC), 32 percent were in Sub-Saharan Africa (Africa), 18 percent were in the Middle East and North Africa (MENA), three percent were in Europe and Eurasia (EE) and another three percent were in Asia. The largest percentage of HED FY2011 active partnerships focused on the environment (23). The second and third largest percentage of HED FY11 active partnerships focused on economic opportunity (17) and democracy and governance (16), respectively. The average partnership value in FY2011 was $652,505. Seventeen new partnerships were executed in FY2011. In the third and fourth quarters of FY2011, HED finalized subaward agreements for six new partnerships for:

- Supporting small business development in Central America (Central American University Consortium and University of Texas – San Antonio),
- Addressing HIV/AIDs in Ghana (University of Ghana and Brown University),
- Establishing a Center for Sustainable Drylands in Kenya (University of Nairobi and Colorado State University),
- Improving the quality of teacher preparation in Kenya (Kenyatta University and Syracuse University),
- Improving agro-ecosystem services in Malawi (University of Malawi and Michigan State University), and
- Enhancing green construction in Mexico (Universidad Iberoamericana and Colorado State University).

HED partnerships made significant progress toward building sustainable, institutional and human capacity to increase the ability of higher educational institutions to contribute to the development efforts in their contexts. Among the achievements that partners reported as a result of support with U.S. government funding are 589 organizational improvements, 109 policy development and reform activities, and 267 completed exchanges.

The following report illustrates the strength and vitality of the contributions that higher education is making toward alleviating poverty and promoting economic growth through global education investments.

II. ABOUT HED

American Council on Education's (ACE) Higher Education for Development office mobilizes the expertise and resources of the higher education community to address global development challenges. HED manages a competitive awards process to access expertise within the higher education community. HED operates under the institutional structure of ACE with the advice and counsel of the other five higher education presidential associations: the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the Association of American Universities (AAU), the Association of Public and Land-grant Universities (APLU), and the National Association of Independent Colleges and Universities (NAICU).

HED receives funding from USAID's Bureau for Economic Growth, Agriculture and Trade, Office of Education (EGAT/ED), USAID's functional and regional Bureaus and worldwide Missions and the U.S. Department of State to support higher education partnerships to advance global development, economic growth, good governance, and healthy societies. The goal of HED is to implement/facilitate higher education partnerships that focus on strategic objectives identified by USAID's technical sectors, Bureaus, and Missions in order to strengthen the capacity of the host-country tertiary institutions to contribute to development goals.

These partnerships strengthen institutions and provide training, applied research, program evaluation, policy analysis, and program implementation in academe and in communities, which are critical to furthering the U.S. government's foreign assistance goals.

Under the current Leader with Associates Award (LWA) managed by USAID's EGAT/ED office and ACE, (AEG-A-00-05-007-00), HED operates under the following performance objectives:

1. HED will work with higher education institutions and USAID Missions, Bureaus, and technical sectors to design RFAs resulting in 10 or more collaborative partnerships (4-8 solicitations annually—Leader and Associate Awards).

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

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

4. Partnerships between U.S. and host-country higher education institutions will result in improved human capacity of higher education professionals' to address teaching, research, and public service resulting in measurable effects on regional and national development goals.

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

6. HED will sponsor/promote a series of research studies, roundtables, conferences related to global development issues resulting in:

- State-of-the-art research and practices shared with USAID and the higher education community worldwide
- Shared innovations in development practice

- Opportunities for international development collaboration among USAID, NGOs, higher education, foundations, and other relevant organizations

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

For more information on Higher Education for Development, please visit www.hedprogram.org.

III. PROGRESS AND RESULTS

A. Overview of Active Partnerships

In FY2011, HED managed a total of 75 active partnerships in 35 countries involving 81 host-country and 58 U.S. institutions of postsecondary education. Forty-nine of those partnerships were funded by Associate Awards and 26 were funded under the Leader with Associates (LWA) Award.

Of the 75 total active partnerships, 69 were active in the first six-month period of FY2011 and 68 were active during the second six-month period of FY2011. Of the 49 active partnerships funded by Associate Awards, 44 were active during the first six-month period of FY2011 and 47 were active during the second six-month period of FY2011. Of the 26 active partnerships funded under the LWA, 25 were active during the first six-month period of FY2011 and 21 were active during the second six-month period of FY2011.

A complete list of the active partnerships under the LWA appears in Table 1 and a complete list of Active Associate Award Partnerships appears in Table 2.Narratives about active partnerships can be found in Appendix A.

Seven partnerships closed during the second semi-annual reporting period. The following is a complete list of the partnerships. Their closeout reports are included in Appendix B.

Closed partnerships funded under the Leader with Associates Award:

Country: Jordan
U.S. Institution: University of Michigan William Davidson Institute
Host-Country Institution(s): The University of Jordan
Partnership Title: Jordanian Education for Water and Environmental Leadership (JEWEL)

Country: Kosovo
U.S. Institution: Arizona State University
Host-Country Institution(s): University of Prishtina
Partnership Title: ASU Public/Private Partnership for Accountancy at University of Prishtina

Country: Kosovo
U.S. Institution: Rochester Institute of Technology
Host-Country Institution(s): The American University of Kosovo
Partnership Title: The AUK and RIT Center for Energy and Resource Development

Country: Peru
U.S. Institution: Saint Louis University
Host-Country Institution(s): National University of Central Peru
Partnership Title: Building Capacity for Evidence-Based Decision Making

Country: Uganda
U.S. Institution: Johns Hopkins University

Host-Country Institution(s): Muhimbili University and Makerere University
Partnership Title: Leadership for Public Health in East Africa (LIPHEA)

Closed partnerships funded by Associate Award:

Country: Mexico
U.S. Institution: University of Arizona
Host-Country Institution(s): Universidad Autonoma de Baja California
Partnership Title: Partnership for Improved Management of Watershed Resources in the Lower Colorado River

Country: Mexico
U.S. Institution: University of Georgia
Host-Country Institution(s): Universidad Autonoma de Coahuila; Universidad Autonoma de Nuevo Leon, Monterrey; and Universidad Autonoma Agraria Antonio Narro, Saltillo
Partnership Title: Integrated Waste Management with Energy Production for Increased Competitiveness of the Livestock Industry in Northeast Mexico

Table 1
FY2011 ACTIVE PARTNERSHIPS UNDER THE LEADER WITH ASSOCIATES AWARD

Program	U.S. Institution	Host-Country Institution	Partnership Title	Period of Performance	Award Amount	Period Active		Program Area(s)	Country	Funding Source
						Q1 & Q2	Q3 & Q4			
Africa Initiative	Tuskegee University	International Institute for Water & Environment Engineering (2iE)	Africa-U.S. Network of Centers of Excellence in Water and Environmental Science & Technology	03/15/2011 - 09/30/2015	$1,100,000	x	x	Environment	Burkina Faso	Leader - AEG
BMENA I	EICCD-Muscatine Community College	Al Quds College	Economic Empowerment through Entrepreneurship	07/01/2010 - 12/31/2011	$119,015	x	x	Workforce Development/ Education	Jordan	
	Gateway Technical College	Ecole Superieure de Technologie Oujda	Automotive Diagnostics Partnership	08/15/2010 - 12/31/2011	$148,482	x	x	Workforce Development/Education	Morocco	
	Highline Community College	Mataria Technical College	Leveraging Community College Workforce Development Expertise: Creating Educational Pathways to High Skills Employment at Mataria Technical College	09/01/2010 - 03/31/2012	$183,730	x	x	Workforce Development/Education	Egypt	
	Red Rocks Community College	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)	08/01/2010 - 12/31/2011	$131,595	x	x	Workforce Development/Environment/ Nat Resources	Jordan	
Central America Small Business Development Centers (SBDC)	University of Texas San Antonio	Central American University Consortium	Central American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development (SBDC) Model throughout Central America	09/15/2011 - 09/15/2013	$545,000		x	Workforce/ Entrepreneurial Development/ Economic Growth and Trade	Central America	
Egypt BESPA	Georgia State University	Cairo University-BESPA	Egypt: Business Education and Private Sector Alignment (BEPSA)	07/20/2007 - 06/30/2012	$400,000	x	x	Economic Growth and Trade	Egypt	
Collaborative Partnerships	University of Arizona	Bahir Dar University	Institutional Capacity Building in Disaster Risk Management and Sustainable Development at Bahir Dar University	09/26/2007 - 12/31/2011	$411,823	x	x	D&G/Public Policy/ Journalism	Ethiopia	
	University of Hawai'i at Manoa	Agricultural University of Tirana	Increasing Institutional Capacity in Agricultural Economics	08/27/2008 - 09/30/2012	$399,948	x	x	Economic Growth and Trade/ Agriculture	Albania	

Program	U.S. Institution	Host-Country Institution	Partnership Title	Period of Performance	Award Amount	Period Active		Program Area(s)	Country	Funding Source
						Q1 & Q2	Q3 & Q4			
	University of Michigan William Davidson Institute	The University of Jordan	Jordanian Education for Water and Environmental Leadership (JEWEL)	07/01/2007 - 12/31/2010	$699,168	x		Environment/ Nat Resources	Jordan	
	Arizona State University	University of Prishtina	ASU Public/Private Partnership for Accountancy at University of Prishtina	02/15/2007 - 12/31/2010	$463,080	x		Economic Growth and Trade/Education	Kosovo	
	Rochester Institute of Technology	The American University of Kosovo	The AUK and RIT Center for Energy and Resource Development	03/12/2007 - 12/31/2010	$399,857	x		D&G/Public Policy/ Journalism	Kosovo	
	University of Pittsburgh	University of Prishtina	Collaborative Partnership: Kosovo Telecommunications	05/19/2008 - 08/31/2011	$447,195	x	x	Economic Growth and Trade	Kosovo	
	Virginia Polytechnic Institute	Tribhuvan University	Creating a Center of Excellence to Strengthen Capacity in Forestry and Natural Resource Conservation	09/21/2007 - 09/30/2012	$600,000	x	x	Environment/ Nat Resources	Nepal	
	Kansas State University	University of Lagos	Advancing Economic Development in Nigeria through Strengthening Business Management Education and Technology Competence	03/30/2007 - 06/30/2011	$500,000	x	x	Economic Growth and Trade	Nigeria	
	California State University Fullerton	Fatimah Jinnah Women University / Sardar Bahadur Khan Women University	Partnership for Women in Science and Technology in Pakistan	03/03/2008 - 12/31/2012	$199,999	x	x	Education	Pakistan	
	Emory University	Instituto Nacional de la Salud, Universidad Nacional de Asuncion, Universidad Catolica Nuestra Senora de la Asuncion	Emory/Paraguay Health Information Partnership for Progress	01/15/2009 - 09/30/2011	$299,976	x	x	Population/ Health & Nutrition	Paraguay	
	Fairfield University	Université de Bambey	Use of ICT and Service Learning to Develop Health Curricula	10/01/2010 - 09/30/2013	$299,607	x	x	Education	Senegal	
	Eastern Mennonite University	University of Hargeisa	Center for Conflict Resolution and Peace Building at the University of Hargeisa	12/17/2007 - 12/31/2011	$399,647	x	x	D&G/Public Policy/ Journalism	Somalia	
	State University of New York – Albany	Uganda Martyrs University	Uganda Parliamentary Research and Internship Program (PRIP)	01/22/2008 - 06/30/2012	$556,360	x	x	D&G/Public Policy/ Journalism	Uganda	
MEPI	Thunderbird School of Global Management	Zayed University	Thunderbird-Zayed Curriculum and Skills Enrichment (CASE) Partnership	03/24/2009 - 12/15/2011	$284,757	x	x	Economic Growth and Trade/ Education	United Arab Emirates	

Program	U.S. Institution	Host-Country Institution	Partnership Title	Period of Performance	Award Amount	Period Active		Program Area(s)	Country	Funding Source
						Q1 & Q2	Q3 & Q4			
	University of Louisiana at Lafayette	Qatar University	Partnership for Excellence in Journalism and Mass Communication	02/06/2007 - 09/30/2011	$293,312	x	x	D&G/Public Policy/ Journalism	Qatar	
	University of Southern Maine	Zayed University	Reforming Higher Education in the UAE by Integrating the Role of Women in Society, Equity and Social Inclusion, Family/Child Rights, and Women's Rights into the Curriculum	01/08/2008 - 08/31/2012	$284,895	x	x	Education	United Arab Emirates	
New Ideas	Saint Louis University	National University of Central Peru	Building Capacity for Evidence-Based Decision Making	04/01/2007 - 12/31/2010	$124,910	x		Education	Peru	
Southern Africa Community-Based Natural Resource Management	University of Florida	Polytechnic of Namibia/Namibia University of Science and Technology/ University of Botswana/Sokoine University	Transforming CBNRM Education in Southern Africa	05/04/2009 - 09/30/2012	$600,000	x	x	Environment/ Nat Resources/ Education	Namibia	
LIPHEA	Johns Hopkins University	Muhimbili University/Makerere University	Leadership for Public Health in East Africa (LIPHEA)	01/23/2006 - 03/31/2011	$5,770,000	x		Population/ Health & Nutrition/D&G/Public Policy/ Journalism	Uganda	Leader-HNE-AEG

Table 2
FY2011 ACTIVE ASSOCIATE AWARD PARTNERSHIPS

Program	U.S. Institution	Host-Country Institution	Partnership Title	Period of Performance	Award Amount	Period Active		Program Area(s)	Country	Funding Source
						Q1 & Q2	Q3 & Q4			
Africa-U.S. Higher Education Initiative	University of Connecticut	Addis Ababa University	Sustainable Water Resources: Capacity Building in education, Research and Outreach	01/14/2011 - 12/15/2012	$1,100,000	x	x	Environment	Ethiopia	Associate Award-Ethiopia (AID-663-LA-11-00001)
	Brown University	University of Ghana	University of Ghana-Brown University Academic Partnership to Address HIV/AIDS	07/01/2011 - 06/30/2013	$1,100,000		x	Population, Health & Nutrition, HIV/AIDS	Ghana	Associate Award-Ghana (AID-641-LA-11-00001)
	Colorado State University	University of Nairobi	Centre for Sustainable Drylands: A University Collaboration for Transforming Higher Education in Africa at the University of Nairobi	04/01/2011 - 06/20/2013	$1,100,000		x	Agriculture	Kenya	Associate Award-Kenya (AID-623-LA-11-00004)
	Syracuse University	Kenyatta University	Capacity through Quality Teacher Preparation	04/01/2011 - 03/31/2013	$860,701		x	Education	Kenya	Associate Award-Kenya (AID-623-LA-11-00006)
	Michigan State University	University of Malawi	Ecosystem Services: Linking Science to Action in Malawi and the Region	04/05/2011 - 04/04/2013	$880,000		x	Agriculture	Malawi	Associate Award-Malawi (674-A-00-11-00030-00)
	The Ohio State University	Universite Gaston-Berger	Development of Agronomy and Crop Production Academic Programs, Research, and Need-based Extension Programs for Sustainable Food Production in Sahel	12/21/2010 - 09/30/2015	$1,100,000	x	x	Agriculture	Senegal	Associate Award-Senegal (685-A-00-11-00023-00)
	University of Cincinnati	University of Cape Town	Nano-Power Africa	02/21/2011 - 02/28/2013	$1,100,000	x	x	Economic Growth and Trade	South Africa	Associate Award-South Africa (674-A-00-11-00018-00)
	Virginia Polytechnic Institute and State University	University of Juba / Catholic University of Sudan	Rebuilding Higher Education in Agriculture to Support Food Security, Economic Growth and Peace Efforts in Post-Conflict Southern Sudan	02/07/2011 - 09/30/2012	$1,470,396	x	x	Agriculture	South Sudan	Associate Award-Sudan (650-A-00-11-00303-00)

Program	U.S. Institution	Host-Country Institution	Partnership Title	Period of Performance	Award Amount	Period Active		Program Area(s)	Country	Funding Source
						Q1 & Q2	Q3 & Q4			
	North Dakota State University	Makerere University	Capacity Building in Integrated Management of Transboundary Animal Diseases and Zoonoses	02/15/2011 - 01/28/2013	$1,100,000	x	x	Population/ Health & Nutrition	Uganda	Associate Award-Uganda (AID-617-LA-11-00001)
Algeria	University of Michigan William Davidson Institute	Mentouri University Constantine	Recruiting Employable Students at the University with Management Education (RESUME)	10/07/2009 - 06/30/2012	$600,000	x	x	Workforce Development/ Education/ Business	Algeria	Associate Award-Algeria (263-A-00-09-00011-00)
Barbados-JOBS	Indiana University	University of the West Indies-CHSB	Barbados: Supporting Entrepreneurs through the JOBS Initiative	02/28/2011 - 12/31/2013	$1,349,927	x	x	Workforce/Entrepreneurial Development/ Economic Growth and Trade	Barbados	Associate Award-Barbados (AID-538-LA-11-00001)
Burundi Collaborative	South Carolina State University	Ngozi University	Strengthening Rural Agriculture Development	02/09/2009 - 12/31/2011	$449,641	x	x	Agriculture	Burundi	Associate Award-Burundi (EDH-A-00-08-00028-00)
CAFTA-DR	Tulane University	Universidad Iberoamericana / Universidad Rafael Landívar/Univ Paulo Freire	CAFTA-DR Environmental Law Capacity Building Initiative	07/15/2010 - 06/30/2012	$472,769	x	x	Environment/Nat Resources/D&G/Public Policy/Journalism	Guatemala, Nicaragua, Dominican Republic	Associate Award-EGAT-LAC (EDH-A-00-08-00028-00)
Egypt ECON	Georgia State University	Cairo University (Economics)	Enhancing Capacity for Research in Economics	09/29/2008 - 08/31/2013	$399,582	x	x	Economic Growth and Trade/Education	Egypt	Associate Award-Egypt (EDH-A-00-08-00013-00)
Egypt EMBA	Georgia State University	Alexandria University-EMBA	Executive Master in Business Administration in Alexandria, Egypt	10/27/2008 - 09/30/2012	$1,499,500	x	x	Economic Growth and Trade/ Education	Egypt	Associate Award-Egypt (263-A-00-08-00027-00)
Clean Water	Cornell University	Bahir Dar University	Improved Drinking Water Resource Utilization through Integrated University Research, Planning, and Training Initiatives in the Lake Tana Region Ethiopia	01/04/2010 - 08/31/2012	$295,246	x	x	Environment/Nat Resources	Ethiopia	Associate Award-Water (EPP-A-00-09-00005-00)
	State University of New York – Albany	Makerere University	Drinking Water Supply, Sanitation, and Hygiene Promotion: Health Interventions in Two Urban Communities of Kampala City and Mukono Municipality, Uganda	02/09/2010 - 09/30/2012	$299,736	x	x	Environment/Nat Resources	Uganda	

Program	U.S. Institution	Host-Country Institution	Partnership Title	Period of Performance	Award Amount	Period Active		Program Area(s)	Country	Funding Source
						Q1 & Q2	Q3 & Q4			
Guyana Collaborative	Ohio University	University of Guyana	Guyana Strengthening Mass Communications and Journalism	10/27/2008 - 12/31/2011	$299,646	x	x	D&G/Public Policy/Journalism	Guyana	Associate Award-Guyana (EDH-A-00-08-00008-00)
Haiti	Missouri Southern State University	University of Quisqueya	MSSU-UniQ Partnership for Excellence in Accounting and Finance	07/10/2008 - 06/30/2011	$551,986	x	x	Economic Growth and Trade	Haiti	Associate Award-Haiti (521-A-00-07-00006-00)
	University of Florida	Faculte d'Agronomie et de Medicine Veterinaire	Delivering High Quality Academic Programming in Agribusiness	03/31/2008 - 03/31/2012	$297,433	x	x	Agriculture/ Economic Growth and Trade	Haiti	
	University of Massachusetts-Boston	State University of Haiti-National Institute of Administration, Management and International Studies (INAGHEI)	The UMass Boston/INAGHEI University Partnership	07/29/2008 - 06/30/2012	$299,998	x	x	Economic Growth and Trade	Haiti	
	Virginia Polytechnic Institute and State University	Ecole Superierue d'Infotronique d'Haiti	Partnership to Strengthen Computer Science Capabilities at ESIH	02/08/2008 - 09/30/2012	$921,685	x	x	ICT/Education	Haiti	
Jordan Collaborative	Utah State University	University of Jordan/University of Petra	Strengthening Early Childhood Education in Jordan	10/31/2008 - 10/15/2011	$450,000	x	x	Education	Jordan	Associate Award-Jordan (EDH-A-00-08-00018-00)
South Africa Collaborative - Math Education	State University of New York – Buffalo	University of KwaZulu-Natal	Enhancing Secondary Mathematics Teacher Education	10/13/2008 - 03/31/2012	$224,034	x	x	Education	South Africa	Associate Award-South Africa (EDH-A-00-08-00016-00)
South Africa Collaborative - Tourism	University of Florida	Tshwane University of Technology	Partnership to Strengthen Teaching, Research, Service & Faculty Development in Tourism Management	01/05/2009 - 12/31/2011	$250,000	x	x	Education/ Economic Growth and Trade	South Africa	
South Africa Collaborative - Transportation	University of Michigan William Davidson Institute	University of Johannesburg	SALETTI: South Africa Logistics Excellence and Transportation Training Initiative	12/18/2008 - 12/31/2011	$249,930	x	x	Economic Growth and Trade/Education	South Africa	
Training, Internships, Exchanges, and Scholarships (USAID/ Mexico)	Alamo Colleges	Universidad Tecnologica de Ciudad Juarez	Partnership to Improve Workforce Productivity of Maquiladora Workers along the Texas/Mexico NAFTA Corridor	09/04/2010 - 06/30/2012	$785,242	x	x	Workforce/ Entrepreneurial Development/ Economic Growth and Trade	Mexico	Associate Award-Mexico (523-A-00-06-00009-00)
	Appalachian State University	Universidad de las Américas-Puebla	Renewable Energy, Energy Efficiency and Competitiveness	01/15/2010 - 06/30/2012	$300,000	x	x	Environment/Nat Resources/D&G/P ublic Policy/Journalism	Mexico	

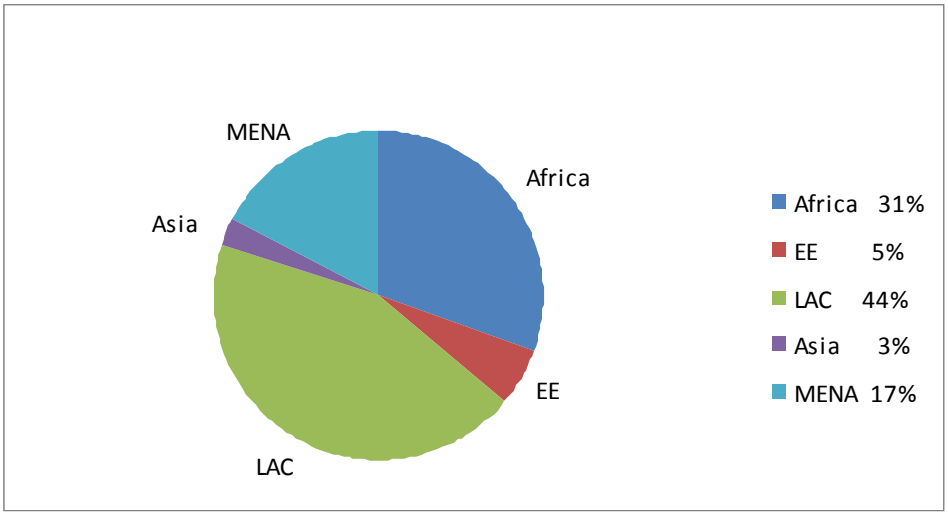
Program	U.S. Institution	Host-Country Institution	Partnership Title	Period of Performance	Award Amount	Period Active		Program Area(s)	Country	Funding Source
						Q1 & Q2	Q3 & Q4			
	Arizona State University	Institute of Ecology at the National Autonomous University of Mexico	Managing Biodiversity Under Climate Change: Enhancing Capacities in Mexico for Conservation Planning, Decision-Making and Sustainability Assessment	01/25/2010 - 06/30/2012	$298,271	x	x	Environment/Nat Resources	Mexico	
	Colorado State University	Universidad Iberoamericana	Green Construction Human and Institutional Development Program	07/01/2011 - 06/30/2012	$799,994		x	Workforce/ Entrepreneurial Development/ Economic Growth and Trade	Mexico	
	Duquesne University	Universidad Autonoma de Nuevo Leon	Expanding Knowledge, Curricula and Research for Mexican Students, Faculty and Professionals to Enhance Competitiveness in Renewable Energy and Energy Efficiency	12/21/2009 - 06/30/2012	$300,000	x	x	Environment/Nat Resources/ Economic Growth and Trade	Mexico	
	Emory University School of Law	Universidad Panamericana	Emory and Panamericana University Partnership to Establish a Mexican Institute for Trial Advocacy	11/02/2009 - 06/30/2012	$577,991	x	x	D&G/Public Policy/Journalism	Mexico	
	Florida International University	CIIDIR-Oaxaca	Student Training, Research, and Action on Restoring Soils and Forests, Establishing Seed Banks, and Promoting Payment for Environmental Services in Community Protected and Coffee Farms in Oaxaca and Chiapas	12/01/2008 - 12/31/2011	$246,486	x	x	Environment/ Natural Resources	Mexico	
	Georgia State University	Universidad Pedagogica Nacional	Strengthening English Language Education in Mexico through Training MA Students and Tutors, Revising Distance Learning Courses, and Developing an Online Specialization in ELT	10/16/2008 - 09/30/2011	$249,923	x	x	Education	Mexico	
	Illinois Institute of Technology	ITESM-Mexico City	Chicago-Kent and ITESM-Mexico City Partnership	06/02/2009 - 06/30/2012	$449,291	x	x	D&G/Public Policy/Journalism	Mexico	
	Illinois Institute of Technology	ITESM-Mexico City-Merida	Chicago-Kent and ITESM-Mexico City Partnership-Merida	11/01/2010 - 06/30/2012	$184,724	x	x	D&G/Public Policy/Journalism	Mexico	

Program	U.S. Institution	Host-Country Institution	Partnership Title	Period of Performance	Award Amount	Period Active		Program Area(s)	Country	Funding Source
						Q1 & Q2	Q3 & Q4			
	Michigan Technological University	Instituto Tecnologico de la Valle de Oaxaca , Colegio de la Frontera Sur	Enhancing the Capacity for Sustainable Forest Management and Ecosystem Service Provisioning in Chiapas and Oaxaca	02/16/2009 - 06/30/2012	$249,998	x	x	Environment/Nat Resources	Mexico	
	The Ohio State University	Colegio de Postgraduados en Ciencas Agricolas	Building Human Capital for Microfinance Institutions in Order to Increase Competitiveness and Reduce Rural Poverty in Mexico	08/01/2007 - 12/31/2012	$449,500	x	x	Economic Growth and Trade	Mexico	
	Southwestern University Law School	Tecnologico de Monterrey	Establishing a Center of Excellence for Oral Advocacy Training	04/11/2009 - 09/30/2011	$280,000	x	x	D&G/Public Policy/Journalism	Mexico	
	University of Arizona	Universidad Autonoma de Baja California	Partnership for Improved Management of Watershed Resources in the Lower Colorado River	01/10/2007 - 10/31/2010	$289,925	x		Environment/Nat Resources/D&G/Public Policy/ Journalism	Mexico	
	University of California, San Diego	El Colegio de la Frontera Norte	A Binational Training Program to Improve Social Justice in the Mexico-US Border Region	07/22/2010 - 05/31/2015	$3,346,785	x	x	Population/ Health & Nutrition/D&G	Mexico	
	University of Colorado at Boulder	Universidad de Guanajuato	Promoting Sustainable Energy Efficiency Technologies for Buildings	02/12/2010 - 06/30/2012	$300,000	x	x	Environment/Nat Resources	Mexico	
	University of Florida	Universidad Veracruzana	Bridging Academia and Practice: Integrative Leadership for Biodiversity Conservation in Managed Landscapes	12/24/2009 - 06/30/2012	$299,409	x	x	Environment/Nat Resources	Mexico	
	University of Georgia	Universidad Autonoma de Coahuila; Universidad Autonoma de Nuevo Leon, Monterrey; Universidad Autonoma Agraria Antonio Narro, Saltillo	Integrated Waste Management with Energy Production for Increased Competitiveness of the Livestock Industry in Northeast Mexico	09/17/2007 - 03/31/2011	$249,410	x		Environment/Nat Resources	Mexico	
	University of Nebraska – Lincoln	Universidad Nacional Autonoma de Mexico	UNL-UNAM Rule of Law Partnership	06/22/2010 - 06/30/2013	$449,384	x	x	D&G/Public Policy/Journalism	Mexico	
	University of San Diego School of Law	Universidad Autonoma de Baja California, Campus Mexicali	USD-UABC Legal Education Program	12/21/2009 - 06/30/2012	$450,000	x	x	D&G/Public Policy/Journalism	Mexico	
	University of Texas at Austin	Universidad Veracruzana	UT-UV Strengthening ICT in Higher Education for Rural Development	10/31/2008 - 09/30/2011	$249,842	x	x	ICT/Education	Mexico	

Program	U.S. Institution	Host-Country Institution	Partnership Title	Period of Performance	Award Amount	Period Active		Program Area(s)	Country	Funding Source
						Q1 & Q2	Q3 & Q4			
	University of Texas at El Paso	Universidad de Ciudad Juarez	SABEMOS II (Science/Literacy Across Borders for Educators in Mexico to Promote Outstanding Schools)	09/15/2010 - 09/30/2013	$2,305,379	x	x	Education	Mexico	
	Western Illinois University	Universidad Tecnologica de la Selva/Universidad Autonoma de Queretaro	Capacity Building in Southern Mexico	10/01/2006 - 12/31/2013	$598,661	x	x	Economic Development/ Business	Mexico	

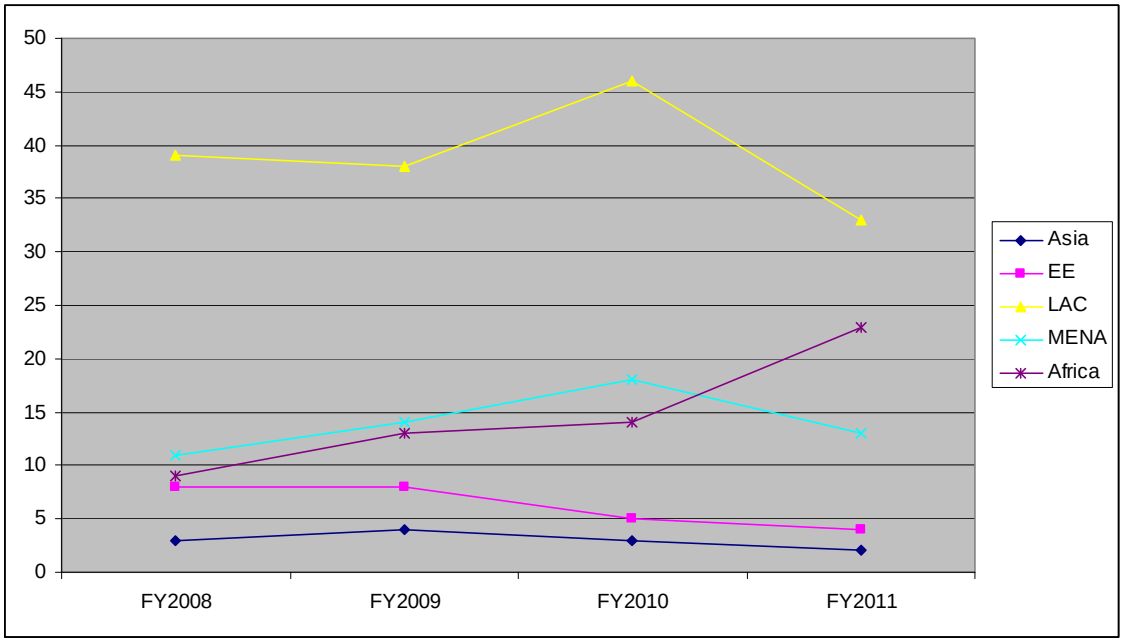
In FY2011, HED had active partnerships in all five regions of the world in which USAID provides assistance. Forty-four percent of HED FY2011 active partnerships were in Latin America and the Caribbean (LAC), 32 percent were in Sub-Saharan Africa (Africa), 18 percent were in the Middle East and North Africa (MENA), three percent were in Europe and Eurasia (EE) and another three percent were in Asia. Please refer to Figure 1 for a chart illustrating FY2011 active partnerships by global region.

Figure 1
HED ACTIVE PARTNERSHIPS BY GLOBAL REGION, FY2011



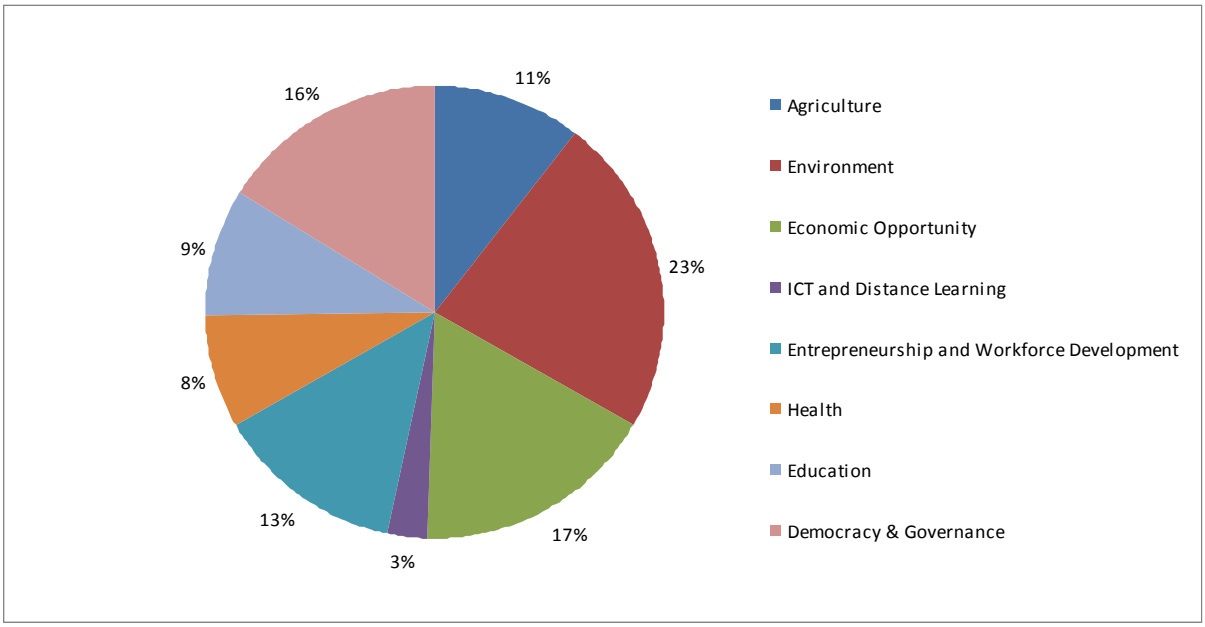
This overall distribution of active partnerships by global region is consistent with trends since FY2008. From 2008 to present, HED has managed the largest number of active partnerships in Latin America and the Caribbean and the smallest number of active partnerships in Asia. However, since FY2008, there has been a slight decline in the number of partnerships in all regions except for Sub-Saharan Africa where there has been an increase from nine partnerships in FY2008 to 23 partnerships in FY2011. Please refer to Figure 2 for trends in active partnerships by global regions for FY2008 to FY2011.

Figure 2
TRENDS IN ACTIVE PARTNERSHIPS BY GLOBAL REGION, FY2008 TO FY2011



In FY2011, HED had active partnerships in diverse sectors. The largest percentage of HED FY2011 active partnerships focused on the environment (23). The second and third largest percentage of HED FY11 active partnerships focused on economic opportunity (17) and democracy and governance (16), respectively. The fewest number of HED managed partnerships contributed to the ICT and distance learning sectors (3). Please refer to Figure 3 for more detailed information about FY2011 active partnerships by sector.

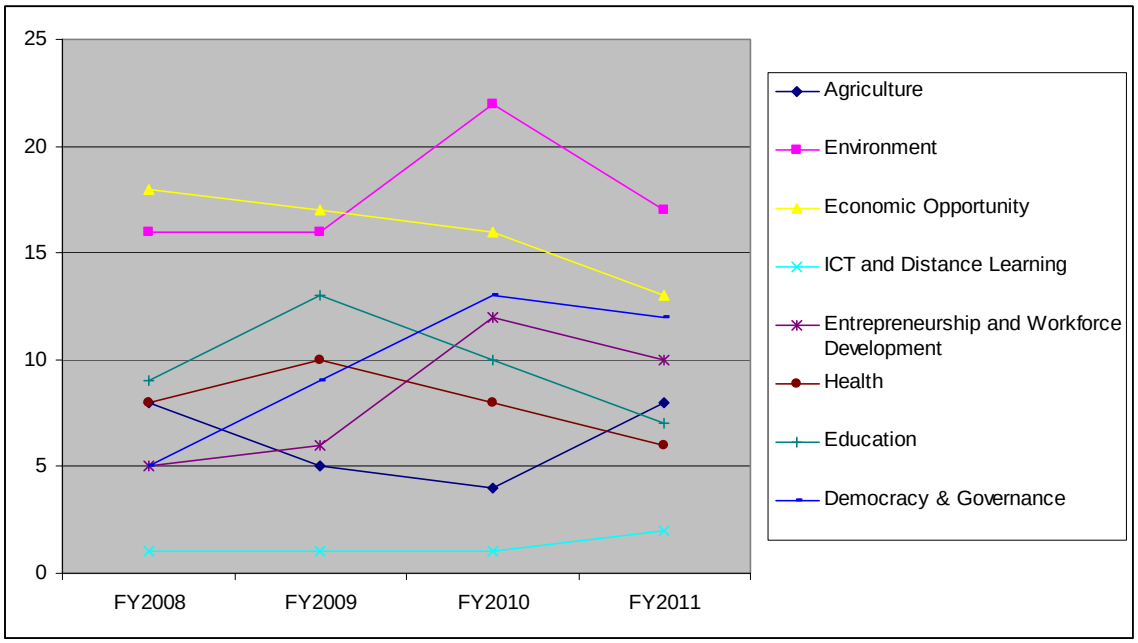
Figure 3
HED ACTIVE PARTNERSHIP BY SECTOR, FY2011



The number of partnerships that address topics in the agriculture, environment, ICT and distance learning, health, and education sectors has remained relatively stable over the years; the variance in the number of partnerships in each of these sectors ranges from -2 to +1.

Over the past three years, there have been more significant changes in the number of partnerships in the sectors of economic opportunity, entrepreneurship and workforce development, and democracy and governance. The number of partnerships that focus on economic opportunity has decreased. In FY2008, 18 partnerships focused on economic opportunity, while in FY2011 only 13 partnerships focused on economic opportunity. In addition, there has been an increase in the number of partnerships that focus on entrepreneurship and workforce development and in the number of partnerships that focus on democracy and governance. Since FY2008 the number of partnerships that focus on entrepreneurship and workforce development has doubled from five to 10; the number of partnerships that focus on democracy and governance has more than doubled from five to 12. Please refer to Figure 4 for more detail regarding the trends in active partnership by sector for FY2008 to FY2011.

Figure 4
NUMBER OF ACTIVE PARTNERSHIPS BY SECTOR, FY2008 TO FY2011



Since FY2005, the total HED portfolio value has increased nearly 30 percent – from $37,617,822 in FY2005 to $49,937,898 in FY2011. (Please refer to Figure 5 for the HED Portfolio values and number of partnerships from FY2005 to FY2011.) However, the number of partnerships that HED managed during this same time period (FY2005 – FY2011) had decreased from 146 to 75. These data illustrate a shift from funding smaller and more varied partnership awards to providing larger and more focused partnership awards. As depicted in Figure 6, the average partnership award amount has increased by approximately 150 percent – from $257,656 in FY2005 to $652,505 in FY2011.

Figure 5
HED PORTFOLIO VALUE AND NUMBER OF PARTNERSHIPS, FY2005 TO FY2011

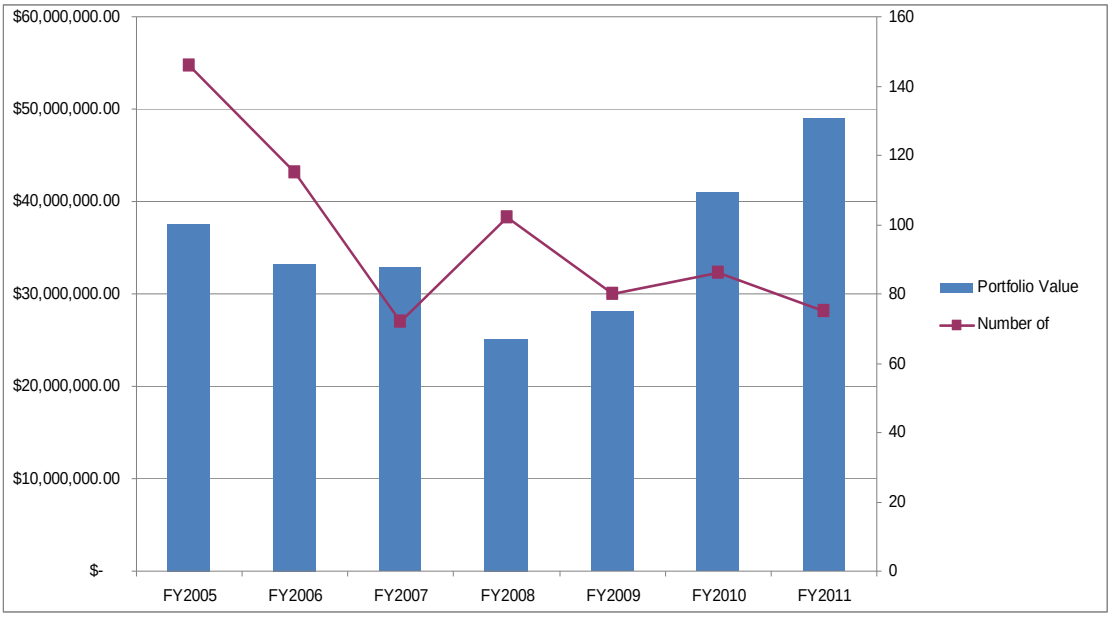
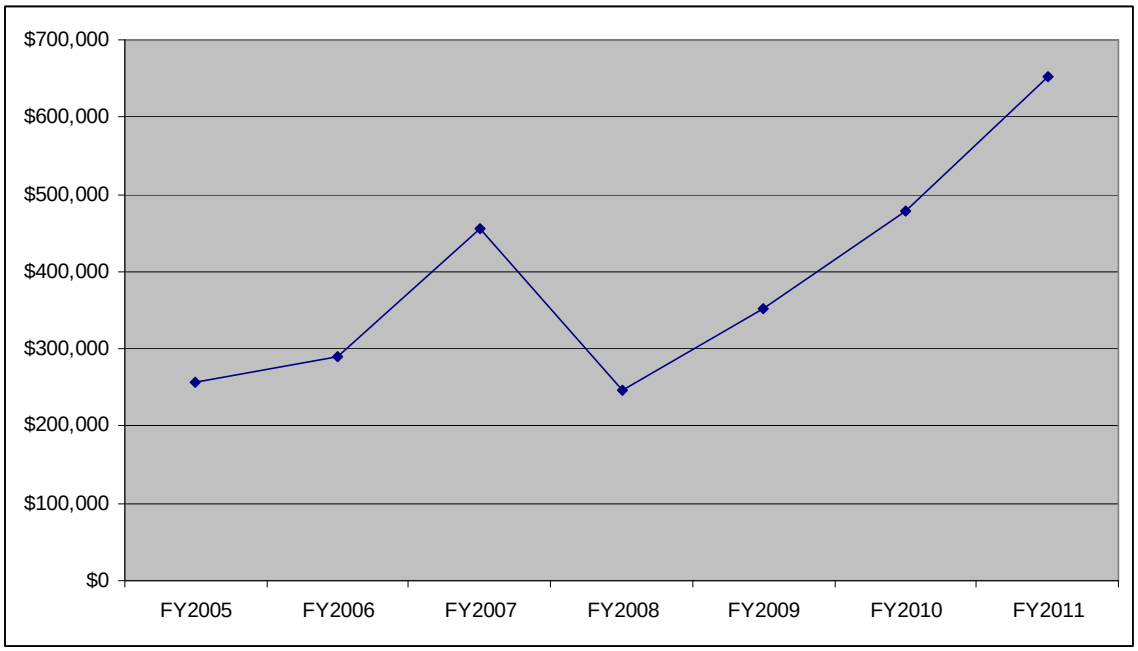


Figure 6
AVERAGE AWARD AMOUNT OF HED PARTNERSHIPS, FY2005 TO FY2011



B. Partnership Development

HED's partnership development process encompasses a continuous cycle of activities from partnership design to management of the Request for Application (RFA) process to collaborative implementation of partnerships among HED, USAID, the US institutions, and the host country institutions to ensure sustainable, long-term results.

HED's work on partnership development contributes to the fulfillment of the following two performance objectives: "*to work with higher education institutions and USAID Missions, Bureaus, and technical sectors to design RFAs resulting in 10 or more collaborative partnerships (4-8 solicitations annually—Leader and Associate Awards)*" and to, "*widely distribute RFAs and conduct a fair and transparent application review, and nomination process for partnership selection resulting in broad participation from the U.S. higher education community*."

To manage progress toward this objective, HED tracked progress on eight relevant indicators. These indicators and FY2011 targets and results are presented in Table 3. HED continued to evolve RFA development process to continually improve its efficiency and keep it responsive to the needs of USAID. In the remainder of this section, a description of activities that supported these results follows.

Table 3
LWA OBJECTIVE 2 INDICATOR TRACKING

Indicator	Sept. 2010 to Mar. 2011 Results		Apr. 2011 to Sept. 2011 Results		FY2011 Results Totals		FY2011 Targets	
Number of RFAs developed	0		1		1		N/A	
Number of RFAs managed	2		0		2		N/A	
Number of contacts through which RFA was publicized	29,165		11,223		40,388**		N/A	
Number of Applications Received	19		0*		19		N/A	
Number of peer reviews organized and completed	3		2		5		3	
Number of Peer Reviewers	15		10*		25		15	
Number of Applications Recommended for Funding	8		4		12		3	
Number of New Higher Education Partnerships Funded	11		6		17		4-8	
Number of Higher Education Institutions Supported by HED	U.S.	Host Country	U.S.	Host Country	U.S.	Host Country	U.S.	Host Country
	54	71	53	73	57	78	N/A	N/A

**Note: In the reporting period of April 2011-September 2011, two peer reviews, each with five peer reviewers, were held to evaluate applications that were submitted during the period of September 2010-March 2011.*
***Note: The number of contacts presented here includes data for RFAs that were issued and publicized in the previous reporting period (FY10), but were still active and managed during the period of this report.*

1. RFAs Managed in FY2011

In FY2011, HED developed and managed a total of three RFAs. In the six-month period of April to September 2011, HED managed two ongoing RFAs that were issued during October 2009-September 2010. HED issued one RFA titled Pathways to Cleaner Production Western Hemisphere Initiative during the October 2010-September 2011 reporting period. Applications to

this RFA are due to HED in December 2011; information regarding the number of applications received will be forthcoming in the first FY2012 reporting period.

2. Application Review Process

HED has developed a rigorous peer review process resulting in recommendations to USAID for funding partnership awards. In nearly all cases, Missions appoint one USAID representative to serve on the HED panel review. In a few cases, Missions have requested, on occasion, that additional representatives from host-country institutions are invited to participate, in the review process so they can provide valuable feedback to the panel as it considers individual applications.

In FY2011, HED organized five peer review panels. In the six-month period of April 2011 to September 2011, HED organized and completed two panels, both for the BMENA –U.S. Community College Entrepreneurship Proposal Development Grants program. In designing this program, HED acknowledged the need for capacity building of community college partners and to help them be competitive applicants in HED's rigorous review process. Applicants in the competition for these grants were therefore provided with two rounds of review and feedback from HED-designated experts.

The first round was conducted by a panel convened by HED on June 7, 2011 to review and provide feedback to the community college applicants about their initial proposals, hence the "proposal development" concept of this program. The second round of review took place on August 17, 2011. During the second panel, peer reviewers took into consideration the extent to which applications integrated recommendations from the first review phase and then evaluated and ranked proposals for consideration for implementation of grant funding.

As a result of the two peer review panels for the BMENA – U.S. Community College Entrepreneurship Proposal Development Grants program, four applications were recommended for funding.

Country: Jordan
U.S. Institution: Washtenaw Community College
Host-Country Institution(s): Al Quds College
Partnership Title: Community College Entrepreneurship: Integration to Incubation

Country: Morocco
U.S. Institution: Gateway Technical College
Host-Country Institution(s): Ecole Supérieure de Technologie, Oujda/Université Mohammed I Oujda
Partnership Title: Collegiate Entrepreneurship and Collaborative Strategies

Country: Morocco
U.S. Institution: Middlesex Community College
Host-Country Institution(s): Ecole Normale Supérieure de l'Enseignement Technique de Rabat/Ecole Normale Supérieure de l'Enseignement Technique de Mohammedia
Partnership Title: Linkages for Entrepreneurship Achievement Project (LEAP)

Country: Yemen
U.S. Institution: Eastern Iowa Community College District
Host-Country Institution(s): Sana'a Community College
Partnership Title: Economic Empowerment through Entrepreneurship (E3)

3. *New Partnerships Awarded during the Second Semi-annual Period (April 1, 2011 – September 30, 2011)*

In the second semi-annual reporting period, HED also finalized agreements for six new partnerships:

Country: Central America
U.S. Institution: University of Texas – San Antonio
Host-Country Institution(s): Central American University Consortium
Partnership Title: Central American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development (SBDC) Model throughout Central America

Country: Ghana
U.S. Institution: Brown University
Host-Country Institution(s): University of Ghana
Partnership Title: University of Ghana – Brown University Academic Partnership to Address HIV/AIDS in Ghana

Country: Kenya
U.S. Institution: Colorado State University
Host-Country Institution(s): University of Nairobi
Partnership Title: Centre for Sustainable Drylands: A University Collaboration for Transforming Higher Education in Africa at the University of Nairobi

Country: Kenya
U.S. Institution: Syracuse University
Host-Country Institution(s): Kenyatta University
Partnership Title: Capacity through Quality Teacher Preparation

Country: Malawi
U.S. Institution: Michigan State University
Host-Country Institution(s): University of Malawi
Partnership Title: Agro-Ecosystem Services: Linking Science to Action in Malawi and the Region

Country: Mexico
U.S. Institution: Colorado State University
Host-Country Institution: Universidad Iberoamericana
Partnership Title: Green Construction Human and Institutional Development Program

4. Successful Partnerships Receiving Additional Support

Following guidance from the EGAT/ED portfolio review memo dated December 14, 2009, HED staff members conducted a review of all active and closing partnerships at the end of FY2010 and identified several high performing partnerships worthy of receiving additional funds.

The criteria used to make this determination included:

- Demonstrated ownership of the activities by host-country institutions;

- Meeting or exceeding original partnership goals and targets;
- Relevant to current and future USAID priorities;
- Likelihood of broadening and deepening partnership development impact with additional resources; and
- Quality of implementation via efficient use of funds, timely delivery of reports and on time accomplishment of goals and objectives

These funds will extend the partnership collaboration work so that the partnerships may increase their development impact and build on their successes to date. In the previous reporting period, HED provided similar support to six partnerships. The following partnership received "scale up" support during this reporting period, bringing the FY2011 total to seven scaled up partnerships.

Georgia State University / Cairo University
Host-Country: Egypt
Partnership Title: Business Education and Private Sector Alignment (BEPSA) Project: A Joint Project Between Cairo University and Georgia State
Original Award: $621,682
Scale up Amount: $300,000

In June 2010, HED awarded four small grants to partnerships between U.S. community colleges and community and technical colleges in Morocco, Jordan and Egypt. Using the criteria for high-performing partnerships listed above, HED recommended in June 2011 that all four small grants partnerships receive scale-up funding. These funds will help partnerships build on their successes to date and support USAID's current strategic priorities in the Broader Middle East and North Africa Region.

Eastern Iowa Community College District / Al Quds College
Host Country: Jordan
Partnership Title: Economic Empowerment through Entrepreneurship – Entrepreneurship across the Career and Technical Education Program Project

Gateway Technical College / Ecole Supérieure de Technologie, Oujda
Other Partners: Shoreline Community College, Francis Tuttle Technology Center, EuropEFE, Business Education Partnerships Group, Association for Career and Technical Education
Host Country: Morocco
Partnership Title: Automotive Diagnostics Partnership

Highline Community College / Mataria Technical College
Host Country: Egypt
Partnership Title: Leveraging Community College Workforce Development Expertise: Creating Educational Pathways to High Skills Employment at Mataria Technical College

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

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Table 4
NEW PARTNERSHIPS EFFECTIVE THIS REPORTING PERIOD

U.S. Institution	Host-Country Institution	Title	Period of Performance	Award Amount	Program Area (s)	Country
Indiana University	University of the West Indies-CHSB	Barbados: Supporting Entrepreneurs through the JOBS Initiative	2/28/2011 - 12/31/2013	$1,349,927	Workforce/ Entrepreneurial Dev't/Economic Growth and Trade	Barbados
Tuskegee University	International Institute for Water & Environment Engineering (2iE)	Africa-U.S. Network of Centers of Excellence in Water and Environmental Science & Technology	3/15/2011 - 9/30/2015	$1,100,000	Environment	Burkina Faso
University of Connecticut	Addis Ababa University	Sustainable Water Resources: Capacity Building in Education, Research, and Outreach	1/14/2011 - 12/15/2012	$1,100,000	Environment	Ethiopia
Brown University	University of Ghana	University of Ghana – Brown University Academic Partnership to Address HIV/AIDS	7/1/2011 - 6/30/2013	$1,100,000	HIV/AIDS, Population, Health & Nutrition	Ghana
Colorado State University	University of Nairobi	Centre for Sustainable Drylands: A University Collaboration for Transforming Higher Education in Africa at the University of Nairobi	4/1/2011 - 6/20/2013	$1,100,000	Agriculture	Kenya
Syracuse University	Kenyatta University	Capacity through Quality Teacher Preparation	4/1/2011 - 3/31/2013	$860,701	Education	Kenya
Michigan State University	University of Malawi	Ecosystem Services: Linking Science to Action in Malawi and the Region	4/5/2011 - 4/4/2013	$880,000	Agriculture	Malawi
Alamo Colleges	Universidad Tecnologica Ciudad Juarez	Partnership to Improve Workforce Productivity of Maquiladora Workers along the Texas/Mexico NAFTA Corridor	9/4/2010 - 6/30/2012	$785,242	Workforce/Entrepreneurial Dev't/'Economic Growth and Trade	Mexico
University of Texas at El Paso	Universidad de Ciudad Juarez	SABEMOS II (Science/Literacy Across Borders for Educators in Mexico to Promote Outstanding Schools)	9/15/201 - 9/30/2013	$2,305,379	Education	Mexico
Illinois Institute of Technology-(Merida)	ITESM-Mexico City-(Merida)	Chicago-Kent and ITESM-Mexico City Partnership-Merida	11/1/2010 - 6/30/2012	$184,724	D&G/Public Policy/Journalism	Mexico
Colorado State University	Universidad Iberoamericana	Green Construction Human and Institutional Development Program	7/1/2011 - 6/30/2012	$799,994	Workforce/Entrepreneurial Dev't/'Economic Growth and Trade	Mexico
The Ohio State University	Universite Gaston-Berger	Development of Agronomy and Crop Production Academic Programs, Research, and Need-based Extension Programs for Sustainable Food Production in Sahel	12/21/2010 - 9/30/2015	$1,100,000	Agriculture	Senegal
University of Cincinnati	University of Cape Town	Nano-Ppower Africa	2/21/2011 - 2/28/2013	$1,100,000	Economic Growth and Trade	South Africa
Virginia Polytechnic Institute and State University	University of Juba / Catholic University of Sudan	Rebuilding higher education in agriculture to support food security, economic growth and peace efforts in Southern Sudan	2/7/2011 - 9/30/2012	$1,470,396	Agriculture	South Sudan
North Dakota State University	Makerere University	Capacity Building in Integrated Management of Transboundary Animal Diseases and Zoonoses	2/15/2011 - 1/28/2013	$1,100,000	Health	Uganda
Fairfield University	Université de Bambey	Use of ICT and Service Learning to Develop Health Curricula	10/1/2010 - 9/30/2013	$299,607	Education	Senegal
University of Texas San Antonio	Central American University Consortium	Central American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development	9/15/2011 - 9/15/2013	$545,000	Workforce/Entrepreneurial Dev't/'Economic	Central America

U.S. Institution	Host-Country Institution	Title	Period of Performance	Award Amount	Program Area (s)	Country
		(SBDC) Model throughout Central America			Growth and Trade	

C. Partnership Results: Institutional Capacity Building

1. Institutional Capacity Results

Institutional capacity building of host-country institutions of higher education is one of the key performance objectives of HED: *Partnerships between U.S. and host-country higher education institutions will result in improved institutional capacity to offer technical assistance for addressing development goals in host countries.*

HED partnerships offer a system of mutually beneficial and self-sustaining relationships involving U.S. and host-country institutions, people and processes that work together to strengthen higher education's capacity to prepare and support young leaders in developing solutions to national and regional development challenges. One of the biggest dividends of HED partnership efforts is the increased institutional capacity of host-country higher educational institutions. These efforts are centered on a premise that strengthened higher education systems build essential institutional and human capacity for developing nations resulting in long-term local expertise to address local development challenges.

In this reporting period, HED's diverse partnership portfolio contributed to USAID's development efforts in higher education with a range of institutional capacity development activities. To track and report progress toward this goal, all HED partnerships collected and reported data on the following activities:

- Organizational improvements made through HED partnerships
- Investments in management capacity
- Research activities supported by HED funding
- Policy development and reform activities

In FY2011, HED partnerships made significant progress toward building sustainable, institutional capacity to increase the ability of higher educational institutions to contribute to the development efforts in their contexts. This progress is presented in Table 5[1].

Table 5
INSTITUTIONAL CAPACITY BUILDING RESULTS

Indicator	FY11 Q1 & Q2	FY11 Q1 & Q3	FY 11 Total
Number of Organizational Improvements Made Through HED Partnerships	281	308	589
Number of Host-Country Institutions with Increased Management Capacity	34	69	103
Number of Research Activities Supported by HED	78	215	293

[1] *In November 2011, HED introduced a new data verification procedure involving a nine-step process to examine data for accuracy, consistency and completeness. This procedure was applied to data from the second reporting period (April 2011 – September 2011) resulting in confirmed final numbers for this reporting period. For the FY2011 data for the first reporting period (October 2010 – March 2011), the verification process will continue into early 2012 and should be completed by March 2012. Given the nature of this process, adjustments to final FY2011 numbers may need to be made in early 2012. HED will report to USAID any adjustments to FY2011 numbers upon completion of this exercise. To manage the volume of this process, HED will sample the TIES partnerships.*

Indicator	FY11 Q1 & Q2	FY11 Q1 & Q3	FY 11 Total
Number of Policy Development and Reform Activities	55	54	109

2. Institutional Capacity Highlights

To illustrate the significance of these efforts, examples for each institutional capacity building activity are presented below.

a. Organizational Improvements Made Through HED Partnerships

Jordan - Al-Huson University College and Red Rocks Community College: In partnerships with Red Rocks Community College in Colorado, Al-Huson University College has added a new Solar Energy Technology Program to its degree program offerings after receiving approval from the Jordan Ministry of Higher Education. The first cohort of students in the program is expected to begin in fall 2011. In addition to supporting the new program, the Jordanian government also awarded the partnership a grant through it Employment and Vocational and Technical Education and Training initiative for 30 student scholarships, totaling approximately $91,000 in leveraged funding.

b. Increased Management Capacity

Albania - Agricultural University of Tirana and University of Hawai'i: In June, the Agricultural University of Tirana (AUT) hosted the third annual Agricultural Economics Symposium bringing together approximately 250 individuals, including representatives from academia, farmer associations, the World Bank, The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the Food and Agriculture Organization, the Ministry of Agriculture, and USAID. The gathering featured oral presentations on topics including Albanian agriculture in the context of European Union integration and posters developed by students as part of a research poster competition. This year marked the first time that the symposium had been expanded to two days since its inception 2009, a logistical challenge for which the AUT hosts were well prepared.

Burkina Faso - International Institute for Water and Environmental Engineering (2iE) and Tuskegee University: The partners initiated discussions and negotiations with a potential private sector partner, Anglogold Ashanti Corporation, a gold mining company operating in Mali, Ghana, and Burkina Faso, to develop a capacity-building program for their science and engineering staff on a vocational and certificate training basis. This collaboration with private industry will strengthen 2iE's institutional capacity to identify critical areas of market workforce needs that will drive future program offerings at 2iE. The partnership will also strengthen 2iE's financial sustainability, as well as fine tune degree program offerings to meet industry needs.

c. Research Activities Supported by HED Partnerships

Somaliland - University of Hargeisa and Eastern Mennonite University: In general terms, Somalis might be described as belonging to an oral culture, in that much of their knowledge, experiences, traditional wisdom, literature, and history are not formally or systematically documented. As the co-partnership director from Eastern Mennonite University explains, to break this "cycle of mystery," the partners successfully published the inaugural issue of the Somaliland Journal of Peace and Development, the first of its kind by a higher education institution in Somalia. The journal seeks to foster dialog between academics and practitioners and inform policymakers inside and beyond Somaliland on a range of national issues related to peace building and development. Future volumes will also be made available online.

Qatar - Qatar University and University of Louisiana, Lafayette: In their final period of implementation, partners at University of Louisiana Lafayette and Qatar University prepared several scholarly presentations for the Arab-U.S. Association of Communication Educators conference that took place in Beirut, Lebanon in October 2011. Paper topics included "The Politics of Facebook" and "Trusted News Sources as Predictors of Qatari Attitudes Toward Social and Public Issues." Partners also served on a panel entitled "Digital and Social Media: The Changing Face of Journalism and Media Education."

Uganda - Makerere University and North Dakota State University (NDSU): One of the activities of the "Capacity Building in Integrated Management of Transboundary Animal Diseases and Zoonoses" (CIMTRADZ) partnership is to train scientists in Uganda in the science and practice of zoonotic disease outbreak investigations. The partnership was approached by the government of Uganda to provide technical assistance, leadership and capacity building to the country by leading a team of local researchers assembled by the government to investigate the causes of a Brucellosis outbreak affecting humans and animals in Northern Uganda. Thanks to the involvement of the partnership in the government response to the outbreak, the investigation and research on the causes went smoothly and was deemed a great success. Specimens collected during the investigation are currently being analyzed, an activity also led by the CIMTRADZ project.

d. Policy Development and Reform Activities

Egypt -Cairo University and Georgia State University: On August 8, 2011 a panel discussion at Georgia State University was organized to focus on the recent economic and political developments in Egypt and to consider the future prospects. This event brought together presentations of five Cairo University (CU) faculty members and prompted a conversation that the CU faculty, many of whom serve in advisory roles to the Egyptian government, took back to their host country. The seven CU faculty exchange visitors were involved in developing joint publications with GSU faculty and in developing new policy research ideas during their stay at GSU.

Mexico -Universidad Autonoma de Baja California and University of San Diego: A major activity of the USD-UABC Legal Education Program partnership is aiding Mexican judicial reform. In collaboration with the Conference of Western Attorneys General (CWAG), the partners offered an Oral Advocacy Training which brought together more than 45 prosecutors and public defenders from Baja California. Trainees participated in a mock trial, where they had the chance to apply the skills and techniques learned during the training. All judges involved in the mock trials are actual judges working under the new judicial system being implemented in Baja California.

D. Partnership Results: Human Capacity Building

1. Human Capacity Results

One of the key success factors for strengthening institutions of higher education and improving the quality of education offered is effective development of the human capital of these institutions. Human capacity development is also one of the key performance objectives of HED: *Partnerships between U.S. and host-country higher education institutions will result in improved human capacity of higher education professionals' to address teaching, research, and public service resulting in measurable affects on regional and national development goals.*

HED partnerships establish a system that channels expertise and opens opportunities for host-country faculty, teaching staff and students to develop their skills and knowledge and to significantly improve their capacity to contribute to country development efforts. Human capacity development activities include training and exchange programs offered at the host country institutions or in the United States. To track and report progress toward this outcome, HED partnerships collected data on short- and long-term trainings and exchange programs across the entire HED portfolio.

In FY2011, HED partnerships made significant progress toward building human capacity to increase the ability of higher educational institutions to contribute to the development efforts in their contexts. This progress is presented in Table 6[2].

Table 6
HUMAN CAPACITY BUILDING RESULTS

Indicator	FY2011 Q1 &Q2	FY2011 Q3 & Q4	FY2011 Annual
Number of Individuals Complete Long-Term Training	58	128	186
Number of Individuals Complete Short-Term Training	3470	2804	6274
Number of Individuals Complete Exchange Programs	149	118	267

2. *Human Capacity Highlights*

a. Long-Term Training

Pakistan - Fatima Jinnah Women University and California State University, Fullerton: Five female students affiliated with the Pakistani host country institution completed partnership-supported master's programs in the fields of computer science and software engineering. One of these students completed her studies at California State University, Fullerton (CSUF) for a master's degree in computer science in May 2011 and has returned to the host-country partner institution Fatima Jinnah Women University (FJWU) to teach. The other four students from FJWU completed their graduate studies in Pakistan, and two of those students joined the FJWU faculty.

Malawi - University of Malawi and Michigan State University: Two Ph.D. students from the University of Malawi (UNIMA) arrived at Michigan State University (MSU) in September 2011 as part of the HED-funded partnership. Over the next five years they will research and develop an understanding of sustainable agricultural and environmental practices. Upon graduation they will return to the country to fill academic posts at the UNIMA and help strengthen UNIMA's capacity in teaching, research and outreach to address the current agricultural, environmental and development forest, soil and water degradation challenges within the country.

[2] *In November 2011, HED introduced a new data verification procedure involving a nine-step process to examine data for accuracy, consistency and completeness. This procedure was applied to data from the second reporting period (April 2011 – September 2011) resulting in confirmed final numbers for this reporting period. For the FY11 data for the first reporting period (October 2010 – March 2011), the verification process will continue into early 2012 and should be completed by March 2012. Given the nature of this process, adjustments to final FY11 numbers may need to be made in early 2012. HED will report to USAID any adjustments to FY11 numbers upon completion of this exercise. To manage the volume of this process, HED will sample the TIES partnerships.*

Ethiopia - Addis Ababa University and University of Connecticut: Partners launched new M.S. and Ph.D. graduate degree programs under the Ethiopian Institute of Water Resources (EIWR) enrolling 19 students for master's and 13 students for Ph.Ds. This training will enhance the faculty capacity of five Ethiopian universities in teaching, research and community outreach. Partners were able to leverage some funding commitments from the government of Ethiopia to enroll many of these students.

b. Short-Term Training

Egypt – Cairo University and Georgia State University***:*** Seven female faculty members from Cairo University visited Georgia State University to work on joint and independent research in the field of economics for one to three months each. These visiting faculty members worked on joint research papers; engaged in independent research; revised course syllabi for graduate and undergraduate courses in public finance, econometrics, and macroeconomics in consultation with GSU faculty; attended Andrew Young School of Policy Studies courses in Public Budgeting and Fiscal Management; and received training in STATA, an econometrics software.

Haiti Ecole Supérieure d'Infotronique d'Haïti and Virginia Polytechnic Institute- State University: Under the Virginia Polytechnic Institute and State University/Ecole Supérieure d'Infotronique d'Haïti (ESIH) partnership, four Haitian graduate students participated in summer internships at Virginia Tech involving real-time projects. The four students utilized their expertise and assisted in database construction for a USAID/Senegal project, participated in an e-learning training workshop, and assisted with a gender and equity project. Also, two faculty members from the ESIH visited Virginia Tech over the summer and received training in curriculum, pedagogy, e-learning, and instructional technology.

Mexico - Universidad Autónoma de Baja California and University of California- San Diego: A network of universities and NGOs in Baja California and Chihuahua completed its first offering of a 120-hour *Diplomado* in Drug Abuse and Related Harms to 101 students and professionals in the cities of Tijuana and Juarez and has placed students into a series of practicum sites for hands-on application of skills in community settings under the supervision of U.S. and Mexican faculty. The program has received support and recognition from Mexican health officials and agencies. The Secretary of Health for Baja California, Jose Guadalupe Bustamante, spoke at the closing ceremony.

c. Exchange Programs

Senegal - Université de Bambey and Fairfield University: During a two-week site visit in May 2011, the Fairfield University partners conducted two training sessions using Digital Story Telling (DST) software at one of the project's pilot middle schools in Dakar. They worked with 10 teachers (including eight women), several of whom who had never used a computer before. DST technology, which includes music, pictures, and narratives, will enable the teachers to provide more interactive instruction on health-related topics. During the training, partners used materials translated into French for continuing local use and all the teachers developed a complete digital story based on health-related themes including hygiene, reproductive health, and malaria prevention.

Algeria - Mentouri University Constantine and William Davidson Institute at the University of Michigan: As part of the "Recruiting Employable Students at the University with Management Education" partnership, faculty members at the English Language Institute at the University of

Michigan hosted four Ph.D. students from Mentouri University. They worked together to finalize the English for Specific Purposes modules that will be taught in the 2011-2012 academic year.

E. Communications and Outreach

Given the nature of HED as a facilitating organization that provides management and administration of partnerships, but does not carry out implementation, communications and outreach are critical to its success. One of HED's performance objectives is to, *"Widely distribute RFAs and conduct fair and transparent application reviews, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community."* To successfully achieve this objective, HED reaches out and engages stakeholders from the higher education community in the United States through a range of communication and networking outlets. This effort is captured through HED communications and outreach indicators that are tracked and reported on a regular basis.

In FY2011, HED made significant progress toward increasing its name recognition and communication channels to diversify the pool of applicants for its funding opportunities. This progress is presented in Table 7.

Table 7
COMMUNICATION AND OUTREACH RESULTS

Indicator	FY2011					
# of contacts through which RFA was publicized	40,388*					
# of peer reviewers by gender and association	**Gender**		**Institution**			
	Female	*Male*	*Academia*	*USAID*	*Other*	
	10	15	20	3	2	
	40%	60%	80%	12%	8%	
# of technical presentations at higher education and international development conferences given by HED staff	15					
# of roundtables and/or conferences organized by HED	7					
# of applications received by association	19					
	Association					
	APLU	*NAICU*	*ACE*	*AASCU*	*AAU*	*AACC*
	4	3	10	2	1	10
# of applications received by Minority-Serving Institutions	**MSI**					
	HSI		*HBCU*		*TCU*	

Indicator	FY2011		
	1	2	0

**Note: The number of contacts presented here includes data for RFAs that were issued and publicized in the previous reporting period (FY10), but were still active and managed during the period of this report.*

1. Publicity

a. Promoting RFAs and Award Announcements
During this reporting period, HED promoted one HED-issued RFA, conducted ongoing outreach for two active RFAs, and began a new feature called *RFA Watch*, which serves as a pre-solicitation announcement for anticipated RFAs. These RFA Watch postings serve as a planning tool for faculty and keep universities updated about HED activities, even when no RFAs are available.

Implementing a targeted outreach strategy, HED promoted the Pathways to Cleaner Production RFA to deans and directors of higher education institutions, relevant institutions and professional associations, university centers and faculty, and the MSI community. After this RFA was posted to the HED website on September 29, 2011, HED disseminated eblasts and shared links via social media tools and placed it in the HED bimonthly newsletter. Direct outreach totaled 11,223 contacts. In addition, some of direct contacts shared this RFA announcement by retweeting links and posting the announcement on grant boards, listservs, and in their newsletters. (Please refer to Appendix C for Select Publicity Materials.)

b. Media Outreach/Media Coverage
HED bolstered its presence in multiple media outlets and in a number of higher education trade publications during this reporting period. HED has been mentioned in newsletters produced by the American Council on Education, the Hispanic Association of Colleges and Universities and the Institute of International Education. HED also enjoyed positive news coverage in *Diverse Issues in Higher Education*, a trade publication focused on issues affecting the MSI-community. A successful informational meeting between HED senior staff and an associate editor of the Global section of *The Chronicle of Higher Education* is credited with securing HED's placement in the first of two *Chronicle of Higher Education* articles during this time period that included extensive references to several HED partnerships and quotes from HED's executive director.

HED also garnered coverage in the following news outlets: *Dominica News Online*, *The Community College Times*, and *Quad-Cities Online* and was featured in the September/October issue of USAID's *Frontlines* magazine. This article highlighted the importance of workforce development, entrepreneurship and economic competitiveness across HED partnerships in Algeria and Mexico. Program staff shared print copies of this *Frontlines* issue during informational visits to South and Central America. (Please refer to Appendix D for Select Media Coverage.)

HED issued five news releases during this reporting period:

- Statement by HED Executive Director of the One-Year Commemoration of the Haiti Earthquake;
- Community and Technical College Partnerships to Support Entrepreneurship in Broader Middle East and North Africa;
- Barbados-U.S. Higher Education Partnership Invests in Youth Entrepreneurship;

- HED Partnership to Strengthen Technology Use and Health Education in Senegalese Middle Schools; and

- HED Names New Director of Program Quality and Impact

c. Publications
During this reporting period, HED produced the 2010 HED Annual Report and began preparing a special brochure targeted to Hispanic-Serving Institutions. The brochure was developed to mark the presence of Hispanic Association of Colleges and Universities (HACU) members in HED's global partnerships. The brochure will be shared at HACU's 25th annual conference scheduled for late October 2011.

HED issued six bimonthly e-newsletters during this timeframe: September/October, November/December, January/February, March/April, May/June, and July/August.. Each e-newsletter regularly showcases a successful partnership achievement in the Partnership of the Month feature and includes upcoming events of interest to the higher education audience such as HED conferences, USAID conferences, and international partnership launch events. Sections are also dedicated to RFA Watch items, Current RFAs, and HED employment vacancy announcements.

d. Social Media
HED's social media accounts with Twitter, Facebook and LinkedIn continue to witness significant growth. Social Media has proven to be a valuable communication tool that provides real-time information on HED activity and allows HED to raise its profile among more groups and sectors.

The number of Twitter followers increased to nearly 500 by the end of this reporting period, up from 341 in FY2010. Though most people who click on HED tweets come from the United States (73.2 percent), others also became engaged from places including Egypt, the United Kingdom, Norway, Jordan, Saudi Arabia, Canada, the European Union, and Palestine.

Some of the most popular tweets promoted between Oct. 1, 2010 to Sept. 30, 2011 included links to information about USAID's International m4Ed4Dev Conference, which HED co-sponsored, the U.S. Embassy in Ethiopia's seed grant program, an article about the 11 Africa Initiative partnerships from *University World News*, a link to a Jordan early childhood partnership, and higher education industry job announcements.

Similarly, the total number of LinkedIn HED group members grew from 305 to 476 during the reporting period. HED also has 288 likes on its Facebook page, where photos from partner events are regularly posted.

2. Conference Presentations and Attendance

During this reporting period, HED presented and/or attended more than 20 gatherings in the higher education community including the American Association of State Colleges and Universities: Academic Affairs Winter Meeting, LIPHEA Deans and Directors Meeting, Association of International Education Administrators Annual Conference (AIEA), American Council on Education's Blue Ribbon Panel on Global Engagement, the American Association of Community Colleges Annual Meeting the United Nations Academic Impact Forum in Seoul, Korea among others.

During these external events, HED staff continually took the opportunity to educate conference participants about HED, its history and function, its relationship to the U.S. Agency for International Development, and the impact of human and institutional capacity building through education.

3. Outreach to Minority-Serving Institutions (MSIs)

As part of HED's strategic objective to diversify the pool of applicants for its RFAs, HED strengthened its outreach to minority-serving institutions. Specifically, HED presented at the following meetings: the Association of Extension Administrators Winter Meeting, the Association of Research Directors, Inc., 16th Biennial Research Symposium, and the Council of 1890 Universities 2011 Summer Meeting. Further, HED attended the National Historically Black Colleges and Universities (HBCUs) Week Conference for the first time, which led to key social media connections. HED's presence at these events allows the communications team to gather new contacts, build media lists for future outreach, and collect participant lists to create targeted email campaigns. In addition, HED added a comprehensive email list of HBCU administrators and MSI higher education associations as part of a proactive outreach strategy.

4. Success Stories

HED's collection of success stories and fact sheets provide a wealth of detailed information regarding its scope of work and impact. Success stories often stem from partnership progress reports and HED impact assessment trips to the field, which allow for direct interaction with program beneficiaries. Categorized by region, country and sector, these descriptive documents are widely distributed during conferences, higher education annual meetings, visits to USAID Mission staff, and visits from international guests.

In the next few months HED expects to regularly share this growing collection of stories online via the new HED website. Please refer to Appendix E for Success Stories.

5. HED-Organized Events

HED hosted two meetings in FY2011 - *Training Workshop for Africa-U.S. Higher Education Initiative* (February 2011) and *Broader Middle East and North Africa-U.S. Community College Initiative: Partners Planning Workshop* (April 2011). HED also co-sponsored USAID's *International m4Ed4Dev Conference* in August 2011.

In addition, Tully Cornick, Teshome Alemneh and Jeanne-Marie Duval of HED attended and gave remarks at the launch events at three of the Africa-U.S. Higher Education Initiative partnerships in Ethiopia, Ghana and Burkina Faso. The presence of the executive director, or deputy executive director and Africa program officer allowed HED to reiterate its level of support for the projects. Further, media outlets were able to capture these key moments in print and online, which increases the visibility of USAID, HED, and partners. For example, Ghanaian media coverage included a quote about development from HED Deputy Executive Director Jeanne-Marie Duval.

6. Website Development

To further its communication and outreach capacity, HED initiated the development of a new website in September 2010 and that project is now in the final stages. The newly designed and more functional site will improve HED internal and external activities by providing the following:

- Refreshed partnership profiles and newly designed pages
- Interactive map of all HED partnerships
- Online Request for Applications (RFA) process
- Enhanced information on impact, outcomes, and successes
- Improved user experience
- Upgraded search capability
- Updated graphic appeal and usability
- Improved content integration

Several key website milestones were reached during this reporting period including completion of a technical audit, features definition, wireframes, and design direction. A content management system (CMS) was selected and the process of creating new content, repurposing existing content, and bringing the site's new features to life was well under way. In addition to a new look and feel, the new site will also feature new functionality to enable site visitors to see and learn about HED, the diversity of the partnerships, and their global impact.

Final testing is nearly complete for the RFA tool and the integrated user registration form. HED is confident that both new elements will streamline processes for all stakeholders including USG officials, applicants, peer reviewers, potential peer reviewers, and anyone interested in learning about HED.

F. Technical Assistance

One of HED's performance objectives is to, "*to secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions and technical sectors' strategic objectives.*"

Technical assistance activities vary in nature and are driven by USAID's needs for technical support. To ensure adequate support and accurate reporting to USAID, HED gathers data and tracks this effort at two related levels: number of technical service requests received in each reporting period and number of technical assistance visits. Results for each of these activities are presented in Table 8.

Table 8
TECHNICAL ASSISTANCE RESULTS

Indicator	FY2011 Q1 & Q2	FY2011 Q3 & Q4	FY2011 Total
Number of Technical Assistance Field Visits to USAID Missions	1	3	4
Number of Technical Assistance Requests from USAID Missions and/or Bureaus	0	2	0

1. Technical Assistance Field Visits

In this reporting period, HED supported USAID with technical field visits to USAID Missions to assess institutional capacity and support design efforts for new higher education partnerships in host countries.

a. Tunisia
HED participated in a technical assistance visit to Tunisia, accompanied by Gary Bittner, Team Leader, Higher Education and Workforce Development at USAID/EGAT/ED and HED's AOTR. Also participating was Faouzi Chaouch, a public diplomacy specialist from the U.S. Embassy in Tunis. The purpose of the visit was to consult with various stakeholders and conduct other background research to prepare a program description and eventual RFA to support a new higher education partnership in Tunisia. The trip included visits to:

- The ISET system (Institutes Supérieures des Études Technologiques), Mr. Mohamed Menaf Abderraba1, Director General
- ISCAE (Institut Supérieur de Comptabilité et d'Administration des Entreprises), Mr. Karim Ben Kahla, Director
- The Tunisian Business School, Mr. Saleh Ben Abdallah, Dean
- The Director General of CENAFFIF, Mr Mohamed Salah Stambouli
- ATFP (Tunisian Agency for Vocational Training)
- Tunisian Techno Park

The visit culminated in a meeting at the U.S. Embassy that included

- Greta Holtz, Dept. of State Deputy Assistant Secretary of State for Public Diplomacy and Strategic Communications in the Bureau of Near Eastern Affairs
- John Berry, Public Affairs Officer
- David Duerden, Cultural Affairs Officer
- Brenda Barrett, Senior Transition Officer, USAID Office of Transition Assistance (on short-term TDY to initiate a small grants program for local community organizations), and
- Sammy Said, Fulbright exchanges/Voluntary Visitor Programs.

b. Initiative for Conservation in the Andean Amazon (ICAA)
At the request of USAID/LAC, HED sent representatives to participate in an ICAA Phase 1 conference in Peru from July 11-15. The trip provided an orientation for HED to the ICAA effort and major stakeholders. It was also an opportunity for initial collaboration between HED and

USAID regarding a Phase 2 plan for ICAA. HED met with representatives from the ICAA Support Unit and with a monitoring and evaluation consultant during the visit. A teleconference was held while HED was on site with ICAA country representatives from Ecuador, Peru, Bolivia, and Colombia. The conversation included an orientation to the HED model and a discussion about what HED's role will be in promoting ICAA priorities. The conversation also included a discussion of how to deploy a design team and desired outcomes.

c. Colombia
USAID/Colombia invited HED to visit the Mission to discuss a possible new higher education partnership that would support human rights law capacity development among law schools in rural parts of Colombia. HED sent staff to Colombia who met with representatives from USAID/Colombia, universities, and NGOs. The meetings focused on specific key issues, such as the current quality of training offered by universities in Colombia in the area of human rights, the state of legal reform efforts in Colombia, and priority geographic considerations for new partnerships. The meetings also laid the ground work for a future design trip to be conducted by regional experts in human rights law and how future partnerships could potentially be structured.

2. Technical Assistance Requests

HED received two new technical assistance requests in the second semi-annual reporting period to support USAID missions in Rwanda and South Sudan with institutional assessment and design of their Women's leadership program. These field visits will take place in FY2012 and are currently scheduled for February 2012.

G. Results-based Management and Monitoring

In the second half of FY2011, HED reached a new threshold of 25 active Associate Awards. In FY2011, HED worked with 15 USAID Missions, the LAC Bureau, and EGAT/NRM under Associate Award agreements supporting 49 active higher education partnerships. In addition, HED managed 26 higher education partnerships under the LWA Award in FY2011. In most cases, HED reported to the AOTR in EGAT/ED on partnerships funded under the LWA Award, as well as a designated Activity Manager at the U.S. Embassy or USAID Mission.

Table 9
HIGHER EDUCATION STANDARD INDICATORS – FY11 TARGET VS. ACTUALS

Indicators/Award Numbers	FY 2011		
	Target	Actuals	Explanation of variance
No of higher education partnerships between US and host country higher education institutions that address regional, national and/or local development needs	80	75	The variance was caused by a reduced number of BMENA awards (10 were planned and only 4 received funding in FY11). This is mainly due to inadequate quality of applications (11 received and only 4 recommended for funding).
No of host country individuals completing USG funded exchange programs conducted through higher education institutions	-	267	Not required
No of host country individuals receiving USG funded scholarships to attend higher education institutions	-	-	Not required

Indicators/Award Numbers	FY 2011		
	Target	Actuals	Explanation of variance
No of host country individuals trained as a result of USG investments involving higher education institutions	9,650	6,460	There are two main reasons for this discrepancy: 1. The fact that HED had fewer number of partnerships than anticipated (-5), affected the numbers in a significant way. Had there been 80 partnerships as projected, the number of individuals trained would have likely been 8196. 2. The other factor is that the two largest partnerships concluded all training activities in FY10, hence causing a large reduction in reported numbers of participants in FY11.
No of host country institutions with increased management or institutional capacity as a result of USG investments involving higher education institutions	75	103	This variance was caused by mature partnerships contributing more management and institutional capacity building than anticipated.
No of USG assisted host country policy development and reform activities utilizing host country higher education institutions	37	109	Increase came from 5 partnerships that contributed between 4 and 8 reform activities per partnership. Majority of partnerships were in their 2nd to 5th year of implementation and the targeting did not take into account "maturity" factor of FY11 partnerships. Mature partnerships contribute substantially more than partnerships in their early implementation stages.
No of USG funded scholarship and exchange programs conducted through higher education institutions	-	-	Not required
No of USG supported organizational improvements that strengthen the institutional capacity of host country higher education institutions	310	589	Increase came from 5 mature partnerships that reported more than 20 improvements each.

1. Program Management and Staffing

To ensure adequate responsiveness to the needs of Missions for information and collaboration, as well as those of higher education partners, additional program staff were hired in two HED program units: the Africa Program team and the Latin American and Caribbean Program Team.

Also, during the reporting period, HED intensified its approach to management of program quality. Staff positions responsible for monitoring and evaluation, including the Director position were re-evaluated and a staff unit for Program Quality and Impact (PQI) was created. The newly-formed PQI unit consists of a Director, an Associate Director, a Data Analyst and a PQI Specialist. All four staff filled their respective positions by the third quarter of FY2011.

HED also strengthened staffing of its communications team by adding a communications assistant in August 2011.

With these new hires, the total number of HED staff during the reporting period reached 26. This increased staffing enables HED to better respond to changes in reporting requirements and allows

HED to provide better, more structured guidance to partners in reporting results and outcomes. (For a complete list of HED staff, as well as advisory board members, please see Appendix F.)

2. Advancements and Activities in Management and Monitoring Systems

a. Internal Review of M&E System and Capacity
HED conducted internal M&E system and capacity assessment and a review of M&E procedures. This process resulted in a comprehensive Program Quality and Impact strategy for FY12-15 that focuses on five strategic priorities.

- Priority 1: Systems strengthening
  Objective: Operate with efficient, decentralized and accountable M&E and project management processes and systems. To do so, HED will develop and implement a consolidated Project Management Information System (PMIS) and update and strengthen M&E templates, procedures and protocols.

- Priority 2: Capacity building
  Objective: Increase M&E capacity of HED staff.

- Priority 3: Program quality management
  Objective 1. Ensure strategic alignment and quality of HED programs.
  Objective 2: Provide timely and high quality technical input to program staff.

- Priority 4: Outreach and representation
  Objective: 1. Increase visibility and improve our competitive position with key donors (USAID and Department of State).
  Objective 2. Increase visibility and profile of HED in U.S. higher education circles.

- Priority 5: Organizational learning and knowledge management
  *Objective 1.*Capture and disseminate lessons learned from HED partnerships.
  Objective 2. Provide shared access to knowledge for informed decision-making.

HED will begin implementation of this strategy in FY2012. To ensure timely start-up and implementation of key components of the strategy, HED developed a PMIS implementation plan (September 2011) and recruited an IT consultant to identify requirements, design the PMIS system infrastructure and facilitate the process of vendor selection for a web-based hosting and maintenance service.

b. Integrating Results-based Management into All Partnership Phases

HED introduced a new system for integration of results based management into planning, implementation and monitoring of its partnerships. This system integrates the application of theory of change and logical planning tools into the RFA processes and consequently into performance management of all new partnerships. Hence, starting in the fourth quarter of FY2011, HED introduced new M&E tools. These tools include new templates for a Results Framework, Partnership Monitoring Plan and Partnership Implementation Plan that facilitate results-based planning and management. All applicants for HED funding are required to submit these M&E forms with their applications. These templates also enable partners to develop custom, partnership-specific indicators and use them to track and report progress toward project-specific objectives and expected outcomes. (See Appendix G for M&E Templates and Attachment H for the M&E Supplemental Information for Partners)

c. Data Verification Process
HED revised its monitoring visit protocol to standardize its approach of reviewing partnership data acquisition methods and verifications of data quality. An office memo outlining this new protocol was shared with all HED staff. (See Appendix I for the Monitoring Visit Protocol.)

d. Baseline Data Collection Procedures
HED developed new procedure for baseline data collection, as well as a new baseline assessment tool for partners. All new HED partnerships are required to complete baseline studies and finalize their annual and end-of-program targets prior to implementation of other program activities. To ensure consistent application and high standards of practice, HED developed new baseline assessment tools and accompanying guides for partners. (See Appendix J for the Baseline Data Template.) HED PQI staff is providing training and technical support to partners to help them understand and utilize the baseline template effectively. In July, August and September 2011, HED tested the template in meetings with partners collaborating on eight of the 11 Africa Initiative partnerships in Senegal, South Africa, South Sudan, Ethiopia, Kenya, Ghana and Burkina Faso. HED will be enhancing baseline assessment training for all partners in FY2012.

e. Measuring Higher Education Impact
HED organized and held a roundtable to discuss indicators to measure higher education impact and development results. In FY2011, HED organized a roundtable of selected U.S. and host-country academics and representatives of USAID in Washington on October 28 and 29, 2010. The purpose of this event was to identify a few clearly defined indicators that would help the U.S. government track contributions higher education makes toward international development. Participants represented higher education institutions in the United States and abroad, the private sector, the six higher education presidential associations, and representatives from USAID and the U.S. Department of State. As a result of this event, a revised list of nine standard higher education indicators was approved by USAID, and reporting under this new set of data requirements was rolled out for first reporting cycle (October 2010 – March 31, 2011) of FY2011.

3. Monitoring Visits

In FY2011, HED staff conducted 14 monitoring visits to active partnerships. As a deliverable from each monitoring visit, HED staff prepared a detailed report outlining the proceedings, findings, recommendations and action steps agreed upon during the visit. The breakdown of monitoring visits is reported in Table 9.

Table 10
FY2011 MONITORING VISITS

Indicator	FY2011 Q1 & Q2	FY2011 Q3 & Q4	FY2011 Total
Number of Monitoring Visits	5	9	14

4. Impact Evaluations and Assessments
During FY2011, HED engaged external consultants for two partnership assessments. The mid-course assessment of the partnership between Georgia State University (GSU) and Alexandria University (AU) Egypt took place in January 2011. The consultant's report noted that "Overall, stakeholders agreed that the partnership between GSU and AU for the Executive Masters in Business Administration program fills an important need in Egypt and that great value is associated with the partnership. The issues that arose in the evaluation are related to the

objectives and management procedures for the partnership." A full copy of the report can be found in Appendix K.

An evaluation of the Leadership Initiative for Public Health in East Africa (LIPHEA) was conducted by JBS Associates in July 2011. The final report is still under discussion and review between HED and JBS. HED will provide a full report in the next semi-annual progress report.

Table 10 outlines FY2011 impact assessments and evaluations by reporting cycles.

Table 11
FY2011 IMPACT ASSESSMENTS AND EVALUATIONS

Indicator	FY2011 Q1 & Q2	FY2011 Q3 & Q4	FY2011 Total
Number of Impact Evaluations/Assessments	8	0	8

IV. MOVING FORWARD

A. Lessons Learned and Strengthening Results-based Management

As a result of M&E system and capacity assessment conducted in FY2011. To integrate lessons learned from completed data crosswalk exercises, HED revised procedures for verifying data on partnership activities and outcomes for FY2012. Verification steps include:

1. HED program specialists conduct an initial review for completeness and accuracy upon receipt of a partnership semi-annual progress report.
2. HED program specialists conduct a teleconference with the partnership director and the partnership M&E specialist within one month of receipt of the report.
3. HED reviews the report with the partnership director and M&E specialist and asks for documentation to substantiate data on two to three randomly selected indicators.
4. The partnership director submits verification to HED and final review of the report occurs.

(See Appendix L for the Data Quality Verification Memo and Appendix M for the Data Quality Verification Flow Chart).

HED program staff will manage project performance through a structured process of periodic and regular performance reviews, monitoring visits and data quality assessments. The performance reviews will include semi-annual portfolio reviews with the HED senior management team that identify issues and progress and assess the effectiveness of the partnerships.

In FY2012, HED will continue with implementation of planned M&E reforms as per the PQI strategy outlined above. To align its management, monitoring and evaluation practices with highest industry standards and ensure adherence to new USAID evaluation policy (January 2011) and streamline implementation of the new USAID Education Strategy (February 2011), HED is adjusting its processes and policies for partnership start up. Partners are provided with the baseline templates and the three M&E templates as soon as they have been identified through the peer review process and approved by USAID. These are completed in face-to-face meetings between partners and HED after the cooperative agreement funding the partnership has been executed. This approach has several advantages. First, it allows partners to design an accurate and useful baseline assessment and adjust implementation plans and budgets in a collaborative

and mutually respectful way, with technical support from HED. Second, it accelerates the process of implementation by facilitating the negotiation process for the partnership award.

In early FY2012, HED is planning on furthering its contribution to advancing USAID's goals for results based management by organizing a two-day roundtable discussion on October 25-26, 2011 in Washington, DC. Focus of this event will be on modeling the impact of higher education partnerships for international development. Twenty-nine thought leaders from higher education institutions, government agencies, individuals from nongovernmental organizations, higher education associations, and HED are invited to participate with the intent to advance the ability of HED to respond to the evolving policy framework of USAID regarding the measurement of development impact. The primary objectives of the meeting are to develop a renewed, common understanding of what a successful international higher education partnership looks like to better capture success stories and demonstrate the impact of higher education in international development. A full report will be included in the next report (for the period October, 2011 through March, 2012).

HED has planned to complete the design and development of the new PMIS system by March 2012. HED's PMIS will be a cutting-edge, easy to use and fully customizable web-based portfolio management solution that allows for a demand-driven management of schedule, budget, resources and risks over a multitude of projects and sub-awards within the HED program. This system will allow HED to consolidate project management and monitoring and evaluation databases and significantly increase HED's ability to produce robust output reports and statistical analyses based on specific information needs and reporting requirements of HED and USAID. It will include indicator tracking, analyses and reporting on a set of custom designed indicators with a multi-level disaggregation. The data and data analyses for the period October, 2011 through March, 2012, will be produced using this PMIS system.

B. Partnership Development

HED is planning to release six to eight Requests for Applications (RFAs) in the first six months of FY2012.

Pathways to Cleaner Production*, *Western Hemisphere Regional Initiative (RFA issued: September 29, 2011; Deadline: December 14, 2011): This regional higher education partnership is supported under the broader Pathways to Prosperity in the Americas Initiative, which the Department of State leads. A U.S. higher education institution or consortium will partner with two to three host-country partner universities from the member countries of the Dominican Republic-Central America-United States Free Trade Agreement (CAFTA-DR): Costa Rica, the Dominican Republic, El Salvador, Guatemala, Honduras, and Nicaragua. One additional university partner will be from Chile, Panama or Peru. This multi-country partnership will utilize and increase the capacity of higher education institutions to contribute to cleaner production practices in the region.

Energy and Climate Partnership of the Americas (ECPA)/Caribbean Region Climate Adaptation (CRCA) Partnership Initiative (RFA Issued: November 22, 2011; Deadline: February 22, 2012): This higher education partnership with the University of the West Indies/Centre for Resource Management and Environmental Studies (UWI/CERMES) will build additional permanent, local and regional capacity in the area of climate adaptation at UWI/CERMES.

Job Opportunities for Business Scale-Up (JOBS) for Mindanao (RFA Issued: November 17, 2011; Deadline: February 29, 2012): This higher education partnership will link a higher education institution(s) in the United States with Southern Christian College (SCC) in Mindanao, Philippines. The partnership will strengthen the capacity of SCC to develop the job skills and improve the livelihoods of rural, out-of-school youth (OSY) in Mindanao. More specifically, the partnership will provide OSY with opportunities to gain agricultural technical knowledge and skills that support agricultural entrepreneurship.

Tunisia: Job Opportunities for Business Scale-Up (JOBS) 2011 (RFA Issued: November 10, 2011; Deadline: February 15, 2012): Two partnerships will link U.S. higher education institutions with partners in Tunisia. The first award will be for a partnership with the Institut Supérieur des Etudes Technologiques de Sidi Bouzid (ISET Sidi Bouzid). The second award will be for a partnership with the Institut Supérieur des Etudes Technologiques de Médenine (ISET Médenine) and the Institut Supérieur des Etudes Technologiques de Tataouine (Tataouine). The two partnerships will focus on improving higher education and workforce development programs at these Tunisian institutions to produce a workforce with the relevant skills to support the country development goals.

***Initiative for Conservation in the Andean Amazon (ICAA II)*:** HED anticipates issuing a Request for Applications (RFA) in spring, 2012 for several new human and institutional capacity building higher education partnerships in the Andean Amazon region. The Initiative for Conservation in the Andean Amazon (ICAA) will build the capacity of higher education institutions in the region to support biodiversity conservation. This program is part of the larger Initiative for Conservation of the Andean Amazon, which is the flagship regional biodiversity conservation program of USAID in South America.

Women's Leadership Program - EGAT/ED has launched a new partnership program titled, the "Women's Leadership Program" (WLP) through the Leader with Associates agreement with Higher Education for Development (HED). This program will be initially implemented in four countries: Armenia, Paraguay, Rwanda and South Sudan, HED anticipates designing and managing four RFAs in FY2012 that will result in up to 6 partnerships focused on strengthening women's leadership programming in host-country higher education institutions. EGAT/ED will provide funding to leverage matching funds from country or regional Missions, in the range of approximately $500,000 to $1 million, to launch performance-based higher education partnership programs established through open, merit-based competitions. It is envisioned that these programs would be multi-year partnerships, ending no later than September 30, 2015.

C. Technical Assistance

HED will ensemble design teams for ICAA II and the Women's Leadership Program in order to design strong RFAs and establish a sound platform for the development of new partnerships in these critical areas of engagement. ICAA II design process will include two teams each going to two out of four focus countries: Colombia, Bolivia, Ecuador and Peru. Women's leadership Program design efforts on will be completed by four design teams—one for each country: Armenia, Rwanda, Paraguay and South Sudan. These designs team will consist of consultants with appropriate technical and regional expertise, HED staff, and USAID staff, as available. Each visit to the field is expected to last approximately 10 days.

Appendix A

Partnership Narratives

(April 1, 2011 – September 30, 2011)

Partnership Program and Associate Award Narratives April 1st – September 30th, 2011 Reporting period

Africa

Overview of the Africa Program Portfolio
The Africa Program (AP) at HED manages higher education partnerships in Sub-Saharan Africa under the Africa Initiative program and other associate awards. It also provides support, particularly in financial expenditure analysis and reporting, for partnerships in Sub-Saharan Africa that are managed by other Program Associates.

USAID, through HED, funded 11 Africa Initiative Partnerships to address development challenges in Africa and to lay a foundation for a strong sustainable institutional and human capacity. The Africa Program manages these 11 partnerships through Associate Awards, Grants and LWA mechanisms. AP also managed two partnerships (in Ethiopia and Uganda) under a Water Associate Award.

Primary Activities Accomplished
Summaries of major accomplishments of partnerships managed by the AP team are provided below.

AFRICA INITIATIVE PARTNERSHIPS

South Africa
University of Cincinnati (UC) and University of Cape Town (UCT) engaged in a number of capacity-building activities during this six-month reporting period. The project has spurred the funding of the Nanotechnology Innovation Centre at the University of Cape Town. Measurements were conducted at Argonne National Laboratory and at Oak Ridge National Laboratory. Discussion was made at ORNL for Reel-to-Reel Processing, development of Reel-to-Reel Eclipse and Eclipse Film Technology and purchase of Reel-to-Reel equipment.

Partners developed a new web based live interactive course Solar Power for Africa. The course simultaneously involves 5 African Universities and the University of Cincinnati. The web based method can now be ported to U.S. to Africa courses as well as Africa to Africa and Africa to U.S. courses to enhance the teaching environment.

The NPA project supports two faculty at UCT, two post doctoral scientists at UCT (one funded by the German Government), and a 1 M.S. and 2 Ph.D. students from Haramaya and one M.S. student from Kigali.

Ethiopia
The Ethiopian Institute of Water Resources (EIWR) was formally established by the Addis Ababa University. Two existing courses were revised and three new courses were developed. Twenty three (4 women) faculty from seven Ethiopian universities and practitioners from four non-academic Ethiopian organizations enrolled in the WREM program for M.Sc. training. Fourteen (2 women) faculty from eight Ethiopian universities and practitioner from a non-academic Ethiopian organization enrolled in the WREM program for Ph.D. training. U.S. and Ethiopian professors collaborated in delivering five courses under Track 1.Three short term trainings were provided to 58 professionals, drawn from 31 stakeholder organizations.

Forty six undergraduate (UG) students (15 women), from five partnering universities, spent their summer conducting research on community water-related problems. Eleven watersheds were identified for community outreach projects by undergraduate students resulting in 833 participants (49 % women) were involved in community outreach activities.

Senegal

A Center for Research and Development of Agriculture at the University of Gaston Berger (CRDA) has been formalized to promote participatory research and outreach to farmers. Curriculum for the Associate and BS degree programs were finalized. Seven courses have been updated and eight new courses have been developed for the Associate Degree in agronomy and crop production. Three existing courses have been updated and four new courses have been developed for the BS agronomy and crop production program.

Twenty five (7 women) students have been recruited and enrolled for Associate and BS degree programs. The ninety-two students who enrolled in the degree program earlier in the year began their second semester of the program. One UGB faculty has been recruited in a Ph.D. program at Ohio State University in Agricultural Extension Education. This candidate (Amadou Ndiaye) will be the first person in Senegal to study Extension Education.

The UGB Faculty have been paired with OSU Faculty Mentors identified and paired based on common disciplinary and research interests. Two UGB faculty members visited OSU observing their mentor's teaching style, the way that U.S. scientists manage and run their laboratories and interacting with graduate students. They also received training for Learning Principles & Strategies, Classroom Assessment Techniques, Optimizing Classroom Time, and Optimizing Student Attention Span. They also visited the Agricultural Technical Institute (ATI) and the Ohio Agricultural Research and Development Center (OARDC).

Additional funding sources have been leveraged from the Canadian International Development Agency. A partnership has been established between UGB and Trios Riverias, and $5 million will likely be provided to set up the pathways to move the crops produced in the HED Project from farm to market. The project also engaged the USAID funded partnership between Virginia Tech and Purdue toward providing infrastructure, lab and field equipment for the new Agronomy and Crop Production Programs.

South Sudan

The partnership was officially launched in August. Partners visited the Minister of Agriculture and Forestry; Minister of Education, Science and technology; Director General of Forestry; Director General for Agricultural Production; Director General for Research, Training and Extension Services (MAF); Acting Vice-Chancellor of University of Bhar El Ghazal; and USAID FARM project personnel. They explained the goals and objectives of the RHEA project and explored possible collaborations and synergisms.

Three teaching assistants at UofJ were identified for M.S graduate studies and have applied to regional universities (Kenya, Uganda, and South Africa) for graduate school. Farm planning team for CUofSS has planted its first demonstration plots. Farm planning team for UofJ has acquired a farm land with marked boundaries, although legal contract with community is pending.

Diploma and certificate program planning and development team has worked on developing a two year degree program in agriculture. Textbooks for key BS agricultural courses (introductory soils, crops, and hydrology) are identified.

Burkina Faso

Partners officially launched the partnership in September. Partners have developed a graduate (MS) curriculum in Sustainable Management of Mining degree program at 2iE. Twenty M.S. students were admitted into the program. Lecture notes for 3 graduate courses were completed in support of the new M.S. degree program. Two graduate students from 2iE were admitted into the M.S. degree program at Tuskegee University.

Two faculty members from 2iE arrived at Tuskegee as Exchange-Faculty to receive training in the areas of (a) environmental biotechnology and (b) climate change and agricultural impacts using GIS modeling. Partners initiated discussions and developed a Memorandum of Understanding with AngloGold Ashanti Corporation to guide the partnership in establishing a vocational training program, comprising of several training modules, for the staff of the company.

Kenyatta University and Syracuse University

Plans for systematic scholar exchanges and for faculty members to earn "sandwich" degrees were set up and implemented at KU. Two KU faculty members were recruited and enrolled in "sandwich" degree and began their one year of study at Syracuse University. Collaborative research plans, a curriculum review protocol and data collection instruments were developed. The data collection instrument was piloted for data from KU graduates.

Status of current TE course curricula was analyzed for support for all learners, IT, content and pedagogical content knowledge. A document was produced on Teacher Performance Expectations and Assessments was developed in collaboration with the Kenya Ministry of Education.

Colorado State University and University of Nairobi

The Centre for Sustainable Drylands (CSD) was established. Contacts were established with key Dryland institutions/stakeholders to grow visibility, linkages, partnerships and participation in the CSD (UNDP Dryland Development Center, IUCN Dryland Programme, AU- IBAR , International Livestock Research Institute; African Conservation Center). Members of pastoral communities were recruited, including women, for the Centre’s needs assessment and advisory Board, and participate in implementation of activities of the Centre. Graduate students were recruited to form the first cohort of students for the new University of Nairobi (UoN) graduate program in Sustainable Drylands. Research-for-Development Fellowships were awarded to graduate students.

Increased willingness of key development partners, such as RUFORUM (a network of 29 Universities) was garnered to champion the Center activities within Kenya and in the Southern and Eastern Africa Region. The UON PI, Dr. Njoka, met with USAID/Washington’s Bureau of Food Security and Office of Foreign Disaster Assistance. The purpose of the meeting was to discuss the twin track approach to responding to the current Horn of Africa drought crisis. They also discussed the role the CSD can play both in the short and long term in addressing this crisis, focusing on a strategy and resources required to address future crisis brought about by drought.

University of Malawi and Michigan State University

Enrolled 2 students in AgESS -related Ph.D. programs at MSU. Developed competitive undergraduate scholarship program for women entering AgESS-related disciplines. The Extension Department at Bunda College has developed a semester-long course on qualitative methods in agricultural and environmental sciences to be offered at undergraduate and postgraduate level. Developed a short course on Payment for Environmental Services for faculty, graduate students, NGO, private and public sector personnel. Thirty-five people participated (30 male/5 female) in the short course.

Identified Bunda and Chancellor Colleges' needs in grants/financial management and began training UNIMA financial officers in grants financial management. A team of faculty members from MSU collaborating with Chancellor College and Bunda College submitted one grant proposal to the National Science Foundation (NSF).

Makerere University and North Dakota State University

The partnership led the 'One Health' team in the investigation of the Brucellosis outbreak in Kween and Kapchorwa districts in Uganda. The team was comprised of staff from Uganda Ministry of Health, Ministry of Animal Industry and Fisheries, Makerere University School of Veterinary Medicine and Public Health, AFENET.

The Principal Investigator (PI) for this partnership at NDSU attended the One Health Partnerships meeting at the University of Minnesota co-hosted by USAID RESPOND Project and the Center for Animal Health and Food Safety, University of Minnesota.

Four M.S. students from Makerere University took a summer course "International Animals Production, Disease Surveillance and Public Health" in Uganda. The four M.S. students conducted research projects on infectious diseases which they have presented at a scientific conference and at seminars. These students are the 1st cohort of students in the NDSU-Makerere joint M.S. degree in "International Infectious Disease Management and Biosecurity" or MS-IDM. Two graduate students (MSU-Ph.D student and NDSU/Makerere joint M.S. student) worked collaboratively on Brucellosis research project in the summer of 2011.

Brown University and University of Ghana (UoG)

Partners officially launched the partnership in September. The partnership conducted a CME training course workshop for 36 health care professionals in HIV management. A campus-wide assessment of IT needs at the Korle Bu campus was completed and a master plan created for the implementation of the TUSK program at UoG.

The partnership has also identified potential sources of supplemental funding and submitted proposals. They submitted proposals on "HIV and TB diagnosis, treatment and follow up for prisoners in Ghana" and "Pharmacokinetics of Anti-tuberculosis and Antiretroviral Drugs in Children" for potential funders.

A curriculum planning process has been completed in four UG CHS schools to identify the need for augmented equipment and materials related to HIV/AIDS treatment and prevention. Additionally, community attachments related to HIV and AIDS have been developed which will address working with marginalized communities and combating stigma.

CLEAN WATER ASSOCIATE AWARDS

Ethiopia: Cornell University & Bahir Dar University

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 are delivering 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. During this reporting period partners have been making significant progress toward having Bahir Dar University assume primary responsibility for the graduate program in future years, possibly as early as 2012. The last two students from the first cohort of students earned their Cornell degrees at Bahir Dar University have edited their theses and will receive their degree in 2012. Also, majority of second cohort (13 students) completed Cornell coursework at Bahir Dar University and conducting research and

five peer reviewed journal articles, one book chapter, and one conference paper appeared during this period.

Uganda: State University of New York, University of Albany & Makerere University

The State University of New York, Albany, Tuskegee University, and Makerere University in Uganda partnership is collaborating to enhance both human and institutional capacity at Makerere University to address safe drinking water issues in two selected communities so that Makerere University and its faculty will have the skills and knowledge to promote safe drinking water throughout Uganda. The partners also are developing greater capacity within the study communities to identify and deal sustainably with water and sanitation issues. Community members are being taught to address the issues, and are empowered to transfer their knowledge to other communities. During this reporting period partners have been making significant progress, one Ugandan student enrolled in SUNY's M.S. program in Environmental Health Sciences and is being trained in Sanitary Microbiology. The Ugandan student (Nayebare) will continue his graduate studies and begin his research project on chlorination disinfection byproducts. Drs. Carpenter and Ankumah have visited Uganda to review progress and assist in training activities. Also, water sampling kits has been obtained—staff and community members will be trained in their use. Demonstration facilities will be established at both sites and training of community personnel has begun, each site has been equipped with microscopes and 2 personnel trained in their use.

LEADERSHIP INITIATIVE FOR PUBLIC HEALTH IN EAST AFRICA

Uganda & Tanzania: Johns Hopkins University, Makerere University (Uganda), and Muhimbili University (Tanzania)

Draft impact assessment report on the LIPHEA project was submitted by JBS. HED and USAID provided feedback and discussed some concerns and suggestions. The report contained much important and insightful information, but it was agreed that it required a major re-organization such that the content (e.g., discussion, outcomes, conclusions, recommendations) was better organized in accordance with the purposes of the LIPHEA impact assessment, as per above. The report also needs to be considerably shortened with, namely, most of the detailed methodology section being moved to back of the report as part of the appendix. HED expects to have the final report from JBS by 31 December at which time HED will disseminate the report to the LIPHEA partners and USAID.

Notable Partnership Accomplishments

Partnerships have accomplished several human and institutional capacity development activities, including development of new curricula and programs, enrolling students in masters and Ph.D. programs, and community outreach.

Notable accomplishments among these are highlighted below:

(a) A partnership between UCT and UC developed a new web based live interactive course Solar Power for Africa that might be used as a testbed for development of the technology to co-teach other courses in Africa at multiple institutions.

(b) Several undergraduate students, including 15 women, from five partnering universities, under the Addis Ababa University (AAU) and University of Connecticut (UConn) partnership spent their summer conducting research on community water-related problems gaining experience on selection of research projects, research undertaking, analyses of results, technical writing and presentation, and working in a team.

(c) Under the Université Gaston-Berger (UGB) and the Ohio State University (OSU) partnership UGB Faculty have been paired with OSU Faculty Mentors identified and paired based on common disciplinary and research interests. Two UGB faculty members visited

OSU observing their mentor's teaching style, the way that U.S. scientists manage and run their laboratories and interacting with graduate students. They also received training fun Learning Principles & Strategies, Classroom Assessment Techniques, Optimizing Classroom Time, and Optimizing Student Attention Span. They also visited the Agricultural Technical Institute (ATI) and the Ohio Agricultural Research and Development Center (OARDC).

(d) The 2iE (Burkina Faso) and Tuskegee University partners initiated discussions and developed a Memorandum of Understanding with AngloGold Ashanti Corporation to guide the partnership in establishing a vocational training program, comprising of several training modules, for the staff of the company.

(e) As a result of the University of Nairobi (UoN) and Colorado State University (CSU) partnership, a Centre for Sustainable Drylands (CSD) was established and the UON partnership director, Dr. Njoka, met with USAID/Washington's Bureau of Food Security and Office of Foreign Disaster Assistance to discuss the twin track approach to responding to the current Horn of Africa drought crisis. They also discussed the role they can play both in the short and long term in addressing this crisis, focusing on a strategy and resources required to address future crisis brought about by drought.

(f) The partnership between UNIMA and MSU developed a short course on Payment for Environmental Services for faculty, graduate students, NGO, private and public sector personnel. Thirty-five people participated (30 male/5 female) in the short course.

(g) Faculty from the Makerere University and North Dakota State University partnership led and participated in the 'One Health' team in the investigation of the Brucellosis outbreak in Kween and Kapchorwa districts in Uganda.

(h) Under the University of Ghana and Brown University partnership, partners completed a curriculum planning process in four schools to identify the need for augmented equipment and materials related to HIV/AIDS treatment and prevention. These curriculum development activities are significant because the investigators and faculty involved in the project will learn more about curriculum development, which can then be applied to other schools within the UG system.

BURUNDI ASSOCIATE AWARD

Burundi: South Carolina State University and Ngozi University

HED continues to manage a partnership program between South Carolina State University and Ngozi University. In collaboration with USAID/Burundi and USAID's Bureau of Economic Growth, Agriculture and Trade (USAID/EGAT), HED issued a Request for Applications (RFA) in April 2008, ultimately resulting in a $450,000 award for a 3-year project titled: "South Carolina State University-Ngozi University Partnership for Strengthening Educational Capacity and Rural Development." The 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 livelihoods.

The greatest achievement during this reporting period was the successful enrollment of 3 NU students in SCSU's MBA program in August 2011. To date, despite the challenges of living and studying in a completely different environment, in English, the SCSU partners report that the students are performing well academically and adjusting well socially thus far. Upon graduation in May 2013, they will help teach the new Agribusiness program at NU developed by the partners. The partners also reported being pleased that of the 218 small farmers and paraprofessionals trained during this reporting period, 144 (66%) were women.

SOUTH AFRICA ASSOCIATE AWARD

Overview

During this reporting period, HED continued to manage three partnership programs between U.S. and South Africa tertiary institutions. HED issued a Request for Applications (RFA) in March 2008 for a 3-year program in mathematics teacher education and another in August 2008 for a 3-year program in tourism and a 3-year program in transportation and supply chain management. With USAID/South Africa concurrence, HED made a $225,000 award to the State University of New York-Buffalo for a partnership with the University of KwaZulu Natal in the area of mathematics teacher education (subagreement executed 26 September 2008), a $250,000 award to the University of Florida for a partnership with the Tshwane University of Technology in the area of tourism (subagreement executed 19 December 2008), and a $250,000 award to the University of Michigan's William Davidson Institute for a partnership with the University of Johannesburg in the area of transportation and supply chain management (subagreement executed 16 December 2008).

Major Partnership Activities and Accomplishments

Notable activities and accomplishments included, by partnership:

State University of New York-Buffalo/University of KwaZulu-Natal (South Africa):
Continued training approximately 350 secondary math teachers (61% male, 39% female) from disadvantaged backgrounds using the $100,000 in unexpected leveraged funding last year from the KwaZulu Natal Department of Education.

University of Florida/Tshwane University of Technology (South Africa):
Completed data collection and analysis for the 2010 World Cup research project, an unanticipated "spin-off" 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 who directly or indirectly experienced the event at 9 host cities.

University of Michigan William Davidson Institute/University of Johannesburg (South Africa):
Conducted a 3-day course on Supply Chain Operations Management which attracted 20 students: 11 (of 16) students currently enrolled in the new Master's of Commerce (MCom) program at UJ and 9 students likely to apply for admission into the program's next cohort. Since most of the MCom students are working full-time, including many at top logistics companies throughout South Africa, the program's potential for making an immediate impact on supply chain management is evident.

Latin America and the Caribbean

TRAINING, INTERNSHIPS, EXCHANGES, AND SCHOLARSHIPS (TIES) PROGRAM (ASSOCIATE AWARD NO. 523-A-00-06-00009-00)

Overview

The Training, Internships, Exchanges, and Scholarships (TIES) Program prepares Mexico's current and future workforce to respond to the changing needs of the global economy. TIES partnerships seek to improve the quality and relevance of tertiary education and build capacity in higher education institutions to be stronger partners in development, addressing a broad range of challenges in Mexico, including improved livelihoods and increased incomes, lower carbon emissions and protection of the environment, access to education and health services, and rule of law. Established in 2002, TIES has supported 79 partnerships to date.

During this reporting period HED/TIES:

- Managed 20 higher education partnerships between the U.S. and Mexico
- Closed three partnerships in the fields of rural development, rule of law and education
- Conducted an audit site visit for the Florida International University/CIIDIR-Oaxaca partnership.
- Collaborated with USAID Mexico to update the 2006 Program Description of the Cooperative Agreement, to better align the implementation and management of active partnerships with current U.S-Mexico development priorities, USAID's Global Education Strategy and the USAID Forward Initiative
- Added a new partnership to the TIES portfolio. The Universidad Iberoamericana, Tijuana/Colorado State University partnership, a part of the Job Opportunities for Business Scale-up (JOBS) initiative, began implementation
- Implemented a contingency plan to contain costs within funding parameters

Notable Partnership Accomplishments

TIES partnerships contributed to the following development areas during this reporting period:

(a) **Outreach to Strengthen the Microfinance Sector in Rural Mexico**
Over 100 university students, faculty, government representatives, and managers of microfinance institutions from 16 different states participated in a multi-day seminar focused on Microfinance for Agriculture. Through trainings like this one, the partners are working to increase the competitiveness of agricultural producers and micro-enterprises in rural areas of Mexico, provide increased opportunities for sustainable livelihoods, and reduce rural poverty.

(b) **Education in Northern Border Communities**
The annual Conference for International Research in Cross-cultural Learning and Education (CIRCLE) brought together over 250 people from the border communities of El Paso and Ciudad Juarez. This Binational conference was designed to promote educational research and interest in best practices in education, bilingual education, US/Mexico bi-national issues, English language proficiency standards, equity in education, and STEM educational research.

(c) **Rule of Law Reform: Mexican Institute for Trial Advocacy**

Financed with Mérida Initiative funds, a Mexican institute for trial advocacy was inaugurated in September to develop and institutionalize adversarial trial advocacy curricula to train Mexican defense lawyers in Mexico City. The institute, formally named the Panamerican Institute for the Study of Criminal Procedure (Instituto Panamericano de Estudios del Proceso Penal), will assist in Mexico's implementation of an oral advocacy–based criminal trial system

(d) **Enhancing Baja California's Capacity to Successfully Implement Judicial Reforms**
In collaboration with the Conference of Western Attorneys General (CWAG), an Oral Advocacy Training in San Diego was offered which brought more than 45 prosecutors and public defenders from Baja California together. Trainees participated in a mock trial, where they had the chance to apply the skills and techniques learned during the training. All judges involved in the mock trials are actual judges working under the new judicial system being implemented in Baja California.

(e) **Policy Dialogue in Biodiversity Conservation**
A symposium "Integrated Uses and Knowledge on the Community Forests of the Sierra Norte of Oaxaca," offered an analysis of Mexico's latest cutting-edge interdisciplinary research on community conservation in the Sierra Norte of Oaxaca. The gathering, in Oaxaca, brought over 200 multiple stakeholders together from communities of the Sierra Juarez, NGOs, academics from Mexican and U.S. universities, and Mexican federal and state government agencies to identify shared problems and challenges, foster greater understanding and communication, and generate strategies for stronger collaboration in areas of Oaxaca.

(f) **Curricular Innovation in Conservation Science**
This partnership which integrates leadership training and participatory approaches into the conservation science curriculum successfully held its first community workshops aimed at returning research results to the communities in which research is carried out. Twenty-eight graduate students delivered a set of training events in two agricultural communities located within a national park in Veracruz. Students presented their research findings and conducted environmental education sessions to over 300 community members in two separate workshop events. The emphasis on interacting with local communities allows students to bridge academia and practice and ultimately become more effective future leaders in addressing local, regional and national conservation goals.

(g) **Conference Showcases New Online Teacher Training Course**
A conference entitled "Online Specialization in the Teaching and Learning of English as a Foreign Language," held in Mexico City, showcased a new online teacher training course designed specifically for middle school teachers working in Mexico. More than 100 educators from across Mexico had the opportunity to learn about the online teacher training course, online language competencies, and task-based language teaching. With such an urgent need to train English language teachers, the conference helped educators understand that sustainable solutions are being created to address this concern and improve English language education in Mexico.

(h) **Border Workforce Development**
A consortium of six Mexican technological universities and four community colleges in Texas have utilized distance education technologies to deliver a series of trainings in advanced manufacturing technologies to 216 maquiladora workers, managers and Mexican faculty in the cities of Matamoros, Reynosa and Nuevo Laredo. Employees of 60 companies have participated in the training.

(i) **Drug Abuse and Related Harms Training**

A network of universities and NGOs in Baja California and Chihuahua completed its first offering of a 120-hour certificate (Diplomado) program in drug abuse and related harms to 101 students and professionals in the cities of Tijuana and Juarez and has placed students into a series of practicum sites for hands-on application of skills in community settings under the supervision of U.S. and Mexican faculty. The program has received significant support and recognition from Mexican health officials and agencies and is establishing networks of collaboration between two border cities facing similar problems.

(j) **New Academic Program Addressing Climate Change**
A TIES collaboration has resulted in the establishment of a new master's program in Energy and Sustainable Technology at the Universidad de las Américas Puebla. The program recently received approval from the Commission on Colleges, Southern Association of Colleges and Schools (SACS).

(k) **New TIES Partnership Addressing Youth at Risk**
The Green Construction Human and Institutional Development Program began implementation. The partnership will increase opportunities for employment and improved quality of life of at-risk youth and young adults in Tijuana in support of Pillar IV of the Merida Initiative. The central component is a training and mentoring program in green building technologies and workforce skills integrated with life skills training and strategies to prevent drug abuse. The partnership will collaborate with organizations that promote energy efficiency and green construction in Tijuana and work with the private sector for advisement, internships and job placement efforts in both creating employment and contributing to efforts to lower greenhouse gas emissions

(l) **Contingency Plan**
In light of uncertain funding streams, HED completed the execution of a contingency plan to contain expenditures in FY 11 through FY 12. HED reduced administrative costs and, in consultation with USAID/Mexico, cancelled the TIES biennial conference, which would have taken place during this reporting period. HED worked with 10 partnerships to revise workplans, budgets and performance targets and executed modifications to the 10 subagreements.

CENTRAL AMERICA-DOMINICAN REPUBLIC FREE TRADE AGREEMENT

Overview

In September 2009, HED made an award of $650,000 to Georgia State University (GSU) for a 3-year partnership project titled "CAFTA-DR Environmental Law Project" as part of the U.S.-Central America-Dominican Republic Free Trade Agreement (CAFTA-DR) and the Environmental Cooperation Agreement. USAID allowed the applicant U.S. institutions to identify the lead partner institutions in the three target countries of the Dominican Republic, Guatemala, and Nicaragua: Universidad Iberoamericana, Universidad Rafael Landivar, and Universidad Paulo Freire, respectively. Following the U.S. Principal Investigator's transfer from GSU to Tulane University, management of the project was subsequently transferred to Tulane via a new subagreement with HED/ACE effective 15 July 2010.

The overall objective of the partnership is to strengthen the teaching and implementation of environmental law in the 3 CAFTA-DR partner countries.

Notable Partnership Activities and Accomplishments

The major capacity-building activities during this reporting period were two workshops in Nicaragua for 18 trainers of trainers (6 from each of the 3 countries), a workshop in Costa Rica

for 6 trainers of trainers (2 from each of the 3 countries), and the commencement of work on a regional training manual for the new Environmental Law *diplomado* program. The workshop topics included: trade law and the environment; environmental law pedagogy; environmental law clinical design; and environmental law clinical operations. The workshops in Nicaragua were originally scheduled to have been held in New Orleans, but the inability to obtain J-1 visas on a timely basis despite approximately 4 months lead time necessitated the change in venue. The partnership is currently scheduled to complete activities 31 June 2012.

U.S. DEPARTMENT OF STATE/HED ASSOCIATE AWARD PATHWAYS TO CLEANER PRODUCTION

During this reporting period, Higher Education for Development (HED), in cooperation with the Bureau of Oceans and International Environmental and Scientific Affairs (OES) at the U.S. Department of State, issued a Request for Applications (RFA) for the Pathways to Cleaner Production Initiative.

The Pathways to Cleaner Production Higher Education Partnership program seeks to increase and utilize the capacity of higher education institutions to contribute to cleaner production practices in participating countries. The purpose of this initiative is to further environmental cooperation in Latin America and contribute to the improvement of the private sector environmental performance of SMEs and supply chains in energy efficiency, water conservation, pollution and material resource-use reduction, and cost-savings.

HED expects to make one award for three years for a regional higher education partnership between one U.S. institution and three to four Latin American universities. Two to three of the partner universities will be selected from among the member countries of the Dominican Republic-Central America-United States Free Trade Agreement (CAFTA-DR): Costa Rica, the Dominican Republic, El Salvador, Guatemala, Honduras, and Nicaragua. Additionally, one university will be selected from among the countries of Chile, Panama or Peru.

Through this program and in partnership with National Clean Production Centers (NCPCs), the World Environment Center (WEC) and the private sector, countries will work together to strengthen technical courses on cleaner production, share best practices in curriculum development, facilitate practical learning experiences for students with small and medium size enterprises (SMEs), and enhance students' ability to succeed in an economic environment increasingly focused on sustainability, resource efficiency, and energy efficiency.

USAID/LAC ASSOCIATE AWARD INITIATIVE FOR THE CONSERVATON FOR THE ANDEAN AMAZON II

Through an Associate Award with HED, USAID's Latin America and the Caribbean regional bureau is supporting the *Initiative for Conservation in the Andean Amazon* (ICAA), which is the flagship regional biodiversity conservation program of USAID/LAC in South America.

During this reporting period, HED executed an Associate Award with USAID/LAC for this activity and attended the Quinto Encuentro de Socios de ICAA I in Lima, Peru to meet with ICAA consortium partners, stakeholders, and other contractors in preparation for HED's inclusion the second phase of the ICAA program, ICAA II (2011-2015), which is envisioned as part of a 20-year, USAID Andean Amazon program, focused on the countries of Bolivia, Colombia, Ecuador, and Peru.

In 2012, HED anticipates awarding up to six higher education partnerships, each between $300,000 and $600,000 and with duration of three years. This ICAA II Higher Education Partnership Initiative will serve as a major element of the ICAA capacity building program and should increase the region's human resource and institutional capacity to carry out both area-based projects and region-wide ICAA programs. This partnership program will work to improve the capacity of regional higher education, linking directly to the initiative's third intermediate result: "strengthening selected regional organizations and institutions."

The higher education partnerships supported by the ICAA II Higher Education Partnership Initiative will strengthen the capacities of selected institutions of higher education in the Andean Amazon region to provide degree or certificate training in natural resource management governance and/or landscape management. The institutions to be strengthened by this program will either be located in the Andean Amazon region or have a campus in that region that will be strengthened through this program.

USAID/GUYANA ASSOCIATE AWARD

Overview

This associate award provides funding for the establishment of one higher education partnership.

In October 2008, HED made an award of $300,000 to **Ohio University (OU)** for a three-year partnership titled *Guyana: Strengthening Mass Communication and Journalism* for a collaboration with the **University of Guyana (UG)**.

The partners are strengthening the University of Guyana Centre's for Communications Study (CCS) to prepare undergraduate students, practicing journalists and media professionals to meet workforce demands in the media and communications industries. U.S. and Guyanese partners are working with faculty and journalism leaders to update the Centre's curriculum, train faculty, and provide professional opportunities for students.

Notable Partnership Activities and Accomplishments

Notable partnership activities during this reporting period included:

(a) Two HED staff members traveled to the University of Guyana to conduct a midterm monitoring visit.
(b) Ohio University faculty member Brian Zham led an intensive, three-month workshop on narrative film making. As a result of this workshop, 188 Guyanese students received training and 8 short films were produced.
(c) The 8 short films premiered at the Guyana Cultural Association's Film and Video Festival in New York City and Coventry, England. One film was chosen to compete in the African International Film Festival in Port Harcourt, Nigeria.
(d) UG-CCS hosted its Third Annual Student Research Seminar titled: "Virtual Politics in Guyana." During the seminar 9 students presented research theses that examined the role of the internet and online media in Guyana's political experience. The partners are planning to publish a book that documents the findings presented during this seminar.
(e) Two CCS faculty members completed their Master's degree programs at OU and returned to Guyana to resume teaching at the Centre. Their return represents an increase in the number of CCS faculty with graduate-level education by 40%.

JOB OPPORTUNITIES FOR BUSINESS SCALE-UPS (JOBS) PARTNERSHIP PROGRAM

Overview

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

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

During this reporting period, three JOBS Associate Awards were active, one in Mexico, another in Barbados and the third in the Philippines, which finalized its Associate Award with HED on September 30, 2011. The intention of this Associate Award is to build capacity at Southern Christian College in Central Mindanao in the area of agricultural extension with a focus on building entrepreneurial skills in out of school youth. The total funding for this JOBS partnership is scheduled to be $1,350,000 and the RFA will be released in the upcoming reporting period.

JOBS Barbados

The Barbados and Eastern Caribbean Jobs Opportunities for Business Scale-up (JOBS) stems from a worldwide initiative to promote post-secondary skills training and capacity building for tertiary institutions. JOBS provides learning opportunities that support enterprise growth for existing entrepreneurs, and for graduates who have an entrepreneurial spirit, to consider starting their own small business, to create jobs or to fill positions in growth sectors.

The three-year partnership between Indiana University and the Cave Hill School of Business (CHSB***)*** titled: "Barbados: Supporting Entrepreneurs through the JOBS Initiative" supports capacity building at CHSB, as it seeks to develop and expand its Centre for Enterprise and Entrepreneurship. The project aims to achieve the following milestones in Barbados and the Organization of Eastern Caribbean States (OECS[1]):

1. Enhance capacity building of at CHSB and the OECS;
2. Develop an entrepreneurship concentration for graduate students, executive education certificates, undergraduate degrees, and an entrepreneurship minor for undergraduates;
3. Establish a business incubator program that will consist of incubator training, a business incubator, a venture forum, undergraduate internships, and a mentoring program; and
4. Develop research techniques for faculty so that case studies can be disseminated through an online portal

The development and launch of new academic programs in entrepreneurship during this reporting period support the institutional building of CHSB. As a result of project launches in the outlying island nations of the OECS, a new and stronger network is being developed with the business community and others supporting the education and development of entrepreneurs.

[1] Antigua and Barbuda, Dominica, Grenada, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines

Major partnership activities during this reporting period included:

(a) First draft of comprehensive OECS baseline study report completed
(b) Completion of a needs assessment and inventory of Caribbean oriented entrepreneurship cases, to be used as the baseline for the creation of new cases under the project;
(c) Completion of the new CHSB Diploma and MBA programs in entrepreneurship for acceptance of students in 2012;
(d) Review and needs assessment of the current CHSB online portal
(e) Virtual incubator needs assessment for St. Lucia, St. Vincent, Grenada and Dominica;
(f) Initiated creation of short-term training programs in Entrepreneurship and Train-the-Trainer to support the needs of entrepreneurship stakeholder agencies, potential and existing entrepreneurs
(g) Media and stakeholder launches of the JOBS initiative in St. Lucia, Grenada, St. Vincent and Antigua, featuring representatives of the government, private sector and the CHSB;

JOBS for Mindanao

On 8 September 2011, ACE/HED submitted an "Application for an Associate Award" under its Leader Cooperative Agreement to USAID/Philippines for the Job Opportunity for Business Scale-up (JOBS) for Mindanao Higher Education Program. The overall purpose of the proposed 3-year program is to strengthen the capacity of Southern Christian College (SCC) to develop the job skills and improve the livelihoods of rural, out-of-school youth in Mindanao. The goals are to: (1) increase the institutional capacity of SCC in rural workforce development through extension programs in agricultural entrepreneurship; and (2) improve the livelihood and increase incomes for rural out-of-school youth through training in workforce development and deployment of entrepreneurial agriculture extension services. HED proposed a single award of up to $1,071,500 for a higher education partnership between one or more U.S. institutions and SCC.

On 30 September 2011, the Supervisory Regional Agreement Officer at USAID/Philippines officially approved ACE/HED's application. Shortly thereafter, HED began the JOBS for Mindanao RFA development process, which will be discussed in the next reporting period.

Middle East and North Africa

BROAD MIDDLE EAST AND NORTH AFRICA (BMENA) U.S. COMMUNITY COLLEGE SMALL GRANTS INITIATIVE (BMENA I)

Overview

From April 1 through September 30, 2011, Higher Education for Development (HED) managed four active partnership agreements between U.S. and host-country institutions of higher education under the Broader Middle East and North Africa – U.S. Community College Small Grants Initiative (BMENA I). The goal of 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.

During this reporting period, HED carefully monitored implementation of the four active BMENA I partnerships to ensure program objectives and activities were on target to be met; responded to requests for financial and programmatic information from USAID, the State Department, and the Department of Education; conducted partner teleconferences to facilitate program implementation; and extended partnership end dates to December 31, 2011 and March 31, 2012.

HED also initiated planning with the U.S. State Department, USAID, and the U.S. Department of Education for a BMENA Regional Higher Education Partners Meeting to be held at the Dead Sea, Jordan, in March 2012. The theme for this meeting will be "Increasing Opportunities for Youth and Communities." At the meeting, higher education partners from 26 HED-supported institutional partnerships in the BMENA region will inform and participate in a dialogue with international and regional colleagues, government officials, and other stakeholders to foster the development of a strategy to advance higher education's role in the creation of social and economic opportunities for youth in the region. Site visits to local partner institutions will be planned before and/or immediately following the Partners Meeting. The Partners Meeting also will provide a timely venue for HED to lead a one-day pre-meeting workshop for the 10 HED-sponsored BMENA Community College partnerships (BMENA I and BMENA II).

Notable Partnership Activities and Accomplishments

These BMENA I partnerships accomplished a number of notable activities and outcomes during this reporting period:

Eastern Iowa Community College District (EICCD) and **Al Quds College (Jordan)** faculty continued collaboration on entrepreneurship certificate program courses and training and assessment materials. Partners also focused on expanding the online, web-based classroom applications and initial development of online courses for the entrepreneurship certificate. In July, three EICCD faculty and staff with assessment, curriculum, entrepreneurial, and administrative expertise traveled to Al Quds College for collaboration on the entrepreneurship curriculum. The certificate program was readied for implementation at EICCD, and has been approved by Al Quds College with implementation anticipated in spring 2012.

Gateway Technical College and the **Ecole Supérieure de Technologie, Oujda (Morocco)** conducted a "train-the-trainer" automotive diagnostics training in September 2011. Prior to the training, partners reviewed progress on the facility remodel of the automotive diagnostic training lab and continued English as a second language instruction for Moroccan faculty and administrators participating in partnership activities.

Highline Community College and **Mataria Technical College (Egypt)** exchanged curricula and resources for teaching innovation and translated these resources into Arabic. The partners also identified travelers for an October site visit to Highline and activated working groups for each partnership objectives in order to prepare for the DACUM training, advisory committee participation, Super Host training, and curriculum development to take place during the visit.

Red Rocks Community College and **Al-Huson University College (HUC)**, part of Al-Balqa Applied University (Jordan) submitted the Solar Energy Technology (SET) associate degree program course outline and detailed curriculum to the Al-Balqa Dean's Council, which granted accreditation to the SET program. HUC received 112 applications from students, and selected 55 to begin the program in fall 2011. In addition, partners secured a grant from the Jordanian government through the employment and vocational and technical education and training initiative (ETVET) for 30 scholarships for students, totaling approximately $91,000 in leveraged funding. During a visit of Red Rocks Community College partners to Jordan, a joint articulation agreement allowing the seamless transfer of credits between the institutions was signed and supplies procurement for the solar laboratory at HUC continued.

Throughout their implementation, these four partnerships demonstrated strong ownership of activities by the host country institutions; high performance that met and, in some cases, exceeded the original partnership goals and targets; relevance to current and future USAID priorities; a high likelihood of broadening and deepening development impact; and a high quality of implementation, including the efficient use of funds, timely delivery of reports, and timely accomplishment of goals. Due to these successes and the high potential of the four BMENA I partnerships for even greater development impact, following the April 2011 Broader Middle East and North Africa – United States Community College Initiative Partners Planning Workshop (mentioned below), in June USAID made a commitment to scale up these partnerships for two to three additional years at a cost of up to $375,000 per partnership. Partners were asked to develop plans for this expansion that would further the objectives of the BMENA I Initiative by building upon the current partnership in order to maximize impact and scope.

Scaling Up

Preliminary plans from each partnership for this scale-up and expansion include:

Eastern Iowa Community College District/Al Quds College (Jordan)

Partners will leverage the existing partnership and institutional resources to support international education and training experiences for faculty, administrators, and students at Al Quds College. Partners will conduct a Teaching and Learning Institute for Jordanian faculty, and will build upon entrepreneurship certificate courses through the development of an Institute for Future Entrepreneurs Exchange, which will provide vocational education and technical training opportunities linked to employment for students at both institutions.

Gateway Technical College/Ecole Supérieure de Technologie, Oujda (Morocco)

This partnership will be further developed and expanded to include additional BMENA region higher education institutions in addition to the Ecole Supérieure de Technologie, Oujda and the following U.S. community colleges: Gateway Technical College, Shoreline Community College, and San Diego Miramar College. The partnership will utilize scale-up funds to strengthen the sustainability model, increase the depth of current training activities in automotive diagnostics, and build high quality implementation and assessment initiatives to include energy and transportation industry areas. By the end of this project, the BMENA region institutional partners will have earned energy and transportation credentials in addition to successfully integrating automotive diagnostics and energy training programs into their academic offerings.

Highline Community College/Mataria Technical College (Egypt)

By continuing and expanding upon project teams established during the partnership's first phase, Highline Community College (HCC) and Materia Technical College (MTC) will establish a core team of instructors and administrators at MTC who have a deep understanding of Universal Design for Learning principles, approaches to entrepreneurship training, and methods of engaging local business and industry in the education and training process. Central to partnership activities will be the creation of a culture of continuous improvement that links module, course, and program learning outcomes to business and industry standards. Evaluation tools will be shared, adapted to the Egyptian context, and implemented as part of each module, course, and/or training program developed. Advisory panels, a mentoring program that pairs students and business practitioners, and an internship program which will bridge the chasm that now exists between technical colleges and business and industry will be created. By developing in-house expertise at MTC, these activities will position MTC to provide train-the-trainer services to other Egyptian technical colleges.

Red Rocks Community College/Al-Huson University College/Al-Balqa Applied University (Jordan)

The expanded partnership goal is to respond to Jordan's energy production needs by creating new career pathways for graduates of HUC to include Solar Energy Technicians with solar thermal and solar photovoltaic specializations, Safety Officers, and Water Quality and Waste Water Management Operators. First, partners will expand employment options for SET program graduates by improving public awareness of solar technology, enhancing the instructional capacity of HUC faculty, and expanding relationships between HUC and solar technology employers. Second, partners will develop a professional safety officer workforce in Jordan by creating and establishing Jordan's first associate degree program in Health, Safety and Environment (HSE) at HUC, in cooperation with private sector partner Consolidated Contractors Company. Finally, the partnership expansion will lay the framework for the establishment of a Water Quality Management degree program at HUC.

U.S. COMMUNITY COLLEGE ENTREPRENEURSHIP PROPOSAL DEVELOPMENT GRANTS (BMENA II)

Overview

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 were 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 supported 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.

In order to provide valuable feedback to proposal development partnerships, proposal development consisted of a multi-phased process.

First, in collaboration with the U.S. Department of State, USAID, and the U.S. Department of Education, on April 8-9, 2011 HED held a Broader Middle East and North Africa – United States Community College Initiative Partners Planning Workshop in conjunction with the American Association of Community Colleges' Annual Convention in New Orleans, LA. The Partners Planning Workshop was a venue for all 10 BMENA community college partnerships (BMENA I and BMENA II) to meet, network, and discuss the BMENA programs and proposals under development. The workshop provided a forum for partnerships to receive critical feedback and suggestions for improvement of their proposals. Also in attendance were HED AOTR Gary Bittner, Deputy Assistant Secretary for Community Colleges Frank Chong from the U.S.

Department of Education, and HED/ACE senior leadership and program staff. At the event, BMENA I partners shared the details of their four partnerships and lessons learned. All partners participated in group discussions where BMENA II partnerships presented and received detailed feedback on their partnership plans. In addition, ACE Director of Contracts and Grants Moses Yomi gave a presentation on budget creation, and Gary Bittner gave a presentation that discussed the enhanced USAID focus on Monitoring and Evaluation and the January 2011 Evaluation Policy. This workshop also allowed partners from the BMENA community college partnerships to meet each other, network, and begin to create the community of peers dedicated to international development through community and technical education in the BMENA region that they expressed was lacking.

Overall, the Partners Planning Workshop received positive feedback from the 28 participants who completed an online workshop evaluation survey. A majority of participants stated that the overall effectiveness of the BMENA Partners Planning Workshop was "excellent." In addition, 90% of U.S. partners found that participation in the workshop strengthened their understanding of the capacity building challenges facing BMENA vocational and technical institutions to a great extent. 100% of BMENA partners at the workshop stated that participation in the workshop strengthened their understanding of the role the institutional partnership can play in building vocational and entrepreneurial capacity at their institutions to a great extent. To a great extent, participants felt that the workshop provided the opportunity to better understand the elements that promote successful partnerships, to improve partnership implementation plans/proposals, and to align implementation plans/proposals with vocational development priorities of national and regional players.

Immediately following the Workshop, partners attended the American Association of Community College Annual Convention in New Orleans, LA. At this annual convention, HED Executive Director Tully Cornick facilitated a well-attended panel on applying for an HED award, at which the BMENA community college partnership directors (from U.S. and host country institutions) spoke about their experiences working on these collaborations.

In accordance with the program's mission to build the capacity of community colleges in the United States and in the BMENA region, HED hosted two online forums in June 2011– one webinar focused on developing strong budgets and another webinar focused on creating strong results frameworks and monitoring and evaluation plans. In addition, draft versions of partnership proposals developed through these proposal development grants were submitted to HED in May 2011, and in early June HED convened a peer review panel of the same five community college and regional experts who evaluated the original proposals to provide feedback for the improvement of proposals. The peer reviewers were instructed to provide ample feedback to applicants, which HED then summarized and distributed.

Final partnership proposals developed through these planning grants were submitted to HED in July 2011, at the conclusion of the grant period. In August 2011, HED again convened the peer review panel in Washington, DC. These peer reviewers evaluated the proposals and ranked them for recommendation to USAID for implementation funding at approximately $450,000 each over three years. As a result of this peer review, USAID approved all six partnerships to be awarded implementation funding.

Six Partnerships Awarded

Central Community College (NE)/Bahrain Polytechnic (Bahrain)
"*Bahrain Polytechnic Enterprise Development Center*"
Award Amount: $442,738 Proposed Cost Share: $150,204 Total: $592,942
Central Community College (CCC) will collaborate with Bahrain Polytechnic (BP) to implement a three-year model program to create a center of entrepreneur development for student success at

BP. The primary objectives of the partnership are to: 1) establish the Bahrain Polytechnic Enterprise Development Center (BPEDC) to encourage student enterprise development through innovation and entrepreneurship; 2) implement curricular changes within BP to deliver courses and activities that foster business innovation and entrepreneurship across the curriculum; and 3) facilitate administrator and faculty exchanges between the partner institutions and provide opportunities for professional development. BPEDC will provide entrepreneurial support and mentoring services to students, with the aim of directly serving 1,500 participants throughout the award period. Curricular changes will provide students with experiential and applied learning opportunities, as well as the means to overcome cultural barriers and stereotypes through participation in a Virtual Student Chamber of Commerce that will include students from CCC and secondary U.S. partner colleges. Administrators and faculty will participate in exchanges and attend an entrepreneur professional association's annual conference. Additionally, workshops, seminars and webinars in entrepreneurship education will be offered to BP faculty by international experts. CCC and BP will leverage their involvement in the Postsecondary International Network and work with other educational institutions, such as Kingsborough Community College and Houston Community College, to identify resources and best practices in the international aspects of entrepreneurship education. Monitoring, evaluation and reporting are all key elements in the success of the program, and will be carried out on a consistent basis to provide formative and summative feedback to the partner institutions.

Eastern Iowa Community College District/Tulsa Community College (OK)/Sana'a Community College (Yemen)

"*Economic Empowerment through Entrepreneurship (E3)"*

Award Amount: $435,999 Proposed Cost Share: $76,894 Total: $512,893

Eastern Iowa Community College District (EICCD), Tulsa Community College (TCC), and Sana'a Community College (SCC) will work alongside local business leaders to create a partnership that will: 1) train future entrepreneurs by developing an entrepreneurship curriculum for career and technical students and implementing a mutually recognized joint Yemen-U.S. entrepreneurship certificate program with portability of credits among all partners; and 2) establish business and education partnerships that promote entrepreneurship and workforce development through capacity building at the partner colleges. Partners will foster broader relationships through short-term faculty, administrative, and/or small business leader exchanges; faculty training and development; conference and workshops; local business advisory board development; and the establishment of a student mentorship program. The entrepreneurship certificate program will ultimately prepare SCC, TCC, and EICCD career and technical students to plan, start-up, operate, and mature their own businesses in their areas of academic concentration. The certificate program will be developed through a transnational development panel of faculty and vetted through the local business advisory board. The partnership will expand ongoing professional assistance and complimentary learning in subject area content, technology in the classroom and online, student-centered teaching methodologies, assessment tools to measure student learning outcomes, student achievement opportunities, and internships. As the three-year partnership evolves, it will provide a linkage of institutions, portal for student exchanges, and an entrepreneurship certificate model which can be implemented in a variety of career and technical education programs and fields. Throughout the partnership, an external evaluator will provide feedback and suggest revisions based on community, institutional, and student impact.

Gateway Technical College (WI)/Ecole Supérieure de Technologie Oujda/Université Mohammed I Oujda (Morocco)

"Collegiate Entrepreneurship and Collaborative Strategies"

Award Amount: $450,000 Proposed Cost Share: $199,903 Total: $649,903

Gateway Technical College and the Ecole Supérieure de Technologie in Oujda, Morocco, are collaborating to promote entrepreneurial principles and enhance the Eastern Region of Morocco

as a pluralistic, participatory, and prosperous society through program and curricular entrepreneurial exposure and application. The partnership focuses on achieving three primary objectives: (1) develop capacity-building activities that will provide BMENA institution faculty with knowledge, skills, and training resulting in their improved ability to teach students and advise local citizens in critical components of entrepreneurial and enterprise development; (2) strengthen the capacity of students to launch and operate their own business and/or measurably enhance existing small- and medium-sized enterprises by creating internships and other experiential learning opportunities; and (3) develop and deploy technological innovations that improve instruction and integrate technology and classroom practice to meet the needs of the productive sectors in society. Secondary partners, Rock Valley Community College (RVC) EIGERLab and the National Business Incubation Association (NBIA), will play pivotal roles by bringing technological innovation and prototype product development, business resources and client services training, and entrepreneurial curriculum development to the partnership. The partnership will target approximately 720 EST students enrolled in the Mechatronics, Marketing, Accounting, Business Management, and Information Technology programs.

Middlesex Community College (MA)/Bristol Community College (MA)/Ecole Normale Supérieure de l'Enseignement Technique de Rabat/Ecole Normale Supérieure de l'Enseignement Technique de Mohammedia (Morocco)
"Linkages for Entrepreneurship Achievement Project (LEAP)"
Award Amount: $449,937 Cost Share: $85,654 Total: $535,591
Middlesex Community College (MCC), Bristol Community College (BCC), Ecole Normale Supériere de l'Enseignment Technique of Rabat (ENSET Rabat), and Ecole Normale Supériere de l'Enseignment Technique of Mohammedia (ENSET Mohammedia) have established a partnership to implement the Linkages for Entrepreneurship Achievement Project (LEAP). The goal of the partnership is to promote entrepreneurship and workforce development through capacity building at the two technical colleges in Morocco. The partnership will engage in four primary objectives: (1) build the capacity of faculty at the ENSETs to develop curricula, teach entrepreneurship, offer experiential learning, and provide additional activities that can motivate students to pursue the establishment of a small business; (2) create an educational framework that will succeed in delivering high quality, experiential learning opportunities to strengthen the capacity of students and local citizens to launch and operate their own businesses; (3) strengthen existing curricula and develop new modules, courses, workshops, and/or certificate programs, based on international best practices within the context of the regions served by the participating ENSETs; and (4) establish collaborative partnerships between the participating institutions and businesses, community organizations, non-governmental organizations, and governmental agencies. Partners will design a curriculum framework based on learning outcomes related to entrepreneurship education that will guide the development of entrepreneurship modules to be integrated into multiple course offerings. In addition, two entrepreneurship certificates will be designed for students graduating with a Diploma of Technical University and students graduating from the bachelor's program and will include coursework in marketing, small business management/finance, and business plan development. Curriculum enhancement will include the integration of experiential opportunities through simulation software, work-based experiences, and a business plan competition.

State University of New York at Nassau Community College (NY)/Monroe Community College (NY)/North Country Community College (NY)/Onondaga Community College (NY)/Al-Kafaàt Europa School of Technology (Lebanon)
"SUNY Community College Consortium"
Award Amount: $449,999 Cost Share: $426,114 Total: $876,113
The State University of New York (SUNY) Community College Consortium, comprised of Nassau, Monroe, North Country and Onondaga community colleges and Al-Kafaàt Europa School of Technology, have partnered to foster business education and entrepreneurship in

Lebanon. The Consortium will pursue four objectives to achieve this goal: 1) develop capacity-building activities that provide BMENA institution faculty with knowledge, skills, and training resulting in their improved ability to teach students and advise local citizens in critical components of entrepreneurial and enterprise development; 2) train future entrepreneurs by creating and/or strengthening existing curricula, modules, courses, workshops, and/or certificate programs, based on international "promising practices" in entrepreneurship; 3) support the establishment of local business start-ups by establishing or strengthening existing incubation programs; and 4) strengthen the capacity of students to launch and operate their own business and/or measurably enhance existing small and medium sized enterprises by creating internships and other experiential learning opportunities. Partners will conduct train-the-trainer workshops to support faculty development, develop a certificate program in Business Administration, establish an English as a Second Language program to enhance the ability of students and entrepreneurs to communicate and understand the language of global business, and create a learning center to support faculty professional development and foster student success in the Business Administration certificate program as well as student career development as future entrepreneurs. Partners also will create a business incubator based on successful business models, develop the capacity of Al-Kafaàt's B-START (Business Support and Training Activities for a Resourceful Transition) program to serve a larger population more effectively, and expose students to experiential opportunities with Lebanese businesses associated with the B-START program.

Washtenaw Community College (MI)/William Davidson Institute at the University of Michigan (MI)/Al Quds College (Jordan)

"Community College Entrepreneurship: Integration to Incubation"

Award Amount: $438,233 Cost Share: $167,219 Total: $605,452

Washtenaw Community College (WCC), Al Quds College (AQC) in Jordan, and the William Davidson Institute (WDI) at the University of Michigan are partnering to implement strategies for developing an entrepreneurial mindset among a young generation of Jordanian community college students and to support and assist them in launching successful businesses. To this end, the partnership will focus on two objectives: 1) to build the institutional capacity of AQC and develop faculty who have the knowledge, skills, and training that will result in an improved ability to teach and advise students, recent graduates, and parents/influencers in critical components of entrepreneurial and enterprise development, and 2) support the establishment of local business start-ups by creating an incubation program within AQC. The partners will develop an educational approach that will integrate the vocational and technical skills that students are pursuing at AQC with business skills, practical experience, and access to a support network so the students will understand how to establish, operate, and grow small businesses. The partnership will develop both human and institutional capacity through activities that will create and promote an entrepreneurial mindset, prepare faculty to integrate entrepreneurship principles into their occupational curricula, build a pipeline for the proposed business incubator, and support the development of networks between students, parents/influencers, entrepreneurs, and business support services within the community.

At the end of this reporting period, HED began negotiating subaward agreements of cooperation with U.S. community and technical colleges. A focus of this subaward negotiation has been on developing enhanced, high-quality results frameworks and monitoring plans according with HED's new monitoring and evaluation approach. HED has also begun planning for an external evaluation of the 10 BMENA community college partnerships.

MIDDLE EAST PARTNERSHIP INITIATIVE (MEPI)

Overview

The goal of the U.S.–Middle East University Partnerships Program, which is supported by funds from the U.S. Department of State's Middle East Partnership Initiative (MEPI), is to contribute to broader democratic reform efforts in the Middle East and North Africa (MENA)

region. Activities under this program support sustainable reform in higher education throughout the MENA region by funding partnerships that emphasize the role of economic and civil society partners in education, improve the quality of faculty instruction and research, and enhance the universities' administrative and managerial capacities.

During this reporting period, HED managed three active partnerships in Qatar and the United Arab Emirates under the U.S.-Middle East University Partnerships Program. HED's primary activities included:

- Monitoring the progress of the three active partnerships to ensure program activities and objectives were met;
- Responding to requests from MEPI and USAID for data and background information on the program;
- Facilitating the close-out of the University of Louisiana at Lafayette and Qatar University (MEPI 2006) partnership on September 30, 2011;
- Approving a revised scope of the University of Southern Maine and Zayed University partnership, authorizing the American University of Sharjah as the new primary host country institution, and extending the end date of the partnership to August 31, 2012; and
- Evaluating a request for a no-cost extension of the Thunderbird School of Global Management and Zayed University partnership.

Major Partnership Activities and Accomplishments

Notable partnership activities during this period included:

The University of Louisiana at Lafayette (ULL) and **Qatar University (QU)** spent their final semi-annual reporting period focused on planning for the continuation and sustainability of their institutional partnership after the close of HED funding, particularly through joint teaching and research. Partners who presented co-authored research at the International Conference on the Trends of 21st Century Mass Communication returned to their institutions to develop additional joint-research partnerships for research projects, conference presentations, and publications. Partnership directors developed the fall 2011 offering of the Global Communication course taught jointly via videoconferencing, which both institutions will continue to offer after the award's close. Finally, ULL continued identification of potential QU undergraduate students to study in a ULL Department of Communication master's program.

University of Southern Maine (USM) is working collaboratively with the **American University of Sharjah (AUS), Zayed University,** and faculty in several other UAE universities through the UAE Gender and Women's Studies Consortium to plan for a UAE Women's Studies Conference on March 7-9, 2012, the first such conference in the Gulf Region. Partners prepared and distributed a call for papers, reviewed approximately 150 submissions, and accepted about 90 papers for presentation at the Conference. Inspired by the submissions, partnership directors from USM and AUS plan to submit a book proposal for an edited volume of conference papers. Partners also began curricular design and student recruitment preparations for the summer 2012 graduate certificate for UAE students in Gender and Education, which will be jointly awarded by the USM College of Education and Human Development and USM Women's and Gender Studies Program.

Thunderbird School of Global Management and **Zayed University** completed two jointly-researched business case studies, titled "Foreign Direct Investment in the Middle East: Financial Services in Riyadh versus Dubai" and "MASDAR," and development of five additional cases continued. Partners also continued collaboration on Global Mindset Inventory surveys for Zayed University students, and planning for faculty training in use of the Global Mindset Inventory

diagnostic tool, particularly in August during a Zayed University faculty member's visit to Arizona.

USAID/EGYPT ASSOCIATE AWARD (ASSOCIATE COOPERATIVE AGREEMENT EDH-A-00-08-00013-00)

Overview

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 (AYSPS) 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 capacity in order to serve as a regional hub for teaching and research, and 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; and
5. Integrate appropriate information technology and distance learning techniques into the academic and outreach components of the project.

Major Partnership Activities

Most notable partnership activities during this reporting period included:

(a) Travel of seven DOE-FEPS faculty exchange scholars (three working on joint research, four on independent research) for one to three month research exchanges at GSU's AYSPS during summer and fall 2011, during which they participated in a number of activities and trainings including:

   a. Continued work on three joint research papers with GSU faculty members addressing topics including Egyptian tax reform, labor participation analysis for women in Egypt, and the effects of decentralization on international business environments;
   b. Participation in AYSPS policy courses in Public Budgeting and Fiscal Management, and one module on using STATA econometrics software;
   c. Attendance in ongoing GSU courses, and meetings between with GSU faculty to discuss CU course, syllabus, and textbook improvements in their respective fields;

d. Presentation by one DOE-FEPS exchange scholar of a seminar on "The Egyptian Economy Post-January 25: Challenges and Prospects" at AYSPS on June 29; and
e. Panel discussion featuring five DOE-FEPS exchange scholars on "Recent Economic and Political Developments in Egypt and Future Prospects" at AYSPS on August 8 that was well-attended by a number of GSU faculty and students;

(b) Confirmation of eligibility and acceptance of one DOE teaching assistant into a GSU graduate program in public policy who will return to DOE as a faculty member after the attainment of his degree;

(c) Completion of the DOE website template, which will become a model for all CU department websites; and

(d) Renewed discussion, agreement, and creation of a syllabus for the third GSU-led training course for junior faculty at DOE-FEPS which, based on DOE-FEPS request, will be a two-week course in public finance and financial econometrics held in January 2012.

The partnership experienced unanticipated delays due to political events in Egypt and delays in identifying a suitable candidate for the master's component, and partners requested a no-cost extension to support ongoing activities for the achievement of objectives. HED facilitated a partnership extension through the March 2012 end of the USAID/Egypt Associate Cooperative Agreement, and submitted a request to USAID/Egypt to further extend the Agreement at no additional cost through August 2013. Even despite these delays the partnership progressed significantly over the summer, and the visit of DOE-FEPS exchange scholars enhanced the institutional relationship between the two universities.

Anticipated Activities

Anticipated partnership undertakings during the next six months (October 1, 2011 – March 31, 2012) include:

(a) Finalization of the no-cost extension to the USAID/Egypt Associate Cooperative Agreement and GSU subagreement to allow for the continuation of partnership activities;
(b) Completion of joint research papers between CU and GSU faculty, and collaboration for high-visibility dissemination seminars, the first of which is anticipated to take place at CU in January 2012;
(c) Travel of two GSU faculty to deliver the training programs in January 2012;
(d) Visa acquisition and commencement of the DOE candidate's graduate program at GSU by January 2012; and
(e) Launch of the updated DOE website.

DOS-PAKISTAN PARTNERSHIP (LWA)

Overview

In March 2008, HED made an award of $199,999 to **California State University Fullerton (CSUF)** for a project with two selected Pakistani institutions: **Fatma Jinnah Women University (FJWU)** in Rawalpindi, and **Sardar Bahadur Khan Women University (SBKWU)** in Quetta. Through this Partnership for Women in Science, Technology, and Engineering in Pakistan, these three partner institutions are collaborating to increase women's access to academic opportunities at the undergraduate and master's level in fields related to science, technology, and engineering (STE), and to increase the opportunities open to women to participate in STE research in Pakistan.

The project focuses on four primary goals to increase:

1. The number of high school/junior college girls entering universities and choosing fields of STE;
2. The capacity of the two partner universities in Pakistan to attract and train more women in the fields of STE;
3. Internship and employment opportunities for women graduating in the STE from the partner universities in Pakistan; and
4. Research and curriculum development collaboration between CSUF and the two universities in Pakistan in the fields of STE.

The partnership aims to provide two graduate students with scholarships to earn their Master's degrees in STE fields from CSUF. Additionally, by the December 31, 2012 end date, the partners will provide 10 full graduate scholarships and 80 partial undergraduate scholarships for Pakistani women to complete degrees in STE at FJWU and SBKWU.

This pilot partnership expects to reach beyond the participating universities to attract more women to science and technology fields. Additional partnership activities include visits to local high schools and junior colleges to advise students on STE careers and open houses for female students. The partners also hold annual job and internship fairs at the two Pakistani partner universities to increase the number of women graduates from the partner institutions entering the STE job market.

Major Partnership Activities

Major partnership activities during this reporting period (April 1 – September 30, 2011) included:

(a) One female student completed her studies at CSUF for a Master's degree in computer science in May 2011 and has returned to FJWU to teach;
(b) Four students from FJWU completed their graduate studies in Pakistan, and two of those students joined the FJWU faculty;
(c) Six students from SBKWU continued to progress in their partnership-supported graduate programs in Pakistan;
(d) Collaborative research efforts between the three partner institutions continued and two funding proposals were submitted while two more are in progress;
(e) SBKWU continued the search for a candidate to begin graduate studies in an STE field at CSUF; and
(f) HED continued monitoring partnership progress, provided ongoing guidance to partners, and helped troubleshoot challenges.

Despite a long and extensive search, partners have faced difficulty in identifying a suitable candidate from SBKWU to join a graduate program in STE at CSUF. Partners have found that most families in the more conservative Quetta area are not willing to allow their daughters to study abroad, a fact which has led to a lack of candidates. In light of this, partners have decided to move forward with a new project component that will equally benefit SBKWU female faculty capacity in STE fields, perhaps through a faculty exchange program. Discussions between partners and HED regarding this change are ongoing, and will be finalized during the coming reporting period.

Anticipated Activities

Anticipated partnership undertakings during the next six months (October 1, 2011 – March 31, 2012) include:

(a) Due to the difficulty of identifying a master's candidate from SBKWU to study at CSUF, the partners will strategize a plan to equally benefit the human capacity of SBKWU in STE;
(b) The alternate plan will be finalized for approval by HED and USAID;
(c) Faculty from the three partner institutions will continue to pursue joint research;
(d) Partners will continue to monitor the work of students studying in Pakistan with funding from the partnership;
(e) The six SBKWU students will complete their graduate programs and join the SBKWU faculty; and
(f) U.S. partnership director travel to Pakistan will be rescheduled, having been delayed in light of restricted academic calendars during the 2011 Ramadan holiday.

Collaborative Partnerships

Overview

During this reporting period, HED continued to manage 10 *Collaborative Partnerships*, partnerships which received funding from EGAT/ED and matching funding from various USAID Missions in 2007, 2008, and 2010:

- **Eastern Mennonite University/University of Hargeisa** (Somaliland)
- **Emory University/multiple institutions** (Paraguay)
- **Fairfield University/Université de Bambey** (Senegal)
- **Georgia State University/University of** Cairo (Egypt, 2007)
- **Kansas State University/University of Lagos** (Nigeria)
- **Virginia Tech University/Tribhuvan University Institute of Forestry** (Nepal)
- **State University of New York-Albany/Uganda Martyrs University/Islamic University in Uganda/Nkumba University**
- **University of Arizona/Bahir Dar University** (Ethiopia)
- **University of Florida/University of Botswana, Namibian University of Science and Technology, Sokoine Agricultural University, Southern African Wildlife College, WWF** (Southern Africa, 2008) -
- **University of Hawai'i/Agricultural University of Tirana** (Albania)
- **University of Pittsburgh/University of Prishtina** (Kosovo)

One Collaborative Partnership officially closed out during this reporting period: **Kansas State University/University of Lagos** (UNILAG). In addition to major curricular revisions resulting in state-of-the-art undergraduate and graduate business programs at UNILAG, this partnership also, among other important accomplishments, incorporated Corporate Social Responsibility into the curricula and culture of UNILAG (thanks to leveraged funding from British-American Tobacco); established undergraduate and MBA libraries on campus where neither existed previously; upgraded 300-seat computer labs; re-connected the Faculty of Business Administration (FBA) to the private sector through the creation of an active Business Advisory Council, career fairs, job shadowing programs, and Executive Lecture Series; and supported the professional development of the FBA instructors via faculty small grant programs and participation in international conferences.

Major Partnership Activities and Outcomes

Other notable activities and achievements during this reporting period by other Collaborative Partnerships included:

Eastern Mennonite University/University of Hargeisa (Somaliland)

(a) Conducted a workshop to assist elderly tribal leaders explain and document their knowledge and experience in traditional methods of intervention and conflict resolution; and
(b) Published the first issue of the Somaliland Journal of Peace and Development, the first of its kind by a higher education institution in Somalia.

Emory University/multiple institutions (Paraguay) – Please use the blurb that Carol sent you yesterday (11/6/12)

The National Institute of Health is emerging as the key institution providing post-graduate training in Public Health in Paraguay. The program has extended to 2 satellite collaborations outside the capital city (with 39 enrolled in a 1 year program and 54 enrolled in the MPH program). In these satellite locations, a majority of the students enrolled are working in Regional

offices of the Ministry of Health, such that the programs are contributing directly to the development of public health capacity throughout the country.

Fairfield University/Université de Bambey (Senegal)

(a) During a site visit, the partners conducted two training sessions using Digital Story Telling (DST) at one of the pilot middle schools, working with 10 teachers who had never used a computer before. DST (which includes music, pictures, and narrative) will enable the teachers to provide more interactive instruction on health-related topics;
(b) Through an alumnus of Fairfield, the partnership provided 10 free laptops from Pfizer, Inc. for UB faculty; and
(c) Two faculty members from UB spent one week in the U.S. learning about different approaches to service learning.

Georgia State University/University of Cairo (Egypt, BEPSA)

(a) Two Cairo University (CU) faculty members visited Georgia State University (GSU) to undertake a specially designed faculty development program. Participation in workshops and classes exposed the visiting faculty to new teaching methods and styles. The visiting faculty also enhanced their research skills and gained new knowledge regarding course content and design, case study development and delivery, and student assessment techniques while at GSU.
(b) The partnership hired a local administrative coordinator and plans are underway to establish an organizational unit at Cairo University designed specially to serve the four-year GSU/CU bachelor's in business administration program. This major unit will be divided into three sub-units: marketing, budgeting and finance, and program administration.
(c) The business administration program also developed five new courses: Equity Valuation, Business Analysis, Survey of International Finance, Fundamentals of Business Communication, and Intermediate Accounting I.

State University of New York-Albany/Uganda Martyrs University/Islamic University in Uganda/Nkumba University

(a) Five senior department heads from the Parliament of Uganda spent one week in the Washington, DC area learning about different types of legislative internship programs as a prelude to establishing their own stand-alone program; and
(b) The 7th and final cycle of 18 students (6 from each of the partner universities) began their internships in Parliament.

University of Florida/University of Botswana, Namibian University of Science and Technology, Sokoine Agricultural University, Southern African Wildlife College, WWF (Southern Africa) -

(a) Nine faculty members from eight educational institutions in six countries (Tanzania, Zambia, Botswana, Namibia, Zimbabwe, South Africa) traveled to the University of Florida for a six-month sabbatical. These faculty members are developing chapters and case studies for a textbook on "Foundations of Community Based Natural Resources Management (CBNRM)" and participating in courses on CBRNM, teaching methods, and case studies.
(b) A new graduate level course on "Foundations of CBNRM" has been developed, including syllabus, readings, PowerPoint, videos, and teaching materials.
(c) Six chapters of a book on "Foundations of CBNRM" have been drafted. This book is intended to be a scholarly publication and will provide source material for faculty and graduate students. The first draft of chapters for a second book on "Foundations of CBNRM" also has been completed. This textbook will be used in undergraduate and short-course training.

University of Hawai'i/Agricultural University of Tirana (Albania)

Five AUT faculty members presented joint papers at the annual International Food and Agribusiness Management Association meeting in Frankfurt; and AUT hosted a third annual agricultural economics symposium, attracting over 250 academics, practitioners, and other stakeholders from the private and public sectors.

University of Pittsburgh/University of Prishtina (Kosovo)

A third and final junior faculty member from UP completed her coursework in the M.S. in Telecommunications program at Pittsburgh, and has returned to Kosovo where she will complete her thesis work and begin teaching the telecommunications program at UP recently revised by the partners.

Virginia Tech University/Tribhuvan University Institute of Forestry (Nepal)

The U.S. project director accompanied a researcher from the USDA Forest Service to Nepal to explore opportunities for the USDA Forest Service to help the IOF increase its research and educational capacities, especially with regard to medicinal plants.

Appendix B

List of Partnership Closeout Reports

(October 1, 2010 – September 30, 2011)

13 partnerships closed out during this reporting period.

1. University of Texas at Austin/Universidad Veracruzana Intercultural
2. University of Louisiana at Lafayette/Qatar University
3. Southwestern Law School/Tecnológico de Monterrey, Campus Monterrey
4. Missouri Southern State University/Université Quisqueya
5. Gateway Technical College/Université Mohammed Premier – Ecole Supérieure De Technologie
6. Eastern Iowa Community College District and Tulsa Community College/Sana'a Community College
7. Washtenaw Community College and William Davidson Institute of the Ross School of Business of the University of Michigan/Al Quds College
8. Georgia State University/ Universidad Pedagógica Nacional
9. Nassau Community College, Monroe Community College, North Country Community College, and Onondaga Community College/Al-Kafaàt Europa School of Technology
10. Middlesex Community College and Bristol Community College/Ecole Normale Supériere de l'Enseignment Technique, Rabat and Ecole Normale Supériere de l'Enseignment Technique, Mohammedia
11. Kansas State University/University of Lagos
12. Central Community College/Bahrain Polytechnic
13. University of Pittsburgh/University of Pristina

Appendix C

Select Publicity Materials

(April 1st – September 30th, 2011)

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Higher Education for Development

Knowledge, Partnerships, Results

HED and HACU Team Up to Promote International Development

HED and HACU, the Hispanic Association of Colleges and Universities, joined forces in October for two important events: a free interactive webinar for HACU members and HED's participation at HACU's 25th Annual Conference in San Antonio.

The Oct. 19 webinar gave HACU member institutions the opportunity to learn more about HED's work addressing international development challenges through educational partnerships; provided tips on how to respond to HED Requests for Applications (RFAs); and offered information on current and upcoming funding opportunities.

The webinar, which HED tweeted live, signified the first alliance between the two organizations, and plans will soon be under way for a second webinar.

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Partnership of the Month: Arizona State University (ASU) / University of Prishtina (UP)

Photo Courtesy of ASU

In 2008, five Kosovar students were admitted into the intensive 14-month Master's of Accountancy degree program at Arizona State University's (ASU) School of Business. After graduating with honors in May 2009, they returned to Kosovo to help teach the newly established accountancy baccalaureate program at the University of Prishtina (UP). However, with the "real world" applications they were exposed to at ASU, the students developed a strong thirst for entrepreneurship that had to be quenched.

One year after returning to Kosovo – while retaining their part-time teaching positions at UP as well as at the brand new

According to HACU President and CEO Antonio R. Flores, the collaboration represents efforts to encourage Hispanic-Serving Institutions (HSIs) to participate in HED's international development opportunities.

"By offering a joint webinar for members of our association and through HED's workshop presentation at our 25th Annual Conference, we hope to increase the number of HSIs providing expertise and guidance in the critical international development work that HED performs," Flores said.

HED was pleased to participate in HACU's 25th Annual Conference in late October. During HED's concurrent session, Carol Robles, Program Officer for Latin America and the Caribbean, spoke about the three characteristics of high-performing HED partnerships: Partnership Commitment and Mutual Engagement, Effective Implementation Strategy and Focus on Extension and Sustainability.

HED also produced a special brochure for the HACU conference. Click the following links to view the brochure and listen to the webinar.

HED to Host Meeting in Addis Ababa

The HED Africa Partners' Meeting will be held from Feb. 13 – 15, 2012 in Addis Ababa, Ethiopia. The meeting will focus on the progress and challenges of the Africa-U.S. Higher Education Initiative partnerships.

Objectives of the Partners' Meeting are to:

- Facilitate the creation of a cohesive Africa Initiative partnership program
- Share strategies for partnership sustainability and
- Improve understanding of USAID regulations and requirements

The meeting will be held at the United Nations Conference Center at the Economic Commission for Africa. HED anticipates participants will be comprised of university leaders from the U.S. and 12 African countries. HED also expects speakers and experts of higher education and high level officials from U.S. government agencies and non-governmental organizations. Approximately 100 guests are estimated to attend.

Prizren University – four of the five students formed Arizona Partners, LLC. The state-of-the-art accountancy firm currently has eight clients, including ProCredit Bank, one of the largest banking institutions in Kosovo.

Stephen Batalden, the Project Director and Director of ASU's Melikian Center, hopes the creation of this firm will inspire more local entrepreneurs to help Kosovo become more competitive and interconnected to the global economy. He believes that because Arizona Partners seems to embody the spirit of the newly independent state of Kosovo, it holds a special appeal for Kosovar clients.

Batalden feels that Kosovo's continued economic growth is likely as more local businesses are formed. He sees Arizona Partners playing an important role in helping to establish transparency in both the public and private sectors, which would, in turn, make Kosovo more appealing to foreign investors. "Good accountancy assures transparency the new entrepreneurial world thrives on," he said.

Arben Avdiu, Managing Partner of Arizona Partners, LLC, reflects on what he's learned from his experience with the ASU and UP partnership.

"We not only want to use our education to assist in training the next generation for transparent, ethical accountancy, we also intend to make an immediate impact on Kosovo and regional business practices."

Click here for more information.

Current RFAs:

HED Observes International Education Week

HED recently participated in the International Education Week program at Morgan State University (MSU) in Baltimore. International Education Week (Nov. 14 -18) celebrates the benefits of international education and exchange worldwide. It also promotes programs that prepare citizens for a global environment.

USAID's Gary Bittner spoke about the agency's Education Strategy and mechanisms of funding by USAID. Bittner also informed participants on new opportunities, such as the Tunisia Job Opportunities for Business Scale-Up (JOBS) RFA.

Teshome Alemneh, Program Officer for Africa, discussed HED's role of nurturing international partnerships to address global development challenges. In his presentation, he discussed how HED develops RFAs, the importance of peer reviewers and the management of partnerships.

Alemneh also described the most critical components of the RFA process including: (a) Partnership Description, (b) Collection and Analysis of Data and Quality Reporting, (c) Experienced Key Personnel and (d) Clearly Outlined Budget Allocations.

He emphasized the need for universities to periodically check the websites of HED, USAID, the State Department and other potential funders and also argued for support of higher education as a mechanism to address development challenges.

Deadlines Approaching to Register for Online Information Sessions

HED will host three online information sessions in the coming weeks for the following funding opportunities:

- **Dec. 6 – Tunisia: Job Opportunities for Business Scale-Up (JOBS) 2011**

Pathways to Cleaner Production

HED expects to make one (1) award of up to $759,000 for three (3) years for a regional higher education partnership between one U.S. institution and three to four Latin American universities.

For more information, visit: Pathways to Cleaner Production

Tunisia: Job Opportunities for Business Scale-Up (JOBS) 2011

Higher Education for Development (HED) anticipates making two (2) awards of up to $500,000 each for three-year higher education partnerships.

For more information, visit: Tunisia JOBS

Energy and Climate Partnership of the Americas (ECPA) /Caribbean Region Climate Adaptation (CRCA) Partnership Initiative

Higher Education for Development (HED) expects to make one (1) award of up to $770,500 for three (3) years for a higher education partnership between one U.S. institution and the University of the West Indies/Centre for Resource Management and Environmental Studies (UWI/CERMES).

For more information, visit: Caribbean Region Climate

Register for the information session and read the complete RFA.

- **Dec. 7 – Job Opportunities for Business Scale-Up (JOBS) for Mindanao**
  Register for the information session.
  Read the complete RFA.

- **Dec. 12 – Energy and Climate Partnership of the Americas (ECPA)/Caribbean Region Climate Adaptation (CRCA) Partnership Initiative**
  Register for the information session.
  Read the complete RFA.

Interested applicants are encouraged to register for the information sessions by **Friday, Dec. 2** for Tunisia JOBS and JOBS for Mindanao; and **Friday, Dec. 9** for the ECPA/Caribbean Region Climate Adaptation Partnership Initiative.

During the information sessions, potential applicants will have an opportunity to submit questions concerning HED's Requests for Applications (RFAs), but are strongly encouraged to send questions in advance of the sessions. For more information about the RFAs, please visit HED's home page.

Adaptation

Job Opportunities for Business Scale-Up (JOBS) for Mindanao

HED expects to make one (1) award of up to $1,071,500 for three (3) years for a higher education partnership between a higher education institution(s) in the United States and Southern Christian College (SCC) in Mindanao, Philippines.

For more information, visit:
JOBS for Mindanao

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Higher Education for Development (HED) promotes higher education's engagement in international development through institutional and human capacity building in developing countries. Established in 1992 as the Association Liaison Office for University Cooperation in Development (ALO), HED assists the nation's six major higher education associations in partnering with the U.S. Agency for International Development (USAID).

To OPT-OUT of receiving additional information about HED's Partnership Initiatives or to specify which type(s) of information you would like to receive, please follow the "UPDATE PROFILE" link below.

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Knowledge, Partnerships, Results

Colorado State University Partners with Mexican University to Raise Green Construction Job Skills in Tijuana

Colorado State University and the Universidad Iberoamericana and Mi Casa Resource Center have been awarded a grant to teach green construction skills to Tijuana, Mexico, residents in an effort to improve job opportunities and counter poverty in the city.

The project, called the **Green Construction Human and Institutional Capacity Development Program**, aims to train youth from Tijuana in construction and business skills as well as in leadership, communication and employment readiness. The underlying goals of the program are to improve the quality of life for Tijuana residents by improving inadequate infrastructure, which increases the risk of infectious diseases; provide skilled laborers; and decrease crime and violence by providing alternatives through job opportunities.

The **$800,000** award is funded by the U.S. Agency for International Development in Mexico (USAID/Mexico) through Higher Education for Development. Colorado State University contributed $200,000 and Universidad Iberoamericana is contributing another $23,000, bringing the total funds for the project to more than $1 million.

"Youth at risk who live in Tijuana and neither work nor study are more likely to live in poverty and may be at greater risk for becoming involved in crime because,

Partnership of the Month: South Carolina State University (SCSU)/Ngozi University (NU) - Burundi

Photo: Courtesy of South Carolina State University, 2011

Agribusiness program students and community members stand in front of Ngozi University.

When SCSU, a historically black public institution established in 1896, partnered with Ngozi University, the country's first private university founded in 1999, their goal was to develop the first-ever agribusiness program in Burundi. Project managers hoped this innovative and unique program would bring more opportunity and a more diverse curriculum to students at Ngozi while helping boost internationalization efforts at SCSU.

But the project's scope developed even further than planned. With the funding and support of USAID and HED, partners worked to help students at NU build their careers

without an education or skills, they have difficulty in becoming productive members of society," said Carla Lopez del Puerto, Partnership Director and Department of Construction Management professor at CSU. "Careers in the construction industry can open doors to these youth, giving them hope and confidence in a better life."

To read the full press release, please visit the Colorado State University website.

Pathways to Cleaner Production

Subject to the availability of U.S. government funds, HED anticipates issuing a Request for Applications (RFA) within the coming months for a new regional higher education partnership with Central and South America. The Pathways to Cleaner Production Initiative will build the capacity of higher education institutions in the region to support environmentally sound production processes. This initiative is part of the larger Pathways to Prosperity in the Americas Initiative, which links Western Hemisphere countries committed to democracy and open markets to promote inclusive growth, prosperity and social justice.

The timing of the RFA has not been determined at this time. We invite you to check the HED website often for updates.

Additional related materials:

Pathways to Prosperity in the Americas- Department of State Fact Sheet
Pathways to Prosperity in the Americas- Website

Advancing Sustainable Energy Solutions

Subject to the availability of U.S. government funds, HED anticipates making a grant award to one or more U.S. higher education institutions to partner with the University of the West Indies' Center for Resource Management and Environmental Studies in support of while developing practical knowledge for solving farming problems in the poverty-stricken region.

"What we did was develop a real, practical application of agribusiness concepts," said Dr. David Karemera, professor of economics at SCSU's School of Business. "Beyond the scope of academics, research and institution building, we realized that we could translate our classroom experiences into real-world applications on behalf of small Ngozi farmers. Hopefully, we could make a sizable impact on the hunger impacting the region in Burundi."

Partners opened five research stations in the Kayanza and Ngozi provinces. Two of the stations focused on the cultivation and testing of rice varieties and three more focused on fruits and vegetables, ranging from eggplant to cucumbers, to carrots and fennel. Researchers also tested the crops in different climates and soils and with various methods of pest management. Researchers plan to share their results with local farmers, who would use the new found information to improve their yields.

"It's empowering to be able to feel that the long-term impact of this project could help transform Burundi's agri-business economy," said Karemera. "With heightened production coupled with students that have stronger agribusiness education, opportunities should start to open up for the country."

For more information on this partnership, please visit the HED website.

Current RFAs

the Energy and Climate Partnership of the Americas' new Caribbean Climate Change Adaptation Initiative.

In the coming months, HED will issue a Request for Applications (RFAs). The timing of the RFA has not been determined at this time. We invite you to check the HED website often for updates.

For more on the new initiative announced June 22 by Secretary of State Hillary Clinton, click here.

Additional related materials:

Joint Press Release on the U.S.-Caribbean Ministerial Meeting
Remarks At the High-Level Caribbean-U.S. Conference
Remarks With Jamaican Foreign Minister Kenneth Baugh and St. Kitts and Nevis Deputy Prime Minister Sam Condor
Energy and Climate Partnership of the Americas (ECPA): Caribbean Climate Change Adaptation Initiative

Upcoming Events

International m4Ed4Dev Symposium and USAID Global Workshop on Education and Development

HED, along with USAID and other partners, is co-sponsoring an international symposium on the power of mobile technology in global education development. This symposium is part of a new international collaborative effort focused on Mobiles for Education for Development (m4Ed4Dev). The symposium will take place in Bethesda, MD from **August 18-19**.

On **August 22-26**, USAID's Office of Education in the Bureau for Economic Growth, Agriculture and Trade will be hosting a workshop in Arlington, VA to demonstrate the strategic importance of education in achieving U.S. Government development goals, and to provide the technical foundation to enable evidence-based implementation of the USAID Education Strategy and USAID *FORWARD* operating principles. HED will be in attendance - we hope to see you there!

For more information, click here:

Non-HED:

U.S.- India Institutional Partnership Grants Deadline: November 1, 2011

The United States-India Educational Foundation (USIEF) has announced an open competition for the support of projects through the Obama-Singh 21st Century Knowledge Initiative (OSI). Announced by the U.S. and Indian governments, OSI aims to strengthen collaboration and build partnerships between American and Indian institutions of higher education to encourage mutual understanding, facilitate educational reform, foster economic development, and engage civil society.

For full application details, visit: www.usief.org.in/osi

HED is now online - follow and engage with us via Twitter, Facebook, LinkedIn, and YouTube!

HED is now sharing updates and information via Twitter, Facebook, LinkedIn, and YouTube. And for those partners who have opportunities to capture dynamic video footage of partnership activities, please send your brief pre-edited videos to Lynn Simmonds at lsimmonds@HEDprogram.org and we'll post them on our YouTube channel. We look forward to seeing your work in action!

Contributors:

Emily Gartner - Program Management Associate, HED
David Karemera - Partnership Director, South Carolina State University
Dell Rae Moellenberg - Public

http://www.regonline.com/builder/site/Default.aspx?EventID=959544

Guyana Film and Video Festival

On **August 21**, the Guyana Film and Video Festival will showcase a selection of new documentaries and narrative films produced in Guyana during 2010 and 2011 through HED's partnership between Ohio University and the Center for Communication Studies, University of Guyana. The films will be presented by Dr. Paloma Mohamed, Partnership Director at UG.

The screening will start at 4:00 PM at the Billie Holiday Theatre in Brooklyn, NY. For more information, click here:
http://www.guyfolkfest.org/filmmfestival2011.htm

Affairs Office, Colorado State University
Lynn Simmonds - Senior Communications Specialist, HED
Julia Sobel - Communications Fellow, HED
Ginnie Titterton - Public Affairs Specialist, American Council on Education

If you have a partnership update or an upcoming event that you would like to see highlighted in the next HED Newsletter, please send an email to Lynn Simmonds at lsimmonds@HEDprogram.org. Feedback and suggestions for improving the HED Newsletter are also welcome. We look forward to hearing from you!

Higher Education for Development (HED) promotes higher education's engagement in international development through institutional and human capacity building in developing countries. Established in 1992 as the Association Liaison Office for University Cooperation in Development (ALO), HED assists the nation's six major higher education associations in partnering with the U.S. Agency for International Development (USAID)

To OPT-OUT of receiving additional information about HED's Partnership Initiatives or to specify which type(s) of information you would like to receive, please follow the "UPDATE PROFILE" link below

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The Ticker

« Virginia's agricultural, forestry exports maintain near-record status | Virginia Tech Carilion School of Medicine and Research Insitute seeks local art »

Virginia Tech awarded $1.47 million to lead agriculture program in Southern Sudan

Virginia Tech was awarded a grant from Higher Education for Development to teach agricultural practices in the new nation of Southern Sudan. Here is a press release from Tech:

Virginia Tech has won funding for a program that will help redevelop agriculture in post-conflict Southern Sudan. The money will be used to set up university-level programs to train the next generation of agriculturalists in Southern Sudan.

Virginia Tech will lead the venture, working with the University of Juba, the Catholic University of Sudan, and Virginia State University. The five-year program begins in March.

Higher Education for Development made the $1.47 million award, with funding from the U.S. Agency for International Development, to Virginia Tech's Office of International Research, Education, and Development.

Southern Sudan is headed toward becoming the world's newest nation after a referendum earlier this year produced a vote to secede that passed overwhelmingly.

Because of a civil war that lasted nearly a half century, the country's system of agricultural education was almost completely destroyed. Aid experts see the re-establishment of agriculture as a key component of the country's development.

"In post-conflict situations, it's especially important to include a place for the return of young men of military age. If they don't have opportunities, they are more easily drawn into a life of crime or back to war," says Michael Bertelsen, associate director of the Office of International Research, Education, and Development and an investigator on the project.

The grant will link Virginia Tech and Virginia State faculty with faculty at the two Southern Sudan universities to create an integrated program that follows a land-grant model. Virginia Tech and its partners will

- Create research programs on the basic food crops of Southern Sudan;
- Examine the universities' agriculture curricula and update it;
- Build agricultural extension and outreach programs for technology transfer; and
- Start graduate programs to integrate education and research.

"As Sudan emerges from its long civil war, re-establishing educational infrastructure will be critical to getting the country on a more stable footing," says S.K. De Datta, director of the Office of International Research, Education, and Development and the lead principal investigator on the program. "The land grant system of integrated education, research, and extension will be a great model for providing this foundation."

The Virginia Tech team faces substantial challenges in Southern Sudan. Juba, the regional capital and the largest city in Southern Sudan, has few paved roads. Libraries number books in the hundreds, and those are dated.

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The program resulted from an associate award to another program that the Office of International Research, Education, and Development manages: the USAID-funded Sustainable Agriculture and Natural Resource Management Collaborative Research Support Program. After winning a highly competitive, USAID-sponsored Higher Education in Africa Initiative planning grant in July 2009, Virginia Tech and partner university agricultural experts wrote a strategic plan that outlined ways to restart agriculture in Southern Sudan and develop educational programs that will produce graduates who can provide leadership for the future development of the region.

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posted at 09:52 by michelle skeen | category: agriculture, education | no comments

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Recent entries

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- Virginia Tech professor examines how leaders explain unpopular decisions
- Virginia Business Opportunity Fair to connect businesses and suppliers
- Roanoke City accepting proposals for Huff Lane School property
- Virginia Tech researchers study how breast cancer treatments meet resistance
- Belk's Spring Charity Sale to take place April 16

STAFF SPOTLIGHT

Brigitte Maassen, international visitor coordinator, International Center, **on her youth, and the influence of international culture: "I grew up in a family that was so inclusive of people of all different religions, races and backgrounds ... so I'm very grateful."**

EVENTS

Gifts of Art presents "The Tie that Binds: Book Arts Group Show," **featuring School of Art & Design student works through June 13 in the Taubman Health Center South Lobby, Floor 1.**

WDI partnership to develop entrepreneurship in Jordan

By Dan Shine
William Davidson Institute

The William Davidson Institute (WDI) is partnering with Washtenaw Community College (WCC) to promote entrepreneurship among students at Al Quds College in Jordan.

WDI will help WCC accurately understand Jordan's higher education system to facilitate collaboration with Al Quds College. The institute also will assist WCC in developing a proposal for a three-year partnership to support entrepreneurship training at Al Quds.

"WDI has built a solid global portfolio of projects that are building the capacity of foreign universities," says Khalid Al-Naif, director of WDI's Development Consulting Services. "This project will expand our portfolio to work with community colleges, thereby substantially expanding our outreach across the education spectrum."

The grant was one of six awarded under the Broader Middle East and North Africa (BMENA) U.S. Community College Entrepreneurship Proposal Development Grants competition administered by Higher Education for Development (HED) and has an option to receive funding for a longer-term project.

"Partnering U.S. community colleges with technical and vocational institutions in the BMENA region will provide a valuable model of successful workforce and entrepreneurship development," says Tully Cornick, executive director of HED. "HED is pleased to support an initiative that will improve the capacity of the BMENA institutions to contribute to national economic growth by preparing graduates to start their own small businesses, create new jobs and fill positions in growth sectors."

This initiative is a response to U.S. development goals for the Middle East and North Africa region. During a major speech in June 2009 in Cairo, Egypt, President Obama highlighted the importance of entrepreneurship in fostering economic opportunity and community development. Secretary of State Hillary Clinton later emphasized the importance of creating partnerships to promote development and opportunity for young people within the region while speaking in Doha, Qatar, in January.

In June 2009, USAID, the U.S. Department of State, and the U.S. Department of Education sponsored a two-day conference in Amman, Jordan, focusing on community and technical colleges as an important model for facilitating the school-to-work transition in the BMENA region.

"Entrepreneurship is key to improving economic conditions and expanding job creation and social change," says Alice Blayne-Allard, coordinator for the G8-BMENA Initiative. "MEPI (U.S. Department of State's Middle East Partnership Initiative) is committed to finding new ways to unlock innovation, spur private sector development, and create new employment opportunities for the region's young population."

Youth unemployment, increasing poverty, and underemployment of both semi-skilled and skilled workers, has accelerated the need to expand job opportunities to keep pace with rapidly expanding populations and to ensure regional prosperity and stability, WDI officials say.

Community colleges and vocational institutions in the United States have programs and centers that actively are linked to industry, corporations and local businesses. As a result, community college graduates often are more quickly employed due to their relevant studies and links to business.

U.S. commits to addressing criminal deportee issue

June 24, 2011 By admin Leave a Comment

United States Secretary of State Hillary Clinton on June 22 met with Caricom ministers to reaffirm the Caribbean-U.S. partnership in several key priority areas, including the reduction of drug trafficking and repatriation of criminal deportees from Washington to the Caribbean.

United States Secretary of State Hillary Clinton

According to a State Department statement, the meeting, which was held in Montego Bay, Jamaica, addressed the common challenges as outlined a year ago in Barbados, when the two sides met and served as an opportunity to review the progress made in the past year, and discuss the road forward. The statement added that, in a spirit of partnership and mutual respect, a broad range of issues impacting the countries were discussed, including regional security, economic development, social inclusion, energy, food and nutrition security, and climate change.

"The United States and Caribbean countries reaffirmed a shared commitment to work together through the Caribbean Basin Security Initiative (CBSI) partnership to reduce illicit trafficking in drugs, small arms and ammunition; increase public safety and security; and promote social justice," the State Department said.

According to the State Department, since the June 2010 Bridgetown meeting, CBSI partners have concluded a series of technical working groups and collectively identified several key security priorities. "The United States and the Caribbean have made progress in remedial education and jobs skills training for youth; juvenile justice reform, anti- corruption, border security, prison reform; police professionalization, regional data sharing, drug demand reduction, and maritime interdiction capacity – all priorities identified by the CBSI partnership."

The statement said, too, that the two sides have had discussions on the issues of repatriating criminal deportees to their home countries, and the need to continue addressing these issues was noted. It added that the participants look forward to further progress in addressing identified priorities as they prepare for the upcoming Second Annual Dialogue on Regional Security Issues, to be held in November in The Bahamas.

"The participants reaffirmed their solidarity with the people of Haiti, and their commitment to supporting Haiti in its reconstruction efforts, and the strengthening of its institutional and human capacity in furtherance of its sustainable development. The United States and the Caribbean are also cooperating under the Energy and Climate Partnership of the Americas (ECPA) in the areas of energy efficiency, renewable energy, poverty, and climate change," the statement said.

Also, at the meeting, Clinton announced projects that will receive clean energy technical assistance under the Advancing Sustainable Energy Solutions in the Caribbean Initiative and the Caribbean Climate Change Adaptation Initiative, which partners with the University of the West Indies with U.S. universities through U. S. partner Higher Education for Development, to enhance research and promote outreach to policy-makers on climate change adaptation.

The two sides also committed to work together toward a successful outcome at the climate negotiations in Durban that builds on Cancún.

"The United States and Caribbean countries recognised that enhancement of growth and economic development of the Caribbean would contribute to improving the international competitiveness of those countries, as well as to achieving their objectives of improved standard of living, job creation, and social stability. They therefore agree to work together to achieving these objectives. The United States and the Caribbean countries also discussed the region's vulnerability to natural disasters and the need to continue

cooperating on those issues. They also took note of the extension of the CBTPA and the possibility which it holds for Caribbean exports through increased production and productivity," the State Department said.

The participants also recognised the civic and cultural contributions of the Caribbean diaspora highlighted during Caribbean-American Heritage Month in the United States. They noted the Caribbean diaspora's connections to their native communities and considered ways to engage those communities in solving shared problems. On May 17, 2011, Clinton announced the launch of the International Diaspora Engagement Alliance, IDEA.

The Caribbean was represented by foreign affairs ministers and delegation heads of Antigua and Barbuda, The Bahamas, Barbados, Belize, Dominica, the Dominican Republic, Grenada, Guyana, Haiti, Jamaica, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Suriname and Trinidad and Tobago.

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New Funding for Georgia State Program in Egypt

Emily Kopp

Atlanta - 06.30.11

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The link between **Georgia State University** and **Cairo University** took a strong step forward June 27.

A $300,000 grant, jointly provided by **U.S. Agency for International Development** and **Higher Education for Development**, will enable Georgia State's **Robinson College of Business** to expand its partner business degree program in Cairo.

Robinson College provides Cairo University with syllabi and faculty training seminars—Atlanta hosted one as recently as in May—and sends professors to Egypt to teach classes and work directly with Cairo University students.

The additional outlay brings to $700,000 the total contribution from USAID and Higher Education for Development.

The federal dollars will "help train a new generation of managers," consistent with the U.S. goal of bolstering the market economy in Egypt, said **Bijan Fazlollahi**, director of Robinson's **Center for Business in Transitional Economies.**

The additional funds come at a key moment for the program in Cairo, introduced four years ago. The Egyptian uprising in recent months, which saw the overthrow of former President **Hosni Mubarak**, prevented Robinson professors from traveling to Cairo, forcing a reliance on video-distance learning. The events also uprooted the leadership at Cairo University.

The grant will allow the project to survive until at least July 2012, when the first enrolled class will graduate with a four-year business degree.

Dr. Fazlollahi said he will apply for additional funding in the future to keep the program alive but hopes it will eventually become self-sustaining.

More Egypt news

French Ambassador Backs Aid to Egypt and Tunisia
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GSU to Help Cairo University With New Campus

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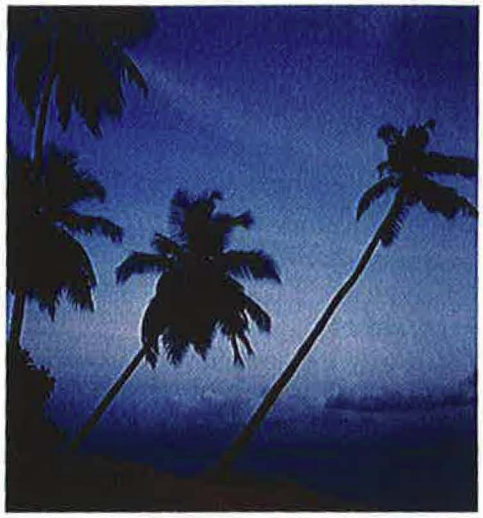
Kelley Takes On Business In Barbados



INDIANA UNIVERSITY'S Kelley School of Business in Bloomington has been awarded a US$1.35 million, three-year grant from the U.S. Agency for International Development and Higher Education for Development to help the Caribbean nation of Barbados stimulate the creation of new companies there. The Barbados economy has typically relied on tourism and sugar cane production, but both industries have suffered in recent years; new business startups are seen as one answer to economic problems.

The Kelley School's new Institute for International Business (IIB) will administer the grant. Faculty in the Kelley School and its Johnson Center for Entrepreneurship and Innovation will work closely with colleagues at the University of the West Indies' Cave Hill School of Business to develop a comprehensive entrepreneurship program for MBAs, as well as other initiatives.

Among the Kelley School's short-term goals are helping the Cave School establish an entrepreneurship program within its MBA program, helping it create a diploma program geared to high school graduates who want to start a business within a year, creating a certificate program with tailored instruction for people who have already started a business, creating internships and mentoring activities for students, and preparing case studies about Caribbean companies.

"Barbados has very strong national goals to be a leader in entrepreneurship in the next five to ten years," says Bruce Jaffee, IU professor of business economics and public policy and director of the IIB. "We very quickly can accelerate the Cave Hill School's development and have a significant impact on institution building and curriculum development, ultimately spurring entrepreneurship activity in the region."

The Kelley School and the IIB also are launching initiatives designed to help women in developing countries become more self-sufficient. Through the new Global Women's Economic Empowerment initiative, the school is partnering with the World Federation of Direct Selling Associations on a philanthropic project that will teach women how to start and sustain their own microventures.

Partnering In the Americas

FOUR GRADUATE business schools in North and South America are partnering to offer a new two-year MBA program for international executives starting in August 2011. Schools participating in the Americas MBA for Executives program are FIA Business School, Fundação Instituto De Administração, São Paulo, Brazil; ITAM, Instituto Tecnológico Autónomo de México in Mexico City; Simon Fraser University, Beedie School of Business, Vancouver, British Columbia; and Vanderbilt University's Owen Graduate School of Management, Nashville, Tennessee.

During the program, students will study management issues in each of the four largest economies in the Americas. "Free trade has opened exciting new opportunities throughout the Americas in recent years," says Tami Fassinger, Vanderbilt's associate dean of executive programs. She believes companies are moving from "distinct divisions in North America and Latin America to a comprehensive Americas approach."

Each school will assemble up to 15 students, who will remain at their home schools for their first years, attending executive or part-time MBA programs. During the second year, students from the four schools will be grouped into cross-country study teams to complete global capstone strategy projects as they rotate to each campus.

Each school will offer programming that draws on its core strengths. In Canada, MBA candidates will take on cross-cultural communications, human resource management, and business strategy; in Brazil, they will focus on sustainability, global markets, and base-of-the-pyramid product development. In Mexico they will learn about international trade and family-owned businesses, and in the U.S. they will study how to launch new ventures and nurture innovation.

Classes and coursework will be in English, though applicants with foreign language skills and international business experience are preferred. Students who complete the program will receive a joint Americas MBA, in addition to the degree conferred by their home schools.

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USAID 50 ANNIVERSARY

FRONTLINES

Higher Education Partnerships Lift up Students, Small Businesses

September/October 2011

Kellee Edmonds, Lynn Simmonds, and Julia Sobel | EDUCATION

CREDIT: MAELLEM DEKHIL

Bilel Boutadjine, an engineer and former University of Mentouri Constantine (UMC) student, is pictured at his job at KIS Co. Bilel credits the UMC Career Center for helping him find the job.

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Related Content

For more information on Pathways to Prosperity, see www.pathways-caminos.org.

Bilel Boutadjine had big dreams of working as an engineer in his native Algeria following graduation from the University of Mentouri, Constantine (UMC). But as his matriculation ended, Boutadjine knew his employment outlook was bleak.

Gainful employment doesn't come easy in his home country, which has an unemployment rate of 10 percent, and where 23 percent of the population lives below the poverty line.

Boutadjine decided that enrolling in the new Career Center at his school would help him improve a number of basic skills, make him more marketable to potential employers, and eventually secure him a good job.

Created in 2009, the Career Center is the result of a USAID-supported university partnership between the William Davidson Institute at the University of Michigan and UMC. Also known as RESUME (Recruiting Employable Students at the University with Management Education), this partnership aims to make a difference in the lives of more than 4,000 Algerian college students who, like Boutadjine, have earned a bachelor's degree and are in need of career counseling.

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Your Voice: A DLI Officer Is

During his time at the center, Boutadjine strengthened his public speaking and networking skills; attended career fairs that put him in direct contact with potential employers; and gained access to resources that shaped his career plan. Armed with those skills—as well as a healthy dose of confidence, he found his dream job at an industrial construction company soon after graduation.

"I [now] work as an engineer [at] KIS company, one of the Career Center's partners; an interesting and stimulating job which I would not have been able to find without the help of the center," Boutadjine said.

His is not the partnership's only success. In less than two years, that one center has helped more than 230 students secure internships, and nearly 60 students secure permanent full-time positions. Because of its success, the Algerian Ministry of Higher Education has announced plans to establish 18 more throughout Algeria based on the UMC model.

Higher Education for Development

The partnership is one of 69 managed by Higher Education for Development (HED), an organization that works closely with USAID and the six major U.S. presidential 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, and the National Association of Independent Colleges and Universities) to support U.S. university and other higher-education institutions' involvement in international development.

The HED partnership program supports a key component of USAID's education strategy, namely, improving the ability of host-country higher-education institutions and workforce-development programs to produce a skilled workforce that will facilitate their country's development. Improved career counseling and mentoring are seen as important steps in achieving this goal.

Linking Universities Across the Border

Several other higher-education partnerships are working to advance entrepreneurism and small-business development, including two separate efforts between U.S. and Mexican universities: one between the University of Texas at San Antonio (UTSA) and Universidad Autónoma de Guadalajara (UAG), followed by another between UTSA and Universidad Veracruzana.

"These higher education partnerships with funding support from USAID are connecting small-business owners to the global marketplace—helping small- and micro-entrepreneurs create jobs, and improving the overall competitiveness of the Mexican economy," says Robert McKinley, UTSA's associate vice president for economic development.

Back in 2003, the UTSA/UAG partnership, supported under the U.S.-Mexico Training, Internships, Exchanges and Scholarships program, created more than 40 small business development centers (SBDCs) located throughout Mexico based on a successful U.S. model.

Subsequently, the UTSA/Veracruzana partnership expanded the initial effort by creating a network of Mexican SBDCs that engaged higher-education institutions throughout Mexico and leveraged federal government resources. As a result, more than 4,000 Mexican business owners received professional training, and more than 1,000 SBDC professionals from every Mexican state have graduated from its Counselor and Director Diplomado Training Program. The network now has 101 centers throughout Mexico.

Connecting Small Businesses

A key factor in its success has been an online, multi-lingual trade platform that assists small businesses from both Mexican and U.S. SBDC networks to connect and make deals. Launched in 2010, SBDCGlobal.com enables clients to find pre-qualified international suppliers and buyers to create sales and growth.

Educated

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"Small businesses have had a difficult time benefiting from globalization," said Cliff Paredes, director of the UTSA International Trade Center. "This will help tens of thousands of businesses by connecting them to one another and by providing online tools and information that they need to grow their businesses."

Gabriela Esparza is the owner of one such business. Her printing and design company is benefitting from this online tool. Esparza says with the support of the university, she's learning the importance of having a business plan and making smarter decisions about her investment strategy. "We are certain to succeed," she added.

All told, since the start of the program, more than 750,000 U.S. SBDC clients have had the opportunity to connect with Mexican businesses to create bilateral trade opportunities.

"This mutually beneficial network will enhance our U.S. small business sector, creating jobs here at home by strengthening professional connections to neighboring countries and their communities in one of the highest and best uses of foreign assistance funding," said Tully Cornick, HED's executive director.

Several other Latin American countries have expressed interest in adopting the SBDC model in their countries. El Salvador, a country that was recently announced as a focus of a new economic growth partnership in Latin America, already has eight centers in operation, with a total of 14 slated to be in operation by year's end. Three centers are planned for Colombia.

Development of an SBDC network in Central America, set to launch in late 2011, will be a key action item in the Pathways to Prosperity in the Americas Initiative as it will help create jobs and promote greater regional economic integration and stability. Pathways is a State Department-led, policy-level dialogue that allows countries to share ideas and initiatives for economic growth to more broadly benefit all citizens.

"An SBDC expansion of such size and scope would solidify the role of U.S. higher education and its host-country institution partners in providing the resources needed to empower thousands of individuals to become full participants in the global economy," Cornick added.

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NEWS

Global Forum: Collaboration Yields Dialogue, Hope and Shelter in a Broken World

by Karen Jenkins , September 6, 2011

Categories:

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Karen Jenkins

Nations the world over are grappling with economic uncertainty, and the U.S. has not been immune, with people in poor communities being hit the hardest.

Contentious negotiations over raising the federal debt limit culminating in a last-minute deal containing trillions in discretionary spending cuts have caused further worries, exacerbated by concerns the cuts will hit the most vulnerable.

The most important investment – whether at the local, state or national level – is education. An educated and well-informed citizenry is critical to the long-term health of a country. If the U.S. expects to maintain a leading and competitive advantage in science, technology, industry as well as culture, then everyone needs to receive a quality education. At the same time, we need to engage in the exchange of ideas with people from other parts of the world.

The speed and power of electronic technology allows educators and students to communicate and even see one another across time and great distances. But there is no substitute for visiting another country, engaging with people face to face, examining their solutions to problems and learning to communicate in their language.

Educational exchanges afford others the opportunity to learn about the United States, the diversity of its people, and understand why American innovation is the envy of so many people around the world.

The United States' commitment to support international exchange programs represents a fraction of federal spending yet is one of the best investments of taxpayer dollars. The Fulbright program is one example that focuses on individual recipients.

At the other end of the spectrum is the Higher Education for Development, or HED, which fosters partnerships between universities in the United States and developing countries.

In 2007, Max Rettig, a graduate of Amherst College, received a Fulbright scholarship, which enabled him to conduct research in Rwanda on "gacaca," a unique and sometimes controversial process involving transitional justice and trials, instituted by the government after the genocide of more than 800,000 people in 1994.

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by Karen Jenkins, September 6, 2011

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In 2008, Rettig's research was published in the African Studies Review, a highly regarded academic peer-reviewed journal. Three years later, in early 2011, the Parents Circle - Families Forum, an organization made up of more than 500 families, half Israeli and half Palestinian, began using Rettig's article to help its members understand the necessity of reconciliation as opposed to the aim of revenge.

Now a lawyer, Rettig was surprised that his research had made an unexpected international journey and pleased that it might be of assistance to Parents Circle. Maya Kahanoff, academic director of Parents Circle, explained that the goal of the organization was to "get people to talk instead of to remain silent, even if political, religious or cultural opinions and values differ." The research conducted by Rettig provided valuable insight on a peace process in Rwanda that would, Kahanoff explained, offer an opportunity for members and supporters of Parents

Circle to look at alternatives for reconciliation as presented by the "gacaca" process in Rwanda.

This powerful example of the value of academic research and its impact across international borders speaks to the importance of continued support, especially in the humanities, for individual international exchanges. The journey of Rettig's research also demonstrates the common humanity of people. A solution in one part of the world can resonate with people in another.

The work of HED represents another mechanism of funding by the United States that fosters direct partnerships and collaboration among universities here and in developing countries.

In 2010, support from the U.S. Agency for International Development, or USAID, totaled $7.4 million with another $6 million in cost share contributions from 62 partner institutions in the United States and 73 others abroad. The focus of projects undertaken by HED ranged from the environment and agriculture to workforce development and entrepreneurship, health, democracy and governance and education. In 2002, Tuskegee University worked with Fort Hare University in South Africa on a project to provide healthier living conditions in that country's townships by addressing the shortage of housing.

The success of the project was the result of the research skills of Tuskegee faculty combined with the access and insight of Fort Hare University in using local building methods incorporating available materials that were unused or underutilized. This $100,000 project brought together members of an international higher education exchange to solve a pressing problem for citizens in the area surrounding Fort Hare University. An interesting outcome was that many of the lessons are applicable in the United States, which faces its own housing shortage in poor neighborhoods and homelessness challenges.

Investing in higher education and international partnerships abroad should be a budget priority. Financial support for Fulbright and programs such as HED strengthens the image of the United States and exposes faculty and students here and abroad to problems that are often similar with results that can be applicable in many nations.

Two years ago in June, President Obama gave an address at Cairo University, a strong signal that educational institutions abroad are valued and vital partners. We all need to work diligently to ensure that financial cutbacks don't damage the quality of education at the school around the corner, the college or university across the state and educational programs abroad. **D**

— *Karen Jenkins is executive director of the African Studies Association at Rutgers University*

Legon, Brown University Enter Academic Partnership

The University of Ghana, Legon, has entered into an academic partnership arrangement with the Brown University of the United Statesto sharpen the skills of health professionals to address the challenges posed by the HIV/AIDS menace in Ghana and the West African sub-region.

The partnership which involves the University of Ghana College of Health Sciences as well as the Brown University and its collaborators -Tufts and Yale Universities, will foster collaboration, leverage funding and implement a five-year strategic plan to train multi-disciplinary healthcare workforce with a focus on enhancing the response to HIV/AIDS challenges.

It is being sponsored by Higher Education for Development (HED) of the United States of America and USAID.

Speaking at the launch of the partnership, the Provost of the College of Health Sciences, Professor Aaron Lawson, said activities to be undertaken under the partnership should result in the college and the university becoming a centre of excellence in HIV education, research and development in Ghana.

"I am extremely happy that this programme will be conducted by the College of Health Sciences because the establishment of the college as well as its vision makes it well placed for this," he said, adding that the college had over the years built strong multi-disciplinary teams who undertook research into communicable and non-communicable diseases in its institutions.

The institutions are the Schools of Medicine, Dentistry, Allied Sciences, Public Health, Pharmacy, Nursing and the Noguchi Memorial Institute for Medical Research. The College of Health Sciences was established in 2000 to bring health training institutions within the University of Ghana together under one umbrella and also to develop newer institutions.

Prof. Lawson said the launch signalled the beginning of the implementation of a five-year strategic plan (with a 10-year vision) to develop human resource capacity with a full set of skills to meet the challenges related to HIV/AIDS epidemic.

Launching the partnership, the Vice Chancellor of the University of Ghana, Prof. Ernest Aryeetey, lauded the initiative and said the West African region was part of a continent that had been affected by AIDS menace.

He said the University of Ghana believed in strong partnership since it would enhance the reputation of the university.

Prof. Aryeetey said the university was happy to be in partnership with the Brown University which was known for excellence in view of its track record.

The acting USAID Ghana Mission Director, Mr Peter Argo, said, "USAID is proud to be a partner to the Ghanaian government to help improve the quality of health services and empower individuals and communities to adopt good health practices."

"This academic partnership provides an opportunity for shared learning and enhanced capacity building that will empower the College of Health Sciences to be more effective in the national HIV/AIDS response," he emphasised.

Prof. Tim Flanigan of Brown University said the partnership would provide the opportunity for students to undertake research geared towards dealing with the challenges associated with HIV/AIDS.

Dr Susan Cu-Uvin of the Brown University said the university valued its relationship with the University of Ghana.

The Representative of HED, Jeanne-Marie Duval, said the initiative represented a new opportunity to address the problems with HIV/AIDS.

Source: Emmanuel Bonney - Daily Graphic

Story from Modern Ghana News:
http://www.modernghana.com/news/352565/1/legon-brown-university-enter-academic-partnership.html

Published: Monday, September 26, 2011

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US-AFRICA: Universities for development partnerships

Sarah King Head
17 October 2010
Issue: 0064

Poverty alleviation and economic stimulation on the world's poorest continent are problems the US Agency for International Development (USAID) and Higher Education for Development intend to help solve. Last month the agencies **announced** strategic capacity-building partnerships between 22 universities in Africa and the US.

With the backing of up to $1.1 million each, detailed five-year strategic plans and comprehensive 10-year visions, the goal is to assist the realisation of Sub-Saharan initiatives for national and regional development through higher educational investment. The institutions will tackle issues ranging from food security and health to natural resource and climate management, energy and education in Africa.

One such partnership initiative is currently being brokered with the Sudan, a country recovering from nearly 50 years of civil war and where 95% of the population relies on subsistence farming.

Two symposia in 2008 identified ways of being able to deal with food security issues in southern Sudan through the invigoration of higher educational training in agriculture and natural resource management. At that time, collaborative efforts led by the Catholic University of the Sudan in partnership with the University of Juba, Virginia Polytechnic Institute and Virginia State University began to develop strategies.

But none of this could happen before the country's ravaged educational infrastructure was restored.

"The task of rebuilding infrastructure has been nearly beyond imagination," explains project director and acting Vice-chancellor of the Catholic University of Sudan, Friar Michael Schultheis, SJ. He adds that many of the initiatives were, in fact, begun - and subsequently abandoned - back in the early 1980s, following a lull in hostilities.

It took another 25 years, and the signing of a comprehensive peace agreement, before the country could begin the huge task of rebuilding.

Among the challenges southern Sudan faces are a myriad of environmental problems ranging from water pollution further upstream along the Nile to wildlife extinction, deforestation and desertification. Moreover, not only did civil war kill or displace at least four million people, but extreme poverty in rural areas is matched by a literacy rate of only 30%.

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All this makes the prospects for developing a workable higher education mandate seem insurmountable. But Schultheis and his partners remain confident.

Along with efforts to repatriate the University of Juba from its temporary residence in northern Khartoum, one of the first steps was the decision to establish the Catholic University in Juba as the national university in 2007.

A year later the faculty of arts and social science was opened, and in 2009 the faculty of agricultural and environmental sciences began offering programmes. Based in the town of Wau in the state of Western Bahr el Ghazal, the latter faculty provides a general programme of study, leading to a five-year BSc specialising in agronomy, animal science or environmental science.

So far there is a total of 260 students in both faculties of the Catholic University, with the first cohorts of BA and BSc students in their third and second years respectively.

Though they may be small steps and the road ahead not expected to be easy, Schultheis is hopeful: "The question ahead is 'What will this baby become?'"

Coming from someone who, for more than 40 years, has taught and been involved in establishing curricula at higher education institutions in Uganda, Tanzania, Mozambique and Ghana, there is every reason to assume that this project will indeed mature and bear fruit.

The 10 other partnerships are similarly driven by the need to ensure that the resources and expertise of the developed world are put at the service of and are utilised by developing countries in innovative and sustainable ways.

Peter McPherson, President of the Association of Public and Land-Grant Universities, extolled the virtues of the partnerships when he underlined the importance of higher education in building a strong Africa: "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."

The collaborative alliances also include the following projects:

* The International Institute for Water and Environmental Engineering in Burkino Faso will be working with Tuskegee University in Alabama to improve hydrological and environmental science and technology. Future partnerships would include expertise from faculty of the University of Benin, and the University of Mines and Technology in Ghana.

* Addis Ababa University in Ethiopia and the University of Connecticut seek to lay the foundations for an integrated water resources engineering programme to train professionals capable of addressing associated development challenges.

* The College of Health Sciences at the University of Ghana in Legon, Accra, and Brown University in Providence, Rhode Island, plan to establish a National Educational Centre of Excellence to create and support multidisciplinary programmes in HIV-Aids research and the training of health care providers.

* Kenyatta University in Nairobi, Kenya, and Syracuse University in New York State will be training secondary school teachers and supporting elevation of this profession in the region. Building on an existing institutional relationship, the partners intend to collaborate with other institutions in Kenya and the US.

* The University of Nairobi in Kenya and Colorado State University are spearheading a partnership among other Kenyan, Tanzanian and Malian universities to develop programmes to address the challenges of agricultural and natural resource sustainability among regional dryland communities.

* The University of Malawi in Zomba with Michigan State University and Lincoln University in Oxford, Pennsylvania, will work together to address the problems that population growth, uneven economic development and

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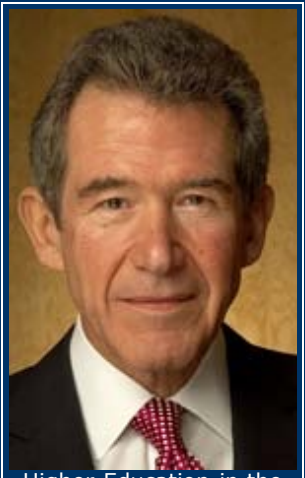
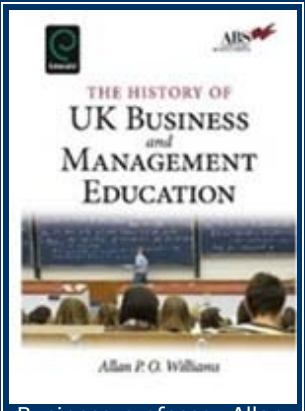


Higher Education in the UK receives its biggest shake in 50 years by Lord (John) Browne.

Online petition launched to free Miguel Beltrán, who was arrested by the Colombian government on charges of 'rebellion' and 'breaking the law for terrorist purposes'.



Business professor Allan P.O Williams has released his book The History of UK Business and Management Education.

climate change are progressively wreaking on the country's physical and human environment. In establishing a centre of excellence in ecosystems science services, economic growth will be matched by poverty alleviation in a sustainable fashion for the future.

* The University of Liberia in Monrovia and Indiana University in Bloomington will be seeking to redress the shortage of life science professionals following 15 years of civil war. Assisted by the University of Massachusetts School of Medicine and the Virginia Polytechnic Institute and State University, curricular enhancements and physical infrastructure improvements will build up a life sciences workforce able to meet the needs of the country's 3.5 million people.

* L'Université Gaston Berger in Saint-Louis, Senegal, and Ohio State University will develop a degree programme in agro-ecology to better manage the intensification of a burgeoning agricultural export industry and the potential degradation of fragile Sahelian ecosystems.

* The University of Cape Town in South Africa and the University of Cincinnati intend to explore the use of solar power energy as a means to meet the energy needs of Sub-Saharan Africa. Relying on an innovative new technology and the expertise of industrial partners in the US, the South African university will serve as a centre for training researchers to expand on these technological developments.

* Makerere University in Kampala, Uganda, and North Dakota State University seek to establish centres of excellence that will oversee population health and food security issues associated with the spread of pandemic zoonotic and vector-borne diseases. The centres will coordinate responses ranging from surveillance and risk assessment to policy development and communication.

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Global Health Matters Newsletter

November/December 2010 | Volume 9, Issue 6

USAID devotes $12m to bolster higher education in Africa

USAID is devoting about $12 million to bolster higher education in Africa through capacity building partnerships designed to nurture local expertise in critical development issues such as health, food security and natural resource management. The initiative will pair 11 African universities with U.S. partners.

The program is intended to 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.

Photo courtesy of Dr. James Kiarie

USAID will support higher education programs throughout Africa, including at University of Nairobi, where students are pictured above attending classes.

"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."

The 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 USAID through a grant to Higher Education for Development, the partnerships are the result of the Africa-U.S. Higher Education Initiative, a collaborative effort started in 2007 to advocate for increased engagement in African higher education capacity development.

Several of the projects will focus on infectious diseases and five of the African institutions are also involved in the Medical Education Partnership Awards, being jointly administered by Fogarty and the Health Resources and Services Administration. They include Addis Ababa University in Ethiopia; University of Nairobi in Kenya; University of Capetown in South Africa; Makerere University in Uganda; and University of Malawi.

More Information

- Read the full article, *African and U.S. Universities Partner to Tackle Development Challenges Across Africa*, including a list of Africa-U.S. Higher Education Initiative partnerships, on the Higher Education for Development Web site.

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Fairfield University Awarded Nearly $300,000 From USAID Through Higher Education for Development: Three-year Grant Will Integrate Service Learning, Te

Fri Nov 12, 6:00 am ET

Fairfield University has been awarded $299,607 by United States Agency for International Development (USAID) through Higher Education for Development (HED) for a three-year grant that will integrate service learning, middle school health education and educational technology in Senegal for the Collège Universitaire Régional de Bambey (CUR-Bambey) faculty and students and local middle school teachers by leveraging new learning technologies as appropriate for the local environment for teaching health education topics.

Fairfield, Conn. (Vocus) November 11, 2010

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Three Fairfield University professors share co-directorship of the grant named “The Use of Information and Computer Technology (ICT) and Service Learning to Develop Health Curricula”: Winston Tellis, Ph.D., Stephen and Camille Schramm Chair in Information Systems and Operations Management and Vishnu Vinekar, Ph. D., assistant professor in Information Systems and Operations Management, who are faculty members in the Dolan School of Business; and Elizabeth Langran, Ph.D., assistant professor and director of the Educational Technology Program in the Graduate School of Education and Allied Professions.

Rev. Paul J. Fitzgerald, S.J., senior vice president for Academic Affairs at Fairfield, called the grant “an exciting opening for us,” one more way in which the University is engaging with Africa. “Africa is one of the five priorities for the Society of Jesus (Jesuits) worldwide. This grant allows Fairfield professors to bring their expertise to the direct and indirect benefit of children, bettering their health care and building capacity among their teachers.”

Service learning is a pedagogical approach that links academic study and community-based service so that each is strengthened and both are transformed.

In keeping with the Jesuit identity, this grant will enable the University to build on a sustained history of partnerships with international institutions of higher education in Nicaragua, Russia, Central Asia and several European countries.

The ICT project will leverage new learning technologies as appropriate for the local environment for teaching health education topics. Local middle school teachers will become familiar with the pedagogy of using technology to teach content. While the first content area to be taught with the technology will be health education, the pedagogy can be applied to other content areas as well.

In January 2011, Professors Tellis, Vinekar and Langran will travel to Senegal to conduct a needs assessment, in partnership with CUR-Bambey. Together they will develop a curriculum after consultation with the advisory board of the pilot school in Dakar. The baseline data collected at this time will inform their decisions for the following years.

The partnership is designed to strengthen the capacity of CUR-Bambey’s community service program to be self-sustaining by utilizing a “train-the-trainer” approach.
The project was inspired several years ago by then Fairfield undergraduate and Stags basketball player, Mamadou Diakhate, ’08, whose senior project was a proposal to introduce computers into his boyhood school in Dakar, the capital city of Senegal.

The professors worked on a grant application to HED with an ultimate goal of training the local Senegalese faculty in Service Learning, Information Technology, and Health Education. “Given the fact that only one proposal would be funded under HED’s request for application, we are thrilled to have been chosen,” said Dr. Langran.
“It is a team effort, in which each one of us brings skills and experience that should raise the dignity of the people in the rural areas, along with a new awareness of issues that affect them directly,” Dr. Tellis said. “Best of all, it is a model that will develop the local expertise, such that we will not be needed towards the end of the project, if we have done our job as planned.”

“The environment in rural Senegal could be similar to the poor areas in Delhi where I have worked with children in the slums learning to use computers,” said Dr. Vinekar.
The project will involve several trips to Senegal by the Fairfield faculty members. “We will leave behind a self-sustaining operation that will enhance the wireless network transmission, and education infrastructure in the rural areas,” Dr. Tellis noted.

Vol. 43, No. 109

Fairfield University is a Jesuit University, rooted in one of the world’s oldest intellectual and spiritual traditions. More than 5,000 undergraduate and graduate students from 36 states, 47 foreign countries, the District of Columbia and Puerto Rico are enrolled in the University’s six schools. In the spirit of rigorous and

sympathetic inquiry into all dimensions of human experience, Fairfield welcomes students from diverse backgrounds to share ideas and engage in open conversations. The University is located in the heart of a region where the future takes shape, on a stunning campus on the Connecticut coast.

# # #

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03 Jan 2011

Press Release

USAID and Al Balqa University graduate in Irbid

Text size

320 new trainees in soft skills...

Irbid 03 January 2011: To celebrate a new batch of graduates of Al Huson Career Development Centre (CDC), Al Balqa Applied University held a graduation ceremony at the Al Huson University College that was attended by University of Al Balqa, CDC, USAID Jordan Economic Development Program officials and guests. The ceremony witnessed the handing over of certificates to 320 graduates.

The CDC has been established as part of a USAID Jordan grant to Al Balqa Applied University to provide demand driven training in the Governorate of Irbid. To-date and over the course of the past two years, a total of about 1,500 students have been trained at the CDC in success skills, English conversation, presentation and communication, advanced IT, and creative thinking.

Since its inception in 2007, the CDC has been engaged in building public and private sectors partnership to provide tailored training programs for employment of college graduates. One of such partnerships include training for direct employment with the Consolidated Contracting Co (CCC), which so far has employed 19 college graduates at the CCC in pipefitting technologies and continues to train new intakes.. Partnership with industry includes training in piping technology and health safety and environment (HSE).

Another partnership was with ETVET to establish a solar energy technology training track at the CDC, in collaboration with Red Rock Community College and funded by US Higher Education for Development/USAID. Also, a recent partnership with peace corps was formed to expand and improve the training facility at the CDC.

Reaching out to the masses of fresh graduates and the public has been established by the CDC through holding regional and college job fairs. Internship programs have also been designed for students to learn as they engage in the work itself. The Centre continues to provide career counseling services and run student - led career clubs to enhance its mission further in bridging the employment gap in Jordan. Aspects of job market demands are also addressed

through CDC's invitations to different company speakers to speak to students at gatherings organized for the purpose.

The USAID Jordan Economic Development Program is a five year broad economic development initiative implemented by Deloitte Consulting LLP and a sizeable team of international and Jordanian partner firms. The Program's mission is to support sectors and activities in alignment with His Majesty King Abdullah's vision for a Knowledge-based Economy, by inserting Jordanian enterprises into global value chains, promoting investment, and improving the enabling environment to generate value added jobs, exports, foreign direct investment, and sector revenues as a powerful engine of economic growth.

-Ends-

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OHIO UNIVERSITY

Compass

OHIO honored for international collaboration

Feb 10, 2011
Colleen Kiphart

The Centre for Communication Studies at the University of Guyana.
Photographer: Sally Ann Cruikshank

Students in Sally Ann Cruikshank's journalism class made three documentaries.
Photographer: Sally Ann Cruikshank

The students later showed their work to a crowd that included the prime minister.
Photographer: Sally Ann Cruikshank

Higher Education for Development (HED)*, an educational organization affiliated with the United States Agency for International Development (USAID)*, has named Scripps College of Communication's partnership with the University of Guyana* its "Partnership of the Month" for January.

According to their website, "HED supports its mission primarily by funding innovative partnerships that partner U.S. colleges or universities with institutions of higher learning in developing nations."

Vibert Cambridge, professor in the School of Media Arts and Studies and partnership director at OHIO, explained the significance of this honor.

"It is the recognition of a working partnership--one that is based on respect and reciprocity. It is also a tribute to the various units at Ohio University that have and are continuing to support this project," said Cambridge. "Support has come from the Office of the President, Scripps College of Communication, the School of Media Arts and Studies, E.W. Scripps College of Journalism, Institute for International Journalism, Communication and Development Studies, Center for International Studies, the Graduate College, International Faculty and Student Services, the Office of the Vice President for Research and Graduate Studies and WOUB Center for Public Media, among others."

His counterpart in Guyana, Paloma Mohamed, professor of communications/sociology/and social psychology and partnership director at the University of Guyana, felt the honor places the partnership on a wider international stage.

"HED has hundreds of projects all over the world, so to be singled out as one which is worthy of special recognition is definitely important! This is so very many reasons - if one can demonstrate results and value for money that's sustainable it means we have a model that can be replicated -- and others should know of it," explained Mohamed. "The honor also makes a statement about the quality of the institutions and persons involved in making the project work -- and there are so very many -- at HED Washington, USAID Guyana, Ohio University and at the University of Guyana. It's a good validation of our collective efforts!"

Sally Ann Cruikshank, a graduate student in the Scripps School of Journalism, spent five months teaching journalism at the University of Guyana. She saw firsthand the value of collaboration between teacher and student between OHIO and the University of Guyana.

“It was all an incredible experience. But if I had to choose a favorite aspect, I think it would be watching the students realize how much they are capable of accomplishing,” she said. “For example, we worked on three mini-documentaries when I was there. Some of the students had never used the cameras or the editing equipment. When we were finished, we premiered the films in front of an audience that included the prime minister. The films were such a source of pride for the students, as they should have been."

OHIO has worked in partnership with the University of Guyana for 26 years. The universities have exchanged more than words; they have shared students and instructors.

“This project is about OHIO demonstrating commitment and sustainability in its relationship with Guyana and the University of Guyana,” explained Cambridge. “Over the 26 years, several Guyanese have earned advanced degrees here, and our library has provided many training opportunities for librarians from the University of Guyana. The project has taken OU/Guyana relations to a new platform -- faculty and graduate student exchange. In addition, it is providing opportunities for undergraduate students to have international learning experiences.”

The partnership has strengthened both programs.

“This project can be partially credited with saving the Centre for Communication Studies, which is the only institution in Guyana which trains journalists and media operators, from closure,” said Mohamed.

She continued, “In a budding and arguably fragile democracy, the importance of a strong and well trained media cannot be underestimated. It’s all important. The project is special also because it set out to address problems in the society through engaging the media sector in a comprehensive way. Attempting the very hazardous task of being all inclusive in a society which has real tensions of class, race and other social constructions is fraught with danger.”

It has been a challenge that OHIO and University of Guyana instructors, students and alumni have risen to repeatedly with tremendous results.

“I had the best students in Guyana,” said Cruikshank. “They were all so eager to learn and just genuinely excited to be in class. We certainly had a fun. I definitely learned as much as they did.”

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Posted Online: Feb. 24, 2011, 12:53 pm

EICCD has been awarded a $55,000 grant

Comment on this story

Press release submitted by Eastern Iowa Community College District

Economic Empowerment through Entrepreneurship

Eastern Iowa Community College District (EICCD) in collaboration with Tulsa (OK) Community College (TCC) has been awarded a $55,000 proposal development grant for a six-month period of performance to partner with Sana'a Community College, Yemen. Through this award, the three colleges will work together to create a proposal for a three-year partnership to strengthen the capacity of Sana'a Community College through the promotion of entrepreneurship.

This grant has been awarded through 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 as part of the Broader Middle East and North Africa (BMENA) - U.S. Community College Entrepreneurship Proposal Development Grants competition.

EICCD is one of just six lead institutions chosen as part of the BMENA-U.S. Community College competition. EICCD will be working in the project with TCC as well Community Colleges for International Development and the Greater Muscatine Chamber of Commerce.

"The goal of the project is to develop an entrepreneurship certificate in career and technical education for Sana'a Community College," said Jeremy Pickard, EICCD International Education Director. "We will also be creating an entrepreneurship certificate program for existing small- and medium-size businesses."

Pickard said that economic expansion in Yemeni depends upon job creation and both Yemeni and American leaders believe that the small business sector will produce most of the growth. These firms will succeed only if those running them have culturally relevant entrepreneurial skills.

Faculty from the U.S. and Yemen will travel to their respected counterpart institutions to develop a partnership which will result in entrepreneurship modules and approaches to entrepreneurship education for the Yemeni context.

This joint initiative is a response to recent administration development goals for the BMENA region. In June 2009, USAID, the U.S. Department of State and the U.S. Department of Education sponsored a two-day conference in Amman, Jordan focusing on community and technical colleges as an important model for facilitating the school-to-work transition in the BMENA region. During a major speech in June 2009 in Cairo, Egypt, President Obama highlighted the importance of entrepreneurship in fostering economic opportunity and

community development. Speaking in Doha, Qatar in January 2011, Secretary of State Hillary Clinton emphasized the importance of creating partnerships to promote development and opportunity for young people within the region.

"The U.S. Department of State, through the Middle East Partnership Initiative, is pleased to support the Entrepreneurship Proposal Development Grants as a means to facilitate partnerships between U.S. community colleges and technical and vocational institutions within the BMENA region. Entrepreneurship is key to improving economic conditions and expanding job creation and social change. MEPI is committed to finding new ways to unlock innovation, spur private sector development, and create new employment opportunities for the region's young population," said Alice Blayne-Allard, coordinator for the G8-BMENA Initiative.

Facing acute youth unemployment, increasing poverty, and underemployment of semi-skilled and skilled workers, there is a need to expand job opportunities to keep pace with rapidly expanding populations and to ensure regional prosperity and stability. Community colleges and vocational institutions in the United States have programs and centers that are actively linked to industry, corporations, and local businesses; and graduates of community colleges are often more quickly employed due to their relevant studies and links to business.

"Partnering U.S. community colleges with technical and vocational institutions in the BMENA region will provide a valuable model of successful workforce and entrepreneurship development," said Tully Cornick, Ph.D., executive director of HED. "HED is pleased to support an initiative that will improve the capacity of the BMENA institutions to contribute to national economic growth by preparing graduates to start their own small businesses, create new jobs, and fill positions in growth sectors."

The partnership proposals developed through these six-month planning grants will be submitted to HED at the conclusion of the grant period. HED will, through a peer review process, evaluate the proposals and rank them for consideration for implementation funding by USAID.

Higher Education for Development (HED) mobilizes the expertise and resources of the higher education community to address global development challenges. HED manages a competitive awards process to access expertise with the higher education community in coordination with the American Council on Education (ACE), the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the Association of American Universities (AAU), the Association of Public and Land-grant Universities (APLU), and the National Association of Independent Colleges and Universities (NAICU). For more information about HED, visit www.HEDprogram.org.

Through a Leader-with-Associates Cooperative Agreement, signed in September 2005 USAID's Bureau for Economic Growth, Agriculture and Trade, Office of Education (EGAT/ED) provides support to Higher Education for Development. These partnerships are funded by the U.S. State Department's Office of the Middle East Partnership Initiative (MEPI) through the Leader Agreement and is supported by the U.S. Department of Education.

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

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Expanding entrepreneurship in the Middle East

By Times Staff, Published February 24, 2011

Eleven community colleges will team with higher education institutions in the Middle East and North Africa to help strengthen entrepreneurship in those regions.

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, on Thursday announced the partnerships that will participate in the Broader Middle East and North Africa (BMENA)—U.S. Community College Entrepreneurship Proposal Development program.

Each team will receive a grant of up to $60,000 to help develop long-term partnerships at least three years to improve the BMENA institutions through the promotion of entrepreneurship. The proposals developed through these planning grants will be submitted to HED at the conclusion of the six-month grant period. HED will then consider them for implementation funding by USAID.

The two-year colleges and their partnering institutions are:

- Central Community College (Nebraska)/Bahrain Polytechnic (Bahrain): *Bahrain Entrepreneurship Project*
- Middlesex Community College and Bristol Community College (Massachusetts)/Ecole Normale Supérieure de l'Enseignement Technique de Rabat/Ecole Normale Supérieure de l'Enseignement Technique (Morocco): *Linkages for Entrepreneurship Achievement Project (LEAP)*
- Washtenaw Community College (Michigan)/William Davidson Institute at the University of Michigan /Al Quds College (Jordan): *Integrated Entrepreneurship Training*
- Nassau Community College, Monroe Community College, North Country Community College and Onondaga Community College (New York)/Al-Kafaat Europa School of Technology (Lebanon): *SUNY Community College Consortium*
- Gateway Technical College (Wisconsin)/Ecole Superieure de Technologie, Oujda/Université Mohammed I Oujda (Morocco): *Collegiate Entrepreneurship and Collaborative Strategies*
- Eastern Iowa Community College District and Tulsa Community College

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(Oklahoma)/Sana'a Community College (Yemen): *Economic Empowerment through Entrepreneurship*

The initiative is in response to recent administration development goals for the region. In 2009, USAID, State Department and Education Department sponsored a two-day conference in Jordan focusing on community and technical colleges as a model for facilitating the school-to-work transition in the BMENA region. During a speech that year in Egypt, President Barack Obama highlighted the importance of entrepreneurship in fostering economic opportunity and community development. Speaking in Qatar in January, Secretary of State Hillary Clinton emphasized the importance of creating partnerships to promote development and opportunity for young people within the region.

Facing high unemployment among youths, increasing poverty and lack of jobs for skilled workers, there is a need to expand job opportunities to ensure regional prosperity and stability, according to project officials. U.S. community colleges and other institutions have programs and centers that are actively linked to industry, corporations and local businesses, they noted.

"Partnering U.S. community colleges with technical and vocational institutions in the BMENA region will provide a valuable model of successful workforce and entrepreneurship development," said Tully Cornick, executive director of HED.

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CHSB, Kelley School of Business and USAID Launch JOBS Project

Published: February 24 2011

Bridgetown, BarbadosWednesday, February23, 2011 – The Embassy of the United States of America to Barbados and the Eastern Caribbean today announced a new US$1.35m (BD$2.7m) entrepreneurship initiative with the University of the West Indies-Cave Hill and Indiana University.

The multi-year Job Opportunities for Business Start-up (JOBS) initiative is aimed at supporting the growth of an entrepreneurial culture and diversifying the service oriented economies of Barbados and the Eastern Caribbean. JOBS will be coordinated by the U.S. Agency for International Development (USAID)/Barbados and Eastern Caribbean and Higher Education for Development (HED).

JOBS will strengthen the University of the West Indies-Cave Hill School of Business's Centre for Enterprise and Entrepreneurship as the hub for innovative business training and growth in the Eastern Caribbean.

Indiana University Bloomington has been selected to partner with the Cave Hill School of Business under JOBS to cultivate an entrepreneurial mindset in the region through updated degree and certificate programs focused on alternative energy initiatives, high-tech ventures, social entrepreneurship, and entrepreneurship in cultural industries.

USAID's Representative in Barbados James Goggin, expressed his delight for the program: "A keystone of USAID's cooperation program for Barbados and the Eastern Caribbean is to advance economic development through entrepreneurship. We are excited and honored to be forming this new partnership with the University of the West Indies and its Cave Hill School of Business and Indiana University which will combine the energies of our three institutions to address the challenge of creating new business opportunities in Barbados and its neighboring countries, especially for Caribbean young people."

The JOBS initiative stems from a worldwide USAID effort to promote post-secondary skills training. Many technical and vocational community colleges and higher education institutions in the United States have business schools and centers that are actively linked to industry and corporations. The support of academic and business communities in Barbados will facilitate a strong foundation for graduates having an entrepreneurial spirit, regardless of their area of study.

"So often, we hear about youth building our future. The JOBS initiative is an investment in that idea. Education coupled with practical internships and mentoring from the business community can nurture the entrepreneurial spirit of students and young working professionals," said HED Executive Director Tully Cornick.

This award of US$1,350,000 is funded by the U.S. Government through USAID/Barbados and Eastern Caribbean, and managed by HED.

JOBS Project Objectives (198.8 KB)

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Cave Hill School of Business, University of the West Indies Cave Hill, St. Michael Barbados Tel: (246) 424-7731/7652 Fax: (246) 425-1670
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THE CHRONICLE of Higher Education

February 23, 2011

American Colleges Discuss Their Next Moves in Protest-Riven Middle East

By Beth McMurtrie

San Francisco

The recent uprisings across North Africa and the Middle East have placed American colleges in a tense situation. Beyond immediately evacuating students in harm's way, what is their role in these events and their aftermath? A session on Wednesday here at the Association of International Education Administrators' annual conference prompted a frank discussion of those questions.

As the waves of populist protest against autocratic regimes continue, educators at the meeting said they were torn between wanting to stay engaged in the region and needing to protect students and faculty members who are there.

One worry is that a temporary pullout could be seen as a signal for permanent disengagement, said Katherine Bellows, executive director of the Office of International Programs at Georgetown University.

Georgetown is scheduled to offer a language program this summer in Alexandria, Egypt. 'What are we going to do?" she wondered. "Part of me fears that if I say, 'No, you're not going,' that will be seen as a long-term decision."

Public institutions like the State University of New York face further complications, said James Ketterer, the system's deputy provost and chief of staff of the Office of Academic Affairs and University-Wide Programs.

"We're funded by the Legislature, and they are very much driven by the headlines, by calls from parents and constituents," he said. Although he understands the hesitancy to withdraw from countries in turmoil, he said, universities cannot afford to make missteps that could result in a permanent pullout. "These are day-by-day, minute-by-minute calculations," he said.

'A Road That Has Not Yet Been Paved'

Even as colleges are propelled by State Department warnings and concerned parents to pull back, the Middle East has become a more fascinating place with which to engage, participants said. That holds true for students and faculty members alike, said Norm Peterson, vice provost for international education at Montana State University, who moderated the session.

"While we were flying students out of the region, there were students clamoring to go in," he said. "That's part of the tension of our work."

Tully Cornick, executive director of Higher Education for Development, which is primarily financed by the U.S. Agency for International Development, said that at the same time his organization has been evacuating project members from Egypt, its officials have begun discussing how they can reprogram their Middle East partnerships. For one thing, he asked, would the new governments in the region even honor the existing agreements?

Many at the session had worked in the field long enough to remember similar discussions following the fall of Soviet-backed regimes and the opening of Eastern Europe in the 1990s. Yet there are a number of crucial differences, Georgetown's Ms. Bellows noted, such as culture, religion, violence, and economic issues, including access to oil.

"That's what's disturbing," she said. "We're looking at a road that has not yet been paved."

Colleges should begin considering strategy now for their long-term engagement in the region,

participants agreed. That means working internally with faculty and staff members to figure out institutional priorities. It also means reaching out to federal bodies like the Agency for International Development and the State Department to offer expertise and guidance.

"In the long run," said SUNY's Mr. Ketterer, "the work we do is going to become more important in helping to reset foreign policy in the region."

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U.S. Embassy Launches US$1.35M Entrepreneurship Initiative

US Embassy
Friday, February 25th, 2011 at 11:50 am

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Bridgetown, Barbados – The Embassy of the United States of America to Barbados and the Eastern Caribbean on Thursday announced a new US$1.35m (BD$2.7m) entrepreneurship initiative with the University of the West Indies-Cave Hill and Indiana University.

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"So often, we hear about youth building our future. The JOBS initiative is an investment in that idea. Education coupled with practical internships and mentoring from the business community can nurture the entrepreneurial spirit of students and young working professionals," said HED Executive Director

Tully Cornick.

This award of US$1,350,000 is funded by the U.S. Government through USAID/Barbados and Eastern Caribbean, and managed by HED.

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Medical School team rebuilding health care in Liberia

Multidisciplinary experts lead initiatives in medical training, nursing leadership and library services

By Sandra Gray March 4, 2010
UMass Medical School Communications

At any given time of year, there are scores of students, faculty and researchers off campus—some way, way off campus—in the Dominican Republic, Peru, Ghana, Liberia—providing aid, serving fellowships and gaining experience they can apply to their work, and their patients, here at home. As an ongoing, periodic feature on UMassMedNow, we will profile some of these travelers and give you some insight into the impact—both small scale and large—that the people of UMMS are making on our world.

On a previous visit to Liberia, from left, Office of Global Health Co-director Donna Gallagher, MSN, and Associate Provost of Global Health Katherine Luzuriaga, MD, met with Liberian President Ellen Sirleaf-Johnson.

While many are spending the spring break days of March at vacation destinations, a team of UMass Medical School faculty and clinicians are headed off to work in Liberia, where they will advance a number of initiatives aimed at helping the war-torn country rebuild its medical infrastructure. On Saturday, March 5, an eight-person delegation, assembled by Associate Provost of Global Health Katherine Luzuriaga, MD, professor of medicine and pediatrics, travels to Liberia for a week of collaborating with and supporting their Liberian colleagues.

Liberia has recently emerged from two disastrous civil wars that destroyed much of its medical infrastructure and training systems. With a $2.4 million grant from the non-profit Higher Education for Development (HED),which funds innovative partnerships between U.S. colleges or universities with institutions of higher learning in developing nations; the United States Agency for International Development (USAID); and in cooperation with Health Education and Relief Through Teaching (HEARTT), a not-for-profit corporation providing overall health care and health training to underdeveloped communities and countries, UMMS faculty are collaborating with other academic health sciences centers from around the United States on several initiatives to address Liberia's medical needs.

Leading the group with Dr. Luzuriaga is School of Medicine Dean and Professor of Pediatrics Terence R. Flotte, MD, who, in addition to participating in pediatrics training projects, will meet key partners an d observe the Liberian health care landscape firsthand, and then carry the message of Liberia's enormous need to the larger UMMS community.

Liberian nurse leaders proudly display their certificates of completion for the JFK Nursing Leadership and BSN Education Technical Assistance training program led by UMMS Co-director of Global Health Donna Gallagher, MSN, rear, third from right, in late 2010.

Office of Global Health Co-director Donna Gallagher, MSN, instructor in family medicine & community health, has been forging partnerships in Liberia for many years as director of the New England AIDS Education and Training Center. She will be conducting her third nursing leadership program sponsored by the HED grant. This time, three Liberian-American nurses and one physician assistant from Rhode Island will join her. They will be in Liberia for a month to provide clinical mentorship for the Liberian nurses who have participated in the leadership training.

Director of Library Services Elaine Martin, DA, and former Associate Director of Library Information Services James Comes, EdD, will kick off an initiative to rebuild the country's decimated medical library and supply of medical textbooks. The project involves cataloguing a donation of 8,000 medical texts from the Sabre Foundation. The group has also applied for a donation of the entire medical library from the soon-to-be-closed Walter Reed Army Medical Center.

Pediatrician and Director of Global Health Education in the Department of Pediatrics Patricia McQuilkin, MD, will focus on pediatric curriculum development at the University of Liberia's Dogliotti School of Medicine, and pediatric training at the John F. Kennedy Medical Center—essential in a country where half the population is under age 15 and there are only two native pediatricians. Joining Dr. McQuilkin from Children's Hospital Boston and Brigham and Women's Hospital is Michelle Niescierenko, MD, a fellow in pediatric emergency medicine and international pediatric medicine. And, Mariah McNamara, MD, director of the new UMMS International Emergency Medicine Fellowship, will explore other opportunities for collaboration.

"These projects grew out of the initial involvement of a small group of people whose work focused on improving HIV care in Liberia. As we developed familiarity with the unique needs of the Liberian health care system, we began to understand that there was a need for more broad-based participation," said Luzuriaga. "This has resulted in the assembly of a multidisciplinary group of individuals who collectively can capitalize on the strengths of our academic health sciences center to improve the health care system and health status for all Liberians."

Editor's note: UMassMedNow will follow-up with details about the group's activities in Liberia. Check back periodically for updates.

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Grant helps CCC partner with firm in Bahrain

Charis Ubben
cubben@hastingstribune.com

Thanks to a $60,000 grant, Central Community College is in the middle of a six-month collaboration with Bahrain Polytechnic, a public institution in the Kingdom of Bahrain.

The grant was awarded as part of the Broader Middle East and North Africa-U.S. Community College Entrepreneurship Proposal Development Grants competition. A proposal for a three-year partnership is being developed. The partnership would build Polytechnic's capacity for training would-be entrepreneurs, which would create new jobs and fill positions in growth sectors.

"Partnering U.S. community colleges with technical and vocational institutions in the BMENA region will provide a valuable model of successful workforce and entrepreneurship development," said Tully Cornick, executive director of Higher Education for Development.

HED supports the involvement of higher education in development issues around the world by funding partnerships between U.S. colleges or universities and institutions of higher learning in developing nations. HED awarded the grant to CCC in cooperation with the U.S. Department of State, U.S. Agency for International Development and U.S. Department of Education.

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of Higher Education

Global

March 6, 2011

Arab Protests May Open Door for U.S. Scholars

Region's colleges struggle with vast enrollments, few resources

Thomas Hartwell

Students presented complaints to a dean at Cairo U. this month. Classes were postponed and are expected to resume in mid-March.

Enlarge Image

By David L. Wheeler and Ian Wilhelm

As protesters across the Arab world demand an end to autocratic regimes that have drained universities of resources and suffocated critical thinking, scholars see some hope of an Arab renaissance and a new opening for American involvement.

There is a strong need, says Farouk El-Baz, an Egyptian-born scientist at Boston University, for "the educational system in the U.S. to speak out and say, 'We know that you have been left behind, and we are willing to help in any way, shape, or form.'"

From the ancient Library of Alexandria to a new Islamic-arts museum in Qatar that holds 700-year-old astrolabes and ornate calligraphy, the Arab world's rich tradition of learning, science, and literature is clear. But across much of the Middle East and North Africa, that intellectual culture has taken a beating in the past century.

High fertility rates have led to demographic youth "bulges": In Algeria, for example, about 23 percent of the population is between the ages of 15 and 24. Such large college-age populations, combined with the belief in many countries that universities should be free, have led to unworkable enrollments. An Egyptian professor may have 1,000 students in a class and need three months to grade a final examination. The students who graduate from such institutions have few skills and compete for few jobs, but are educated enough to know that they are idle bystanders in the global economy.

Peter Heath, chancellor of the American University of Sharjah, in the United Arab Emirates, sums up the source of the region's educational problems: "Access has been more important than quality."

It would be unfair of course, to paint the more than 20 Arabic-speaking countries and territories in the Middle East and North Africa with a single brush. The region is sprinkled with some new, highly aspirational institutions, and some venerable, well-accredited ones.

Saudi Arabia's King Abdullah University of Science and Technology, a graduate institution with a $10-billion-dollar endowment, has just graduated its first class. Qatar's Education City has attracted six American universities, the business school HEC Paris, and, soon, University College London. The American University of Beirut, in the city that was once a symbol of a civil war but is now far safer than Tripoli, serves up the liberal arts alongside business and engineering programs.

Swamped by Demand

Such institutions, while valuable for the region's best students, would be swamped if they tried to broaden their reach. The capacity of every internationally accredited institution in the region could easily be swallowed up by the needs of the students at a single Egyptian public university, which might enroll 150,000.

Despite the scale of the problem, many American scholars feel compelled to help, and see the regime changes as providing new avenues for aid.

"I definitely view it as potential opportunity for more engagement with those countries in science and technology more broadly," says Cathleen A. Campbell, chief executive of the Civilian Research and Development Foundation, a U.S.-government-supported fund that fosters scientific collaboration. The foundation is providing $1.5-million to build a virtual library for Algeria, Morocco, and Tunisia.

While the program has been hampered by the recent unrest—a visit by foundation staff members to Morocco was postponed—Ms. Campbell says the library could be expanded to Egypt and other North African countries to improve their digital connections to scientific literature.

Scholars, both regional veterans and newcomers, seem eager to visit. "I'm a political scientist who works on the Middle East," says Lisa Anderson, president of American University in Cairo. "Everybody I know is calling and saying, 'You know, this is my spring break, I think I'm going to come to Egypt.'"

On the one hand, Ms. Anderson thinks, "We don't need another lecture by a visiting political scientist." On the other hand, "It is actually a fabulous, wonderful opportunity to think about politics, to think about the region." To handle this new demand, the university has established a fund for visiting scholars.

Norman J. Peterson, vice provost for international education at Montana State University, says scholars on the ground need to gather information about what is going on in the Middle East and North Africa and digest it, giving international offices on campuses in the United States analyses that they might otherwise never get. That information, he says, can in turn be used by universities to determine what overseas programs would work best.

Mr. Peterson also sees strong value in a standard of the academic-exchange repertoire: delegations of presidents, vice presidents, and other academic leaders visiting countries where governments have changed, once the countries are relatively safe. Those trips, he says, create good public relations in the countries visited and help American universities identify what is possible and welcome.

A Varied Landscape

The potential for future tours varies, depending on the country, and would reflect past involvement. Egypt has the oldest and best-established Fulbright program in the region, which emphasizes two-way exchanges of both scholars and students. American universities are free to arrange their own study-abroad programs with individual universities, but they have sought out partners in countries perceived as relatively safe, like Morocco or Egypt. Yemen, considered dangerous and chaotic by its own neighbors, has largely been shunned by American partners. Some study-abroad programs have sought out Syria, where Arabic students are less likely to be able to lapse into English.

Amideast, a Washington-based nonprofit organization, is one of the largest education-related American philanthropies working in the Arab world, with roots in many countries, and often tries to help college graduates get the professional skills they need for employment.

Programs of the State Department and the Agency for International Development that are related

to universities have encountered peaks and valleys in the region. In 2003 they started an effort to connect American universities with Arab counterparts, providing nearly $3.6-million so far to establish 23 partnerships.

Scholars of the Middle East and North Africa emphasize the cultural differences among the countries as well.

"The region is a giant tapestry, and it really requires a lot of study to understand each part of it," says David B. Woodward, chief executive of Associates in Cultural Exchange, a nonprofit that has helped American universities and businesses create ties to the Persian Gulf. Mr. Woodward speaks both Persian and Arabic, and tells universities to be careful whom they send to the region, and to make sure they have some cultural and geographical basics. At an airport security checkpoint in Bahrain recently, a professor noticed a sign announcing a women's inspection station and asked a security guard, "How many women do you have for us to inspect?" Many people in the line winced.

Dale Eickelman, a professor of anthropology at Dartmouth College, recalls a 2004 inaugural meeting with parents at Dartmouth's overseas partner, the American University of Kuwait. The university's president opened the meeting with parents in English, the university's official language. After less than a minute, Mr. Eickelman says, parents in the audience began calling out *"bi'l Arabi,"* or "in Arabic." Since some of the parents were not university-educated themselves, they were more comfortable speaking Arabic. Their questions, Mr. Eickelman says, were similar to those that parents elsewhere might have: about accreditation, costs, and job prospects.

For Dartmouth, its partnership in Kuwait has held unexpected benefits. The majority of computer-science majors at the American University of Kuwait are women, although at Dartmouth computer-science majors are mostly men. That difference has, in turn, led to exploration of how the discipline is organized and taught in the two places.

Reforms Under Way

American universities considering raising their involvement in the Middle East and North Africa could learn from those with experience adapting the American higher-education model to the needs of the Arab world.

At the American University of Beirut, an office of regional external programs consults throughout the Middle East and North Africa. Hassan B. Diab, the vice president in charge, says the office has helped about 25 universities with services ranging from standard consulting to providing temporary deans or building institutions from the ground up.

"We don't come in and say this is the curriculum of AUB and the liberal arts as it is done in the U.S.," says George Farag, an assistant vice president in the external-programs office. "We put forth a model that takes into account local thought." Coed education will work in Lebanon but not in Saudi Arabia, for example.

The Beirut consultants also know about regional developments that might affect new programs or inform choices of partners.

Mr. Diab says independent accreditation councils in countries like Oman and the United Arab Emirates are becoming a force for institutional quality. On the negative side, he worries about the rapid growth of private universities, especially for-profit ones. "The survival rate is not very good," he says.

And ventures started by American universities will find a scarcity of regional talent, with institutions competing for administrators and faculty members, and academics often hopping from one institution to another.

American universities' history of blending classroom teaching with real-world experience can be put to good use in the Middle East and North Africa, says Jamie McAuliffe, chief executive of the Education for Employment Foundation, a nonprofit based in Washington that operates job-training programs in Jordan, Egypt, the West Bank, Yemen, and Morocco. For instance, American universities could help partners in the Middle East develop internship programs, as Arab students are rarely exposed to a professional environment before graduating and looking for work, he says.

Mr. McAuliffe says those graduates need "soft skills"—how to work in teams, communicate with co-workers, and make presentations—that are as important as the technical knowledge for in-demand fields like construction management.

Reality Check

American educators who want to work in the Middle East and North Africa need to be prepared to deal with poor facilities and lack of technology, says Kim Schatzel, dean of the University of Michigan at Dearborn's College of Business. The college earned a U.S. government grant to help modernize business and economic courses at the University of Garyounis, in Libya, in 2006, making it one of the few American universities to work in that country in recent years, she says.

Ms. Schatzel says the Libyan faculty members were highly educated and motivated but often lacked basic tools, like access to the Internet or textbooks.

Greater engagement may turn out to be a goal for many institutions and scholars, but continuing political turmoil also means that some projects are going to come to a halt. Norman R. Smith, a former college president, has been involved in an effort to establish Alamein University at a seaside resort near Alexandria. The ambitious, $350-million plan was to transform 200 acres of land to build a campus that would cater to students from across the Middle East, with the first class starting in 2012.

But construction was halted after protesters took to the streets in January. Mr. Smith says the project was backed by real-estate developers linked to the Mubarak government. He is not optimistic about its future.

"As of now, it's all just on hold," says Mr. Smith.

Other universities say they may have to return money for programs they have started in countries like Yemen and Libya, which face even more-uncertain futures.

In Egypt and other parts of the region hit by mass protests, some academic programs operated by American institutions are slowly returning to life after being disrupted.

"There's a return to stability, but I won't say normalcy" in Cairo, says Tully Cornick, executive director of Higher Education for Development, a Washington nonprofit that administers 19 U.S. government-supported university partnerships in the region,

Last month the group announced $360,000 in new grants to American community colleges to develop plans to teach entrepreneurship and business development at Arab technical and vocational schools. With some of the partner institutions located in hot spots like Bahrain and Yemen, government officials are keeping a close eye on safety concerns, says Mr. Cornick.

Catherine Cassara, an associate professor at Bowling Green State University's School of Media and Communication, who helps teach environmental journalism as part of a partnership among her institution and universities in Algeria and Tunisia, says a workshop she was helping to organize in the region was postponed indefinitely because of the unrest.

But she's hopeful the project can continue—and perhaps become an example of positive engagement during this period of sweeping political change.

"Everything is up in the air," she says. "We have a chance with this to make a difference."

Ursula Lindsey contributed to this article from Cairo.

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News

Mar 09 2011

IU Kelley School of Business awarded $1.35 million USAID grant to spur entrepreneurship in Barbados

Indiana University Kelley School of Business release - by Anne Auer, Director of Marketing

Indiana University's Kelley School of Business has been awarded a $1.35 million, three-year grant from the U.S. Agency for International Development (USAID) and Higher Education for Development (HED) to help the Caribbean nation of Barbados stimulate the creation of new companies there.

The Kelley School's new Institute for International Business (IIB) will administer the grant. Faculty in the Kelley School and its Johnson Center for Entrepreneurship and Innovation will work closely with colleagues at the University of the West Indies' Cave Hill School of Business (CHSB) to develop a comprehensive entrepreneurship program for MBAs and other instructional efforts for undergraduate students and current and prospective entrepreneurs.

"Barbados has very strong national goals to be a leader in entrepreneurship in the next five to 10 years," said Bruce Jaffee, IU professor of business economics and public policy and director of the IIB. "They feel that with a good location and a reasonably educated labor force that they can be a hub for entrepreneurship activity in the region. There is a decent base of entrepreneurial activity there. They're not starting from ground zero.

"We very quickly can accelerate their development and have a significant impact on institution building, adding value for faculty at Cave Hill and assisting with curriculum development, ultimately spurring entrepreneurship activity in the region," added Jaffee, the principal investigator on the project.

Barbados' economy historically has been bolstered by the production of sugar cane. But recent increased competition has come from growers in other countries -- it is grown in more than 110 countries -- and has affected prices worldwide. Another key industry, tourism, also has suffered in recent years.

The Barbadian government hopes to double the number of annual business start-ups by 2016, from 13,000 to 26,000.

Dan Smith, dean of the Kelley School, noted that the business school has been extensively involved in similar social entrepreneurship projects around the world, including in Eastern Europe and Baltic Republics after the fall of communism.

"What I like about this project is that it leverages one of the key areas of national, if not international strength, at the Kelley School, namely entrepreneurship," Smith said. "This is an opportunity for us as an institution to showcase one of our great programs in an international setting and contribute to raising the quality of life for many in another part of the world."

Kelley School faculty have laid out several initiatives to pursue in the short term:

- Consult with the Cave School of Business in establishing an entrepreneurship program within its MBA program, by advising the school on adding and restructuring current courses.

- Help the Cave School of Business to create a diploma program, consisting of about a half dozen applied and practical courses, that would be geared to young people right out of high school who want to start a business within a year.

- Create a certificate program for people who already have started a business, to provide them with specific instruction once a week that is tailored to their unique needs. People will learn more about applied topics such as finance, marketing and dealing with regulatory issues. Networking will be another key component.

- Creating internships for students and mentoring activities.

- Prepare case studies that involve and apply directly to Caribbean companies.

Mark Long, a faculty member at Kelley and former president and chief executive officer at the IU Research and Technology Corp., has been working with Jaffee on the project. He will work with about a half dozen government supported organizations in Barbados to establish a new incubator for start-up firms on the island.

Jaffee expressed appreciation for support received from IU's Center for Latin American and Caribbean Studies (CLACS), which is, like the IU Center on International Business Education and Research, a Title VI National Resource Center.

The grant was announced as part of a joint USAID-HED initiative, Job Opportunity for Business Start-Ups (JOBS), which aims to grow a more entrepreneurial culture and diversify the service-oriented economies in the Eastern Caribbean. Cave Hill has operations on several other Caribbean islands, including the Republic of Trinidad and Tobago, Saint Vincent and St. Lucia, and also uses distance learning tools.

The Kelley School was chosen from among about 25 different entities that expressed an interest in the project and from among eight formal proposals. "The comments, evaluations and scores that came from the outside reviewers were very positive. I think a lot of that reflects on our experience with USAID grants and the fantastic reputation of the Johnson Center," Jaffee said.

"A keystone of USAID's cooperation program for Barbados and the Eastern Caribbean is to advance economic development through entrepreneurship," said James Goggin, the agency's Barbados representative. "We are excited and honored to be forming this new partnership with the University of the West Indies and Indiana University, which will combine the energies of these institutions to address the challenge of creating new business opportunities in Barbados and its neighboring countries, especially for Caribbean young people."

"So often, we hear about youth building our future. The JOBS initiative is an investment in that idea. This plan for improved education coupled with practical internships and mentoring from the business community can nurture the entrepreneurial spirit of students and young working professionals," said HED Executive Director Tully Cornick.

About the U.S. 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.

About Higher Education for Development

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

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FOR IMMEDIATE RELEASE
March 9, 2011

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Bruce Jaffee

Print-Quality Photo

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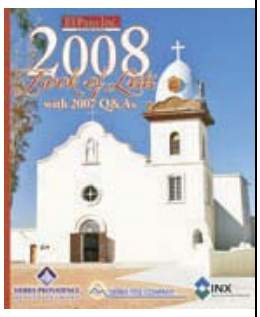
Wall Street latest

Stocks fall as worries mount over Japanese economy

El Paso Inc.



SPECIAL SECTION: 2008 Medicine in El Paso

News Article

Business Announcements for the week of 3/13/3/19/2011

Elizabeth Pulido has joined commercial lender CapitalSource's small business lending group as vice president and business development officer. Pulido will be responsible for sourcing Small Business Administration loans and other financing vehicles for small businesses, mostly in West Texas and New Mexico.

The Foundation for Women's Resources recently appointed Cindy Conroy, executive associate for the associate dean of research and the Graduate School at Texas Tech Health Sciences Center Paul L. Foster School of Medicine, to the organization's boards. This is the first time an El Pasoan has been named to the full board. Two more El Pasoans, Monica Vargas, CEO, Tenet Healthcare; and Cathy Reynolds, owner, Corporate Communications, will join the board's alumnae and regional relations committees.

The Helen of Troy outlet store donated 10 percent of its sales last Sunday to the University of Texas at El Paso Athletics Miner GEMS mentoring program. This is the second year the store contributed part of its sales to the program that supports female student-athletes as they transition from high school to college and from college to the real world.

The City of El Paso's Department of Community and Human Development announced that emergency assistance funds have become available to people who are in imminent danger of becoming homeless. With the County of El Paso, the city will administer $2.1 million in assistance received through the federal stimulus program. Depending on a family's or individual's needs, the county can provide up to 36 months of rental assistance. For more information, call **(915) 546-8150** .

The El Paso Public Library is offering free basic computer classes at all its facilities during March. The curriculum will include basic terminology, keyboard and mouse lessons, accessing the Internet, getting e-mail and other basic instruction. Classes are available in English and Spanish and most are on a first come, first served basis.

Soledad Basoco of Wells Fargo Insurance Services USA recently received the 2010 Service Excellence Award for Employee Benefits. Basoco joined Wells Fargo in 2006.

Robb Pridemore of Wells Fargo Insurance Services USA, recently received the Annual Service Excellence Award in Property and Casualty Insurance. Pridemore joined Wells Fargo in 1996 and specializes in insuring public entities and home health agencies in Texas and New Mexico.

Susan W. Ramos has recently joined Cox Smith Matthews's immigration and international trade law practice in its El Paso office. Ramos is fluent in Spanish and her practice will focus on family-based immigration and removal matters. Ramos worked for six years in private practice in North Carolina.

Gerald J. Rubin, chairman, CEO and president of Helen of Troy, was recently honored as the Humanitarian of the Year at the 14th annual Housewares Charity Foundation Gala, an event for housewares industry manufacturers. The foundation has raised over $20 million for a number of causes since its first gala in 1998.

Gov. Rick Perry has reappointed Michael Bray of El Paso to the Manufactured Housing Board, which regulates the state's manufactured housing industry. Bray's term will expire in January 2017. Bray is a Realtor with Prudential BKB Realtors and the director of the National Association of Realtors and

what's up

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Frontera Land Alliance.

The Ysleta Independent School District public relations department won 14 statewide Star awards, which were recently given out at the 2010 Texas School Public Relations Association conference in Arlington. YISD won four Best of Category awards, nine Gold awards and one Silver award. There were 1,076 entries in this year's Star Awards contest.

Olga Tavárez has been appointed as the new director of El Paso Community College's Small Business Development Center. Tavárez, a native of El Paso, received her associate's degree from EPCC, her bachelor's degree from Park University and her master's degree from the University of Phoenix. She has been with EPCC since 1989.

The El Paso County Commissioners Court and the University Medical Center's board of managers appointed a new board for El Paso's Mental Health/Mental Retardation agency and drafted a new inter-local agreement that spells how the agency will be governed. The new board members are Michael Escamilla, chair, department of Psychiatry at Texas Tech; Jacob Cintron, CEO, Del Sol Medical Center; Anna Perez, county commissioner; Rita Ruelas, director, Border Children's Mental Health Collaborative; Lyda Ness-Garcia, family law attorney; Michael Wendt, vice president, Laser Tech; and Rafael Aguirre, retired social worker.

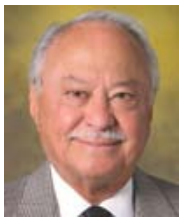
The County Commissioners Court voted to appoint Dora Oaxaca to the University Medical Center's board of managers. She will fill the unexpired term of former board member Barbara Perez, who recently resigned to concentrate on her new duties as justice of the peace, and will begin a full term in April. Oaxaca is the policy and project director for Precinct 3 County Commissioner Willie Gandara.

The El Paso Convention and Visitors Bureau has put in a bid to host this year's Social Media Tourism Symposium, or SoMe. Attendees to the SoMe symposium will be able to determine everything from the session topics, presenters and the destination. El Paso CVB is inviting the public to log on the SoMe Facebook page at www.facebook.com/SoMeTourism, "Like" the page and cast a vote to bring the symposium to the city. The symposium will take place in November.

Mark Fischer has joined Bank of the West as financial advisor and Norma Rodriguez as assistant. Fischer brings 17 years of investment experience to the wealth management department of the bank. Rodriguez has 11 years of financial and brokerage experience.

The Radisson El Paso Airport was presented with a 2010 Radisson President's Award. The hotel was selected from among more than 420 Radisson hotels globally. This is the sixth year the hotel has received the award, which is presented to properties that achieve top scores in guest satisfaction.

After numerous inquiries asking if palm trees from Mexico are allowed in the United States, the U.S. Customs and Border Protection Office of Field Operations in El Paso reminds the public that all plants and seeds for planting from Mexico are prohibited from entering the country. Art Moreno Sr. has been appointed executive director of the St. Vincent De Paul Society of the Diocese of El Paso. Moreno has been a Vincentian for 17 years. He is supervisor of the St. Vincent De Paul Thrift Stores and president of the Society of St. Vincent De Paul at St. Matthew Church. The society is a worldwide charitable organization with over one million volunteers serving the poor.



The Medical Center of the Americas Foundation recently received a $40,000 grant from Blue Cross and Blue Shield of Texas. The award serves as a springboard for the MCA as it looks to broaden its fundraising efforts to include non-local sources. The foundation is embarking on a $900,000 fundraising campaign for a multi-million-dollar biotech research incubator on the MCA campus.

The Paso del Norte Health Foundation awarded four grants totaling $260,000 to promote healthy families and social environments. The grants will support safe and secure environments for children and youth to participate in healthful activities in Ciudad Juárez. The program plans to cut dropout rates, engage youth in carpentry and creative arts, and expand nutritional services and physical activities.

The West Texas Area Health Education Center's Texas H.O.T. Jobs is inviting high school and college students to submit YouTube videos describing why they are the future of health care.

Students can also address a local community health issue and why health care is important for the student's community. Students may create three-minute YouTube videos, which will be received until April 1. The public will vote on them from April 4-8. For information and contest rules, visit www.ttuhsc.edu/communications/documents/videoContest.aspx.

Verizon Wireless has completed the integration of its network with Alltel in El Paso County. According to Verizon, the integration provides a 30-percent increase in cell sites, which will reduce dropped calls and increase coverage.

The Union Pacific Foundation is granting $1,178,200 in 2011 to continue funding The Principals'

Partnership and 128 nonprofits in the state. The Principal's Partnership is the foundation's signature charitable program, which serves 171 public high schools in Texas.

One of El Paso Mental Health/Mental Retardation agency's intermediate care facilities has been recognized by the Texas Department of Aging and Disabilities for having zero citations during their annual audit for three consecutive years.

An intermediate care facility is a specialized health care facility for individuals with developmental disabilities or other related conditions.

The ASARCO Trust recently entered into a contract with Mexican mining company Rio Tinto for the purchase of approximately 6,000 tons of copper matte.

The matte is partially smelted copper ore that contains recoverable amounts of gold and silver that remained in the furnaces when the facility shut down in 1999. A contract is also being finalized with Rio Tinto for the purchase of approximately 2-million pounds of scrap lead. The agreement is expected to result in a cash inflow of several million dollars for the trust, which will be used in the remediation of the former smelter site.

Also, the ASARCO Trust has awarded the site demolition contract to Brandenburg Industrial Service Company of Chicago, a demolition company with annual revenues of $150 million and 40 years of experience. Brandenburg will pay the trust more than $1 million to perform the site work and for the valuable scrap metal to be recycled during the demolition.

The University of Texas at El Paso is offering a new scholarship for research on the prevention or treatment of substance abuse in Mexico.

UTEP graduate students who are Mexican nationals or have dual citizenship enrolled in fields such as public health, criminology, sociology or education can apply.

The scholarship is part of a five-year, $7 million grant funded by the U.S. Agency for International Development/Higher Education for Development, that will provide 10 qualified applicants with $1,200 per year for two years.

Area Network for Disabilities and Aging elected a new board of directors for 2011-2012. The new officers are: Stephanie Townsend Allala, president; Mary Yañez, vice president; Michelle Salinas, secretary; Rebecca Hernandez, treasurer; and Susan Santillan, parliamentarian.

READER RESPONSE

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William Davidson Institute
AT THE UNIVERSITY OF MICHIGAN

Business Knowledge for Emerging Economies

CAREER CENTER HELPS GRAD FIND DREAM JOB

Thursday, March 17, 2011

Boutadjine Bilel found his dream job working as an engineer, and he credits the Career Center at the University of Mentouri-Constantine, which was established by WDI under a USAID grant. The Career Center at the university has been so successful for Bilel and other students, in fact, that the Algerian government is looking to replicate it around the country.

Bilel

"Thanks to the Career Center, I work as an engineer with KIS Company, one of the Career Center's partners," the recent University of Mentouri graduate said. It is "an interesting and stimulating job, which I would not be able to find without the help of the center."

Many of Bilel's fellow University of Mentouri-Constantine (UMC) graduates had good grades but were unable to find a job. High unemployment among college graduates in Algeria has resulted in a bleak outlook for many students.

"Our rapid needs assessment indicated that the jobs were there but that Mentouri graduates were simply not well equipped to seek them out," said WDI Development Consulting Services Director Khalid Al-Naif. "The graduates didn't know how write a resume or have interviewing skills."

Bilel said the Career Center increased his chances of getting a job by making him a better public speaker and helping him understand what local employers look for in new employees. Training sessions at the center helped Bilel present himself favorably to businesses and network effectively with employers. He formed a sound job search strategy and developed a personal career plan.

Bilel was hired immediately after graduating from UMC and works for an industrial construction company.

His is one of many success stories from the 14-month-old Career Center, which has helped more than 4,000 students - many of whom have been placed in jobs and internships. The Career Center has also served as a link between the university and private firms, helping teach students more marketable skills.

Officials at the highest levels of the Algerian government have taken notice of the Career Center's success. The Ministry of Higher Education plans to establish 18 new career centers based on the UMC model. The program seeks to replicate the UMC Career Center's success and bring invaluable job placement and training services to university students around the country, perhaps even to other North African nations. The Career Center has also received interested delegations from universities in Tunisia, Egypt, and Morocco.

The University of Mentouri Career Center has been made possible through the USAID funded Recruiting Employable Students at the University with Management Education (RÉSUMÉ) Project, managed by The William Davidson Institute (WDI) in partnership with Higher Education for Development (HED).

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Virginia Tech awarded $1.47 million to lead agriculture program in Southern Sudan

Virginia Tech professor Theo Dillaha (right) discusses program set-up with an administrator at the University of Juba.

Share Printer-Friendly PDF

BLACKSBURG, Va., March 18, 2011 – Virginia Tech has won funding for a program that will help redevelop agriculture in post-conflict Southern Sudan. The money will be used to set up university-level programs to train the next generation of agriculturalists in Southern Sudan.

Virginia Tech will lead the venture, working with the University of Juba, the Catholic University of Sudan, and Virginia State University. The five-year program begins in March.

Higher Education for Development made the $1.47 million award, with funding from the U.S. Agency for International Development, to Virginia Tech's Office of International Research, Education, and Development.

Southern Sudan is headed toward becoming the world's newest nation after a referendum earlier this year produced a vote to secede that passed overwhelmingly.

Because of a civil war that lasted nearly a half century, the country's system of agricultural education was almost completely destroyed. Aid experts see the re-establishment of agriculture as a key component of the country's development.

"In post-conflict situations, it's especially important to include a place for the return of young men of military age. If they don't have opportunities, they are more easily drawn into a life of crime or back to war," says Michael Bertelsen, associate director of the Office of International Research, Education, and Development and an investigator on the project.

The grant will link Virginia Tech and Virginia State faculty with faculty at the two Southern Sudan universities to create an integrated program that follows a land-grant model. Virginia

Tech and its partners will

- Create research programs on the basic food crops of Southern Sudan;
- Examine the universities' agriculture curricula and update it;
- Build agricultural extension and outreach programs for technology transfer; and
- Start graduate programs to integrate education and research.

"As Sudan emerges from its long civil war, re-establishing educational infrastructure will be critical to getting the country on a more stable footing," says S.K. De Datta, director of the Office of International Research, Education, and Development and the lead principal investigator on the program. "The land grant system of integrated education, research, and extension will be a great model for providing this foundation."

The Virginia Tech team faces substantial challenges in Southern Sudan. Juba, the regional capital and the largest city in Southern Sudan, has few paved roads. Libraries number books in the hundreds, and those are dated.

The program resulted from an associate award to another program that the Office of International Research, Education, and Development manages: the USAID-funded Sustainable Agriculture and Natural Resource Management Collaborative Research Support Program. After winning a highly competitive, USAID-sponsored Higher Education in Africa Initiative planning grant in July 2009, Virginia Tech and partner university agricultural experts wrote a strategic plan that outlined ways to restart agriculture in Southern Sudan and develop educational programs that will produce graduates who can provide leadership for the future development of the region.

The Office of International Research, Education, and Development is part of Outreach and International Affairs at Virginia Tech, which links the university to the private sector, government agencies, non-government organizations, individuals, and communities in Virginia, the nation, and the world.

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Related Links

Virginia Tech receives $28 million for program in Senegal as part of Feed the Future initiative

Two professors direct food security research

Office of International Research, Education, and Development garners $30 million from U.S. Agency for International Development for two global projects

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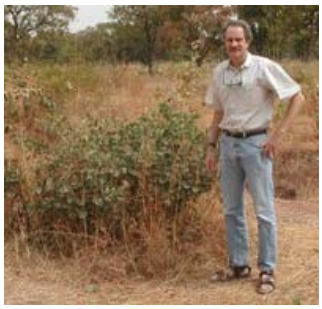
Ohio State Receives $2.6M NSF Grant for Unique Research in Africa's Threatened Sahel Region

Mar 22, 2011



Researcher Richard Dick in Senegal next to a specimen of Piliostigma reticulatum, one of the shrubs he will study thanks to the NSF grant.

COLUMBUS, Ohio -- Ohio State University's College of Food, Agricultural, and Environmental Sciences (CFAES) has been awarded a $2.6 million grant from the National Science Foundation (NSF) to study the unique interactions between shrubs and crops as a basis for developing sustainable agricultural practices in the ecologically fragile Sahel region of Africa.

The five-year project will focus on microbial ecology and hydrology of shrub-crop ecosystems within the Sahel -- a long, narrow strip of land located just south of the Sahara Desert and spanning West Africa from the Atlantic Ocean to Sudan. This agriculturally dependent region is threatened with desertification and soil degradation that reduce crop productivity and negatively impact local communities.

Ohio State's collaborators in the project include the Institut Sénégalais de Recherches Agricoles (Senegal's Agricultural Research Institute); France's Research Institute for Development (IRD); the IRD's Laboratory of Tropical Microbial Ecology, Senegal; the University of California-Merced; the University of Thies, Senegal; and Central State University, Wilberforce, Ohio.

"In the Sahel, unlike in other semi-arid regions where fields are cleared for agriculture, there are woody shrubs that co-exist with crops because of the lack of mechanized tillage," said Richard Dick, project director and a professor of soil microbial ecology in CFAES's School of Environment and Natural Resources. "As a result of our previous NSF-funded research in the region, we have discovered that these shrubs play a key agro-ecological role through hydraulic lifting (transporting water from deep below to the soil surface), which in turn maintains a more diverse and potentially beneficial microbial community and may aid crops during periods of drought."

The NSF grant will allow in-depth studies on the unique root-soil habitat that occurs because of hydraulic lift by these resilient shrubs (*Guiera senegalensis* and *Piliostigma reticulatum*), whose roots can reach up to 30 feet into the wet subsurface. Such water-distribution function allows for biogeochemical processes to continue even during the Sahel's long nine-month dry season.

Specifically, these studies will profile the shrub rhizosphere (the small region of soil that is directly influenced by plant root secretions and associated soil microorganisms) for its ability to harbor beneficial microorganisms, plant-growth promoters, nutrient inputs and release, drought and disease resistance, which impact adjacent crops. An intriguing investigation, Dick said, will be on the role of mycorrhizal (root) fungi to "connect" shrub and crop roots in order to provide water and nutrients. Other potential benefits to be studied include the shrubs' role in assisting crops through drought periods and sequestering carbon in the soil.

The project's fieldwork will be done along a rainfall and ecosystem gradient typical of the Sahel with a multidisciplinary approach that includes microbiology, plant and landscape ecology, soil physics, and hydrology. The research will be accomplished at labs in Senegal, at Ohio State and at the University of California-Merced. Advanced molecular and cellular techniques, such as massive genome sequencing to identify microbial members, will be used to study microorganisms with plant growth-promoting abilities. Among other techniques, the team will employ micrometeorology and soil moisture instrumentation to determine the fate of hydraulically lifted water in soils, crop roots and mycorrhizal fungi.

"If we can understand the hydrology and microbial ecology of these shrub-crop rhizosphere interactions of Sahelian agro-ecosystems, this will provide the foundation to develop optimized cropping systems that can boost agricultural productivity and sustainability," said Dick, who has more than a decade of experience working in Senegal, on the Sahel's northwestern edge. "Besides applications for agriculture in other dry environments, we also expect this research could lead to a new way to remediate polluted soils by taking advantage of hydraulic lift to drive microbial degradation of contaminants -- particularly hydrocarbons that are ubiquitous in semi-arid regions such as the Middle East and Texas."

The sustainable agricultural practices generated by this project are aimed at offsetting desertification and low crop productivity, which threatens some 15 million hectares (over 37 million acres) of land across the Sahel, currently farmed using destructive agricultural practices.

Another important aspect of the project, Dick said, is the rare and unique opportunity for collaborative state-of-the art research between African and American scientists and students, leading to extremely valuable cross-cultural and educational exchanges. As part of the grant, 20 U.S. early-career scientists will receive advanced training in tropical microbial ecology along with four Ph.D. students and six U.S. undergraduate interns who will be involved in various facets of the research. Central State University, Ohio's only historically black college, will lead the undergraduate internship research program.

This NSF-funded project adds to CFAES's recent involvement in the Sahel region. Last year, Dick and collaborators from Senegal's Université Gaston Berger received a $1.1 million grant from the U.S. Agency for International Development (USAID) and Higher Education for Development (HED) to enhance that country's agricultural research and outreach capabilities (http://go.osu.edu/CRW).

CFAES has vast experience managing international development, research and outreach projects in many other sub-Saharan nations, including Ethiopia, Ghana, Kenya, Malawi, Mali, Mozambique, Nigeria, Swaziland, South Africa, Tanzania, Uganda and Zambia. This past February, the college received a $24 million USAID grant to boost agriculture and food security in Tanzania (http://go.osu.edu/tanzania).

-30-

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Keith L. Smith, Associate Vice President for Agricultural Administration; Associate Dean, College of Food, Agricultural, and Environmental Sciences; Director, Ohio State University Extension and Gist Chair in Extension Education and Leadership. TDD No. **800-589-8292** (Ohio only) or **614-292-1868** .

CENTERS & INSTITUTES

Early College High School
Kenyatta University and Syracuse University Partnership
- Capacity-building Activities
- HP Catalyst Initiative
- Objectives
- Purpose and Goal

Continuous Education and Global Outreach (CEGO)
The Inclusion Institutes
Institute on Communication and Inclusion
Taishoff Center on Inclusive HIgher Education
Schools of Promise
Say Yes to Education
Center on Human Policy, Law, and Disability Studies
Partnership For Better Education
Community Initiatives in the Arts
Intergroup Dialogue Program
Liberty Partnerships Program
Academic Opportunity Programs
Higher Education Support Center
Regional Holocaust and Genocide Initiative: Resistance, Resilience, and Responsibility

Kenyatta University and Syracuse University Partnership

Purpose and Goal | Objectives | Activities | Project Participants

The Schools of Education of Kenyatta University (KU) and Syracuse University (SU) have had an institutional linkage since 2000 and have collaborated in research projects, mentoring doctoral students, and hosting international conferences. Additionally, a number of students who graduated from Kenyatta University have earned graduate degrees (M.S. or Ph.D.) at Syracuse University in teacher education.

In October 2009, KU and SU were awarded a $50,000 planning grant from the United States Agency for International Development (USAID) and Higher Education for Development (HED) through the Africa – U.S. Higher Education Initiative to prepare a proposal for a collaborative partnership with at least a ten-year vision. There were almost 300 proposals for these planning grants and 33 planning grants were awarded.

In June 2010, the KU-SU partnership proposal was chosen as one of 11 partnerships to be funded for two years by USAID. For a press release announcing the 11 partnerships, please follow the link to the HED Press Release page. More information about the 11 partnerships that were funded under the Africa – U.S. Higher Education Initiative can be found at the HED project partnership page.

For more information about our partnership and activities, read our blog, 'Cuse in Kenya (http://cuseinkenya.syr.edu/).

This partnership is made possible by the generous support of the American people through the United States Agency for International Development (USAID) and the Higher Education for Development (HED) office, as well as the Schools of Education at Kenyatta University and Syracuse University. The contents are the

responsibility of the project team members from Kenyatta University and Syracuse University and do not necessarily reflect the views of HED, USAID or the United States Government.

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Appendix E

Success Stories

(April 1st – September 30th, 2011)

SUCCESS STORY

Revived Communications Center Sets the Stage for Guyanese Films

Ohio University/Guyana University Centre for Communications Studies

Photo: Brian Zahm

Writer - Director Kojo McPherson and soundman Troy Azore take a break on the set of the CineGuyana film, "Hope.

Guyana is home to a diverse people of multiple cultures, untouched rainforests, and as of late, a burgeoning film industry. Years ago, the educational opportunities available to communications students wanting to pursue journalism and film left much to be desired, especially when the Centre for Communications Studies at the University of Guyana closed. However, in less than three years, the Centre has experienced a rebirth through a higher education partnership with Ohio University. Dr. Paloma Mohamed, Director of the Centre and Dr. Vibert Cambridge, Professor at Ohio University, collaborated to transform the faculty and curriculum, and increase the Centre's involvement in the Guyanese community. The partnership is funded by USAID and managed by Higher Education for Development (HED).

From a faculty of one Ph.D. holder, Dr. Mohamed herself, UG now boasts three Guyanese faculty newly graduated with Master's degrees from Ohio University and a master's graduate from the University of Deli. The Centre's renaissance has become a beacon to faculty in other countries because of its communications curriculum which balances theory and practicum, as well as the hands-on training workshops for student and non-student local journalists. "This partnership has been an inspiration to many students, faculty members, and cynics. It has been a demonstration of how much change can be brought about by precious little if there is commitment, if there is will, and if there is love," Mohamed said.

With a more robust Centre in place, Mohamed seized the opportunity to produce quality films under the President's Film Endowment Project 2011 in Guyana. Breaking the surface of a placid industry in 2011, communications students and local Guyanese have written, directed, edited, and acted in eight short films – all produced by Mohamed and U.S. Trainer Brian Zahm from Ohio University, who also designed the film programme. "Guyana's communications capacity has grown exponentially; it's not just TV," said Cambridge.

The films represent the spectrum of Guyanese society including religion, mysticism, and cultural tradition, while placing hot-button issues such as race relations, parenting, healthcare and poverty at eye-level. The writer and director of "Hope," Shaundel Phillips, captured audiences' attention with the story of young love between a Hindu-Guyanese priest and Afro-Guyanese dancer. Phillips, a first-time filmmaker and Head of the Department of Language Arts and Drama at Berbice High School, lived and breathed the issue in the coastal city of Berbice, Guyana. In her 22 years of teaching, she learned of parents' fears and prejudices and saw the community difficulties due to a clash of religions and cultures. She said she wanted to show "Children can be responsive and still hold on to their beliefs. They use their religions to actually bring peace." Her film received additional funding from USAID in Guyana. Phillips said she is encouraged by the attention to the story and audience reaction. "I felt all my efforts were validated."

10-2011

SUCCESS STORY

Algerian Ministry of Higher Education Recognizes New Career Center

William Davidson Institute at the University of Michigan/University of Mentouri-Constantine

Photo: Maellem Dekhil

Boutadjine Bilel, an engineer and former University of Mentouri Constantine (UMC) student, is pictured at his job at KIS Company. Bilel credits the UMC Career Center—established by the William Davidson Institute and UMC partnership—for helping him find the job.

Confronted with a high unemployment rate and a struggling economy, many college students in Algeria face bleak prospects upon graduation. However, unlike many of his peers, Boutadjine Bilel graduated from the University of Mentouri – Constantine (UMC), Algeria with his dream job as an engineer for KIS Company in Constantine – an industrial company in the petroleum sector. Thanks to a new Career Center at UMC, Bilel is one of just hundreds of students that have secured both internships and full-time jobs in Constantine.

"Our rapid needs assessment indicated that the jobs were there but that Mentouri graduates were simply not well equipped to seek them out. Furthermore, graduates didn't know how to write a proper resume or have interviewing skills" said Khalid Al-Naif, Director of WDI development consulting services.

As part of his work with the Career Center, Bilel participated in trainings that helped him become a better public speaker and understand what local employers look for in new employees. Bilel also learned how to present himself favorably to businesses and to network effectively with employers. He eventually developed a personal career plan and job search strategy that led to the engineering job he has today.

The Career Center at UMC was created by the William Davidson Institute at the University of Michigan through the RESUME project. The RESUME project is a USAID-funded and HED-managed partnership designed to enhance business management and English curricula and establish a Career Center at UMC. The Career Center is working to reinforce the links between UMC faculty and local employers and the local community to improve the employability of UMC students and help them find jobs. Now only in its second year, the Career Center and the services it offers have helped over 4,000 UMC students prepare for employment.

In fact, the Career Center has been so successful that officials at the highest levels of Algerian government have taken notice. The Algerian Ministry of Higher Education plans to establish 18 new career centers throughout Algeria based on the UMC model. The Career Center has also hosted delegations from universities in Tunisia, Egypt and Morocco who are interested in replicating its success at their home institutions to bring invaluable career placement and training services to students across the region.

Lakhdar Boukerrou, a development consultant for WDI supports the expansion of this program. "The Career Center is serving as an engine of change in the way employers approach hiring, the way students prepare for the workplace, and the new relationship between university and employer."

3-2011

SUCCESS STORY

Planting the Seeds to Combat Hunger in Burundi

South Carolina State University/Ngozi University

Photo: Courtesy of South Carolina State University

Dr. David Karemera, of South Carolina State University, teaching a class at Ngozi University.

Photo: Courtesy of South Carolina State University

Agribusiness program students and community members stand in front of Ngozi University.

When South Carolina State University (SCSU), a historically black public institution established in 1896, partnered with Ngozi University, the country's first private university founded in 1999, their goal was to develop the first-ever agribusiness program in Burundi. Project managers hoped the program would bring more opportunity and a more diverse curriculum to students at Ngozi while helping boost internationalization efforts at SCSU.

But the project's scope developed even further than previously planned**.** With the funding and support of USAID and Higher Education for Development, the two institutions' teams worked across borders and oceans to help students at Ngozi University build their careers while developing practical knowledge for solving farming problems in the poverty-stricken region.

Over the course of the project, the teams put into place an innovative and unique agribusiness program at Ngozi University. Course offerings ranged from crop marketing, agribusiness strategy to farm management and were taught by both SCSU and Ngozi instructors using PowerPoint and computer simulation models, which represented an important effort to engage the students in technology in the classroom.

The classes and program were a success. Over one six-month period, 45 students were enrolled in the courses. One student, Privat Rwasa, said: "I especially liked the courses (such as introduction to entrepreneurship) because they reminded me that agriculture should be understood as a business." However, the impact of the program wasn't limited to augmenting the academic offerings of Ngozi University. While the academic side flourished, professors and students from both institutions worked together to conduct experimental research with seeds and crops to determine which types of plants can adapt to local soil and weather conditions and prescribe the type of farming practices that would increase farm efficiency productivity in the Ngozi area.

"What we did was develop a real, practical application of agribusiness concepts," said Dr. David Karemera, professor of economics at SCSU's School of Business. "Beyond the scope of academics, research and institution building, we realized that we could translate our classroom experiences into real-world applications on behalf of small Ngozi famers. Hopefully, we could make a sizable impact on the hunger impacting the region in Burundi."

Project managers opened five research stations in the Kayanza and Ngozi provinces. Two of the stations focused on the cultivation and testing of several rice varieties. Three more focused on testing fruits and vegetables, ranging from eggplant to cucumbers, to carrots and fennel, some of which include hybrids and high-yielding seeds from the United States. Researchers tested the crops in different climates and soils and also tested various methods of pest management. Once the best practices and crops were determined,

researchers planned to share their results with local farmers, who would use the new found information to improve their yields.

"It's empowering to be able to feel that the long-term impact of this project could help transform Burundi's agri-business economy," said Karemera. "With heightened production coupled with students that have stronger agribusiness education, opportunities should start to open up for the country."

5-2011

Appendix F

HED Staff and Advisory Board

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*HED Advisory Board**

The HED Advisory 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 an advisory body to HED, and, as such, has responsibility for setting broad policies and procedures to guide 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.

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**(as of December 31, 2011)*

Appendix G

M&E Templates

Annual Implementation Plan

Partners: | **Partnership Name:**

Host Country: | **Award Amount:** | **Start date:** *Month/Day/Year* | **End date:** *Month/Day/Year*

FYXX

Objectives		Intermediate results	Outputs	Activities	Location of Activity		Q1			Q2			Q3	
					U.S.	Host or 3rd Country	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Objective 1	*Partnership Objective 1*	*Intermediate Result 1.1*	*Output 1.1.1*	*Example: curriculum development planning meeting*										
			Output 1.1.2											
			Output 1.1.3											
		Intermediate Result 1.2	*Output 1.2.1*											
			Output 1.2.2											
			Output 1.2.3											
Objective 2	Partnership Objective 2	*Intermediate Result 2.1*	*Output 2.1.1*											
			Output 2.1.2											
			Output 2.1.3											
		Intermediate Result 2.2	*Output 2.2.1*											
			Output 2.2.2											
			Output 2.2.3											
			Output 3.1.1											

Annual Implementation Plan

Partners: | **Partnership Name:**

Host Country: | **Award Amount:** | **Start date:** *Month/Day/Year* | **End date:** *Month/Day/Year*

FYXX

Objectives		Intermediate results	Outputs	Activities	Location of Activity		Q1			Q2			Q3	
					U.S.	Host or 3rd Country	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Objective 3	**Partnership Objective 3**	*Intermediate Result 3.1*	*Output 3.1.2*											
			Output 3.1.3											
			Output 3.2.1											

HIGHER EDUCATION STANDARD INDICATORS FY12

Higher Education Standard Indicator	Indicator Definition	Units of Measurement to be included in Partnership Monitoring Plan. (Actual data do NOT need to be reported at time of application.)	To which Objective and Outcome and/or Output does this Indicator Match in your Results Framework
INDICATOR 1: # of new or improved policies that support increased access of underserved and disadvantaged groups	A policy and/or procedure that will be counted under this indicator must be written down, thereby making it official, and must also be implemented. Such policies include, but are not limited to: transparent admissions, testing, conditional admission based on performance, and remedial programs and courses for underserved and disadvantaged groups.The definition of underserved and/or disadvantaged groups varies based on context. Underserved and/or disadvantaged may refer to regions of the country, social groups such as ethnic minorities, poor economic groups, women or physically handicapped people.	# of admission procedures policies # of testing policies # of conditional access policies # other relevant/appropriate policies	
INDICATOR 2: # of new USG-supported tertiary education programs that develop or implement industry recognized skills certification	This indicator measures progress toward aligning tertiary programs with the needs of the labor market. Skills certification is a system attesting to the fact that a graduate has mastered a set of skills agreed to by industry and tertiary institutions, either at the bachelor, master's, or doctoral level, or through a certificate program.	# of all programs (bachelors, master's, doctoral, and certificate) offered at institution in last 3 years # of new programs (bachelors, master's, doctoral, and certificate) created and offered with USG-support	
INDICATOR 3: Proportion of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners	Academic degree program is a structured course of study, based on a defined curricula in a specific discipline resulting in a granting of a degree or certificate. Experiential learning supplements the classroom setting with work experience in the real world. Applied learning provides opportunities to apply classroom knowledge to real world situations.	# of academic degree programs # of academic degree programs that include experiential and/or applied learning	
INDICATOR 4: % of curricula developed/revised with stakeholder input or based on market demand	A curriculum is a set of all courses that a student must complete in order to obtain a degree offered at an institution/college/department. A curriculum will be counted under this indicator if its development and/or revision included consultations or otherwise integrated stakeholder (private or public sector) input. As appropriate and with explanation, input may be derived from published research.	# of all curricula developed or revised in the last three academic years # of curricula developed or revised with stakeholder input	
INDICATOR 5: Proportion of USG-supported research initiatives whose findings have been applied, replicated or taken to market	A research initiative under this indicator is any structured and systematic investigation to establish novel facts, solve new or existing problems, prove new ideas, or develop new theories, usually using a scientific method. Replicated means research successfully repeated by a peer academic institution or other research center, public, or private, in either the host country or elsewhere, usually a precursor to application. Applied means used in a practical application outside of the original research setting. Taken to market means produced and sold on the market.	# of all research initiatives in last 3 years # of research initiatives whose findings have been applied, replicated or taken to market	
INDICATOR 6: # of higher education institution engagement/outreach activities in community	Engagement or outreach is any activity that brings the work, experience, knowledge, information, inventions, etc., of the university into the community with the purpose of extending knowledge to address local needs. For the purpose of this indicator, such activity includes trainings, expert consultations, workshops, field assessments, etc. that occurred as a result of the USG-supported partnership.	Description of activity, duration of activity, gender of participants involved in activity	

INDICATOR 7: Number of U.S.-host country joint development research projects	Joint research projects are those undertaken as part of a U.S.-supported university partnership program or other similar arrangement. The joint research serves to strengthen the host country institution and draw it into application and market priorities.	# of all research activities in last three academic years # of research activities jointly developed between the U.S. and host country institutions (per definition)	
INDICATOR 8: # of individuals from underserved and/or disadvantaged groups accessing tertiary programs	The definition of underserved and/or disadvantaged groups varies based on context. Underserved and/or disadvantaged may refer to regions of the country, social groups such as ethnic minorities, poor economic groups, women or physically handicapped people. Under this indicator, a trend in access to tertiary programs by underserved and/or disadvantaged groups will be captured in the form of percentage change in numbers of students from this group relative to the total student body.	# of students (bachelor, master's and doctoral) in tertiary program in the last 3 academic years # of students in programs (bachelor, master's and doctoral) from underserved and/or disadvantaged groups	
INDICATOR 9: % of students receiving need-based support (scholarships, loans, work-study, stipends, etc.) that come from underserved and/or disadvantaged groups	A student receiving needs-based support is defined as any individual enrolled in an academic program that is receiving a scholarship, loan, work-study, stipends, or other support based on identified need. This indicator counts all students receiving needs-based support and the proportion of those who come from underserved and/or disadvantaged groups. The definition of underserved and/or disadvantaged groups varies based on context. Underserved and/or disadvantaged may refer to regions of the country, social groups such as ethnic minorities, poor economic groups, women or physically handicapped people.	# of all students receiving need based support in the last academic year # of individuals from underserved and/or disadvantaged groups receiving need-based support (scholarships, loans, work-study, stipends, etc.)	
INDICATOR 10: Number of tertiary institution faculty and teaching staff whose qualifications are strengthened through USG-supported university partnerships.	This indicator tracks the number of host country institution faculty and teaching staff participating in long-term training programs to improve their credentials as part of university-strengthening programs. The locale of training may be the U.S., host country, or a third country. Long-term programs are six months or longer ("scholarships") which lead to academic degrees (M.S.., Ph.D.) or professional certificates (not certificates of attendance or completion). Partner higher education institutions may be host country, US, third country, etc.	# of faculty or teaching staff who received USG training aimed at increasing their qualifications in the past three academic years	
INDICATOR 10a - (Long-term qualifications strengthening - EXCLUDING faculty/teaching staff) *# of host country individuals (EXCLUDING faculty) who completed USG-funded long-term programs resulting in academic degrees or professional or technical certificates*	Long-term programs are six months or longer ("scholarships") which lead to academic degrees (M.S.., Ph.D.) or professional certificates (not certificates of attendance or completion). Partner higher education institutions may be host country, US, third country, etc.	# of students (bachelor, master's, or doctoral) or other associated individuals who received USG training aimed at increasing their qualifications in the past three academic years	
INDICATOR 10b - (Short-term qualifications strengthening - ALL individuals) *# of host country individuals who completed USG-funded short-term training or exchange programs involving higher education institutions*	Short-term training or exchange programs are all trainings that are ***at least one week long and last less than six months*** in duration and lead to certificate or other acknowledgement of completion. Training can be part of university partnerships, joint student or faculty exchange, part of a joint research project, or other programs of host country university strengthening, all with the objective of improving the academic qualifications of host country university staff. This is traditionally a major component of partnership strengthening activities.	# of individuals (faculty/teaching staff, students, and other) who completed USG funded short term training in the last three academic years	

Results Framework - Custom

Partners: *Community College X, Y, Z*		**Start date: Month/Day/Year**
Host Country: *X*	**Award Amount:** *$$$*	**End date:** *Month/Day/Year*

	Hierarchy of Results	Indicators	Assumptions
Definitions	*Results statements capture the steps required to achieve the partnership's ultimate goal. This chain of events – sometimes referred to as the "project logic" or "results chain" - clearly demonstrates direct links among the activities and the partnerships results.*	*Indicators are dimensions or characteristics we measure to assess whether desired results are being achieved. Indicators must allow for a measure of progress over time and be SMART (specific, measurable, attainable, realistic and time-bound). Each outcome and output may have more than one indicator if appropriate.*	*Assumptions are factors or pre-conditions that the partners believe will be present throughout project implementation. These factors or pre-conditions are often outside of a project manager's control, but understanding them is critical for project success.*
Goal	*Goal*	*Goal Indicator*	
Partnership Objective 1	*Objective 1*		
Outcome 1.1	*Outcome 1.1*	*Indicator 1.1*	
Output 1.1.1	*Output 1.1.1*	*Indicator 1.1.1*	
Output 1.1.2	*Output 1.1.2*	*Indicator 1.1.2*	
Output 1.1.3	*Output 1.1.3*	*Indicator 1.1.3*	
Outcome 1.2	*Outcome 1.2*	*Indicator 1.2*	
Output 1.2.1	*Output 1.2.1*	*Indicator 1.2.1*	
Output 1.2.2	*Output 1.2.2*	*Indicator 1.2.2*	
Output 1.2.3	*Output 1.2.3*	*Indicator 1.2.3*	
Partnership Objective 2	*Objective 2*		
Outcome 2.1	*Outcome 2.1*	*Indicator 2.1*	
Output 2.1.1	*Output 2.1.1*	*Indicator 2.1.1*	
Output 2.1.2	*Output 2.1.2*	*Indicator 2.1.2*	
Output 2.1.3	*Output 2.1.3*	*Indicator 2.1.3*	
Outcome 2.2	*Outcome 2.2*	*Indicator 2.2*	
Output 2.2.1	*Output 2.2.1*	*Indicator 2.2.1*	
Output 2.2.2	*Output 2.2.2*	*Indicator 2.2.2*	
Output 2.2.3	*Output 2.2.3*	*Indicator 2.2.3*	

	Hierarchy of Results	Indicators	Assumptions
Definitions	*Results statements capture the steps required to achieve the partnership's ultimate goal. This chain of events – sometimes referred to as the "project logic" or "results chain" - clearly demonstrates direct links among the activities and the partnerships results.*	*Indicators are dimensions or characteristics we measure to assess whether desired results are being achieved. Indicators must allow for a measure of progress over time and be SMART (specific, measurable, attainable, realistic and time-bound). Each outcome and output may have more than one indicator if appropriate.*	*Assumptions are factors or pre-conditions that the partners believe will be present throughout project implementation. These factors or pre-conditions are often outside of a project manager's control, but understanding them is critical for project success.*
Partnership Objective 3	*Objective 3*		
Outcome 3.1	*Outcome 3.1*	*Indicator 3.1*	
Output 3.1.1	*Output 3.1.1*	*Indicator 3.1.1*	
Output 3.1.2	*Output 3.1.2*	*Indicator 3.1.2*	
Output 3.1.3	*Output 3.1.3*	*Indicator 3.1.3*	

	Hierarchy of Results	Indicators	Assumptions
Definitions	*Results statements capture the steps required to achieve the partnership's ultimate goal. This chain of events – sometimes referred to as the "project logic" or "results chain" - clearly demonstrates direct links among the activities and the partnerships results.*	*Indicators are dimensions or characteristics we measure to assess whether desired results are being achieved. Indicators must allow for a measure of progress over time and be SMART (specific, measurable, attainable, realistic and time-bound). Each outcome and output may have more than one indicator if appropriate.*	*Assumptions are factors or pre-conditions that the partners believe will be present throughout project implementation. These factors or pre-conditions are often outside of a project manager's control, but understanding them is critical for project success.*
Outcome 3.2	*Outcome 3.2*	*Indicator 3.2*	
Output 3.2.1	*Output 3.2.1*	*Indicator 3.2.1*	
Output 3.2.2	*Output 3.2.2*	*Indicator 3.2.2*	
Output 3.2.3	*Output 3.2.3*	*Indicator 3.2.3*	

Partnership Monitoring Plan

Partners:

Host Country: *Country X*	**Award Amount:** *$$$*	**Start date:** *Month/Day/Year*	**End Date:** *Month/Day/Year*

Hierarchy of Objectives	Hierarchy of Results	Indicator	Disaggregation (if any)	Precise Definition and Unit of Measurement	Data Source	Means of verification/Data Collection Methodology	Frequency of Data Collection	Baseline value	End of project target (illustrative)
Objective 1	*Outcome 1.1*	Indicator 1.1							
	Output 1.1.1	Indicator 1.1.1							
	Output 1.1.2	Indicator 1.1.2							
	Output 1.1.3	Indicator 1.1.3							
	Outcome 1.2	Indicator 1.2							
	Output 1.2.1	Indicator 1.2.1							
	Output 1.2.2	Indicator 1.2.2							
	Output 1.2.3	Indicator 1.2.3							

Hierarchy of Objectives	Hierarchy of Results	Indicator	Disaggregation (if any)	Precise Definition and Unit of Measurement	Data Source	Means of verification/Data Collection Methodology	Frequency of Data Collection	Baseline value	End of project target (illustrative)
Objective 2	*Outcome 2.1*	Indicator 2.1						To be completed witin the first quarter of implementation	
	Output 2.1.1	Indicator 2.1.1							
	Output 2.1.2	Indicator 2.1.2							
	Output 2.1.3	Indicator 2.1.3							
	Outcome 2.2	Indicator 2.2							
	Output 2.2.1	Indicator 2.2.1							
	Output 2.2.2	Indicator 2.2.2							
	Output 2.2.3	Indicator 2.2.3							

Hierarchy of Objectives	Hierarchy of Results	Indicator	Disaggregation (if any)	Precise Definition and Unit of Measurement	Data Source	Means of verification/Data Collection Methodology	Frequency of Data Collection	Baseline value	End of project target (illustrative)
Objective 3	Outcome 3.1	Indicator 3.1							
	Output 3.1.1	Indicator 3.1.1							
	Output 3.1.2	Indicator 3.1.2							
	Output 3.1.3	Indicator 3.1.3							
	Outcome 3.2	Indicator 3.2							
	Output 3.2.1	Indicator 3.2.1							
	Output 3.2.2	Indicator 3.2.2							
	Output 3.2.3	Indicator 3.2.3							

Partnership Implementation Plan (PIP)

Partners: | **Partnership Name:**

Host Country: | **Award Amount:** | **Start date:** *Month/Day/Year* | **End date:** *Month/Day/Year*

					Year 1				Year 2				Year 3			
Objectives		Outcomes	Outputs	Activities	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Objective 1	*Objective 1*	*Outcome 1.1*	*Output 1.1.1*													
			Output 1.1.2													
			Output 1.1.3													
		Outcome 1.2	*Output 1.2.1*													
			Output 1.2.2													
			Output 1.2.3													

					Year 1				Year 2				Year 3			
Objectives		Outcomes	Outputs	Activities	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Objective 2	Objective 2	Outcome 2.1	Output 2.1.1													
			Output 2.1.2													
			Output 2.1.3													
		Outcome 2.2	Output 2.2.1													
			Output 2.2.2													
			Output 2.2.3													

Objectives		Outcomes	Outputs	Activities	Year 1				Year 2				Year 3			
					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Objective 3	**Objective 3**	*Outcome 3.1*	*Output 3.1.1*													
			Output 3.1.2													
			Output 3.1.3													
		Outcome 3.2	*Output 3.2.1*													
			Output 3.2.2													
			Output 3.2.3													
Crosscutting activities (please include only activities that do not fall under above objectives but are necessary for successful management of the partnership)	Start-up activities															
	Baseline and Evaluation			*Example: Baseline team formation*												
				Example: Data collection												
				Example: Baseline report												
	Management activities															
	Reporting															
	Close-out activities															

Higher Education for Development
Knowledge, Partnerships, Results

Semi-Annual Progress Report
Report Period
MM DD, 20XX through MM DD, 20XX

Due MM DD, 20XX

INTRODUCTION
The information partnerships provide form the basis of HED's dissemination of partnership results to the U.S. Agency for International Development (USAID), other donor organizations, and the higher education community. USAID uses the material partners provide to report development results to the United States Congress. Your contribution of information is critical to Congress' understanding of development and the future funding of such programs.

PARTNERSHIP INFORMATION

Partnership Title:

Development Area:

Country:

U.S. Institution(s):

U.S. Partnership Director(s):

Name:	
Email:	
Telephone:	
Address:	

Host-Country Institution(s):

Host-Country Partnership Director(s):

Name, E-mail, Telephone and Address

Name:	
Email:	
Telephone:	
Address:	

USAID/Host-Country Contact:

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

Mail or e-mail the completed report to your primary contact at:
xxxx@hedprogram.org
Higher Education for Development

One Dupont Circle NW, Suite 420

Washington, DC 20036

GENERAL INSTRUCTIONS

Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED by **MM DD, 20XX**. It is also the U.S. institution's responsibility to translate responses to English, as necessary.

- Carefully review the attached **Glossary of Terms (tab 8)** for key definitions to assist you in completing the report accurately.
- Please include as much information as necessary to answer the questions completely. Enter zeros when necessary. If any spaces are left
- The U.S. institutional partner is required to enter information about all training activities for host country nationals that take place in the

SPREADSHEET GUIDANCE

Please be aware of the following:

- Cells have a 32,767 characters limit and only 1,024 display in a cell. If your text exceeds these limits, add a new row.
- Qualitative information (tab 2) will be entered into text boxes.
  - The text will wrap inside of the text box. To start a new line inside of the text box, press ENTER.
  - When you finish typing, press ESC to cancel editing mode, or click anywhere outside of the text box.
  - To expand a text box, select a row inside the text box, right-click, and insert a new row.

OVERVIEW OF PARTNERSHIP REPORTING REQUIREMENTS

Report Name	***Period Covered***	***Due Date***
1st Semi-Annual Progress Report	October 1 - March 31	**April 30**
2nd Semi-Annual Progress Report	April 1 - September 30	**October 31**
Final Report	Entire Award Period	**30 days after sub-agreement end date**

Qualitative Program Information For April 1, 2011 through September 30, 2011

1. Describe the **major activities** for this partnership during the past six months **(4/1/2011 – 9/30/2011).**

Please be aware of the following:

- *Cells have a 32,767 characters limit and only 1,024 display in a cell. If your text exceeds these limits, add a new row.*
- *Qualitative information (tab 2) will be entered into text boxes.*
- *The text will wrap inside of the text box. To start a new line inside of the text box, press ENTER.*
- *When you finish typing, press ESC to cancel editing mode, or click anywhere outside of the text box.*
- *To expand a text box, select a row inside the text box, right-click, and insert a new row.*

2. For each of the **above activities**, describe the **results/outcomes** for each activity.

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

ACTIVITY	RESULTS/OUTCOME

3. Briefly describe how the activities mentioned in question 1 are helping to strengthen the human and institutional capacity of the host country higher education institution(s):

4. Briefly describe how the activities from this partnership are helping to strengthen the capacity to address national (host country) development goals:

5. Briefly describe how the activities in question 1 are helping to strengthen the capacity of other host country stakeholders (e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions) in partnership activities during the past six months, and please list them.

6. Briefly describe how these activities are benefiting the U.S. higher education institution(s):

	Total # of Activities	Qualitative Description
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		

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

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

9. Briefly describe any programmatic changes, obstacles, and/or delays to the implementation of activities during the last six months (4/1/2011 – 9/30/2011). Please comment on how they were/will be addressed:

10. Outline your partnership's planned activities and an approximate timeline for the next six months as they relate to the overall objectives.

11. Please list all partnership-related events (ceremonies, conferences, meetings, workshops) in the U.S. and host country that will take place during the next six months and include dates and locations. HED and USAID will use this information to schedule site visits.

12. Overall, activities for this partnership are (please select one):

On Schedule	
Ahead of schedule	
Behind schedule	

Indicator 1	**Curricula developed/revised with stakeholder input or based on market demand.** A curriculum is a set of all courses that a student must complete in order to obtain a degree offered at a school/college/department. A curriculum will be counted under this indicator if its development and or revision included consultations or otherwise integrated stakeholders (private and public sector) input.		
	total # of curricula developed or revised	# of curricula developed or revised with stakeholder input	Ratio of curricula developed or revised with stakeholder input
Baseline Information Elements			#DIV/0!
Year 1 Target			#DIV/0!
Actual # of curricula for this reporting period (4/1/11-9/30/11)			#DIV/0!
Progress to Year 1 Target	#DIV/0!	#DIV/0!	#DIV/0!
End of Partnership Target			#DIV/0!
Progress to End of Partnership Target		#DIV/0!	#DIV/0!

Indicator 1 Narrative: Please provide a brief explanation of your partnership's progress towards this indicator.

Indicator 2	**Tertiary Education Institution (TEI) Academic Degree Programs That Include Experiential and/or Applied Learning Opportunities for Learners.** Academic degree program is a structured course of study, based on a defined curricula in a specific discipline resulting in a granting of a degree or certificate. Experiential and applied learning is a practical experience that offers learners the opportunity to apply the skills and knowledge learned as part of their studies.		
	total # of all academic degree programs	# of programs that include experiential and/or applied learning opportunities for learners	Ratio of programs that include experiential and/or applied learning opportunities for learners
Baseline Information Elements			#DIV/0!
Year 1 Target			#DIV/0!
Actual # of programs for this reporting period (4/1/11-9/30/11)			#DIV/0!
Progress to Year 1 Target	#DIV/0!	#DIV/0!	#DIV/0!
End of Partnership Target			#DIV/0!
Progress to End of Partnership Target	#DIV/0!	#DIV/0!	#DIV/0!

Narrative: Please provide a brief explanation of your partnership's progress towards this indicator.

Indicator 3	**Tertiary education institution faculty or teaching staff whose qualifications are strengthened through USG-supported university partnerships.** This indicator tracks the number of host country institution staff participating in long-term training programs to improve their credentials as part of university strengthening programs. The locale of training may be the U.S., host country, or a third country. Training can be part of university partnerships, joint student or faculty exchange, part of a joint research project, or other programs of host country university strengthening, all with the objective of improving the academic qualifications of host country university staff. This is traditionally a major component of partnership strengthening activities.					
	total # of all faculty in the department / college	# of faculty or teaching staff who received USG training aimed at increasing their qualifications				Ratio of faculty trained vs. total
		Male	Female	26 & over	25 & under	
Baseline Information Elements						#DIV/0!
Year 1 Target						#DIV/0!
Actual # of students for this reporting period (4/1/11-9/30/11)						#DIV/0!
Progress to Year 1 Target		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
End of Partnership Target						#DIV/0!
Progress to End of Partnership Target		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Indicator 3 Narrative: Please provide a brief explanation of your partnership's progress towards this indicator.

Indicator 3a	***Long-term qualifications strengthening - EXCLUDING faculty/teaching staff:*** *# of host country individuals (EXCLUDING faculty) who completed USG-funded long-term programs resulting in academic degrees or professional or technical certificates. Long-term programs are six months or longer ("scholarships") which lead to academic degrees (MSc., PhD.) or professional certificates (not certificates of attendance or completion.) Partner higher education institutions may be host country, US, third country, etc.*					
	# of students or other associated individuals who received USG training aimed at increasing their qualifications in the past three academic years		**Female**	**Male**	**26 & over**	**25 & under**
Baseline Information Elements	# of Bachelor students in program					
	# of Masters students in program					
	# of Doctorate students in program					
	Total this indicator:	***0***	***0***		***0***	
Year 1 Target	# of Bachelor students in program					
	# of Masters students in program					
	# of Doctorate students in program					
	Total this indicator:	***0***	***0***		***0***	
Actual # of students for this reporting period (4/1/11-9/30/11)	# of Bachelor students in program					
	# of Masters students in program					
	# of Doctorate students in program					
	Total this indicator:	***0***	***0***		***0***	
Progress to Year 1 Target	***Total this indicator:***	#DIV/0!	**#DIV/0!**		**#DIV/0!**	
End of Partnership Target	# of Bachelor students in program					
	# of Masters students in program					
	# of Doctorate students in program					
	Total this indicator:	***0***	***0***		***0***	
Progress to End of Partnership Target	***Total this indicator:***	#DIV/0!	**#DIV/0!**		**#DIV/0!**	

Indicator 3a Narrative: Please provide a brief explanation of your partnership's progress towards this indicator.

Indicator 3b	***Short-term qualifications strengthening - ALL individuals: # of host country individuals who completed USG-funded short-term training or exchange programs involving higher education institutions.*** Short-term training or exchange programs are all trainings that are at least one week long and last less than six months in duration and lead to certificate or other acknowledgement of completion whereby faculty members from the host country travel to partnering US partnering Institutions for training courses, research activities, or study tours.					
	# of individuals who completed USG funded short term training in the last three academic years		**Female**	**Male**	**26 & over**	**25 & under**
Baseline Information Elements	# of faculty/teaching staff trained					
	# administrators trained					
	# students trained					
	# other individuals trained					
	Total this indicator:	***0***	***0***		***0***	
Year 1 Target	# of faculty/teaching staff trained					
	# administrators trained					
	# students trained					
	# other individuals trained					
	Total this indicator:	***0***	***0***		***0***	
Actual # of individuals for this reporting period (4/1/11-9/30/11)	# of faculty/teaching staff trained					
	# administrators trained					
	# students trained					
	# other individuals trained					
	Total this indicator:	***0***	***0***		***0***	
Progress to Year 1 Target	***Total this indicator:***	#DIV/0!	**#DIV/0!**		**#DIV/0!**	
End of Partnership Target	# of faculty/teaching staff trained					
	# administrators trained					
	# students trained					
	# other individuals trained					
	Total this indicator:	***0***	***0***		***0***	
Progress to End of Partnership Target	***Total this indicator:***	#DIV/0!	**#DIV/0!**		**#DIV/0!**	

Narrative: Please provide a brief explanation of your partnership's progress towards this indicator.

Indicator 4	**Research initiatives whose findings have been applied, replicated or taken to market.** A research initiative under this indicator is any structured and systematic investigation, to establish novel facts, solve new or existing problems, prove new ideas, or develop new theories, usually using a scientific method. Only those research initiatives whose findings solve a practical development problem or result in a marketable product (e.g. patent) in a given context will be counted.		
	total # of all research initiatives	# of research initiatives whose findings have been applied, replicated or taken to market	Ratio of research initiatives (applied)
Baseline Information Elements			#DIV/0!
Year 1 Target			#DIV/0!
Actual # of initiatives for this reporting period (4/1/11-9/30/11)			#DIV/0!
Progress to Year 1 Target	#DIV/0!	#DIV/0!	#DIV/0!
End of Partnership Target			#DIV/0!
Progress to End of Partnership Target	#DIV/0!	#DIV/0!	#DIV/0!

Narrative: Please provide a brief explanation of your partnership's progress towards this indicator.

Indicator 5	**U.S.-host country joint development research projects.** Joint research projects are those undertaken as part of a U.S.-supported university partnership program or other similar arrangement. The joint research serves to strengthen the host country institution and draw it into application and market priorities.		
	total # of all research activities	# of research activities jointly developed (per definition)	Ratio of research initiatives (joint)
Baseline Information Elements			#DIV/0!
Year 1 Target			#DIV/0!
Actual # of activities for this reporting period (4/1/11-9/30/11)			#DIV/0!
Progress to Year 1 Target	#DIV/0!	#DIV/0!	#DIV/0!
End of Partnership Target			#DIV/0!
Progress to End of Partnership Target	#DIV/0!	#DIV/0!	#DIV/0!

Narrative: Please provide a brief explanation of your partnership's progress towards this indicator.

Indicator 6	**Number of individuals from underserved and/or disadvantaged groups accessing tertiary programs.** Definition of underserved and/or disadvantaged groups varies based on each program's context and could include: ethnic minorities, marginalized groups, women, disabled people and other categories. Under this indicator, a trend in access to tertiary programs by underserved and disadvantaged groups will be captured in the form of percentage change in numbers of students from this group relative to the total student body.					
	# of students in program from underserved and/or disadvantaged groups		**Female**	**Male**	**25 and under**	**26 and over**
Baseline Information Elements	# of Bachelor students in program					
	# of Masters students in program					
	# of Doctorate students in program					
	Total this indicator:	***0***	***0***		***0***	
Year 1 Target	# of Bachelor students in program					
	# of Masters students in program					
	# of Doctorate students in program					
	Total this indicator:	***0***	***0***		***0***	
Actual # of students for this reporting period (4/1/11-9/30/11)	# of Bachelor students in program					
	# of Masters students in program					
	# of Doctorate students in program					
	Total this indicator:	***0***	***0***		***0***	
Progress to Year 1 Target	***Total this indicator:***	#DIV/0!	**#DIV/0!**		**#DIV/0!**	
End of Partnership Target	# of Bachelor students in program					
	# of Masters students in program					
	# of Doctorate students in program					
	Total this indicator:	***0***	***0***		***0***	
Progress to End of Partnership Target	***Total this indicator:***	#DIV/0!	**#DIV/0!**		**#DIV/0!**	

Narrative: Please provide a brief explanation of your partnership's progress towards this indicator.

Indicator 7	**Percent of students receiving need-based support (scholarships, loans, work-study, stipends, etc.) that come from underserved and/or disadvantaged groups.** A student receiving needs-based support is defined as any individual enrolled in an academic program that is receiving a scholarship, loan, work-study, stipends, or other suport based on identified need. This indicator counts all students receiving needs-based support and the proportion of those who come from underserved and/or disadvantaged groups.					
	Total # of all students receiving need based support in the last academic year	total # of individuals from underserved and/or disadvantaged groups receiving need-based support (scholarships, loans, work-study, stipends, etc.)				Faculty trained vs. total ratio
		Female	**Male**	**25 and under**	**26 and over**	
Baseline Information Elements						#DIV/0!
Year 1 Target						#DIV/0!
Actual # of students for this reporting period (4/1/11-9/30/11						#DIV/0!
Progress to Year 1 Target		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
End of Partnership Target						#DIV/0!
Progress to End of Partnership Target		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Narrative: Please provide a brief explanation of your partnership's progress towards this indicator.

Indicator 8	**Number of new or improved policies that support increased access of underserved and disadvantaged groups.** A policy that will be counted under this indicator is a formal, written document stipulating a principle or a rule that guides decisions and regulats such matters as: transparent admissions, testing, conditional access based on performance and or remedial programs and courses for underserved and disadvantaged groups.					
# of new or improved policies	**Baseline Information Elements**	**Year 1 Target**	**Actual # of students for this reporting period (4/1/11-9/30/11)**	**Progress to Year 1 Target**	**End of Partnership Target**	**Progress to End of Partnership Target**
# of admission procedures policies						
# of testing policies						
# of conditional access policies						
# other relevant/appropriate policies						
Total this indicator:	***0***					

Indicator 8 Narrative: Please provide a brief explanation of your partnership's progress towards this indicator.

Indicator 10	**Number of USG-supported teritary education programs that develop or implement industry recognized skills certification.** This indicator measures progress toward aligning tertiary programs with the needs of the labor market.		
	Total # of all certification programs offered at institution	total # of USG funded certification programs in the last three years	Ratio of certification programs
Baseline Information Elements			#DIV/0!
Year 1 Target			#DIV/0!
Actual # of programs for this reporting period (4/1/11-9/30/11)			#DIV/0!
Progress to Year 1 Target	#DIV/0!	#DIV/0!	#DIV/0!
End of Partnership Target			#DIV/0!
Progress to End of Partnership Target	#DIV/0!	#DIV/0!	#DIV/0!

Indicator 10 Narrative: Please provide a brief explanation of your partnership's progress towards this indicator.

Indicator 9	**Number of new research activities at host country higher education institutions supported by combined USG and non-USG resources.** Number of new research activities in support of development needs. This includes funded social and scientific applied research, not basic research. Funding can include USG, higher education institutions, other public sources, other donors and development banks and private sector.					
# of new or improved policies	**Baseline Information Elements**	**Year 1 Target**	**Actual # of students for this reporting period**	**Progress to Year 1 Target**	**End of Partnership Target**	**Progress to End of Partnership Target**
# of research proposals developed						
# of research publications produced						
other (rename)						
Total this indicator:	***#REF!***					

Indicator 9 Narrative: Please provide a brief explanation of your partnership's progress towards this indicator.

Indicator 9a - Disaggregated	***Number of published peer reviewed, applied research papers produced by higher education isntitutions*** *Research paper is any scholarly publication that presents the research topic with the theoretical framework and analyzes perspective and/or argues a point. Only research papers published in journals with an established peer-review process will be counted under this indicator. Peer review is any formal process during which a paper is reviewed by a group of two or more experts in a given field, who are qualified and able to perform impartial review.*
	Total # of published peer reviewed, applied research papers produced by higher education isntitutions in the past three years
Baseline Information Elements	
Year 1 Target	
Actual # of papers for this reporting period (4/1/11-9/30/11)	
Progress to Year 1 Target	#DIV/0!
End of Partnership Target	
Progress to End of Partnership Target	#DIV/0!

Custom Indicators

OPTIONAL	*If your partnership tracks custom indicators, please report them here. Add tables as needed.*

Description	**Description**	
	Total # of NEW UNITS	**Description**
10a.		
10b.		
10c.		
10d.		
10e.		
Total	0	

Partnership Profile

1. Partnership Profile	Instructions: In approximately one page or less, please provide an executive summary of your higher education partnership, including: • Key development issue(s) being addressed; • Overall objective(s) for the partnership; • Primary activities of the partnership; • Outcomes this during this reporting period.

Key Development Issue(s):

Overall Objective(s) of the Partnership:

Primary Activities of the Partnership:

Outcomes this Reporting Period:

2. Success Story	Include one or two well-crafted success stories related to your partnership (see success story guidelines in tab 6).

3. Media	If appropriate, please provide HED with samples of information about your partnership disseminated during this reporting period and the following as attachments to this report: • Photographs that may be used in future HED publications (Enclose prints or a CD-ROM with high resolution images); • Articles published in the campus, local, national, or international media; • Papers published or presented; and • Features in any other media. Please note that photos submitted with success stories are intended to be used in HED publicity materials. HED reserves the right to use these images in its fact sheets, success stories, presentations, website, and other outreach materials. Please include caption and photo credit information with images.

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

Partnership Success Story Guidelines

Higher Education for Development (HED) enjoys highlighting partnership success stories and photographs to educate the public about our programs, explain how U.S. development assistance works, and demonstrate the impact U.S. Agency for International Development-funded projects have on peoples' lives around the world. We want to convey information that the everyday reader can care about and understand. A Success Story does this by describing how an individual or community benefitted from our projects or programs, illustrated by a powerful photograph. The story should introduce the challenge, character, or opportunity, briefly explain the HED partnership and describe the end result or benefit.

Situation/Setting --> Problem/Challenge --> Project (what/why) - goal/purpose --> Solution/Results/Value

Headline

Good headlines or titles are simple, jargon-free, and have impact; they summarize the story in a nutshell; and include action verbs that bring the story to life. Your headline should include few words.

Subhead

If you wish to provide a subhead, it should expand on the headline, humanize the story, or highlight a key fact.

Story Copy

Success stories will vary depending on the details of specific projects. Stories will resonate if they are personalized to show the impact of programs for specific individuals or group affected by the project and relates to greater community, regional, or global needs. They should highlight how challenges were resolved or make explicit and illustrative the results of our programs. Depending on the specifics of a project, the success stories can be crafted to highlight our impact with a few different styles.

HED success stories online are roughly 150-200 words, but longer formats of up to 1,000 words coincide with USAID's word limit and would be useful for information kits and other promotional purposes as well.

General Success Stories

The introduction should showcase the challenge a person or group encountered and the context of the partnership. Presenting a conflict or sharing a first person account is two good ways to grab the reader's attention. Continue by describing what action was taken to improve the situation and briefly describe the project, highlighting HED's role (as well as other stakeholders like USAID and/or university partners). Finally describe the end result or benefit. What changed for the person or community? What was learned? What was received? What was the impact? How did this make a difference in the community or country overall? (350-500 words)

Case Study

The case study is a more succinct snapshot of a partnership's success that highlights three aspects, the challenge, initiative, and results.

Challenge: states the problem, issue or opportunity. (Up to 150 words.)

Initiative: The initiative should be strategic in nature and explain what partnership programs addressed the challenge and how they responded to host country needs. (Up to 150 words.)

Results: This last paragraph represents the end result or benefit — what changed, what was learned, what was received. Try to use quantitative measures and illustrative, tangible results when possible. We want to show strong impact. (Up to 150 words.)

Before and After

A Before and After comparison can also highlight partnership impacts visually and in narrative form This example should broadly explain why the partnership initiative was needed and how it helped or affected the community. (Up to 250 words.) Graphic depictions of the contrast will strengthen the piece.

First Person

First person stories should be told from the beneficiaries of HED's partnerships. They focus on one person who benefited from the project or worked to create change in the community and should provide a compelling account of how partnerships make a difference. These stories should include a quote and photo. (Up to 350 words.)

Photos & Quotes: Accompanying the Story

Strong images and interesting quotes grab readers and pique their curiosity to read a story. Provide a quote that represents and summarizes the story. This 10-20 word quote should capture the success of the program and will be highlighted in the piece. Please be sure to identify the source of the quote (name, title, affiliation).

Your photograph will bring the story to life. The photo should be colorful, depict action, capture people's attention, and feature a main character prominently if possible.

Photograph Specifications: The preferred format for photos is .jpg, .bmp, or .gif file, with at least 300 dpi (dots per inch). Digital photos should be shot with at least a 3-megapixel resolution. The larger the file, the better the quality and final result.

Please also include with photos:

- Permission to use photograph
- Photographer's name and organization
- Caption: A sentence of about 15 words that briefly summarizes what is occurring in the photograph. Please

Specify who is in the image, what they are doing, when (if relevant), and where they are.

- For archival purposes: date, HED partnership title, country (and region/city) of photo.

For more information on creating success stories, please visit USAID's "Telling Our Story" section at http://www.usaid.gov/stories/guidelines.html.

Appendix H

M&E Supplemental Information for Partners

MONITORING AND EVALUATION WORKSHEETS SUPPLEMENTAL INFORMATION

I. Introduction to Results Based Monitoring

HED will use its results-based monitoring and evaluation system to effectively manage partnership activities and demonstrate its impact. HED's monitoring and evaluation (M&E) system goes beyond tracking performance based on measuring inputs and outputs and utilizes logical planning tools to clearly define a results framework and identify adequate measures of outcomes and impacts.

HED integrates results-based monitoring in all stages of the partnership development process. To ensure solid foundations, starting from the RFA phase, HED will require monitoring and evaluation plans with each application, which will include illustrative benchmarks based on future baseline studies to determine performance targets based on the point from which the partnership work is starting.

As part of the sub-award negotiation process, HED will, in consultation with selected partnership directors, finalize an integrated performance management plan (PMP)[1] and define indicators, data sources and longitudinal data collection methodologies to measure performance and outcomes of the partnership. The PMP will provide a framework that will guide measurement of achievements made through project interventions and facilitate informed management decisions to ensure planned results are realized. Following the finalization of the PMP, the partnership, under HED's guidance, will collect data to establish a baseline and set targets for performance management over the course of the partnership.

In addition to custom indicators specifically identified for each partnership, HED tracks performance of its higher education partnerships across a set of standard indicators of human and institutional capacity development and development impact. The standard indicators are derived from Goal 2 of the new USAID Education Strategy and intend to track and measure progress towards achieving corresponding results in higher education.

[1] HED's PMP format adheres to USAID guidance on developing and implementing performance management plans as stipulated in *The Performance Management Toolkit, A Guide to Developing and Implementing Performance Management Plans*, IBM Business Consulting Services, Policy and Program Coordination Bureau, Contract Number: AEP-C-00-99-00034-00, April 2003. This publication is available online at http://pdf.usaid.gov/pdf_docs/PNACT871.pdf.

II. Using the Monitoring and Evaluation Worksheets Template

A. About the Template

The worksheets template designed using Microsoft Excel software serves a dual purpose. The first purpose is to guide applicants in their conceptual design of the partnership for which they are applying. Additionally, if an institution is awarded the partnership funding, then the institution will have a ready-made program plan to guide project implementation. The second purpose is to provide successful applicants/funded partners with a template for tracking the necessary information that must be reported to USAID (via HED) regarding the implementation of the partnership program.

The template consists of four monitoring and evaluation worksheets. These four worksheets and the corresponding applicant/partner responsibilities are described below.

Standard Indicators: This worksheet outlines standard indicators that HED tracks and reports on across all its higher education partnerships.

- *Applicant Responsibility:* Applicants will need to collect and report this information to HED should they be awarded a program. Therefore, applicants should take this into consideration in their results framework (RF) by incorporating these indicators under relevant objectives (as identified by the applicant/partner), as well as include these indicators and units of measurement in the PMP and PIP (see below) where appropriate. Data does not, however, need to be reported at the time of application. In order to assist in the review of your application, please indicate in Column "D" to which objective and intermediate result and/or output each indicator maps in your RF.

Results Framework (RF) - Custom: Applications should utilize the logical framework template to develop a rigorous results framework (RF) and formulate a coherent and well-designed partnership strategy. The RF will establish cause and effect relationship within the hierarchy of results and reveal underlying assumptions; as such, it will form the basis for the development of all M&E related documents.

- *Applicant Responsibility:* Applicants/partners must complete this worksheet based on the contextual factors and specificities of the program for which they are applying to implement. Applicants must fill out all columns (hierarchy of results, indicators, and assumptions) in this sheet. However, they do not need to complete all rows; only as many objectives, outcomes and outputs that the applicant deems appropriate for the partnership should be completed. As stated above, applicants/partners must include the standard indicators in their RF where they deem them to be appropriately placed.

Performance Monitoring Plan (PMP): The performance monitoring plan (PMP) is a tool for managing the data collection process and responsibilities. The template will allow applicants to outline a systematic approach to results based management and provide a detailed description of the approach to monitoring partnership performance toward objectives over time

- *Applicant Responsibility:* In the PMP template, the columns for objectives, results and indicators will automatically populate from the RF worksheet. Applicants/potential partners must complete the next five columns (disaggregation, precise definition and unite of measurement, data source, means of verification, and frequency of data collection). The final two columns (baseline value and end of project target) will be completed upon successful awarding of funding.

Partnership Implementation Plan (PIP): Applicants are required to submit a detailed listing of anticipated partnership activities and implementation schedule. The implementation plan will document a logical sequence of events over time that will allow the partnership to progress towards producing required outputs. Applicants will utilize the worksheet template to define activities and major phases of work that will be undertaken to achieve the desired objectives.

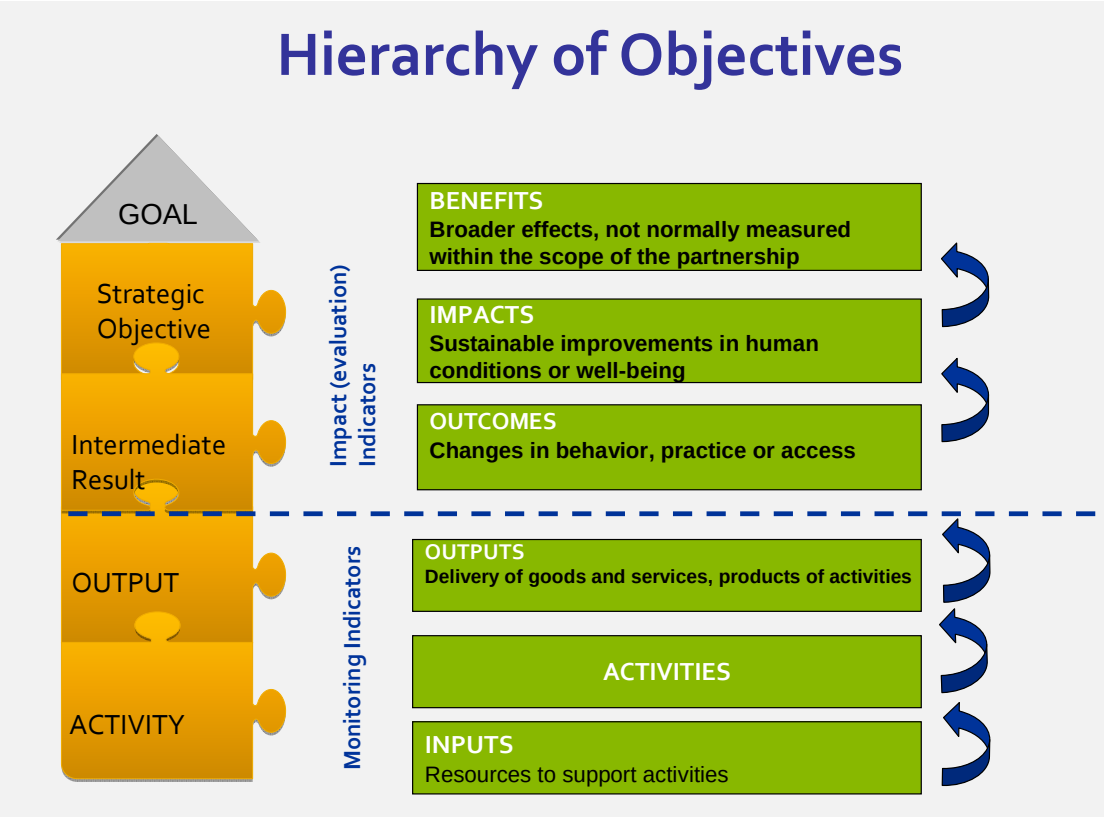
- *Applicant Responsibility:* Like the PMP worksheet, the columns for objectives, results and outputs will automatically populate. Applicants must then identify activities relevant for achieving each objective, result and output and indicate when such activities will be carried out.

******Please note that should an applicant be awarded funding, the RF, PMP and PIP will be finalized in consultation with HED and USAID after the award has been made. However, your application will be judged based on how well your program design is adequately presented in these worksheets.***

B. Illustration of the Framework

Applicants/potential partners should review the guidance for developing a performance management framework in the USAID document, *The Performance Management Toolkit, A Guide to Developing and Implementing Performance Management Plans*, which is available online at http://pdf.usaid.gov/pdf_docs/PNACT871.pdf. However, the causal linkages among the framework elements may be summarized graphically like in Figure 1 below. In addition to these elements, indicators also must be identified to measure each anticipated result.

Figure 1. Performance Management Plan Hierarchy of Objectives



C. Key Definitions

Results Framework: A Results Framework (RF) is both a planning and a management tool. A RF is similar to a logical framework (or log frame), but places more emphasis on results-based management and as such, requires more information about assumptions, indicators, and data collection approaches, for example. This additional information assists project managers demonstrate that there is a direct link among activities, outputs, outcomes and objectives to the project goal. Progress at a lower level in the hierarchy of results is a necessary precondition for each higher level.

Goal: The goal is the ultimate purpose of the project and expresses the long-term impact that the partnership hopes to achieve. The goal statement usually captures a larger development change and is aspirational in nature. Each partnership has only one goal. Indicators at the goal level are generally population based and not specific to partnership beneficiaries alone.

Objectives: Objectives statements capture aims towards which the partners strive to contribute by the end of the project. They are written in the present tense with an implied subject. For example, an objective might be stated, "[Our objective is] To support the Bloom Technical Institute in providing quality education and training in the area of

horticulture." A partnership project can have more than one objective, but usually has one to three, and not more.

Outcomes: Outcomes are synonymous with results. Outcomes fall along a continuum from short- to long-term outcomes, but capture achievements that will be made by the end of the partnership project. These statements capture a change in knowledge, awareness, skills, attitudes, or behavior and are usually expressed in past tense. For example, an outcome might be stated, "Improved horticultural educational offerings at the Bloom Technical Institute." A partnership can have more than one outcome/result, but to ensure a coherent, focused strategy anticipated outcomes usually are limited to no more than three per objective.

Outputs: Outputs represent tangible products, services or goods that the partnership will produce in the short-term as a result of project activities. These products are countable and can be measured in terms of how much or how many. Each result can have more than one output, but usually not more than two to three. An example of an output might be "new horticultural courses about flower blooms."

Indicators: Indicators are dimensions or characteristics we measure to assess whether desired results are being achieved. Data collected on indicators help project managers make critical decisions to steer the project towards success. Good indicators are SMART (specific or one-dimensional, measurable, attainable, realistic and time-bound). Indicators must be identified to measure each anticipated output and outcome Each output and outcome statement can have more than one indicator, but because data must be collected for each indicator, the general criterion is to choose a minimum number of indicators for each statement. Sometimes one is enough, but generally no more than two to three indicators per statement are used.

Partnership Monitoring Plan: "A good PMP should NOT be developed only to satisfy Washington reporting needs and then left to collect dust." Project managers should use the PMP continuously to make informed management decisions, identify performance gaps, and improve tactics for reaching the objectives and project goal.

Disaggregation: List any planned ways of disaggregating the data, such as male/female, bachelor/master's/doctoral students, etc. Disaggregation may not apply to all indicators.

Precise Definition / Unit of Measurement: Define the specific words or elements used in the indicator and clarify the unit of measure, such as number of, percent, etc.

Data Source: Identify the source of the data, such as admissions records, survey, attendance roster, etc.

Means of Verification / Data Collection Methodology: Describe the tools and methods for collecting the data. Who will collect it from whom? And who will verify that the data is accurate or valid and reliable?

Frequency of Data Collection: Identify how often and at what time intervals the data will be collected.

Baseline Value: The value of an indicator before/immediately at the start of project implementation.

End of Project Target: Planned level of result to be achieved by the end of the project, which is approximately three years in duration. For example, if the indicator is "# of students trained," then the target should be the number of students that the partners hope to have trained by the end of the project. (Interim targets will need to be established once project funds are awarded.)

Partnership Implementation Plan: The Partnership Implementation Plan (PIP) outlines in detail a logical sequence of activities over time that will allow the partnership to progress towards producing required outputs.

Activities: Any task, action, or process that partners will necessarily need to undertake to produce outputs.

Appendix I

Monitoring Visit Protocol

HED MONITORING VISITS : FY12 PROTOCOL

Before Travel:

1. Review RFA, subagreement, financial data, most recent progress report, and any additional background information.
2. Schedule and conduct a phone interview with U.S. Principal Investigator/Partnership Director.
3. Schedule and conduct a phone call with the relevant USAID/Mission to determine if partnership performance objectives are parallel or in support of the country's development goals (optional).
4. Determine purpose of trip: Is the partnership high performing? Are there problems that need management assistance? What goals do you plan to accomplish during the trip, so that the trip will be successful/useful?

In the Field:

I. REVIEW ACTIVITIES & RESULTS (Copy objectives and activities from RF and Partnership Implementation Plan)

Objectives	Activities	Outcomes	Time Schedule		
			Ahead of Schedule	On Schedule	Behind Schedule
Objective 1					
Objective 2					
Objective 3					
Objective 4					

II. DESCRIBE FINDINGS
Some information may be the same as in the table above.

- Progress toward human capacity building
- Progress toward institutional capacity building

III. REVIEW DATA VERIFICATION PROCESS AND FINDINGS.
During the visit, randomly select 2-3 indicators and review the verification for these indicators.

IV. REPORT ON FINANCIAL DATA REVIEW
Describe burn rate, obligations to date, pending issues related to expenditures or burn rate.

V. SERENDIPITOUS FINDINGS
Briefly describe positive or negative findings as a result of partnership that were not expected or planned for.

VI. PERSONAL EXAMPLES/OTHER OBSERVATIONS/SUCCESS STORIES/LESSONS LEARNED *Briefly provide one or two examples of how this partnership has affected someone personally and/or a community. Include one or two quotes from those who have been affected and/or the PIs. Please also provide contact information for the PIs and two or three photos (with photo captions) from the trip.*

VII. NOTE ANY ISSUES THAT NEED TO BE FOLLOWED-UP

VII. Partnership Performance Snapshot:

Please use the following scale to assess partnership progress relative to stage of implementation:
1 = 0-25% - Does not demonstrate achievement
2 = 26-50% - Improvement required
3 = 51-75% Meets expectations
4 = 76 – 100% - Exceeds expectations

Name of partnership	Partnership on track to achieve goals and objectives according to the scope of work and the work plan included in the sub-agreement	Partnership is on track to achieve performance targets identified in the corresponding annual work plan for this reporting period?	Overall prospect of achievement of partnership objectives and likelihood of success	Financial expenditures reflect timeline established in implementation plan	Cost share contribution to date is in line with approved budget and agreed upon timeline	Burn rate to Progress ratio – *(percentage alignment between partnerships spending patterns and their performance)*	Financial and progress reports are of quality, complete, accurate and submitted on time
Partnership XYZ							
Partnership XYZ							

Appendix J

Baseline Data Template

BASELINE STUDY INTRODUCTION & INSTRUCTIONS

INTRODUCTIONS

A baseline study collects data on a set of indicators prior to implementation of partnership activities to define existing conditions. Because data gathered at baseline provides a reference point against which future project data can be compared, this information will be used to assess achievement of the outcomes and impact expressed in the logical framework. Without baseline data to establish conditions prior to or at the start of the project, establishing change at the outcome and impact level would be difficult or nearly impossible. A comparison of data collected during project implementation against baseline data also can assist a project manager in making decisions about how to guide a project to achieve its intended objectives and maximize impact.

To facilitate this process and ensure a standardized approach to project monitoring and evaluation across HED's portfolio of partnerships, the following baseline instrument has been developed for your use. This tool is designed to collect data on higher education standard indicators and to allow you to add custom indicators specific to your partnership.

In addition to serving as a critical tool to inform partnership management decision-making, the information collected in this instrument will provide the basis on which international development results in higher education can be documented and rigorously assessed. HED reports this and partnership results to the U.S. Agency for International Development (USAID), other donor organizations and the higher education community. In turn, USAID reports such results to the United States Congress. Thus, your contribution of this information is critical to policymakers' and Congress' understanding of the role that higher education institutions play in development and to the future funding of such development projects.

INSTRUCTIONS

Please read the instructions carefully. The subheadings and corresponding instructions refer to the worksheets within the Excel file.

All of the worksheets have been formatted to print easily should you like to print and review the materials in hard copy.

Please do not rearrange the data, reformat and/or delete any of the functions in any cells, or make any other changes to the Excel file except as directed below.

Project Cover Sheet: Review and/or complete information as appropriate to ensure accuracy. In addition to providing us with additional baseline data regarding the faculty/teaching staff, administration and students at the host country institution, please provide a brief description about the host country institution/college in the designated box. This will assist HED tell a complete story about the partnership, its intended results, and ultimately, its impact.

USAID Higher Education Strategy: Goal 2 of the 2011-2015 USAID Education Strategy directly relates to higher education. Please review it as presented in this worksheet. Goal 2 serves as the rationale for the partnership projects. As well, partners must collect data on all of the indicators identified by USAID for Goal 2. (See *Baseline Instrument – Standard* for more information about this.) This worksheet is for reference only.

serves as the rationale for the partnership projects. As well, partners must collect data on all of the indicators identified by USAID for Goal 2. (See *Baseline Instrument – Standard* for more information about this.) This worksheet is for reference only.

Baseline Instrument - Standard: As mentioned, HED must collect data for the standard indicators for the USAID Education Strategy Goal 2 from its partners. HED then must report this information to USAID for all of its partnership projects.

- Please fill in all of the cells highlighted in yellow. Please fill-in "0" (zero) for quantitative items for which there is no data, but do not make changes to any other cells and/or the format of the worksheet. There are several instances in which functions have been set to automatically calculate figures. You may, however, insert a comment into a cell (right click on the cell, select "insert comment") if you would like to add clarification, an explanation, or another comment.
- For columns "C" (To what objective…) and "K" (Does baseline information…), pre-determined options have been provided in a drop-down menu format. To select from the drop-down menu, first click on the cell, then click on the arrow that appears, and finally select your response.
- Please pay close attention to the column and row headers, because they often indicate whether the data that you are reporting should be from only the previous academic year, or if it should be from the past three academic years, among other distinguishing qualifications.
- Also, please note that individuals may only be counted once even if they participate/have

Baseline Instrument - Custom: Please use the column headers provided to format this worksheet to provide baseline data on any/all additional, custom objectives and indicators identified during the partnership project design or application phase. If useful, you may copy the formatting from the *Baseline Instrument – Standard* worksheet.

Submit your completed report by e-mail or mail to your primary program contact at:

[Name]
[name]@hedprogram.org
Higher Education for Development
One Dupont Circle NW, Suite 420
Washington, DC 20036

The completed report should be submitted by no later than 5:00pm on [Date].

HED appreciates and thanks you for your cooperation!

BASELINE DATA COVER SHEET

ABOUT THE PARTNERSHIP	
Partnership Title:	**INSERT TITLE**
Development Area:	**INSERT AREA**
U.S. Institution(s):	**INSERT INSTITUTION**
Host-Country Institution(s):	**INSERT INSTITUTION**
Host-Country Partnership Director(s):	**INSERT NAME, TITLE**
Email:	***INSERT EMAIL ADDRESS***
Telephone:	***INSERT TELEPHONE***
Address:	***INSERT ADDRESS***
USAID/Host-Country Contact:	**INSERT NAME, TITLE**
Email:	***INSERT EMAIL ADDRESS***

ABOUT THE HOST COUNTRY PROGRAM/COLLEGE

About the Faculty/Teaching Staff

Highest Educational Qualifications	Gender		Age		Total
	Female	Male	Under 25	25 & over	
# with Bachelor Degree (or equivalent)					0
# with Masters Degree (or equivalent)					0
# with Doctorate Degree (or equivalent)					0
Total	***0***	***0***	***0***	***0***	***0***

About the Administration

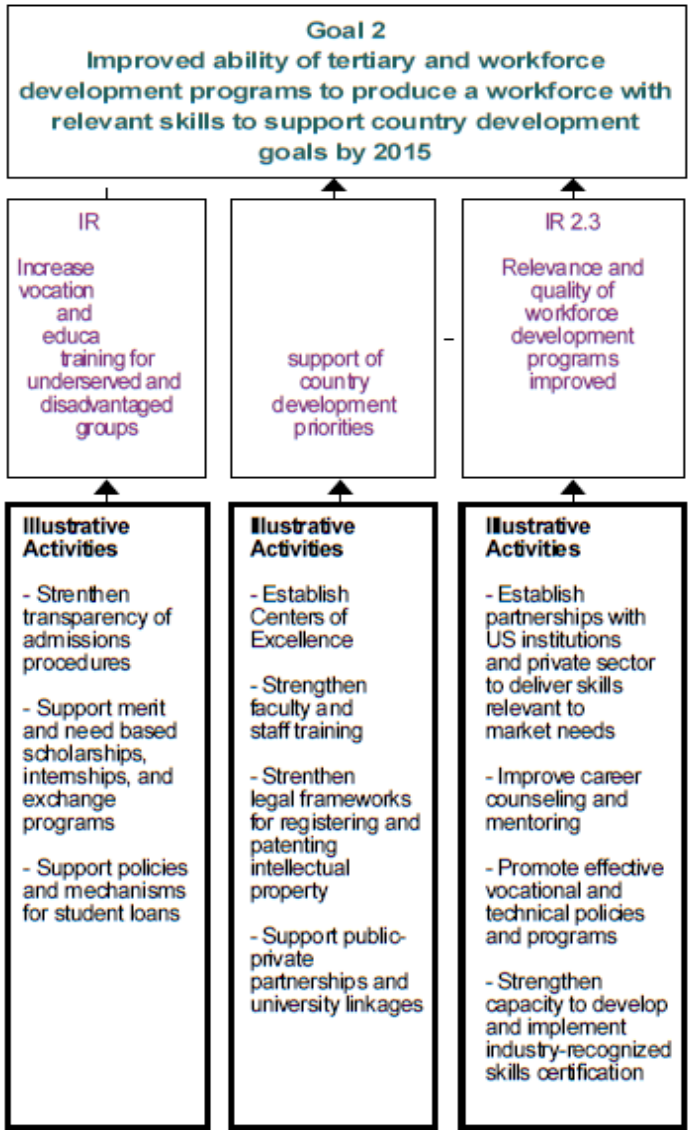
Highest Educational Qualifications	Gender		Age		Total
	Female	Male	Under 25	25 & over	
# with Bachelor Degree (or equivalent)					0
# with Masters Degree (or equivalent)					0
# with Doctorate Degree (or equivalent)					0
Total	***0***	***0***	***0***	***0***	***0***

About the Students

Highest Educational Qualifications	Gender		Age		Total
	Female	Male	Under 25	25 & over	
# with Bachelor Degree (or equivalent)					0
# with Masters Degree (or equivalent)					0
# with Doctorate Degree (or equivalent)					0
Total	***0***	***0***	***0***	***0***	***0***

Please provide a description of your college. (*Include any other relevant details that will help tell the story about your partnership, such as number of departments, strategic priorities for the college, etc.)*

USAID Education Strategy, Goal 2: HIGHER EDUCATION Results Framework



USAID Education Strategy - Corresponding Indicators (September 2011 DRAFT)

Element/Sub Element	Indicator	Level
3.2.2 Higher Education	Percentage of graduates from USG-supported tertiary education programs reporting themselves as employed.	Goal/Outcome
3.2.2.1 Policy Devel & Reform	Number of USG-supported tertiary education programs that adopt policies and procedures to strengthen transparency of admissions and/or to increase access of underserved and/or disadvantaged groups.	Outcome
3.2.2.2 Inst Capacity Devel	Number of USG-supported tertiary education programs that develop or implement industry-recognized skills certification.	Outcome
3.2.2.2 Inst Capacity Devel	Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities.	Output
3.2.2.3 Inst Capacity Devel	Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers' input or on the basis of market research.	Output
3.2.2.3 Engaging HE Insts in Devel	Number of USG-supported academic research initiatives whose findings have been replicated, applied, or taken to market.	Outcome
3.2.2.3 Engaging HE Insts in Devel	Number of U.S.-host country joint development research projects.	Output
3.2.2.4 Profess'l Devel	Number of individuals from underserved and/or disadvantaged groups accessing USG-supported tertiary education programs.	Outcome
3.2.2.4 Profess'l Devel	Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported university partnerships.	Output

HIGHER EDUCATION STANDARD INDICATOR	Indicator Definition	To what objective in your partnership design does this indicator map?	Baseline Information Elements		Baseline Values for Indicator
INDICATOR 1: # of new or improved policies that support increased access of underserved and disadvantaged groups	A policy and/or procedure that will be counted under this indicator must be written down, thereby making it official, and must also be implemented. Such policies include, but are not limited to: transparent admissions, testing, conditional admission based on performance, and remedial programs and courses for underserved and disadvantaged groups.		# of policies currently in effect		Total # of policies currently in effect
			# of admission procedures policies		***0***
			# of testing policies		
			# of conditional access policies		
			# other relevant/appropriate policies		
			Total this indicator:	0	
INDICATOR 2: # of USG-supported tertiary education programs that develop or implement industry recognized skills certification	This indicator measures progress toward aligning tertiary programs with the needs of the labor market. Skills certification is a system attesting to the fact that a graduate has mastered a set of skills agreed to by industry and tertiary institutions, either at the bachelor, master's, or doctoral level, or through a certificate program.		Total # of all certification programs offered at institution	Total # of USG funded certification programs in the last three years	Total # of USG funded certification programs in the last three years
					0
			Total this indicator as a % of whole:	***#DIV/0!***	
INDICATOR 3: Proportion of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners	Academic degree program is a structured course of study, based on a defined curricula in a specific discipline resulting in a granting of a degree or certificate. Experiential learning supplements the classroom setting with work experience in the real world. Applied learning provides opportunities to apply classroom knowledge to real world situations.		Total # of all current academic degree programs	# of programs that include experiential and/or applied learning opportunities for learners	# of programs that include experiential and/or applied learning opportunities for learners
					0
			Total this indicator as a % of whole:	***#DIV/0!***	
INDICATOR 4: % of curricula developed/revised with stakeholder input or based on market demand	A curriculum is a set of all courses that a student must complete in order to obtain a degree offered at an institution/college/department. A curriculum will be counted under this indicator if its development and/or revision included consultations or otherwise integrated stakeholder (private or public sector) input. As appropriate and with explanation, input may be derived from published research.		Total # of curricula developed or revised in the last three academic years	# of curricula developed or revised with stakeholder input	# of curricula developed or revised with stakeholder input in the last three academic years
					0
			Total this indicator as a % of whole:	***#DIV/0!***	
INDICATOR 5: Proportion of research initiatives whose findings have been applied, replicated or taken to market	Engagement or outreach is any activity that brings the work, experience, knowledge, information, inventions, etc., of the university into the community with the purpose of extending knowledge to address local needs. For the purpose of this indicator, such activity includes trainings, expert consultations, workshops, field assessments, etc. that occurred as a result of the USG-supported partnership.		Total # of all research initiatives in last three academic years	# of research initiatives whose findings have been applied, replicated or taken to market	# of research initiatives in last three academic years whose findings have been applied, replicated or taken to market
					0
			Total this indicator as a % of whole:	***#DIV/0!***	

HIGHER EDUCATION STANDARD INDICATOR	Indicator Definition	To what objective in your partnership design does this indicator map?	Baseline Information Elements		Baseline Values for Indicator			
INDICATOR 6: # of higher education institution engagement/outreach activities in community	Engagement or outreach is any activity that brings the work, experience, knowledge, information, inventions, etc., of the university into the community with the purpose of extending knowledge to address local needs. For the purpose of this indicator, such activity includes trainings, expert consultations, workshops, field assessments, etc. that occurred as a result of the USG-supported partnership.		Total # of community engagement/outreach activities in the past year		Total # of community engagement/outreach activities in the past year			
					0			
INDICATOR 7: Number of U.S.-host country joint development research projects	Joint research projects are those undertaken as part of a U.S.-supported university partnership program or other similar arrangement. The joint research serves to strengthen the host country institution and draw it into application and market priorities.		Total # of all research activities in last three academic years	# of research activities jointly developed between the US. And host country institutions (per definition)	# of research activities in last three academic years jointly developed (per definition)			
					0			
INDICATOR 8: # of individuals from underserved and/or disadvantaged groups accessing tertiary programs	The definition of underserved and/or disadvantaged groups varies based on context. Underserved and/or disadvantaged may refer to regions of the country, social groups such as ethnic minorities, poor economic groups, women or physically handicapped people. Under this indicator, a trend in access to tertiary programs by underserved and/or disadvantaged groups will be captured in the form of percentage change in numbers of students from this group relative to the total student body.		Total # of students in tertiary program in the last academic year	total # of students in program from underserved and/or disadvantaged groups	**Female**	**Male**	**under 25**	**25 and over**
			# of Bachelor students in program					
			# of Masters students in program					
			# of Doctorate students in program					
			Total this indicator as a % of whole:	***#REF!***	***#REF!***			
INDICATOR 9: % of students receiving need-based support (scholarships, loans, work-study, stipends, etc.) that come from underserved and/or disadvantaged groups	A student receiving needs-based support is defined as any individual enrolled in an academic program that is receiving a scholarship, loan, work-study, stipends, or other suport based on identified need. This indicator counts all students receiving needs-based support and the proportion of those who come from underserved and/or disadvantaged groups		Total # of all students receiving need based support in the last academic year	total # of individuals from underserved and/or disadvantaged groups receiving need-based support (scholarships, loans, work-study, stipends, etc.)	**Female**	**Male**	**under 25**	**25 and over**
			Total this indicator as a % of whole:	***#DIV/0!***	***0***		***0***	
INDICATOR 10: Number of tertiary institution faculty and teaching staff whose qualifications are strengthened through	This indicator tracks the number of host country institution faculty and teaching staff participating in long-term training programs to improve their credentials as part of university-strengthening programs. The locale of training may be the U.S., host country, or a third country. Long-term programs are six months or longer		# of faculty or teaching staff who received USG training aimed at increasing their qualifications in the past three academic years		**Female**	**Male**	**under 25**	**25 and over**
			# of faculty/teaching staff in Bachelor program					
			# of faculty/teaching staff in Masters program					

HIGHER EDUCATION STANDARD INDICATOR	Indicator Definition	To what objective in your partnership design does this indicator map?	Baseline Information Elements		Baseline Values for Indicator			
USG-supported university partnerships.	("scholarships") which lead to academic degrees (MSc., PhD.) or professional certificates (not certificates of attendance or completion.) Partner higher education institutions may be host country, US, third country, etc.		# of faculty/teaching staff in Doctorate program					
			# of faculty/teaching staff in certificate program					
			Total this indicator:	***0***	***0***		***0***	
INDICATOR 10a - (Long-term qualifications strengthening - EXCLUDING faculty/teaching staff) *# of host country individuals (EXCLUDING faculty) who completed USG-funded long-term programs resulting in acadmeic degrees or professional or technical certificates*	Long-term programs are six months or longer ("scholarships") which lead to academic degrees (MSc., PhD.) or professional certificates (not certificates of attendance or completion.) Partner higher education institutions may be host country, US, third country, etc.		# of students or other associated individuals who received USG training aimed at increasing their qualifications in the past three academic years		**Female**	**Male**	**under 25**	**25 and over**
			# of Bachelor students in program					
			# of Masters students in program					
			# of Doctorate students in program					
			Total this indicator:	***0***	***0***		***0***	
INDICATOR 10b - (Short-term qualifications strengthening - ALL individuals) *# of host country individuals who completed USG-funded short-term training or exchange programs involving higher education institutions*	Short-term training or exchange programs are all trainings that are ***at least one week long and last less than six months*** in duration and lead to certificate or other acknowledgement of completion. Training can be part of university partnerships, joint student or faculty exchange, part of a joint research project, or other programs of host country university strengthening, all with the objective of improving the academic qualifications of host country university staff. This is traditionally a major component of partnership strengthening activities.		# of individuals who completed USG funded short term training in the last three academic years		**Female**	**Male**	**under 25**	**25 and over**
			# of faculty/teaching staff trained					
			# administrators trained					
			# students trained					
			# other individuals trained					
			Total this indicator:	***0***	***0***		***0***	

HIGHER EDUCATION STANDARD INDICATOR	Description of Current Activity/Evidence for Indicator	Does baseline information warrant a change in the design of the partnership project?	Please explain answer choice in previous column and describe any resulting actions needed to implement activities and ensure data collection.	Year 1 target	
INDICATOR 1: # of new or improved policies that support increased access of underserved and disadvantaged groups				# of new or improved policies paaned	
				# of admission procedures policies	
				# of testing policies	
				# of conditional access policies	
				# other relevant/appropriate policies	
				Total this indicator:	0
INDICATOR 2: # of USG-supported tertiary education programs that develop or implement industry recognized skills certification				Total # of planned USG funded certification programs	
				0	
INDICATOR 3: Proportion of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners				Total # of all planned academic degree programs	# of programs to include experiential and/or applied learning opportunities for learners
				0	0
				#DIV/0!	
INDICATOR 4: % of curricula developed/revised with stakeholder input or based on market demand				Total # of curricula to be developed or revised	# of curricula to be developed or revised with stakeholder input
				0	0
				#DIV/0!	
INDICATOR 5: Proportion of research initiatives whose findings have been applied, replicated or taken to market				Total # of all planned research initiatives	# of research initiatives whose findings are to be applied, replicated or taken to market
				0	0
				#DIV/0!	

HIGHER EDUCATION STANDARD INDICATOR	Description of Current Activity/Evidence for Indicator	Does baseline information warrant a change in the design of the partnership project?	Please explain answer choice in previous column and describe any resulting actions needed to implement activities and ensure data collection.	Year 1 target				
INDICATOR 6: # of higher education institution engagement/outreach activities in community				type of engagement/outreach activity planned (narrative)	Planned duration	# People Reached/In-attendance		
						0		
						0		
						0		
						0		
						0		
INDICATOR 7: Number of U.S.-host country joint development research projects				# of joint research activities planned				
				0				
INDICATOR 8: # of individuals from underserved and/or disadvantaged groups accessing tertiary programs				Planned # of students in program from underserved and/or disadvantaged	**Female**	**Male**	**under 25**	**25 and over**
				# of Bachelor students in program				
				# of Doctorate students in				
				# of Masters students in program				
				Total this indicator:	***#REF!***		***#REF!***	
INDICATOR 9: % of students receiving need-based support (scholarships, loans, work-study, stipends, etc.) that come from underserved and/or disadvantaged groups				# of individuals from underserved and/or disadvantaged groups to	**Female**	**Male**	**under 25**	**25 and over**
				Total this indicator:	***0***		***0***	
INDICATOR 10: Number of tertiary institution faculty and teaching staff whose qualifications are strengthened through				**Planned Long-term training**	**Female**	**Male**	**under 25**	**25 and over**
				# of faculty/teaching staff in				
				# of faculty/teaching staff in				

HIGHER EDUCATION STANDARD INDICATOR	Description of Current Activity/Evidence for Indicator	Does baseline information warrant a change in the design of the partnership project?	Please explain answer choice in previous column and describe any resulting actions needed to implement activities and ensure data collection.	Year 1 target				
USG-supported university partnerships.				# of faculty/teaching staff in				
				# other individuals trained				
				Total this indicator:	***0***		***0***	
				Planned Long-term training	**Female**	**Male**	**under 25**	**25 and over**
INDICATOR 10a - (Long-term qualifications strengthening - EXCLUDING faculty/teaching staff) *# of host country individuals (EXCLUDING faculty) who completed USG-funded long-term programs resulting in acadmeic degrees or professional or technical certificates*				# of Bachelor students in program				
				# of Doctorate students in				
				# of Masters students in program				
				Total this indicator:	***0***		***0***	
				Planned Long-term training	**Female**	**Male**	**under 25**	**25 and over**
INDICATOR 10b - (Short-term qualifications strengthening - ALL individuals) *# of host country individuals who completed USG-funded short-term training or exchange programs involving higher education institutions*				# of faculty/teachin				
				# administrators				
				# students trained				
				# other individuals				
				Total this indicator:	***0***		***0***	

HIGHER EDUCATION STANDARD INDICATOR	Year 2 target		End of Project Target	
INDICATOR 1: # of new or improved policies that support increased access of underserved and disadvantaged groups	# of new or improved policies paaned		# of new or improved policies paaned	
	# of admission procedures policies		# of admission procedures policies	
	# of testing policies		# of testing policies	
	# of conditional access policies		# of conditional access policies	
	# other relevant/appropriate policies		# other relevant/appropriate policies	
	Total this indicator:	0	***Total this indicator:***	0
INDICATOR 2: # of USG-supported tertiary education programs that develop or implement industry recognized skills certification	Total # of planned USG funded certification programs		Total # of planned USG funded certification programs	
	0		0	
INDICATOR 3: Proportion of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners	Total # of all planned academic degree programs	# of programs to include experiential and/or applied learning opportunities for learners	total # of all planned academic degree programs	# of programs to include experiential and/or applied learning opportunities for learners
	0	0	0	0
	#DIV/0!		***#DIV/0!***	
INDICATOR 4: % of curricula developed/revised with stakeholder input or based on market demand	Total # of curricula to be developed or revised	# of curricula to be developed or revised with stakeholder input	total # of curricula to be developed or revised	# of curricula to be developed or revised with stakeholder input
	0	0	0	0
	#DIV/0!		***#DIV/0!***	
INDICATOR 5: Proportion of research initiatives whose findings have been applied, replicated or taken to market	Total # of allplanned research initiatives s	# of research initiatives whose findings are to be applied, replicated or taken to market	Total # of allplanned research initiatives s	# of research initiatives whose findings are to be applied, replicated or taken to market
	0	0	0	0
	#DIV/0!		***#DIV/0!***	

HIGHER EDUCATION STANDARD INDICATOR	Year 2 target				End of Project Target			
	type of engagement/outreach activity planned (narrative)		Planned duration	# People Reached/In-attendance	type of engagement/outreach activity planned (narrative)		Planned duration	# People Reached/In-attendance
INDICATOR 6: # of higher education institution engagement/outreach activities in community				0				0
				0				0
				0				0
				0				0
				0				0
INDICATOR 7: Number of U.S.-host country joint development research projects	# of joint research activities planned				# of joint research activities planned			
	0				0			
INDICATOR 8: # of individuals from underserved and/or disadvantaged groups accessing tertiary programs	**Female**	**Male**	**under 25**	**25 and over**	**Female**	**Male**	**under 25**	**25 and over**
	#REF!		***#REF!***		***#REF!***		***#REF!***	
INDICATOR 9: % of students receiving need-based support (scholarships, loans, work-study, stipends, etc.) that come from underserved and/or disadvantaged groups	**Female**	**Male**	**under 25**	**25 and over**	**Female**	**Male**	**under 25**	**25 and over**
	0		***0***		***0***		***0***	
INDICATOR 10: Number of tertiary institution faculty and teaching staff whose qualifications are strengthened through	**Female**	**Male**	**under 25**	**25 and over**	**Female**	**Male**	**under 25**	**25 and over**

HIGHER EDUCATION STANDARD INDICATOR	Year 2 target				End of Project Target			
USG-supported university partnerships.								
	0		*0*		*0*		*0*	
	Female	**Male**	**under 25**	**25 and over**	**Female**	**Male**	**under 25**	**25 and over**
INDICATOR 10a - (Long-term qualifications strengthening - EXCLUDING faculty/teaching staff) *# of host country individuals (EXCLUDING faculty) who completed USG-funded long-term programs resulting in acadmeic degrees or professional or technical certificates*								
	0		*0*		*0*		*0*	
	Female	**Male**	**under 25**	**25 and over**	**Female**	**Male**	**under 25**	**25 and over**
INDICATOR 10b - (Short-term qualifications strengthening - ALL individuals) *# of host country individuals who completed USG-funded short-term training or exchange programs involving higher education institutions*								
	0		*0*		*0*		*0*	

PARTNERSHIP CUSTOM INDICATOR	Indicator Definition	To what objective in your partnership design does this indicator map to?	Baseline information elements		Baseline value this indicator				Description of current activity/evidence under this indicator

Does this baseline information warrant a change in the initial design of partnership?	Please explain aswer choice in previous column and describe any actions needed to implement activities and ensure data collection	Year 1 target					Year 2 target				Endof project target			

Appendix K

Georgia State University and Alexandria University Partnership Assessment

Mid-Course Assessment of HED Partnership:

Executive Master's in Business Administration in Alexandria, Egypt between Georgia State University and Alexandria University

Prepared by: Donna M. Mertens, PhD, External Evaluator

January 2011

FINAL REPORT

This report is made possible by the generous support of the American people through the United States Agency for International Development (USAID) and the Higher Education for Development (HED) office. The author's views expressed in this publication do not necessarily reflect the views of HED, USAID, or the United States Government.

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Executive Summary

Higher Education for Development (HED) hired the external evaluator to conduct a mid-course assessment of the institutional partnership entitled "Executive Master's in Business Administration (EMBA) in Alexandria, Egypt" between Georgia State University (GSU) and Alexandria University (AU). The assessment of the partnership revealed consensus amongst the stakeholders as to the importance and quality of the program being offered, the issues that needed to be addressed, and diversity in the opinions as to why these issues arose and strategies that might be used to address these issues. Overall, stakeholders agreed that the partnership between GSU and AU for the EMBA program fills an important need in Egypt and that great value is associated with the partnership. The issues that arose in the evaluation are related to the objectives and management procedures for the partnership. Evaluation data were collected in the months of November and December 2010 and included document reviews, interviews and observations in Washington DC, Atlanta, Alexandria, and Cairo. The results are summarized here and organized by objectives and management procedures.

I. Partnership Objectives

a. First objective: Review, streamline and rationalize the curriculum for the EMBA program to focus on leadership development and activate a dormant international residency component.

The data indicate that the curriculum is viewed as a valuable resource in Egypt that could be improved by increased participant engagement with the GSU faculty, provision of a web-based platform that would facilitate increased involvement and access to faculty and resources, changes in assessment strategies, increased use of case studies, more effective use of technology for delivery of instruction, and clarification of electives in the EMBA program.

The international residency program is a critical component of the EMBA program. It had to be postponed for Cohort One because of problems with obtaining visas for the Egyptian students to travel to the United States. There have been a number of contributing factors to these problems, although it appears that the visas will be approved for Cohort One to travel to Atlanta in January 2011. This needs to be carefully monitored to be sure it will happen.[1]

b. Second objective: Enhance faculty knowledge and skills through a series of replicable faculty development activities for junior and senior faculty, and by involving Robinson College of Business (RCB) EMBA faculty from diverse disciplines in an ongoing teaching, research, and advisory relationship with Alexandria University Faculty of Commerce (AUFC).

[1] Since the time of writing, all but two Egyptian students from Cohort One successfully obtained their visas and arrived in Atlanta, GA for the international residency program on January 29, 2011. According to the GSU Partnership Director, the two students who did not participate in the international residency program had visas but chose not to leave Egypt in light of the current political situation in Egypt.

Faculty development for AU professors is a critical component of this partnership. However, this objective has been met with limited success and needs to be revisited if this part of the partnership activities is to be effectively implemented. The plan to have AU faculty sit in on classes as they are being taught by GSU faculty has not been effective, nor has the plan to have AU faculty visit GSU and observe GSU faculty teaching there. The AU faculty and administrators, HED, and USAID want to see a more detailed plan for faculty development than has been implemented previously. A possible format is for AU faculty to visit GSU for a shorter period of time (two weeks or a month) and then have GSU faculty come to Egypt to teach faculty development workshops for AU faculty.

c. **Third objective: Develop the administrative capacity of Alexandria University to promote and market the program, recruit students, and administer the program.**

The administration of the grant at AU has witnessed a change of leadership from one Partnership Director to another. The new Partnership Director's efforts were praised by his colleagues and the students in the EMBA program. However, the stakeholders from all constituencies recognized that his heavy load of responsibilities for AU and for the EMBA program prevent the program from operating as effectively as it could. The recommendation has been made that AU hire an assistant for the AU Partnership Director who can coordinate the daily activities for the project, assist with the visa procurement process, and maintain project archives and databases. The GSU Partnership Director has been criticized for his abrasive communication style. Conversations around this issue have occurred at the top levels of the project; strategies to address it need to be considered. The complexity of the number of stakeholder groups and the lack of a line of clear authority need to be addressed in order to implement this type of administrative change.

AU appears to be successful in the recruitment of students, thus supporting the demand for this program. However, their recruitment efforts need to be more sensitive to support the recruitment, application, selection, and support for continued enrollment of female students, as the majority of the students in the second cohort are males.

d. **Fourth objective: Develop and implement a business plan for long term financial viability of the AUFC EMBA. The plan will include (i) a marketing strategy and (ii) a sustainability plan with programmatic and financial components. These steps should help establish the AUFC EMBA program as the 'the gold standard' in Egypt.**

A business plan has not yet been developed. The GSU Partnership Director says that he met with the AU Dean and Partnership Director to discuss the development of this plan with the understanding that AU would develop and deliver the plan. At this time, it does not appear that the plan was developed or delivered to GSU. That being said, AU appears to be successfully marketing the program. As noted above, the marketing seems to be particularly successful in recruiting male students; the strategy needs to be reexamined to support female applicants. The long term sustainability of the program is supported by the number of students who want to enroll in the program and the business community's positive perspective on its importance. However, the specifics of a business plan to address these topics have not yet been realized. This is another area in which clarity of lines of responsibility might help move the process along.

II. Potential Impact: The above four partnership objectives will begin to produce evidence of impact toward national development goals for Egypt (related to economic growth, poverty reduction, and social advancement)

Based on an interview with a representative of the Alexandria Chamber of Commerce, the EMBA program appears to have good potential for making an impact on Egypt's national development goals. It is too soon to actually see the results of the program for this indicator.

III. Management resulting in sustainable accomplishment of goals: Partnership implementation will demonstrate thoughtful, transparent, and collegial management procedures resulting in plans for sustainability of academic programs.

The deans at AU and GSU both confirm their desire to have an ongoing partnership with each other when the funding period for this grant ends. They have had discussions about how to support the continued involvement in the EMBA program, as well as about establishing a joint doctoral degree in Business Administration (DBA) between the two universities. Personality issues have arisen in the project that need to be addressed through open and frank discussions.

Mid-Course Assessment for Egypt EMBA Partnership

Donna M. Mertens

January 2011

Final Report

This mid-course assessment was undertaken by the external evaluator as a requirement of the Associate Award between USAID/Egypt and The American Council on Education (ACE) office of Higher Education Development (HED) that supports the partnership between Georgia State University (GSU) Foundation, Inc. and Alexandria University (AU). The purpose of the partnership is to improve the quality of business managers in the Egyptian private sector by developing and implementing a quality Executive Master's in Business Administration (EMBA). A letter of agreement between GSU and the ACE/HED was written on October 20, 2008; this letter served to award one million five hundred dollars to GSU to support the partnership, "Executive Master's in Business Administration in Alexandria, Egypt." The project was funded for two years, with an ending date of September 30, 2010. The agreement stated that AU would accept two cohorts of 25 students each over the two years. On September 2, 2010, HED approved and granted a one-year no cost extension, making the end date of the project September 30, 2011.

The purpose of the mid-course assessment is to review progress toward partnership objectives, collect evidence of partnership potential impact, and review partnership management procedures. This report contains a review of partnership progress and recommendations related to the partnership process and assessment objectives. Following a description of the evaluation methodology, the results are presented in relation to the program objectives and management procedures as they were listed in GSU's application and progress reports and were reported by GSU and AU partners in meetings and telephone calls conducted as part of the HED March 2010 monitoring visit.

Assessment Methodology

Prior to beginning the evaluation, the consultant had two planning meetings with HED staff to discuss the history and current status of the project. The mid-course assessment methodology included three data collection strategies:

1) Review of relevant project documents;

2) Interviews with HED staff in Washington DC; project administrators and faculty in Atlanta; and project administrators, faculty, a business leader and students in Alexandria and Cairo; and

3) Observations of classes for Cohorts One and Two in Alexandria and Cairo.

Data Collection: Document Review

After the contract was signed by HED and the evaluator, HED provided the following documents for review: sub-cooperative agreement between GSU and HED (October 2008); December 2008 semi-annual report; June 2009 semi-annual report; annual work plan for years two and three of the program; December 2009 semi-annual report; an internal HED monitoring visit report from March 2010; June 2010 semi-annual report; and modification letter approving the no cost extension (September 2010). The evaluator also reviewed the project website at http://www2.gsu.edu/~wwwalx/. Findings from these documents are integrated into the results of the evaluation.

Data Collection: Interviews

The evaluator traveled to Atlanta on November 19, 2010 to conduct the following interviews:

- Program Coordinator at GSU responsible for assisting with procurement of J-1 visas needed for students and faculty from Egypt to travel to the United States
- GSU faculty member who organizes the international residency for the Egyptian students when they visit GSU
- Partnership Director at GSU
- Dean of the J. Mack Robinson College of Business

The evaluator interviewed the following HED staff in Washington, DC on November 29, 2010:

- Deputy Executive Director
- Director of Programs
- Senior Program Specialist

The evaluator traveled to Alexandria and Cairo, Egypt between December 8 and 19, 2010 to conduct the following interviews:

- Partnership Director at AU
- Former Partnership Director; now teaches in the EMBA program at AU
- AU Dean of the Faculty of Commerce
- Representative from the Alexandria Chamber of Commerce
- Three AU faculty: one senior faculty member who wants to go to GSU for faculty development; two faculty members who went to GSU for faculty development (one junior and one senior)
- Cohort One and Cohort Two students in Alexandria and Cairo
- GSU professor who was teaching in Egypt during the time of the evaluation for the EMBA program
- AOTR for USAID Egypt in Cairo
- Training Manager at the Leadership and Management Development Center in Cairo

Data Collection: Observations

The evaluator conducted the following observations in Alexandria and Cairo:

- GSU Visiting Professor teaching parts of the six lessons he prepared for a course on financial reporting and analysis for Cohort Two (nine hours taught in Alexandria, six hours in Cairo):
    - Part of lessons one and two in Alexandria on Friday 12/10/10
    - Lesson three in Alexandria on the morning of Saturday 12/11/10
    - Part of lessons four and five in Cairo on Friday 12/17/2010
    - Lecture to graduate students and faculty at AU on Monday 12/13/10 on the financial crisis and international accounting standards
- AU professor, teaching IT strategy to Cohort One in Cairo on Friday 12/10/10
- AU professor in Alexandria teaching decision theory on Saturday afternoon 12/11/10
- Video conference in Alexandria being taught by a GSU faculty member that was transmitted from Atlanta to both Alexandria and Cairo on Friday afternoon 12/17/10 to Cohort One
- AU professor teaching decision theory to Cohort Two in Cairo on Saturday morning and afternoon 12/18/10

Mid-Course Assessment Results

The results of the mid-course assessment are presented in this section. The results are organized by objectives and management procedures. For each objective and management procedure, accomplishments, issues that need to be addressed, and recommendations are presented.

I. Partnership Objectives

a. First objective: Review, streamline and rationalize the curriculum for the EMBA program to focus on leadership development and to activate a dormant international residency component.

Accomplishments: Curriculum

The document review, classroom observations, and interviews with faculty confirm that the EMBA curriculum has been streamlined and is focused on leadership development. The faculty and students speak very favorably of the quality of the courses. The June 2009 semi-annual report for the Egypt EMBA program that covered the time period October 1, 2008 to March 31, 2009 reported that GSU faculty traveled to Egypt to conduct a needs assessment related to curriculum evaluation, and to discuss a marketing plan and work on the curriculum design and implementation plan.

The internal monitoring report written by HED after visiting Atlanta, Cairo and Alexandria in March 2010 noted that the faculty at the Cairo site had not been reliably attending jointly taught courses. AU addressed the problem of the unreliable Cairo faculty by assigning AU faculty to teach in Cairo.

Courses are being taught in Alexandria and Cairo by both GSU and AU faculty for Cohorts One and Two. Students are pleased with the quality of the courses that they are receiving. They are emphatic about the importance of having the partnership with GSU as giving them a competitive edge over students who graduate from programs that are limited to Egyptian universities only. Here are sample comments from students:

> *The advantage is to interact with foreign professors. This gives us a competitive advantage. The US is the most powerful in business. If we had only Egyptian professors, we would not have this advantage.*

> *We like very much having the professors come from GSU. It is really beneficial for us from their being here.*

> *We want to be sure that what we get here is exactly the same as what students get at GSU. We want to know that we study exactly the same courses. We like that the books that come from GSU are up-dated.*

> *We have learned a lot from both Egyptian and US professors. The US professors seem to be able to deliver the content more quickly and they use more case studies in their teaching.*

> *We get a lot of benefit from this program. This is an opportunity we would not get if we didn't have this program.*

Issues in Need of Attention: Curriculum

The March 2010 internal HED monitoring report included ideas from students about possible program improvements such as opportunities for engagement with GSU students, a website where students can exchange ideas with EMBA professors and other GSU students, access to GSU's library and other online resources, and more interaction with GSU visiting professors.

The students interviewed by the evaluator in December 2010 echoed some of these same concerns. They asked for more opportunities to engage with the GSU faculty and students. They want a website where they can interact and exchange ideas with EMBA professors and other students (as is possible with such web-based systems as Blackboard or WebCT; AU does not have these systems at present). They would also like access to the GSU library and other online resources. And, when GSU faculty are present in Egypt, they would like more time to interact with them.

AU is not making maximum use of GSU professors' time while they are in Egypt. For example, the GSU Visiting Professor prepared six lessons prior to leaving the United States on the topic of financial reporting and analysis. In Alexandria, he taught the first three lessons on the morning and afternoon of the first day and the morning of the second day. He did not teach the afternoon of the second day in Alexandria because an Egyptian professor was scheduled to teach decision theory that afternoon. In Cairo, he taught lessons four and five for six hours, three in the morning and three in the afternoon on the same day. He had no teaching responsibilities the second day in Cairo because an Egyptian professor was scheduled to teach decision tree theory all day on Saturday there. Thus, he taught two and a half days and he was in Egypt for 10 days. He did give a lecture on Monday in Alexandria to the graduate students and professors at AU.

The AU students raised a few additional points: They said the books arrived mid or late in the courses. They would like more assessments and different kinds of assessments. They indicated that the use of tests was not appropriate for their situations; project based assessments would be better as that is how they will be applying the information they are learning in the work place. They also asked that the US and Egyptian professors communicate with them before the courses start, sharing the syllabi and course materials, so they could be better prepared when they come to class. They want to be able to follow up with the professors after each class so they can engage in more dialogue with the professors. They want more workshops, rather than courses. They see the workshops as a way to integrate the subjects they have been taught. Here is a sample student comment:

> *We need to be prepared like a CEO; we need to know how to link all the subjects we have been taught. Workshops could be used to do this.*

The students raised concerns about the electives in the program. The course schedule on the website indicates that they should be taking elective courses. However, they said that the GSU Partnership Director told them there were not electives in the program. The course schedule needs to be revised if there are not electives that are part of the program.

The students also indicated that they would like to have more case studies. They want to have opportunities to apply the knowledge that is being delivered in the program. They feel at times it is too theoretical.

The use of technology to deliver content was raised as a possible strategy by several of the stakeholder groups. The evaluator observed that there was a camera in the classroom part of the time that the GSU Visiting Professor was teaching in Alexandria. When the evaluator met with the students in Cairo, they said they had heard that there were videos available of lectures, but they were unaware how to access those videos. There was no camera in other classrooms observed in Alexandria or in Cairo. The evaluator did observe a lecture that was delivered by a GSU professor in Atlanta that was being disseminated in Alexandria and Cairo via Elluminate, a web-based service for video conferencing. Cohort One attempted to participate in the video conference in Cairo on Friday, December 10. The power point slides were visible and the chat room was functioning, however, the quality of the audio was poor. From chat room comments, it appeared that the Alexandria students were able to hear the GSU professor. The Cairo students could not hear the majority of the GSU professor's lecture. When the evaluator returned to the Cairo facility on Saturday, Cohort One students were not there. The evaluator asked the Training Manager where the Cohort One students were, as the GSU professor was going to give the second half of the lecture on Saturday. He said the Cairo professor told the students to watch the video conference from home on their laptops. They would all have access to the video conference through a link. As they were not present at the center, the evaluator was not able to observe to see if they were able to hear the lecture on Saturday.

Accomplishments: International Residency

The GSU Partnership Director visited Alexandria in early December and worked with the USAID AOTR and the AU staff to gather all the documentation necessary for the DS 1019. The USAID AOTR reports that the J-1 visas are now in the final stages and the DS 1019 documents have been approved. The students still need to be informed about what they are supposed to do. The USAID AOTR said that it was reasonable to expect that they will be able to travel in January 2011.[2]

The students in Alexandria on Saturday, December 11, 2010 said they had not received any news about the visas; therefore, they had not made any plans to purchase plane tickets or make arrangements with employers, subordinates, or families to travel. The AU Partnership Director said that GSU contacted him to say that the documents were approved and they had sent them to him in Alexandria. On December 11, 2010, the AU Partnership Director reported that:

> *Today I got an email that everything I needed for the DS has been shipped to me. For the J-1 visa, the students will have interviews with the American consulate and we will not worry about the individual problems. Those who are approved will travel in January. If they are not approved, then they will join the second cohort in April or May.*

He expected to receive the documents on Monday, December 13, 2010. The Cairo Cohort One students, on December 16, 2010 said they had received an email from AU Partnership Director in which they were informed that their documents were accepted, but additional forms would need to be completed. However, the email did not tell them what the additional forms were or the type of information that would be needed. They wondered why the forms could not be shared with them and why a meeting could not be held to brief them about what is needed and the appropriate way to complete the forms.

Issues in Need of Attention: International Residency

Progress on the activation of the international residency program has been troubled for a number of reasons. For Egyptians to travel to the United States for such a program, they must obtain a J-1 visa. In order to get the J-1 visa, they need to have completed documents and have them approved for the DS-1019 form. On the first attempt at this process, there were many errors in the documents. The problems with the visas resulted in the trip to the United States being postponed. The students had already purchased plane tickets, asked their employers for the time to travel and had made family arrangements to be gone. When the trip was postponed, they lost money on their plane tickets and frustrated their employers and families.

A USAID contractor had been helping the Partnership Director with the visa process. However, when the documents were not approved, the previous AU Partnership Director, the AU Dean, and the USAID AOTR

[2] As mentioned previously, since the time of writing, all but two Egyptian students from Cohort One successfully obtained their visas and arrived in Atlanta, GA for the international residency program on January 29, 2011. According to the GSU Partnership Director, the two students who did not participate in the international residency program had visas but chose not to leave Egypt in light of the current political situation in Egypt.

reported that the GSU Partnership Director sent a very harshly worded email to the USAID contractor who had been working on the visas. Due to the harsh criticisms from the GSU Partnership Director, the USAID AOTR directed the USAID contractor to stop working on obtaining the visas for this project. The previous AU Partnership Director reported that the GSU Partner Director sent him a similar harshly worded email. The previous AU Partnership Director reported that the tone of the two emails led to his resignation as Partnership Director. These personnel changes occurred following the March 2010 HED monitoring visit.

In July 2010, GSU hired a Program Coordinator to coordinate the visa process with AU. She was trained in the USAID system for applying for visas (Trainet). The USAID representative provided detailed feedback to this project coordinator at GSU about the errors in the first submission of the visas and advice on how to correct them. The GSU Project Coordinator then shared this information with the AU project staff. When the evaluator interviewed the Project Coordinator in November 2010, she had not received the revised documents for Cohort One. She indicated that she had sent numerous emails and that she had not received any response from AU. The GSU Partnership Director stated that the problem was with the Egyptian counterparts who did not respond to requests for the necessary documents.

The AU staff indicated that the reason for the delay in getting the documents the second time for the DS 1019 from the students was because GSU told them not to gather the documents until the no-cost extension approval letter had been delivered to GSU. The delay caused by not gathering the documents until the no-cost extension letter was issued resulted in a second postponement of the trip. This created a second frustrating experience for the students, their employers, and their families.

The AOTR provided another perspective on the reasons for the delays in getting the J-1 visas. She suggested that the problem is in the Egyptian style of working in which deadlines are not considered rigid. She believes that the Egyptian partners will delay work unless there is pressure brought to bear to make sure it is accomplished. She said:

> *Things are delayed because there is no one on the ground from GSU. We need someone to push AU because this is new for the university. Americans think, "We have a work plan and everyone should do his part of the work plan." But it does not work to give AU a piece of paper with the work plan written on it…GSU needs to put pressure on AU. If AU had a coordinator then GSU could work with them.*

The integrity of the program is threatened by the delay of the international residency part of the program for the participants. The GSU faculty member who is coordinating this part of the program said the following:

> *If we have to postpone again, I will lose face. It will not be pleasant. If we postpone the January group, they say they could all come in July. This would not be feasible. That would be too many students at one time. If this first cohort is postponed past January 2011, and they come later, we cannot have another group come in July. We can't ask the businesses to host students again back to back.*

Her comments were echoed in the remarks made by the GSU dean:

> *One of the selling points for them is that they will come to the United States for international residency…And we have told them that if we do not have the documents, we will not have the*

[necessary meetings] scheduled [for the residency]. We don't have the authority to say we are taking this out of the program. The problem is that our constituencies here with big businesses are important to us. We can't cancel at the last minute and then ask them to reschedule with us.

Recommendations: Curriculum & International Residency

- The J-1 visa problems must be resolved and the first cohort must travel to GSU by the end of January 2011.[3]
- For the second cohort, AU needs to hire a program coordinator who can address the visa issues and provide answers to questions for the students.
- GSU needs to send a representative to AU to gather the necessary documents for the faculty and Cohort Two students at the appropriate times.
- AU needs to provide detailed information to the students as to what forms are needed and how the forms should be completed.
- Consideration should be given to having the students prepare a plan for the business in which they are currently employed as part of their preparation for their internship experience. They could then receive feedback on the plan from the experts they meet with in the States to use as a basis for revising their plan. This way they could implement their plan in their current businesses upon their return.
- The schedule of courses at the project website needs to be revised if elective courses are not part of the program. The AU students then need to be informed that there are no electives for this program.
- More attention needs to be given to the quality of the video conferencing strategies for delivery of information. This has good potential to address many of the issues, however, it is not being used effectively yet.
- Students asked for more engagement with AU and GSU faculty and with other EMBA students. This could also be arranged by making better use of the time when GSU faculty are in Egypt, as well as by the use of web-based communication that could happen both before and after the GSU faculty visits.
- Students also asked for more frequent and more project based assessments. However, the AU Partnership Director stated that the faculty decide how to assess the students:

  Students are concerned about exams. Exams are used, not projects. Professors assess students in the way they like as long as it covers different aspects; usually they have a midterm, a paper, participation and a final exam. Some of the professors have given students a take home exam and a project. It is better to have a written exam. Students like take home [exams] and projects because they can take as much time as they want, they can go into the internet, but professors think exams are better because the students have to write down what they know in the classroom.

b. Second objective: Enhance faculty knowledge and skills through a series of replicable faculty development activities for junior and senior faculty, and by involving RCB (Robinson College

[3] Since the time of writing, this has occurred.

of Business) EMBA faculty from diverse disciplines in an ongoing teaching, research, and advisory relationship with AUFC (Alexandria University Faculty of Commerce).

Two types of faculty development activity were planned. One part involved the intention to have AU faculty sit in on the classes being taught by the GSU faculty when they were in Egypt. The second part involved having AU faculty travel to the GSU to participate in development activities there. Both of these strategies have proven to be problematic.

Accomplishments: Faculty Development

The June 2009 semi-annual report for the Egypt EMBA program that covered the time period October 1, 2008 to March 31, 2009 reported that GSU faculty traveled to Egypt to teach workshops on case teaching methods. The December 2009 semi-annual report noted that faculty development had occurred for three AU faculty members who visited GSU in June 2009. One faculty member was quite pleased with his experiences at GSU. He stated:

> *It was a wonderful trip. GSU is very well known and very popular here in Egypt. This gives me a good impression of the EMBA program there, and I attended some courses in other departments. I did not attend very many lectures. The GSU faculty are distinguished and they have a lot of programs. They have a new EMBA for one year. It is for professionals. I notice that the main advantage of visiting GSU is that their faculty is doing a lot of research. I am not conducting research in cooperation with a GSU faculty member.*
>
> *If an AU faculty member asked me for advice about going to GSU, I would tell them: Prepare a good plan for the period of time they will spend there. We were three who went together. We tried to make our program together. If there is preplan to go, this is better. Yes, go. It is a distinguished program I think most people are very interested in attending this program. It has a good reputation.*

Another AU faculty member commented that the visit to GSU was especially helpful in learning about how to manage an EMBA program in terms of marketing, recruitment and selection of students.

The HED internal monitoring report also indicated the need for more course and professor evaluations to be shared with the AU faculty. The AU Partnership Director reported during the interview:

> *We usually do evaluate the professors from GSU and AU. We give the evaluation information to the GSU Partnership Director and the Board, but I have not given [it] to the professors also. Now the Board of Directors says give it to professors; they recommend I give it to the professors but I didn't do that before. We leave an open question for recommendation. Some of the comments are very positive like who is inspirational, sometimes they say professors spend too much time lecturing and not solving problems, and the exams are tough.*

Issues in Need of Attention: Faculty Development

Faculty development is one of the critical parts of the GSU/AU partnership. Progress on this objective requires attention. Part of the faculty development plan included co-teaching between GSU and AU faculty on the assumption that AU faculty who were new to an EMBA program would benefit by observing more experienced GSU faculty. However, this part of the faculty development plan was noted in the December 2009 semi-annual report as unsatisfactory because few of the AU faculty sat in on the GSU professor's classes or coordinated efforts with them. Various opinions were offered as to why this occurred. In interviews with the GSU Dean and Partnership Director in November 2010, they offered these reflections on why the teaming of AU and GSU faculty was not an effective strategy:

> *EMBA teaming is not working because the senior faculty do not show up. It is a point of contention: Where is this guy who should be in class? I reported this to HED – no one is coming to class when our faculty member is there. We cannot push the partner any more; HED and USAID Egypt need to talk to each other to figure out how to get AU to be more responsive.*

HED also addressed this issue in their internal monitoring report from March 2010. The report acknowledged that senior faculty may not be amenable to sitting in on classes that they have taught for many years. As reported in the GSU Progress Report and confirmed in the March 2010 HED site visit, AU and GSU suggested that senior faculty may also not be as willing to travel to the United States for two months. To address this issue, the partners proposed a plan to send junior faculty to GSU, and send GSU faculty to Egypt to co-teach courses, work on syllabi, and maintain mentoring relationships with senior faculty. The April 30, 2010 progress report submitted by GSU noted that EMBA project administrators agreed that AU and GSU faculty would jointly teach, spend three hours debriefing after the GSU faculty member completed their part of the teaching, and the visiting professor would write a trip report afterwards.

From the evaluator's observation in Egypt, the AU faculty were not in the classroom when the GSU faculty member was teaching. The GSU Visiting Professor said that he had sent his teaching materials to the AU faculty member who was listed as his co-teacher before he left for Egypt inquiring as to how they could work together. The AU professor did not respond to the GSU Visiting Professor's email. After the GSU Visiting Professor taught the first day in Alexandria, the AU Partnership Director arranged for him to meet with his AU co-teacher; the GSU and AU professors met for about 45 minutes to discuss the curriculum. The GSU Visiting Professor then taught the second morning in Alexandria, but the AU co-teacher was not in the classroom. Also, no AU faculty member was in the classroom when the GSU Visiting Professor taught in Cairo. In an interview with the GSU Visiting Professor, he indicated that there was no debriefing of the type mentioned in the monitoring report and that no one had asked for any kind of written report based on his Egyptian teaching experience.

This part of the plan described in the March 2010 HED internal monitoring report and October 2010 progress report still appears to be a strategy that needs to be revisited.

Year Three of the work plan, covering the period October 1 through December 31, 2010, stated that six AU faculty members would engage in faculty development at GSU through attending classes, mentoring, and

shadowing EMBA faculty. The six AU faculty members did not travel to GSU in fall 2010. No additional faculty members from AU have traveled to GSU since the original three did so in June 2009. The AU Partnership Director indicated that it would be difficult to release AU faculty for two months. However, he suggested an alternative strategy:

> *Faculty will not be able to be released from teaching for two months because of teaching load. We said it is better to send faculty for one month and invite more GSU faculty to teach us how to teach using case analysis and how to do the executive teaching. This would be good; we are open to receive lectures from GSU via video. It is OK for faculty to come for one month and send more GSU professors here to give workshops to build our faculty capacity.*

Several of the interviewees mentioned issues related to an attitude of perceived superiority on the part of the US partner towards the AU partner as a barrier to effective implementation of faculty development activities, for both the co-teaching plan and the plan to travel to GSU. One faculty member stated:

> *Some professors need some support to improve teaching, but they don't like being told, "You have to learn from us." So there is sometimes sensitivity when we are told, "You have to learn from this professor," even though our Egyptian professors felt they were not being valued. Most of the professors got the degrees from the U.S.*

Another AU faculty member commented:

> *Basically, I know how to teach my subject area. I have been teaching it for 10 years. But I want to see what is new. I teach MBA now, but maybe there are differences with EMBA. That is what I want to learn.*

The AU faculty, Dean, and Partnership Director and the USAID AOTR expressed concerns about the substance and use of time for the faculty who traveled to GSU in June 2009, with implications for future trips. Several faculty members felt that their time could have been better if it had been more structured. They attended some classes at GSU, had meetings with people who were in their own area of specialization, discussed possible cooperative research opportunities, and attended workshops that were designed for GSU faculty development. However, the AOTR was particularly critical of the experiences of the AU faculty members when she received their trip reports.

> *When I saw their trip reports, I was not happy. It should have been more structured. They should have activities planned five days a week for 8 hours a day. I will not approve future travel for faculty unless there is a structure to fill their time. There needs to be a statement of what the intended outcomes will be from the visit. GSU is not exerting the necessary effort to design an effective plan for the AU faculty who come to visit. I want to see a detailed agenda and I want to see expected results.*

> *I will not approve travel for AU faculty when the plan is for them to develop their skills by observing the GSU faculty teach. There needs to be more structure in terms of what classes AU faculty should observe. It is hard for AU faculty to sit through a class when they are not learning anything. I will not ask them to waste their time. GSU can figure out what the AU faculty needs in terms of teaching using*

case studies. They can also look at what they are teaching their own faculty in terms of professional development and make this accessible to the AU faculty.

The EMBA program's objectives for faculty development included increasing the AU faculty's understanding of the difference between MBA and EMBA programs, especially in terms of the leadership element of the coursework, using case studies and interactive teaching, improving research skills and publication potential in international journals, and skills to manage the EMBA classes and program. The faculty development plan called for junior AU faculty to go to GSU and attend courses in areas of their interests, and participate in professional development workshops, publishing, working with students, and participating in PhD dissertation defense committees.

Recommendations: Faculty Development

- The Dean of AU Faculty of Commerce suggested that the faculty development part of the work needs to be restructured. He is willing to release his faculty to go to GSU for a week, a month or two months. However, he wants GSU to provide more workshops on teaching in Alexandria and Cairo. He also suggested that follow-up faculty development activities could occur by means of video conferencing once the GSU faculty members returned to the States.
- One faculty member who had traveled to GSU in June 2009 suggested that the AU faculty may have felt insulted by being asked to observe classes that they had been teaching for many years. Many of the faculty at AU obtained their PhD degrees at US universities. They feel that they should be looked upon as peers of the GSU faculty members, not as being "less than" their US counterparts. This faculty member acknowledged that the AU faculty members were new to teaching in an EMBA program as opposed to an MBA program and voiced the opinion that the AU faculty would benefit by having professional development opportunities that focused on the differences in teaching in an EMBA program as opposed to an MBA program. This focus on the differences would allow them to fill the gap of not having taught in an EMBA program. GSU would need to develop faculty development activities that specifically focus on filling this gap.
- In the internal March 2010 monitoring visit report, HED reported that GSU agreed to provide a more structured program for faculty development when the AU faculty members are in Atlanta.
- The AOTR's viewpoint is that a very detailed plan for faculty development needs to be developed prior to the arrangement of travel for AU faculty to GSU.

c. Third objective: Develop the administrative capacity of Alexandria University to promote and market the program, recruit students, and administer the program.

Accomplishments: Administrative Capacity, Marketing & Recruiting Students

Administrators for the grant consist of the two deans, one at AU and one at GSU, as well as the Partnership Directors at GSU and AU. GSU also has a program coordinator who handles issues related to obtaining visas for students and faculty to travel from Egypt to the United States. At AU, the Partnership Director's responsibilities include making the arrangements for GSU faculty to come to Egypt. The AU Partnership Director also serves as the project's executive director. In this capacity he handles all the day to day problems for faculty and students. He answers their questions and helps them solve their problems.

At the beginning of the project, the previous Partnership Director held only the Partnership Director position, while the executive director position was separate. Currently, the Partnership Director fulfills both roles.

The annual work plan for Year Two that covered the quarter October 1 through December 31, 2009 noted that the facilities at AU were satisfactory, but the facilities at EMAK International Academy were marginal. Subsequently, the Cairo cohort moved to the Leadership and Management Development Center (LMDC) that has satisfactory facilities in that the classrooms can accommodate the class sizes and there is a computer lab for the students to use.

AU has been successful in marketing the program and recruiting and enrolling students. The December 2009 semi-annual report for the Egypt EMBA program that covered the period April 1, 2009 to September 30, 2009 noted that the first semester of the EMBA program began in September 2009 with students in both Alexandria and Cairo. The first cohort of students included 22 students (eight female and 14 male) in Alexandria and 12 students (three female and 10 male) in Cairo. Observation data in Alexandria revealed the following students in class:

Alexandria				Cairo			
Cohort One		Cohort Two		Cohort One		Cohort Two	
Male	Female	Male	Female	Male	Female	Male	Female
3	5	15	0	8	2	15	2

The low numbers in Cohort One in Alexandria resulted from a staggered start time in the program. Some students were accepted earlier than others, and these students had already taken the IT class that the evaluator observed. Therefore, observations of Cohort One in Alexandria were based on the late starters in Cohort One.

The second cohort of 50 students is engaged in coursework in Alexandria and Cairo. AU has also begun the process of reviewing applications for a third cohort which will not be covered by this grant partnership. Observation data for Cohort Two revealed 15 students in Alexandria and 17 students in Cairo who attended class on the four days that the evaluator was there.

AU has established a Board of Directors for the project and they have involved a group of business leaders.

Issues in Need of Attention: Administrative Capacity, Marketing & Recruiting Students

The AU Dean indicated that they were interviewing candidates for the AU coordinator position. However, the AU Partnership Director reported that none of the candidates were satisfactory because they did not possess the necessary expertise to perform their duties. Therefore, as of December 2010, no local coordinator has been hired at AU.

The students recognize the good job that the AU Project Coordinator is doing, but they feel that he needs to have additional support.

[The AU Partnership Director] is doing a good job. But he needs an assistant. We have no one to go to except him if we need anything. He is now appointed as the Assistant Dean of Graduate Studies and Research. How will he have time for this program?

The USAID AOTR noted the need to have an administrator at AU who could be responsible for handling this project. She stated:

They need an administrative unit for budget, record, and archives. I am not comfortable [with] the administration of the grant at AU now – whoever does this needs to be hired at least six months before the end of the grant. They need to be trained. It is not acceptable that they have not hired anyone yet. I plan to tell them [that] this is not acceptable. I will tell them, "You have to hire someone by this date."

Recommendations: Administrative Capacity, Marketing & Recruiting Students

- The complexity of the relationships based on the multiple organizations in this project needs to be addressed.
- The determination of a clear authority in terms of hiring a local coordinator at AU needs to be given specific attention. How can this position be filled, given the need for expertise and the availability of funds to pay for this person? What is the role of USAID in this matter? What are the sources of resistance to hiring a local administrator at AU and how can these be addressed? It is likely that nothing will happen unless some direct pressure is brought to bear on AU.

d. Fourth objective: Develop and implement a business plan for long term financial viability of the AU Faculty of Commerce EMBA. The plan will include (i) a marketing strategy and (ii) a sustainability plan with programmatic and financial components. These steps should help establish the AUFC EMBA program as the 'the gold standard' in Egypt.

Accomplishments: Business Plan, Marketing & Sustainability

AU held one open house in Cairo and one in Alexandria in June 2009 to recruit students in conjunction with GSU faculty who were in Egypt to assist. Since that time, the AU Partnership Director says that they put an advertisement in the newspaper and they have enough response from that method that they do not need to do any additional marketing to recruit students. The AU Partnership Director said:

When we ask how people heard about the program, they say from current students or from [their] employer. My vision is that we can become even more selective in the future; the quality of input determines the quality of output. We want to expand beyond Egypt, in other Arab states.

Two meetings were held with members of the business community to discuss the program and how it could serve the economic development needs of Egypt. In addition, AU has established an EMBA program that is completely in Arabic and is teaching students in Egypt. AU has been asked by other Arab states to bring the EMBA program to their regions as well.

Issues in Need of Attention: Business Plan, Marketing & Sustainability

The work plan for Year Two that covered the period of October 1 through December 31, 2009 stated that the business plan was supposed to be completed in this period. In the June 2010 semi-annual report, HED noted that the business plan for sustainability was behind schedule. There were plans to have a sustainability committee meet in May 2010 to engage the business community in developing this plan. This meeting did happen; however, when the evaluator asked the AU Partnership Director about the business plan, he gave her the work plan for Year Three. In addition, The GSU Partnership Director says he had not yet seen the business plan either.

The recruitment plan appears to be successful without having to exert significant effort. However, the observations in Egypt revealed that the majority of the students in Cohort Two are males. Only two females were observed in the classroom for Cohort Two out of the 32 students who attended the classes in both Alexandria and Cairo at the time of the observations.

Recommendations: Business Plan, Marketing & Sustainability

- More direction appears to be needed for AU to develop a business plan. Perhaps assistance from GSU would be useful in this respect.
- The sustainability beyond the funding period needs to be examined in greater detail with respect to the cost of the program being supported by tuition when the USAID funds are no longer available. Consider a small follow up grant to conduct a follow-up study to explore its sustainability.
- Since the majority of the students in Cohort Two are males, it appears that there needs to be special attention given in the marketing plan as to how to recruit and retain female students.

II. Potential Impact: The above four partnership objectives will begin to produce evidence of impact toward national development goals for Egypt (related to economic growth, poverty reduction, and social advancement)

Accomplishments: Evidence of Impact on National Development Goals for Egypt

The interview with the representative of the Alexandria Chamber of Commerce revealed that the EMBA program is viewed as being a very important step forward for the private sector in Egypt. He stated:

> *In Egypt we have high unemployment. Overall there is a lack of training for job skills, but this is particularly true at the level of upper management. We need this program to train leaders. If we are going to see economic development, we need to have leaders who are exposed to multinational, international business programs. This EMBA is good for upper management because we are trying to build businesses. I want the graduates of this program to be able to lead the company, to be entrepreneurs. The schedule of study is bone-crushing given the students' job responsibilities. It means they have to take time away from their families. But if they are willing and able to make these sacrifices, then it tells me they will be ready to run the companies.*

This program opens a window of creativity that is needed in Egyptian companies. We need to figure out how to do more with less in this economic downturn. We need leaders who can think creatively about how to address this challenge. I have already seen the students from this program come up with ideas that are creative. I have started to see them work more collaboratively; this is not something that is common in Egypt. But collaboration is needed to solve the economic problems that are facing us. We need bold people with creative ideas.

Issues in Need of Attention: Evidence of Impact on National Development Goals for Egypt

It is too early to tell if the project is having an impact on the national development goals for Egypt. A follow-up would be needed in order to ascertain the effectiveness of the program in this regard.

Recommendation: Evidence of Impact on National Development Goals for Egypt

- Consider a small follow up grant to conduct a follow-up of the graduates of the program.

III. Management resulting in sustainable accomplishment of goals: Partnership implementation will demonstrate thoughtful, transparent, and collegial management procedures resulting in plans for sustainability of academic programs.

Accomplishments: Sustainable Partnership

The deans at both AU and GSU have committed themselves to a sustained partnership. When asked about the sustainability of the project, the GSU Dean stated:

Let me say as a preface, we want this partnership to work as well. We have had and will continue to have relations with AU that are outside of this project.

In response to the same question, the AU Dean stated:

I think there is a strong relationship with [the GSU Dean] – a strategic relationship. Our last meeting with [the GSU Partnership Director] was a good meeting. When I spoke with [the GSU Dean], we agreed that when we finish this project this relationship needs to be sustainable for the program. We are establishing a sustainability committee with deans of GSU and AU and the Egyptian business community. It is a modern program; anyone who wants to make a [partnership] should study this program. [The GSU Dean] is very nice and cooperative. We both want to develop the relationship and keep strategies for partnership with AU and GSU. I talked with him to develop positive aspects such as having a doctoral program in Business Administration. I promised [the GSU Dean] I will travel one month next year and we will talk about how to establish the DBA. We need to discuss how to do it with high quality.

Issues in Need of Attention: Sustainable Partnership

The AU Dean noted personality and communication issues:

> *We faced some problems in the beginning when [the GSU Partnership Director] came here. [The GSU Partnership Director] felt he was superior. [The GSU Partnership Director] talked with me and made a presentation. After that I talked with him [and] said, "We are on the same level; you have to adjust your speaking." From this point everything is correct. Also, we asked him to connect with Partnership Director here, not directly with students. We do not want him to communicate directly with students to avoid confusion.*

The GSU Dean expressed concerns about sustainability and the lack of a comprehensive business plan:

> *This project needs to be sustainable – what does it mean in this project? We did have a meeting there [and the GSU Partnership Director] lectured on the meaning of sustainability. We asked them to bring in business leaders from the outside. Someone should be responsible to write a business plan. The business leaders in Egypt said the program was great. They said they would also like something for family owned businesses for entrepreneurs to get an EMBA. Once the meeting was over, I haven't heard about it again. They did that because they were required to [and] the business leaders were their friends. They didn't contact business men they didn't know.*

The USAID AOTR raised concerns about sustainability, again referencing personality and communication styles:

> *The GSU Partnership Director's intentions are good, but he is not the right character. He is not tolerant. He wants to do good things. If we had a better partner we would have better outcomes by now. His attitude is a problem; not his technical expertise. It is his personality. How to handle it? I want to concentrate on the project not on how he says what he says.*

The December 2008 semi-annual report that covered April 1, 2008 to September 30, 2008 states that HED released the RFA for the Egypt EMBA program in August 2008. GSU was selected as the winner, notifications were made to GSU, and negotiations were undertaken towards an subcooperative agreement with GSU. Although GSU was selected through a complex peer review process of U.S. academics, the previous AU Partnership Director expressed concern about the way the partnership was created. He said that AU was not consulted in the peer review process and felt that better partnerships could be developed if the Egyptian universities had a voice in deciding who their partners would be.

Recommendations: Sustainable Partnership

- Open and frank discussion needs to occur about the management of the project. Conflicts of personality in partnership projects need to be addressed honestly. This might involve sessions on how to handle conflict.
- In future RFA competitions, consider involving the Egyptian (or other host country) university in the decision making process to determine who the US partner will be.

Appendix A: List of names with titles

Alexandria University partners:

- Dr. Said Ossman, Dean, Alexandria University Faculty of Commerce
- Dr. Aly Messalam, Partnership Director at AU
- Dr. Gomma , Former Partnership Director; now teaches in the EMBA program at AU
- Mr. Ahmed Hassam Sharkas, representative from the Alexandria Chamber of Commerce
- Dr. Tad Ransopher, GSU professor who was teaching in Egypt for the EMBA program
- Mr. Tarek Saad Hegazy, Training Manager, Leadership and Management Development Center in Cairo

Georgia State University partners:

- Ms. Tracy Widman, the Program Coordinator at GSU responsible for assisting with procurement of J-1 visas needed for students and faculty from Egypt to travel to the United States
- Dr. Sevgin Eroglu, faculty member who organized the international residency for the Egyptian students when they visit GSU
- Dr. Bijan Fazlollahi, the Partnership Director at GSU
- Dean Fenwick Huss, Dean of the J. Mack Robinson College of Business
- Dr. Tad Ransopher, Visiting Professor at AU in December 2010, Assistant Professor, School of Accountancy , J. Mack Robinson College of Business, GSU

USAID

- Ms. Manal El-Samadony, AOTR, Sr. Economist, USAID/EG/SPP

HED

- Ms. Jeanne-Marie Duval, Deputy Executive Director
- Dr. Roy Zimmerman, Director of Programs
- Ms. Marilyn Crane, Senior Program Specialist

Appendix B: Data collection itinerary

ITINERARY FOR DATA COLLECTION AT GEORGIA STATE UNIVERSITY: November 19, 2010

Interviews with:

- Ms. Tracy Widman, the Program Coordinator at GSU responsible for assisting with procurement of J-1 visas needed for students and faculty from Egypt to travel to the United States.
- Dr. Sevgin Eroglu, faculty member who organized the international residency for the Egyptian students when they visit GSU.
- Dr. Bijan Fazlollahi, the Partnership Director at GSU.
- Dean Fenwick Huss, Dean of the J. Mack Robinson College of Business.

ITINERARY FOR DATA COLLECTION AT HED: November 29, 2010

Interviews with:

- Ms. Jeanne-Marie Duval, Deputy Executive Director
- Dr. Roy Zimmerman, Director of Programs
- Ms. Marilyn Crane, Senior Program Specialist

DCA to CAIRO to ALEXANDRIA

Dates	Flight Info
Wednesday, 12/8	LV Washington, DC (DCA) at **4:15PM** (Delta Airlines flight #3113) and arrive in New York JFK at **5:43PM**.
	LV New York JFK at **10:35PM** (Delta Airlines flight #84) and arrive in Cairo at **4:25PM** on Thursday 12/9
Thursday, 12/9	**Meet driver at Cairo airport to drive to Alexandria, Four Seasons Hotel (~8 hours; driver showed up very late)**

Alexandria

Dates	Details
Friday, 12/10 (weekend)	
9:00AM-12:00PM	**Observe EMBA Class (Cohort 1) in Alexandria; observe Cohort 2 class taught by GSU visiting professor in Alexandria.**
1:00-4:00PM	**Observe EMBA Class (Cohort 1) in Alexandria taught by AU faculty; Interview students in Cohort 1.**
	Observe Cohort 2 taught by AU faculty.
	4:00 PM Group meeting with Dean Ossman, Dr. Messallam, and Dr. Gomaa. *Dinner with them and GSU visiting faculty.*
Saturday, 12/11	
10:00AM-1:00PM	**Observe EMBA Class (Cohort 2) in Alexandria.**
	Interview AU Dean.

1:00-4:00PM Observe EMBA Class (Cohort 2) in Alexandria.

Interview previous Partnership Director.

4 PM Meeting with Alexandria cohort students.

Sunday, 12/12 through Monday 12/13

Sunday: Day Off.

Monday: Meeting with Dr. Aly Messallam.

Meeting with Alexandria University Junior Faculty participating in faculty development component.

Meeting with Advisory Board local business groups/student sponsors.

Observe Professor Ransopher's seminar that took place on Dec. 13.

ALEXANDRIA to CAIRO

Dates **Details**

Tuesday, 12/14

9 AM Meet driver at Alexandria Four Seasons Hotel San Stefano to drive to Cairo Four Seasons Hotel. ~8 hours due to traffic

Wednesday, 12/15: Day off.

Thursday, 12/16

9:00-11:00 AM Meeting with USAID/Egypt AOTR Manal El-Samadony.

Begin preliminary data analysis.

Friday, 12/17

9:00-AM12:00PM Observe EMBA Class Cohort 1 (GSU visiting professor).

1:00-4:00PM Observe EMBA Class Cohort 2 in Cairo (GSU professor by teleconference).

PM Meeting with Cairo cohort students.

Saturday, 12/18

9:00-AM12:00PM Observe EMBA Class Cohort 1 in Cairo (taught by AU faculty).

1:00-4:00PM Observe EMBA Class Cohort 1 in Cairo (taught by Cairo faculty).

Interview Training Manager at Cairo facility.

PM Meeting with GSU visiting professor Dr. Tad Ransopher.

CAIRO to DCA

Dates	Flight Info
Saturday, 12/18	LV Cairo at **11:25PM** (Delta Airlines flight #85) and arrive in New York JFK at **5:15AM** on Sunday 12/19
	LV New York JFK at **8:35AM** (Delta Airlines flight #6397) and arrive in DCA at **10:18AM**

Appendix C: Donna Mertens Biography

SHORT BIOGRAPHY

Donna M. Mertens is a professor in the Department of Educational Foundations and Research at Gallaudet University. She teaches research methods and program evaluation to deaf and hearing students at the graduate level. She received the Distinguished Faculty Award from Gallaudet University in 2007.

As a past President (1998) and member of the American Evaluation Association's Board, Dr. Mertens provided leadership in the development of the International Organization for Cooperation in Evaluation and the establishment of the AEA Diversity Internship Program in conjunction with Duquesne University. AEA awarded her their highest honor for service to the organization and the field of evaluation for her contributions in international and diversity initiatives.

She is the sole author of *Transformative Research and Evaluation* (in press, Guilford Publications), *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods* (2nd ed., Sage, 2005), lead author with John McLaughlin of *Research and Evaluation in Special Education* (Corwin Press, 2004), and second author of *Parents and their Deaf Children: The Early Years*, (coauthored with Kathryn Meadow Orlans, & Marilyn Sass-Lehrer, Gallaudet University Press, 2003). She is also the lead editor for the forthcoming *Handbook of Social Research Ethics* (Sage, co-editor Pauline Ginsberg), second co-editor of *Research and Inequality* (with Carole Truman and Beth Humphries, Taylor and Francis, 2000). She is also widely published in journals such as the *Journal of Mixed Methods Research, American Journal of Evaluation, American Annals of the Deaf,* and *Educational Evaluation and Policy Analysis.*

Dr. Mertens conducts and consults on evaluations, as well as leads professional development activities on research and evaluation in many national and international settings. Examples include teaming with the leadership of the United Nations UNIFEM initiative to address the Millennium Goals for women in Africa in South Africa; evaluating the cultural exchange program for deaf students between Costa Rica and Gallaudet; providing professional development on transformative mixed methods inquiry strategies in diverse communities at the Fitzwilliam College of Health Sciences, Cambridge University; consulting with the breast cancer screening project for indigenous peoples in Newfoundland, Canada and on early intervention programs for deaf infants and children in Israel for Jewish and Bedouin families; and evaluation of professional development for Egyptian educators in deafness, blindness, and mental retardation.

- Ph.D., University of Kentucky, Educational Psychology, 1977
- M.S., University of Kentucky, Educational Psychology, 1973
- B.A., Thomas More College, Psychology, 1972

Appendix L

Data Quality Verification Memo

INTRAOFFICE MEMORANDUM

TO: PROGRAMS STAFF

FROM: PROGRAM QUALITY & IMPACT TEAM

SUBJECT: NEW DATA VERIFICATION PROCEDURE

DATE: NOVEMBER 1, 2011

To keep with the highest standards of practice in data quality, we need to establish a more rigorous procedure for verifying the data our partners report in their progress reports. Beginning this reporting period, we ask Program Specialists and Officers to take the following steps to examine for accuracy, consistency, and completeness:

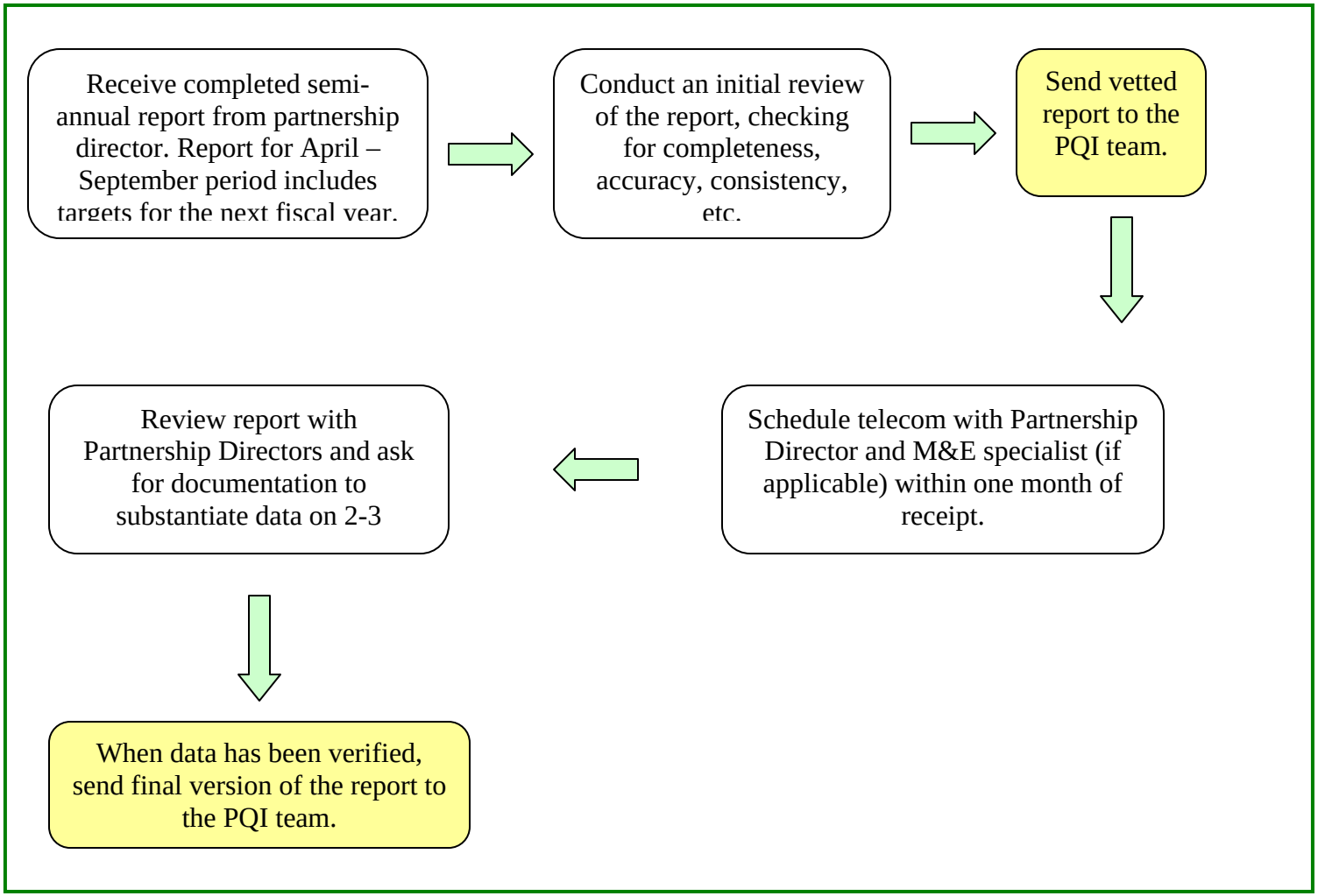
1. Receive completed semi-annual report by the deadline negotiated in sub-award. Report due in October should include targets for the next fiscal year (adjusted depending on achievements of previous fiscal year).
2. Conduct an initial review of the progress report and send it to PQI.
3. Schedule a meeting with the partnership director and the partnership's M&E specialist (when applicable) within one month of receiving the report to review the partnership's progress.
4. During the meeting, randomly select 2-3 indicators on which the partnership has reported and ask for substantiation (e.g. sign-in sheets, signed statements of students who have received scholarships). E-documents are acceptable.
5. Re-send reports to PQI with revisions (if applicable) and final Specialist/Officer sign-off by November 30.
6. Nominate 1-3 partnerships in each portfolio for a data quality assurance visit to be conducted by PQI using the following criteria:
    - Unusually large numbers of reported data
    - Sloppy reporting
    - Lack of understanding of reporting forms
    - Broken links between programs and financial reporting (low or high burn rates)

Please refer to the Data Quality Verification Flowchart for a visual guide to steps 1-6. After Step 6, PQI will do the following:

7. Enter final data into M&E database.

8. Conduct spot checks on 5-10% of partnerships to ensure data was transferred accurately.
9. Assemble semi-annual reports on the LWA for submission every June and December and one annual data report every December.

Appendix M

Data Quality Verification Flow Chart

Data Verification Process Flow Chart