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# Higher Education for Development Program Closeout Report

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October 1, 2005–September 30, 2015

With Annual Progress Report Data  
for the Period October 1, 2014 through June 30, 2015

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## Section I: Overview of the HED Program

### A. About the HED Program

First known as the Association for Liaison Office (ALO) for University Cooperation for Development, the Higher Education for Development (HED) Program began in 1992. The HED Program operated with the advice and counsel of six higher education presidential associations<sup>1</sup> and was supported through a Leader with Associates (LWA) cooperative agreement between USAID and the American Council on Education (ACE). Through innovative partnerships that join U.S. universities and colleges with higher education institutions in developing countries, HED advanced the engagement of the U.S. higher education community in addressing global development challenges.

HED partnerships furthered U.S. foreign assistance goals by directly contributing to the achievement of Goal 2 of the USAID Education Strategy for 2011–2015: *Improved ability of tertiary and workforce development programs to produce a workforce with relevant skills to support country development goals by 2015*, as well as USAID critical sectorial initiatives in Democracy, Public Health, Agriculture, Water and the Environment, and Economic Growth.

The experience of HED has led to the development of a theory of change which posits that higher education institutions are key to economic growth and the advancement of societies. Higher education contributes to creating new bodies of knowledge and bringing innovative solutions to market, engaging active and emergent leadership, and building a competent workforce. By promoting a culture of continuous learning and improvement within and outside the walls of the institutions, these elements can support policy changes and create enabling environments to facilitate development.<sup>2</sup>

Through LWA cooperative agreement AEG-A--00-05-007-00, ACE received funding for HED from the USAID Bureau for Economic Growth, Education and Environment, Office of Education (E3/ED), from USAID's functional and regional Bureaus and worldwide Missions, and from the U.S. Department of State. Under the LWA cooperative agreement and at the request of USAID, HED also designed and

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<sup>1</sup> 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).

<sup>2</sup> See Appendix J to this report

established higher education partnerships through Associate Awards. In some cases, E3/ED sometimes elected to match funds from USAID Missions and Bureaus to catalyze investments. Associate Awards often supported a single partnership involving a single U.S. and single host-country institution of higher education institution but also supported complex HED consortia in a country or region, or clusters of partnerships that addressed a development challenge in a particular sector, such as public health or agriculture. ACE negotiated 30 Associate Awards under this LWA Cooperative Agreement, as well as two Cooperative Agreements with the U.S. Department of State, for a total portfolio of more than \$143 million (See Table 6).

This report summarizes key achievements of the HED Program between Fiscal Year (FY) 2006 – FY 2015<sup>3</sup>. The report also describes key performance management activities for the period of FY2011-FY2015; these performance management activities reflect a modification to the cooperative agreement that extended the original 5-year period of performance through FY15. This modification outlined the following performance management objectives:

- **Objective 1**—HED will work with higher education institutions and USAID Missions, Bureaus, and technical sectors to design Request for Applications resulting in 10 or more collaborative partnerships (four to eight solicitations annually—Leader and Associate Awards).
- **Objective 2**—HED will widely distribute RFAs and conduct fair and transparent application review, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community.
- **Objective 3**—Partnerships between U.S. and host-country higher education institutions will result in improved institutional capacity to offer technical assistance for addressing development goals in host countries.
- **Objective 4**—Partnerships between U.S. and host-country higher education institutions will result in improved human capacity of higher education professionals to address teaching,

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<sup>3</sup> LWA cooperative agreement AEG-A-00-05-007-00, signed in September 2005, identified the following anticipated results and performance indicators: a) increased capacity of host-country tertiary education institutions (engaged in the HED Program) to contribute to development, b) increased contributions to local human and institutional capacity development by host-country tertiary education institutions, c) increased knowledge regarding how host-country tertiary education institutions contribute to development, including local human and institutional capacity, d) increased knowledge regarding how to design higher education partnerships that increase the capacity and contribution of host-country tertiary education institutions to contribute to development, including local human and institutional capacity, e) high satisfaction of USAID clients with the ACE/HED recipients' solicitation and assistance in design of activities, and f) increased incidence and quality of engagement in the HED Program by US institutions of higher education

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

- **Objective 5**—HED will secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions, and technical sectors' strategic objectives.
- **Objective 6**—HED will sponsor/promote a series of research studies, roundtables, and conferences related to global development issues resulting in state-of-the-art research and practices shared with USAID and the higher education community worldwide, shared innovations in development practice, and opportunities for international development collaboration among USAID, Non-government organizations (NGOs), higher education, foundations, and other relevant organizations.
- **Objective 7**— 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<sup>4</sup>

## **B. Overview of Partnerships Supported FY 2006-FY2015**

Between FY2006-FY2015, HED managed 159 awards to 136 partnerships working to solve development challenges in 51 host countries. Please see **Appendix A** for a list of all partnerships supported under this agreement. A total of 87 US institutions of higher education engaged in these partnerships. Twenty-nine of the 87 US partner institutions (33%) participated in more than one HED partnership. By comparison, 21 out of 126 host-country institutions receiving support through HED's partnerships (15%) benefitted from more than one award.

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<sup>4</sup> At the start of the fourth year of the program, USAID/E3, responding to reductions in its budget, eliminated this activity and the budget for it and focused remaining resources on fully funding partnership awards and achieving an orderly closeout of the program.

**Figure 1. Awards, Partnerships, Institutions, Countries & US States Engaged FY2006-FY2015**

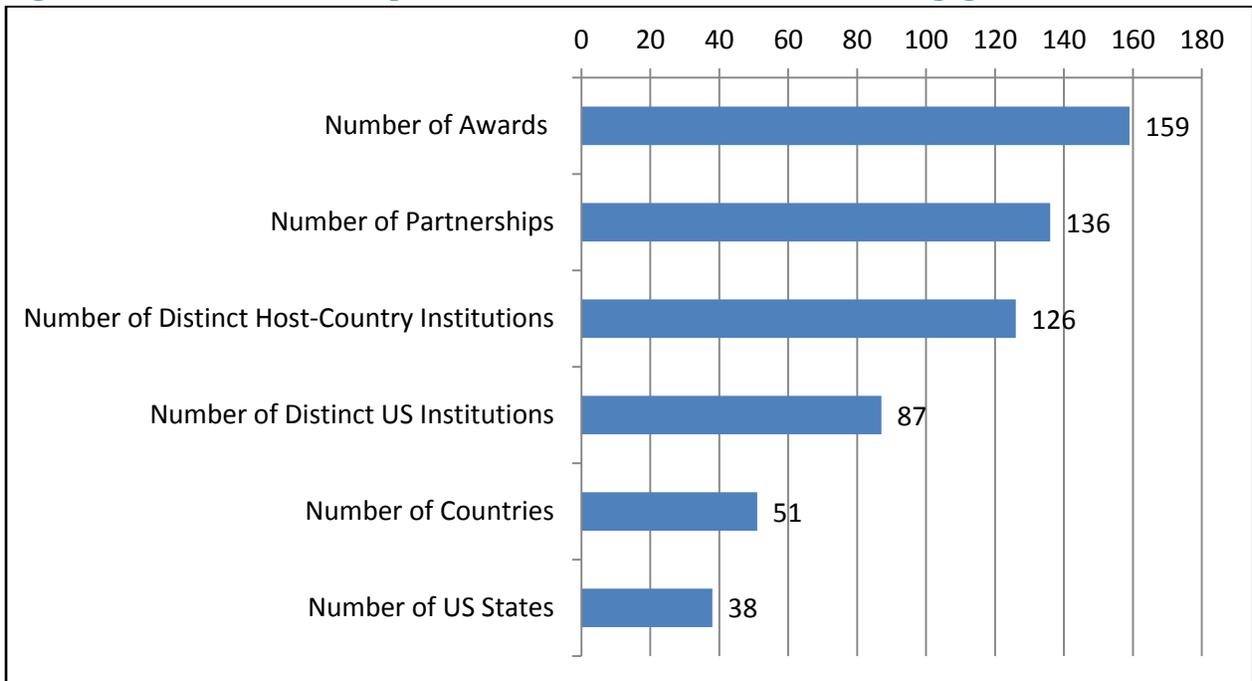


Figure 2 shows that thirty percent of awards (n=48) were given to support 43 partnerships that involved higher education institutions in Michigan (12 partnerships), Florida (11 partnerships), California (10 partnerships), and Georgia (10 partnerships).

**Figure 2. US States with the Highest Number of Awards, FY2006-FY2015**

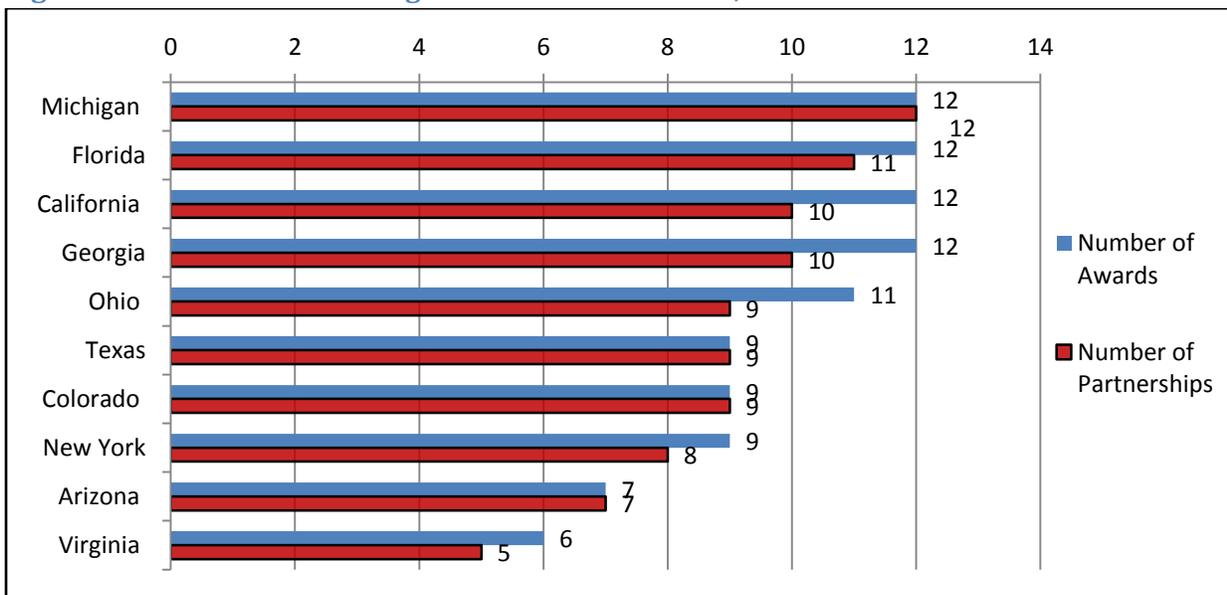


Figure three on host countries shows that thirty percent of partnership awards (n=47) were given to 31 partnerships to solve development challenges in Mexico. Nearly 18 percent of awards were given to partnerships to work in Morocco (7 partnerships), Uganda (7 partnerships), Jordan (5 partnerships), and Egypt (3 partnerships). See Figure 3.

*Figure 3. Host Countries with the Highest Numbers of Awards, FY2006-FY2015*

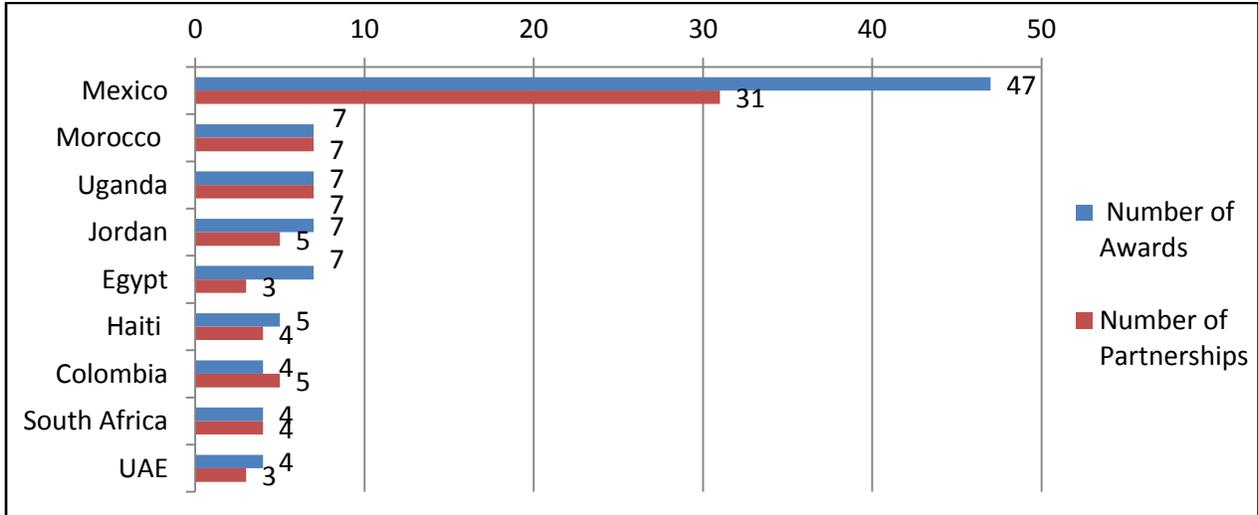


Figure 4 shows the distribution of partnerships that were active each year between FY 2008 - FY 2015 by global region; partnerships are counted in all years in which they were active. Between FY 2008 – FY 2012, Latin America and the Caribbean was the region in which most HED partnerships worked. The number then dropped sharply in the following years as a result of the closeout of USAID/Mexico’s Training, Internships, Exchanges, and Scholarships (TIES) Program. Between FY 2013 – FY 2015, the greatest number of partnerships were in sub-Saharan Africa. This can be attributed to two initiatives, the Africa-U.S. Higher Education Initiative and the Women’s Leadership Program. Partnership activity in all other parts of the world remained relatively stable.

Figure 4. HED Partnerships by Global Region between FY2008 -FY2015

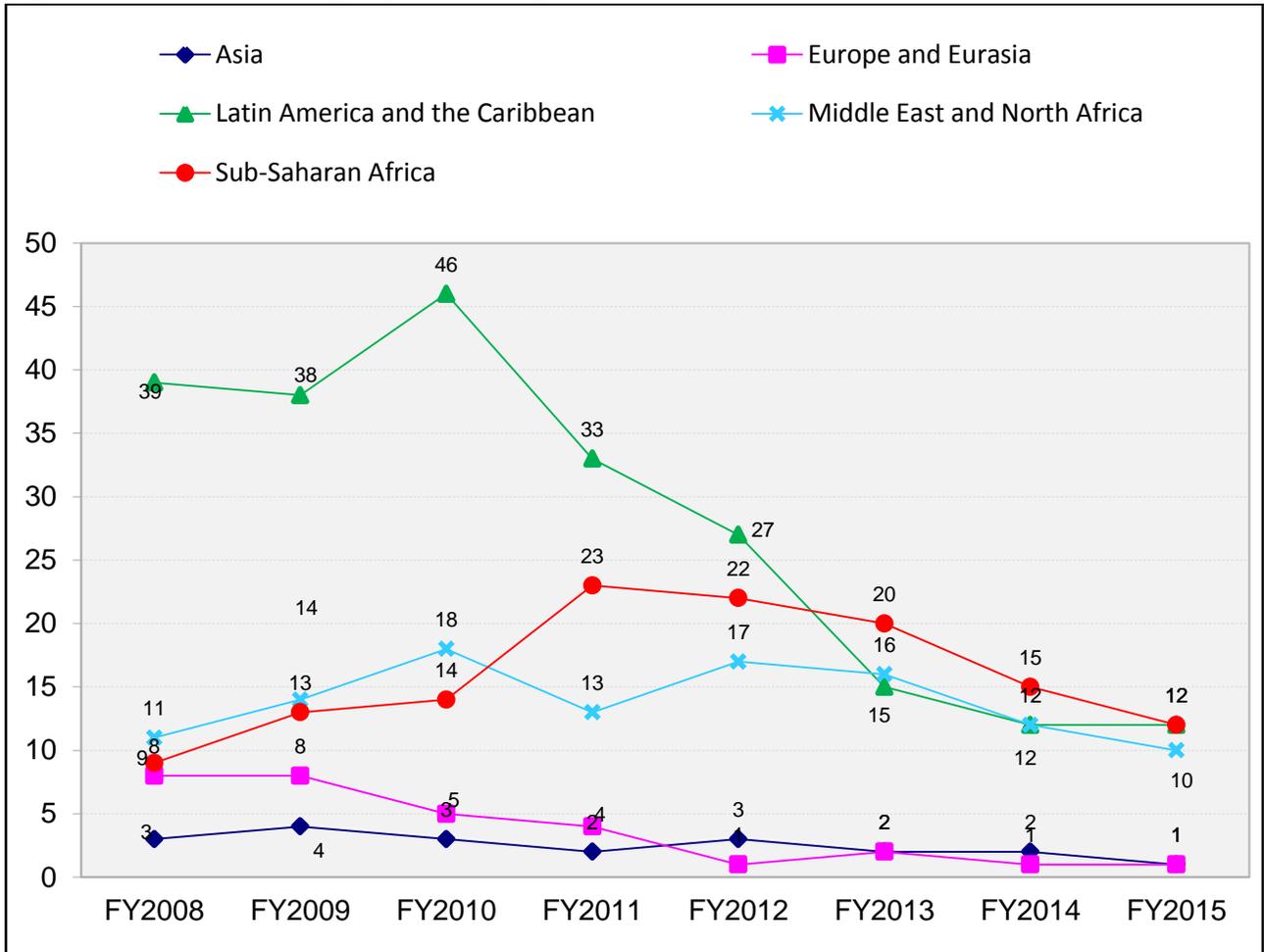
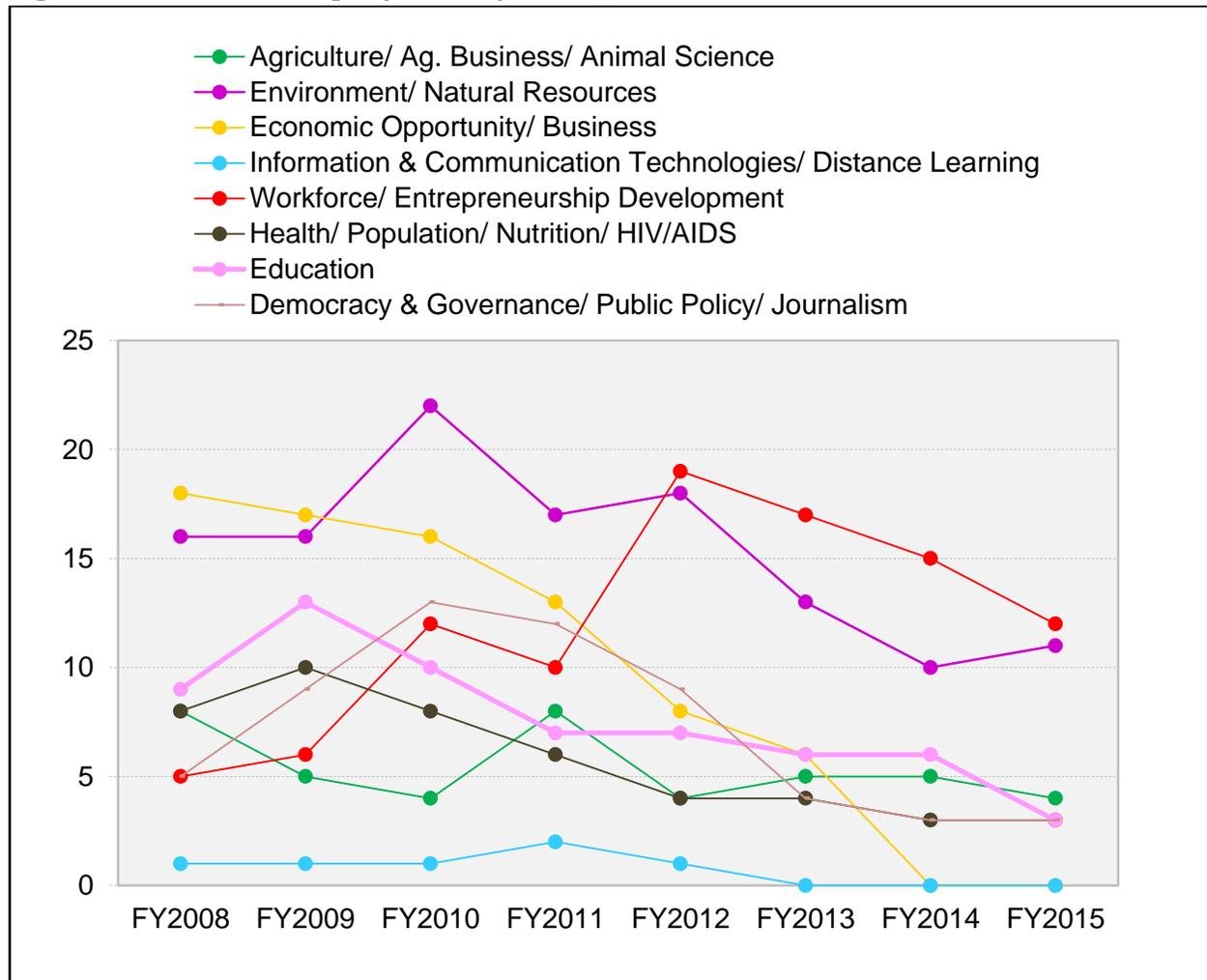


Figure 5 shows the distribution of partnerships that were active each year between FY 2008 - FY 2015 by primary sector; partnerships are counted in all years in which they were active. Between FY 2008 – FY 2011, most partnership activity was focused on disciplinary work in agricultural sciences and environmental and natural resources. Between FY 2012 – FY 2015, the greatest number of partnerships were engaged in activities to support workforce development and entrepreneurship education.

**Figure 5. HED Partnerships by Primary Sector, FY2008 -FY2015**



## **Section II: Partnership Design and Performance Management**

The HED Program approach to partnership design and performance management evolved over the 10 years of the cooperative agreement. A mid-term program evaluation was carried out by USAID in 2009 and the recommendations were incorporated into the extension of the Cooperative Agreement for the FY2010-FY2015 period. That evaluation recommended-- that HED 1.) Increase the size of the award funding and the length of the period of performance to 5 years, if possible, with the possibility of continuation for those partnerships that demonstrated superb performance; 2.) experiment with increasing the complexity of the partnership model, to include consortium as well as one-on-one partnership models; and 3.) leverage USAID Field Mission support and interest, so that the HED partnerships were strategically aligned with the field mission strategies and priorities, resulting in increased mission ownership and buy-in. In response to a program audit conducted by the OIG in 2011, HED worked cooperatively with the Bureau for Economic Growth, Education, and Environment, Office of Education (USAID/E3/ED) on mutually agreed upon steps that enabled HED to improve its performance management processes and systems to enhance the reliability of performance data and enable better management for results. Also in 2011, HED made revisions to its approach for designing new partnerships to better align implementation with the achievement of the development goals outlined in USAID's Education Strategy for 2011-15, as the Agency underwent a "hard pivot" in strategic planning.

In this section of the report we describe evolutions of partnership design. Notably, the "design and procure" approach included more inclusive consultations with higher education stakeholders in host countries, while the "planning grant" approach emphasized a series of iterative cycles of feedback and coordination among partners and with USAID in the review process. We also describe improvements to results based management practices during key phases and activities like the start-up period; the data collection, management, and reporting process, and monitoring site visits.

### **A. Partnership Design Based on comprehensive needs and capacity assessments**

Two key performance objectives of the HED Program were to run fair and transparent competitions for partnership award funding and to conduct wide and inclusive outreach to inform the higher education

community about opportunities to engage in development activities.<sup>5</sup> From 2005 through 2015, the HED Program released 43 requests for applications (RFAs) through which it supported 136 partnership awards.<sup>6</sup>

Each award was made as the result of a transparent, merit-based selection process conducted by an academic peer review committee composed of technical sector and regional specialists. The US Government (USG), represented by country and technical specialists of USAID and the U.S. Department of State, also participated in the review committees. The committees ranked proposals against the selection criteria outlined in the respective RFA, and then HED presented the ranked recommendations to USAID or the U.S. Department of State for final approval. Often, more than one proposal was funded under a given RFA. Partnership awards from 2011 forward were made utilizing one of two mechanisms – the “design and procure” process or through a “planning grant” competition combined with additional review and selection for implementation grants. Each approach is described below.<sup>7</sup>

### 1. Design and Procure Approach

For higher education partnerships to be successful, it is critical that the partnership design is based on actual – not perceived - needs of the host country higher education institutions and their communities. Further, to make relative comparisons about the needs and capacity of higher education institutions worldwide, where possible, the same information should be systematically obtained from all higher education stakeholders. As a reflection of these needs, HED developed a higher education institutional needs and capacity assessment guide to standardize the collection of information used in the design of partnerships. This guide provided a framework that design teams could use to examine seven aspects of the needs and capacity of the host country higher education institutions: 1) academic offerings, 2) faculty and teaching staff capacity, 3) student learning opportunities, 4) applied research and outreach

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<sup>5</sup> **Performance Objective 1:** HED will work with higher education institutions and USAID missions, bureaus and technical sectors to design RFAs resulting in 10 or more collaborative partnerships . **Performance Objective 2:** HED will widely distribute RFAs and conduct fair and transparent application review and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community. *Source:* Award Number AID-AEG-A-00-005-00007, Modification Number 10, p. 10.

<sup>6</sup> See **Appendix A** for a list of all partnerships funded under this Agreement and its Associate Awards; See **Appendix B** for a list of all RFAs released by the program from 2005-2015.

<sup>7</sup> See **Appendix C** for a sample of an RFA for each approach.

capacity, 5) governance, administration, and policy, 6) grants and financial management capacity, and 7) disciplinary specific capacity and needs.

After the institutional needs and capacity assessments were conducted, the design team prepared a summary report on the findings for review and discussion by USAID and other key stakeholders. In cases when USAID had not predetermined the host country institution, the assessment findings helped USAID identify an institution as the recipient of capacity building interventions. In other cases when the in-country partner(s) had already been identified by USAID, the institutional assessment provided the information needed to draft an RFA that included language reflective of the actual – not perceived needs and capacity -enabling U.S. institutional partner applicants to propose relevant ideas for activities to be jointly implemented by the partners-to-be.

Even the most rigorous design process often needs to be revised as the reality on-the-ground provides a more nuanced or even different picture of what had originally been perceived as the development problem to be addressed. Despite the rigor of the institutional assessments carried out early on in the partnership development, the institutional assessment represented only the first step in understanding host country institutional organization strengths and weaknesses. This may be because of the short time frame for assessment implementation, or because of the initial reticence of the host country institution(s) to fully share institutional capacity and needs with newcomers and outsiders until complete confidence could be developed.

Generally, as time progressed, and as confidence among the participating U.S. and host country institutions increased, both at the institutional and faculty level, additional insights into the weaknesses and strengths of institutions on both the U.S. and host country side were revealed, and partnership course corrections were made to accommodate the additional understanding across the partnership. The original institutional assessment was an important and necessary first step, but it must be recognized that however rigorous a diagnostic tool may be, it requires the trust and confidence among the parties involved at several levels to be effective, and this frequently only comes with time.

## **2. Planning Grants Approach**

In some cases, HED utilized a multi-stage approach to competition, providing a small grant with a short period of performance (up to six months) and a highly targeted output so that partners could develop a joint strategic approach. This allowed host-country and U.S. higher education institutions to deepen

their knowledge of one another's institutions and to develop a working relationship prior to implementation. This small grant, or "seed money," allowed the institutions to jointly conduct their own institutional needs and capacity assessments and to develop more detailed proposals for longer-term partnership activity. At the conclusion of the planning grant period, partners submitted deliverables which include a results framework, an implementation plan, and a budget for an additional period of three or more years. These deliverables were subject to additional review and feedback before full funding could be approved. Not all planning grant proposals were funded; some because they were not deemed merit worthy by the review committee and others because of funding limitations.

The Planning Grant procurement model has proven itself to be exceptionally powerful as an initial design mechanism for higher education institutions (HEIs). Developing strong cross-border relationships between or among U.S. and host country HEIs requires time and face-to-face interaction, which the planning grant model provides. At minimal cost in both funding and in time, partners are provided the opportunity to work together and reach mutual agreement on the problems they would like to address and how to do so. For U.S. HEIs with little prior experience working overseas, this period allows them to assess themselves, as well as a potential partner, and decide if they are ready, as an institution, and committed to proceed with a partnership. Host country partners who have not worked with U.S. partners (or perhaps any partners) in the past, benefit equally from this process. The inter-institutional learning that occurs during the planning grant phase contributes greatly to the development of strong proposals with strategic institutional support from both (or all) parties. Both the Africa- U.S. Higher Education Initiative Program and the Broader Middle East and North Africa Program benefitted from this model. Without it, many of the partnerships would never have gotten underway.

## **B. Results-based Management Enables Better Management and Reporting**

In the last five years of the HED program, HED employed a rigorous results-based management approach to guide its higher education partnership implementation. This approach integrated program strategy and design, ongoing performance monitoring towards the achievement of outputs, and ongoing evaluation of both positive and negative and intended and unintended outcomes. Using this approach, HED began by developing a HED Program performance management plan (PMP) and designed and utilized a monitoring and evaluation (M&E) system and processes to ensure that performance data meet quality standards for validity, integrity, precision, reliability, and timeliness, as well as ensuring that the data could be effectively utilized for decision-making and program management. This increased

emphasis on operationalizing best practices in results-based management was modeled throughout the partnership award “life cycle”. In this section, we focus only on three key improvements and describe how HED introduced a structured “partnership start-up” phase; made improvements to data collection, management, and verification which resulted in increasingly greater reliability of HED’s data on partnership results in the last three years of the program, and improved monitoring trip protocols. Results tables for each year for years in which the HED Program utilized its PMP can be found in **Appendix D**. Cumulative results for each performance objective are noted.

### 1. Partnership Start-up

As HED worked with staff and partners to strengthen monitoring and evaluation systems, the team also worked to strengthen the process of partnership start-up. Beginning in 2011, HED changed its requirements to ensure that partners could devote the first 90 days after partnership award as a “partnership start-up” phase. By allowing that activities need not begin until partners had “ground truthed” the original proposal through joint efforts to collect baseline data, finalize results frameworks, performance management and implementation plans, and budgets that were based on the current social, political, and economic contexts of the host-country, HED ensured that the partners had time to take the original proposal, often developed at a distance virtually, and adjust it early on to better meet the host country institutional needs. The resulting results framework and implementation and management plans were significantly improved from earlier versions, and the subsequent program implementation proceeded more smoothly.

During the “partnership start-up” phase, HED provided the partners with a template to help them collect data on both standard and custom indicators during the baseline study and partners jointly collected baseline data that helped them validate or revise partnership results frameworks. After partners finished collecting baseline data HED facilitated planning discussions that were designed to achieve concurrence among all stakeholders about the partnership-level results frameworks, performance targets, and plans for implementation and monitoring. During these planning discussions, HED worked with partners to select optimal performance indicators that reflected key criteria outlined in USAID ADS 203.3.4.2.<sup>8</sup>

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<sup>8</sup> USAID ADS 203.3.4.3 identifies seven key criteria to guide the selection of performance indicators. These criteria indicate that optimal indicators are ones that are 1.) direct, 2.) objective, 3.) useful for management, 4.) attributable, 5.) practical, 6.) adequate, and 7.) disaggregated, as necessary.

Dedicating what was thought to be adequate time, as well as financial and technical resources, to the “partnership start-up” phase of implementation enabled implementing partners to ground partnership strategies in the reality institutional and local community contexts in which they would be working. At the end of the “partnership start-up” phase, partners submitted these final deliverables to HED: baseline assessment report with baseline data for all standard and custom indicators, final results-framework, performance management and implementation plans, and final partnership budget.

When HED initiated this partnership start-up phase of 90 days, it was believed that 90 days was an adequate timeframe. This assumption proved to be incorrect. While 90 days for base line data collection and “ground-truthing” the program is probably adequate, as we discuss in the next section, the learning process to integrate the data collection and management was extremely lengthy, and often seen by both U.S. and host country partners as onerous and unnecessary. Developing understanding of why this was necessary was a lengthy process that took, in some cases, several years. See the next section for a more detailed discussion.

## **2. Data Collection, Management and Reporting**

Improvements to data collection, management, and verification during the last three years of the program, beginning with the development of an on-line data management system in 2012, resulted in increasingly greater reliability of HED’s data on partnership results in the last three years of the program. In the following section, we describe the development of a new online data management information system and details on a new data verification review process.

In March 2012, HED launched a new online data management information system, PRIME (Partnership Results and Information Management Engine) to improve upon processes for collection, analysis, and reporting of partnership results. Because it is an online platform, it allowed partners anywhere in the world to enter, store, and retrieve quantitative and qualitative data about partnership performance. Partners could enter in “real time” the values on both standard and custom indicators in the results frameworks, write narratives to provide detail about the values being reported, and upload substantiating documentation verifying the values reported. Because baseline data and yearly and end-of-partnership targets also were entered into PRIME, partners and HED could run reports to easily view progress towards targets. As a reporting tool, partners also were able to submit narratives on other implementation success and challenges. PRIME also enabled HED to efficiently manage and retrieve data needed for its own performance monitoring and to respond to USAID requests for data. Overall, it

helped to improve the timeliness, accuracy, and validity of data reported to USAID. **See Appendix E** for sample data assessment sheets in PRIME.

HED established a rigorous Data Quality Verification (DQV) process to ensure performance data reported in PRIME met standards for validity, integrity, precision, reliability, and timeliness. After partnerships submitted performance data in PRIME, the HED team reviewed submissions to ensure that complete data were submitted into PRIME. Staff documented for each indicator whether 1) an indicator form was submitted only once (to avoid double counting across reporting periods), 2) a data value was submitted, 3) a narrative was provided to explain the data value, and 4) whether substantiating documentation was submitted. Following HED DQV guidelines, staff documented whether partnership data in PRIME were accurate and verified. This included ensuring that data values are free of error, narratives provide enough context to inform quantitative data, the substantiating documentation corroborate the data submitted, and that the substantiating documentation is traceable and legible. Upon completing their DQV reviews, staff shared their DQV review findings with partners and scheduled a DQV discussion. DQV reviews and discussion with partners generally occurred within two weeks of data submission. The DQV discussion helped staff reinforce and improve quality data collection practices, thereby increasing grants management capacity among its partners. It also served as an opportunity to update or remove data that did not meet quality standards. Following the DQV discussion, partners were given two weeks to update data that did not meet data quality standards. At the end of the DQV period, any data that still did not meet standards outlined in the DQV process guide were removed **See Appendix F** for the DQV protocol and checklist.

More importantly, the DQV review provided a great opportunity to reflect on implementation. In addition to their being able to review data quality during the DQV discussions, HED staff also discussed whether a partnership was on schedule to meeting its annual and end of project performance targets. HED discussed with partners any activities, events, or other externalities that helped or hindered the partnership to achieve its performance objectives. Then, staff and partners identified actions that would leverage partnership strengths to build upon successes and mitigate challenges during the next period of implementation. In especially challenging situations, members of the Program Quality and Impact team were included in these discussions to aid in a review of critical assumptions outlined in the partnership results framework and to determine if those assumptions still held true. If necessary, the PQI team then helped the partners to revise their results frameworks and implementation plans

accordingly. Throughout the entire DQV review and discussion process, HED program staff maintained detailed notes and documented any resulting changes made to results frameworks and implementation plans; these notes were saved in PRIME as part of HED's comprehensive results-based management approach.

In addition to the intensive DQV review and discussion process, HED's staff conducted reviews of performance data at the aggregate level, or across all HED partnerships. This involved compiling the partnership level data and looking for significant outliers in the data across the partnerships; significant outliers tended to be a result of inaccurate data reporting. The PQI team also conducted spot checks of DQV documentation as a quality control measure. After data had been verified, HED staff used PRIME to create data visuals to aid in data analysis, reflection, and decision-making at the aggregate level and to provide verifiable data to USAID in a report that captures data-driven lessons learned and programmatic and policy recommendations.

The closely coordinated, joint efforts of HED staff helped ensure that omissions, discrepancies, and errors in reporting were identified and addressed. In addition to resulting in more valid data and improved data reporting, these processes enabled more timely, evidenced-based implementation interventions, more transparency and accountability of the aid being delivered; stronger relationships between the higher education institutional partners and among the partners and HED; and better documentation of lessons learned and knowledge sharing.

HED strove to be a "learning institution" as it implemented new and more rigorous development practices. It is timely, therefore, to step back a moment and assess how HED's efforts, beginning in 2011, to respond to USAID's increased emphasis on monitoring and evaluation, was received by our partner U.S. and host country HEIs .

U.S. HEIs were not completely comfortable with hard-data driven systems of accountability, particularly when they felt that it leads to the possibility that institutional success rates would be compared across institutions, and "winners" and "losers" would be identified and grant levels adjusted to data driven results. Perhaps more importantly, because this is not how they measure program and institutional success in most cases, they seriously questioned what value-added it provided, and whether the time

and cost involved in meeting these requirements were justified, given that it came at the cost of other program implementation efforts that had, from their standpoint ,greater priority.

The early reaction from host country counterparts, too, was essentially negative. In most parts of the developing world, hard-data driven management systems are seen as alien and U.S. centric, and sometimes even seen as offensive, or evidence of a lack of trust in the host country institutions and their systems. For HED host country partner institutions, the data collection and reporting requirements were seen as extremely onerous because they were totally unrelated to any of their own reporting systems, many of which were oral, rather than written and based on qualitative, rather than quantitative measures.

Over time, HED succeeded in gradually inculcating the need for hard data reporting from both U.S. and host country HEIs. They accepted initially that it was a part of the funding requirement, and then over time, as HED devoted extensive effort to better explain the value-added for their institutions, they worked out how they might use the same information to make internal decisions.

The important lesson learned is that data-driven management and evaluation systems are culturally foreign to much of the developing world. For U.S. HEIs, these are systems they understand and know well, but they are to be resisted where there is no obvious value-added. If the international development community moves to greater emphasis placed on data-driven monitoring and evaluation systems, it will have to spend significantly greater resources and time on explaining why these systems are necessary, and what the value-added is in various cross-cultural settings; otherwise, much effort will be expended, but few results obtained.

### **3. Monitoring Visits**

In addition to strengthening HED processes for data collection, data management, and reporting, HED also updated its protocol for monitoring visits. The new monitoring visit protocol was developed in collaboration with the HED Program AOR. See **Appendix G** for the monitoring visit report template. Although some development agencies make the case that video conferencing technologies have obviated the need for physical conferences and meetings, positions driven often by funding constraints and the need to reduce travel costs, it has been HED's experience that in the developing world,

relationships of trust can be strengthened through face-to-face contact. Time must be devoted up front to the cultivation of a personal professional relationship. A hand-shake, a shared cup of tea or coffee – these create the conditions for effective collaboration in the long term. Sole reliance on the internet and digital technologies undercuts long-term and sustainable relationship formation. Meetings of partners which are carefully planned and structured can help address the challenge of creating relationships across countries and regions where differential technology infrastructure and bandwidth make communication virtually impossible.

Using this new monitoring visit protocol, HED staff conducted 148 monitoring visits between FY 2010 through FY 2015. These visits enabled HED to review progress toward partnership objectives in the context of local conditions. Partners provided updates on programmatic activities and discussed potential challenges in implementation with HED, USAID Mission representatives and stakeholders in country. Monitoring visits enabled HED to facilitate reflection among the implementing partners about how partnerships results contributed to the USAID Education Strategy, Goal 2. During these visits, HED staff also assessed the quality of data collection processes and systems that partners have been using, initiated the sustainability planning process, and addressed any other implementation, monitoring or evaluation concerns as needed. In addition to discussing performance progress towards partnership objectives, each visit also included a review of financial expenditures.

### **Section III: Higher Education Strengthening**

The USAID Education Strategy (2011, p. 12) notes that “the cross cutting nature of tertiary education and workforce development programs makes them essential for achieving development goals in all sectors by promoting technological innovation and research, and enhancing worker productivity, entrepreneurship and job creation., HED partnerships carried out a range of activities to promote educational effectiveness (e.g. teaching, curriculum design, or research), strengthen institutional systems and organizational development, and facilitate strategic alliances among higher education institutions, government, and other entities. These higher education results in shared knowledge and a competent workforce can lead to innovation and policy change for the ultimate purpose of advancing broader human and social development goals.

Results achieved by HED partnerships illustrate the many ways in which higher education collaborations support the achievement of both USAID and host country development goals. In this section of the report, we present illustrative examples of partnership results<sup>9</sup> under five broad areas that reflect the indicators used to track progress towards results for HED partnerships - increased access to tertiary education and training, collaborative research to address development priorities, improved relevance and quality of tertiary education, campus-community service and engagement, and higher education organizational and institutional transformation<sup>10</sup>. See **Appendix H** for partnership results data for FY 2006 through FY 2015, and **Appendix D** for annual partnerships results by year for FY 2011 through FY 2015, when more robust monitoring systems were put into place.

### **A. Increased Access to Tertiary Education and Training**

Overall, between FY 2006 and FY 2015, 71 percent (n=136) of all partnerships reported that they promoted increased access to tertiary education and training. Historically, partnerships generally promoted access to tertiary education by offering opportunities for a select number of students and/or faculty to participate in a study abroad program in the United States and between FY 2006 and FY 2010, 65 partnerships promoted increased access to tertiary education through student and faculty exchange. These partnerships focused on exchanges as a means of promoting access to up-to-date knowledge and skills training. For example, U.S. partners in the U.S.-Mexico Training, Internships, Exchanges and Scholarships (TIES) Program provided scholarships and support for faculty from their Mexican partner institutions to pursue Master's degrees. During their studies in the United States, Mexican faculty collaborated with U.S. colleagues to revise and develop courses of study at their home institutions. Upon return, faculty served as leads for ongoing joint research with U.S. colleagues that continued to enhance the curriculum long after award funding ceased. Another positive outcome was that many TIES

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<sup>9</sup> Standard indicators and definitions changed several times between FY2006-FY2015, thus most indicators cannot be aggregated across fiscal years. Complete annual performance data can be found in the quarterly, semi-annual, and annual performance reports that HED submits to USAID E3/ED and the respective USAID Missions.

**Appendix P** to this report provides a resource list with the location of all HED reports that have been submitted to the USAID Development Experience Clearinghouse (DEC) for public access and review.

<sup>10</sup> **Performance Objective 3**—Partnerships between U.S. and host-country higher education institutions will result in improved institutional capacity to offer technical assistance for addressing development goals in host countries. **Performance Objective 4**—Partnerships between U.S. and host-country higher education institutions will result in improved human capacity of higher education professionals to address teaching, research, and public service resulting in measurable effects on regional and national development goals.

partnerships resulted in the development of joint or dual-degree programs between the U.S. and Mexican institutions. This integrated approach promoted sustainable partnership by ensuring that exchanges supported institutional benefits for all partners.

### **Supporting Historic Change in Mexico’s Criminal Justice System through Faculty Exchange**

*Instituto Tecnológico y de Estudios Superiores de Monterrey  
Chicago-Kent College of Law at the Illinois Institute of Technology*

Informed by a Constitutional Reform in Mexico which requires the transformation of the current inquisitorial criminal justice system to an oral adversarial system by 2016, this partnership funded by USAID/Mexico under the TIES Program helped ITESM develop an Oral Trial Advocacy Program that was incorporated into curriculum at all 10 ITESM law campuses throughout Mexico.



To lay the foundation for this new curriculum, the partnership sent ten Mexican students to Chicago-Kent to learn about the United States’ adversarial system and help them develop specific

skills to present their cases in open court. The coursework prepared future lawyers to uphold elements of this new system, in which defense attorneys and prosecutors conduct trials in open courtrooms that ensure greater fairness and transparency.

*“I feel very happy and accomplished because I had the chance to learn from people who have been working in this system their whole life. Now it is my responsibility to transmit everything I learned to the Mexican students who are willing to learn and that are conscious that this knowledge is of vital importance for every lawyer and judge in Mexico in just a couple of years.” --Karla Loranca, Alumna of the Master of Law degree program*

Guided by the 2011-2015 USAID Education Strategy, HED encouraged partners to expand the ways in which they promoted access by shifting their focus to supporting activities and policies that broadened access to higher education in-country for students from vulnerable or disadvantaged groups. The Education Strategy notes, that “broad-based economic development is unlikely to be achieved and sustained if large segments of the population do not have access to educational programs that afford them opportunities to develop knowledge and skills required to engage in productive activities.” This shift in focus increased opportunities for individuals who may otherwise have not been able to receive tertiary education. Promoting access to higher education can be a powerful strategy to lessen economic and social inequality. It offers advantages that provide broad positive impact for local communities, including greater relevance of education to serve local needs and mitigation against the flight of human capital (“brain drain”). Between FY 2012 and FY 2015, 41 partnerships offered admission to higher education to individuals from underserved and disadvantaged populations.

## **Creating Choice for Jordanian Women Entrepreneurs**

***Al Quds College***

***Washtenaw Community College***

Washtenaw Community College and Al Quds College in Jordan established a new business incubator program at Al Quds College that integrates traditional vocational and technical education with applied business skills training and mentoring. Faculty learned to integrate entrepreneurship principles into their vocational curricula and support the development of networks among students, entrepreneurs, and business influencers. With the new curriculum, students were expected to master a vocation and also learn how to establish, operate, and grow small businesses.



However, according to the World Bank between 2010 to 2014 only 16% of the workforce in Jordan was comprised of women, making it one of the world's least favorable business environments for female entrepreneurs<sup>11</sup>. To address this gap, partners actively recruited women to participate in its new business incubator. The percentage of female students enrolled in the business incubator program (32%) was higher than the percentage of women in total at Al Quds College (27.5%).

“Every time I talked to anyone about starting my own business, they say you needed money to make money. I had two choices: get married and stay at home and raise children, or enroll in a community college and focus on a more hands-on learning for a profession. I chose the latter.” (Nadia Kashour, Al Quds College's School of Tourism graduate and business owner)

As a reflection of its commitment to the new USAID Education Strategy for 2011-2015, HED also encouraged partners to think about other strategies to promote access through efforts such as scholarship programs and the development of equal-opportunity admissions policies for individuals from underserved and/or disadvantaged groups. From FY 2012 to FY 2015, 16 percent (n=91) of partnerships reported that they developed new policies or procedures to support increased access by individuals of underserved and/or disadvantaged groups to certificate and/or other academic degree programs. Policies and other organizational procedures help systematize and institutionalize approaches to increasing access for vulnerable individuals. By leveraging postsecondary access as a positive mechanism for sustainable socioeconomic development, these policies build more broad-based, equitable growth in which all groups partake.

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<sup>11</sup> The World Bank. (2013). *Labor Force Participation Rates*. Retrieved from: <http://data.worldbank.org/indicator/SL.TLF.CACT.FE.ZS>

## **Developing New Policies to Promote Access to Agricultural Tertiary Education in Paraguay**

### ***National University of Asuncion (UNA)***

### ***University of Florida***

As a part of the HED Women's Leadership Program, the University of Florida and National University of Asuncion (UNA) collaborated to advance women's leadership and employability skills in the agricultural sector. The partners offered gender and leadership trainings and incorporated gender-inclusive components and materials into the existing agricultural sciences curriculum at UNA.

A dialogue between the partners and community stakeholders also highlighted the need for policies to broaden access to higher education. Graduates of rural agricultural high-schools face financial constraints to pursuing higher education and women experience even greater disadvantages. Higher education institutions in rural areas are non-existent, and transport to urban centers is lacking. When young people from rural communities leave their hometown for study (e.g. 4 to 5 years), the opportunity costs to the community are simply too high. Further, in Paraguay, single mothers put off tertiary education for themselves in order to raise their children. Rural single mothers, even those who performed well in rural agricultural high schools, are at the greatest disadvantage.

To address these disadvantages, the partnership developed and implemented new institutional admissions policies that support access to higher education and retention in UNA's School of Agriculture for young women and men from six specified underserved groups: female graduates from agricultural high-schools, female graduates from rural high-schools, single mothers, members of indigenous communities, members of farming families, urban and peri-urban farming-family members.

Through these new policies, students from these underserved groups who have been offered conditional acceptance into an academic-degree program in agricultural sciences, are offered a scholarship that permits them to take FCA's probationary admission course or *Curso Probatorio de Ingreso* (CPI) for fifty percent of the cost. Upon successful completion of the CPI, the applicant is officially considered a student and is able to enroll in an academic degree program. At that point, these students are eligible for additional scholarship consideration.

The partnership also developed an institutional policy to promote retention of the students accepted under the new conditional access policies. Under the auspices of this policy, UNA/FCA provides personal and professional development, as well as academic and/or moral support through a mentorship program so that students from these underserved groups have the tools they need to successfully complete a degree program at UNA.

## **B. Research In Support of Country Development Priorities**

Collaborative research activity has been an integral part of HED partnerships. Eighty-six percent (n=136) of all HED partnerships active between FY 2006 through FY 2015 reported collaborative research activity in support of country development priorities. Research findings most often are incorporated into curriculum through the use of case studies or the teaching of research methods. Partnership research also often provides necessary evidence for the development of new policies or

innovative strategies to address development challenge at the national, regional, and even global levels. In many instances, applications of partner-led research have provided tangible improvements in local communities.

## Experimental Seed and Crop Research to Increase Farm Productivity in Burundi

Ngozi University  
South Carolina State University



When South Carolina State University (SCSU), a historically black public institution established in 1896, partnered with Ngozi University, Burundi's first private university founded in 1999, their goal was to develop the first-ever agribusiness program in Burundi. Partners hoped the program would bring more opportunity and a more diverse curriculum to students at Ngozi while helping boost each institutions internationalization efforts.

While the partners put into place an innovative and unique new agribusiness program at Ngozi University, professors and students

from both institutions worked together to conduct experimental seed and crop research to determine which types of plants can adapt to local soil and weather conditions. Using this research, the faculty then prescribed the type of farming practices that would increase farm productivity in the Ngozi region.

Project managers opened five research stations in the Kayanza and Ngozi provinces. Two stations focused on the cultivating and testing of several rice varieties. Three focused on testing hybrid and high-yielding seeds from the United States for fruits and vegetables such as eggplant, cucumbers, carrots and fennel. Researchers tested the crops in different climates and soils and also tested various methods of pest management. After the research team identified the best seeds and farming practices, they shared their results with local farmers, who used the new found information to improve their yields.

Through HED partnerships, host-country institutions have often institutionalized and formalized their collaborative research efforts. For example, some partnerships have prompted the launch of dedicated research spaces (research centers, laboratories, etc.) or research programs that were allocated permanent internal resources. Institutionalizing research into the mission and strategic plan of institutions has allowed host-country partners to develop cohesive research plans articulated into their own academic education offerings and practical on-the-ground activities. In doing so, institutions seek long-term sustainability and visibility—which, depending on the context, may involve integrating their research and academic portfolios, seeking novel/diversified sources of funding for research, developing new alliances with stakeholders with similar research interests, etc.

## Establishing a Gender Research Center to Promote National Policy Change in Armenia

*Yerevan State University*  
*Arizona State University*

In March 2013, the Center for Gender and Leadership Studies (CGLS) was established at Yerevan State University (YSU) in Armenia. The Center was developed in partnership with Arizona State University (ASU) to enhance YSU's capacity to deliver women's leadership education. The establishment of



the center is the cornerstone of YSU's initiative for women's leadership education and outreach and provides opportunities for individuals in the academic and non-academic community to discuss and learn about gender and women's leadership. The CGLS has also supported 28 research studies under the auspices of the partnership. These studies have provided invaluable information on the extent of, and complexities of, some of the most pressing gender-related issues in Armenia. The data acquired provide important measurements to illustrate the depth and breadth of these issues, to promote awareness, and to work towards strategies of remediation.

One of the most comprehensive of these research studies was the *Nationwide Armenian Gender Barometer Survey (GBS) 2014*. The survey, designed in collaboration by faculty at Arizona State University and the CGLS research team, was the first large scale study to obtain a nationally representative understanding of gender-related attitudes and perceptions in Armenia. The CGLS is sharing results with the ultimate goal of applying these results to guide legislation and policy. Through completion of this study, researchers sought to create a baseline understanding of gender perceptions to use as a foundation for future survey waves, and to strengthen research skills at the CGLS. Over 2,100 respondents from urban and rural communities across the country selected through a sophisticated sampling procedure, were interviewed in-person and administered standardized questionnaires to assess their system of values, gender attitudes, political participation, economic activities, labor migration, and demographic characteristics.

Consequently, the findings of the research conducted through HED partnerships often were disseminated via conference presentations, at high-level stakeholder meetings, or via peer-reviewed papers. These visible results demonstrate the added value that USAID, through the HED Program, was interested in achieving. Research collaborations between partners enhanced beneficiaries' experience in presenting their research, increased their knowledge, and granted them access to new networks, thus positioning them favorably for better opportunities in the future. Second, host country institutions increased their visibility in the research community, improved their research dissemination processes, and clarified their grant seeking mechanisms, thus improving the likelihood of securing additional funding in the future and attracting and retaining faculty researchers.

## The Caribbean Climate Impact Database (CID)

Columbia University/University of West Indies - Centre for Resource Management and Environmental Studies (CERMES)/Caribbean Institute of Meteorology and Hydrology (CIMH)



Climate events, such as heat waves, tropical cyclones, etc., are likely to lead to disasters affecting vital sectors in the Caribbean. To address gaps in national and sectorial response to these climate impacts, the partners developed the Caribbean Climate Impacts Database (CID). The database serves as a centralized platform through which disaster risk managers and other stakeholders can access geo-referenced, historical climate-related data for 17 Caribbean countries with some records dating as far back as 1780. It also includes information directly related to five

climate-sensitive sectors: agriculture and food security, water, disaster risk management, health, energy and tourism.

After eighteen months of development the partners launched the tool at the Caribbean Climate Outlook Forum (CariCOF) wet/hurricane season General Assembly on June 2nd, 2015 in St. Lucia. The event focused on integrating climate information and decision processes for regional climate resilience and brought together over 80 stakeholders from meteorological and other service groups. Meteorologists, trainers and representatives from climate sensitive sectors from across the region attended the CID demonstration and received training on tool at the event.

“For us the database is a value added to our efforts. In the region we do not have a very strong history of record keeping. To make decisions for the future it is very important to understand what has happened in past events, and to analyze what has happened in sequences of past events.” (Elizabeth Riley, Deputy Executive Director of Caribbean Disaster Emergency Management Agency)

USAID/Washington central and regional bureaus also relied on HED to conduct university-based research for USAID’s own consumption and development agenda support. Two major studies were carried out in 2007 and 2010 by the Arizona state University and by the University of Pittsburg, The first study focused on workforce development and job creation programs of USAID and assessing their effectiveness. The second focused on assessing USAID’s political party strengthening efforts. Unlike HED-managed partnerships, these were stand-alone University research activities for USAID.

The purpose of the Arizona State University “Assessing the Impact of U.S. Government Assistance on Job Creation” project was to evaluate the impact that economic growth programs of the United States Government (USG) had on job creation and employment environments since 1995 in countries receiving assistance through the SEED and FSA programs. The aim of the study was to determine, using fieldwork in three focus countries and experience reflected in the academic literature, what kinds of USG programs most effectively create stable and long-lasting employment growth in the host countries.

The University of Pittsburgh research activity was designed to provide USAID/Washington with an evidence-based understanding of program implementation strategies and methods which had an impact on political party development and advanced democratization in USAID recipient countries, and, second, to provide USAID/Washington with an evaluation tool and assessment process able to analyze the role and impact of USAID assistance on political party development and democratization, including participatory training modules to instruct USAID staff about using political party assessment and evaluation techniques.

The research also included a specific evaluation of limited aspects of party development programs implemented by NDI and IRI in Indonesia from 2007-2009 with funding from USAID provided through the CEPPS mechanism. To better evaluate longer and larger impacts of the programs, the research focused explicitly on the three-year period, and was limited to four program areas:

- Aid to parties' training of candidates;
- Leadership training programs for party trainers and women;
- Support for an independent task force that focused on party and electoral reform;
- Evaluation of USAID Political Party Programs: Indonesia 1
- Increasing women's participation in the parties and the legislature.

## C. Improved Relevance and Quality of Workforce Development Programs

Education not only supports social, civic, and personal development, it also builds a skilled workforce. Developing a skilled workforce for an economy that is constantly changing requires strategic investments that enable education and workforce development programs to keep workers' skills current. As USAID noted in its 2011-2015 Education Strategy,

*An effective workforce development strategy must include demand-driven systems that offer a wide range of education, training and information for skills development and creation of a new mindset for work. Establishing extensive business, nonprofit and public sector linkages and partnerships at all levels – local community, national, regional, and international – are likewise central. (page 13).*

Relevant workforce development and education programs reflect employer needs and meet the education, training, and employment-related needs of its students; they need to build linkages between workforce demand and workforce supply. HED partners have consistently placed demand-driven tertiary education programs at the vanguard of their long-term legacies. They have done this by revising and developing new curricula with private and other stakeholder input, developing new certificate and academic degree programs, and incorporating new experiential and applied learning opportunities into their programs.

### 1. New and Revised Curricula

Between FY 2006 and FY 2015, 70 percent (n=136) of all partnerships reported having revised or developed new curricula. HED partnerships revised or developed new curricula to make tertiary education more relevant in the context of the host country by better aligning coursework with the needs of the labor markets, the strongest industry growth sectors, and broader social and economic needs. Strategies for curricular revisions varied greatly based on partnership context. The revision or development of curricula involved consultations with individuals from diverse stakeholder groups joined as part of a curricula review advisory board. Other times stakeholders also helped co-finance the development of new curricula, which led to entirely new academic programs being offered. For many host-country institutions, the impact of new and revised curricula was enhanced when partnerships faculty development and training on innovative teaching materials and technologies alongside the revised or new curricula. Some illustrative examples of this diversity in approach are presented below.

## Revising Curriculum with Private Sector Input in Jordan

Al-Huson University College (HUC), Jordan (2014)  
Red Rocks Community College (RRCC)<sup>12</sup>

Al-Huson University College (HUC), located just south of the Jordanian-Syrian border in Irbid, is one of 43 two-year colleges in Jordan. It is a part of the Al Balqa Applied University System, which oversees the two-year schools comprised of both public and private institutions. In collaboration with Red Rocks Community College, HUC created two new degree programs that were not previously offered in Jordan: the Solar Energy Technology Program and the Occupational Health and Safety Program.



The development of the curriculum for the Solar Energy Technology Program was supported by private sector stakeholders and the Green Energy Cluster (GEC), a solar energy advisory board representing companies with vested interest in skilled workforce for renewable energy production. As of December 2014, 188 students had enrolled in the Solar Energy Technology Program and 36 students had graduated with an associate's degree. HUC received more than nine million euros from a variety of funding sources to expand solar energy technology installations on the HUC campus.

The development of the Occupational Health and Safety Degree Program to train workplace safety officers was led by a Program Advisory Committee (PAC) comprised of stakeholders from businesses and employers from heavy industries and construction companies. The PAC developed a job description for junior safety officers that helped identify student competencies. Consolidated Contractors Company (CCC) was a key PAC member and supported the enrollment of sixty-five students in the Occupational Health and Safety Program as part of its inaugural term launch. By the conclusion of the award funding period, the partners had begun work on funding streams for a new degree program in water quality management and waste water treatment.

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<sup>12</sup> Photo courtesy of Troy Wanek, RRCC Solar Faculty  
Manal Abed Al-Gani, right, works with another student in the Al-Huson SET lab

## Institutionalizing Entrepreneurship Education throughout the Curriculum in Jordan

Al Quds College, Jordan (2015)  
Eastern Iowa Community Colleges



The partnership between AQC and EICC grew out of a shared belief that all students, not just those in business education programs, can benefit from learning the principles of entrepreneurship. Thus the partners set out to create a program that helped students learn entrepreneurial skills that would enable them to be successful in all career endeavors. The partners originally designed a three-course certificate program in entrepreneurship that students could complete in tandem with or in addition to their own degree program. It

became apparent, however, that this method would reach only ten to twenty students and that offering a single course required of all graduates would have a bigger impact.

Shifting their focus, the partners introduced the entrepreneurship course Build Your Business (BYB). Al Quds College truly institutionalized entrepreneurship education throughout the curriculum by requiring that all students take the course in order to graduate.

## 2. New Academic Programs

Between 2006 and FY 2015, the majority of partnerships reported having established new academic degree or certificate programs based on curricula in a specific discipline and resulting in a postsecondary degree or certificate. Host-country institutions incorporated these new programs as essential components of their education strategies to prepare students to meet the needs of the labor market. Diverse stakeholders collaborated to develop these new programs and ensure their approval; approval often required review at multiple levels of government. Despite complicated and onerous review processes, stakeholder engagement in the review process contributed to the successful institutionalization and therefore sustainability of the programs.

Many new programs provided for co-teaching by colleagues at U.S. and host country institutions, which deepened the relationships between the partner institutions, and some of these new degree programs were offered as joint degrees from both the host-country institution and the U.S. institution, resulting in a number of benefits in developing expertise and expanding professional networks.

## Mexico-U.S. joint-degree program

Fundación Universidad de las Américas Puebla (FUDLAP)  
Appalachian State University (2010)<sup>13</sup>

This partnership, one of the Mexico-U.S. TIES partnerships, focused on promoting the public and private expansion of renewable energy sources and energy-efficient technologies by strengthening the curricula and existing institutional capacity of FUDLAP. Faculty members from both institutions collaborated to develop the curriculum for a new Master's degree program



on Sustainable Energy and Technology at FUDLAP. The dual degree program was approved both by the Mexican Department of Education and the Southern Association of Colleges and Schools (SACS) accreditation commission in the U.S. The first cohort of students enrolled in Fall 2012.

Building on the success of their partnership, the institutions agreed to develop additional joint degree programs, including a graduate-level dual degree in renewable energy engineering.

In addition, other new programs were developed through HED partnerships were associated with the establishment of new academic centers or institutes. These centers or institutes often had a unique role in the host country, functioning as learning and innovation hubs in the region, creating and reinforcing networks that join experts in a specific arena as well as stakeholders from the public, private sector, and civil society. Many of these centers or institutes were interdisciplinary in nature thereby expanding the reach of the partnership activity across sectors.

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<sup>13</sup> Photo: Faculty from Appalachian and UDLAP visit a research facility on wind energy on Beech Mountain in North Carolina where wind turbines are used to generate electrical energy which is sent to the electrical grid.

## New degree programs as part of a broader learning hub in Liberia

University of Liberia (UL), Indiana University (IU) and the University of Massachusetts Medical School (UMMS). (2011-2015)

A partnership between the University of Liberia (UL), Indiana University (IU) and the University of Massachusetts Medical School (UMMS) resulted in the creation of The Center of Excellence in Health and Life Sciences (CEHLS) in Liberia. The goal of the partnership was to build capacity in academic and research programs at UL that address a national shortage of health care workers through the development of new and enhanced programs in biology, public health, midwifery, and pre-clinical science training in medicine and pharmacy.



The partnership activity supports Liberia's urgent need for healthcare workers and public health professionals who can address the country's health challenges and aligned with the health workforce development goals of Liberia's Poverty Reduction Strategy. The partnership focused on improving instructional quality in introductory courses, upgrading preclinical science curricula, and increasing access to teaching and learning resources, as well as developing faculty, staff and students through tailored training and mentoring.

The University of Liberia relied on the programs and training being developed by the partnership to respond to the outbreak of the ebola virus, which became widespread in Liberia in early 2014. Students, preceptors, and instructors of the University of Liberia Center for Public Health were selected by the Ministry of Health to train with the World Health Organization to implement community awareness programs and training of the trainers for Ebola protocol in community clinics. They conducted outreach to over 2,300 people in communities from February-May, 2014.

In addition to programs leading to graduate or undergraduate degrees, some partners developed and offered short-term certificate programs. More flexible, shorter in duration, and focused on practical application, these types of programs meet the specific needs of professionals who intend to pursue continuing education in their area of expertise or intend to change careers.

## Academic Certificate program enables better AIDS prevention

University of California at San Diego, Universidad Autónoma de Baja California and El Colegio de la Frontera Norte, Mexico (2008)

Tijuana, located on the United States-Mexico border near San Diego, California, is a vibrant city with an escalating HIV/AIDS infection rate. Prior to the U.S.-Mexico Training, Internships, Exchanges and Scholarships (TIES) program, there were no formal training courses available on HIV/AIDS prevention appropriate for the border region in Tijuana or San Diego.

With support from Higher Education for Development and funding from USAID/Mexico, the University of California at San Diego, the Universidad Autónoma de Baja California and the Colegio de la Frontera Norte joined forces to develop a binational infrastructure for training Mexican nationals in HIV/AIDS prevention and program evaluation to meet the demands of the emerging HIV epidemic in these regions.



The partners established a diplomado or certificate program addressing different aspects of HIV/AIDS prevention and treatment. A total of 120 participants, including Mexican public health practitioners, outreach workers and policy makers, participated in the first of three training modules.<sup>14</sup>

“We were surprised by the magnitude of the response from professionals from Tijuana and San Diego. This interest reflects the great need for continuing formal academic programs to address these issues,” stated Dr.

Jose Luis Burgos, M.D. the TIES project coordinator affiliated with the Universidad Autónoma de Baja California and the University of California at San Diego.

As a result of the positive community response to the diplomado, the Universidad Autónoma de Baja California is adding a required class on HIV/AIDS prevention as part of the curricula for its School of Medicine in Tijuana.

### 3. Experiential and Applied Learning

To increase the relevance of tertiary education programs, HED partnerships have been integrating new experiential and applied learning opportunities in degree programs. A key strategy of HED partners has been to require that students participate in these opportunities to receive their degree. Between FY 2006 and FY 2015, many HED partnerships reported having implemented new or enhanced experiential and/or applied learning opportunities for the first time at host-country institutions. Partnerships with

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<sup>14</sup> Photo: Mexican public health practitioners, outreach workers, and policymakers participate in an HIV/AIDS training module in Tijuana in 2008.

active awards during FY2012-2015 reported working with 320 academic degree or certificate programs involving experiential learning, more than half of which were completely new programs developed through the partnerships.

Through experiential and applied learning, students have access to real world experiences that provide them with an understanding of the techniques and tools they will be using when they enter the job market thereby improve their readiness to enter the workplace. These opportunities included, among other examples, internship programs, clinical programs, hands-on workshops, practicums, field-based research, simulation analysis, and demonstrations in the community. Experiential and applied learning opportunities often were incorporated into existing curricula, providing practical application of the theoretical learning gained in the classroom and illustrating the commitment of partner institutions to aligning their education offerings with the hands-on needs of the world of work.

### **Experiential learning opportunities lead to better HIV/AIDS treatment in Ghana**

Brown University / University of Ghana (2013) <sup>15</sup>

Ghanaian residents living in rural communities receive information about HIV prevention through limited resources offered by local hospitals and clinics. A shortage of well-trained medical professionals who are able to offer proper care to people living with HIV/AIDS remains an ongoing health challenge.



A partnership between the University of Ghana and Brown University addressed these challenges and the obstacles related to HIV/AIDS management in Ghana. Partners implemented a six-week program that allowed talented students at UG the opportunity to intern at nearby rural hospitals. During the internships, students received hands-on experience and learned practical approaches to responding to the needs of people living with HIV/AIDS, whose conditions can be further complicated

when they also suffer from illnesses common in sub-Saharan Africa such as malaria, tuberculosis, hypertension, and malnutrition.

“It made me read a lot and made me conscious of other things that I had not seen before. Things that were not taught in class, I had to learn them before getting into class.” --Sylvia Takyi, UG student serving as intern at Apam Catholic Hospital

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<sup>15</sup> Photo by Awewura Kwara, Brown University From left to right: University of Ghana student Mabel Torku, head nurse Sister Mary Magdalene Arthur-Mensah, University of Ghana student Sylvia Takyi, and Rev. Father Augustine Essel pictured on the grounds of the Apam Catholic Hospital.

## D. Campus-Community Engagement

Postsecondary institutions involved in HED partnerships have initiated numerous engagements with their surrounding communities. While some of these campus-community activities were designed and conducted as short-term endeavors, others have evolved into robust, sustainable relationships. These engagements have provided benefits to all parties involved. From the institutional perspective, working in the community allows students, faculty members, and other staff to apply their knowledge and skills and to better the community of which they are a member. Conversely, communities are receptive to engagement that is defined by mutual respect and contributes to improved wellbeing. Partnerships with active awards during FY12 through FY 15 reported a total of 868 community outreach activities attended by over 78,000 participants.

### Extending Knowledge about Water, Sanitation, and Hygiene (WASH) in Uganda

Makerere University  
State University of New York, Albany<sup>16</sup>

Lack of access to safe water in the Ugandan communities of Kikulu and Ngandu is a major health concern. These areas, which are experiencing rapid growth, acquire water from pipes that are barely underground and often filled with standing water and waste. Because these communities do not have access to the necessary services or infrastructure for safe, sanitary water, they are at increased risk for illness and disease. Working to address water, sanitation and hygiene (WASH) issues, a partnership between State University of New York, Albany and Makerere University introduced “tippy taps” to local residents. Tippy taps typically are one- or two-gallon containers filled with water that are hung on the end of a stick. The container tips slightly to release a small stream of water for washing one’s hands.



In addition, Makerere University students, who studied environmental health, led training sessions with the community to teach basic principles of sanitation, including the importance of hand washing, keeping food from contamination, and preventing the spread of germs. Local residents also were provided information about inexpensive methods of using chlorine packets to make water safer to drink.

<sup>16</sup> Photo Courtesy of Dr. David Carpenter : A Ugandan child using the tippy tap to wash her hands as others watch.

In addition to more traditional campus engagement activities, HED partnership also conduct campus activities that generate and extend resources and education to promote improved preparedness of nontraditional learners to engage in the workforce through training programs. Life skills and other programs can play a valuable role in addressing the needs of out-of-school youth, who are growing up in high-risk environments. Such programs can increase youth resilience to negative influences in their lives and improve their ability to contribute to their communities. One example of a partnership youth extension program is shared here.

### **Entrepreneurship Education and Skills Development for Out of School Youth in Mindanao**

Southern Christian College, Mindanao, Philippines

University of Hawai'i at Manoa <sup>17</sup>



Many out-of-school youth in the Mindanao region in the Philippines struggle to maintain successful livelihoods because they lack sufficient workforce skills. Despite the security challenges of working in the region, a partnership between the University of Hawai'i and Southern Christian College (SCC) used innovative, nonformal educational approaches to provide entrepreneurship and agribusiness training to out-of-school youth ages 18-24.

The partners established a Center for Agricultural and Farmland Entrepreneurship (CAFÉ) to work with faculty and community stakeholders on developing employment opportunities for OSY, as well as to collaborate with potential investors. Overall, the partners provided training to over 200 OSY students in a total of four student cohorts. Approximately 50 percent of participants obtained an agri-entrepreneurship certificate and 47 participants developed complete business plans. The partners also facilitated outreach activities that resulted in 11 Memorandums of Understanding (MoUs) and support from the Technical Education and Skills Development Authority in The Philippines (TESDA).

"I learned how to approach people. I will not be ashamed of selling our product to be able to advertise and to improve the quality of our banana chips so that someday it will not only be displayed in local market places but to malls or bigger malls or international places." (Edgar Milliones, OSY Business Owner, "Heavenly Banana Chips")

## **E. Organizational and Institutional Transformation**

Following the partnership award period of performance, host country partners are tasked with responsibility of sustaining partnership results and provide resources and education to diverse groups of learners. Strengthened organizational and institutional capacity is key to sustaining innovation developed in partnership.. Higher education institutions in developing countries face daunting challenges as they struggle to perform in complex environments often undergoing or recovering from

<sup>17</sup> Photo: Dawn Hope D. Sulit

The Heavenly Banana Chips team presented their products for a taste test to Mary Pleasant of the University of Hawai'i (c) and Southern Christian College project director Elma M. Neyra (far right).

political, social and economic upheaval. While HED only tracked these results in these two fiscal years (FY10 and FY11), HED and its partners work implicitly contributed to organizational and institutional transformation at all of its host-country partner institutions, whether by increasing knowledge and skills and improving systems and process for monitoring and evaluation, grants management and compliance, human resource management, institutional strategic visioning, or gender inclusion and empowerment practices. Through the promotion of best practices in results-based performance management and “collaborative, adaptive, and learning” approaches, HED supported its partners to develop clearly articulated goals, and objectives and achieve those goals and objectives through exemplary performance.

### **Institutional Transformation in Lebanon through Accreditation**

Al-Kafaat University, Beirut Lebanon  
Nassau Community College

Led by Nassau Community College, the State University of New York (SUNY) Community College Consortium and Al-Kafaat Foundation Schools in Lebanon collaborated to foster business and entrepreneurship education in Lebanon. The partnership provided train-the-trainer workshops and developed an English

Language Immersion Program at Al Kafaat through SUNY’s Center for Collaborative Online International Learning (COIL). Teacher collaboration on curricula and virtual student exchanges led to exploration of other areas of potential collaboration, including testing, evaluation, and assessment.

In 2013, the partners began to explore the possibility of U.S. accreditation for AKU. SUNY consortium institutions provided significant in-kind contributions and the partners conducted self-study processes and internal and external program reviews at AKU -- essential processes for achieving U.S. accreditation. In March, 2015, the partnership conducted a mock accreditation site visit at AKU; representatives from all levels of the SUNY participated. The team worked with AKU’s accreditation steering committee to address the core requirements and standards of the Southern Association of Colleges and Schools Commission on Colleges (SACS). Partners plan to use the final report from the mock visit as a roadmap for AKU as it progresses toward full SACS candidacy status. Demonstrating their capacity for reflection and adaptation, the partners modified their original plans to develop a certificate program in business development and reallocated funds to creating AKU’s Center for Students with Disabilities (CSD), which aligns more closely with the founding mission of the Al-Kafaat Foundation that supports AKU.



## Section IV: Learning and Sharing Knowledge

Knowing that “learning is fundamental to an adaptive approach to development,” HED developed several strategic approaches to “generate, capture, share, analyze and apply information and knowledge” about the role of higher education in global development (ADS Chapter 203, 2012, p. 43). By intentionally integrating action learning practices throughout all of its activity, HED was able to contribute to a community of practice to help create conditions for development success and maximize development impact. To this end, HED worked towards objectives outlined in its cooperative agreement that are broadly focused on learning and knowledge sharing by securing and providing technical and advisory assistance to USAID Bureaus and Missions, promoting roundtables and workshops to capture and share best practices, and conducting research on the role of higher education in global development, and sharing data-driven best practices from comprehensive results based management activities. Key accomplishments towards these objectives are presented in this section<sup>18</sup>.

### A. Technical and Advisory Assistance to USAID

Because the HED Program operated with the advice and counsel of six higher education presidential associations, HED had access to a virtually limitless pool of experts who it could identify and mobilize to provide technical and advisory assistance to USAID Mission and Bureaus on specific sector- and geographic-specific development challenges. In addition, HED staff also was able to contribute their own expertise in effective higher education program design, monitoring, and evaluation.

Between FY 2006 – FY 2015, HED provided approximately 30 technical and advisory assistance services to USAID. Examples of these services included providing technical consultations on specific topics to higher education institutions outside of the United States, conducting comparative studies of U.S. and overseas institutions of higher education, conducting higher education capacity and needs assessments to inform the design and development of new partnerships and subsequent request for applications (RFAs), and generating ideas about new bilateral foreign assistance education programs. Examples of each of these types of technical and advisory assistance activities are presented below.

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<sup>18</sup> **Performance Objective 5:** HED will secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions and technical sectors’ strategic objectives. **Performance Objective 6:** HED will sponsor/promote a series of research studies, roundtables, conferences related to global development. **Performance Objective 7:** Results based management, ongoing monitoring and impact studies/research. *Source:* Award Number AID-AEG-A-00-005-00007, Modification Number 10, p. 10.

## **Advising on Accreditation in the Middle East and North Africa Region**

As a result of an extensive impact assessment of 12 higher education partnerships under the U.S.–Middle East University Partnerships Program, funded by the Middle East Partnership Initiative (MEPI) of the U.S. Department of State during late 2006 and early 2007, Higher Education for Development (HED) was asked by a number of higher education institutions in the Middle East and North Africa for assistance with general accreditation issues. Their concerns ranged from national-level accreditation standards for all postsecondary institutions to advice about specific program accreditations within individual colleges and universities. These requests for professional collaboration and assistance aligned with Higher Education for Development's goals of institutional capacity strengthening outlined in the American Council on Education (ACE) Cooperative Agreement with the United States Agency for International Development (USAID) and during FY08, HED and USAID responded to requests for assistance by funding three activities:

- A team of two accreditation expert advisers to work with the College of Education at Sultan Qaboos University in Oman.
- A team of two accreditation expert advisers to work with the University of Bahrain on university-level accreditation issues.
- A higher education institutional partnership to work with the national Ministry of Higher Education in Morocco to explore national higher education accreditation standards.

The objectives of these consultations were to identify standards and procedures for postsecondary accreditations, advise the institutions on processes for completing a college-wide accreditation self-study, and systemically plan for national accreditation reviews. The collaborations increased faculty and staff knowledge on accreditation and quality assurance processes and yielded key recommendations for each participating institution.

## **A Comparative Study of U.S. Community Colleges and Brazilian Technical Colleges**

In 2007 the Ministry of Education of Brazil had placed priority on strengthening the ability of its Vocational and Technological Education System to produce qualified workers to promote the social and economic development of Brazil. The U.S. Department of State and USAID/Brazil were providing support to the Ministry in this effort and engaged HED to provide advisory assistance by examining the U.S. system of community colleges as a potential from which Brazil could draw ideas for new models for the management and financing of vocational and technical education and academic improvement. Consequently, HED contributed to a comparative study of the U.S. community colleges and Brazilian technical colleges. The findings from study were then used as the basis for the development of an exchange of U.S. and Brazilian administrators and faculty at the community and technical college level.

### **Initiative for Conservation in the Andean Amazon (ICAA)**

At the request of USAID/LAC, HED sent representatives to participate in an ICAA Phase I conference in Peru from July 11-15, 2010. The trip provided HED with an orientation to ICAA and the stakeholders engaged in the initiative activity. It also provided an opportunity for discussion between HED and USAID about possible collaboration during ICAA Phase II. Based on these discussions, HED assembled 16 experts and staff to provide field-based assistance in Ecuador, Peru, Bolivia, and Colombia. The purpose of these visits was to conduct higher education institutional capacity and needs assessments and facilitate the participatory design and development of high-quality RFAs for international higher education partnerships. As a result of these visits and a subsequent partnership competition and selection process, 4 innovative partnerships were created to engage higher education in supporting national and local development goals that promote the conservation of biodiversity and maintenance of the Andean Amazon Biome.

### **Sharing Ideas for Bilateral Higher Education Programs between the United States and India**

The United States and India share strong linkages and a history of collaboration in the field of higher education. According to the U.S. Department of State, “the United States is the most favored destination for Indian students, with more than 100,000 Indian students pursuing higher studies in the United States (Office of the Spokesperson, 2013).” In response to strong interest among academic communities in both countries, the U.S. Department of State convened a U.S.-India Higher Education Summit in Washington, D.C. in October 2011 that ultimately led to the establishment of an annual bilateral higher education dialogue. As part of the continuation of this dialogue, two HED staff traveled alongside a representative from USAID E3/ED to India to provide feedback to USAID/India and the Government of India (GOI) on the GOI Ministry of Human Resources Development's (MHRD) on the proposed India Support for Teacher Education Program (In-STEP). Prior to the field visit, HED compiled information on teacher education programs in the United States, materials on HED managed partnerships focused on teacher education, and best practices in higher education partnership design. The USAID-HED team helped the Mission and MHRD refine the program design and commence thinking about how to structure a program RFA.

## **B. Roundtables and Workshops on Best Practices**

Roundtables and workshops focused around a common theme are a powerful mechanism for bringing together higher education partners, government representatives, and private sector stakeholders from different countries and regions of the world to develop a collective understanding of issues and possible solutions to common development challenges. Over the past ten years, HED facilitated robust discussions through expert panel presentations at academic and other professional association

conferences, roundtable discussions, and regional or program-level partnership workshops. Examples of each of these activities are presented below.

### **1. Expert Panel Presentations**

HED chaired or participated in expert panel presentations at practitioner and academic association conferences and other events to share lessons learned, disseminate, and generate discussion about the role of higher education partnerships in solving global development challenges. Presentations topics addressed disciplinary research, innovations in global development practice, and other topics that could pave the way for potential collaboration opportunities. Here we share some examples.

#### **NAFSA: Association of International Educators Annual Conference**

*May 2012*

HED chaired a panel titled: "Deepening Campus Internationalization: Partnering with Universities in Developing Countries." The panel featured partnership directors/coordinators from three former and current HED partnership projects: Virginia Tech/Nepal, Rochester Institute of Technology/ Kosovo, and University of Louisiana at Lafayette/Qatar. Panel members discussed how their partnership projects contributed to the internationalization of their respective campuses and also provided tips on successful grant writing.

#### **Association of International Education Administrators 2014 Conference**

*February 2014*

The theme of the Association of International Education Administrators (AIEA) conference, Universalizing Global Learning in the 21st Century Academy, focused on the need for institutionalized global learning at institutions of higher education. In a session titled Measuring Contributions to Global Learning and Workforce Development through Higher Education Partnerships, HED staff discussed HED's Broader Middle East and North Africa (BMENA) - United States Community College Initiative and Job Opportunities for Business Scale-ups (JOBS) higher education partnerships.

The presentation elaborated on how these partnerships are bridging the gap between the classroom and student employment in six Middle Eastern countries, the Philippines, Tunisia, and Barbados. The presenters discussed the common themes in HED's experience that are the elements of global engagement in higher education, the key of which is deciding what to measure to demonstrate results, and using a balanced approach in choosing funder-driven, standard indicators, and recipient-driven custom indicators. The example of HED's BMENA and JOBS partnerships has shown that it is difficult to measure access with the absence of institutional systems, and that partners were able to use custom indicators to measure important results such as increase in knowledge and skills among faculty and students, effectiveness of alliances, and knowledge gained through extension and outreach activities.

## 2. Roundtable Discussions

HED sponsored and promoted roundtables related to global development issues to inform research and practices to share with USAID and the higher education community worldwide. In these events HED engaged with, and facilitated discussions between stakeholders on institutional advancement through results based management, quality assurance processes, and strategic planning, among other topics. One example of a roundtable discussion that commenced new working groups is described below.

### **Modeling International Partnership Impact Roundtable October 2011**

Under the sponsorship of the U.S. Agency for International Development (USAID), Higher Education for Development (HED) convened a two-day roundtable discussion on October 25 and 26, 2011 in Silver Spring, MD on modeling the impact of higher education partnerships for international development. Twenty-nine thought leaders from higher education institutions and government agencies and individuals from non-governmental organizations, higher education associations, and HED assembled 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 objective of the meeting was to develop a renewed common understanding of what a successful international higher education partnership looks like in order to better capture success stories, and demonstrate the impact of higher education in international development. Prior to the event, participants were asked to reflect on and respond to questions around four key issues on which the roundtable discussion would focus. These issues included the identification of a single impact statement for higher education's role in development, higher education partnership models, aligning partnership activities with USAID Education Strategy Goal 2, and selecting indicators to measure higher education contributions to development. As an outcome of the Roundtable, HED convened ad hoc working group meetings around three topics: indicators, partnership models, and program theory.

## 3. Partnership Workshops

Because of the international donor community's heavy reliance on bilateral funding mechanisms, most development programs are unable to, and often do not even attempt, to create cross-border or cross-country relationships and partnerships. HED regional and program-level partnership workshops enabled us to overcome this constraint, and many strong, enduring partnership relationships developed directly from these events. The added-value of the participation of host-country government representatives and members of the private sector further helped to break down barriers — both cultural and substantive — that exist among all stakeholder groups and moved forward the idea that government,

the private sector, and higher education together are key elements of any effective higher education system.

In addition to promoting greater information sharing and exchange among partners in the BMENA, LAC, Africa Initiative and Women Leadership programs, the annual conferences were also used to provide HED partners with training on USAID financial management and legal compliance, close-out procedures and requirements, and the use of tools such as the Sustainability toolkit. The regional workshops were extremely effective in keeping HED partnerships current with changes in USAID financial monitoring and reporting requirements and other management and policy changes as part of HED's overall management responsibility.

### **Women's Leadership Program Partnership Meeting Kigali, Rwanda 2013**

To generate program impact on a global scale, HED provided a forum to foster shared learning and collaboration for the five newly launched partnerships under the Women's Leadership Program. With the support of USAID, the WLP partners meeting was designed to foster a shared understanding of common objectives and implementation processes under the meeting's theme, "A Shared Vision for Promoting Women's Leadership Through Higher Education." Reflecting the meeting's theme, the goal of the meeting was to strengthen the capacity of the five newly-launched partnerships under the WLP (one each in Armenia, Paraguay and South Sudan and two in Rwanda) to achieve better results and generate greater impact by fostering a shared understanding of common objectives and implementation processes.

Representatives from each of the U.S. and host-country partner institutions convened in Kigali, Rwanda for four days of strategy sessions, collaboration, and dialogue. Meeting participants discussed how to create a shared vision for the Women's Leadership Program by exploring the three objectives common to all five partnerships: 1.) promoting and supporting the access of women to higher education and advanced degrees, 2.) strengthening institutional capacity in research and women's leadership, and 3.) promoting women's leadership through higher education extension/outreach efforts in underserved communities.

As a result of intensive collaboration with and support from USAID/Rwanda leading up to the partners meeting, the meeting garnered high level representation from the Government of Rwanda, civil society organizations and national women's groups, and NGOs, whose participants shared personal experiences and best practices from Rwanda's role as a model for women's leadership worldwide, and by doing so, both enriched the content of the meeting and provided case studies for broader discussion among the participants. Analysis of the meeting found statistically significant differences in participants' pre- and post-meeting knowledge and understanding of results-based management, financial foundations of grants management, branding and marketing, and TraiNet and visa issues. This statistical significance reinforces the notion that partner meetings such as these are invaluable for increasing human and institutional capacity and contributing to stronger implementation results.

**HED ICAA Annual Partners Conference**  
*Amacayacu National Park, Colombia, June 2014*

Nine ICAA partners, including four USAID staff and three HED staff members, took part in a three-day meeting in Amacayacu National park in Colombia in June 2014. Upon discussing their progress to date toward accomplishing their respective partnerships' performance objectives, partners participated in one-on-one meetings with HED and USAID to discuss implementation updates, strategies for maximizing impact prior to award close out, and respective higher education contributions to ICAA objectives at the outcome level. Plenary discussions focused on examining the program's impact on biodiversity conservation in the Andean Amazon and partners reviewed the ICAA results chains by considering three overarching questions: How to measure impact? What evidence is there that informational products generated under this results chain are being disseminated? What evidence is there that information products disseminated under this results chain is having an effect on other results chains? Partners considered answers to these questions to plan for future collaborative activities after the conclusion of their HED awards.

## **C. Researching the Role of Higher Education in Development**

Learning occurred at all stages of the partnership lifecycle - from the partnership start-up phase to monitoring and data quality verification reviews to evaluations and beyond. HED was committed to documenting evidence for learning and decision-making throughout the partnership lifecycle and some of our learning is presented here. In this section, we share tools that HED developed to support its partnerships and review learning from recent external evaluations.

### **1. Using the HED Theory of Change for Learning**

Following a two-day roundtable discussion in October 2011 that was convened by HED with the support of USAID/E3/ED in October 2011 to engage experts working at the crossroads of higher education and global development in discussion about measuring the contributions of higher education to development, the Program Quality and Impact team developed a theory of change to summarize and communicate the multiple pathways through which higher education can contribute to development.

The HED Theory of Change emphasizes both process and results and posits that higher education institutions are key to economic growth and the advancement of societies. Attaining sustainable human and social development goals through higher education can only be attained, however, by starting with a solid global engagement management foundation. A strong management foundation takes into

consideration and applies best practices in strategic planning and results-based management. With regards to strategic planning a strong foundation reflects having conducted rigorous institutional needs and capacity assessments and appropriately aligning institutional capacity and strengths with pursuits to contribute to solving global development challenges. With regards to results-based management a strong foundation reflects having put into place comprehensive, efficient, and effective project management information system (PMIS); clearly articulated processes that the organization and individuals abide; comprehensive and detailed monitoring and evaluation plans, sustainability planning integrated from project start-up through implementation and post evaluation; and the establishment of collaborative relationships, local ownership and strategies to ensure partnership resiliency.

If a solid global engagement management foundation has been put into place, then activities to support higher education strengthening are more likely to be successful. Higher education strengthening includes enhancing the capacity of research, teaching, and extension; organizational and institutional transformation; and growing strategic alliances with other higher education institutions or consortia, the private sector, local civil society organizations, as well as government. By continually making investments to enhance each of these areas, higher education can contribute in the short-term to creating new and shared bodies of knowledge, active global citizens, and a competent workforce. Together, shared knowledge, active citizenship and a competent workforce can contribute to long-term societal impacts such as bringing innovative solutions to market and good governance. Innovative solutions to global development challenges coupled with good governance can support economic growth for sustainable human and social development. By promoting a culture of continuous learning and improvement within and outside the walls of the institutions, each of these elements can support policy changes and create enabling environments to facilitate development<sup>19</sup>. See **Appendix I** for the HED Theory of Change.

To test our theory of change, we conducted a meta-analysis of six regional impact assessments of HED higher education partnerships. The regional impact assessments were conducted between 2006 to 2012 and examined more than 60 partnerships that were funded by USAID through HED from 1998 to 2007. The six regions in which the assessments were conducted include Eastern Europe (4

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<sup>19</sup> Bagdonis, J. (2015). *The Higher Education for Development Theory of Change*. Washington, DC: Higher Education for Development.

partnerships), Middle East (12 partnerships), South East Asia (13 partnerships), South Asia (15 partnerships), sub-Saharan Africa (12 partnerships), and Mexico (8 partnerships). To provide more credibility to the study, the HED Program Quality and Impact team worked with a consultant, who is a faculty member in a higher education administration program at a research university in the Northeastern United States.

Together, HED and the consultant developed a codebook that reflects the following data analysis process. See **Appendix J** for the codebook. Merriam's (2009) constant comparative method of case study analysis (modified from Glaser & Strauss' (1967) use of constant comparative in grounded theory) shapes the data analysis. This analytic approach was selected to move the analysis from description to interpretation. It reflects a comprehensive analytic process. Although this analysis is described linearly, the process itself was iterative and overlapping, which is a characteristic common of qualitative data analysis (Creswell, 2008; Merriam, 2009; Stake, 1995).

The data was read multiple times for comparative examination. This included reviewing the interview protocols, interview transcripts, and interviewee demographic data files from each of the regional impact assessments. The approach to open coding was both inductive and deductive. Inductive analysis was used to remain open to new and emerging themes in the data (Stake, 1995). During this early stage of analysis, transcripts were openly coded for "data that strike as interesting, potentially relevant, or important" (Merriam, 2009, p. 178). In reading through transcripts, annotations were made at lines in the text that appeared to describe how HED partnerships were developed, maintained, and sustained. A list of open codes was developed from these annotations and corresponding nodes for these codes were created in NVIVO. By identifying sensitizing concepts, a deductive approach was also incorporated (Merriam, 2009). These sensitizing concepts included key terms from the HED Theory of Change. Category codes were connected to three broad categories that comprised recurrent patterns within the data (Merriam, 2009). These three categories are 1) Partnership Development 2) Higher Education Strengthening and 3) Sustainable Outcomes.

Patterns exist to support our theory of change. Key findings of the meta-analysis study indicate the following. See **Appendix K** for the findings report of the meta-analysis study. At the global engagement level, as indicated by 90% of the partnerships, adequate planning allowed for a solid foundation for partnership management. Learning the institutional context, goal setting and sustainability planning

were key items that partners identified as crucial at the beginning phases of partnership implementation. Stakeholders also expressed the importance of ensuring equal power dynamics between the U.S. partners and host country partners, to encourage reciprocity and build trust between stakeholders.

At the higher education strengthening level, faculty exhibited and publicized their collaborative research efforts on a local as well as global level through their published academic journal articles, books, textbooks, and guides; collectively, over 350 publications were reported over all of the partnerships reviewed for this report. A notable outcome was also the development of grant writing capacity. However, exchanges posed a number of logistical challenges which led stakeholders to suggest that research activities be held in the host country to curb the financial cost of exchange, with an expressed preference for Train-the-trainer programs. Hundreds of new education programs and curricula were developed across partnerships including degree programs, certificate programs, professional programs, and standalone courses. These programs and curricula were improved through increased student enrollment, revised content, development of programs relevant to industry, and diversity of course offerings, focused on a global perspective.

At the impact level, HED projects directly worked to improve the development of a competent workforce within host countries by providing short-term and long-term training to thousands of individuals. Some host country institutions adopted innovative experiential education practices which continued the improvement of human and institutional capacity building, competitive edge, and reputation. Partnership activities also tied beneficiaries to broader societal issues in the host country and increased their commitment to using their skills and knowledge to address political, economic, environmental, or other issues.

With regards to sustainability, partnerships with solid plans for sustainability appeared to have had the most success in making this outcome a reality. An expressed focus on financial sustainability required developing and operationalizing strategies such as tuition for academic programs, short and long-term workforce trainings, community workshops, and the sale of new products developed at the host country institution (e.g. technological resources). Social capital was also used, bringing stakeholders with differing motivations together under one vision and strategic plan. This was essential for sustainability as projects acting within the silo of one academic program or department were not typically sustainable.

## 2. Learning from HED Performance Evaluations

Higher education institutions work as systems. Higher education partnerships are complex. Measuring the results and evaluating the impact of higher education partnerships contributions to solving global development challenges adds to the complexity. Cause and effect relationships are difficult to measure as a result of many confounding variables. In addition, HED partnerships were often only funded for up to three years, thus often not providing adequate time to fully develop longer-term outcomes and impact. Therefore, we adopted an explanatory case study approach to evaluate our partnerships. To synthesize evaluation findings across partnerships and across HED's diverse portfolio of higher education partnerships, thereby contributing to the body of knowledge about best practices for establishing, managing and sustaining higher education partnerships, we developed a case study performance evaluation framework that includes a set of guiding questions, recommended variables to examine, and potential coding schema<sup>20</sup>.

According to US Government Accountability Office as cited by USAID<sup>21</sup>, a case study as an evaluation method is "a means of learning about a complex instance, based on a comprehensive understanding of that instance obtained through extensive description and analysis of that instance taken as a whole and in its context." We deemed several aspects of the case study approach relevant to our needs. First, by examining a particular instance or aspect of a program, the case study approach may help to describe how a set of interventions works together, (or not), to effect changes. Second, the case study approach requires an in-depth examination thorough enough to gain a detailed impression of the project that is being evaluated. Third, a case study evaluation may not require the same amount of resources that a large-scale survey would entail and may be completed in a shorter time period. Relying on both qualitative and quantitative data, explanatory case studies may be used to suggest causal relationships between program activities and results, develop considerations of alternative explanations, and provide conclusions based on credible explanations that are congruent with the data, particularly through triangulation of data.

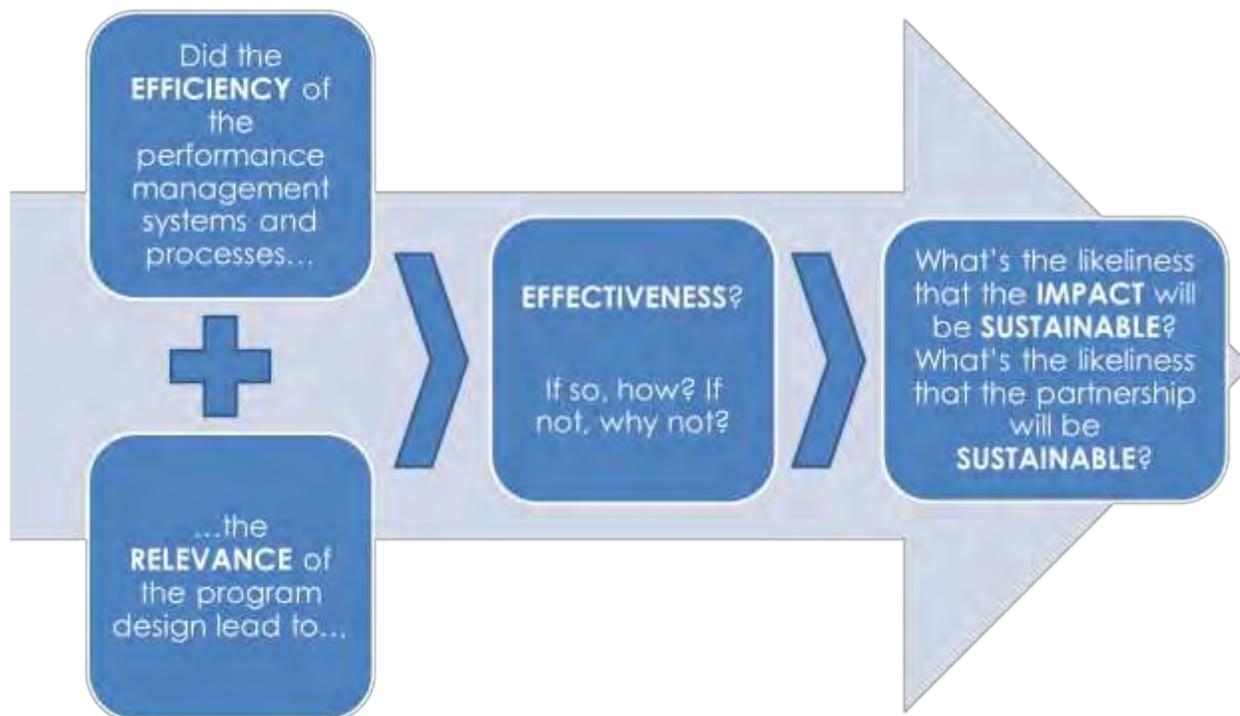
To align our approach with best practices in evaluation, the HED Performance Evaluation Framework is based on the commonly accepted OECD Development Assistance Committee (DAC) Criteria for Evaluating Development Assistance. DAC identifies five criteria that evaluations should examine:

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<sup>20</sup> Bagdonis, J. and Malul, O. (2015). *Performance Evaluation Framework*. Washington, DC: Higher Education for Development.

<sup>21</sup> USAID (2013). *Evaluative Case Studies*. Technical Note. USAID Monitoring and Evaluation Series.

efficiency, relevance, effectiveness, impact, and sustainability. Using these criteria, the framework encourages evaluators to examine both “how” and “what” happened, as well as the often overlooked inquiry of “why” did these things happen. In addition to examining the implementation activities (“How” was implementation conducted?) and the effects of implementation (“What” results were achieved?), a case study approach also enables us to learn valuable insights by asking “Why” were activities implemented in a particular manner? “Why” were the results negative or positive?



In addition to using this overarching question as a foundation for all of its evaluations, for each criteria HED identified possible variables that could be examined and a set of guiding questions to examine each of the variables. Identifying possible variables and guiding questions provided a structure to ensure consistency across the evaluations of different partnerships, while providing flexibility for local context and other evaluation design considerations to be addressed. HED also provided evaluators with suggested categories for analysis and encouraged the evaluators to develop additional categories for analysis coding. See **Appendix L** for the HED performance evaluation framework.

In Spring 2015, HED managed seven external evaluations of its partnerships. Among these partnerships were three partnerships under the Colombia Human Rights Program, the Caribbean Region Climate

Adaptation (CRCA) Program partnership, three partnerships under the Women’s Leadership Program (one each in Armenia, Paraguay, and Rwanda), and two partnerships under the Job Opportunities for Scale-Ups (JOBS) Program (one each in the Philippines and Barbados). A summary of findings for the criteria efficiency and effectiveness of partnerships management are presented in **Appendix M**. In addition, these external evaluation reports can be found on the USAID DEC (See **Appendix P**).

## 2. Strengthening Sustainability of Partnership Results

As part of its performance management improvement activities and review of regional impact assessments, HED identified a gap in partnership management: partners were not adequately planning for sustainability. As a results, HED developed the HED partnership Global Engagement Sustainability Planning Tool<sup>22</sup>. See **Appendix N** for the tool and accompanying materials.

The tool is a self-administered questionnaire to assess the capacity that a partnership has to sustain either its institutional partnership and/or its global engagement activities and results. The tool is compose of six sections with five assessment items in each section. It was informed by Washington University’s “Program Sustainability Assessment Tool” available at [www.sustaintool.org](http://www.sustaintool.org). To design the tool, HED conducted an extensive review of literature on best practices in sustainability planning and solicited input into the design of the tool by partners at workshops and through focus groups.

HED piloted this tool with 13 partnerships during a series of monitoring visits in Jordan, Morocco, Colombia, and Peru. These pilot sessions provided HED with an opportunity to gather useful information about the tool, feedback on the process of using the tool, and the applicability of the tool in diverse contexts. HED found that the tool provides the partners with a more comprehensive understanding of diverse perceptions about the program and provides a foundation for having critical, honest reflection about the efficiency and effectiveness of management higher education projects that have long-term, positive impact. HED also found that the tool provided partners with a vehicle to safely explore sensitive topics and issues that may have arisen as a result of cultural differences and other misunderstandings. Because it represented a new form or internal assessment, carried out within a partnership’s self-

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<sup>22</sup> Bagdonis, J., Guison-Dowdy, A., and Kuehl, M. (2015). *Global Engagement Sustainability Planning Tool*. Washington, DC: Higher Education for Development.

defined timeline, it was seen as non-threatening. Having these discussions paved the way for realistic appraisal of the prospects for further collaboration.

The multi-dimensional nature of the tool helped partners move beyond the immediate question of “where is the next tranche of funding coming from and when” to begin considering all of the other dimensions that need to be dealt with, irrespective of funding issues, if the program is to develop long term sustainability. HED’s closeout, of which all partnerships were aware at least one year in advance, created a real life setting in which one could get past the onward funding issue quickly, and then focus on the other dimensions with enough time to make decisions and act on them.

## **Section V: Final Reflections**

**from HED Executive Director, Tully R. Cornick, Ph.D.**

Over the 20 years from 1994 to 2015, the Higher Education for Development program (HED), known earlier as the Association Liaison Office or ALO, supported over 400 U.S. higher education partnerships between US colleges and universities and colleges and universities in the developing world. During that period the HED partnerships underwent major changes in 1. how the development problem was defined, 2. award size and duration, 3. partnership complexity, 4. cost share requirements, and 5. breadth of outreach to US Higher Education Institutions, as HED and USAID, its principal funder, developed innovative partnership approaches to produce a better overall development orientation and impact over time.

The evidence is strong, as seen in this final report, that Higher Educational partnerships are a potent development tool, when properly designed and implemented, that creates significant development impact along the spectrum from transactional to transformational institutional capacity building. These concluding remarks will provide a more nuanced presentation of lessons learned that brings greater clarity and understanding to the above statement of general development impact. Given that 20 year timeframes for development programs are relatively rare, it is useful to look at a few of the key changes in the context and in program direction and their effect. The lessons from this experience will be useful

to inform future development efforts involving higher education in the developing world. Each of the 5 major changes is discussed in greater detail below.

## Development Problem Definitions

The HED program was initiated at the request of the US higher education community to promote greater global engagement in U.S. higher education. In the initial years of the program, as a consequence, partnership definition was driven largely by development interests or problems identified by the U.S. higher education community. USAID's external evaluations of the HED program in 2004 and 2009 highlighted the concern that the partnership problem definition and consequently impact were limited by the fact that they were not driven by needs assessments of host country educational institutions and country strategies, or by USAID development country strategies.

Thus, the first and perhaps most important change in HED partnership development came about as the problem definition of the partnerships changed from being formulated first by US higher education to problem definitions driven by USAID bureau and mission country development strategies, and incorporating, over time, the actual needs definition of the host-country college or university. HED was encouraged to more aggressively pursue field mission funding opportunities in keeping with the focus on host country solutions to development problems. (See Table 6 below, which illustrates the increasing proportion of funding for HED partnerships from USAID field missions in the last five years of the program). It is notable that HED increased the number of Associate Awards with field missions from 6 in 2009 to 32 by 2012, and the proportion of centrally-funded USAID/Washington funding compared with field funding levels was almost 2 to 1 in favor of field mission funding. This was a clear demonstration of the value that USAID field missions saw in the HED partnership model.

Figure 6: Federal Awards to ACE for the HED Program

Award No.	Description	Start Date	End Date	Total Estimated Amount (Ceiling)
AEG-A-00-05-00007-00	Leader AEG	9/30/2005	9/30/2015	\$74,012,445
EHC-A-00-06-00001-00	Croatia	6/27/2006	6/27/2007	\$109,347
523-A-00-06-00009-00	USAID/Mexico: TIES	7/20/2006	11/30/2012	\$16,623,431
REE-A-00-06-00085-00	Assessment of SEED/ FSA Job Creation Programs	8/31/2006	12/31/2007	\$357,741
521-A-00-07-00006-00	USAID/Haiti	6/6/2007	6/30/2013	\$2,333,348
S-BR-250-07-GR111	Brazil Community College Exchange (U.S. Dept. State C.A.)	8/31/2007	9/30/2009	\$86,000
263-A-00-08-00027-00	USAID/Egypt- Alexandria University EMBA	5/5/2008	12/31/2013	\$1,908,724
EDH-A-00-08-00008-00	USAID/Guyana: Journalism	9/12/2008	3/11/2012	\$422,735
EDH-A-00-08-00013-00	USAID/Egypt-Economics	9/12/2008	9/11/2013	\$549,338
EDH-A-00-08-00016-00	USAID/South Africa	9/24/2008	3/31/2012	\$868,780
EDH-A-00-08-00018-00	USAID/Jordan	9/24/2008	3/31/2012	\$604,603
EDH-A-00-08-00028-00	Burundi	9/26/2008	5/31/2013	\$613,394
EDH-A-00-08-00029-00	USAID/LAC Bureau: CAFTA-DR Environmental Law	9/29/2008	3/28/2013	\$900,893
EDH-A-00-09-00001-00	Assessment of Political Parties Strengthening	10/1/2008	8/31/2011	\$756,725
263-A-00-09-00011-00	Algeria Career Center	2/25/2009	12/31/2012	\$811,000
EPP-A-00-09-00005-00	USAID/E3 : Clean Water and Sanitation	9/22/2009	12/31/2013	\$775,000
AID-538-LA-11-00001	Barbados JOBS	10/27/2010	9/30/2014	\$1,696,464
685-A-00-11-00023-00	USAID/Senegal (Africa Initiative)	11/1/2010	9/29/2015	\$5,094,580
AID-663-LA-11-00001	Ethiopia (Africa Initiative)	12/15/2010	9/29/2015	\$2,874,806
AID-617-LA-11-00001	Uganda (Africa Initiative)	1/27/2011	9/30/2015	\$2,423,747
650-A-00-11-00303-00	USAID/South Sudan (Africa Initiative)	2/7/2011	8/31/2014	\$3,186,422
674-A-00-11-00018-00	USAID/South Africa (Africa Initiative)	2/18/2011	12/31/2013	\$1,374,806
AID-623-LA-11-00004	USAID/Kenya -U. of Nairobi (Africa Initiative)	3/8/2011	12/3/2014	\$1,673,806
AID-623-LA-11-00006	USAID/Kenya -Kenyatta University (Africa Initiative)	3/18/2011	9/17/2014	\$1,305,175
674-A-00-11-00030-00	USAID/Malawi (Africa Initiative)	4/5/2011	5/30/2014	\$1,385,000
AID-641-LA-11-00001	USAID/Ghana	5/16/2011	7/31/2013	\$1,374,805
AID-OAA-LA-11-00005	Amazon Basin - ICAA II	7/1/2011	6/30/2015	\$3,999,536
S-LMAQM-11-CA-1014	Cleaner Production (U.S. Dept. State Coop. Agr.)	8/11/2011	8/31/2015	\$1,376,000
AID-669-LA-11-00001-00	Liberia (Africa Initiative)	9/27/2011	9/30/2015	\$3,088,251
AID-492-LA-11-00002	USAID/Philippines (JOBS)	9/30/2011	9/29/2015	\$1,350,000
AID-514-LA-12-00001	USAID/ Colombia (Human Rights)	12/29/2011	9/28/2015	\$4,475,764
AID-668-LA-12-00004	USAID/ South Sudan (Womens Leadership)	7/3/2012	9/30/2015	\$3,675,260
AID-111-LA-12-00001	USAID/Armenia (Womens Leadership)	7/27/2012	7/31/2015	\$1,000,000
<b>TOTAL PORTFOLIO</b>				<b>\$143,087,926</b>

During this period, HED adopted the mantra of “Host Country Owned and Developed” as the guiding principle underlying its partnership development. This was best exemplified in the Africa Initiative Program of 11 partnerships in Sub-Saharan Africa. It is fair to say that while HED strove to be faithful to this guiding principle, it proved difficult to implement fully. The challenges to full implementation of the “host country owned and developed” program design merit examination, because they are likely to be encountered in future development programs involving higher education.

International donor program design and development cycles are relatively short and time bound to the donor’s funding cycles and, in the case of USAID, often limited to a 5 year strategy implementation. HED, operating as an intermediary manager between the donor-- USAID and DOS--and the partnership recipients (Higher Educational Institutions or HEIs), would initiate partnership development with money already obligated, and in some cases, already “old money”, in the sense of the Federal budget cycle, by several years. Thus the pressure to immediately move forward to design and develop partnerships, and get program implementation underway, was always in conflict with the need to build in time for serious need assessments carried out by or with host country institutions.

Several of HED’s more complex partnerships in the Latin American region, developed during the 2010 - 2015 period (the last five years of the program) invested significant time (i.e., up to 9-12 months) in intensive in-country studies of institutional capacity and local needs assessment and consultation with local stakeholders prior to HED’s competition for US higher education partners. The Colombia Human Rights Partnerships and the Andean Amazon Basin Conservation Partnerships were the best examples of in-depth analytical and local needs assessments. Although well invested from the standpoint of increasing program relevancy and local buy-in, this design time often came out of the traditional 4-5 year limited life-of-project (LOP) time span. It consequently reduced time available for subsequent partnership implementation, which was a source of great frustration to the partners implementing the program. At the same time, none of the partnerships that had the luxury of seriously incorporating Host Country participation in needs assessments and program design regretted it, and the “value-added” in terms of development impact was well worth it.

### *Period of Performance of Partnership Awards*

The period of performance of higher educational development partnership awards is a source of constant frustration to many in the higher education communities, both here and abroad, and thus a

short discussion of this issue is warranted. Recent studies and writing within the academic and development community have pointed up the important distinction between transactional and transformational development. For higher educational partnerships, time (the period of performance) is critically important to the ability of a higher education partnership to reach transformational impact. In the context of higher education and institutional capacity building, partnership efforts of short duration, (i.e., 2-3 years) were able to have transactional impact, at best, given the constrained timeframe for implementation.

For partnerships to develop to the potential of achieving transformational impact at an institutional level and at the level of national development needs, periods of program implementation of five to ten years is considered the minimum time needed. Such lengthy time frames for H.E. partnership-development are exceedingly rare. To put this in context, although HED as a program had a twenty year lifespan and implemented over 400 partnerships, only 5-6 (4-5 BMENA scale-ups and the LIPHEA activity) partnerships during that period ever achieved a full 5 years of partnership implementation.

It should be noted that many of the early, more limited (in terms of award amount and LOP) partnership awards eventually received no-cost extensions that carried them another year beyond the original planned implementation period, but that only allowed them to complete the original program design, the implementation of which had been delayed because of various factors, such as partnership start-up being out of phase with the academic calendar, etc.

There are many in higher education and in the broader development community who might argue that five year programs with a ten year vision represent the minimum credible higher education partnership development timeframe. HED's experience suggests that these expectations, while realistic from the standpoint of higher education and development best practices, are unrealistic given USAID and DOS funding cycles and policies, changes in administrations, and the constantly changing foreign policy environment within which most U.S. development activities occur. Absent a major change in donor planning and funding cycles, higher education development activities will always be constrained by time limitations for both design and development that will prevent realizing the full potential of their development impact. This was clearly seen in the development trajectory of the African Initiative set of partnerships.

Moreover, HED's experience has been that the more a program is attentive to incorporating host country participation and buy-in into partnership design and development, the more protracted the development phase, with a commensurate reduction in the period of partnership implementation, as noted above. Thus, while the incorporation of host country institutions into the needs assessment and program design is indeed a best practice, it comes at a serious cost in reduced time for implementation that undercut the opportunity to take full advantage of the superior design work. This was a constraint that the HED partnership model, with the exception of the use of planning grants for design work, could not overcome. Future efforts in higher education development programming should separate the period of program design and host country needs assessments, all of which are significant endeavors in themselves, from the time allotted for actual project implementation, as HED did with its planning grants.

### **Award Size and Duration**

A second major change in HED partnership award characteristics was related to the award amount and duration of the award agreement. Partnerships in the first years of the HED (and ALO ) program ranged from \$100,000 to \$300,000 over a two to three year timeframe. In the last five years of the program (2010-2015), award size and duration grew considerably, and by the end of the program, average award amounts were approaching \$1,000,000 and the length of program reaching, and in a couple of cases where partnership expansions occurred, exceeding five years in length. The changes occurred as HED, at the request of USAID and DOS, was asked to design and implement partnerships that could have significantly greater impact on institutional capacity building of host country institutions by implementing better resourced and longer, more complex, partnerships that were better designed to meet both host country institution and USAID mission strategic needs. Although these partnerships with larger award amounts and greater complexity did, indeed, produce greater institutional capacity building on a significant scale, the additional resources were not without their downside.

HED found that larger award amounts occasionally raised partnership issues related to trust and capacity. Many host country colleges or universities did not have the absorptive capacity to prudently manage and utilize the additional resources flowing in, in a compressed timeframe. The financial systems and controls within most US HEIs further complicated the situation by restricting advances or not permitting easy transfers of large amounts of money to host country partners. Thus resource flows often became a point of contention within partnerships. This, in turn, delayed implementation and

often created asymmetries in fund flows and management, and consequently, in the sense of ownership within the partnership that undercut the development of strong relationships. The larger the awards were, the more strongly these effects manifested themselves.

Furthermore, increases in award size highlighted dimensions of award funding that had largely gone unnoticed when the awards were relatively small. Cost share requirements became a perceived serious constraint for some smaller colleges and public Universities. In several instances, U.S. institutions withdrew proposals already submitted, due to internal constraints related to meeting the cost share requirement. Thus, the unexpected consequences of increased award size was the disincentive the cost share requirement represented for less well -resourced US colleges and universities to apply for HED's USAID funding, as they were unable to commit to cost sharing in large dollar amounts. In some competitions, there was a clear shift to larger and better resourced colleges and universities as HED partnership recipients. Size of award may be an important consideration if a higher education program's intention is to be as inclusive as possible of all segments of the US and developing world's higher education communities.

HED has now a much more nuanced understanding of the relative importance of award size vs. duration of activity that has implications for future higher educational development activities. For example, the success of the partnerships between U.S. community colleges and technical tertiary institutions on the BMENA region demonstrated that even with relatively small award amounts, in the range of 400,000 to \$500,000, it was possible for the partnerships to achieve transformational impact, if the partnership was given sufficient project implementation time (i.e., approaching or exceeding 5 years duration). This was true despite the turmoil created by the Arab Spring and the growing conflict within the region. The BMENA partnerships were not overly complex in design. In fact, the simplicity of the partnership design promoted extremely strong partnership relationships that, in combination with sufficient implementation time, produced significant transformational impacts in universities such as Al Quds in Jordan, Al Kafat in Lebanon, and Oudja in Morocco. Conversely, large award amounts were no guarantee that significant transformational impact would occur. In some cases externalities (i.e., civil war or other conflicts, changes in government, etc.) could not be offset by large award amounts, in and of themselves. Only sufficient project implementation time can create the circumstances where significant externalities can be addressed and perhaps overcome.

## Cost Sharing

In 2009, as HED initiated negotiations with USAID on a five year extension of its cooperative agreement, the U.S. higher education community was suffering from severe funding constraints because of a significant downturn in the economy and, for public institutions, deep cuts in state funding. USAID cost share requirements of 25% found in the earlier cooperative agreements awarded HED were becoming problematical for resource-strapped institutions. In recognition of the changing financial situation of the US higher education community, USAID agreed to reduce in 2010 the cost share requirement in the agreement from 25% to 15%.

Despite the reduced cost share requirements, a major take away from the HED experience was the significant cost share contribution-- far exceeding the USAID fifteen per cent requirement-- that the partnerships actually provided - irrespective of award amount— over the lifetime of the award. Several programs, such as the U.S. partnerships supported by USAID/Mexico's TIES Program<sup>23</sup> saw contributed cost share exceeding one hundred percent of foreign assistance funding expended in some years. Similarly, the Broader Middle East and North Africa partnerships<sup>24</sup>, comprised largely of community colleges, provided over sixty five percent in cost share (roughly \$3.5 million dollars) against the five million dollars in USAID funding expended. Over the last ten years of the HED agreement, the overall cost share contribution for some one hundred fifty plus partnerships was \$52,564,396.84 of assistance provided, for a cost share percentage of 41.41% , exceeding the 15% USAID cost share requirement by 276 %.

In hindsight, HED concerns about meeting cost share requirements across the range of partnerships were unfounded, and the financial justification for USAID for the use of higher education partnerships as a development tool that brings significant development resources to bear, in addition to the foreign-assistance funding provided, is exceptionally strong.

## Inclusive participation in engagement with USAID

From the start, HED's governing board comprised of the six higher educational presidential level associations gave the Program the mandate of ensuring equal access to partnership support for all types of American higher education institutions: research universities and land grant institutions, small public and private colleges and universities, community colleges, and the full range of Minority Serving

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<sup>23</sup> US-Mexico Training, Internships Exchanges and Scholarships (TIES) – 2001-2012 supported 45 long-term partnerships between U.S. and Mexican institutions of higher education.

<sup>24</sup> BMENA Community College Program (2009-15) supported 11 partnerships

Institutions. Despite the broad formal mandate of inclusive access, there was recurrent discussion among segments of both the academic and development community as to the appropriateness of this inclusive access, with some arguing that only America's elite public and private higher education institutions had the necessary institutional capacity for undertaking HE partnership development in foreign settings.

As the program closes, the experience and evidence makes quite clear that the inclusive access mandate was well founded in strategic development terms, allowing for the differing types of American HEI's to contribute their specialized expertise to unique niches within the larger development context. Although many examples can be offered, perhaps none is more illustrative than that of the Broader Middle East and North Africa program with its 9 community college partnerships promoting workforce development and entrepreneurship. In this particular instance, participating community colleges brought to the partnerships unique perspectives and understanding of the development problem that allowed them to work exceptionally well in the overseas context, despite the fact that this was the first time most of them had ventured overseas. The practical, "hands on" approach to the problem and the target population, their familiarity working with the private sector in the development of educational curricula and student learning outcomes and skill sets, and familiarity with a student population that had not enjoyed a past privileged educational experience were all factors that contributed to the exceptional development impact that these partnerships produced.

Over the course of its history, because of this inclusive access mandate, HED was able to mobilize and bring to bear on development issues worldwide not only many hundreds of individual US HEIs, but also the formidable system of U.S. higher education, in its entirety. In the end, perhaps the greatest contribution of the HED program was its showcasing the richness of development impact that the US system of Higher Education can meaningfully contribute to issues of development and global engagement.