



**EVIDENCE OF IMPACT OF  
HIGHER EDUCATION PARTNERSHIPS  
IN SOUTHEAST ASIA**

**An Assessment of 13 Higher Education Partnerships**

**Higher Education for Development (HED)**

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Higher Education for Development was founded in 1992 by the six major U.S. presidential higher education associations to support the involvement of the higher education community in global development.

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

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## EXECUTIVE SUMMARY

During fall 2008, the United States Agency for International Development (USAID)/Washington and Higher Education for Development (HED) initiated an impact assessment of selected higher education partnerships in Southeast Asia that have occurred since 1998. The assessment focused on:

- impact of partnerships to strengthen the capacity of host country faculty and institutions to deliver quality higher education;
- impact of increased capacity of host country higher education faculty and institutions to support local development goals;
- impact of partnership activity on U.S. faculty, students, and institutions; and
- evidence of sustainability of partnership capacity building, and ‘lessons learned.’

This assessment effort produced quantitative and qualitative evidence of impact on host country and U.S. partners — faculty, students, and institutions — and impact on local and national development needs. Findings and results are drawn from a comprehensive review of information from three independent sources:

- survey of partnership semi-annual and close-out written reports;
- telephone interviews with partnership directors from U.S. institutions; and
- observations/site visits/interviews to the host country partners in Southeast Asia.

In October and November, teams of three people each visited 13 of a total of 16 higher education partnerships in six countries in Southeast Asia. One team visited higher education partnerships in Thailand and Laos; a second team traveled to Vietnam and Cambodia; and the third team to the Philippines and Indonesia. In preparation for the visits, partnership progress reports were reviewed and summarized for evidence of outcomes. All 13 U.S. higher education partnership directors were interviewed by telephone regarding their knowledge and perceptions of lessons learned, impact, and sustainability. See Table 1 for a list of partnerships in this assessment and Figure 1 for geographic locations.

### **Overall Impacts**

The assessment review and site visits revealed an impressive array of examples of how these modest university partnerships are working toward local and national development goals while striving to address critical components of higher education quality. Of the 13 institutions in the sample, five focused on the environment, five on education and information technology, two on health/medical issues, and one on community development, all essential program areas for national development in Southeast Asia.

Human capacity building and institutional capacity strengthening, primary goals of these partnership efforts, clearly happened as part of each of the 13 partnerships. Numerous examples were provided of how the skills and knowledge of faculty, staff, and students have been enhanced either on the host country campuses or at U.S. or neighboring institutions. Surprising, however, was considerable evidence of additional capacity building with community groups, NGOs, and local citizens. Building capacity outside the walls of the institution is a standard goal of U.S. higher education, but rarely found in developing countries. These partnerships made

enormous progress toward ‘sharing knowledge with the people’ through human and institutional capacity strengthening, non-degree training, and indirectly by promoting training of trainers and other methods of information dissemination.

The surprising high value of cost-share financial contributions and additional leveraged funds listed by this sample of partnerships quickly pointed out that higher education partnerships are “value for money.” Rarely in the world of international foreign assistance are cost share figures recorded at nearly 200 percent and leveraged funds more than seven times the initial grant award.

At a global level, HED partnerships provide numerous opportunities for ‘positive public diplomacy’ both at home and abroad especially since the partnerships appear to be doing what partnerships are designed to do: provide value to both partners. This assessment found unexpected benefits to the U.S. campuses in terms of strengthening culture and language studies, helping faculty find creative ways to implement research studies, explore international topics, and stimulate students to think about globalization issues particularly in relation to Southeast Asia.

Infrequently is U.S. foreign assistance reviewed in terms of direct value to American citizens, but the HED/USAID higher education partnership effort offers ‘hands-on’ opportunities for U.S. academics and students to address international development goals. At the same time, positive academic benefits are occurring on host country campuses and for host county academics studying at U.S. universities.

The ‘so what’ impacts of the 13 partnerships clearly demonstrated that these collaborative ventures are in the vanguard, providing leading edge inputs for long-term academic change. One local university president shared his institution’s enthusiasm for ‘service learning’ when he said, “Community Service Learning is here to stay, with or without USAID funding!”

## EMERGING TRENDS

**This study has continued to reveal trends that should be noted in the higher education community. Here are some examples:**

1. Community colleges in SE Asia are playing an increasingly important role in technical training.
2. Community service learning in SE Asia has growing appeal as an experiential learning methodology. It captures local students’ commitment to “pride in place.”
3. Train-the-Trainer methods are being further employed to train teachers, resulting in effectiveness and low cost.
4. Links with higher education are strengthening the performance of NGOs and community groups.
5. Cross border medical training and other low cost training interventions updates skills and knowledge of health care professionals in SE Asia.
6. Higher education institutions are developing applied research and expertise that is generating sound community-based environmental planning.

The U.S. system of higher education is highly regarded as a model in many Southeast Asian countries. Host country university administrators and faculty are eager to incorporate into their higher education structures many of the U.S. methods and processes for teaching, conducting research, and promoting public and community service. This assessment found that administrators and faculty were enthusiastic about adding changes that would strengthen human and institutional capacity building while addressing local and national development goals.

The site visits demonstrated to the assessment teams that if HED partnerships could be funded at a higher level and available for longer time periods, the partnerships then would be able to move from the level of mutual exchanges to more sophisticated programmatic collaboration focused on even greater sustainable impact. Longer, better funded partnerships make it possible for institutions to engage in more complex research, plan quality publications, practice and revise improved teaching methods, and engage in public-private sector projects that result in long-term sustainable reform. Still, this relatively modest investment of funds has documented a significant return on investment that is measurable in human, institutional and development terms.

### **Lessons Learned**

Any major evaluative study that assesses impact tries to record ‘lessons learned’ as one way to extend value. This study was no different. Partners said that if they were to repeat this activity they would focus more on detailed and on-going communications among participants, a critical element for success. To promote partnership communications, partners are encouraged to expand the use of low-cost mechanisms such as virtual networks, conference calls, webinars, and video conferences.

Experimenting with creative teaching methods and new ways to disseminate information were touted by participants as another important ‘lesson learned.’ Three partnerships demonstrated that through short-term training and the training of trainers, major changes can be introduced including scale-up of innovative community college systems, community service learning programs and regional training of doctors to reach large numbers at relatively low cost.

Nearly all partners reported the value of attending and participating in the annual HED Synergy conferences as an important ‘lesson learned.’ They described how the conferences have had big paybacks when host country participants present working papers as a way to exchange learning. The Lao-Thai medical collaboration, as well as regional environmental programs, for example, all reported benefits from the exchange opportunities presented by the synergy conferences they attended.

Finally, two partnerships were quick to mention that a major lesson learned was not allowing sufficient time for planning travel and visa processing for study in the United States, especially given new restrictions on students and academics entering the United States.

**Table 1.  
BASIC PROFILES OF 16 HIGHER EDUCATION SOUTHEAST ASIA PARTNERSHIPS  
1998 - 2008**

<b>Country</b>	<b>U.S. Institutions</b>	<b>HCN Institutions</b>	<b>Program Area</b>	<b>HED Funds</b>	<b>Cost-Share</b>	<b>Dates</b>
<b>Cambodia</b>	California State University, Fullerton	Paññasatra University of Cambodia	Community Development (civic education)	\$124,419	\$87,134	10/02-9/04
<b>Indonesia</b>	Clemson University	Universitas Sam Ratulangi	Environment/ Agriculture	100,000	111,196	10/02 – 6/04
<b>Indonesia</b>	Ohio University	State Islamic University Syarif Hidayatullah	Education and Democracy	97,105	97,603	12/03 - 12/04
<b>Indonesia</b>	USINTEC (Ohio State Univ. Univ. of Illinois - C/U; Indiana Univ.)	Ministry of Education; 13 State Universities, others	Teacher Education	125,000	211,153	5/07 – present
<b>*Indonesia</b>	Univ. of Illinois/ Champaign-Urbana	Institute of Technology, Bandung; Indonesia Partnership for Local Government. Initiatives; Emerson Park Development Corp	Local governance	100,000	168,320	8/99 – 8/02
<b>Laos</b>	Case Western Reserve University	Health Frontiers; Nat'l. Univ. of Laos; Khon Kaen Univ; Rainbow Hosp.	Health	100,000	396,873	9/99 – 8/02
<b>Laos</b>	Case Western Reserve University	Health Frontiers; Nat'l. Univ. of Laos; Khon Kaen Univ; Rainbow Hosp.	Health	100,000	844,792	10/02 – 9/04
<b>Philippines</b>	University of Washington	Silliman University; Coast Resources Mgt. Project	Environment and ICT (Coastal Mgt.)	88,900	81,633	10/99 – 12/02

\*Shaded row represent HED partnerships in Southeast Asia **not** included in this assessment sample.



Table 1. - continued						
Country	U.S. Institutions	HCN Institutions	Program Area	HED Funds	Cost-Share	Dates
<b>Philippines</b>	Cornell University	Visayas State (formerly Leyte State) University	Natural Resource Mgt.	125,000	92,000	04/03 – 09/05
<b>*Philippines</b>	University of Washington	De la Salle Univ. Philippines Dept. of Trade & Industry; The Asia Foundation	Internet Studies/ ICT	99,210	75,115	11/02 – 3/05
<b>*Philippines</b>	University of South Carolina	Mapua Institute of Technology, Bandung;	Environmental engineering education	100,000	149,796	8/99 – 5/03
<b>Thailand</b>	Johnston Community College; North Carolina Community College System; Honolulu CC; Crowder Coll.; U.S. Dept. Of Education	Thai Ministry of Education (with 10 community colleges)	Education (higher education admin.)	100,000	198,285	5/04 – 4/06
<b>Thailand</b>	University of Washington	Chulalongkorn University; APEC/ MRCWG	Environment and ICT (Coastal Mgt.)	99,817	311,626	9/98 – 3/01
<b>Vietnam</b>	KY Community & Technical College System; Mohawk Valley Community College; Richland CC; Texas Tech Univ.	Kien Giang Community College	ICT	95,221	156,540	3/04 – 3/06
<b>Vietnam</b>	Purdue University	Cantho University/Nong Lam University	Environment (agriculture, natural resources)	125,000	38,858	3/03 – 5/05
<b>Vietnam</b>	Portland State University	University of Natural Sciences, Ho Chi Minh City (HCMC)	Environment (agriculture, natural resources)	125,000	38,858	12/06 – present

\*Shaded rows represent HED partnerships in Southeast Asia **not** included in this assessment sample.

Figure 1. Geographical Location of 13 Southeast Asia HED Partnerships



### **Philippines**

1. Community-based Watershed Management Support Project.
2. International Education Collaboration for Coastal Management

### **Vietnam**

1. Kien Giang Community College Strengthening Program
2. Curriculum Development for Improved Environmental Management
3. Community-University Engagement Program: Mitigating the Impact of Rural Urban Development

### **Indonesia**

1. Collaborative Development of Integrated Pest Management for Food Production in Ecologically Sensitive Regions
2. Strengthening Civic Education in Indonesia
3. U.S./Indonesia Teacher Education Consortium (USINTEC) Strengthening Institutional Capacity in Elementary Teacher Education

### **Thailand**

1. Integrated Coastal Management via APEC Internet Collaboration Center
2. East-West Community College Management

### **Cambodia**

1. Educating Leaders through Community Service-Learning

### **Laos**

1. Partnership for Training Health Professionals in Laos
2. Partnership for Postgraduate Medical Training in Laos

## DESCRIPTIONS OF PARTNERSHIPS IN THE IMPACT ASSESSMENT

### Higher Education for Development University to University Partnerships Follow-Up Assessment Fall 2008

#### *Cambodia* **California State University, Fullerton/Paññasastra University of Cambodia (2003)**

This partnership established a Center for Community Service Learning (CSL) at Paññasastra University of Cambodia (PUC) and trained Cambodian faculty from different disciplines on how to use service learning pedagogy. The first-ever service learning course was implemented at PUC, with students in an environmental science course each providing 10-12 hours of service to local agencies working with children affected by HIV/AIDS. Service learning activities also focused on literacy, health care, and human rights. U.S. faculty conducted several workshops, including a three-day Service Learning Faculty Institute at PUC, attended by 25 PUC faculty members, at the end of which all the PUC faculty submitted a revised course syllabus that included a service learning component. The Paññasastra Student Senate grew from the service learning movement at PUC to provide valuable volunteer services to the local community. The demand for CSL's services has been high.



Paññasastra University President Chea San Chanthan, PhD, returned to Cambodia after 30 years in the United States to help establish PUC. Anita Pattnaik, PhD (right) leads a foundation level class that integrates service learning (math, science and engineering departments). At left is Moeng Samnang, assistant director of the Office of the President.

**“Community Service Learning is here to stay,  
with or without USAID funding. Participating in CSL opened up my  
eyes to a new realm that I have never experienced... I, as a simple  
citizen, can help my community/country with my own ability.”**

– Chea San Chanthan,  
President of Paññasastra University of Cambodia

**“Our ideas are only limited by funding opportunities. In the past the limiting factor was human capacity, now it’s funding.”**

– Dr. Dantje Sembel,  
Professor at Universitas Sam Ratulangi



Above: Dr. Dantje Sembel (pictured above) is examining the leaves of tomato plants in their early stages.



At left: In a remote town of North Sulawesi, HED’s Charlie Koo visits farmers who have participated in trainings.

### ***Indonesia***

#### **Clemson University/Universitas Sam Ratulangi (2002)**

The partners collaborated on research, education, and outreach activities to develop and conduct integrated pest management (IPM) for major vegetable crops grown in the fragile ecosystems of North Sulawesi. Their efforts were geared toward reducing excessive reliance by the local farmers on chemical fertilizers and pesticides which pose grave community health and environmental risks. The partners conducted field studies to evaluate IPM options for insect control on tomatoes, cabbage, and onion in three villages in the Lake Tondano area; exchanged five junior faculty members from the Universitas Sam Ratulangi (USR); and initiated an IPM trainers-of-trainers session for local farmers. An unanticipated outcome: USR received approval from Indonesia’s Ministry of Education to offer a PhD program in Entomology, the first PhD program at USR’s Faculty of Agriculture.

## **Indonesia**

### **Ohio University/State Islamic University Syarif Hidayatullah (2002)**

This partnership worked to improve the teaching of civic education at the State Islamic University Syarif Hidayatullah (UIN) and in the K-12 *madrasah* network of Islamic schools. The partners conducted a number of very well-received workshops attended by 100 UIN faculty on topics including, “Civic Education to Build Democracy,” “Reducing Collective Violence in Indonesia: Participatory Democratic Action Planning and Proposal Writing,” and “Social Movements and Civic Education: Putting Theory into Practice.” Five UIN scholars traveled to the United States and two from that group enrolled in Ohio University master’s degree program in International Studies, conducted research on civic education, with a particular focus on democracy, and human rights issues in Indonesia.



Four female State Islamic University Syarif Hidayatullah (UIN) undergraduates reported to the HED/USAID assessment team that the civics class had given them a greater understanding of and appreciation for civil society. One female student now hopes to become a politician, joining the ranks of other UIN graduates who are active in civil society, according to UIN faculty members.

## ***Indonesia***

### **U.S./Indonesia Teacher Education Consortium (2006, on-going)**

The government of Indonesia now requires that all teachers be certified and has estimated that 2.5 million elementary school teacher will need to be certified over the next 10 years. USINTEC, a recently established bi-national consortium of 17 U.S. and Indonesian higher education institutions, will assist the government in meeting its goal of nationwide certification, especially with regard to the new standards set by the Ministry of National Education. USINTEC's main project objectives are to: (1) assess existing two-year diploma and four-year undergraduate degree curricula and programs; (2) assess information communication technology capacity; (3) develop and revise new and existing undergraduate curricula and programs; and (4) implement pilot programs.



As part of this partnership, eight University of Makassar faculty members will be going to Ohio State University in late October 2009 for four months of training as part of a program. Included in the photo above: Prof. Sofyar Salam, M.A., PhD, vice rector for Academic Affairs; Prof. Dr. Amurraddin Tawe, M.S., director of Post Graduate Programs; Prof. Dr. Basri Wello, partnership director; Dr. Jasireddin, vice rector for Academic Affairs; Dr. Heri Tahir, vice director for Administration; Dr. Widiya, M.Pd, faculty member of PGSD; and HED staff members Marilyn Crane and Charlie Koo.



Terry Tucker, partnership director from Cornell University (at right and above) awaits additional participants for a project meeting in Baybay, Leyte Island.

**“Long-term personal relationships developed through partnerships are a key part of sustainability and high impact.”**

– Dr. Terry Tucker,  
Professor, Cornell University



### ***Philippines***

#### **Cornell University/ Visayas State University (2003)**

This partnership worked to support local government and community-led efforts to improve the management of critical watersheds in the Central Philippines. Through 16 working groups, the partners strengthened local governance of watersheds, increased institutional capacity to support community-based natural resource management, increased rural residents’ and local governments’ understanding of the National Integrated Protected Area Law, and developed innovative curricula and learning approaches to train community development practitioners and natural resource management specialists. The partners also convened two workshops at Visayas State University (formerly Leyte State University) attracting more than 50 participants from 16 diverse organizations, including many from the private sector. Overall, the partnership trained more than 1,250 host country nationals. As a result of this collaboration, VSU is establishing a new major in Community Development and a PhD program in Extension Education.

**“We truly appreciate the support they always give to us... We need the support of academia.”**

– Mayor Eric Codilla,  
Ormoc City, Philippines





Meeting attendees at Silliman University discuss the success of the partnership's joint research project. Seated are (l-r) Manuel Arbon, Silliman University professor of Environmental Law and exchange participant, Ike Oracion, professor and participant in faculty exchange, Ken Lee of USAID, Betsy Joy Tan, vice rector for Academic Affairs, Marilyn Crane of HED, Roy Olsen de Leon, professor of Biology and partnership director, and Rector Ben S. Malayang III.

## ***Philippines***

### **University of Washington/Silliman University (1999)**

This partnership broadened the existing Internet-based collaboration between the University of Washington (UW) and Silliman University (SU) through faculty exchanges, joint curriculum planning, and student internships. The collaboration also included joint research focused on addressing environmental challenges in the Philippines. The partners created an interactive web site to link at least 57 students (40 female), six faculty, and four coastal management practitioners at SU and at UW's School of Marine Affairs. Two Silliman faculty members were visiting scholars at UW, where they conducted research and audited and taught courses. Two UW graduate students served as interns in the Philippines and conducted original research for thesis projects in collaboration with SU faculty. With supplemental funds from the National Science Foundation and the David and Lucile Packard Foundation, the partners also established a joint research project that produced environmental education materials.



**“A lot of change  
with a little money.”**

– Dr. Charoon  
Jetsrisuparb,  
Associate Dean  
for Special Affairs  
and International  
Relations at  
Khon Kaen University



A training program is helping to meet the health needs of the Lao people. At Khon Kaen University in Thailand: (l-r) Dr. Srivieng, Dr. Arinee, Assistant Professor Napa, Dr. Ankisa, Dr. Anohisa, two Lao doctors in training, and Dr. Surapon (far right).

## ***Laos***

### **Case Western Reserve University/National University of Laos (2002)**

This partnership, with generous volunteer support from Lao, Thai, and other international health providers, helped address the overwhelming health care needs of the Lao people by training a core group of well-trained primary care physicians. The partners implemented intensive three-year residency programs in internal medicine and pediatrics, an office of postgraduate training and research, and an institutional review board that meets international standards for human subjects' protection.

In addition, the partnership graduated 50 Lao pediatricians and had 18 residents in various stages of training. The partnership also provided administrative support to the National University of Laos's Faculty of Medical Sciences, including helping establish an Institutional Review Board for medical research. A total of 406 Lao nationals (203 women) received training through partnership activities. Training Laos and in neighboring Thailand has overcome the disadvantages of overseas training and contributed to reversing the “brain drain” that afflicts many programs.

## ***Laos***

### **Case Western Reserve University/National University of Laos (1999)**

This partnership bolstered Lao capacity to provide postgraduate training in pediatrics and internal medicine, graduating 24 new doctors. With help from volunteer expatriate faculty, the partners developed the country's first full-time postgraduate medical education program. The partnership graduated eight Lao-trained pediatricians, more than doubling the total number of pediatricians working in Laos. Inspired by the success of the pediatrics program, the National University of Laos launched a three-year internal medicine residency training program with six residents in training. The partners also established the Lao Pediatric Residency training program, with an initial enrollment of 19 physicians. Khon Kaen University in Thailand provided more than 20 clinical training rotations for Lao pediatric residents in specialty fields not currently available in Laos.



Health Frontiers staff with HED/USAID assessment team members. Health Frontier staff members and doctors in Laos were trained during the partnership period. Included in this photo: Karen Olness, partnership director from Case Western Reserve University; Health Frontiers members, Hakon Torjesen, Christine Johns and Leila Siour; Meena Nabavi and Malcolm Odell of HED; and Ken Lee of USAID.

## ***Thailand***

### **Johnston Community College/Ministry of Education (2004)**

This partnership trained the trustees of 10 recently established Thai community colleges to promote greater control and decentralization of decision making, a major departure for higher education management in Thailand. The newly trained trustees are now structuring their institutional programs to meet the workforce development needs of the local population, market demands, and expectations of the students and the Ministry of Education. Since the start of the partnership, the Ministry sanctioned the establishment of 8 additional community colleges, bringing the country-wide total to 18, with each of the new schools receiving videotapes of the partnership trustee training.



At left: Students at Phichit Community College welcome the HED/USAID impact assessment team.

Below: Students at Phichit Community College explain the procedure of their ethanol production project as HED senior research associate, Malcolm Odell, (far right) observes.





Wirote Laongmanee, a faculty member who focuses on geographic information systems research and manages the Southeast Asia's START Regional Center on CU's campus, described the use of modeling for Thailand's early warning systems.

Porranee Thanapakpawin, papermaker turned environmentalist, is making a difference in Thailand. She completed her doctoral research at the University of Washington and discussed her projects as a researcher at Hydro and Agro Informatics Institute.

### ***Thailand***

#### **University of Washington/Chulalongkorn University (1998)**

This partnership developed an Internet-based model of the physiology and hydrology of six major river systems in seven Southeast Asian countries to improve regional decision making on water resource management. The partners established a wide network of scientists and policy makers in the area of integrated coastal management, and gave a presentation at a conference of the Mekong River Commission attended by more than 100 scientists and policy-makers. Additionally, six University of Washington students received training in hydrological modeling, chemical flux studies, and other techniques at Chulalongkorn University (CU) in Thailand, and partners established formal links with five regional scientific and policy-making bodies. The CU partnership director was appointed to serve on three national and regional organizations responsible for water resource allocation policy decisions.

**“When I finished my work, I thought, ‘Hey, I can make a difference, I can do something that can have a direct impact on people’s lives.’**

**Now, I’m involved with decisions that affect my country and have a real impact related to policy-making to make Thailand a better place.”**

– Porranee Thanapakpawin,  
Researcher, Hydro and Agro Informatics Institute

### ***Vietnam***

#### **Kentucky Community and Technical College System/Kien Giang Community College (2004)**

This partnership enhanced and upgraded Kien Giang Community College's (KGCC) information technology workforce curriculum. KGCC faculty received training in networking, website design, web server configuration, pedagogy, and English. As the only public institution of higher education in Kieng Giang province, partnership activities have significantly increased capacity to provide training for the tourism workforce. The project was executed through intensive training sessions in the U.S. and Vietnam, as well as through collaborative online mentoring. The IT faculty's expanded knowledge will allow them to expose their students to more current technology, and promote economic development and educational quality in Vietnam.



Nguyen Duy Khang (center), Head of English Department

**“We used the experience we attained through the partnership project with KCTCS to get involved in other projects and initiatives.”**

– Nguyen Duy Khang,  
Head of English Department,  
Kien Giang Community College

***Vietnam***

**Purdue University/Nong Lam University (2003)**

This partnership worked on developing a university curriculum that highlights ways to promote economic development, alleviate poverty, and protect the environment. The partners developed four detailed, environmental case studies for undergraduate and graduate courses focusing on: assessing economic and environmental tradeoffs in cacao production; sustainable development of upland protected bufferzone areas; improving the management of biological resources in the Tam Giang Lagoon; and assessing public participation in mangrove forest management in Can Gio. One of the case studies is being translated for use at Purdue University, too. Through the partnership, 37 Nong Lam University faculty and staff greatly enhanced their skills in case study development, student assessment, and digital video production.



Students play sports and enjoy campus life at a dormitory at Nong Lam University in Vietnam.



Undergraduate students use community-based service learning to explore the environmental impact of rapid urban development in Vietnam. In a team project, students created a model to illustrate pollution sources at Dam Sen Park.

Photo by University of Natural Sciences



Dr. Phuong introduced community-based service learning through courses to promote problem solving and elicit real solutions to Vietnam's environmental challenges as a result of this collaboration.

### *Vietnam*

#### **Portland State University/University of Natural Sciences (2006)**

Portland State University (PSU) partnered with the University of Natural Sciences (UNS) in Vietnam to establish an innovative environmental community-university engagement program at UNS, the first of its kind at a university in Ho Chi Minh City. The program helped mitigate the environmental challenges of rapid urbanization and promoted responsible community-based governance in Vietnam's urban centers. The partnership created a community facilitation office at UNS, integrated curriculum for community engagement, and collaborated with numerous community organizations to undertake projects aimed at improving environmental awareness and governance. The partnership has a strong focus on public participation, stakeholder consensus, and service learning that has strengthened collaborative relationships among the government, business, and civil society. The partnership also has built citizenry and local capacity to address urban environmental challenges.

## FINDINGS AND RESULTS

Findings and results from this impact assessment study are drawn from a comprehensive review of quantitative and qualitative data from three independent sources by ‘triangulation of information’ based on what partners said they were going to do—secondary reports, what they reported happened—telephone interviews, and what the teams learned and observed during visits to the host countries. The following results emerge from an analysis of project documentation and reports, partner interviews, and site visits. In reviewing the results, readers are reminded that *all HED higher education partnerships are quite modest ranging from \$88,900 to \$125,000* (eight of the 13 awards in this sample were for \$100,000 or less.) The partnerships also were funded for a period of only two to three years. Therefore, evidence of impact cited here must be viewed realistically in terms of the short time frames and modest funding levels.

### **Evidence of Impact - Cost Share Contributions, and Generated Leveraged Funding**

When reviewing the outcomes, results, and impacts of institution-to-institution partnership work, two important indicators of impact and sustainability are often evident when extended financial value is generated. For these 13 partnerships, cost-share from the participating partnerships was nearly 200 percent or rather for every dollar of award, participating institutions contributed two more dollars in cost-share frequently described as faculty time, space, equipment, library, donations of materials, supplies, reference materials, tuition, travel, and computer services. When compared with other sources of international foreign assistance, rarely are there ever examples of 200 percent cost-share.

Similarly, partners were asked to document estimated value of leveraged resources as a result of partnership activities. These numbers are far more general, but clearly partners were eager to describe how the modest partnership funding often generated simultaneous and follow on projects, funding, and activities that, in their estimation, probably would not have happened without the initial HED award. For these 13 partnerships, estimated leveraged funding



ranged from \$40,000 to three million.<sup>1</sup> Examples of this ‘down-stream’ benefit was greater NGO support, more graduate study opportunities, volumes of printed materials, and additional national and international donor sources of funding for follow-on activities, and meaningful workforce development opportunities. Table 2 displays partnerships by amount of award, reported-cost share, and estimated leveraged amounts.

### **Evidence of Impact - Human Capacity Building**

Human capacity building is a primary goal of USAID higher education foreign assistance and a major focus of HED’s partnership program. These 13 partnerships demonstrated evidence of knowledge and training for faculty, students, and local citizens—at both the degree and non-degree levels—in host country institutions, at U.S. universities, and in neighboring countries through formal course work, exchanges, internships, and the training of trainers. These partnerships also provided a great deal of non-degree training inside and outside the institutions in the form of public service, extension work, and training for community groups, and local citizens. Most formal skills and training for faculty and staff included degree training at U.S. or neighboring higher education institutions, faculty exchanges between U.S. and host country academics, and non-degree short-term courses, seminars, and exchanges on current programmatic topics, viable research methodologies, and teaching methods. (See Table 3.)

### **Evidence of Impact - Institutional Capacity Strengthening**

Both USAID and HED focus on institutional strengthening as part of the higher education partnership effort. Respondents described examples of new teaching methods they had learned as a result of their classes and visits to U.S. universities such as train-the-trainer methods, active learning, and participatory, interactive teaching-learning techniques, increased used of the Internet, and community service learning.

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<sup>1</sup>Indirectly leveraged ‘down-stream’ funding generated after completion of partnerships is not to be confused with ‘cost-share’ contributions made directly by partnership members. Leveraged funding reflects funding subsequently attracted by partners from sources such as USAID, World Bank, NASA, NSF, foundations, and other international donors as well as funding provided by host country governments in support of students and faculty sent for training at U.S. institutions, generally after partnerships had ended.

The most frequently described examples of institutional capacity strengthening impact included curricula changes, new academic programs, improved instruction, collaborative research, and publications, and service outside the university such as consultations with NGOs, private sector groups, and national policy recommendations. Host country respondents reported a growing emphasis on including professional women in new efforts to upgrade skills and knowledge in institutions where women traditionally have had fewer opportunities (See Table 4.)

One partner in Indonesia leveraged the partnership for additional assistance from U.S. colleges and universities, donors, and corporations to work toward retraining and certifying 2.7 million under-qualified elementary teachers in that country including, with USAID support, the publication of 100,000 textbooks for curriculum development.

**Table 2.**  
**Award, Cost-Share, Estimated Leveraged Amounts**  
**Results of 13 Southeast Asia Partnerships – 2008**

Country	U.S. Institution	HCN Institution	Dates	HED Awards	Cost- Share*		Estimated Leveraged Resources**
					\$	%	
Cambodia	California State Univ., Fullerton	Paññasastra Univ.	10/02-9/ 04	124,419	87,134	(70%)	3,100,000
Indonesia	Clemson University	Universitas Sam Ratulangi	10/02-9/04	100,000	111,196	(111%)	350,000
Indonesia	Ohio University	State Islamic University	12/03-12/04	97,105	97,603	(100%)	552,352
Indonesia	USINTEC Ohio State, Illinois, Indiana Univ.	Ministry of Education; 13 State Universities., others	5/07-present	125,000	211,153	(169%)	2,000,000
Philippines	Cornell University	Visayas State (formerly Leyte)	9/03-12/04	125,000	92,000	(74%)	191,000
Philippines	University of Washington	Silliman University, CRMP	10/99-12/02	88,900	81,633	(92%)	707,000
Laos	Case Western Reserve Univ.	Health Frontiers; Nat'l. Univ. of Laos; Khon Kaen Univ. (Thailand).	9/99-8/02	100,000	396,873	(393%)	300,000
Laos	Case Western Reserve Univ.	Health Frontiers; Nat'l. Univ. of Laos; Khon Kaen Univ; (above)	10/02-9/04	100,000	844,792	(844%)	2,155,000
Thailand	Johnston CC; NC CC System; Honolulu, Crowder CCs	Thai Ministry of Education (with 10 community colleges)	5/04-4/06	100,000	198,285	(198%)	40,000
Thailand	University of Washington	Chulalongkorn University; APEC/MRCWG	9/98-3/01	99,817	311,626	(312%)	\$135,000, plus \$1,700,000 from NASA, NSF
Vietnam	Kentucky Community & Technical College System; Mohawk Valley, Richland CC; Texas Tech Univ.	Kien Giang Community College	3/04-3/06	95,221	156,540	(164%)	USDA/ ACDI/ VOCA rural business deft. Project
Vietnam	Purdue University	Cantho University/Nong Lam University	3/03-5/05	125,000	38,858	(31%)	N/A
Vietnam	Portland State University	University of Natural Sciences, Ho Chi Minh City (HCMC)	12/06-8/09	125,000	38,858	(31%)	N/A
<b>TOTAL</b>				1,405,462	2,666,551	(190%)	

Table 3.  
**Impact on Human Capacity Building**  
Results of 13 Southeast Asia Partnerships – 2008

Partnerships	Indicators							
	Degrees earned (at U.S. & Host/ neighboring Countries)	# of non-degree trainings at institution	Exchanges	# MD's trained	Trainings offered outside the institution to local teachers	Training sessions outside to NGOs, government & local group staff	# people trained indirectly through TOTs, other ways to extend knowledge	Added evidence of impact
<u>Cambodia</u> Paññasastra University/ California State Univ., Fullerton		79				20		Introduce community service learning (CSL); Reverse brain drain with professionals returning to Cambodia to participate in CSL
<u>Indonesia</u> Sam Ratulangi/ Clemson University	6	7	7			71	100	Introduce variety of participatory teaching/ learning methods- learning outside classroom
<u>Indonesia</u> State Islamic Univ. Syarif Hidayatullah/ Ohio Univ.	2	101	3		300		2,000	Expansion of Islamic education program as part of civic education
<u>Indonesia</u> USINTEC Education Collaborate project		404			1,078		1,000	Contributed to public/private funding for Alliance for Teacher Quality
<u>Philippines</u> Visayas/ Leyte State University/ Cornell University		16	11		300	67	300	Long term relationship transferring skills for GIS mapping, surveying to protect zones
<u>Philippines</u> Silliman University/ University of Washington		9	2			20	1,000	Promoting connection between culture and environment; deep water coastal management techniques

Table 3. - continued								
Partnerships	Indicators							
	Degrees earned (at U.S. & Host/ neighboring Countries)	# of non-degree trainings at institution	Exchanges	# MD's trained	Trainings offered outside the institution to local teachers	Training sessions outside to NGOs, government & local group staff	# people trained indirectly through TOTs, other ways to extend knowledge	Added evidence of impact
<u>Laos</u> Laos Univ., Health Frontiers, Khon Kaen Univ./ Case Western Reserve Univ.	24	83	12	24		5		Built Lao – Thai relationships with Lao doctors trained in Thailand
<u>Laos</u> Laos Univ, Health Frontiers, Khon Kaen University/ Case Western Reserve Univ.	50	74	13	50		470		Facilitated additional training of more Lao MDs sometimes using TOT
<u>Thailand</u> Thai CCs/ Johnston & NC CCs		125						Expansion of community college system based on U.S. CC model
<u>Thailand</u> Chulalongkorn University/ University of Washington	1		1			40		Helped turn academic models into practical tools for dealing with early warning systems
<u>Vietnam</u> Kien Giang CC/Kentucky Community and Technical College System		13	5					Helped to start a growing community college movement in Vietnam
<u>Vietnam</u> Cantho & Nong Lam Univ./ Purdue University		47						Highly valued new teaching techniques for NRM
<u>Vietnam</u> Univ. of Nat'l Science-Ho Chi Minh City/ Portland State Univ.		20	2					Community service learning spreading throughout country
<b>Total</b>	<b>83</b>	<b>978</b>	<b>56</b>	<b>74</b>	<b>1,678</b>	<b>693</b>	<b>4,400</b>	

Table 4.  
**Impact on Institutional Capacity Strengthening**  
 Results of 13 Southeast Asia partnerships – 2008

Partnerships	Indicators										
	Major institutional impact	Improved teaching methods	Added new curricula	Improved courses	Conducted research	Academic publications	Expanded community outreach	Promoted/improved community college system	Supported community service learning	Established NGO linkages	Promoted workforce development
<u>Cambodia</u> Paññasastra Univ./ California State Univ., Fullerton	New community service learning model being repeated across the country	YES	YES	YES			YES	YES	YES	YES	
<u>Indonesia</u> Universitas Sam Ratulangi/ Clemson Univ.	Students engaged in field work outside classroom setting	YES	YES	YES	YES	YES	YES			YES	
<u>Indonesia</u> State Islamic Univ. Syarif Hidayatullah/ Ohio Univ.	Local H.E. institution becomes vanguard in liberalizing Islamic education nationwide	YES	YES	YES	YES	YES	YES				
<u>Indonesia</u> USINTEC Education Collaborate project	New training certification program designed to reach 2.7 million teachers	YES	YES	YES							

Table 4. - continued											
Partnerships	Major institutional impact	Improved teaching methods including TOT	Added new curricula	Improved courses	Conducted research	Academic publications	Expanded community outreach	Promoted community college system	Supported community service learning	Established NGO linkages	Promoted workforce development
<u>Philippines</u> Visayas (Leyte) State Univ./ Cornell Univ.	Local citizen boards established, NGOs engaged in watershed management and planning	YES	YES	YES	YES	YES	YES			YES	
<u>Philippines</u> Silliman Univ./ University of Washington	Eco-tourism program launched, one PhD, 2 publications	YES	YES	YES	YES	YES	YES			YES	YES
<u>Laos</u> Laos Univ, Health Frontiers, Khon Kaen University/ Case Western Reserve Univ.	New department of medical studies; full time post graduate residency started	YES	YES	YES	YES		YES		YES	YES	
<u>Laos</u> Laos Univ, Health Frontiers, Khon Kaen Univ./ Case Western Reserve Univ.	Medical teaching units introduced and expanded; new internal medicine diploma	YES	YES	YES		YES	YES		YES	YES	
<u>Thailand</u> Thai CCs/ Johnston & NC CCs	Expansion of CC model spreading across the country	YES	YES	YES	YES		YES	YES			YES

Table 4. - continued											
Partnerships	Major Institutional impact	Improved teaching methods including TOT	Added new curricula	Improved courses	Conducted research	Academic publications	Expanded community outreach	Promoted community college system	Supported community service learning	Established NGO linkages	Promoted workforce development
<u>Thailand</u> Chulalongkorn University/ University of Washington	Scientific models being adapted for applied work at community level	YES	YES	YES	YES	YES	YES			YES	
<u>Vietnam</u> Kien Giang CC/ Kentucky Community and Technical College System	12 other CCs learning from this example with plans for CCs in all 45 provinces	YES	YES	YES		YES	YES	YES	YES	YES	YES
<u>Vietnam</u> Cantho & Nong Lam University/ Purdue University	New approach to teaching includes problem solving & critical thinking	YES	YES	YES			YES		YES		
<u>Vietnam</u> Univ. of Nat'l Science-Ho Chi Minh City/Portland State Univ.	Community service learning being replicated in other areas of Vietnam	YES	YES	YES			YES		YES	YES	YES
<b>Total partnerships meeting indicators</b>		<b>13 (100%)</b>	<b>13 (100%)</b>	<b>13 (100%)</b>	<b>7 (54%)</b>	<b>7 (54%)</b>	<b>12 (92%)</b>	<b>3 (23%)</b>	<b>6 (46%)</b>	<b>9 (69%)</b>	<b>4 (31%)</b>



### **Evidence of Impact - Value of Partnerships to U.S. Partners**

A partnership implies reciprocal commitments and mutual benefits. Therefore, higher education partnerships promote collaborative activities to strengthen tertiary education for both partners. It was important that this impact assessment summarize not only partnership capacity building benefits for the host country institutions, but also for the U.S. partner.

During the data collection process, the 13 partnerships described in detail benefits to their faculty, staff, students, and academic programs as a result of participating in exchanges, teaching assignments, research, publications, and study at host country institutions. They all mentioned value to their U.S. campuses such as a new Islamic Studies major. Over half the partnerships (seven) described specific examples of campus benefits that, for an example, spotlight an international focus or emphasize a global issue as a result of partnership activities. (See Table 5.) A summary description of impact shows that over 100 U.S. faculty were involved in some way with these 13 partnerships; more than 60 students, primarily graduate students, participated as well; and seven institutions described specific programmatic changes that benefit their campuses such as new emphasis on globalization or specific international development topics.

In summary, the 13 U.S. partners described value to their faculty, staff, students, and campuses in the following way.

- 133 U.S. faculty participated in exchange programs, field visits, teaching assignments at host countries;
- 61 students participated in exchanges, research and/or travel to host country institutions;
- 7 U.S. institutions reported new focus on international studies, increased engagement of faculty with international issues, overall expanded cultural awareness;
- 104 additional host country students studied at U.S. institutions with host country government funding bringing cultural value to U.S. campuses.

**Table 5.**  
**Reported Value for U.S. Partners — U.S. Faculty, Students, Campuses**  
 Results of 13 Southeast Asia partnerships – 2008

Country	U.S. Institution	Value to Faculty, Students, Other			Value to Institution		
		# of faculty members	# of students	Other	Academic Programs Affected	Research/Publications	Campus Culture
Cambodia	California State University, Fullerton	3	34	Revitalized and strengthened the service learning program at CSUF	International programs increased		
Indonesia	Ohio University	6	2	15 Indonesian students sent to study here funded by host country government	New certificate offered in Islamic Studies; new undergrad program in South Asia track		Dynamic Indonesian student organization instituted; more emphasis on globalization
Indonesia	Clemson University	6		6 Indonesian doctoral students funded at Clemson by host country government			Clemson campus international focus greatly enhanced
Indonesia	Ohio State, Illinois, Indiana universities	7		83 Indonesian students sent to study at U.S. institutions funded by host country government	Legitimized global issues; International visibility raised	Revitalized existing partnerships	
Philippines	Cornell University	16	11	10 U.S. faculty/students self-funded to participate in host country visits	Improved related courses	Improved research opportunities	Supports long-term relationship between countries

Table 5. – continued							
Country	U.S. Institution	Value to Faculty, Students, Other			Value to Institution		
		# of faculty members	# of students	Other	Academic Programs Affected	Research/Publications	Campus Culture
Philippines	University of Washington	2	10	53 students involved with online activities	New degree program in coastal governance evolved from partnership		
Laos	Case Western Reserve University	59		80 U.S. volunteers helped with Laotian activities			
Laos	Case Western Reserve University			U.S. doctor received honorary degree from KKU in Thailand			
Thailand	Johnston Community College, NC Community College system, Honolulu Crowder Community College	12			Development, expansion of global education programs		
Thailand	University of Washington	6			Helps UW increase footprint in region; increased “human factor” in scientific modeling work	UW learned to bring reality into data management, computer models	
Vietnam	KY Community & Technical College System, Mohawk Valley CC, Richland CC, Texas Tech Univ.	6					

Table 5.- continued							
Country	U.S. Institution	Value to Faculty, Students, Others			Value to Institution		
		# of faculty members	# of students	Other	Academic Programs Affected	Research/Publications	Campus Culture
Vietnam	Purdue University	4	2			Research article published on coffee	
Vietnam	Portland State University	6	2				
<b>Total</b>		<b>133</b>	<b>61</b>	<b>104 host country students in the U.S.</b>			

## Evidence of Impact: Contributions to Development Goals – Outside the University

### *Taking Knowledge to the People*

Through this USAID/HED partnership effort, U.S. higher education partners often focused on the ‘third goal’ of U.S. higher education — public service and extension. In the U.S., higher education goal one is good teaching, two is meaningful research and publications, and three is public service and extension. Goal three or taking knowledge to the people, a hallmark of American higher education, is often not yet a high priority in developing countries’ post-secondary education institutions. These 13 U.S. partners, however, demonstrated evidence of promoting public service, policy advising, and extension work as part of their contribution to the partnership process. As a result of these partnerships, host-country participants reported examples of training outside the formal institutions in support of local NGOs, government agencies, public school teachers, and local citizens (See Table 3, p. 24).

### *Extension, Public Service, Policy Advising*

Work outside the university, such as consultation on national policy, is the highest level of impact expected from

academic partnerships. Evidence of service or extension work, especially in education, often requires time to become apparent. Yet, influence on education policy was evident as part of this

### AFFECTING DEVELOPMENT

#### **Reported examples of how higher education partnerships have affected local communities and national policies.**

##### **Vietnam**

- Teacher training to include teaching methods that increasingly use problem solving and critical thinking case studies. Community service learning techniques spreading to other community colleges across the country.
- Transmission of business knowledge and workforce development skills to highland region for support of cash crop productivity and IT training for the tourism sector.

##### **Laos**

- New diploma for internal medicine introduced as a result of earlier Case Western Reserve partnership work in medical training.
- First full-time postgraduate medical residency program for Laos resulting from earlier partnership focusing on improved medical training.

##### **Philippines**

- Closer collaboration between local university and NGOs working with local government in watershed management and planning.

##### **Indonesia**

- Increased use of student field work as part of classroom academic studies in agriculture and environment.

##### **Cambodia**

- Acceptance of and support for new concept of student volunteerism in the local community, primarily through NGOs.

##### **Thailand**

- Community colleges replicated nationally based on U.S. system.
- Coastal zone computer modeling incorporates socio-economic data for practical application.

assessment. Two countries have been affected directly or indirectly in two national movements (Vietnam and Thailand) building expanded community colleges systems modeled on U.S. systems.

NGOs and other local organizations also have been impacted in the six countries in an effort to build linkages between the academic world and local communities that had not existed previously. Partners reported engaging in policy dialogues through working groups to advise local/national governments on critical issues. Respondents also gave examples of workforce development in the Philippines and in Vietnam.

When asked about specific higher education work outside the walls of the institution, partnership participants reported:

- 45 NGOs and/or other local institutions were included in activities to relate higher education to local community needs;
- More than 100 policy dialogues through working groups occurred regularly to advise local/national governments on critical issues;
- 42 community colleges were affected directly or indirectly in an effort to build community college systems based on the U.S. community college system;
- Examples to support workforce development: Vietnam – a highland coffee producers activity, “contributions to cash crop productivity in the Vietnam central highlands,” a coast management project in the Philippines, and information technology support in Vietnam.

## STUDY DESIGN

### **Purpose of the Southeast Asia Partnership Assessment**

During fall 2008, the United States Agency for International Development (USAID)/Washington and Higher Education for Development (HED) initiated an impact assessment of selected higher education partnerships in Southeast Asia that have occurred since 1998. The assessment focused on:

- impact of partnerships to strengthen the capacity of host country faculty and institutions to deliver quality higher education;
- impact of increased capacity of host country higher education faculty and institutions to support local development goals;
- impact of partnership activity on U.S. faculty, students, and institutions; and,
- evidence of sustainability of partnership capacity building, and ‘lessons learned.’

### **Higher Education for Development (HED)**

HED is a non-governmental partner organization representing the U.S. higher education community through six higher education associations<sup>2</sup> and their constituencies. It receives funding from USAID’s Office of Education under a cooperative agreement between USAID and the American Council on Education, to manage a program of ‘University Partnerships.’ Specifically, HED’s mission is to assist the nation’s six major higher education associations to build partnerships with USAID and help their member institutions foster cooperative development partnerships with colleges and universities abroad. Uniquely positioned to promote the involvement of U.S. higher education in global development, HED encourages international partnerships to address U.S. government strategic development goals. Ten years have elapsed since the first higher education partnerships were implemented. Consequently, this assessment endeavor was judged by both HED and USAID to be a timely effort.

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<sup>2</sup> The American Council on Education, American Association of Community Colleges, American Association of State Colleges and Universities, Association of American Universities, National Association of Independent Colleges and Universities, National Association of State Universities and land-Grant Colleges are professional associations of presidents of U.S. colleges and universities

## **Background**

From 1998 through 2008, HED awarded 16 higher education partnerships in six countries in Southeast Asia. (See Table 1.) The 2008 impact assessment reviewed objectives, expected outcomes, results, and impacts from 13 of these 16 partnerships.

## **Information Collection Methods**

### *Where*

During October and November 2008, three teams of three people each visited higher education partnerships in the six Southeast Asia countries. (See Figure 1 for country locations, p. 6) Team one went to Thailand and Laos; team two to Vietnam and Cambodia; and team three to the Philippines and Indonesia. Thirteen (81%) of the sixteen HED partnerships in Southeast Asia since 1998, were selected for inclusion in this study — representing a cross-section of diversity of program areas, institutional composition, and geographic settings. The remaining three partnerships were not included because key personnel could not be located and/or site visits proved logistically impossible for reasons of security, budget or access.

### *What Information, From What Sources*

This assessment effort planned to summarize quantitative and qualitative evidence of impact on both host country and U.S. partners — faculty, students, and institutions — and impact on local/national development needs as related to the original assessment objectives (p. 1).

Implementing the assessment process required the research teams to:

- first, determine what information was needed to focus the assessment on evidence of impact,
- second, establish the sources of that information, and
- third, decide the most prudent methods for gathering information. (See Table 6.)

Major sources of information included:

- survey of secondary data from grant applications, sub-agreements between, progress reports, and conference reports;
- structured telephone interviews with project managers representing the U.S. partners; and
- site visit observations/interviews with host country partners at their institutions of higher education.



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

- human capacity building as defined by USAID,<sup>3</sup>
- institutional capacity strengthening as defined by USAID,<sup>5</sup>
- contributions to target discipline areas and/or local development goals, and
- national policy, NGO support, workforce development, and other public service outside the tertiary institutions.

Similarly, interview questions for U.S. partners and host country national participants focused on:

- human capacity building for both U.S. and host country national participants,
- institutional capacity strengthening, for both U.S. and HCN institutions,
- contributions to local development goals, e.g., goals related to the USAID goals, and
- service outside the university including policy advising.

(See Appendix A for copies of telephone interview and field visit questions.)

### *How*

Once written reports were reviewed and summarized, a standardized set of indicators and questions regarding information and perceptions about lessons learned, impact, sustainability, and program areas were developed for the telephone interviews with 13 U.S. partnership directors and site interviews with host country participants. A total of 103 host country national academics plus 49 host country students, 38 other community and NGO participants including host country and U.S. government personnel were interviewed as part of the site visits. The teams visited 34 sites including education institutions and off-campus locations where partnership activities have taken place.

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<sup>3</sup>USAID: Defined as knowledge, skills, and training for individuals to (a) broaden and increase individual access and completion of education, or (b) specialized proficiency opportunities — long and short-term degrees, exchanges, study tours, technical training at home and abroad) relevant to their country's development.

<sup>5</sup> USAID: Strengthening is measured as an improvement in the organizational components or operational aspects of higher education institutions that enable the institution to better contribute to host country development. Includes strengthened faculty departments, improved analytical and research capacity, increased university outreach, improved financial management, increased capacity of teacher training institutions especially to fill gaps caused by HIV/AIDS, larger numbers of teachers resulting from rapidly growing school enrollments, and improved application of technology to host country needs.

Table 6.  
**Plan for Information Collection for Southeast Asia Partnership Assessments  
Fall 2008**

What We Want to Know	How We Might Find Out			What We Expect to Find
	Secondary Information	Surveys - Interviews	Observations	Expected Outcomes - Results
Review purpose, expected activities, outcomes: goals for partnership human and institutional capacity building	Original application; sub-agreement			Objectives for partnership work; Planned activities, outcomes
Objectives – activities and outcomes and results	Summarize reports from files; Report for Annual Synergy Conference			Expected outcomes
Expected Impact	Synergy Conference summary			Expected impact
Reported Recent Success Stories	Semi-annual reports			Outcomes
Review partnership purpose, outcomes results with U.S. partner; focus on evidence of capacity building		Phone survey with U.S. participants		Review outcomes Expected impact of partnership to HCN institution and to U.S. institution
Review partnership benefits to local U.S. higher education community		Phone survey with U.S. participants		Outcomes and impact to USA institution; results
Review partnership benefits to local U.S. NGO community (outside university)		Phone survey with U.S. participants		Outcomes and impact to larger USA community;
Confirm evidence of HCN human capacity building outcomes		Interviews with HCN recipients	Visit to HCN institution	Outcomes and impact to HCN staff and faculty of higher education institutions
Confirm evidence of HCN institutional capacity building outcomes		Interviews with HE HCN recipients	Visit to HCN institution	Outcomes and impact to HCN institution of higher education
Look for evidence of HCN partnership outcomes outside higher education institution		Interviews with appropriate HCN participants	Visits to ministries, NGOs, government entities	Outcomes and impact to HCN community outside higher education institutions
Include any serendipitous findings, results related to partnership objectives; overall HED purpose				Unexpected Outcomes and Impact to both USA and HCN faculty, staff, students institutions; affects on development policy and goals
Other, i.e., characteristics of good partnerships; management issues				Recommendations for making HED higher education program better

## SUMMARY REMARKS

Taken together, the findings from this assessment of 13 higher education partnerships reveal that HED/USAID higher education partnerships provide ‘value for money,’ make important contributions to national development goals, and result in direct impacts that enhance human and institutional capacity building.

### *Value for Money*

An impressive array of examples, summarized in this report, demonstrate how these university partnership awards totaling a modest \$1,405,462 contribute toward local and national development goals while addressing critical components of education quality. These investments further generate substantial funds including cost-share financial contributions of \$2,666,551 from the partners themselves. Furthermore, these collective investments stimulated ongoing follow-on initiatives, indirectly resulting from the HED partnerships that leveraged additional funds totaling nearly seven times the initial grant award.

### *Human Capacity Building*

The partnerships directly enhanced the knowledge and skills of more than 1,000 faculty and staff through degree and non-degree training. An additional 2,000 professionals, members of local organizations and NGOs, and local citizens outside the partner institutions also received training, and more than 4,000 were indirectly affected through training of trainers and information dissemination. Numerous examples were provided of how the skills and knowledge of faculty, staff, and students have resulted in new programs, curricula, courses, and outreach activities.

### *Institutional Capacity Strengthening*

Host country faculty described many examples of new teaching methods they had learned through the partnerships including training of trainers (TOT), active learning, participatory teaching-learning, critical thinking techniques, Internet conferencing, and community service learning. These changes have led to new curricula, academic programs, and/or improved instruction reported by all partners. A total of 37 collaborative research projects supported 35 publications. Twenty-two community colleges have been affected directly in two national movements in Vietnam and Thailand that are building community colleges systems modeled on

U.S. institutions. Six partnerships introduced and supported innovative programs involving community service; two have now become models for new national programs.

#### *Contributions to National and Local Development*

Among the 13 partnerships five focused on the environment, five on education and information technology, two on health/medical issues, and one on community development. All contributed directly to essential program areas for national development in Southeast Asia including consultation on national policy, as well as direct engagement with local and national development organizations, NGOs, and local people through public service or extension work.

#### *Impact on U.S. Faculty, Students, and Institutions*

Higher education partnerships provided first-hand experiences for U.S. faculty and students to learn more about international issues and participate in cross-cultural, interactive programs. More specifically, the 13 U.S. partners reported that 133 U.S. faculty and staff and 61 students participated in exchange programs, field visits, and teaching assignments at host countries. Seven U.S. institutions reported a new focus on international studies, increased engagement of faculty with international issues, and overall expanded cultural awareness. Furthermore, an additional 104 host country students were funded by their host country governments to study at U.S. institutions.

#### *Evidence of Sustainability*

This impact assessment revealed that most of the partnerships examined are committed to long-term relationships that include activities such as faculty and student internet interaction, ongoing faculty and student exchanges, joint research and/or action programs, and host countries sponsoring additional students to attend U.S. partner institutions after HED grant funding has ended. The sizable cost-share contributions from participating institutions and millions of dollars of subsequent leveraged funding also support on-going sustainability.

#### *Lessons Learned*

Looking ahead, partners reported that they would focus more on detailed and on-going communications among participants including the use of low-cost mechanisms such as virtual

networks, conference calls, webinars, and video conferences, as well as experiment with creative teaching methods and new ways to disseminate information. Several partnerships demonstrated that short-term training and the training of trainers can bring about major changes that can facilitate the scaling-up of innovative community college systems, community service learning programs, and local and regional training of doctors to enable reaching large numbers at relatively low cost.

Nearly all partners reported the value of attending and participating in the annual HED Synergy Conferences, citing important paybacks, particularly when host country participants present working papers as a way to exchange learning.

Future partnership programs must allow sufficient time for planning travel and visa processing for study in the United States, especially given new Homeland Security restrictions on students and academics entering the United States.

### *Conclusion*

HED partnerships provide numerous opportunities for positive public diplomacy at home and abroad since the partnerships appear to be doing what partnerships are designed to do: provide value to both partners. The HED/USAID higher education partnership effort offered “hands-on” opportunities for host countries and U.S. academics and students to collaborate around international development goals.

These partnership ventures are in the vanguard, providing creative foreign assistance inputs for long-term academic change. The U.S. system of higher education is highly regarded as a model in many Southeast Asian countries. Host country university administrators and faculty are eager to incorporate into their higher education structures many of the U.S. methods and processes for teaching, conducting research, and promoting public and community service while addressing local and national development goals.

# **APPENDIX A**

Interview Questions

Field Visit Questions

Fall 2008  
SE ASIA PARTNERSHIP PHONE INTERVIEW QUESTIONS

**Schedule of Phone Interviews**

Partnership name:

U.S. Partner Name:

Date:

- 1.
- 2.
- 3.
- Etc.

**Suggested Questions**

- A. Intro — time has passed, what happened from your perspective, what has been sustained  
First. Briefly review goals of the partnership
- B. We want to ask you four questions, and two wrap up or summary type questions
1. Describe evidence of capacity building in terms of improved human skills/knowledge of academics you worked with
  2. Describe evidence of capacity building for institutional changes – improved practices, programs, procedures
  3. Describe any specific subject matter/program level changes as a result of partnership activities — contributions to local or regional improved quality of life
  4. Partnerships are two sided: describe memorable benefits of this partnership to U.S. team- Faculty, students, institution
- C. 2 Wrap up questions
1. What involvement outside the host-country university —community or beyond — you might have observed, that these partnership activities influenced
  2. What has happened since the partnership closed; what has made these activities sustainable

Fall 2008  
FORM: SE ASIA PARTNERSHIP SITE VISIT DATA COLLECTION

Site Visit

Partnership name & Location: \_\_\_\_\_ U.S. Partner Name: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

Individuals met with: Names, Titles, Positions (e-mail address for thank you note)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggested Questions/Observations

D. Introduction comments — time has passed, we are eager to know from your perspective, overall what really occurred as part of this partnership; what has been sustained from it

First. We will start with: Briefly review for us what you perceived were the goals for the partnership

Now, We want to discuss with you 5 aspects of the partnership activities

1. Describe evidence of capacity building in terms of improved human skills/knowledge for the academics or folks you worked with as part of this partnership
2. Describe evidence of capacity building for institutional changes – improved practices, programs, procedures, curriculum, teaching methods, updated subject matter
3. Describe any specific subject matter/program level changes as a result of partnership activities — contributions to local or regional improved quality of life or development goals
4. Partnerships are two sided: from your perspective, describe memorable benefits of this partnership to U.S. team (partner) — faculty, students, institution
5. What involvement outside the host-country university — community or beyond — you might have observed, that the partnership activities influenced

E. And, as a wrap-up, what has happened since the partnership closed; if applicable, what has made these activities sustainable

Please also note observations/suggestions for follow up success stories, lessons learned, promising practices; any serendipitous outcomes/results; other professional observations.



# **APPENDIX B**

## **Success Stories**



# SUCCESS STORY

## Realizing Dreams through Education and Dedication

### *Educating Leaders through Community Service Learning*

*California State University, Fullerton/Paññasastra University of Cambodia/California State University, Long Beach*



Photo by Ann Perrelli, HED

*Two students, Sayorn Chin, right, are among the many youth who have gained access to education and a place to call home in Cambodia.*

Sayorn Chin dreams of one day attending Stanford University to study math or engineering. Thanks to a California State University, Fullerton/Paññasastra University of Cambodia partnership supported by Higher Education for Development (HED) and funded by the U.S. Agency for International Development (USAID), he may realize that dream.

The 14-year-old orphan, whose parents died from HIV/AIDS, was living on the streets of Phnom Penh a few years ago. At that time, he would dig through trash heaps with his bare hands searching for recyclable scraps that might be sold to buy food. Now, however, the prospect of attending Stanford doesn't seem as far fetched. "CCH [Center for Children to Happiness] changed my life!" he said. "Now I believe anything is possible."

Through a community service learning program, PUC students earn course credit for voluntary service at non-government organizations, a legacy of a higher education partnership with California State University, Fullerton (CSUF). The higher education partnership, which started this service-learning program in 2003, is flourishing and self-sustaining. Higher education students serve their communities and their model behavior shows that education is critical to developing opportunities.



Photo by Ann Perrelli, HED

*Orphans at the Hope of Orphanage Association. HOA benefits from the Paññasastra University of Cambodia's student volunteers through a service-learning program.*

Sayorn is just one of hundreds of children benefiting from the leadership and dedication of locally run NGOs in Phnom Penh. Organizations such as CCH provide a haven for orphans, abused or neglected children, and those left among garbage heaps scraping together a livelihood for themselves or their families. Sayorn was discovered by Mech Sokha, an orphan and founder and director of CCH. Sokha brought him to the orphanage where he could live and study English, math, and other subjects.

At CCH, Sayorn gained an extended family of orphans. Inspired by Sokha's example, Sayorn dedicated himself to his studies and earned an internationally recognized baccalaureate from United World College that resulted in a scholarship to study in Singapore. Along the way, students from Paññasastra University of Cambodia (PUC) taught and mentored Sayorn.

Students from PUC are joined annually by counterparts from California State University, Long Beach, who were inspired by the original collaboration to volunteer 20-25 hours at an NGO in Phnom Penh and raise funds that support these locally run organizations. Another NGO that participates with PUC's service learning center, Hope of Orphanage Association (HOA), supports 35 orphans on an annual budget of \$40,000 and is run by a reformed drug addict





Photo by Charlie Koo, HED

*Paññasastra University of Cambodia students provide community service in slums such as the one pictured above, which is near the after-school community center Aziza. The center serves local-area children and young adults ranging in age from 6-20 years.*



Photo by Ann Perrelli, HED

*Children practice using the computer at Aziza. Paññasastra University of Cambodia students volunteer at Aziza and other non-government organizations to teach English, math and computer skills and other subjects to children.*

and street kid, Teng Kimchoeurng.

Aziza, an NGO-run community center located in a slum community, is another of a dozen organizations at which Cambodian and California State University, Long Beach students in English, computer skills, leadership training o provide opportunities for children in need.

Sayorn's community and extended family hopefully await his admission to Stanford and the realization of his dreams and others like him.

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# SUCCESS STORY

## Students Transform Lives through Community Service in Cambodia

### *Educating Leaders through Community Service Learning*

*California State University, Fullerton/Paññasastra University of Cambodia /California State University, Long Beach*



Photo by Ann Perrelli, HED

*Sarim Mardi participated in the service-learning collaboration as an undergraduate student. Today, he is the director of Center for Community Service Learning and Internship in which he coordinates volunteer opportunities for PUC students at area NGOs.*

Sarim Mardi represents the promise of a future generation for Cambodia. In 2003, as an undergraduate student at Paññasastra University of Cambodia (PUC), he was introduced to a new concept – service learning – through PUC’s higher education partnership with California State University, Fullerton (CSUF). The Higher Education for Development (HED)-administered and United States Agency for International Development (USAID)-funded partnership would have a transformative effect for those committed to community service learning.

“Service learning is here to stay!” said PUC president Dr. Chea San Chanthan, who returned to Cambodia after 30 years in the United States to launch this university with English-language instruction for all courses in 2000. The service component, which is integrated into fundamental coursework, offers all undergraduate students an opportunity to learn good citizenry, ethics, teaching skills, teamwork and leadership. PUC has become the premier higher education institution modeled on a strong liberal arts tradition and with an emphasis on ethics, civic engagement, critical thinking, and English.

Mardi, now director of PUC’s Center for Community Service Learning and Internship, initiated through the CSUF-PUC partnership. He spends his weekends trolling Phnom Penh in search of new non-government organizations where students can volunteer.



Photo by Ann Perrelli

*PUC students fill a classroom before attending their morning classes to talk with HED and USAID officials about their experiences in service learning.*

During the initial phases of its partnership, PUC collaborated with only one community organization where students could volunteer. Today, the Center works with 15 local community-based organizations, many started by orphans or former drug addicts, who have made remarkable commitments to improving life for children who are living on the streets. Some of these children have lost parents to HIV/AIDS, or are abused, or neglected. Some NGOs, such as Maryknoll in Cambodia, now have multiple branches where students volunteer, further expanding the network for service learning.

“I thought when I started volunteering that I would be teaching children at the center, but we’re learning, too. We’re discovering what we could never learn in a classroom through this experience and seeing life through the eyes of these children who have been working in trash dumps,” one student studying environment said.

More than 30 PUC students arrived at 8:30 a.m to share their experiences with visiting USAID and HED officials. According to the students, the chance to serve while learning is deeply satisfying. A political science student explained how her team walked more than an hour through muddy, unpaved streets to volunteer at





Photo by Charlie Koo, HED

*Dr. Chea San Chanthan, Paññasastra University of Cambodia president discusses the results of the university's collaboration with California State University, Fullerton and other partners.*



Photo by Charlie Koo, HED

*Children at the Center for Children to Happiness, a center at which Paññasastra University of Cambodia students volunteer welcome HED and USAID visiting officials.*

their site. Another described the attachment between the university students and the orphans as a familial one, as the orphans call them mom and dad.

The \$124,419 award administered by HED and sponsored by the USAID reported cost sharing of \$161,559 from the partners during the three-year collaboration. But that doesn't fully capture the contribution (and impact) of students who volunteer beyond the requisite 20-25 hours, or conduct annual fund raisers that support local NGOs, or help meet the basic needs of Cambodia's orphans for food, shelter, education, and love.

As in all HED partnerships, the benefits of the CSUF-PUC collaboration are seen at both institutions. The community service center at CSUF, now called the Center for Internships and Service Learning, was revitalized by the project and grew from a staff of 15 full-time employees to 30 dedicated to community service in California. California State University, Long Beach, also became engaged and for the fifth consecutive year will send a cadre of 25 students to Cambodia in January 2009 to volunteer in communities around Phnom Penh and participate in the annual fundraiser.

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## SUCCESS STORY

### U.S.-Indonesian Civic Education Partnership Has Lasting Benefits

#### *Strengthening Civic Education in Indonesia*

*Ohio University/State Islamic University of Syarif Hidayatullah*



Photo by Marilyn Crane, HED

*Students at the State Islamic University of Syarif Hidayatullah. Women in the Indonesia Center for Civic Education now discuss careers in politics.*

In 1999, shortly after the end of the Suharto regime, the State Islamic University Syarif Hidayatullah in Jakarta – known in Indonesia as Universitas Islam Negeri (UIN) – began developing a new civic education curriculum to replace state ideology-based, “militarized” courses. The HED partnership that UIN began with Ohio University in 2002, funded by the U.S. Agency for International Development, enabled UIN faculty members to continue this effort to further modernize the civic education curriculum.

The partnership made a major impact on UIN faculty, students, and curriculum. Under the HED project, funded by the United States Agency for International Development (USAID), two UIN faculty members completed the master’s degree program in International Affairs at Ohio University (OU). They continued for their doctoral degrees in the United States and will return to work at UIN when they complete their doctorates. Three additional faculty members traveled to OU as short-term visiting scholars and conducted research. These scholars have now returned and hold prestigious positions. The director said the HED project experience was instrumental in his promotion to his position.

All the faculty members who had the opportunity to spend time in the United States said their opinions of the United States changed as a result of their experience. They now have a much more positive image of the United States and hope that others will have the opportunity to experience the “real” America, too.

Through the workshops UIN faculty members were able to improve their skills in critical areas such as evaluation and assessment, active learning, problem-based learning, baseline studies, and pedagogy for civic education.

Through the HED partnership, the UIN partners developed an undergraduate civic education class – the first ever in Indonesia – which is now a core requirement for all 2,000 first-year students in all UIN departments.

Students are also direct benefactors of the partnership. Now student have a greater understanding of and appreciation for civil society. Female students were impressed by the expectation that they participate in the class rather than being passive learners, accepting the professor’s words.

This partnership has led to the establishment of meaningful contacts among faculty members at OU and many of the nearly 50 institutions of Islamic higher



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Photo by Charlie Koo, HED

education throughout Indonesia.

Further, the HED partnership led to a significant strengthening of UIN’s Indonesia Center for Civic Education, the only institution of its kind in Indonesia. Over its seven-year history, ICCE has trained more than 500 faculty members with funding from donor organizations and the U.S. embassy.

Impressed by UIN’s new and progressive civic education curriculum, including the partnership-developed mandatory basic civic education course, the Ministry of Home Affairs asked UIN to develop a course in civic education for its public servants. The university is continuing in its role as a “trailblazer,” according to Dr. Azyumardi Azra, former rector and former principal investigator of this HED project. UIN aspires to be the leading Islamic institution in Indonesia for the training of future religious and political leaders.



## SUCCESS STORY

### Environment-focused Partnership 'Greens' Philippine Curricula

#### *Community-based Watershed Management Support Project*

*Cornell University/Visayas State University*



Photo by Charlie Koo, HED

*Ormoc City Mayor Eric Codilla speaks to a group in a meeting in the Philippines about the affect of the project in the community.*

In 2003, Cornell University and Visayas State University (VSU) – formerly Leyte State University – initiated a HED partnership to support local government and community-led efforts to improve the management of critical watersheds in the central Philippines. Sixteen working groups strengthened local governance of watersheds, increased VSU’s capacity to support community-based natural resource management, improved rural residents’ and local governments’ understanding of environmental protection laws, and developed innovative curricula and learning approaches to train community development practitioners and natural resource management specialists.

The partners effectively combined their skills and resources in teaching, research, and outreach with local NGO capacities in community organizing, advocacy, participatory learning, and action to bolster local watershed management.

The partnership’s impact has continued long past the official end of the project. For example, the working group that addressed the improvement of natural resource management topics in the VSU curriculum remains active today as the members are continuing their efforts to “green” the curricula at the primary, secondary, and tertiary levels in Philippine schools.

These curriculum innovation efforts are directed at teachers and student teachers through environment education workshops using two internationally recognized approaches: Project Water Education for Teachers (WET) and Project Learning Tree (PLT). Since 2004, nearly 300 primary teachers have been trained and more than 150 student teachers are being trained each year.

The HED project was a catalyst for the shift to an environmentally friendly focused curriculum at VSU and beyond. The working group is also helping to integrate environmental education into high school classes, and one VSU faculty member is helping to “green” the non-natural resource management curricula at another Philippine university, resulting in a criminology class in which one of the topics is illegal logging.

Other partnership successes include:

- A new baccalaureate degree program at VSU in Development Education that focuses on agriculture extension and community development. Seventy-six students have enrolled in the program to date.
- New agreements between VSU and local governments in Cebu and Bohol Island to address local watershed management issues.



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Photo by Marilyn Crane, HED

- Formal ties with more non-government organizations in the Visayas region, expanding VSU’s network and its outreach efforts.
- Improved community-based forestry management and income opportunities for more than 60 households in the Cienda watershed in the form of cut flower, timber seedling, and abaca (banana husk) production. A partnership working group provided the training for these income-generating activities, and the area now is a demonstration site for VSU students.
- Closer collaboration with the Department of Environment and Natural Resources (DENR) – the environment arm of the Philippines government – which has enabled VSU students to do field work with DENR and may lead to a student internship program.

The representatives of DENR, the Ormoc City Council, and the mayor of Ormoc City, expressed gratitude to VSU for lending its expertise in areas such as geographic information systems mapping, spatial planning, and ground surveying to facilitate the demarcation of strict protection and multiple-use zones in the Lake Danao Natural Park area, which is located near Ormoc City.

“We truly appreciate the support they always give to us,” Mayor Eric Codilla said. “We need the support of academia to gain public support to implement our programs.” VSU faculty members are now included in DENR’s technical working groups, which are addressing areas such as ecotourism for Lake Danao.

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# SUCCESS STORY

## Training Pediatricians, Internists, and Future Doctors in Laos

### *Training Health Professionals in Laos*

*Case Western University/National University of Laos/Khon Kaen University/Health Frontiers USA/Rainbow Babies and Children's Hospital*



Photo by Ann Perrelli, HED

*From l-r: Health Frontiers Treasurer Georgine Busch; HED program coordinator Meena Nabavi; President of Health Frontiers Hakon Torjesen; HED consultant Malcolm Odell, USAID's Ken Lee; volunteer nephrologist Christine Johns; and Medical Director of Health Frontiers Dr. Karen Olness, who is also professor of pediatrics, family medicine and global health at CWRU.*

When Dr. Karen Olness of Case Western Reserve University (CWRU) returned to Laos in 1990 after a 21-year hiatus, she was amazed by the deterioration of health care in the country.

Two consecutive awards granted by Higher Education for Development and funded by USAID helped them launch an enormously successful internal medicine program, and to strengthen to a pediatric program. The awards supported exchanges for health leaders and practitioners between NUL and CWRU and helped pave the way for the creation of the country's first post-graduate medical program in pediatrics and internal medicine.

The two \$100,000 awards by HED have been radically exceeded by partner contributions, estimated at \$1.5 million during the funding period, and in excess of that figure when factoring in forgone salaries of doctors who offer long-term voluntary service. The result is a highly trained and motivated group of Laotian and American doctors collaborating, "as a gift to humanity," said Dr. Sing Menorath, dean of NUL's medical school. "The partners created a low-cost model designed for the local context that is being replicated and adapted elsewhere in places like Eritrea," Menorath said. In Laos, it was a stimulus for follow-on programs such as a German university's program in obstetrics and a Canadian program in family medicine.

**"In my 40 years of experience in medicine and development, this project is by far the most impactful."**

– Karen Olness, Case Western Reserve University and Health Frontiers (awarded honorary degree by Khon Kaen University).

In 1997, Laos had only seven trained pediatricians to serve its 2.5 million children. Olness and her husband Hakon Torjesen asked the dean of the medical school at the National University of Laos (NUL) how they could help. Olness and Torjesen's volunteers worked with the Lao faculty to plan and establish the pediatric program in 1997 and the internal medicine program in 2002. This is the country's first full-time postgraduate medical education program for pediatrics and internal medicine. Their goal was to educate graduates to provide low-cost, high-quality care with the assistance of volunteer doctors.

To manage the program, Torjesen and Olness founded Health Frontiers and



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Photo by Ann Perrelli, HED

*Nurses at Khon Kaen University show their state-of-the-art facilities. Khon Kaen is emerging as a regional leader in medicine partly because of its collaboration with the University of Laos in medical residency.*

encouraged trained doctors from the United States to volunteer for one to two years in exchange for modest living quarters and an opportunity to develop cadres of doctors in Laos.

As of 2008, Laos has 42 pediatricians and 23 internists who graduated from the program that Torjesen and Olness started. Every province of Laos is now represented by at least one graduate. The majority of the graduates have returned to their home provinces where they are recognized as leaders. They are better prepared to practice medicine, and they are training others to raise the capacity of the country's health providers.

Although funding from USAID ended in September 2004, the training program continues to expand region-wide to include medical specialties and a residency component with Khon Kaen University in neighboring Thailand.

This cross-border collaboration has been a remarkable development enabled by university cooperation and the dedication of doctors and university faculty. It helped KKU emerge as an internationally and regionally known teaching center for medicine, and in fact, during the May 2008 cyclone that hit Myanmar, KKU was called to respond when international aid was declined from elsewhere.

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Photo by Ann Perrelli, HED

*Dr. Srivieng, Dr. Arinee, Dr. Anohisak and Dr. Surapon (at far right) stand with residents in training from Laos (in white shirts) at the Khon Kaen University in Thailand.*



## SUCCESS STORY

### Universities Use Modeling Technologies for Improved Coastal Zone Management in the Mekong River Basin

#### *Integrated Coastal Management*

*University of Washington and Chulalongkorn University*



Photo by Ann Perrelli, HED

*Wirote Laongmane, geographic information systems researcher, explains to USAID's Ken Lee, HED's Malcolm Odell the early warning system using maps from Australian aid. Wirote learned information technology and modeling through the HED-administered partnership.*

Eight years ago, Internet communications technology was emerging as a potentially powerful tool for accessing and sharing information, and creating simulations for improved analysis across a broad array of fields.

However, bandwidth and sophistication was very limited, particularly in developing nations worldwide. The University of Washington (UW)/Chulalongkorn University (CU) partnership, sponsored by the U.S. Agency for International Development (USAID) and awarded by Higher Education for Development (HED), explored innovative use of new technologies for better coastal zone management of the Mekong River Basin. The partners have applied new technologies to address some aspects of global climate change faced by societies reliant on river systems or oceans as well as assisting with the development of early warning systems to respond to natural disasters such as tsunamis.

The greatest legacy from a UW and CU partnership in Thailand is the knowledge transfer of modeling technologies adapted by CU for the local context. "Modeling capacity gave Chulalongkorn a big leap ahead of others in the region and elsewhere... It was as though they received knowledge and technology of 2008, but in 2002. So when global climate change became an issue, it took only two days to come up with something to support climate change efforts and discussions," said Assistant Professor Dr. Anond Snidvongs at CU.

This team was also able to help the community in diagnosing problems in their surroundings. In one instance, people were blaming a fish kill on pollution and recommending "solutions" that were aimed at the supposed producers of the supposed pollution. However, the fish kill had been caused by a rare cold water surge and the science and models were critical to showing people what actually happened. This key information helped contribute to better decision-making in this situation about the solution.

The university collaboration developed Internet-based models of the physiology and hydrology of six major river systems in Southeast Asia to improve regional decision making on water resource management. The partners created a network of scientists and policy makers in the area of coastal zone management, centered at CU. The partners presented at a conference by the Mekong River Commission attended by over 100 scientists and policy makers and created a virtual collaboration site to share research and information. The partnership resulted in the development of a new Master's of Science program at CU.





Photo by Ann Perrelli, HED

*Porranee Thanapakpawin, (second from right) papermaker turned environmentalist, is making a difference in Thailand. Thanapakpawin is a researcher at Hydro and Agro Informatics Institute.*

The collaboration also helped University of Washington attract funds through the National Science Foundation and the World Bank to do additional research in the region and to extend the lessons from this project to other river basins. Partnership director Jeff Richey of UW is exploring research opportunities with the Mekong River Commission to inform decision making regarding widespread dam building projects slated for Laos which is being referred to as the “battery of Southeast Asia”.

“It’s a little known fact that Chulalongkorn University has the second most faculty members who graduated from the University of Washington of any university in the world. Number one is UW. These ties were only nascent at the time of the HED award. There has been a substantial growth in these connections since the partnership ended,” Richey said. This statement reflects the often un-chronicled, long-term benefit of HED-university collaborations where joint research and faculty and student exchanges often continue to benefit both higher education institutions with enduring results.

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## SUCCESS STORY

### Community-Based Service Protects Parks and Raises Environmental Awareness in Vietnam

#### *Community-University Engagement: Mitigating the Impact of Rapid Urban Development in Vietnam*

*Portland State University/University of Natural Sciences/Ho Chi Minh City Environmental Protection Agency*



Photo by University of Natural Sciences

*Undergraduate students use community-based service learning to explore the environmental impact of rapid urban development in Vietnam. In a team project, students created a model to illustrate pollution sources at Dam Sen Park.*



Photo by University of Natural Sciences

*Students from Portland State University accompany Vietnamese students to the Mekong Delta during a study exchange.*



Higher Education for Development (HED) awarded \$125,000 to support a partnership between Portland State University (PSU) and the University of Natural Sciences (UNS) in 2006. Just two years after U.S. Agency for International Development (USAID)-funded the partnership, the collaboration has taken root for students and faculty focused on environmental protection in Vietnam. Although the funding has ended, the university collaboration has created a long-lasting and mutually beneficial relationship between PSU and UNS.

This partnership introduced community-based service learning (CBSL) to students and faculty at UNS, a novel approach that provided a hands-on, team-based approach to address environmental challenges caused by rapid urbanization in Ho Chi Minh City. PSU helped build the capacity for their colleagues at UNS to design and implement courses using the new CBSL pedagogy through the training of more than 60 UNS faculty and students. Co-directors at UNS, Dr. Phuong and Dr. Thuy, collaborated with Dr. Ingle of PSU to create two courses for undergraduates, one mandatory and one optional, to help bridge the gap between theory and industry-driven needs. Dam Sen Municipal Park, the local partner, provided an opportunity for students and faculty to confront real challenges in wastewater treatment and increase public awareness about environmental issues.

“A real challenge is figuring out how to adapt the CBSL curricula for our local context,” said Dr. Phuong who teaches classes packed with 200 or more students. Initially, she selected the top 20 students in both courses to participate in the community-based projects.

Students explored how to improve water quality in a local lake, enhance the landscape and environment in the park, and increase environmental awareness. Step-by-step, the groups investigated pollution sources, built a physical model to explain those sources, examined other chemical and physical contaminants to determine the water quality, and advised the park about the best low-cost treatments — the use of aquatic plants to improve nutrients to the lake.

The applied research projects with Dam Sen Park proved so popular that Dr. Phuong opened the CBSL opportunity to all students in her next two classes. She challenged students to work in seven small groups to recommend how the park and Ho Chi Minh’s Environmental Protection Agency can best inform the public about environmental issues. UNS took responsibility for raising environmental



Photo by Ann Perrelli, HED

*Dr. Phuong introduced CBSL through courses to promote problem solving and elicit real solutions to Vietnam’s environmental challenges as a result of this collaboration.*



Photo by Ann Perrelli, HED

*Recent impact assessment visit: (l-r) Dr. Phuong; HED staff, Ann Perrelli, Charlie Koo and Josh Henson; Dr. Thuy; USAID’s Ken Lee and students from UNS’s Center of Excellence.*

awareness among Ho Chi Minh’s university students through its newly established Center for Educational Excellence (CEE).

The UNS CEE also hosted faculty workshops to promote CBSL curricula and practice among faculty on campus and at other institutions across Vietnam as it is the only program of its kind in the country. UNS presentation about the project at an International Service Learning Conference in Indianapolis raised the stature of the university furthering both institutions’ reputations.

Though the funding is complete, program activities continue with UNS planning to introduce CBSL in two additional courses focused on wetland ecology and plant morphology. UNS faculty members are now self reliant in adapting the CBSL model locally, however collaborations with PSU continue to evolve.

Each January, a cadre of 10 to 12 environmental studies students from PSU visits UNS to work at Dam Sen Park. Initially, students did not understand the value of what they could teach to their American counterparts. By the third year, these study exchanges offer a point of reflection and a source of pride for students on both sides. “Students [in Vietnam] learned to be more confident while hosting these visits. They are more engaged and motivated to learn as a result,” Dr. Phuong said. PSU plans to add an annual faculty exchange to UNS to extend internationally focused action research among the institutions.

Commitments by faculty and students involved in the CBSL partnership contribute a much greater amount than the initial \$100,000 in cost share toward the project. They offer ongoing opportunities for continued engagement at the local and international level which enrich coursework and result in a better protected environment — a modest investment for this seed to take root.