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Matching Needs and Resources:

UDLP Guide to Higher Education Partnerships for Development

Based on the UDLP International Workshop

"Partnerships for Development"

Sponsored by

The Center for Human Capacity Development

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Guide Contents

PAGE

About this Guide: i

Executive Summary ii

Setting the Stage: The Agenda for HCD, UDLP and the Workshop 1

Opening of Workshop 2
Precepts and Accomplishments of the UDLP 3

Development Cooperation and Higher Education 5

The USAID Perspective 6
USAID's Strategy in the Africa Context 7
Trends Affecting Higher Education Collaboration in Development Cooperation ... 8
Maximizing Partnerships: A Case Study 9

Universities' Practical Guide to USAID Reengineering 10

Collaboration with Missions 11

USAID Priority Sectors and Opportunities for Collaboration 16

Democracy & Governance 17
Economic Growth 19
Natural Resources & The Environment 21
Population, Health & Nutrition 23
How Research Fits Into USAID 26

Human Capacity Development 28

Human Resource Development 29
University Reform 30
Labor Markets and Workforce Preparation 32
Non-formal and Distance Education 34

Expanding Higher Education Partnerships & Making Partnerships Work ... 35

USAID's Higher Education Policy and Partnerships 36
Other USAID Linkage Programs 38
UDLP Interim Evaluation 40
Foundations for Successful Partnerships 42
Growth Areas for Linkages 44
Building Networks 46
Using the Internet 48
Science, Technology & Communications 50

B

Guide Contents

Other Sources of Funding: UDLP Success Stories 52

Making Free Trade, Safe Trade - Mexico 53
Vocational Training - India 55
Shared Problems, Shared Solutions - Mali 57

Other Sources of Funding: Opportunities 60

Business-Higher Education Forum 61
Opportunities
Business & the Community College 61
National Science Foundation 62
National Security Education Program 64
U.S. Information Agency 65
Joint Ventures With Business 66
International Financial Institution - The World Bank 67
Foundation Funding 68

The Future for Development and Higher Education 70

David Pearce Snyder - Keynote Speaker 70

Appendices

UDLP Profile ..... Appendix A
Workshop Agenda ..... Appendix B
List of Attendees ..... Appendix C
List of Presenters ..... Appendix D
Roundtable: Strategic Objectives for UDLP ..... Appendix E
USAID's Organizational Chart ..... Appendix F

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NOTES ABOUT THIS GUIDE

This guide is an outgrowth of the University Development Linkages Project (UDLP) International Workshop entitled "Partnerships for Development" conducted in Arlington, Virginia on October 15-18, 1995. The workshop brought together approximately 200 participants from the US and overseas higher education communities, from USAID and other donors and from corporations and businesses. Thirty-eight representatives of higher education from 20 developing countries in Asia-Near East, Africa and Latin America participated in the workshop.

Workshop Purpose

The primary purpose of the workshop that led to this guide was to strengthen and expand higher education partnerships for international development, especially between the US and developing country higher education institutions.

Specific objectives were:

- To build on the activities and relationships formed in each of the current UDLP linkages
- To reinvigorate the UDLP by adapting it to the programming and budgeting processes and priorities of the "reengineered" USAID and by exploring non-USG sources of funding
- To contribute to USAID's partnership initiatives

An important part of this workshop was to explore the extension and emulation of this highly effective model. In doing so, workshop participants were to consider partnerships in a larger context -- with business, industry, foundations, and other educational institutions in order to examine opportunities for similar interests and efforts.

We received exceptionally positive feedback from the speakers and the participants. The reasons for the positive response centered, first, on the particular mix of government, educational and private sector institutions represented at the workshop, and second, on the ability of those with questions to obtain informed and insightful (if not always optimistic) answers. Notably, many mentioned the active participation and expertise of the developing country representatives.

Workshop Reporting and Guide

The decision was made not to make the report of the workshop a summary of the proceedings but rather a guide that provides useful and practical information as shared at the conference. To convey the substance of the workshop, we could not rely on the all too usual format of "important people spoke, big thoughts were shared, synergy occurred".

This guide is structurally similar to the UDLP Workshop Agenda. The sessions provide a logical progression of information from the macro to the micro culminating with a look to the future. The information contained in this report, while based on recordings and notes of the various sessions, has been supplemented with information from additional sources where necessary for clarity and clarifications from the speakers themselves. Furthermore, because of the large number of breakout group sessions, the presentations and discussions were necessarily cut down to essential points. This guide attempts to be inclusive of interesting tangents and debates and those points of most interest or use to the majority of readers. We apologize to those who feel certain elements received short shrift or were omitted entirely.

EXECUTIVE SUMMARY
HIGHER EDUCATION PARTNERSHIPS FOR DEVELOPMENT

✦UDLP PARTNERSHIPS' DEMONSTRATED CONTRIBUTION

The University Development Linkages Project (UDLP) is a proven alternative to traditional USAID projects. Under the traditional model, universities compete for contracts whose terms and amounts are fixed by USAID. Under the UDLP alternative, higher education partnerships initiate activities which reflect the priorities both of the institutions and of USAID. Further, the U.S. and the overseas institutions are partners, securing at least fifty percent of the funding from their own and other non-U.S. Government sources. The activity is not limited to the period of USAID funding; rather, the institutional partners are encouraged to establish long term ties. This approach reflects a shared desire to encourage internationalization among higher education institutions to benefit developing countries.

The linkages are based on a five-year plan of implementation with one or more specific objectives and time-limited outcomes defined for each objective. This design of well-defined objectives are in harmony with USAID missions' strategic objectives. The linkages provide timely results because individual linkages are part of an established proven development framework maximizing on-the-ground results. Linkages also provide a mechanism for lead-in or follow-on to larger activities.

Higher education institutions demonstrate, country by country, that they have a strong contribution to make to development and that they receive something in return. Specifically the linkages show that:

- Developing country educational institutions can play strong development roles and that ties to U.S. institutions provide additional strength to play these roles
- Participation of U.S. institutions gives broad access to the best expertise available in those institutions at very low cost
- The reservoir of expertise in U.S. institutions is enhanced

The UDLP contributes to all world regions and in all USAID priority areas. Accomplishments of individual linkages include:

- Women-operated nutribusinesses involved in selling weaning foods for profit in Kenya
- Increasing efficiency of food processing equipment in Ghana
- Establishing small business incubators in Mexico and expanding extension services to manufacturing companies in the impoverished region of Yucatan
- Providing collateral-free loans for income generating activities to women leaders in Bangladesh who, in turn, provide health and family planning services and encourage female school enrollment
- Developing methods and training illiterate campesinos in the diagnosis and control of plant diseases in Honduras
- Assisting in health sector reforms in Mozambique and Mexico

E

✦CURRENT DEVELOPMENT CONTEXT

The US Agency for International Development (USAID) and other development cooperation agencies have found themselves re-examining their priorities and programs as a result of global trends increasing interdependence among nations and national trends such as increasing isolationism, downsizing of government and business, and fear of economic dislocation by a broad band of workers. In the post-cold war era, USAID must find ways of addressing increasingly complex social and economic development problems with dwindling resources.

✦THE ROLE OF HIGHER EDUCATION PARTNERSHIPS

The USAID Perspective
Human capacity development encompasses both education and training activities. It is prerequisite to progress in economic growth; democracy and governance; population, health and nutrition; environmental protection; and crisis intervention. The focus of USAID's Center for Human Capacity Development (HCD) is on 1) basic education and learning systems and 2) continuing and higher education and training systems.

Higher education is the engine for the reform required to make the educational system better meet the needs of developing countries. As such, it plays a key role in USAID's development strategy. University and community college linkages, alliances, and networks are truly the wave of the future. The new communications technologies, especially the Internet, e-mail, interactive CDs and teleconferencing, have greatly expanded opportunities for cross-border forms of distance education, interfaculty collaboration and faculty and staff sharing. Linkages, alliances and networks will help higher education institutions expand their contributions to economic and social development.

USAID is looking toward joint venture partnerships with higher education that:

- are relevant to the developing country (or region) and USAID program goals
- lead to long-term commitments by the U.S. higher education institutions to the developing country (or region)
- are subordinated to the interest of developing country or regional organizations
- have developing country counterparts who are full partners not beneficiaries

The Higher Education Community Perspective
To further internationalize its institutions and contributions to international development cooperation, the higher education community is seeking to expand: development partnerships; student and faculty exchanges; U.S. and non U.S. alumni linkages; distance education through global and regional networks; partnerships with businesses, other NGOs and PVOs; and collaboration with local, state and regional governments in the U.S. and developing countries. USAID will remain an important but not sole source of funding.

✦EXPANDING PARTNERSHIPS AND MAKING THEM WORK

Expanding Partnerships
With the advent of USAID reengineering, the primary source of USAID funding for new linkages is the field missions. However, the UDLP will still be used as a mechanism for mission funded linkages. Other activities within USAID that expand the use of higher education

F

partnerships are the Russia-Ukraine Linkage, the South Africa Tertiary Education Linkages Project, the Leland Initiative and the Hemispheric Free Trade Expansion Project.

UDLP linkages are often broadened to include other parties. Examples of linkages that are forging new working relations include:

- The University of Rochester, Columbia University and the Ecole Nationale de Medecine et de Pharmacie, Mali in jointly solving underimmunization in New York and Mali have brought together a whole array of actors from the State and City of New York, Carnegie Foundation and community based organizations.
- Texas A&M and Universidad Nacional de Mexico have received funding from the Mexican government, foundations, U.S. Agricultural Research Services and a Mexican-U.S. poultry industry consortium for its agriculture and economic growth linkage.

Making Partnerships Work
The crucial features identified in making partnerships work include: 1) expanding the mission of higher education institution in developing countries beyond traditional teaching programs to public service and other constituency building activities; 2) using new information technologies for technology transfer; 3) involving additional types of institutions and departments in international development work; and 4) ensuring that the partnership is truly collaborative with joint proposal development, progress reporting and work plan and budgeting decision-making. Features one through three are precepts of the UDLP model. Feature four is an integral design element of the linkage structure.

UDLP Participants' Concerns About Possible Constraints to Partnerships
The participants expressed concern that: 1) despite its efforts, USAID policy development does not reflect adequate consultation with the higher education community; 2) getting small projects such as linkages noticed and accepted by field missions is particularly difficult; 3) technology development combined with declining government contributions to research is problematic for the university community; 4) partnership programs suffer from a lack of intergovernmental agency coordination; 5) universities are not viewed as NGO's and will be left aside by missions; and 6) emphasis on results will bring a short-term view whereas the universities engage in activities that are more long-term.

✦FUTURE PARTNERSHIPS

USAID Reengineering: Implications for Future UDLP Collaborations:
Reengineering is an evolving process that is changing how USAID operates its development assistance activities. The UDLP predates USAID reengineering, but because it was designed to be flexible, focus on results, work in mutually beneficial partnerships and leverage resources, we consider it to be in the forefront of the Agency's new strategy. Under reengineering, new UDLP linkages must be at the request of field missions with funding either through that mission's bilateral country budget or through field support funds. In either case, the linkages must assist the missions in meeting their strategic objectives. Linkages may also be used as mechanisms for continuation of the development process in the absence of USAID in-country presence.

The UDLP executed the first mission-funded linkage through an OYB transfer for the amount of $1.3 million over five years. The University of Asmara, the University of North Carolina, Chapel Hill and North Carolina Central University have formed a partnership to strengthen the

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nascent democracy in the newly independent Eritrea. The Eritrean linkage has shown that the change from central funding to mission funding did not alter the basic precepts of the UDLP which are a participatory design to incorporate mutual benefits, matching investment of resources, and inclusion of built-in strategies to continue the partnership with specific activities beyond USAID funding.

Concerns About the Reengineering Process Expressed by UDLP Participants
The following issues and questions have been expressed by UDLP Participants: 1) How would USAID be able to judge between proposals if the focus is only on results and not also on how to go about achieving them; 2) Will the new system be even more oriented in favor of commercial consultants than the old project system; and 3) Will a new administration in 1997 undertake yet another reorganization?

USAID Areas of Interest for Funding
Democracy and Governance: Most of the Agency's $160 million D&G budget is allotted to the field missions. Relatively small funding proposals such as those from most UDLP projects have a greater chance for funding where they have an ability to harmonize with activities that come along later within a budget and programming cycle.

Economic Growth: Out of the roughly $2.2 billion in development assistance funds that USAID manages annually, the amount that is expended on economic growth activities is approximately $1 billion. The definition of economic growth is very expansive. It includes agricultural research, infrastructure, institution building, technology transfer, investment in human resources such as education and health as well as more recognizable activities of strengthening markets, economic policy reform, credit promotion and microenterprise development. The focus on economic growth includes: 1) strengthening markets; 2) investing in people through basic health, education and training; and, 3) expanding opportunities and access for disadvantaged groups.

Natural Resources and the Environment: The primary thrust of USAID's environmental program is to address five fundamental problem areas in ways that integrate environmental activities with those of other sectors and bring easily recognizable economic benefits to local communities. The five areas are: (1) biological diversity; (2) global climate change; (3) urban and industrial pollution; (4) environmentally sound energy sources; and (5) sustainable management of natural resources. USAID addresses the first two areas on a global basis and the last three on a region and country specific basis. Some efforts are funded out of the Global Bureau's Environmental Center, but most are funded from bilateral projects.

Population, Health & Nutrition: PHN is working to integrate and consolidate the activities of the three offices. Instead of pure family planning programs, for example, PHN is addressing family planning in conjunction with other factors that go into reproductive health. Its mission is to conduct research and evaluation, provide field support, and help provide global leadership. The first of these involves developing and testing new approaches to sectoral problems and then disseminate the results to the field missions. The second involves working with USAID partners such as non-profit agencies to provide assistance to USAID field operations. Global leadership includes taking a proactive role in international conferences and leveraging USAID's funds with those of other donors in pursuit of common objectives.

✦OTHER POTENTIAL PARTNERS AND SOURCES OF FUNDS

When exploring opportunities for higher education partnerships with business, industry, foundations, and local and regional governments, it is important to keep in mind the differing organizational imperatives of each. For instance, private foundations seek a close match between their purposes and usual grant-making procedures. Corporations will be seeking more of a "bottom line" return depending on the type or extent of their activities including: 1) increased awareness of the company particularly among potential customers; 2) greater market penetration; 3) being seen as a good neighbor; and 4) being linked to an important cause. A drawback to corporate funding is that corporations can move quickly in and out of areas. It can be a very volatile source; yet, it is an invaluable one. State and local government agencies are experiencing increasing pressure on their resources as federal funding decreases and, therefore, cannot be viewed as a replacement or panacea for the decline in federal funding.

The lesson to be drawn is that it is best to form partnerships with an array of organizations, matching and fitting pieces of a project with the interests and expertise of the individual organizations.

✦LOOKING TOWARD THE FUTURE

As David Pearce Snyder, the futurist, observed:

> The UDLP, in particular, has one advantage, one additional opportunity to participate in changing the world which is that it represents a global network of higher education that is unique. There really are no other general international institutions of higher education. UDLP has the opportunity to pioneer in the thing that the informated society, or informated marketplace, is going to be able to do, which is to share information quickly about what works and what doesn't. The UDLP will be successful to the extent that it is able to commit itself to the reinvention of educational institutions, to understanding that everybody will be able to learn new things, find new things, and that as soon as they learn them, to share them with everybody else.

The Center for Human Capacity Development and the UDLP management encourage national institutions of higher education involved in linkages to develop strong national and subregional networks, in order that the fruits of their international exchanges can be disseminated directly to other higher education institutions. We firmly believe that UDLP and those linkages supported by other agencies, foundations and corporations represent the first steps toward a global university partnership system. Please let us know if you would like your higher education institutions to play a role in this emerging system.

Setting the Stage: The Agenda for HCD, UDLP and the Workshop

Addresses by the head of USAID's Center for Human Capacity Development and the manager of the University Development Linkages Project (UDLP) provide an overview of the Center and the UDLP in the context of development.

Speakers

Emily Vargas-Baron, Ph.D

Deputy Assistant Administrator, Center for Human Capacity Development
Bureau for Global Programs, Field Support and Research, USAID

Ruth Frischer, Ph.D

Manager, University Development Linkages Project (UDLP)
Bureau for Global Programs, Field Support and Research, USAID

OPENING OF WORKSHOP

This summarizes Emily Vargas-Baron, Deputy Assistant Administrator for Human Capacity Development's, opening remarks. Dr. Vargas-Baron welcomed the participants, highlighting the presence of 38 representatives of higher education from 20 countries in Asia-Near East, Africa, and Latin America.

University and community college linkages, alliances, and networks are truly the wave of the future. The new technologies, especially the Internet and satellites, have greatly expanded opportunities for cross-border forms of distance education, interfaculty collaboration and faculty and staff sharing. Linkages, alliances and networks will help higher education institutions expand their contributions to international development.

Human Capacity Development encompasses both education and training activities. It is an essential prerequisite to progress in economic growth; democracy and governance; population, health and nutrition; environmental protection; and crisis intervention. The work done in higher education by the workshop participants is an essential part of the development of human capacity.

Specific USAID opportunities for linkages must now come from individual field missions, although the Center for Human Capacity Development (HCD) will assist both field missions and universities with the process. The Association Liaison Office, foundations, corporations, and others are here to talk about their possibilities regarding partnerships, networks, and alliances.

Dr. Vargas-Baron declared the workshop open, urging the participants to use this workshop to explore new opportunities for collaboration and expand the number and types of partnerships, networks and alliances which engage universities in addressing the needs of developing countries.

PRECEPTS AND ACCOMPLISHMENTS OF THE UDLP

Ruth Frischer, UDLP Manager, described the UDLP's principles and accomplishments, and discussed the central theme of the workshop - partnerships.

UDLP Contributions Towards Sustainable Development

The UDLP was designed to take advantage of the massive changes that are creating a more interdependent world. Mutual interests and changed relationships suggest a series of specific precepts which are being tested by the UDLP. Namely, that developing country institutions are ready to expand from traditional teaching programs to constituency building through outreach, applied research and professional training; that new information technologies such as e-mail and Internet are changing the basis for greater collaboration; that U.S. higher education institutions are expanding their development efforts to include departments not previously involved in international development work; and that having linkage partners collaboratively design and implement their own linkages and matching the investment of USAID's seed money with their own investment of resources, creates the basis for greater ownership and sustainability.

The UDLP demonstrates that developing country institutions of higher education are playing substantial roles in development and that ties to experienced institutions in the U.S. give them additional strength to play that role. It enlists the assistance of U.S. institutions and gains broad access to the best expertise available in those institutions at very low cost. It helps develop and maintain a stronger reservoir of expertise in U.S. institutions. The UDLP draws on the whole range of U.S. institutions including community colleges, Title XII universities, HBCUs and Ivy League Universities.

The methods employed by the UDLP partnerships to address development needs include applied research, teaching and outreach. U.S. and developing country educators train undergraduate and graduate students but also reach beyond the classroom to participate in extension programs and other community education efforts. The outreach activities of the partners include policy formation and analysis, community development, product development, and the origination of courses, departments and colleges. In most cases, the partnerships reach beyond the developing country higher education institution to enlist community groups, women's cooperatives, extension agents and others into linkage activities.

Linkages have already begun to make effective contributions at the international, national, and local levels. Linkage partnerships have initiated activities to address a wide range of development needs, including health, nutrition, agriculture, community development, literacy, business management, environmental degradation, democracy building, and legal reform. These activities demonstrate the validity of the precepts upon which the project was based. For example:

- Through satellite technology, university students in Morocco and Utah can participate in same course sessions on soil conservation.
- Eastern Washington University and several community colleges are helping develop technical and vocational education.
- National systems are being revamped in Ghana, Guyana and India to provide commercial and other skills appropriate to their countries' economic reforms.
- With Central State, engineers are developing and testing labor-saving food processing equipment in Ghana.
- In Mali, Malawi, Madagascar, Thailand, Chile, Costa Rica, Honduras, Indonesia and elsewhere, educators are working directly with health or agricultural service delivery agencies to analyze public needs and develop prototype delivery activities.
- Makerere University is revising and upgrading its training program for public health professionals with the help of short-term exchanges with U.S. faculty from Case Western Reserve University.

- Business analysts from Northwestern University and the University Autonoma de Yucatan are working with Mexican manufacturers to promote the adoption of new production technologies.
- University of Florida, Yale and the University of North Carolina are working with partners in Uganda, Argentina, Chile and Eritrea to advance legal scholarship and to promote democratic principles and human rights in their legal systems.

Exploring Partnerships for Development

We have held a series of workshops addressing specific issues of the program. Initially in 1990, we held workshops with representatives from the higher education community to interactively design the UDLP. In 1991, the criteria used for award selection were refined. The determinants for linkage sustainability were examined in 1993 and in our last workshop, we focused on sharing information among the operating linkages. This workshop, the fifth in the series, has as its central theme - Partnerships and how new or existing partnerships can be forged or strengthened through outreach.

This workshop reflects our own outreach endeavors by including many speakers from USAID, from other funding sources and from other institutions of higher education. We have learned that by reaching out and including industry, businesses, the community, foundations, each other and other institutions of higher education with similar views, interests, and common development goals, we broaden our base for effective and relevant partnerships.

But how do partnerships come about, how do they evolve and how are they sustained? Partnerships come about when all involved have a stake, a role in deciding what is to be done and how, as well as a common purpose or vision. To flourish, they require time, reciprocity and meaningful programs. Other factors to sustainable partnerships include the following elements:

- Perceived mutual benefits to both Institutions and to both countries
- Responsive planning processes that are both flexible and long range
- Multiple funding sources sought from local, state, and national governments, institutions' own budgets, non-governmental organizations, businesses, foundations, and private donors;
- Broad institutional commitments from each of the respective higher education institutions involved;
- Strong outside relationships that are developed in support of the linkage at the institutional, local, regional, and national levels;
- Two-way communication ensuring participants all share a common vision;
- Use of the latest communication technologies; and
- Cultural sensitivity which is a must in building cultural bridges

As we explore partnerships in this workshop, we begin the process of defining what a partnership is, how it is different from or inclusive of linkages and networks, what models are good for the inclusion of different types of partners - government, businesses, NGOs, what the implications of new models of partnerships such as "strategic alliances" or even virtual or cyberspace partnerships might be.

Partnerships, however, do not exist out there somewhere in the ether. You, the individual, are at the core of each partnership by having within you an idea, a vision. By garnering others around your idea, or shared vision, a partnership is forged. A partnership becomes an extension of each and every one of us here. A partnership is the physical manifestation of a common vision, goal, idea - the common ground. It is this common ground that we seek to explore in this workshop.

Development Cooperation and Higher Education

This panel focused on USAID's evolving policy direction, the imperatives shaping that direction and implications for U.S. development cooperation and the higher education community.

Panelists

Ambassador Sally Shelton
Assistant Administrator
Bureau for Global Programs, Field Support and Research, USAID

Gary Bombardier
Deputy Assistant Administrator
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Jan Noel, Ph.D
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DEVELOPMENT COOPERATION AND HIGHER EDUCATION
THE USAID PERSPECTIVE

The following summarizes Ambassador Shelton's presentation of USAID's perspective on development challenges. Rapid population growth, environmental degradation, a lack of broad-based economic growth, mass migrations, and disasters increasingly shape foreign assistance. In the Post-Cold War era, we must find new ways of addressing development problems with dwindling resources.

By the year 2,000, four out of five people in the world will live in developing countries. United States interests will be shaped by events in those countries. Without sustained development, economic, political and security problems will proliferate.

"Sustainable development" is not just a catch-phrase. Growth that disregards the environment, ignores the rights and interests of ordinary citizens, and depends on constant infusions of concessionary financing from abroad is inherently unsustainable.

Sustainable development is social and economic growth that enlarges the range of freedom and opportunity, not only day to day but generation to generation. To help achieve it, USAID has identified five interdependent objectives for its bilateral assistance efforts:

- Encouraging broad-based economic growth
- Reducing unsustainable population growth rates
- Protecting the global environment
- Supporting democratic participation
- Assisting the transition from conflict and crisis

Higher education contributes to these objectives through:

- Exports - education and training are exports of services that help exporter and importer
- Strategic partnerships with the private sector
- Human Resource Development policy analysis and development
- Information and exchange activities which broaden the public's views of the world
- Institutional development

USAID is developing a higher education policy which redefines its approaches to collaboration with higher education in a more global and information based society. The policy has to address:

- The use of new technologies for cooperation
- The changing content of development cooperation
- U.S. strengths, now and ten years from now
- Increasing development alliances among higher education, business, and the states
- Cost effectiveness
- Ensuring development expertise for the next generation

These requirements suggest increased USAID reliance on partnerships with higher education and other NGOs.

DEVELOPMENT COOPERATION AND HIGHER EDUCATION
USAID's STRATEGY IN THE AFRICA CONTEXT

This summarizes Mr. Bombardier's presentation on trends and opportunities in Africa.

Three issues which have arisen over the last decade affect re-examination of higher education's assistance to African development:

- **Decline in organizational effectiveness** - Africa's financial crisis, sometimes exacerbated by political upheaval, meant increasing inability to maintain financial flows to universities and other key development institutions. Many, if not most, colleges, universities, and research institutions that had received development assistance went into deep decline.

- **Dramatic increase in human capacity** - Simultaneously, the number of trained, competent Africans increased by seven percent annually. They took over from expatriates in virtually every technical field. The need now is for less, but more specialized, technical assistance.

- **Information super highway** - The U.S. is about to help link key African development institutions to the Internet, opening information and expertise to previously isolated professionals.

The USAID role is to help catalyze the development of African-led, sustainable institutions of all types. Reduced funding means that (1) developing countries will need to mobilize a larger share of their own resources for development, and (2) that they will have to depend increasingly on non-concessional sources of investment. This suggests, in turn, that USAID will be forging new partnerships with higher education and business.

USAID will focus increasingly on management issues and will enter new fields -- information technology, democratic governance, civil society, biodiversity, and financial systems. It will reduce its reliance on large, long-term technical assistance projects and increase its reliance on small, short-term inputs.

USAID in Africa is looking toward joint venture partnerships with the higher education community which:

- Are relevant to Africa and to USAID program goals
- Lead to long-term commitments of the U.S. higher education community to Africa
- Are subordinated to the interests of African organizations
- Have Africans as customers and partners, not beneficiaries

TRENDS AFFECTING DEVELOPMENT COOPERATION AND HIGHER EDUCATION
A UNIVERSITY PERSPECTIVE

This summarizes Jan Noel's discussion of global, national, and institutional trends affecting the ability of USAID and higher education to collaborate in development; how these trends shape the way USAID delivers its development assistance; the ability of higher education to participate in the delivery of development assistance; and the mechanisms available to higher education.

Global trends include:

- Growing economic interdependence among nations -- in production and in addressing environmental and natural resource needs
- Economic transitions -- from command economies to market economies and from industrial economies to information-based economies

National trends include:

- In developing countries, political shifts toward democracy and civil society, economic shifts toward market economies, and universal shifts toward greater computerization
- In The United States, an increasingly isolationist Congress cutting funds for the foreign affairs agencies and a citizenry fearing unemployment through economic downsizing

Institutional trends in USAID include:

- A growing need to show foreign assistance's relevance and economic returns to U.S. citizens
- A continuing obsession with accountability
- Resource shortages and redirection with reengineering, downsizing, and restructuring
- Personnel and performance gaps caused by the uncertainties facing the Agency

Institutional trends in U.S. Higher Education include:

- A growing need to show U.S. education's relevance and economic returns to U.S. citizens
- Shortfalls and shifts in funding
- More intense competition to provide educational services
- Opportunities and dilemmas posed by the information technology revolution (which makes information a product and causes universities to enter directly into the market place).
- Persons forming businesses or researching an issue, for example, will ask a university for a specific segment of information
- Administrative reconfiguration and reengineering, including the formation of teams across disciplines and organizations
- The forging of strategic educational linkages and alliances
- Globalization and internationalization

These trends create challenges for USAID-higher education partnerships including (1) how to forge new working relationships and (2) what vehicles and mechanisms to use. Higher education has several mechanisms which it can use to further internationalization, international development, or both:

- Participation in development partnerships
- Student exchanges, internships, and study tours
- Faculty exchanges, sabbatical leaves
- Activities involving both U.S. and non-U.S. alumni
- Collaborative research involving faculty and graduate students
- Distance education through global and regional information networks
- Collaboration with members of the business community and other NGOs
- Collaboration with local, state, and regional governments.

Development partnerships with USAID will remain a key mechanism of university participation in the international arena. Partnerships with USAID are, however, only one among many mechanisms available to institutions of higher education.

DEVELOPMENT COOPERATION AND HIGHER EDUCATION MAXIMIZING PARTNERSHIPS

Central State University's internationalization activities illustrate Dr. Noel's closing point that partnerships with USAID are only one among many international development mechanisms open to higher education institutions. This summarizes Dr. Sangster's description of how Central State University has combined departments and grants into a single, coherent internationalization effort.

The theme of the University's internationalization program is "academia and business pulling together to train a better student for the global market".

To realize this theme, Central State has organized its efforts across all twenty-four departments of the University. It has taken some of its stronger departments, including manufacturing engineering, water resources management, chemistry, and biology, and put them together so that they can sell them, from the business point of view, as a better way to internationalize. It has also combined the international programs and the sponsored research programs into one big program. Moreover, it has tried to incorporate businesses and other NGOs into this combined structure.

Central State's coordinated organizational efforts are reinforced by a similar approach to applying for grants. It maintains files on and keeps in contact with the international offices of 27 federal agencies. It has combined the UDLP in a pool with seven other federal grants. These together provide a pool of resources to develop the university's internationalization efforts. Their common theme is business information technology transfer.

Pooling organizational and grantsmanship efforts, under common themes, increases the university's ability to match its needs with those of a wide range of federal funding programs and broadens its resource base.

Universities' Practical Guide to USAID Reengineering

This panel of USAID and university representatives explained the reasons and objectives of the reengineering effort, USAID's new structure and procedures, what reengineering means in practical terms for higher education partnerships for development in general and UDLP.

Panelists

Richard J. Byess, Ph.D
Director, Office of Reengineering
Bureau of Management, USAID

Robert L. Wrin
Associate Assistant Administrator, Center for Human Capacity Development
Bureau for Global Programs, Field Support and Research, USAID

Craig Calhoun, Ph.D
Director, Center for International Studies
University of North Carolina, Chapel Hill

Byron Bahl
Manager, TASS Project
THE CENTECH GROUP

UNIVERSITIES' PRACTICAL GUIDE TO USAID REENGINEERING AND COLLABORATION WITH MISSIONS

This session consisted of panel presentations by Richard J. Byess, Director of USAID's Office of Reengineering; Robert L. Wrin, Associate Assistant Administrator of USAID's Center for Human Capacity Development; Craig Calhoun, Director of the University of North Carolina's University Center for International Studies; and Byron Bahl, Manager of THE CENTECH GROUP's Technical Assistance Support Services Project. Their presentations were followed by questions from the floor. This report reflects both the session and additional information from USAID reports and documents as needed for clarity.

Nature, Purpose, and Timing of USAID's Reengineering Activity

Reengineering involves shifting from traditional, highly structured "projects" to a more flexible approach comprising strategic objectives, results packages, and customer service plans.

The purpose of the new approach is greater development progress through: greater responsiveness to customer needs; closer partnership with others involved in the development process; and a more flexible and efficient application of resources.

The official starting date of the new approach was October 1, 1995. However, some missions and offices introduced it on a pilot basis over the previous fiscal year. Introduction to the agency at large will continue throughout FY 1996 and beyond.

Elaboration of Terms and Processes

Previously, USAID delivered assistance in a country through projects designed by USAID funded teams, implemented under USAID direction, and involving a predetermined set of inputs and amount of funding over the project's multi-year life. Under the new approach, USAID employs strategic objectives and results packages. These are established by joint teams containing representatives from the USAID field mission, public and private host country agencies, contractors, NGOs, and beneficiaries (called customers). To achieve essential results and meet strategic objectives, funding amounts and inputs are determined annually by the joint teams. As in the past, USAID will continue to deliver inputs via contracts, cooperative agreements, and grants.

USAID allocates funds to its operational units, according to each unit's strategic plan. An operational unit can be either a field mission or a Washington office. The strategic plan articulates priorities, defines the management process, and ties results to the needs of the customer. It delineates the strategic objectives and how resources will be deployed to accomplish the objectives. The operational unit solicits ideas for its strategic plan from PVOs, NGOs (including higher education institutions), and consulting firms.

The USAID operational unit, along with the strategic objective or results package team, delivers products and benefits according to a customer service plan. This plan presents the operating unit's proposed actions for identifying and engaging the participation of its customer groups and partners in planning, implementing, and evaluating programs. The customer service plan is an integral element of the operating unit's strategic planning process.

Once USAID authorities approve its strategic plan, the operational unit moves to achieve its strategic objectives. A strategic objective is a measurable, developmentally significant result achievable over the medium term (5-8 years). It must be an objective which the operational unit, along with its partners, can directly influence. It replaces the "project" as the basis for the formal agreements which obligate funds between USAID and host governments or other parties. The "project" is much less responsive to changing circumstances or new information because it predetermines the time frame, expected results, the means of measuring those results, resources, responsibilities, and contributions of all participants.

The operational unit employs a results package to achieve its strategic objectives and the intermediate results which contribute to the achievement of its strategic objectives. A results package is the people, the funding, the authorities, the activities, and the associated documentation required to achieve specified results within an established time frame.

This package is managed by a strategic objective team which coordinates the development, negotiation, management, monitoring, and evaluation of the activities in the package. The strategic objective team comprises USAID staff (core members) and representatives of other concerned entities (outside members). This team is accountable for achieving the strategic objective. It can manage the results package directly or create a subordinate "results package team" to manage it.

Non-USAID members of the strategic objective team can include stakeholder, partner, and customer representatives. USAID stakeholders are individuals or groups who have an interest in and influence USAID activities, programs, and objectives. A USAID partner is any organization with which USAID works cooperatively to achieve mutually agreed upon objectives. Generally speaking, a partner, such as a private voluntary organization, is also a stakeholder because its members pay taxes or otherwise have a stake in USAID's performance. A USAID customer is an individual or organization who receives USAID services or products, benefits from USAID programs, or who is affected by USAID actions. This usually refers to the end-user in the developing country, such as a farmer who benefits from extension services.

Strategic objective team member selection is based on local knowledge, specialized skills, relevant experience, and role in achieving the strategic objective. Members can be existing or potential contractors or grantees. To obtain necessary consultation while avoiding unfair advantage, USAID is developing procedures and criteria for the participation of contractors and grantees on strategic objectives teams. USAID's General Notice of August 17, 1995, entitled "Guidance on Consultation & Avoidance of Unfair Competitive Advantage", provides initial guidance.

Reengineering and the Global Bureau

The Global Bureau is the world-wide arm of USAID. It provides technical assistance and support for field mission programs; provides direct management of field programs through global grants and contracts; disseminates technical information; funds and manages most of the Agency's research; funds pilot activities; provides technical advice and services to senior staff; serves as the "home base" for the technical officers of the Agency; and manages the technical liaison with outside organizations.

Under reengineering, the Agency expects the Global Bureau to offer a wide range of efficacious and cost-effective mechanisms to respond to field mission demand for services. It is USAID's intention that regional bureaus and field missions increasingly use Global Bureau managed contracts and other assistance instruments as a source of technical assistance in pursuit of country strategic objectives. The UDLP is now one of these instruments. Each new linkage activity must be in accord with the strategic objectives for the country assistance program where it is located.

To implement this approach, USAID has introduced a new budgetary concept, the "Country Planning Level", which defines total USAID spending to benefit a given country. The country planning level consists of two parts:

- Bilateral activities executed by the field mission
- Activities conducted in support of the field mission by the Global Bureau.

The Global Bureau's Operating Year Budget, under the new approach, also consists of two components:

- Core Activities, about two-thirds of the total, which consist of technical leadership and research;
- Field Support Activities, about one-third of the total, which include all activities managed by the Global Bureau in support of the field missions.

As a field support activity under this approach, new UDLP linkages will be funded as part of the Global Bureau's field support activities rather than through centrally funded competitions. USAID field missions are encouraged to examine linkages as a highly leveraged, efficient, and effective means for achieving their strategic objectives. Higher education institutions are urged to examine how their prospective linkages can contribute to country programs. A compilation of field mission strategic objectives is available from THE CENTECH GROUP.

The process by which the UDLP intends to create new linkages is described under UDLP Operations Post Reengineering on page 14 below. We will keep this process under continuous review and revise it as needed to make it as efficient as possible. We will keep educators and field missions informed.

The University of North Carolina/North Carolina Central University Linkage with the University of Asmara - a Prototype

This linkage supports training in subjects pertinent to democracy and governance at the University of Asmara and conducts related practical research. Whereas all previous linkages were funded from the Global Bureau core budget on the basis of competitive awards, this is the first one funded through a transfer of funds from a USAID field mission to the UDLP in support of a specific mission strategic objective. The history of its development reflects many of the themes of reengineering while maintaining the precepts of the UDLP.

The University of North Carolina's Center for International Studies took an interest in Eritrea beginning with the prospective victory of the Eritrean Liberation Army and establishment of the democratic government. Realization of this interest would permit the Center's association with the establishment of a democracy from the ground up. With the victory of the Eritrean Liberation Army in 1991, the Center and sister departments at the University of North Carolina established initial links with the newly established University of Asmara. These links involved independently funded short term exchanges, Fulbright fellowships, and small grants from the United States Information Agency.

The new Government of Eritrea designated the University of Asmara as the center for all in-service training as it moved to build a new government and democratic political processes from the ground up. Also independently, the USAID field mission made the success of these in-service training programs and related academic programs at the University one of its primary assistance objectives and allocated a major portion of its funding to this effort. The University of Asmara moved to establish partnership relationships with several overseas universities to solidify its programs in several disciplines.

With the success of its initial, ad hoc associations combined with these independent developments, the UNC's Center for International Studies developed an interest in a larger, more sustained activity in support of democracy and governance in Eritrea. Enlisting the collaboration of North Carolina Central University, it took the initiative in expressing this interest to the University of Asmara, to USAID/Eritrea, and to UDLP Project Management. A series of informal discussions among the parties developed the idea of the linkage in broad outline. Once the four parties informally agreed to the outline of the linkage, the Center set about preparing a formal proposal.

It first reviewed the proposal with the other three parties and then submitted it to the UDLP for approval. Simultaneously, USAID/Eritrea effected a budgetary transfer to the Global Bureau to fund the linkage. These steps and subsequent negotiations resulted in a cooperative agreement for a five year period among the University of Asmara, the University of North Carolina, and North Carolina Central University. USAID initiated a cooperative agreement for $1,300,000 in September 1995.

This approach was particularly appropriate to the University of Asmara and USAID/Eritrea. Each being a new, not yet fully staffed organization, both were short of the staffing and organizational resources necessary for the usual project design and contracting for technical assistance approach. Further, each was particularly anxious to avoid paying overhead and to devote the maximum possible proportion of their resources to professional activities.

Several observations can be offered from this experience:

- Establishing an early, small, independent foothold proved to be a good way for UNC to go about developing the later, larger effort;
- It takes sustained investments of time to proceed from a series of visits and exchanges to a major partnership;
- The advantage to the partnership of qualifying for field mission funding is that a much larger amount of USAID funding was made available;
- The disadvantage to the partnership is that the UDLP does not permit charging overhead and this has meant greater matching fund requirements;
- The change to mission funding does not alter the basic precepts of the UDLP. The concept of matching funds, development of the activity by the partners, and building in the sustainability needed to continue the partnership and activities beyond the USAID funding period remain fundamental to the project;
- Patience is the key - both to building the partnership and to developing a final activity design satisfactory to the partners, to the USAID field mission, and to the USAID procurement office.

UDLP Operations Post Reengineering

Under current conditions, future linkages must be funded through field support or OYB transfers as described above. Communications with field missions in FY 1995 confirmed that the **UDLP has strong selling points** that continue to make it attractive to some missions. These include:

- **Matching funds** -- a significant budgetary savings to field missions, meaning, at minimum, that the missions do not have to pay overhead;
- **Low cost operations of the program** -- short-term visits combined with access through the Internet, as contrasted with full-time, on the ground, technical assistance teams;
- **Access to the institutional resources of higher education institutions** -- a broad range of tenured faculty, libraries, laboratories, and more;
- **The availability of linkage activities to serve either as a lead-in or a follow-on to regular, donor assisted activities**. Missions can continue, on a smaller scale under the UDLP, those relationships that were initiated under other auspices; and
- **Program design and operations consistent with reengineering**, for example, budgeting by objective, joint design by partners, annually adjusted budgets and workplans.

The UDLP envisions the following next steps - which, essentially, constitute a targeted marketing campaign for a niche market:

1. A review of mission strategic objectives, programs, and activities, looking for those instances where a linkage program appears appropriate;
2. Issuance of notices to the field of the project's achievements and continued availability
3. For funding transfers (buy-ins): following up with missions that expressed an interest in FY 1995 but were unable to arrange FY 1995 funding;
4. Matching interested field missions with interested education institutions;

The UDLP intends to retain key program precepts; namely, (1) joint design by the partners, (2) matching funds, and (3) peer review.

Suggestions for Institutions of Higher Education and USAID Field Missions

Educational institutions should contact both the UDLP and the relevant field missions of their interests, especially to include what contributions they can make. The UDLP will provide strategic objectives.

Interested field missions are invited to inform the UDLP of its interests in supporting partnership linkages between institutions in the United States and its host country. The UDLP will notify interested U.S. institutions and ensure that field missions are made aware of interested institutions of higher education.

The project will assist with activity design and management as requested.

USAID Priority Sectors and Opportunities for Collaboration
Discussion Groups

In the following discussion groups, representatives of USAID's Priority Sectors, Democracy and Governance, Economic Growth, Natural Resources and Environment, and Population, explained how reengineering has reshaped their operations, their current and future program directions and opportunities for partnerships with higher education. A representative of the Policy Bureau explained the role of research in the sector context.

Discussion Leaders

Charles E. Costello, Ph.D
Deputy Assistant Administrator and Director, Center for Democracy and Governance
Bureau of Global Programs, Field Support and Research, USAID

Dirk Dijkerman, Ph.D
Director, Office of Strategic and Economic Analysis
Bureau for Asia, Near East, USAID

Phil Warren
Center for Economic Growth
Bureau for Global Programs, Field Support and Research, USAID

Glenn Prickett, Ph.D
Chief Environmental Advisor and Deputy Assistant Administrator
Bureau for Policy and Program Coordination, USAID

William Yaeger
Special Advisor, Center for Environment
Bureau for Global Programs, Field Support and Research, USAID

Richard M. Cornelius, Ph.D, Holly Fluty, Ph.D and Francis R. Davidson, Ph.D
Senior Specialists, Center for Population, Health, and Nutrition
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Fran Carr, Ph.D
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Policy Analyst, Development Partners
Bureau for Policy and Program Coordination, USAID

DEMOCRACY AND GOVERNANCE

The session was led by Charles E. Costello, Deputy Assistant Administrator and Director, Center for Democracy and Governance.

USAID's Work in Democracy and Governance

Work in democracy and governance (D&G) now has taken on an independent status as a strategic objective of most USAID country programs and is seen as one of the critical elements necessary to successful, sustainable development. It is also an area of development assistance that resonates with the American people. Even though USAID's total budget has been shrinking for several years, the budgeting trend for D&G is still upward and there is increasing demand from field missions to do more work in this area.

Virtually all the mission programs in Eastern and Central Europe and the Newly Independent States have democracy as one of their strategic objectives. About three-fourths of Latin American countries with USAID missions have it as a strategic objective. In Africa about half of the missions have a strategic objective in D&G. Some, but not all of the countries in Asia have democracy as a strategic objective, and the Near East has the least.

The Focus of USAID's Work in Democracy and Governance includes:

- Rule of Law - justice administration and human rights
- Elections and Political Processes - fair elections, political party development and civic education
- Civil Society - support for PVOs & NGOs that serve as interlocutors between citizens and the state, the role of the media is especially important to civil society. Strong higher education institutions are a part of civil society.
- Good Governance - strengthening public institutions in a democratic fashion so that they are more responsible, transparent and accountable

USAID's Center for Democracy and Governance

The Center for Democracy and Governance is one of the five centers that are part of USAID's Global Bureau. It is the smallest and newest program area for USAID global activity. Before its establishment less than two years ago, there was no central USAID office that had any direct responsibility for work in D&G (as existed for Health or Agriculture) although considerable in-the-field work already was under way in this area.

The mission of the Center is to provide technical leadership to the field missions within the area of democracy and governance. To this end, the Center is trying to assemble a whole selection of pre-competed instruments of contracts and grants that are available for the missions to easily "buy into" when missions decide that they should be doing more D&G development.

The Center is interested in innovative proposals for pilot projects that would improve the understanding and/or implementation of D&G programs. The consensus within the donor community is that a lot of money has been put into programs that have resulted in only limited success. Projects of most interest are those that address more than one of USAID's strategic objectives. For instance, if agriculture is lagging because the Ministry of Agriculture is unable to carry out its functions, a project that helps strengthen the administration of that public institution also helps agriculture and economic growth. As another example, the Center has been closely involved in several projects working on developing new legislation that attempts to give greater fiscal and program authority to local government in the housing area.

Funding for Democracy and Governance Projects

Funding Through the Center for Democracy and Governance

The Center has an annual program budget of approximately $13 million. The Center's first year was devoted primarily to a portfolio of 11 or 12 democracy projects that it inherited from various country and regional programs when USAID decided to take most technical activities out of the regional bureaus and move them to the new Global Bureau. The past year was spent on developing its own projects. The Center issued a round of RFAs (request for applications) and RFPs (request for proposals) with a closing date of September 1, 1995. The solicitation was open to universities bidding on their own or in partnerships with NGOs or with private firms. Those awards will be made by the end of the fiscal year. Due to budgetary constrictions, the Center will not be able to undertake new solicitations in the near term.

Mr. Costello indicated that UDLP partners could approach the Center with unsolicited proposals. Federal procurement regulations and the agency's guidelines do allow funding for unsolicited proposals, "In the case of this coming fiscal year, since we don't have a whole lot of money and have gone through a large solicitation process in this prior year, the things that we do fund, even on a modest basis, are likely to be unsolicited proposals."

Funding Through the Field Missions

Most of the Agency's $160 million D&G budget is allotted to the field missions. Relatively small funding proposals such as those from most UDLP projects have a greater chance for funding where they have an ability to plug in with activities that come along later within a budget and programming cycle. There is considerable flexibility to add to and subtract from original budget submissions in the case of projects requiring funding of $500,000 or less. Sometimes projects that were originally planned fall through near the end of the fiscal year and the mission is suddenly faced with funds it needs to obligate. Under this situation, the mission would be very receptive to a proposal that contributes to mission objectives, that doesn't require much mission development time and is quickly implemented.

An Example of a D&G Project Awarded to a Higher Education Institution

Florida International University was awarded a USAID contract for a journalism project in the Central America (CA) region with the objective of raising professional standards in the media through the training of journalists in order to develop a better informed public. The objectives will be achieved through:

1) scholarships for CA journalists to come to the U.S. or for U.S. journalists to go to Central America;
2) an awards program that honors reporters in the region for excellence in reporting in given areas; and
3) training in investigative reporting to promote the goal of the press as a watchdog on government.

Suggestions for Action

UDLP participants suggested that the Center sponsor a forum in order to exchange ideas with universities, since there is a lot of expertise in the academic community in examining what works and doesn't work in democracy development.

Mr. Costello agreed that the university community is a very important stakeholder and that such a forum could help the Center in its policy formation and decision making. It is an idea that the Center has thought about but could not implement as its attention was focused on start-up activities.

ECONOMIC GROWTH

This session was led by Dirk Dijkerman, Director, Office of Strategic and Economic Analysis, Asia-Near East Bureau and Phil Warren, Center for Economic Growth, Global Bureau.

USAID's work in Broad-based Economic Growth

Out of the roughly $2.2 billion in development assistance funds that USAID manages annually, the amount that is expended on economic growth activities is approximately $1 billion. The definition of economic growth is very expansive: it includes agricultural research, infrastructure, institution building, technology transfer, investment in human resources such as education and health as well as more recognizable activities of strengthening markets, economic policy reform, credit promotion and microenterprise development.

The focus on economic growth includes:

- strengthening markets
- investing in people through basic health, education and training
- expanding opportunities and access for disadvantaged groups

In terms of program approaches to achieving these results, the Agency is still sorting out the implementation aspects. Currently, the approaches concentrate on market access, education, policy reform (as broadly defined) and agriculture. An emphasis on microenterprise comes from Congress and its content is something that we are trying to work out. Agriculture gets about 28% of the economic growth funds and education about 33%. Microenterprise is scattered in different areas so the numbers fluctuate depending on how and who defines it - microenterprise could qualify as education, infrastructure or market development.

The emphasis is very different by region and mission. Promotion of economic growth in Africa requires funding for basic infrastructure and training. Market reform and non-traditional export development are major activities in much of Africa. In Asia, the USAID customers articulate in what areas they want change and the demand is for sophisticated technical services and ideas to promote those changes. The need to help finance change is much less than in other regions. ANE economic growth activities do focus on the large and growing markets for U.S. exports.

A fair amount of money goes from ANE missions to fund buy-ins to the Global Bureau. Higher education partnerships make good programmatic (and pragmatic sense) in Asian and Latin American countries where USAID expects to close operations within the near future because these countries are well on their way to achieving advanced developing country status.

Specific partnerships programs in economic growth that are of interest to USAID are activities that promote, increase or develop:

- leveraging of resources and interests - e.g. university-NGO linkages
- software
- technology transfer
- market potential
- linkages beyond USAID
- transition and sustainability beyond USAID assistance

An Example of an Economic Growth Activity (cross-cutting into good governance)

Government of Indonesia (GOI) asked the IRS to come out and work with them to increase tax revenue and clarify the tax code. The program has successfully increased revenues for the GOI. Now the Indonesians themselves are paying to maintain that relationship with the IRS. An advantage to the U.S. is that it makes

the revised code more favorable to U.S. companies because they can readily understand it which would not be the case if the GOI had brought in the Dutch, for instance, to help overhaul their system.

The Center for Economic Growth

One of the five centers in the Global Bureau, it was created from the former the Private Enterprise Bureau and the Agriculture Office. It's purpose is to provide technical leadership and field support to the missions in the area of economic growth and agriculture. Like the missions, The Global Bureau's Centers have strategic objectives. The Strategic Objectives for the Center for Economic Growth are:

S.O. 1: Better access to finance and information for micro and small business people
S.O. 2: Environmentally sustainable improvements in agricultural yields and farmer incomes
S.O. 3: Expansive economic policy and institutional reform agendas

The Center for Economic Growth's projects involving higher education institutions include the Collaborative Research Support Program (CRSP) and the Collaborative Agribusiness Support Program (CASP). The returns to investment in agricultural research are historically high - estimates from the economic literature range from 18 to 40%. An economic analysis of the sorghum and millet CRSP showed that the returns to the United States economy alone from this one piece of research was close to $400 million a year, every year, which is astonishing if one keeps in mind that the Agency has only expended $210 million for all the CRSPs over the last seventeen years. USAID's international collaborative agricultural research program has not only benefited developing countries, it has had major, documented benefits for U.S. agriculture as well.

For further information on the CRSP programs contact: Phil Warren at (202) 663-2521 or phwarren@usaid.gov.

Discussion of Issues and Concerns by UDLP Participants

Session participants expressed concern that universities are not viewed as NGO/PVOs and are being left aside by missions. They are worried that emphasis on results will bring a short-term view whereas the universities engage in activities, such as research and institution building, that are more long-term.

The USAID representatives responded that the concern is shared by missions. The solution is joint articulation of objectives whether short or long term.

NATURAL RESOURCES AND THE ENVIRONMENT

This session was led by Glenn Prickett, Chief Environmental Advisor in the Policy Bureau and by William Yaeger, Special Advisor in the Global Bureau's Office of Environment.

Primary Thrust of USAID's Environmental Program

The primary thrust of USAID's environmental program is to address five fundamental problem areas in ways that:

- Integrate environmental activities with those of other sectors
- Undertake environmental activities in ways that bring easily recognizable economic benefits to local communities

The five areas are: (1) biological diversity; (2) global climate change; (3) urban and industrial pollution; (4) environmentally sound energy sources; and (5) sustainable management of natural resources. USAID addresses the first two areas on a global basis and the last three on a region and country specific basis.

Strategies and Activities

In the first two areas, USAID/Washington targets key countries that possess high biological diversity or are major sources of the world's greenhouse gas emissions. In the latter three, USAID field missions establish strategic objectives and programs according to country circumstances. USAID has made community-based environmental action a priority, with an emphasis on institution building, policy analysis, and policy reform. It has found development of policies that provide both environmental and economic benefits to be its most successful activity.

Activities include forest management, ex-situ conservation of genetic diversity, pollution prevention, improving energy efficiency, developing clean energy technologies, water and sanitation management, and coastal zone management. Because of limited resources, USAID is not yet devoting major efforts toward the relationship between population growth and environmental degradation.

A sample project involved Florida International University (FIU) and several municipalities in Latin America. The environmental objective of this project was to provide more and improved environmental services--clean water, sewage treatment, solid waste collection, and pollution prevention. FIU worked closely with these municipalities, providing theoretical and technical knowledge to help them solve a variety of problems. FIU's work increased the efficiency, financial planning, and management of these municipalities, resulting in more money for improvements in environmental services.

Funding Allocations and Procedures

Some efforts are funded out of the Global Bureau's Environmental Center, but most are funded from bilateral projects. Research projects, for instance, may be funded as a component of a larger regional or local project.

One example of a regional program is the U.S. - Asia Environmental Partnership (USAEP), launched in 1992, which is focused on industrial pollution prevention throughout the Asia region. This USAID program is trying to link U.S. firms, NGOs and universities on a cost-sharing basis with Asian companies, governments and communities.

The Global Environment Facility (GEF), launched at the 1990 Earth Summit, is the financing vehicle for the Climate Change Treaty and the Biodiversity Treaty. It is a trust fund functionally independent but administratively supported by the World Bank. The World Bank, the UN Environmental Program (UNEP),

and the UN Development Program (UNDP) are its implementing agents. In the first round of the GEF, from 1990 to 1993, the United States contributed, through USAID, $150 million for parallel projects with the GEF focused on global biodiversity conservation and global climate change. Much of the money pledged to the GEF has not been disbursed yet. Its administrators are now in the process of writing strategies prior to committing the money.

How Linkages and Higher Education Institutions Can Fit In

Severe funding cuts and reengineering within USAID necessitate a change in the way linkage partners work with the agency. Funding for new linkages is generally available only through USAID field missions. It is, therefore, important to understand an individual mission's needs and objectives and to market a prospective linkage to the mission in those terms. Think of the mission as your client; show the mission how your project can help it to reach its strategic objectives.

It is also recommended that interested institutions develop a relationship with the GEF. One way to do that is through the GEF Secretariat, which is located at the World Bank headquarters in Washington, DC. A second is through the individual implementing agencies, such as the UNDP, UNEP, and the World Bank, each of which has its own GEF unit. For further information, contact: GEF Secretariat, c/o World Bank, 1818 H Street, N.W., Washington, DC 20433, 202-473-1053.

POPULATION, HEALTH, AND NUTRITION

This session was led by Richard M. Cornelius, Holly Fluty, and Francis R. Davidson. They are senior specialists in the Center for Population, Health, and Nutrition

The Center for Population, Health, and Nutrition (PHN)

The Center has three offices:

- The Office of Population
- The Office of Field and Program Support
- The Office of Health and Nutrition

PHN is working to integrate and consolidate the activities of the three offices that in the past were more vertically oriented. Instead of pure family planning programs, for example, PHN is addressing family planning in conjunction with other factors related to reproductive health.

Its mission is to conduct research and evaluation, provide technical support to the field, and help provide global leadership. The first of these involves developing and testing new approaches to sectoral problems and then disseminating the results to the field missions. The second involves working with USAID partners such as non-profit agencies to provide assistance to USAID field operations. Global leadership includes taking a proactive role in international conferences and leveraging USAID's funds with those of other donors in pursuit of common objectives.

USAID's Population, Health, and Nutrition Strategy

Broad Goals - PHN is working to enter into partnerships with the rest of the international community to help achieve the goals set forth recently in international conferences such as Cairo (population) and Peking (women in development). These global goals include:

- Stabilizing the world's population at less then ten billion by 2050
- Reducing maternal mortality to one half of the current rate by 2000
- Reducing the under five child mortality rate to two-thirds of the current rate by 2000
- Decreasing the HIV rate to 85% of the current rate by 2000

Strategic Objectives - PHN established its strategic objectives within the context of these global goals. They are:

- Reduce unintended pregnancies -- focusing on voluntary practices to reduce fertility
- Reduce maternal mortality -- focusing on safe pregnancy through women's nutrition, family planning -- and other key reproductive health measures
- Reduce infant mortality -- focusing on increased child health and nutrition interventions
- Reduce AIDS/HIV -- focusing on increased interventions to reduce transmission

For each of these objectives, PHN has established impact indicators. Examples include mothers' age at first birth, percentage of mothers breastfeeding, percentage of births professionally attended, etc. Also for each objective, PHN seeks to develop a program the host country can and will sustain institutionally and financially. Finally, each of the specialty areas -- population, health, and nutrition -- define, develop, and undertake their own activities in support of these common objectives.

Country Focus - USAID criteria for focus countries are the magnitude of its problem in terms of numbers of people affected as well as its severity. Focus countries are divided into three categories:

A. Joint Programming Countries (15) - These countries fit the two focus criteria and receive core funding. They are: Ethiopia, Ghana, Kenya, Nigeria, South Africa, Tanzania, Uganda, Bangladesh, Egypt, India, Indonesia, Morocco, Nepal, the Philippines and Peru.

B. Special Circumstance Countries - These are countries in which USAID has a large investment which is coming to a close or in which there are policy circumstances, including crisis, which dictate continued funding for an interim period. These countries, too, receive core funding.

C. Joint Planning Countries - PHN helps these through field support arrangements. The mission programs in each of these countries have a strategic objective in the PHN sector. The country missions designate funds from their field support budgets for use by PHN in arranging technology transfer, program, and logistics support. Joint planning countries include, for example, Benin, Eritrea, Guinea, Madagascar, Malawi, Mali, Niger, Zambia, and Madagascar.

Operational Strategy - PHN's operational strategy for affecting its impact indicators is to identify an issue or problem and then develop a program or product to address it. PHN will field test the program or product and then disseminate and promote it on a broader scale, e.g. oral rehydration therapy. Criteria for choosing a program or product include:

- High customer demand
- Technically feasible
- Comparative advantage in testing and delivery
- Cost effective
- Sustainable
- Critical to achieving one of PHN's strategic objectives
- Within USAID's Congressional Mandate

This operational strategy is in accord with the principles guiding USAID reengineering. It looks to the ultimate customer, that is, the end user of the goods and services in the host country. Second, it focuses on strategic objectives and results, retaining the flexibility to adjust inputs as appropriate to achieve these objectives and results. Over time, project papers will be replaced with Results Packages. USAID will continue to issue Requests for Proposals (RFPs) and Requests for Applications (RFAs). These also, however, will be more results focused and will give the applicant more flexibility in delineating how it proposes to go about achieving the stated results.

Questions, Concerns, and Issues From The Floor

1. The content and flexibility of RFPs, RFAs, and SOWs, under the reengineered system.

One concern was how USAID would be able to judge between proposals if the focus is only on results and not also on how to go about achieving them. Another was how USAID would judge between competing budget proposals and whether budgets would be flexible. The USAID response was that the first concern would be addressed through collaboration between USAID and its partners in the development community in establishing the results packages. Budgets will not be flexible. They will be part of the proposal and will be a factor in awarding contracts and making cooperative agreements. It was agreed that both USAID and its partners face a learning curve in mastering the new system. A university representative noted that cooperative agreements are a mechanism for delineating shared contributions and that for universities to participate [on strategic objective and results package teams], there will have to be the possibility of future activity.

2. Identifying the customer and including the customer in establishing the results package.

USAID and some host country representatives focused on the ultimate customer, the person who receives the final goods and services and whose life is improved as a result. Others focused on intermediate customers (for example, physicians working in a health system, PVOs, and NGOs) as well as stakeholder customers (the U.S. tax payer). A concern of the session participants was that it will be difficult to include all of the customers in the planning, implementation, and review processes, and as a result, none of the customers will be satisfactorily included in establishing the results packages.

The USAID response was that it will do what it legally can to include its customers in the planning, implementation and review processes.

3. Participation of different USAID partners and how this participation would be arranged.
One university concern was that the new system will be even more oriented in favor of commercial consultants than the old project system. That is, the consultant has access because he has been paid to come to the field to provide underlying information and analysis. Through doing this, s/he has gained the expertise to participate on the team. This, in turn, provides the opportunity to help define the kinds of efforts that USAID will fund. Meanwhile, universities will be invited to attend stray meetings uncompensated.

USAID argued that the effect would be just the opposite. That is, any concerned partner could join a team from the very beginning.

4. Stability was an issue, with host country participants concerned about a new administration in 1997 undertaking yet another reorganization.
The session reached a widespread consensus that, some of the above concerns notwithstanding, there was receptivity among the university representatives at the session to the idea of participating as partners on the various USAID teams. They were invited to leave their cards with the USAID representatives.

RESEARCH

This session was led by Fran Carr, Senior Science Advisor and Hiram Larew, Policy Analyst, Development Partners.

Factors Affecting Research at USAID

Severe budget cuts have meant more than just trimming budgets and cutting programs; it has necessitated change in the way USAID does business. USAID has closed 23 missions and accelerated country programs for graduation from USAID funding. Cuts have not taken into consideration the Congressional earmarks that USAID already has; therefore, the amount of flexible funds is getting disproportionately smaller. Reengineering means that USAID is focusing on results which may work well for field operations and short-term projects but may be problematic for strategic research investments.

Expenditures for research are under attack in the United States. USAID has already experienced cuts in its research budget. The budget cuts and mission closures mentioned above will reduce USAID research projects further. The job of USAID Washington will be to ensure that research projects result in technology transfer and that the resources that go into them are appropriate to support sustainable development.

USAID's Research Policy and Agenda

USAID's Research Council has a new agency research policy approved. The previous policy was implemented in the 1970's and was obviously outdated.

The Policy and Program Coordination (PPC) Bureau develops policy and provides oversight for USAID priority areas. The Global Bureau provides technical assistance, technical leadership and research. At least 50 percent of the research funding for the agency comes out of the Global Bureau which supports worldwide research.

USAID is currently working on its research agenda. We are engaging with our colleagues around the world, finding out who's doing what, where and developing our own priorities. Within USAID's priority areas deemed essential to sustainable development, there are obvious areas for pursuit:

- Population, Health and Nutrition - contraceptive R&D, child survival, vaccine development, diarrheal diseases and acute respiratory infections
- Economic Growth - economic policy reform research and improved agriculture through new crop development
- Environment - adaptive research for addressing local needs (global problems are being addressed by other agencies such as GEF)

USAID's Success in Research

There is a need to publicize USAID's success in research. In talking with the non-research development community, if one doesn't engage people right away, eyes glaze over. For example through biotechnology, researchers were able to improve nutrient content and decrease food processing time from eight hours to four of the staple food crop, cassava. Women's cooperatives are developing new food processing technology out of this research. Using examples that specifically describe the benefits of research for development is essential in helping people understand why USAID's university linkages and research is important.

Discussion From the Floor

One participant suggested that USAID should see itself as fostering linkages for sustainable research, that USAID cannot even dream that it is going to become the resource for research funds even in narrowly targeted areas.

A participant from Mozambique stated that research should be part of the development process, not a means in itself. Within a country, priority should be given to one institution. In Mozambique, for example, there is only one person with a Ph.D in health. Until critical mass is created, it is very difficult to get results in research.

Another participant stressed that the common denominator is that we are all educators, whether it's basic science or outreach, we are educators. It is hard to understand a developing country not having education on its agenda.

Several participants expressed concern that missions seem to be run as fiefdoms and that the new decentralization will exacerbate the problems that the higher education community has encountered with the missions.

Suggestions For Action:

USAID should invest in a databank available by Internet that enables researchers in various countries to discover who else is doing what, where.

Need to get the message across that the return on investment in international research related to development problems is high.

Human Capacity Development
Discussion Groups

In the following discussion groups, representatives working in the area of Human Capacity Development discussed issues of education and training relevant to international development.

Discussion Leaders

Emily Vargas-Baron, Ph.D
Deputy Assistant Administrator and Director, Center for Human Capacity Development
Bureau for Global Programs, Field Support and Research, USAID

John F. Scamehorn, Ph.D
University of Oklahoma

Somchai Osuwan, Ph.D
Chulalongkorn University, Thailand

Robert McClusky
Education Development Specialist, Center for Human Capacity Development
Bureau for Global Programs, Field Support and Research, USAID

James Hoxeng
International Education Specialist, Center for Human Capacity Development
Bureau for Global Programs, Field Support and Research, USAID

HUMAN RESOURCE DEVELOPMENT

This session was led by Emily Vargas-Baron, Deputy Assistant Administrator for Human Capacity Development.

USAID Work in Human Resource Development

USAID work in this area focuses on two major fields of endeavor: (1) basic education and learning systems and (2) further education and training for sustainable workforce development: investing in people.

In **basic education and learning systems** USAID will emphasize the following:

- Policy development (USAID emphasizes a participatory process involving schools of education, university faculties, ministries of finance, and ministry planning units.)
- Early childhood development
- Special programs for girls and women
- Testing
- Crisis prevention education
- Global education and learning. (In this area USAID will undertake management training and pilot programs.)

In **higher education and training for sustainable workforce development**, USAID will emphasize training for the job market. Its models will be community colleges, technical schools, and apprenticeships.

Types of Activities in Both Fields

USAID assistance in both fields conforms to the following precepts:

- In non-formal education, sustainable programs are linked with formal education mechanisms or processes.
- Schools are central to a community's orientation.
- Technical assistance, focused on external experts, is not an appropriate model. More effective is a partnership based on common problem solving and shared expertise.

The Center for Human Capacity Development does not envision initiating new competitive grant projects. Rather, it will focus on limited, cutting edge projects on core problems that may (or may not) include linkage arrangements. These activities are still in the planning stages. Individual activities will involve working with USAID field missions. Ongoing linkages will have to look for follow-on funding elsewhere.

Suggested Approaches for the Higher Education Community

The participants in the session noted existing projects should be sure to institutionalize programs with the anticipation of maintaining linkages through Internet capacities. Further, the UDLP needs to disseminate current linkage information in order to facilitate the building of diversified partnerships. The participants also noted the need for a "clearing house" on field missions to include strategic objectives and results packages (the UDLP is doing this). The Conference Board is the most fruitful central contact regarding possibilities for corporate involvement. (A business, trade, labor and academic non-profit institution which researches, analyzes and reports on the U.S. economy, business management and public affairs. Headquarters are in New York with branches in various cities.)

With regard to funding opportunities, it was noted that the Japanese are major investors in social issues. USAID and the European Union will be increasing their collaborative activities. It is essential that interested educational institutions contact USAID field missions. Finally, it was noted that of the relationship between the donor agencies and the industries which invest in the same areas -- the former take the social welfare approach while the latter take the product production and marketing approach.

UNIVERSITY REFORM

This session was led by Emily Vargas-Baron, Deputy Assistant Administrator for Human Capacity Development; John F. Scamehorn, University of Oklahoma; and Somchai Osuwan, Chulalongkorn University in Thailand. Dr. Vargas-Baron discussed university reform from the USAID perspective. Dr. Scamehorn and Dr. Osuwan reflected on their own experiences in developing country university systems.

Discussion from the floor centered on the problems of financing university operations in the face of declining government contributions, a consequent increase in the requirement to meet the needs of the market place, and societal pressures to maintain the old system of open entrance and nominal tuition.

USAID Perspective on University Reform

USAID starts from the point that the university is the motor for educational reform, as such playing an absolutely essential role in national and regional development. However, with regard to the interface between universities and development, specialists cite two problems with traditional tertiary education in developing countries:

- Universities absorb too high a percentage of education sector resources (33 to 50 percent) with minimal amounts allocated to primary education
- Universities overemphasize the preparation of elites and do not attend to the needs of democratic development.

Because of these problems, donors in recent years reduced funding for tertiary education. Now they are reentering tertiary education in order to help universities prepare facilitators of development and not just prepare students for the highest elite roles. This includes training of teachers and formulation of programs for primary and secondary education as well as planning and helping to carry out extension programs in conjunction with non-governmental organizations. Where the vision of the university in a developmental role has been realized, as in Korea, higher education has been a key element in rapid economic growth.

In all countries, including the United States, the universities must prove themselves through innovative projects and movements and must evaluate and disseminate their results. USAID's role in this process is emphasizing basic education, child nutrition, non-formal education, teacher development, research, and teaching material preparation.

Education reform, a living process involving continuous change, has several steps:

1. Establishing an epistemological basis for each university, to answer the question of why this university exists, what problems it addresses, and what role it plays;
2. Creating new, interdisciplinary programs from the new vision and mission developed in response to the previous questions; and
3. Restructuring and forming new university programs. This means creating not just a university, but an open university with professionalization of staff for teaching excellence, a project approach and business cooperation, utilization of broad media, accountability, and networking with other universities.

One UDLP linkage containing elements of reform is the University of Oklahoma, University of Michigan, Case Western Reserve University and Chulalongkorn University (Thailand) linkage. It has established a graduate research and teaching program in petrochemicals that meets international standards and addresses one of Thailand's needs for advanced technical skills. The program has moved to make itself sustainable through establishing a relationship with Thai industry. Further work remains, however, to make Thai industry more aware of the extent to which the technical capacity at Chulalongkorn can be utilized to address industry problems and needs.

Issues and Concerns from the Floor

Universities everywhere are encountering funding shortages. The arrival of the information-based economy and reduced contributions from government means that universities must sell products and services and take innovative individual steps to increase revenue. The hard sciences can do this but the humanities cannot.

Related structural problems exacerbate the problem. Mismatches between teaching programs (focused in the humanities) and market requirements for skills (business and technology) create unemployable graduates while jobs go begging. Classification of professors as civil servants means low salaries, resulting in de facto part-time professors who spend little time on research or other scholarly endeavors.

Among the obvious, system-wide solutions include reducing student aid, raising tuition, and limiting enrollment. This approach, however, runs counter to public pressure, increases the likelihood that higher education serves to entrench the position of elites in a country, and carries political risk.

LABOR MARKETS AND WORKFORCE PREPARATION ISSUES, ACTIVITIES, AND NEXT STEPS

The session was led by Robert McClusky, Education Development Specialist for USAID's Center for Human Capacity Development. It included presentations of USAID interests and programs by Marion Pratt, an American Association for the Advancement of Science Fellow, and Pamela Stanbury, a Land Tenure Specialist in the Office of Agriculture and Food Security. Their presentations were followed by a group discussion.

USAID Labor Markets and Workforce Preparation Program

USAID's interest is in helping labor markets in developing countries be more productive in terms of (1) matching supply and demand for skills; and (2) increasing skills capacities to meet demand. Consistent with that interest, USAID is examining several labor market factors and trends.

First among these is the shift from centrally planned to market economies. In 1970, one third of the world's work force was located in centrally planned economies. Now, many of those economies are decentralizing and their workers are entering the world economy. Second is that agriculture employs only five percent of the workers in the developed economies, but ninety percent of the workers in the developing economies. Third is that investments in education, health, and nutrition have not improved economic performance as expected. Likewise, market forces alone have not been able to resolve employment problems between men and women, between ethnic and social groups, and across regions.

Strategies and Activities

USAID is examining the role of the private sector in activating labor markets, the relationships between universities and the private sector, and how these relationships can work to improve the functioning of labor markets. It will address these issues through the new program, Broadening Access and Strengthening Input Market Systems (BASIS). This project will have two components. The first component, research, will be carried out through a CRSP (collaborative research support) program with Land Grant Universities. The second component, technical assistance to help develop labor and other input markets, will be contracted out through full and open competition. The USAID approach to these issues will be to understand how labor markets work and use this understanding to help shape labor policy.

In labor markets related to agriculture, USAID is, first, planning a new activity to address land/labor/financial capital constraints to agricultural productivity and income. The labor market component is one component of a larger program USAID specialists are trying to develop. USAID sees rural labor market issues as integrated with issues of access to land markets and access to credit. USAID specialists are addressing the problems of the labor market as well as the linkages between that market and the related markets.

The SARSA project, with Clark University and the Institute for Development Anthropology, has been addressing labor market issues related to sound resource management. It is due to end next year to be succeeded by BASIS. A major issue illustrated by the activities of this project is that so much labor occurs in the informal sector, current government statistics are inadequate for capturing it. The statistics do not describe the economy.

The UDLP and Workforce Preparation

The UDLP has several linkages directly involved in workforce preparation. The Eastern Washington linkage with the University of Cape Coast in Ghana and the St. Louis Community College linkage in Guyana are helping reform and develop the local technical education systems to provide the technical skills needed for the expanding market economies created by the economic reform programs in those countries.

The Sinclair Community College-University of Madras linkage researches and (re)designs skills training programs aimed for the sixty percent of the Indian workforce that did not pass through the formal education system -- so that these programs have competent teachers to help this sixty percent to better serve in the work force. Many of the program's students are "push outs", that is, those who received some primary education as children but were then withdrawn from the system by their parents in order to contribute to family production. The linkage draws resources from the community in which the trainees will work. Skills and areas of employment include electronics, hotels, and tourism.

Identifying Workforce Demand

One problem is that a family desires education for its offspring not just for employment but for social status. Students thus enter more prestigious but less marketable degree programs. The India linkage's preferred approach to this situation is to create a new branch of the education system rather than to try to reform the system's existing components.

The India linkage partners divided their jobs market research program into two components: (1) employment likely to be available in industry; and (2) employment likely to be available in households. With regard to the latter, India has a middle class of over 250 million people, providing an enormous market for personal services by people with elementary job training (for example, chauffeuring, cooking, laundry). Trained persons can get 25 percent more in the same job than untrained ones. This same training also makes them employable overseas and thus earners of hard currency for their national economy.

Another problematic issue is training certification. In developing training programs relevant to the employment market, one may be able to get more accomplished more quickly outside the governmental system. However, to ensure that the training diploma is accepted by employers and students, certification is often necessary. Eventually one will have to turn to the government for certification.

Roles for Higher Education

Two basic roles were identified during the session. One is to develop and implement responsive programs as typified by the Guyana, Ghana, and India models discussed above.

The second is to conduct research on how labor markets work, the application of these findings to labor policy, and the evaluation and communication of policy impact. Three core questions are of particular interest: (1) how can the workers achieve the best match to labor market trends; (2) what levels of achievement and types of training have the most positive impact on adult literacy, numeracy, and worker productivity; and (3) how can government policy help to achieve a balance between the needs of industry and the rights of workers. This is especially important for the informal sector. USAID will be working to develop relationships with universities so as to learn what is occurring in the informal sector.

NON-FORMAL AND DISTANCE EDUCATION

This session was led by James Hoxeng, International Education Specialist in USAID's Center for Human Capacity Development.

Recent and Ongoing USAID Activities

Ongoing work involves using radio in primary school systems, as a way of trying to improve the quality of the teaching and learning programs. USAID employs a type of virtual interactivity whereby the radio teacher works with the classroom teacher and poses the questions. The classroom teacher oversees the logistics and organizes the learning.

For example, in Papua New Guinea a few years ago, primary school teachers in the villages were not teaching science because they themselves had not been taught science. USAID assisted Papua New Guinea in devising a radio program for grades four to six. The program was given to the classroom teacher who used it as an additional tool. It involved taking the pupils into their local environments to gather the materials used in their scientific experiments. The teachers loved it. Even though, in 1990, USAID had to end its commitment ahead of schedule, Papua New Guinea has continued the program to this day.

Other activities include using radio and tape cassettes for health education in Bolivia, the development of eight packets on the most frequent primary education issues in developing countries (one of which is on interactive radio), multi-channel learning concepts which are being offered in Africa, and a recent study of the Bangladesh Rural Advancement Committee (BRAC). BRAC has one of the most successful non-formal education systems in the world and is now experimenting with interactive radio as an add-on to its system. USAID has how-to manuals for anyone interested in the virtual interactivity of radio for primary schools.

Suggested Approaches for the Higher Education Community

As non-formal education is a component of USAID's broader human resource development program, the suggestions from that session pertain to this activity. That is, the existing projects should be sure to institutionalize programs with the anticipation of maintaining linkages through Internet capacities. Further, the UDLP needs to (and intends to) disseminate current linkage information in order to facilitate the construction of diversified partnerships. There is a need, also, which the UDLP intends to meet, for a "clearing house" on field missions to include strategic objectives and results packages. Finally, it is essential that interested educational institutions contact USAID field missions.

Informational Notes: For the USAID pamphlet, "Writing for Interactive Radio", contact:

Education Development Center
1250 24th Street, N.W.
Washington, D.C. 20037
Phone - (202) 466-0540; Fax - (202) 223-4059

Mr. Hoxeng's phone number is (703) 875-4490

Expanding Higher Education Partnerships and Making Partnerships Work
Discussion Groups

In the following discussion groups, representatives from various organizations discuss how to expand higher education partnerships and make them work.

Discussion Leaders

Carolyn Weiskirch
Principal Analyst, Office of Development Policy
Bureau for Policy and Program Coordination, USAID

Joe Fredericks
Bureau for Legislative and Public Affairs, USAID

John Braley
Project Director, Institutional Partnerships Project (Russia-Ukraine Linkage)
Bureau for Europe and NIS, USAID

Will Elliot
Country Development Officer, South Africa (Tertiary Education Linkage Project)
Bureau for Africa, USAID

Allison Herrick
former USAID Field Mission Director and Deputy Assistant Administrator, USAID
Consultant, UDLP Interim Evaluation

Janet Tuthill
Vice President, Management Systems International
UDLP Interim Evaluation

Jorge Litvak, Ph.D
President, International University Exchange
University of Chile

Peter Kellams
Director, International Education
St. Louis Community College

Joan Claffey, Ph.D
Director, Association Liaison Office for University Cooperation in Development

Daniel Wagner, Ph.D
Director, International Literacy Institute
National Center on Adult Literacy, University of Pennsylvania

Gary Vaughan
Trade Development Officer
Bureau for Latin America and the Caribbean, USAID

Joan Dudik-Gayoso
Associate Assistant Administrator, Office of Science, Technology and Communications
Bureau for Global Programs, Field Support and Research, USAID

HIGHER EDUCATION POLICY AND PARTNERSHIPS

This session was led by Carolyn Weiskirch, Principal Analyst who is spearheading the Higher Education Policy Paper and Joe Fredericks, who is on the HEP Policy Paper Committee. They explained USAID's New Partnerships Initiative (NPI) and the steps the Agency is taking to draw up a plan for Higher Education Partnerships.

USAID's New Partnerships Initiative (NPI)

NPI is intended to bring new partners into development projects, focusing on involving private institutions, small businesses and local developing country partners. USAID will test NPI in pilot projects at six of its missions. The six missions will be chosen in an open competition and mission education officers will have an opportunity to propose a project. NPI will not affect the strategic plan of each mission nor will it provide additional funding but will allow for projects to be more participatory and focused.

NPI's focus is to bring non-traditional PVOs (i.e. PVO's which haven't been working in the international development field with USAID) and host country PVOs into the partnerships. The NPI was not meant to reinforce or change the way USAID deals with its current partners. This accounts for much of the perceived lack of inclusion of higher education in the NPI. To address how USAID is working in partnership with the higher education community, USAID is preparing a policy paper to define and simplify the processes by which they work together. It will replace the early 1980's policy paper.

USAID-Higher Education Community Partnership Paper

A draft of the higher education policy paper went out to the U.S. and indigenous post-secondary higher education communities at the end of the 1995 calendar year. While working on the draft USAID held weekly meetings for feedback on the paper. All the higher education associations were to have nominated people to help with the policy. USAID requested that the nominees be people who have managed USAID contracts and/or grants. USAID made the assumption that university organizations represent universities' international programs (something that the workshop participants disputed). Fewer higher education representatives participated in the process than USAID had hoped.

The policy paper will also go out to the missions for feedback.

Topics addressed in the policy paper will include USAID's approach to:

- consultation
- building capacity in indigenous institutions
- research
- training
- cost-sharing
- roles
- accountability
- the impact of priorities

Discussion of Concerns and Questions:

Ms. Weiskirch observed that USAID had more contracts with the university community than grants and cooperative agreements. Given that universities are nonprofit entities, that came as a surprise to her. A university representative countered that contracts don't have a matching component which makes them more attractive to the universities. Ms. Weiskirch responded that not all grants require matching funds. The participants expressed concerns that universities would not be allowed to compete on an open basis for USAID contracts. They discussed the problems of being competitive with other contractors.

Another concern of the participants was that these small projects and linkages are not on missions' radar screens. A huge amount of expertise and potential is being wasted. It's the classic "my project was

funded in Washington and the mission cares only about projects that they develop and fund". Participants gave examples of problems with certain mission directors. Universities feel that the role of the missions need to be clarified regarding capacity building and partnerships with higher education.

The participants expressed frustration at the lack of listening and efforts to establish real dialogue by USAID. For example, none of the session participants had heard about the higher education policy paper and they felt that having had direct experience, they had useful input to contribute.

It was further noted that many in the higher education community are actively involved with development cooperation working with small businesses, and PVOs and have a whole set of lessons about what works and what doesn't. Yet, none of this seems to be reflected in NPI.

Suggestions for Action:

The session participants requested that the draft of the higher education policy paper be sent to the Conference participants for their comments. The draft policy paper was sent to workshop participants in early January. For further information on the Higher Education Policy Paper contact: Carolyn Weiskirch by e-mail at cweiskirch@usaid.gov or by phone at 202-647-7117.

USAID's Center for Trade and Investment Services provides information to U.S. organizations interested in doing business overseas. For information, telephone 800-USAID4U.

For further information on NPI, contact NPI Steering Committee member Danielle Roziewski at droziewski@usaid.gov or telephone her at (202) 736-4306.

A report prepared by a blue ribbon panel on the role of community colleges in development cooperation programs was distributed in September 1995. For a copy of the report contact: Bob McClusky at (703) 875-4578 or rmcclusky@usaid.gov.

OTHER USAID LINKAGE PROGRAMS

John Braley, Training and Exchanges Division, Russia-Ukraine Linkage and Will Elliott, Country Development Officer, South Africa, Tertiary Education Linkage Project (TELP).

Institutional Partnerships Project (Russia-Ukraine Linkage)

The purpose of the program is to help support the large amount of short-term training that has been going on in the NIS. The premise is that long-term benefits of training can be reached only through institutional linkage programs that train the trainers and empower local institutions to provide effective education and training. The project competition was open to any institutions that could provide educational expertise and training, not just universities.

The program is a $29 million, two-year effort with 22 projects which got underway in 1995. The funding level for the Russian program was between $500,000 and $1.5 million for a two-year project with 25% cost sharing. The funding level for the Ukraine program was between $300,000 to $1 million. The projects cover a wide range of sectors from agribusiness, health, housing and energy. Six projects are in the Ukraine and 16 in Russia. The projects were selected on the following criteria:

- Ability to create and disseminate products that the host country institution could use
- Technical ability to supply the training
- Potential for sustainability beyond the end of the project
- Overall fit into USAID strategic frameworks and the current strategic objectives in Russia and Ukraine

Included in the project was the possibility of a second round of competition for linkages. However, based on the latest congressional appropriations situation, a second round is not very likely.

As typical of a lot of USAID projects like this, it is managed by an outside group, the International Research and Exchanges Board. They have established offices in Kiev and Moscow to help support these institutional linkages.

Examples of projects: The University of Alaska had a relationship with the Yakutz State University prior to competing for a USAID project. This was initiated by the Russian director going to Alaska looking for an institutional linkage. Under the USAID project, Yakutz State has committed its scarce resources to funding buildings for the economics institute and journalism institute and the two universities are working on a joint degree program.

A non-university project is the partnership between the American Society of Mechanical Engineers and the Russian Academy of Sciences. They've been working together on different things for the last ten years.

Although it is early in the lives of these projects, the project successes generally are the ones with pre-existing relationships. The problems have been with relationships based on a few letters of exchange with little or poor communication.

For further information contact: 1) John Braley at (202) 736-7757 or jbraley@usaid.gov or 2) IREX, 1616 H Street, N.W., Washington, DC 20006; (202) 628-8188; http://www.irex.org; to sign up for the Russia/Ukraine ListServ, e-mail listproc@info.irex.org.

The South African Tertiary Education Linkages Project (TELP)

The purpose of the TELP project is to assist nine universities and six technikons that are the historically disadvantaged institutions of South Africa. (Technikons are somewhat similar to the British polytechnics. They are degree granting institutions but have a more practical orientation than strict universities.) The TELP was authorized last year at a level of $50 million for 10 years and the projects are in the initial stages.

The three components of the program are:

1) **Policy analysis and planning:** Everything in South Africa is based on a policy of "de-apartheid". In terms of education, the policy is to reorient the whole education system and get it away from the highly splintered system distinguishable by race, ethnicity, nation, province and village and move it toward an integrated system.
2) **Capacity building:** strategic planning, applied research, curriculum enhancement, short-term faculty and professional development, student development such as pre-college study courses to compensate for weak secondary education and career counseling.
3) **Linkages:** establishing linkages among the historically disadvantaged institutions of South Africa and also with the well-endowed South African institutions and with U.S. higher education institutions.

The nine universities and six technikons are submitting proposals for funding. These will be reviewed and recommended by a panel of experts. USAID will make the final determination. It will be up to the South African Institutions to determine what services and training and resources they need to achieve the objectives in their proposals. RFPs will be issued by John MacIvoy, USAID's regional contracting officer in Pretoria. Some RFPs may include U.S. Institutions of Higher Education; however prospects for unsolicited proposals from U.S: institutions to develop linkages with South African institutions are poor. Some projects are underway and RFPs are starting to come out of Pretoria.

For information on institutions and individuals in S.A. to possibly establish relationships with contact: USAID/Pretoria, Department of State, Washington, D.C. 20521-9300 or USAID, c/o American Embassy, Pretoria, South Africa. Fax: 27-12-323-6443. Habib Khan is the Chief Education Officer and Cash Kowolski is the TELP Project Director at the mission.

INTERIM EVALUATION OF UDLP PROGRESS AND REVIEW OF ITS CONTRIBUTIONS TO DEVELOPMENT

This session was led by Allison Herrick, former USAID Field Mission Director and Deputy Assistant Administrator, and Janet Tuthill, Vice President of Management Systems International. Both participated in the recent UDLP interim evaluation.

University Linkage Contributions to Development Programs

The leaders of this discussion reported UDLP linkages are indeed developing approaches to the economic and social problems of developing nations. These contributions include:

- research on technical, demographic, and social questions
- training of teachers and public and private sector specialists, and
- practical application through operational research, through advocacy of appropriate policies and through commercial programs

A concrete example of a practical application to development is a health policy paper by one linkage that served as part of the host country's health care reform program. In another practical application, ranchers were using the findings of animal husbandry research. The participation of U.S. scientists enhances the acceptance of research findings. In all, 18 of the 28 linkages include outreach elements (policy development, pilot extension programs, private enterprise development, technical analysis and applied research).

Validity of Propositions Underlying the Program

The UDLP is based on a series of working propositions: (1) higher education institutions in developing countries are ready to expand beyond traditional teaching programs to public service and other constituency building activities; (2) new information technologies are changing the basis of technology transfer; (3) it is time to seek the involvement of additional types of institutions and departments in development work; and (4) linkage partners can build inexpensively on the remaining parts of earlier development efforts to produce strong, sustained programs and structures.

Evidence of validity includes participation by community colleges, technical schools, and schools of law in such activities as reforming vocational education systems, environmental protection and business development, and democracy and governance. The linkage partners consider new technologies to be essential. These include computer equipment, communications links such as e-mail, fax machines, and CD-ROM's. These technologies allow for more productivity on joint projects, especially research (but also in such areas as curriculum development). Linkage partners are engaged in a wide variety of off campus activities such as applied research, pilot extension, prototype business ventures, and analysis of pollution.

Success in Assuring Sustainability of Linkages and of Linkage Activities

A number of linkage partnerships are successfully raising funds to support their current and future activities. In fact, they are matching USAID funds at an average of 2:1. Sources of funds include the universities themselves, foundations, the business community, fee-paying participants, and government bodies. The support of the UDLP itself and the U.S. experts it brings to the program have helped enhance the status of national universities and thus has enabled them to gain support from outside sources. The ability to attract funds appears to improve when the university is engaged in research on a subject of general interest to the social, political, or business community.

One developing country institution reported establishing its own foundation, which has been joined by two U.S. higher education institutions.

True partnership is also a key to sustainability. This begins with joint proposals. It goes on to strong, joint management -- which includes sharing budget decisions, continuing communication, support from higher levels in the universities, joint contributions to progress reporting. Pre-existing ties between staff of the partner institutions and mutual perception of benefits are also important factors.

Problematic Issues

Most discussion centered on partnership issues. These included: (1) making sure that proposals are truly joint rather than U.S. documents presented to the host country institution for sign-off; (2) quality progress reporting that reflects the views of both partners; (3) and joint work planning and budgeting. Several developing country representatives reported experiencing their funding as a dribble of resources trickling out from and totally under the control of the U.S. institution. Representatives of U.S. institutions noted they signed for the funds and are accountable. It was noted that partnership requires the developing country institution possess at least a rudimentary competence in the activity being undertaken -- linkages are not intended to build institutions from the ground up. A factor discussed, but not resolved, is whether there is a natural termination point to the need for a linkage. Several developing country representatives noted the time expended settling turf issues between USAID/W and field missions.

Suggestions for Building New UDLP Linkages

Suggestions include:

- learning about field missions strategic objectives to see where one might fit in
- encouraging developing country institutions to volunteer for USAID field mission results packages teams
- having UDLP project staff track USAID personnel changes so as to brief new (USAID) staff about the program

FOUNDATIONS FOR SUCCESSFUL PARTNERSHIPS

This session was led by Jorge Litvak, President, International University Exchange, University of Chile and Peter Kellams, Director, International Education, St. Louis Community College. Discussion of the foundations of successful partnerships can be a simple distillation of best practices, checklists and essential ingredients, but instead, we offer two vary disparate stories that breathe life into the list of best practices.

Strategic Targeting of Research Alliances: University of Chile

University of Chile's Liaison Office

When the first democratically elected Rector of the University of Chile launched a strategic plan of recovery from the effects of military rule to modernization and growth, he understood that the internationalization of the university was an inseparable component of modernization. As part of this effort, the university established a liaison office in Washington to establish collaboration with U.S. institutions, development agencies, foundations, corporations and the U.S. University Community. The idea was to stimulate the interest of these institutions in what the University of Chile was doing and to establish partnerships for collaboration.

The Liaison Office strategy has been to create true research alliances, not one way transfers of technology. The advantages of a research alliance are: 1) it's the most sustainable type of partnership; 2) it strengthens the national research capabilities of both countries; 3) it mobilizes the resources available to both partners; and 4) the alliances can be evaluated, not just in terms of process, but in terms of impact.

The Liaison Office identifies individuals in both countries who have the same research field of work and then arranges for face-to-face encounters, so that they can discuss their projects and prepare a proposal for funding. Then they are on their own. The University of Chile and Yale University UDLP linkage was one of the first alliances and the experiences drawn from it helped shape further linkages.

Examples of Strategic Targeting

Target specific fields of research

At a workshop, the School of Medicine put together a portfolio of ongoing research projects in biomedicine and gave it to the Fogharty Center at the National Institute of Health which, in turn, distributed it to different medical research institutes. Those institutes responded that they were interested in what was being done at the School of Medicine and about eight people traveled to Santiago for face-to-face discussions with their counterparts. After two years, the university has six ongoing funded grants from different sources. The proposals were jointly funded.

Target areas of mutual interest where one can offer unique benefits

Washington State University has many similarities with the University of Chile in terms of geographic location and areas of priority interest, particularly agriculture, food production, veterinary sciences, and environment. Collaboration has a real advantage: the same agricultural research trial can be done twice a year because of the differences in hemispheres. Two workshops have been held, one in Pulman and one in Chile, where projects were identified, and now the two universities have several ongoing, funded projects.

Because a very big earthquake is predicted in the Altiplano, part of which lies in northern Chile, dozens of seismological measurement instruments for European, American, Japanese and Latin American investigators have been collecting data but without the benefit of co-ordination. The University of Chile saw its opportunity and now has a joint research agreement with the Carnegie Institution of Washington to coordinate and disseminate data to all the research stations through the Internet and other mechanisms. The University of Chile now has a data center funded by outside sources and everyone benefits from the sharing of information.

Worth the Effort
In the last year, the operating cost of the liaison office in Washington was two percent of the overall amount of money that the University of Chile received in terms of grants from sources outside of Chile.

Broad-based Partnerships - Saint Louis Community College

The Community College is an uniquely American creation. Community Colleges generally receive local funding, have local boards of trustees and respond to local needs. They vary widely on the type of curricula they offer, but share the same mission of being accessible, affordable and responsive to the needs of their communities. They have been in the forefront in flexible education solutions such as long distance education and training for business and industry.

Saint Louis Community College is a member of the Community Colleges for International Development (CCID). This consortium of approximately 65 community colleges in the United State and Canada has established broad-based partnerships in many parts of the world. An individual school takes the lead on a particular project but the consortium utilizes its wide array of technical, vocational and university-parallel resources for the research and development of those projects and partnerships.

Using funds from the consortium, Peter Kellams brought a small team to visit Guyana to explore a potential partnership. A few months later, Sidney Walters, Deputy Chief Education Officer of the Guyana Ministry of Education and Cultural Development came to the U.S. whence he and Kellams wrote the project proposal as a team. The main objectives of this project were, on the Guyanese side, to enhance the skills of the technical teachers and administrators, and for Saint Louis Community College, to increase its internationalization.

The Guyana - Saint Louis Community College UDLP project was just getting underway when a Canadian CCID member said that Canada also had some objectives for that same region of the world. The Canadians wrote a 12 page paper and matched the existing project year for year, dollar for dollar and just about doubled our project. Having the Canadian International Development Agency (CIDA) and the Canadian faculty has been a wonderful enhancement to the project.

The UDLP and other projects ask for in-kind matching funds which is getting more difficult as budgets shrink. To maintain legitimate levels of matching, the Saint Louis CC established an advisory committee comprised of CEOs who donate eight days of work a year to the partnership with Guyana. The assessment of needs for the project was done by CEO's.

One of the CEO volunteers noticed that, after twenty years of Marxism, there was a great lack of usable equipment in Guyana's technical schools. He also noted that to stay state-of-the-art, his business was constantly getting rid of perfectly good materials and equipment. He came back and made a speech to a group of other business leaders and said that he was going to give the Guyanese a container of equipment which was to be filled only with workable equipment for which they had a use. He gathered together 70,000 pounds of equipment including an entire machine shop and 15 automobile engines because their automotive people didn't have enough of them. He raised half the money to ship it and the Ministry of Education in Guyana raised one-fourth of the money.

Before the equipment arrived, the students built their own security system, wire caging, to prevent pilfering. Peter Kellams described the enthusiasm when the containers were opened. The students and administrators from each school were there to help label and carry off the cargo. It went off in trucks, minivans and horse carts to the different schools. Only hours later, Kellams visited one of the rural schools and found the equipment (stenciled with UDLP) in place and working.

GROWTH AREAS FOR LINKAGES

This session was led by Joan Claffey, Director of the Association Liaison Office for University Cooperation in Development.

New Forms of Natural Alliances in The United States

While public financial support of higher education has been declining, that of business has been increasing. Industry-sponsored research and development at U.S. colleges and universities in 1991 was $1.2 billion, a fourfold increase from ten years earlier.

Collaboration of state and local government, business, and higher education (especially state universities and community colleges) in pursuit of economic development is skyrocketing. The economies of the regions where this collaboration takes place are direct beneficiaries.

Partnerships of state and local government, industry, and higher education are moving into the international arena. For example, the State of Wisconsin has created an export strategy commission with members from state government, higher education, and business and industry. Their aim is to increase state exports by sixty percent within the next five years. Similarly, the State of Ohio's Thomas Edison Program has established seven centers which link Ohio research institutions with 900 companies in consortia to turn new technologies into commercial uses. There are many other examples.

Over one half of the U.S. corporations now do business abroad. All of this suggests new forms of alliances for bringing together the best of what higher education can do in research, training, service, and outreach with private sector interest and for partnering with like groups in other countries.

There is a growing convergence of interests and benefits in economic development and in addressing global development problems affecting, for example, public health, the environment and food security. The only way to address these global problems is through multinational, binational, and regional collaboration, including alliances between higher education, the private sector and community groups.

Developing Country Interest in These Alliances

Representatives of higher education institutions from around the world cite four attractive features of partnerships with North American institutions:

- Science and technology opportunities
- Higher education's proven capacity to join with the private sector in the application of education and research to meet the practical needs of the local community
- Access to expertise on the extension and public service outreach functions of higher education
- Cutting-edge capacity in communications and information technology

The ALO has moved to promote pilot networks of higher education institutions and their partners, through reciprocal administrative visits followed by large-scale reliance on the Internet and fax.

Practical Concerns in Establishing These Alliances

Participants in the session offered observations, drawn from their experiences, on the ins and outs of establishing relationships among the higher education and business sectors in developing countries.

1. There is a need for the U.S. partner, in any joint endeavor, to build an institution building component into its contribution. In many overseas societies, the idea of looking for someone outside of government to

help one get things done is new. One has to show one's counterparts how, even in their own societies, this can be done, what processes are involved, and even build some of the processes.

2. In one relatively less developed country, facilitators of development are working with some success to integrate the efforts of the university, the national institute of health, and a few NGOs. This effort is made difficult if a donor agency with its own priorities introduces a development program or policy to only one member of the integrated group without regard to what the group as a whole is trying to accomplish. This sometimes creates a dispersion of efforts and introduction of new policies without a local scientific basis, increasing problems of continuity of activities.

3. In both lesser developed and middle income countries, one sees the initiation of integrated efforts similar to the alliances mentioned above. In both, however, businesses are often not anxious to collaborate with universities or to try to take advantage of their technical capacity. It is a question of intensifying interaction among local government, business, and higher education, discerning common opportunities and collaborating on them. The possibilities are thought to be much greater in middle-income countries. In Indonesia, for example, fruitful exchange relationships have been established between the more advanced institutions in Java and the less advanced ones in Sumatra. Moreover, Sumatran universities are establishing relationships with local Chambers of Commerce to show the universities the skill sets required by business and to show business what is available at the universities.

BUILDING NETWORKS

This session was led by Daniel Wagner, Director of the International Literacy Institute (ILI), National Center on Adult Literacy at the University of Pennsylvania. Dr. Wagner established a partnership linkage between the University of Pennsylvania and the Universities of Tunis (Tunisia), Ibaden (Nigeria), and Botswana. As his partnership funding is coming to a close, Dr. Wagner described how to establish a network which could maintain connections established under such partnerships but at less cost.

Partnerships and Their Advantages

Partnerships have a common objective, involve collaborative effort, are highly interactive, and develop best over numerous years. Among the good aspects of partnerships are that they build relationships, trust, money, infrastructure, and in-depth working programs. To achieve these ends, partnerships usually require, at least initially, face-to-face communication.

A partnership allows each partner to galvanize resources within its institution, and within its local setting, in ways that a network typically cannot. Weak networks often lose their ability to gather funds from the outside.

Networks and Their Advantages

While there is clearly some overlap, *networks* differ from partnerships in that they are groups of individuals or institutions through which information is passed either outward from a hub (the hub approach) or from any one point to any other point (the distributive approach).

The hub approach is usually, but not necessarily, unidirectional. There is some individual or group that endeavors to send information out to a network of people. Associations represent a good example of the hub approach. The distributive approach is multi-directional, involving entities talking with each other any way they can. At least before the Internet, this was the kind of network many people found difficult to maintain. There is no separate force or brain behind the system.

When replacing partnerships with networks, one advantage is lower operating costs per member, much larger distribution, and better leverage. A network of all the universities in Africa can have better leverage in fundraising than can a partnership of two or three universities. The larger the network, however, the less depth it has and thus the less trust, confidence, and in-depth relationships. Any face-to-face communication is usually through large, expensive conferences.

Progress and Problems in Turning The University of Pennsylvania Linkage Into a Network

With the three African partners plus the University of Pennsylvania serving as a hub cum secretariat, the partnership has set about pulling together on some common themes. Having named themselves the Literacy Training and Development Program for Africa and having established the International Literacy Institute (at U. Penn), they started with a series of regional literacy conferences in Africa. These conferences and the networks that developed from them show that they were effective at mobilizing people. This enabled the partners to gather funding support.

The new International Literacy Institute (ILI) will function in a way that helps institutions in Africa and in other regions of the world. The ILI has just held a successful World Conference on Literacy to support this effort. The issue now is how to maintain the best aspects of partnerships and develop the good features of a network.

Suggested Steps in Turning Partnerships Into Networks

Participants offered the following comments and suggestions from the floor:

1. The linkage partners want elements of partnership as well as networking. Funding is the key question and what the funding will be for and how to obtain it in this instance is not yet clearly defined.

2. The issue of vision and the direction in which the ILI wants to go should be the first step. It must think through what resources are available, what its goals are, and what its most desirable results will be.

3. Then one goes about the techniques of developing further resources.

Suggested Action for Funding Agencies

Funding agencies and others should investigate how to relate the sophisticated networks envisioned here to grass roots networking and, how, where possible, to utilize the best techniques of grass roots networking to enhance other types of networks.

INTERNET

This report summarizes two sessions on the Internet led by Gary Vaughan, Trade Development Officer, Bureau for Latin America and the Caribbean.

USAID and the Internet

The Internet is a very exciting technology from the perspective of international development practitioners. If well utilized, it will bridge the information gap between the developed and developing countries. Additionally, it is playing a major role in the changes in the way USAID operates. Internet has a tendency to flatten hierarchy and to enhance decentralization. USAID has a worldwide e-mail network and is in the process of establishing satellite link-ups with 45 of our missions. This technology has been an integral part of our reengineering efforts.

Developing Countries And The Internet

Developing countries have varying degrees of access to the Internet. The following are common services (or more accurately programs or resource discovery tools designed to help Internet users find and retrieve "resources" such as files, documents and programs) available on the Internet:

- e-mail
- ListServ - electronic mailing list of a group of subscribers on a given topic
- Usenet - worldwide electronic bulletin board system (BBS) which allows people to post messages and read other's messages
- gopher - a text only, menu driven-based browser
- World Wide Web - a hypermedia tool which allows for graphics, sound, text and video documents to be retrieved

Of the various services available, e-mail is the most widely used, most popular and the most likely method of utilizing the Internet in the least developed countries.

While e-mail through the Internet is an inexpensive, efficient means of communication for the users in the United States, this is usually not the case for the developing country user. Limited phone lines and poor telephone service make accessing and using e-mail difficult. When access is available, Internet users in developing countries pay much more for the telephone link to the nearest Internet host and often must pay additional fees for information sent to them.

Policy reform in the telecommunications sector is key to establishing access to the Internet in developing countries. Often the local PTT (Postal, Telegraph and Telephone) creates barriers through artificially high charges for service, restrictions on who can provide access, and licensing of radio spectrum. The telecommunications industry (on which the Internet depends) is a big money-maker, so it's really the private sector that drives this technology and its usage, not the public sector. A recent article in Businessweek states that in the next five years about $200 billion will be invested in telecommunications systems in developing countries. Obviously that is not going to come from the public sector or USAID or the World Bank

Progress is being made in providing developing countries access to the Internet. For example, fiber optic cable is being run to Latin America and to Africa. Systems of Low Earth Orbiting Satellites (LEOS) will enable African countries (and other developing countries) to circumvent the difficulty of establishing and maintaining hard wired telecommunications. For instance, the Iridum project involving Motorola is creating worldwide link of 66 satellites for cellular technology so that someone sitting in the middle of the Amazon can make use of a cellular phone. Other LEOS systems are being set up by consortia of businesses (e.g. Teledesic - one of the most ambitious and high risk ventures and Orbcomm - scheduled to be running

by 1997 is perhaps the closest to completion. It already has two satellites up now and is beta testing.) These systems will gain their revenues as they pass over developed countries. Because there is under used capacity over much of the developing countries, there is an opportunity to make the system affordable to the less developed countries. That is the hope anyway.

Current USAID Initiatives

USAID's Leland Initiative is aimed at providing Internet access to approximately twenty African countries. The three main thrusts of the project are:

1. Leverage policy reform - this is being handled by The State Department and NTIS at the Commerce Department
2. Set up the Internet node in country with a host country organization that would serve to transfer to sites around the country.
3. Build local expertise for Internet service

For further information contact the project officer: Lane Smith, AFR/SD/SA, at (202) 647-8503.

The Hemispheric Free Trade Expansion Project is a $10 million dollar Latin American Bureau project which is using the Internet to facilitate trade. Part of the project is an inter-agency agreement with the National Institute of Standards and Technology to provide technical assistance in setting up infrastructure. For more information contact: Gary Vaughan, USAID/LAC/RSD, at gavaughan@usaid.gov or phone (202) 647-9487 or Julie Mann at jmann.usaid.gov. To subscribe to the "e-trade" list call Diana Espagnola, Coopers & Lybrand at (703) 908-1885.

Other Initiatives

The Organization of American States has a project to provide software and transmitting stations for satellite linkup to the Internet.

Volunteers in Technical Assistance (VITA) has developed a global communications system for developing countries called VITACOMM. It consists of a Low Earth Orbiting satellite system, independent short-wave packet radio systems, an electronic message delivery system that uses existing telephone networks. For further information contact: VITA, 1600 Wilson Blvd., Suite 500, Arlington, VA 22209, phone: 703-376-1800, fax: (703) 243-1865, e-mail: rmuffley@vita.org.

SCIENCE, TECHNOLOGY AND COMMUNICATIONS IN DEVELOPMENT

This session was led by Joan Dudik-Gayoso, Director, Office of Science, Technology, and Communications. She indicated USAID supports the establishment of communications technologies that enable information sharing and that link less developed countries to Washington.

USAID's Interest in Science, Technology, and Communications

USAID seeks to advance communications projects that promote:

*professional linkages *institution building
*transmission speed *distance learning
*increased decision making and participation

USAID's concern with science and technology is an integrated one cutting across all sectors and priority areas. Concomitantly, USAID doesn't consider telecommunications and communications as a separate thing but something that reaches across all other activities. Rather than building separate communications capacities in individual areas, it is seeking to assure that it has a communications network reaching across all of its activities.

USAID's Science, Technology, and Communications Staff Group

The group reports directly to the Assistant Administrator for the Global Bureau and works with all Bureau Offices and Centers to assist developing countries in gaining access to and use of information and communications technology to spur development. It works primarily to coordinate and oversee USAID policy in using technology and communications to address economic growth, health, education, and environmental issues worldwide. It also works to identify research management issues and formulate related USAID policy analysis; to maintain an inventory of USAID research activities; to coordinate global telecommunications activities; and to oversee S&T donor coordination.

Higher Education's Role in Science, Technology, and Communications

Higher education institutions in developing countries are increasing their participation as developers, disseminators, or adapters of information. This has occurred as we move from an industry based society to an information based society and as governments reduce their funding to research.

Universities used to be places which contained information about things -- about the processes of society, the economy, technology, production, and so on. It was also knowledge about these subjects. As a result of becoming an information based society, universities are now producers of information products and services and have entered a whole new economic system as full-scale participants. Society as a whole doesn't yet know institutionally how to deal with this situation, so we are all in a current stage of experimentation and exploration.

One feature of current society is that governments no longer fund research to the extent they did. This and the role of universities as producers bring forth the question of who pays for research and thus who sets the priorities. In general, it means that industry funds research and that the research funded is that which provides quick cash returns in the form of a product which people will buy. Fewer among the universities' supporters are interested in pursuing knowledge for knowledge's sake. Two university representatives noted with some dismay universities now provide pre-packaged information and services in a way similar to that by which MacDonalds provides its products.

Concerns Raised by Technology Development and Transfer

These trends have implications both for the universities and for their relationships with other elements of their societies. One view is that the relationship between universities and government becomes more

complicated and, in some ways, more threatening. That is, governments may wish to retain their power to affirm or deny priorities even as their contributions diminish. A university establishing its priorities on a commercial basis risks running into trouble with government at a later point. Coincident with this is that much of a university community's ability to respond to an immediate need is a result of basic research conducted previously. Its ability to be responsive to immediate, critical needs declines as funding for basic research declines.

A second concern is that reduced support for basic research at universities will diminish their core role of bringing students, research, and faculty together

Other Sources of Funding: UDLP Success Stories

One of the precepts of the UDLP is sustainability post USAID funding: building upon UDLP (seed) funding, and expanding the application of higher education partnerships for development.

In the following presentations, several UDLP linkage partners describe their own unique approaches to expanding their linkages and obtaining other sources of funding.

Speakers

Gale Wagner, Ph.D
UDLP Linkage - Agribusiness
Texas A&M University and Universidad Nacional de Mexico

Jean Cook, Ph.D
UDLP Linkage - Vocational Training
Sinclair Community College, Iowa Community College District and The Center for Vocational Education, Madras

Sally D. Findley, Ph.D
UDLP Linkage - Under-immunized Populations
Rochester University, Columbia University and Ecole Nationale de Medecine et de Pharmacie, Mali

MAKING FREE TRADE, SAFE TRADE

The following is an excerpt of the panel presentation by Gale Wagner, Professor, College of Veterinary Medicine, Texas A&M University describing the UDLP linkage between Texas A&M and the National University of Mexico, Mexico City.

Our project is between Texas A&M and the National University of Mexico, in Mexico City. It was developed out of the NAFTA negotiations for free trade. Elements of the project design came from a long history of collaboration between our college and various schools in Mexico.

The project deals with animal and plant health issues that could adversely affect free trade. We do what we do best which is work on animal and plant health problems. Some of these are critical to the success of free trade, for example, TB in cattle. Other problems are salmonella in chicken, fungi on wheat and similar diseases of melons and roses - all of which are solvable if you have diagnostic tools. And lastly, we look at the systems analysis of management of these commodities (cattle, chicken and wheat). The exciting part has been the development of sustained support on the one hand and how the project has changed on the other.

Now, when we started defining the objectives for our project, the one thing I think we did right, was go to the Mexican government and the Mexican universities we were working with and to the USAID mission director in Mexico City, and ask, what do you think is important?

They all knew what our areas of expertise were from our long-term collaboration. So, in a sense, the project that we designed together was what Mexico needed at that time. That process of involving all our partners in the design of the project was, I think, an important first step. I also think it has helped us obtain additional funding from various sources.

A good example is the TB project where we have funding from the Mexican government, the U.S. government, a couple of foundations, and industry. They are all investing in the project according to their interests. For example, funding for a field study that requires many months to be completed is being supported by the Mexican cattle industry. A new piece of equipment has recently been purchased by a Mexican foundation because it saw where many students would benefit from being associated with the project.

The funding we have developed for the work on poultry is a little different. NAFTA opened up a new opportunity for the U.S. poultry industry to expand their export markets into Mexico, so new partnerships between U.S. and Mexican poultry producers were being formed as the UDLP project was being implemented. Traditionally, the high altitude areas of Mexico have been perfect for poultry production with one exception: chickens have heart problems at high altitudes. The U.S.-Mexican poultry consortium agreed that, if we would work on the altitude problem, they would provide funding for graduate students for the salmonella project. And that is just what we did. We have ascertained a solution to the altitude problem (breed chickens with bigger hearts), and we now have about $100,000 per year from the consortium.

Now these remarks should not be anything new to you; these are things that you and I have been doing our entire careers! We look for funding. Mexico is no different from the United States in that regard. We still go to the same traditional sources, but we are a little more patient. Patience, I think, is a key part of working with any country. Tenacious is another good word. Belligerence is probably even better. Put all of those together and something usually happens.

As a result of our successes in Mexico, we also now have a USDA cooperative agreement that supports part of the work in Mexico. Suffice it to say that the headaches are many and the red tape long in getting another federal agency like the USDA to actually provide funding for a project in Mexico (part of the problem is the Mexican government). The take-home message is, if you're approaching a funding agency with a proposal, first find out what they're interested in and then show them how they can put their interests into your project.

The plant side has also been very interesting. We are expanding our project, simply because the plant situation has been so easy to sell. We're at a point now of adding some objectives, because we've already achieved what we said we would do in terms of plant probes and diagnostic tools for the major plant diseases. It's been achieved through collaborative research, and it was not expensive. Usually the plant exporters tend to be a little more conservative than the meat exporters, so we have obtained a small sum of money from the rose exporters in Mexico, for instance, to do a couple of things, but, so far, that's about it. There's not as much external funding in this area as yet.

We feel that our project has been very successful thus far. As a result, we are adding to the project objectives and will use the final year of the UDLP as a transition to what we anticipate will be significant, sustained funding. The focus of the project will deal not only with making sure that free trade is safe trade, but also with an evaluation of what impact our science and technology is having, particularly in rural communities. For instance, if we control brucellosis by vaccinating all the goats in a village, can we also decrease the incidence of brucellosis in the children? If we can show a farmer that a few simple changes in management will increase milk production, can we also promote the concept of cooperatives for more milk processing stations? If we understand the role of women in making major economic decisions, will the buying power of the community increase? Will more people remain in the rural community since their kids will not get brucellosis? If their cattle do not succumb to disease and productivity increases, will fewer people leave to seek jobs in the U.S.? Will they be buying more products from the U.S.? Will they be changing their products to meet Mexican market demands? We hope to find the answers to some of these questions in the coming months.

Have there been problems? Yes, plenty. We have had the predictable problems arising from the economic crisis in Mexico. But, we have also had problems with producers - they get very fickle if you're not rubbing elbows with them all the time. Most of the problems have been associated with our time and our ability to meet with all of our constituents. Our advice: know your constituents, know what they want, be able to frame their desires within the context of what you want your program to achieve, and then show them ways to invest in their own future by funding mutually beneficial portions of your UDLP project.

VOCATIONAL TRAINING

The following is an excerpt of the panel presentation by Jean Cook, Professor of Cooperative Education, Sinclair Community College, Dayton, Ohio. It describes the UDLP Linkage between Sinclair Community College, Iowa Community College, Community Colleges for International Development and The Center for Vocational Education, Madras.

Our linkage got started when Andrian Almeda and I were sitting on his front porch during a strike in the city of Madras. Adrian and I sat and reflected what was going on in education. I started to see a good many people coming in from the community who were asking him different questions. I knew he was talking about money, but because he would switch into Tamil, I couldn't understand what he was saying.

What eventually became clear was that out of the goodness and kindness of his heart and through his back-pocket expertise, he was facilitating the flow of funds from a business organization to run a brick-laying program in a village. I said, "You know Adrian, if you had some structure to what you are doing, just think what would happen."

So we sat down and whipped out a couple of objectives and some type of budget, and I came back to the States and thought, "now what am I going to do with this?" A week or two later, information about the UDLP came, and that's how we got started on it. So it all did start on the porch. We initiated a brand new center for vocational education.

Sustainability of effort was paramount with what we were doing, because if we want to keep it maintained, if it doesn't sustain itself, it's gone. It's not like funding a research center at a university, and if the funds dry up you don't have a research center, but the university goes on. If the funds dry up for the center, the center is gone.

The center building was donated by the Archbishop of Madras. It's located right in the center of Madras, and it has some office space, some guest quarters. Essentially what it acts as is a catalyst for different funding sources, to facilitate the flow of funds down to the villages and community centers for short-term training programs.

Now, Adrian has a business advisory board that monitors what he does. He has set up a formal fund to invest money that he receives through the Lions and Rotary Clubs, from the Slum Clearance Board, from contract training, from teaching some vocational education, through a variety of sources that he had contact with so that at the end of 1997, when our project is over, he will be able to cover his program and his operational costs from the fund's interest plus money from donations.

The center is linked to four colleges in Madras, who are autonomous institutions, meaning they are part of the University of Madras system, but they can work independently. And that was very important to us, because we are operating outside the bureaucracy of the Indian government. Just like our bureaucracy, it's kind of nice to operate outside of it sometimes. Many times we can be more successful.

We branched out through the Community Colleges for International Development (CCID). CCID is a consortium of about 70 community colleges in the United States that are interested in international development. Eastern Iowa Community College District is a linkage partner. Spokane and St. Louis are some of the schools that have provided short-term training experts to CVE. It was impossible that five people from one campus could go to India each year to help facilitate this development of curriculum and short-term training program so using faculty from CCID schools is important. We operate like many other

higher education institutions in the United States with a shortage of funds, and we want to keep our qualified faculty at home as much as possible, teaching our students.

We've been able to get two government funding sources. One is a brand-new USIA affiliations proposal to work with Stella Maris College on the literacy component of this skills training program that we have.

The other is a Title VI-B (Education Act) program that Jon Ryan, Director of the Small Business Development Center, was able to facilitate at his institution, Eastern Iowa. This proposal just received funding this year. It's purpose is to stimulate business activity in India by 15 U.S. companies in the college's service region. Additionally, it will facilitate workshops and programs for businesses in India, which are interested in doing business in our country. And that has powerful impact in the community.

Those are government sources. We've taken the next step and picked up some non-government sources because we all know that government sources don't last forever, and they get tired of the same people coming around. And as we've heard many, many times in this program, we really need to operate with the private sector. To that end, we've been working on obtaining two program contracts for CVE.

Ed Stoessel of Eastern Iowa is going to be working with the Ford Automotive Industry and looking to provide training facilities and training programs for their people in southern India through the CVE. Now, that will have impact, because Ford has been present in India and will continue to be so. The other is a technical training program for Ion Exchange Ltd, a water resources management organization in the Bombay area.

I have just one last comment as to where we're going in the future: We're looking to develop a community college of India. Ground has been donated by the Archbishop of Madras, and we are currently searching for funds to do that. We hope to be operational on that within two to three years!

SHARED PROBLEMS, SHARED SOLUTIONS: WORKING WITH MALIAN & AMERICAN ORGANIZATIONS

The following is an excerpt of the panel presentation by Sally D. Findley, Associate Clinical Professor, Columbia University describing outside funding for the UDLP linkage among Rochester, Columbia, and Ecole Nationale de Medecine et de Pharmacie, Mali.

When I was asked to speak on this panel, I said, "Me?" I didn't view myself as a successful fund-raiser. There were a lot of sources that we tried that were dry, or that were going to take years and years to become productive sources. Yet we have succeeded in other places. So, what I want to talk to you about today are some of the places we've succeeded.

They're very unusual funding sources, not the standard kind of funding sources that people doing projects in Africa would think of. They've evolved from the nature of our project.

I would like to start off by describing a little bit about our project. Karim Koumare and I had actually submitted a proposal to the UDLP linkage project the first time request for proposals were solicited for an applied public health research training program at the medical school. We hadn't received funding, but we knew that we still could do it - we wanted to do it. However, we realized after talking to the USAID mission in Mali and talking among ourselves, that we needed to be more focused. We weren't going to get off the ground with something really general.

So we were casting about, and we came upon the idea for our project. We felt it would make the most sense if we did something that addressed a mutual problem, where it was something that was solvable, and where we could feel like the solution was something that mattered in New York and in Mali, that it really felt mutual. About the same time we were faxing back and forth ideas, Lynn Bickley from Rochester got in touch with Karim to tell her about the UDLP. Lynn was very interested in maternal care issues and the more medical side. So we put all of this in the hopper, and we decided to focus on immunization, because a high level of under-immunization was a problem that we were experiencing in Rochester, in New York, and in Mali. Less than half the children by the age of two in all three places were completely immunized as they should be. It was a problem that we thought we could do something about in a fairly short period of time, whereas family planning, or nutrition, or breast-feeding take a long time to do anything about.

It was an area where we thought that the three institutions with their very different competencies could bring something to fruition, not only in Mali but also in their home institutions, their home cities. So we crafted a project that really is different from most international partnerships, where we've built in from the start what people are now talking about as reverse technology.

We said, "We don't know how to solve the problem in New York. You don't know how to solve the problem in Bamako, in Mali. Let's try things together. We'll try some of your ideas in New York, and you try some of our ideas in Mali. Through this project, we will exchange ideas, and in the process, we'll probably come up with something neither of us would have come to independently, but which will be better for both of us in our locations."

It just so happens that what this does for funding is it opens a lot of doors. It opens many more doors than I ever had expected. Initially, we thought, the Ford Foundation will like this. Well, the trouble with Ford is that they have domestic programs and they have African programs, but not in Francophone Africa. And Rockefeller is very interested in these things too, but, they have a big schism between international and domestic programs, and they weren't too sure about this exchange business. In any case, Mali is not one of their priority countries because they concentrate on East Africa. We went through the whole list of foundations that might work, and we did find some. Lynn has been very persistent and very successful at

raising money from some of the more distant sources that she has been able to tap into through her medical channels and through the Rochester network.

What I think was particularly unique about *our* situation was that we could tap into some very applied, very key domestic sources that otherwise would never, ever have dreamed of funding a project that's in Mali. So, let me tell you what we did.

We first decided we needed to do something of a PR campaign to promote the idea that we can learn from each other. We began by organizing a series of events. The first was that we, at Columbia, organized a big Mali Fest with the African Studies Institute. We timed it so it was during Prep Com (United Nations), so we had a lot of high level missions from the population and health field in New York who were then able to come to our Mali Fest. We brought in the people from the Mali diplomatic mission. All these people were talking to each other, and it opened a lot of people's eyes to the fact that they could learn something from these Malians, whom they never had thought of before.

We organized a tour. We took the people who came to the Prep Com to the South Bronx and Harlem, and we got them engaged in conversation with people who were on the ground just like they were, dealing with clinical services. The Deputy Commissioner for Health in New York City was part of the tour. She listened, she saw what they were seeing, and she got very excited. These events provided an opportunity to make people aware that we had a shared problem. Once you have that recognition that there's a shared problem, you can move to the next step, which is a shared solution. This meant that we were no longer talking about them giving us money to solve our problems. They're giving us money to work on our problems together. There's an ownership spirit that we were able to tap into, which we could not have done if it was only a Mali project. And this made it very special, because what it has meant is that all of the research that we are doing now, which is funded externally, is also truly collaborative. So we have drawn in a whole network of collaborators in the New York region that we would never be able to get to otherwise.

So now, who were we able to draw in and how did we do it? The first thing we did is we discovered that Mayor Dinkins had been talking with Jim Grant about immunization problems in New York, and Jim Grant had convinced Mayor Dinkins to do a mass immunization day. Well, we thought that was great, and we got all of our students involved in backstopping the local groups in Harlem near the university. Coming out of that, we then began discussions with the city and with the Carnegie Corporation about a program promoting international cooperation. It took two or three months to work out an agenda that included our agenda, which was to build a network of people who were really interested in this, who wanted to learn, who wanted to exchange ideas and find out what other countries are doing to see if there might be things that should be tested in New York. We came up with a proposal which Carnegie did fund to the tune of $50,000 or $60,000. We organized three international meetings where we brought people in from Africa, Asia, and Latin America, to tell us about their success stories, their strategies for addressing three different problems: tuberculosis control, immunization and women's health problems. This year long process culminated in working with the Commissioner to develop priorities for follow-through.

That project did wonders for the sense that we're all in this together. Karim Kumare, our colleague from Mali, was at the final event of the Carnegie-funded project, and the representative from Carnegie leaned over and said, "This is wonderful. We never, ever expected this to happen. The city is ready to go; they're actually going to be trying things. We really have to thank you."

The wonderful thing about a project like this is you don't see all these things coming. But it comes - have faith that it's going to come. We are now working out what the next stage is going to be. We have in New York, as you all have, changes. There's been a change in who's sitting in the mayor's office, and a number of other things such as a few budget cuts, but we're still moving ahead.

We also developed an initiative with New York State's Department of Health. They, too, after the measles epidemic, jumped in and decided that something needed to be done. They funded 37 community based organizations (CBOs), and then discovered that these CBOs didn't know how to do immunizations. So they came to Columbia and asked us to help design a training and evaluation component for them. They wanted the project to go beyond immunizations to help them build a primary health care base, which was also a goal in our UDLP Mali linkage.

We developed a grant to assist them in implementing their program. We worked with them to monitor what was going on, and when our Malian collaborators were in the U.S., they met with the community groups, too. There's been a lot of fruitful exchange of ideas which has been very exciting for all partners. That project right now is in its second cycle of funding, and it's been going on effectively for three years. We are doing a guide for social mobilization, which will be used by New York State and which will be translated into French for the Malians to use.

Then we were also able to raise some money from miscellaneous sources simply to fund students to work on a very small collaborative project. One of the things we insisted on was that we would not send students over to Mali as interns unless they had worked on immunization projects before going. Foundations liked that idea a lot, so we also received money from foundations that wanted to support the idea of having this kind of exchange.

I guess the lesson that I wanted to share with you is that we never thought we would be raising money from local sources for projects that send people to Mali, or for projects that help Malians learn from New York residents, and vice versa. But that's what's happening. We feel it's like a patchwork. Various people are putting patches down, and we're the ones who are stitching it together. We're the ones who are helping the Malians feel like they have some pieces in that quilt that they didn't know they had but they see when they come here. And, our colleagues who sit down near City Hall, who sit in the different community groups in the South Bronx, and in Harlem and Harlem Hospital, they have pieces in that quilt, too. They now have a vested interest.

When we started, we did not see the shape of that quilt completely. We had faith that it was there. And that is all I can say: when you do go out looking for matching funds, be flexible, and have faith that when you do put the package together, the pieces that people actually want are pieces that you're going to love and cherish; they are pieces which will be a strength of your program.

Other Sources of Funding: Opportunities

One of the precepts of the UDLP is sustainability post USAID funding: building upon UDLP funding (seed funding), and expanding the application of higher education partnerships for development.

In the following panel presentations, representatives from the private and independent sectors, international and governmental organizations describe their specific progress, interests and operations.

Speakers

Barbara Uehling, Ph.D
Executive Director, Business-Higher Education Forum
former Chancellor of the University of California at Santa Barbara

Pierre Perrolle, Ph.D
Head, Office of International Science and Engineering
National Science Foundation

Edmond J. Collier
Assistant Director for External Affairs
National Security Education Program

Debbie Trent
Co-Chair, Specialized Program Unit
Office of Academic Programs, United States Information Agency

Louise Rainis, Ph.D
Director, Continuing Education, Business Outreach
Northern Virginia Community College

Lauritz Holm-Nielsen, Ph.D
Senior Higher Education and Science and Technology Specialist
The World Bank

Eugene Scanlan, Ph.D
Senior Vice President
The Alford Group

S. Albert Edwards, Ph.D
Associate Director, Regulatory Affairs
TAP Joint Venture, Abbott Industries

BUSINESS-HIGHER EDUCATION FORUM

Barbara Uehling, Executive Director, Business-Higher Education Forum and former Chancellor of the University of California at Santa Barbara moderated the panel. Before introducing the individual speakers of the panel, Dr. Uehling spoke about her work with the Business-Higher Education Forum.

The main focus of the Business-Higher Education Forum is to look at how to make the United States more competitive in the emerging global marketplace. Eighty advisors, half of them chief executive officers of major U.S. companies and the other half university presidents, have been looking at the state of U.S. education and where it ought to be going. One effort was to look at K-12 curricula and determine how it should be re-engineered to provide more relevant education. The forum now is examining higher education and how it can be re-engineered to provide the skills necessary to improve the quality of the workforce. A report of the findings is scheduled to be issued in June 1996. To request copies of the report contact:

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BUSINESS AND THE COMMUNITY COLLEGE

Louise Rainis, Continuing Education, Business Outreach, Northern Virginia Community College described how higher education institutions, particularly community colleges, can form partnerships with local community business.

Northern Virginia Community College (NVCC) is one of the largest community colleges in the nation with 60,000 credit-seeking students. It provides training for businesses and government entities in the community, through training employees and staff development.

NVCC has developed an ambitious model program with the U.S. Patent Office to upgrade its employees, through providing on-site college training. Students earn three credits for 12-15 weeks of evening classes that last from 5:30 to 7:30. This approach not only provides employment-specific coursework, but it encourages students to attend because it saves them the travel time and logistical problems of having to travel elsewhere after work to study.

As skills needed for a productive workforce change ever more rapidly and become ever more specialized, employers increasingly are finding that they cannot obtain the skills they need from new recruits, and that the rapidly changing technology requires constant upgrading of the employees they already have. Employers are finding that on-site college training is more efficient, productive and relative to their business goals than relying on employees to obtain training off-site. The growing trend of employers providing on-site education has resulted in the development of "company" universities among larger companies, such as Motorola.

For higher education, this trend means developing coursework more specifically geared for the workforce and meeting the needs of a student population that is increasingly more experienced and mature.

NATIONAL SCIENCE FOUNDATION

Panel presentation by Pierre Perrolle, Head, Office of International Science and Engineering Issues, National Science Foundation.

The Mission of the NSF

It is very important to understand what federal program managers are looking for in their respective programs and more broadly, what the mission of the particular agency is. The National Science Foundation is a full-fledged government agency, with an annual appropriation of about three billion dollars from Congress. It's called an independent agency because it isn't under any particular cabinet department. The term foundation is misleading because it is a term that is generally associated with the private sector.

The NSF mandate is to promote fundamental research in science and engineering (excluding medical and health related research) in the United States through grants, which is carried out primarily on university campuses. It also has an education mandate that has been very, very strong in recent years in the area of math and science education particularly on the pre-college level.

NSF's International Division

The International Division has a budget of, about $15 million or so, that is specifically marked to support collaborative activities between U.S. scientists and scientists in other countries. There are two objectives:

1. To promote research collaboration across international borders
2. To provide an international research experience to U.S. scientists and engineers early in their careers.

It's a complex issue, because the United States has benefited a great deal from an influx of immigrants who really built up the U.S. scientific and engineering community. At the same time, there are a lot of scientists and engineers who are very parochial in their outlook. In this day and age, with science becoming more and more global, it's absolutely essential that U.S. scientists and engineers develop the skills and the experience and the outlook, quite frankly, to do work overseas and in collaboration with their counterparts in other countries. It's no longer the case, as it was in the 1950s and 1960s, that the United States can claim dominance in virtually all fields of scientific research. In many scientific fields, the problems, such as global climate change, or biodiversity, and so forth, are ones that can no longer be addressed by research on a national basis. That is another reason to promote international collaboration.

The activities supported are primarily cooperative research projects. These are proposed by U.S. scientists who are provided with funds that will enable them to carry out a collaboration. The expectation is that a true partnership exists. It is expected that a funding agency in another country will support the counterpart scientists on the other side of the project. Project initiation activities, seminars, workshops, and planning visits, are also supported, but the core is cooperative research projects.

In order to provide international experiences to U.S. scientists and engineers, either graduate students or post-docs, or junior faculty level, the International Division also supports a number of post-doctoral and what is called junior investigator programs. It provides awards for graduate students to carry out some aspect of their dissertation in other countries. The program is also encouraging graduate students and post-docs to be involved in the collaborative research projects, which used to be limited to senior investigators - something that has never been done before.

It also runs summer institutes, which is a bit unusual for NSF because they include a language study and cultural studies component as part of their time overseas. The program started five years ago with Japan

and it's been a smashing success. Fifty or sixty students a year go to Japan for about eight weeks during the summer. And just this past summer, the program was extended to Korea, and other countries may follow.

The way the international division is organized is not by scientific disciplines, although it works very closely with other parts of the foundation that are organized by disciplines, but simply in geographic components. The emphasis differs from an international development organization. The NSF works with Western Europe and Japan, of course, because these are advanced scientific research countries with cutting edge laboratories. The mission is to ensure that the best of U.S. science connects with the best of science globally.

However, other regions are important for different reasons. There is tremendous potential in some cases, and actual strength in a lot of countries that is not fully appreciated by the U.S. science and engineering community. Part of the task of the international division is to pull people along and convince them of the value of doing work in collaboration with scientists in areas that were either, for political reasons, difficult to collaborate in the past or that were remote, and the culture is perhaps very distant from that of the United States, and so forth.

Program Funding

The awards are made to U.S. colleges and universities to support their side of the collaboration. The amount of the program is $15 million or $16 million, which in this day and age is pretty good. That translates to about 50 new activities, either projects or visits each year. The typical award is $20,000-$30,000 for the approximately 1400 U.S. participants and approximately the same number of participants from other countries.

For Further Information

The web site provides information on what the NSF is doing internationally, the text of our program announcement and a lot more compact linkages -- the NSF has established linkages with counterpart organizations in other countries. They have just started working on that, and are currently building on these connections with other agencies. The web address is : http://www.nsf.gov.

To request a copy of the program announcement by phone: (703) 306-1234

Issues, Concerns from the Floor

A recurrent concern at this session was the lack of federal agency co-ordination.

Dr. Perrolle responded by noting:

1. There's probably a fair amount of truth to the statement that federal fund managers don't talk to each other enough, but part of the difficulty in working together is that we're working, for the most part, on very, very different kinds of missions.
2. There's probably good news on the horizon. I think it's true that in the past there was no reward for any one of us to work with other agencies, and that seems to have changed, and the partnerships which appears in this workshop is also very key in the strategic plans of many different agencies, and we actually derive some rewards from working with each other.

THE NATIONAL SECURITY EDUCATION PROGRAM (NSEP)

Panel presentation by Edmond J. Collier, Assistant Director for External Affairs, National Security Education Program.

The National Security Education Program legislation was signed into existence in December 1991. The program was the initiative of Senator David Boren of Oklahoma, currently the President of the University of Oklahoma.

The three aspects of the program are:

1. Scholarships to undergraduates who are U.S. citizens to enable them to study abroad in any academic field for at least one academic term and up to four. The scholarships are for study in countries other than Western Europe, Australia, New Zealand and Canada.
2. Fellowships to U.S. citizens to either: a) add an international component to their area of study or b) a pure doctoral fellowship for students who wish to pursue a doctorate in areas such as languages, international studies, or area studies. There are very few of these given, and they involve amounts of up to $25,000 a year for three years.
3. Grants to U.S. institutions to enable them to either start programs, modify programs, or develop new programs that have an international component. Many proposals that have been discussed at this conference and some of those that I've seen on the posters around, would be eligible for institutional grants under this program.

Funding for The Institutional Grants Program

Thus far, the NSEP has had one round of competition for institutional grants and made nine awards. Those nine awards involve fifty-two schools, because seven of those involve consortia arrangements with other schools in this country. It's also of interest to note that out of those nine awards, 111 international students participated in these institutional grants. In fact, linkages with universities outside of the United States are encouraged.

This program operates on interest generated from the National Education Security Trust Fund held by the U.S. Treasury. The legislation originally authorized a $150 million trust fund. Congress recently cut the trust fund in half to $75 million. It was thought that a trust fund was sacrosanct and couldn't be tinkered with - that's why trust funds are established. However, this Congress taught us differently.

The trust fund is not tied to the governmental fiscal year. For example, if the government shuts down, the NSEP programs still continue to be in business. The NSEP has enough money to go for the competitions that are under way right now, and for one additional year. Funding for 1995-1996 will be $7.5 million, roughly $2.5 million for scholarships, $2.5 million for fellowships and about $2 million for institutional grants. The amount of the two-year institutional grants are not to exceed $250,000.

For More Information

Send a fax to (703) 696-5667 and ask for the solicitation package for institutional grants. You may also request a brochure. The information will be mailed some time in late February.

THE U.S. INFORMATION AGENCY (USIA)

Panel presentation by Debbie Trent, Co-Chair, Specialized Program Unit, Office of Academic Programs, USIA.

The College and University Affiliations Program

USIA works with institutions of higher education to accomplish its mission of "public diplomacy". The grants and fellowship awards that the USIA makes every year to institutions and individuals are to accomplish this special kind of American diplomacy.

The College and University Affiliations Program, which Ms. Trent represents, funds academic exchange projects that are oriented to the humanities, social sciences, and business administration rather than technical assistance. These programs are equal partnerships by definition and by structure - to the point where the program requires a roughly equal number of exchangees from both partner institutions, and that the funding must be apportioned equally to benefit the American and foreign partners. So there are some basic differences between the USIA and UDLP linkage programs.

The USIA has funded many different kinds of university partnerships over the years. One example is the business management-university partnerships for Central and Eastern Europe funded through the support for Eastern European Democracy (SEED) initiative. Another 36 linkages, covering additional fields, is funded through the Freedom Support Act for the Newly Independent States of the former Soviet Union. They've all been tremendously successful in terms of leaving a lasting legacy of improvements overseas and strengthening international programs and scholarly contacts at the U.S. institutions.

USIA has a home page on the World Wide Web; the address is: http://www.usia.gov. One can access all of USIA's RFPs through the Internet, as well as by reading the Federal Register or calling the USIA program office. The international programs office on one's campus might have the information as well. The USIA is trying to be a very user-friendly, accessible organization, so it provides names, telephone numbers and mailing addresses right on its RFPs. So there should be no trouble contacting the relevant people about its programs.

Budget Realities

The College and University Affiliations Program has again narrowed down the eligible countries and fields by about 50 percent this year in the face of additional budget cuts. Taking a budget cut into account, it still hopes to make around 15 grants, ranging up to around $120,000 each for a three-year period. There is no matching requirement, but if an institution has a direct cost agreement with the federal government, that becomes de facto cost sharing on the part of one's institution. The annual deadline for submitting proposals is early November.

In terms of future funding, USIA is up for very severe funding cutbacks, probably 25 percent-30 percent in fiscal 1996, probably somewhat deeper cuts in fiscal 1997. The Congress is also still considering the consolidation or elimination of USIA, USAID or ACDA. So while the College and University Affiliations Program is extant at the moment, it's future is unclear. Neither is the budget picture for the overall Fulbright Fellowship Program.

Thanks for your Perseverance

Ms. Trent concluded by saying that international programs, across the board, are in very serious jeopardy. She was impressed that, given the fiscal constraints on their own campuses, the linkage partners are managing to convince their administrators to provide matching funds and cost-savings. She also thanked the linkage partners for all the extra personal efforts and out-of-pocket expenses they contribute.

JOINT VENTURE ACTIVITIES WITH BUSINESS

Panel presentation by S. Albert Edwards, Associate Director, Regulatory Affairs, TAP Holdings Inc., a Joint Venture of Abbott Industries (USA) and Takeda (Japan)s. Dr. Edwards taught at the University of Minnesota Graduate School of Pharmacology and worked at the National Institutes of Health before moving into the private sector to develop pharmaceutical products for multinational business.

Many new technologies, drugs, or other products start in university settings and are transferred to the private sector. The private sector, often, either pays for the balance of the research or agrees to some sort of royalty payment when the technology reaches certain stages of development (for, example, the initial filing with the Food and Drug Administration or other regulatory agency) or at market entry or throughout the marketing lifetime of the technology or all of these.

The ability of an idea or technology to turn a profit is the primary characteristics desired by the private sector. An estimate of market potential should be included in any request for funding. This, at least, demonstrates completion of one's homework and an understanding of a business's needs, and it separates one's proposal from others with similar ideas or technologies.

The possibility of obtaining a patent also makes an idea more attractive to the private sector. Joint pursuit of a patent with the funding company shifts legal costs to that company but puts the university researcher in a less advantageous position to negotiate a royalty once the initial grant is exhausted. One may wish to negotiate a royalty agreement in advance.

If one's request is refused, find out if the amount was too high and offer to scale it back. If the company is known to be doing research in the area proposed, ask how to refine one's proposal and offer to submit an amended one.

Finally, one should ask the company if it contributes funds to benevolent causes and, if so, get a list of prior contributions. Maybe the idea can be reformatted to fit into this category.

The anti-cancer agent that TAP Holdings, Inc. is now developing was first discovered in a university laboratory by mistake -- an unintended contamination of a culture plate. After failing to interest U.S. companies, the university scientists turned to a patent search world-wide to see who had patented similar technologies. This search led to a Japanese company which enthusiastically accepted the idea and supported the university with further research dollars.

OPPORTUNITIES WITH INTERNATIONAL ORGANIZATIONS: THE WORLD BANK

Panel presentation by Lauritz Holm-Nielsen, Senior Higher Education and Science and Technology Specialist, The World Bank.

The World Bank Group views higher education as a key to development and is involved in a number of higher education projects around the world.

The World Bank focuses on four areas of work in education: sector policy reform, quality enhancement, equitable access to education, and diversity of education systems. Funding for primary education is between US$ 700 to 900 million per year and for secondary education, between US$ 200 to 400 million per year. Funding for higher education projects is approximately US$ 200 to 300 million per year. Through these projects, the Bank seeks to strengthen the teaching and research capacity of higher education institutions. The Bank encourages the incorporation of higher education partnerships and activities similar to the UDLP into these higher education projects.

Loans from the World Bank Group provides approximately 25% of all foreign finance for education in developing countries. The Bank does not make grants, but, rather, provides loans at favorable rates to developing countries to strengthen infrastructure, to help reduce poverty and raise standards of living. The loan funds are managed by the receiving countries, who then use them to fund contracts for services or goods. Contracts for major projects are announced in the World Bank publication *Development Business*, often in the U.S. Commerce Department's *Commerce Business Daily*, and sometimes in major U.S. newspapers.

U.S. institutions are not awarded funds, unless as sub-contractors to host-country-initiated projects, and applications for contracts go to the prime contractor in the host country, not to the World Bank itself. Small consulting contract opportunities for U.S. educators do exist with the World Bank with regard to program formulation and feasibility studies.

FOUNDATION FUNDING

Eugene A. Scanlan, Senior Vice President, The Alford Group, Inc. Dr. Scanlan's company, The Alford Group, is a national consulting firm that provides a range of services to nonprofit organizations, including management and fundraising. In its 16 years of operation, its clients have included colleges, universities, health organizations and cultural groups.

There are many opportunities to obtain funding from corporate and private foundations. There are over 40,000 foundations in the United States. In 1994, they granted over $16 billion to the nonprofit sector. But the competition for foundation funds is increasing rapidly.

The keys to success in obtaining foundation funding:

1. Understanding that foundations are not just giving you money, they are investors in your institution. Both private and corporate foundations expect a return on their investment in a project. However, the expected return is different for private foundations than for corporations and corporate foundations. Private foundations seek a close match between their purposes, guidelines and usual grant-making processes. Corporations seek more of a "bottom line" return which include: a) increased awareness of the company (especially among potential customers); b) greater market penetration; c) being seen as a "good neighbor"; or d) having their name linked to an important and visible cause.

2. Knowing your institution and the specific needs of your program or project and how it fits into the objectives of the foundation.

How to identify potential funders:

1. Find out what foundations and corporations have supported your institution in the last three to five years or are currently supporting it in some way.

2. Find out what foundations and corporations have supported similar projects or programs at other institutions.

3. Analyze which of your needs might be met through non-cash gifts such as equipment, supplies or skills. These are items companies can frequently provide, if asked.

4. Research foundations and corporations with the aid of publications such as:
   - Foundation Center directories (especially those arranged by topics and areas usually receiving grants)
   - Taft publications
   - The foundation's or corporate funder's own publications if any. Examples of funders' own publications include annual reports, grant guidelines and applications, special reports and newsletters, etc.

   Read these materials carefully, as they indicate the foundation or company's view of itself as well as the specific information you need to apply.

   What to look for:
   - what they will and will not fund
   - types of grants they will make (project, operating, capital, etc.)
   - the number and size of grants actually made

- the types of institutions receiving grants
- application procedures, required information and attachments
- deadlines and decision-making processes
- staff roles (including staff assigned to handling particular types of grant requests)

5. Be sure to do your homework before actually approaching a foundation or corporation. Because of the large number of proposals for funding the foundations and corporations receive, it is an easy decision for the recipient of your application to remove your proposal from the process if it is obvious that you have not done your homework or met their basic guidelines.

6. See your goal as developing a long-term relationship -- a "negotiated partnership" -- with your targeted funder, not as just asking for and getting dollars. Foundation and corporate staff can be helpful in better defining your needs and programs to meet their purposes as well as yours, identifying other potential sources for support and helping you through their process. They can play many roles, if asked, and the idea should be to keep the relationship going, even when you aren't receiving funds. Once you have developed a contact, keep him or her informed and updated (without overwhelming them). Be willing to see foundation and corporate staff as advisors and helpers. Some will appreciate this approach -- although others may always be difficult to deal with.

7. Finally, be persistent.

THE FUTURE FOR DEVELOPMENT AND HIGHER EDUCATION

David Pearce Snyder is the life-styles editor of *The Futurist* magazine, former senior planning officer for the Internal Revenue Service and social forecaster, whose seminars and workshops on the strategic management of decision-making have been attended by representatives of most of the Fortune 500 companies. He has published over a hundred studies, articles, and reports on the future of U.S. institutions, industries, professions, and the socioeconomic impacts of new technologies. He is editor and co-author of five books, including *Future Forces*, published in 1984 by the American Society of Association Executives, and a sequel, *America in the 1990s*, which was released in March 1992.

In the closing keynote address, Mr. Snyder described the larger economic, social and political transition the United States and other countries are passing through and his perceptions of what it means for educators and for international development. The following is based on his speech.

How the World is Changing

The whole world is reinventing itself. We are undergoing a major technological revolution of a scale similar to that of the Industrial Revolution and, before that, the Agricultural Revolution. The Information Revolution is increasing productivity and altering the role of workers. Computerization is causing profound and difficult changes that are re-shaping our social and political environment. The efficiency promoted by computers is helping enterprises become more productive and driving economic growth. At the same time, computerized machines are replacing people who once performed the detailed and repetitive tasks created by the Industrial Revolution. Computerization is eliminating the need for middle managers whose role was to manage the flow of information from the production lines to the front offices. The Information Era will be characterized by mass customization of goods and services where the tiniest improvements in performance and detail will produce large yields.

As happened during the adoption of engine technology during the industrial revolution, conditions may actually worsen and productivity dip as the change-over occurs. The danger is, that if in the short-term, people react by hoarding resources and succumbing to an "us versus them" mentality, the ensuing conflict could delay or even prevent the benefits of this new revolution. If we successfully negotiate around these conflicts, once the painful period of adapting to the new information technology is over, society will enjoy broad-based prosperity.

The need to accommodate to the changes demanded by the Information Revolution has important implications for how institutions operate and about what educational institutions, in particular, need to do to adapt to the changes and what and how they need to teach their students.

How Organizations Are Changing

Organizations are moving away from hierarchical structures to a more democratic structure that places emphasis on teamwork. They are breaking up into many separate, smaller organizations which will work together in partnerships as if they were integrated into one larger whole. The advantage of this kind of structure is that it permits companies, organizations and institutions to focus on what they do best and to offload other functions to organizations that do those functions best. Another advantage is that each entity can eliminate the need for large capital expenditures on plant facilities. At the end of the current national transition, all enterprises will be made up entirely of teams -- rank and file teams, middle level teams, executive teams, problem-solving teams, project teams, self-optimizing teams. The public sector will partner with the private and independent sectors to form virtual, intermodal enterprises.

One result of this restructuring for educational institutions will be more teamwork with businesses. There will be more teaching partnerships. There also will be more competition from all sorts of alternative entities to provide education.

As it will do for other entities, computerization will lessen the need for educational institutions to invest in large plant facilities, because they will share facilities with other entities, and because it will enable them to provide and participate more in distance education, permitting students to learn "in-place."

Computers will help educational institutions become more effective and more productive organizations. One critical problem of higher education, for instance, is that it does very little follow-up on its products. Educators get very little feedback from employers or the products themselves. Computers will enable academics to track graduates, and thus to provide more meaningful training for the workplace, which will increase the demand for the products of higher education.

How Work is Changing

Despite decades of trying to improve productivity in white-collar (professional, managerial and technical) work, productivity gains have remained near zero. The recent introduction of "expert systems" has the potential to dramatically improve productivity. Expert systems are advanced computer programs that incorporate the collective knowledge of human experts in a given field and the logical processes that those experts follow to solve a problem. When workers need to know how to solve an arcane or complicated problem, they can quickly find the solution by calling upon the expert system. Expert systems will enable and require most workers to know less about more. They broaden the horizons of the workers, by eliminating the need for in-depth understanding about specific processes. For instance, Texas Instruments' procurement procedures were very cumbersome and costly, so the company created an expert system to lead workers through its procurement system. The procurement process is now 20 times faster and the company saves $2 million a year.

Expert systems will be at the heart of everybody's work, particularly in education, and particularly in adult, continuing and employment-based, or career-based, education. They will enable us to move people into higher-value jobs, because they will perform functions originally performed by bureaucracy and management. They will help mass-create new, high-value jobs.

The skills most workers will need thus will be management and analytical skills: the ability to know how to manage their information, what it means, what to do with it, and how it relates to the information spheres of other workers. The average worker will need to be a well-informed generalist, who knows at least a little about a lot of things, but who will need to know more about substance than technique. The important issue for workers in this much less structured workplace will be: How do I add value?

How Education Must Change

It is time to reinvent education. Labor statistics indicate that employers will need nothing at all like what higher education is producing now. In the first major study (1994) by the U.S. Census Bureau of the hiring, training and management practices of American businesses, employers expressed a lack of confidence about the importance of a college education in preparing young people for the workplace. They indicated they consider job experience more important than grades or the years of education completed.

Many large enterprises, such as Motorola, IBM, Texas instruments, Microsoft and even the Internal Revenue Service, are awarding degrees. Many are bypassing college graduates and have begun to recruit people right out of high school. Employers reckon it takes two to four years to reorient high-quality college graduates to be really useful. College-trained engineers, for example, have short attention spans; are used to short, clean-cut, closed, well-defined, non-real-world problems; and, are inflexible and very rigid in their attitudes. Furthermore, they are highly competitive, don't work cooperatively, and have difficulty working in teams.

Changing What We Teach

The emerging average worker will need to be a "technical generalist" or "portmanteau specialist" who knows a little engineering, a little about statistics, a little social science, a little environmental science. S/he will need to know more about more professions than liberal arts students are taught now, but less than what graduate students are taught about their individual professions. And s/he will need to understand the rudiments of technology, commerce and law that are the basis of the material enterprises which we all depend on for our well-being and survival.

This doesn't mean that educators need to produce only technical generalists. We will still need deep knowledge and the workers who master pure physics, mathematics, etc., to keep people in the frontiers of knowledge, especially as every piece of our multiplying knowledge will create new frontiers. But we will need tens of thousands of portmanteau specialists, or technical generalists, in the mass market who are capable of coordinating and putting all of this new knowledge to maximum, productive use.

The forefront of education is now on-the-job training. Forty to fifty percent of the cost of new technology is for training, and American employers have dramatically increased the amount spent on training. In 1990, the U.S. business sector spent $30 billion on training; by 1994, it was spending $50 billion a year. The data indicate that the expenditure pays off -- Motorola believes it earns $30 for every $1 it invests in employee training.

Changing How We Teach

We need to change not only what we teach, but how we teach it. The data confirm that we need to get training out of the classroom. Only 25 percent of the general population learn effectively in a passive classroom setting, listening to a lecture. About 45 percent of students are tactile learners who gain more through involvement. Studies show that active, applied training in context is much more effective when the employee is the expert and the professor is brought into the shop to demonstrate more useful and practical ways to do things. Colleges and universities need to stop teaching and engineer more learning.

Schools that use more participatory approaches to learning are not expensive and do not sell prestige, but they consistently produce superior graduates. The performance of their graduates is in no way correlated to the cost of their libraries, buildings, or other facilities, and only in humanities is it correlated with the number of Ph.D's on the faculty. The key factors in the success of their graduates is the intensity of the learning process, the meaningfulness of the curriculum, the amount of time spent and degree of involvement by students in learning-related activities, strong interactions after classes, class debates, and peer review.

Over the next fifteen years, expert systems will become both the curriculum and the validating, certifying standards by which we will determine whether people are qualified to do a job. Higher education will begin to look at expert systems as the benchmarks of certification while the continuous updating and improvement of such benchmark systems will be an increasing focus of applied and clinical research in all disciplines.

The Future for Developing Countries

The Internet will offer enormous opportunities to help developing countries solve their problems. Computer sales are sparkling in the third world, and it is only a matter of time before the lead sectors of developing countries will be participating in the information revolution. Wireless technology is about to move in. Lots of nonproprietary, public domain software and systems programs are being developed by a bunch of Robin Hoods - for instance a Finnish programmer developed a nonproprietary UNIX and gave it to the developing countries. All types of calligraphy conversion programs will be in place within five years. The vast resources and archives of knowledge in the developed nations will become readily available to those in the developing nations. And the costs for the developing world to use the Internet will be low because of the way satellites work. The companies who own the satellites will make their money in volume

while they're passing over the developed nations. The Internet will substantially improve relationships among the cultures of the world, as well as provide access to the world marketplace for remote areas.

The ultimate contribution of the Internet may be to preserve cultural identity and indigenous lifestyles, as well as the world's environment, by enabling people to participate in the world without leaving home. The pool of workers will be available through the Internet, not through urbanization or immigration. The Internet also will enable those in the developing world to develop, maximize and share the unique expertise and benefits of their own environment, and to own the rewards of those efforts themselves. It will allow tribal and rural cultures to maintain their quality of life, to validate and legitimize themselves without having to change their values and ways of life. It will allow new contributions from older areas of knowledge such as the world's many noetic sciences, for instance. Resources will belong to those who sit upon them, and who understand them best. The Internet will enable billions of people around the world to do what he or she does best, while maintaining his or her own individuality.

As for the role of higher education, the most powerful thing it can do to foster economic development is to function as an incubator to help all kinds of enterprises develop, not only to teach applied technology, but to help enterprises learn how not to make common mistakes.

The University Development Linkages Project's Role in the Changing World

The UDLP, in particular, has one advantage, one additional opportunity to participate in changing the world, and that is that it represents a global network of higher education that is unique. There really are no other general international institutions of higher education. The UDLP has the opportunity to pioneer in the thing that the informated society, or informated marketplace, is going to be able to do, which is to share information quickly about what works and what doesn't. The UDLP will be successful to the extent that it is able to commit itself to the reinvention of educational institutions, to understanding that everybody must be helped to learn new things, find new things, and that as soon as they learn them, to share them with everybody else. The ethos for creating a prosperous 21st Century for humankind must be to learn locally and share globally.

Mr. Snyder referred those interested in more information about re-engineering education to ***On the Horizon****, the only newsletter devoted to reinvention of higher education, published by the School of Education of the University of North Carolina at Chapel Hill. The Horizon Home Page address is http://sunsite.unc.edu/horizon.*

THE UDLP PROFILE

PURPOSE

The purpose of the UDLP is to expand the contribution of higher education institutions to sustainable development through partnerships between U.S. and developing country higher education institutions.

THE UDLP MODEL

The UDLP provides a method by which institutions of higher education develop and implement a variety of long-term, sustainable relationships which 1) strengthen the developing country institutions' ability to meet their countries economic and social development needs and 2) enhance the internationalization of U.S. institutions. The UDLP provides seed money for linkages to work in partnership on problems and needs of importance to the developing country. The linkages require a matching investment of resources by the linkage partners at least equal to USAID's investment and provide mutual benefits to the partners, thereby ensuring a strong sense of ownership and enhancing long-term continuation of the partnerships.

Typically, a U.S. institution(s) links with a developing country institution(s) to initiate outreach programs and pilot projects, develop relevant, applied research programs or upgrade teaching and training programs in areas in which the partners share interest and expertise. The linkages cover a vast range of activities from small business incubators, to promoting sustainable resource use, to improving the health and nutrition of women and children, and to increasing literacy and numeracy. Linkages activities are designed to have a positive impact in one or more of USAID's priority areas (as listed below).

BACKGROUND

The UDLP was designed to reflect the massive changes that are creating a more interdependent world. Past institutional development and improved international communications required moving away from earlier dependency relationships to ones of equality. When the project was developed, educators expressed the need to prepare people for the global job market as well as to cooperate in addressing environmental, health, and other problems of world-wide consequence. Senior USAID officials felt USAID and institutions of higher education share mutual interests in imparting internationally relevant skills. Analyses available at the time of project design showed expanding internationalization by U.S.educational institutions using far greater resources than those available to USAID. USAID sought to encourage internationalization which would serve developing countries.

The UDLP was interactively designed with the benefit of the expertise of both the U.S.higher education community and USAID missions around the world. In the fall of 1990, three forums were held around the U.S.to solicit the input of the higher education community. Representatives from over 130 U.S.institutions contributed their perspectives to the project's design. That same fall, USAID missions around the world were asked to comment on the proposed project.

The first UDLP competition cycle began in February 1991 with the publication of a Request for Applications. A highly competitive peer review process involving USAID missions, USAID geographic and central bureaus, external reviewers and a twelve member panel compiled by the National Research Council (NRC) narrowed over 400 requests for applications to thirteen awards made in 1991. Subsequent competitions made fifteen wards in 1992 and twelve in 1993. Each year, approximately ten percent of the applicants were funded. No competition was held in 1994. Starting from 1995, all new linkages will be awarded through field mission funds.

CURRENT STATUS

Currently, the UDLP funds 41 linkages in 29 countries. Each linkage is designed to achieve concrete objectives within priority areas of USAID. To date, 32% of UDLP linkages are working in the area of population, health and nutrition; 30% are focused on economic growth; 27.5% are involved in environmental issues; and 10% are engaged in democracy building.

UDLP linkages have been formed throughout the developing world. The largest percentage of the linkages are in Latin America and the Caribbean (37.5%); followed by Africa (35%); Asia (22.5%) and the Near East (5%).

The requirement that UDLP award recipients match USAID funding dollar for dollar allows USAID resources to achieve greater impact, while encouraging support from other donors. Over the five year terms of the UDLP awards made to date, USAID will contribute $23.5 million, which will be matched by $43.5 million from the linked institutions. Linkage activities have already attracted matching funds from a variety of governments and international donors.

UDLP Workshop - "Partnerships for Development"

October 15-18, 1995, Key Bridge Marriott, Rosslyn, Virginia

This workshop highlights partnership participation by the higher education community in development. It also explores the possibilities of involvement of USAID and the higher education community with other partners.

The goal of this workshop is to further strengthen UDLP linkages and forge new partnerships for development. Universities will meet with one another, with representatives of different funding entities, and with USAID regional and global bureau representatives to explore common ground. Objectives are to:

- Build on what has been started in each of 41 individual linkages;
- Reinvigorate the UDLP in the face of cutbacks in central funding;
- Contribute to USAID's partnership initiatives; and
- Highlight ongoing linkage accomplishments.

Sunday

4:00 ***Registration***
- Poster assembly and set-up

5:00 ***Welcome and Reception***

7:00 ***Reception Concludes***

Monday

8:00 ***Continental Breakfast***

8:30 ***Convene the Workshop***
- Greeting
- Overview of the UDLP : Precepts and Accomplishments

9:15 ***Panel - "Exploring Common Ground: University Partnerships Contributing to USAID's Strategic Objectives"***
- Experts with different perspectives exchange views about areas of mutual interest between the agency and institutions of higher education

10:30 ***Break***

10:45 ***Speaker - "Universities' Practical Guide to USAID Reengineering and Collaboration with Missions"***
- USAID Perspective
- Global Bureau Perspective
- University Partnership Experience Perspective

12:00 ***Lunch***

1:30 ***"How USAID is Changing and Opportunities for Collaborating"***
- Plenary
- Breakout groups
  - Economic Growth
  - Natural Resources and Environment
  - Democracy and Governance
  - Population, Health and Nutrition
  - Research
  - Science and Technology in Development
  - Human Resource Development

3:30 ***Poster Session I***

5:30 ***Adjourn for the Day***

7:30 ***Optional Evening Session***

Tuesday

8:00 ***Continental Breakfast***

8:30 ***Overview of Topics***

8:45 ***Concurrent Topic Sessions - I***
- University Reform
- Using the Internet for Partnerships and Development
- Higher Education Policy and Partnerships
- Growth Areas for Linkages
- UDLP Evaluation - Lessons Learned
- Non-Formal and Distance Education

10:15 ***Break***

10:45 ***Concurrent Topic Sessions - II***
- Other USAID Linkage Programs
- UDLP Evaluation - Same as Concurrent Topic Sessions - I
- Foundation for Successful Partnerships
- Building Networks
- Labor Markets and Workforce Preparation
- Using the Internet - Same as Concurrent Topic Sessions - I

12:00 ***Lunch***

1:30 ***Poster Session II***

3:00 ***Panel - "Other Sources of Funding: Opportunities with other U.S. Agencies"***

4:15 ***Break***

4:30 ***Panel - "Other Sources of Funding: Opportunities Outside Government"***

6:00 ***Reception***

Wednesday

8:00 ***Continental Breakfast***

8:30 ***Keynote - "International Education Partnerships for Development in the 21st Century"***

10:00 ***Break***

10:30 ***Strategic Areas Planning Roundtables***
- Economic Growth
- Natural Resources and the Environment
- Democracy and Governance
- Population, Health and Nutrition

12:15 ***Wrap-up/Follow-up Actions***

12:45 ***Concluding Remarks***

1:00 ***Workshop Adjourns***

Names on 'UDLP 95 Workshop Attendee'

LISTMGR - 1/31/96

Hal Abramson - Touro College
Sushan Acharya - University of Massachusetts-Amherst
David G. Acker - Iowa State University
John Addai-Sundiata - University of Cape Coast
A.A. Adimado - University of Science and Technology
Abayomi J. Ajayi-Majebi - Central State University
Emmanuel Ofori Akyea - University of Iowa
Gary E. Alex - U.S. Agency for International Development
Adrian J. Almeida - Center for Vocational Education
Jaime Alvarado - Universidad Pontificia Javeriana
Ruhul Amin - Morgan State University
Kevin L. Anderson - North Carolina State University
Koryoe Anim-Wright - Central State University
Sulieman Arabiat - University of Jordan
Manuel Arroyo - Universidad de Chile
Rafael Flores Ayala - Instituto de Nutricion de Central America y
Byron Bahl - The CENTECH Group, Inc.
John A. Bantle - Oklahoma State University
Abdul Bayes - Jahangirnagar University
Alberto Beale - University of Puerto Rico
Larry Beall - Virginia Commonwealth University
Nazir A. Bhagat - United States Department of Commerce
Lynn S. Bickley - University of Rochester
Angela Bills - Hampton University
Jack Bock - Florida State University
Gary Bombardier - U.S. Agency for International Development
William Boylan - University of Minnesota
John Braley - U.S. Agency for International Development
Gloria Braxton - Southern University-Baton Rouge
Ethel Brooks - U.S. Agency for International Development
Peggy Brown - The CENTECH Group, Inc.
Samuel Brown - University of Alabama-Birmingham
Maureen R. Budetti - The CENTECH Group, Inc.
Gilbert Bukenya - Makerere University
Richard J Byess - U.S. Agency for International Development
Craig Calhoun - University of North Carolina-Chapel Hill
James Carney - Independent Contractor
Frances E. Carr - U.S. Agency for International Development
Eloise Carter - Tuskegee University
Vira Chankong - Case Western Reserve University
Hanif Chaudhry - Washington State University
Ikbal Chowdhury - Lincoln University (MO)
Joan Claffey - Association Liaison Office for University Cooperati
Edmond J. Collier - National Security Education Program
Jean I. Cook - Sinclair Community College
Richard M. Cornelius - U.S. Agency for International Developmen
Charles E. Costello - U.S. Agency for International Development
Marilyn P. Cushing - State University of New York-Stony Brook
Thomas M. Daniel - Case Western Reserve University
Frances R. Davidson - U.S. Agency for International Developmen
Mary M. de Baca - Iowa State University
Rodolfo Dennis - Universidad Pontificia Javeriana
Anthony Devotta - Center for Vocational Education
Dirk Dijkerman - U.S. Agency for International Development
Joan Dudik-Gayoso - U.S. Agency for International Development
S. Albert Edwards - Abbott Industries
Michael M. Ego - San Jose State University
Will Elliot - U.S. Agency for International Development
Ahmad Ezzeddine - Wayne State University
Sally E. Findley - Columbia University
Antonio Flores - Escuela Agrícola Panamericana
Holly Fluty - U.S. Agency for International Development
Patricia A. Frazier - Norfolk State University
Joe Fredericks - U.S. Agency for International Development
Donald N. Frey - Northwestern University
Ruth Frischer - U.S. Agency for International Development
Mariluz Frontera - University of Puerto Rico
Nancy Gammon - Harris-Stowe State College
Daisy Gely - University of Puerto Rico
Gabriel Gomez - Universidad Pontificia Javeriana
Roberto Gonzalez - Universidad de Costa Rica
Mark Grubb - University of Delaware
Michael D. Hammig - Clemson University
Ron Hampton - University of Nebraska-Lincoln
Barbara L. Harris - State University of New York-Stony Brook
Allison B. Herrick - Independent Contractor
David Hershberg - University of Louisville
Kenneth Hill - Johns Hopkins University
Lauritz Holm-Nielsen - World Bank
Collette M. Hopkins - Clark Atlanta University
James P. Hoxeng - U.S. Agency for International Development
Jasper Imungi - University of Nairobi
Julia Jackson - The CENTECH Group, Inc.
Martha M. Jallim - Hampton University
Jerry Jones - American Association of State Colleges and Univer
Norma Jones - Howard University
Manuel Julien - Eduardo Mondlane University
Orpah Kabambe - University of Malawi-Bunda College of Agricult
Ellen Kaskie - St. Louis Community College
Z. M. Kasomekera - University of Malawi-Bunda College of Agric
Peter H. Kellams - St. Louis Community College
Tom Kelly - University of Pennsylvania
K.O. Kessey - University of Science and Technology
Sepideh Keyvanshad - National Center for State Courts
Edward Khiddu-Makubuya - Makerere University
Linda Klein - Lincoln University (MO)
Peter Koehn - University of Montana
C.S.K. Kpordze - University of Science and Technology
Michelle Landers - University of Rochester
Hiram Larew - U.S. Agency for International Development
Timothy Lavengood - Northwestern University
David Lee - Cornell University
Ping Wu Lee - Langston University
Sang Lee - University of Nebraska-Lincoln
Marthe Z. Lekamisy - University of Toamasina
Barbara W. LeRoy - Wayne State University
Sarah R. Levin - American Medical Student Association Foundati
Irv Levy - Georgetown University

Names on 'UDLP 95 Workshop Attendee'

LISTMGR - 1/31/96

John Liskowitz - New Jersey Institute of Technology
Linda Little - University of Alabama-Birmingham
Jorge Litvak - International University Exchange, Inc.
Mamie Locke -
Margaret Loret - Suffolk University
Suchet L. Louis - Tuskegee University
Dickie Lynn - Maternity Care Coalition
Audrey N. Maretzki - Pennsylvania State University
Fernando Marroquin - University of Alabama-Tuscaloosa
Charles S. Mataya - University of Malawi-Bunda College of Agric
Robert McClusky - U.S. Agency for International Development
Ann McKinstry Micou - Institute of International Education
Jean A. McRae - Howard University
Donald McTaggart - Arizona State University
Jerry Messec - Florida State University
Mark William Mfitilodze - University of Malawi-Bunda College of
Catherine Michaud - Harvard University
Jeanette L. Miller - University of Delaware
Francine Modderno -
Sharon W. Montanye - Delaware Valley College
Jose Morelos - Colegio de Mexico
Eduardo Muller - Universidad Nacional de Costa Rica
Bikash R. Nandy - Mankato State University
Mercy Ngwira - University of Malawi-Bunda College of Agricultur
Jan Noel - Washington State University
James Nordstrom - Lincoln University (MO)
Somchai Osuwan - Chulalongkorn University
Vincent Palacio - University College of Belize
Sonia Patten - University of Minnesota
Pierre Perrolle - National Science Foundation
Ed Price - Texas A&M University
Glenn Prickett - U.S. Agency for International Development
Louise Rainis - North Virginia Community College
Marleni Ramirez - Pennsylvania State University
Ron Raphael - U.S. Agency for International Development
Amanda S. Reed - Boston University
Peter Reinthal - Eastern Michigan University
Mark Reynolds - The CENTECH Group, Inc.
Freddie L. Richards - Prairie View A&M University
Richard Robbins - North Carolina A&T State University
James H. Sangster - Central State University
Chantal Santelices - Georgetown University
John F. Scamehorn - University of Oklahoma
Eugene Scanlon - The Alford Group, Inc.
Albert Schlueter - Central State University
Peter R. Schmidt - University of Florida
Richard Schreck - University of Maryland-College Park
Debby Sheely - U.S. Agency for International Development
Tal E. Shehata - University of Maryland-College Park
Sally A. Shelton - U.S. Agency for International Development
Surya Bahadur Shrestha - Tribhuvan University
Stephen Siebert - University of Montana
Weldon Sleight - Utah State University
Lane Smith - U.S. Agency for International Development
Valerie Smith - U.S. Agency for International Development
David Pearce Snyder - The Snyder Family Enterprise
Seth Spaulding - University of Pittsburgh
S. (Sri) Sritharan - Central State University
Pamela Stanbury - U.S. Agency for International Development
Ed Stoessel - Eastern Iowa Community College District
William Struhar - Sinclair Community College
Helen Swartz - Lincoln University (MO)
Cynthia Telage - Cornell University
William (Bill) Teska - U.S. Department of State
Vinod Thukral - Tulane University
Barbara N. Timmermann - University of Arizona
Nancy Todd - Eastern Washington University
Hakon Torjesen - Case Western Reserve University
Debbie Trent - United States Information Agency
Suman Tuladhar - University of Massachusetts-Amherst
Janet Tuthill - Management Systems International
Barbara Uehling - Business Higher Education Forum
Emily Vargas-Baron - U.S. Agency for International Development
Gary Vaughan - U.S. Agency for International Development
Rui Gama Vaz - Eduardo Mondlane University
Jose C. Velasco - Pima Community College
Miguel Velez - Escuela Agrícola Panamericana
Leonidas Villalobos - Universidad Nacional-Heredia
Robert J. Wade - Capital University
Daniel A. Wagner - University of Pennsylvania
Gale Wagner - Texas A&M University
Dana Walker - American Association of State Colleges and Unive
Sydney Walters - Guyanese Ministry of Education and Culture
Marion M. K. Warren - U.S. Agency for International Developmen
Phil Warren - U.S. Agency for International Development
Methi Wecharatana - New Jersey Institute of Technology
Herschel Weeks - Oregon State University
Carolyn Weiskirch - U.S. Agency for International Development
Teddi West - The CENTECH Group, Inc.
Rebeca Wong - Johns Hopkins University
Lynn D. Woodhouse - East Stroudsburg University
Robert L. Wrin - U.S. Agency for International Development
William Yaeger - U.S. Agency for International Development

LIST OF PRESENTERS

Byron Bahl
Gary Bombardier
John Braley
Richard Byess
Craig Calhoun
Fran Carr
Joan Claffey
Edmond Collier
Jean Cook
Richard Cornelius
Charles Costello
Francis Davidson
Dirk Dijkerman
Joan Dudik-Gayoso
S. Albert Edwards
Will Elliot
Sally Findley
Holly Fluty
Joe Fredericks
Ruth Frischer
Allison Herrick
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Peter Kellams
Hiram Larew
Jorge Litvak
Robert McClusky
Jan Noel
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Pierre Perrolle
Glenn Prickett
Louise Rainis
James Sangster
John Scamehorn
Eugene Scanlon
Sally Shelton
David Pearce Snyder
Debbie Trent
Janet Tuthill
Barbara Uehling
Emily Vargas-Baron
Gary Vaughn
Daniel Wagner
Gale Wagner
Phil Warren
Carolyn Weiskirch
Robert Wrin
William Yaeger

ROUNDTABLE: STRATEGIC OBJECTIVES FOR UDLP

In the final wrap-up session, workshop participants made suggestions about future directions for the UDLP, as well as its relationship with USAID. The overarching message was that linkages are valuable and that the concept of linkages should be extended to include linking with other funders and other organizations and to linking the individual UDLP projects with each other.

Specific suggestions and comments:

FUNDING ISSUES

- UDLP should develop a strategic plan to provide some kind of continuous support beyond the initial five years, not necessarily financial support, but facilitative support, such as help in seeking out other funding sources, particularly within the U.S. government.

- There should be spin-off programs with other agencies.

- One thing that would be helpful would be for the UDLP to assist participants in locating other possible programs and funding sources, especially within USAID.

- The UDLP should continue the kind of efforts made in this workshop to provide access to other funders -- corporations, foundations, NSF and others -- and invite these and others to come back again, perhaps in another workshop. This kind of reaching out is critical in giving UDLP a bigger, extended role within the funding community, as well as in maximizing its facilitative capacity.

- Now that most USAID projects and funding will be generated at the missions level, mission should be made aware of the contributions that linkages can make to development objectives.

STRUCTURE OF LINKAGES

- There should be more linking of linkages within UDLP.

- UDLP linkages should share more information on useful and available resources among themselves.

- More South-South linkages are needed among the developing countries themselves, perhaps with a North American partner, particularly with the increasing capacity of developing countries.

- There should be more UDLP linking across disciplines.

- There should be more linking with the private sector.

- More efforts and funding should go toward partnerships replicating their successful pilot projects within their own countries: for developing country partners to serve as models and establish in-country linkages to spread the knowledge and benefits of the partnership model; and for U.S. partners to teach other people in the United States what they have learned from developing country institutions.

INFORMATION AND OUTREACH

- It would be helpful if the UDLP could fund a project to distribute copies of the linkages' annual reports to various linkages in host countries, so institutions in developing countries can learn what is happening.

- The UDLP is in a very strong position to be helpful to USAID in carrying out its mission, not only here in Washington, but especially for missions in the field. The UDLP should increase USAID's awareness of this.

- The U.S. federal agencies that have funding programs should form an interagency team that meets regularly so that they are aware of what is happening in each agency -- and so they can learn from each other's successes.

- The UDLP should act as a consultative group to USAID and others seeking to develop partnerships.

- There should be a follow-up on the Internet sessions.

- The UDLP should have a homepage on the World Wide Web.

NEXT STEPS

The UDLP project management appreciates the suggestions of the workshop participants. As much as we wish we could implement all of your ideas and support all of your enthusiasm, we are constrained by certain budget and organizational realities. Keeping all these considerations in mind, the UDLP management will implement the following as a priority:

- A homepage on the Web

- Facilitation of communications among linkages using the Internet as a base but also increased reporting through the UDLP newsletter and other forums. Mindful that not all linkage partners have access to the Internet, we will also try to send out information through fax or surface mail. Increasing intraUDLP communications will only succeed if the UDLP partners actively participate in this endeavor. We will be soliciting your input in an upcoming e-mail.

- A workshop on other sources of funding in 1996

- An action plan to get the UDLP model more visible to the donor community.

- A strategic plan for helping linkages maintain ties with the UDLP post UDLP funding. An upcoming issue of the Newsletter will focus on the issue of linkages post-UDLP funding.

We encourage all those with information, suggestions or comments regarding the UDLP to contact:

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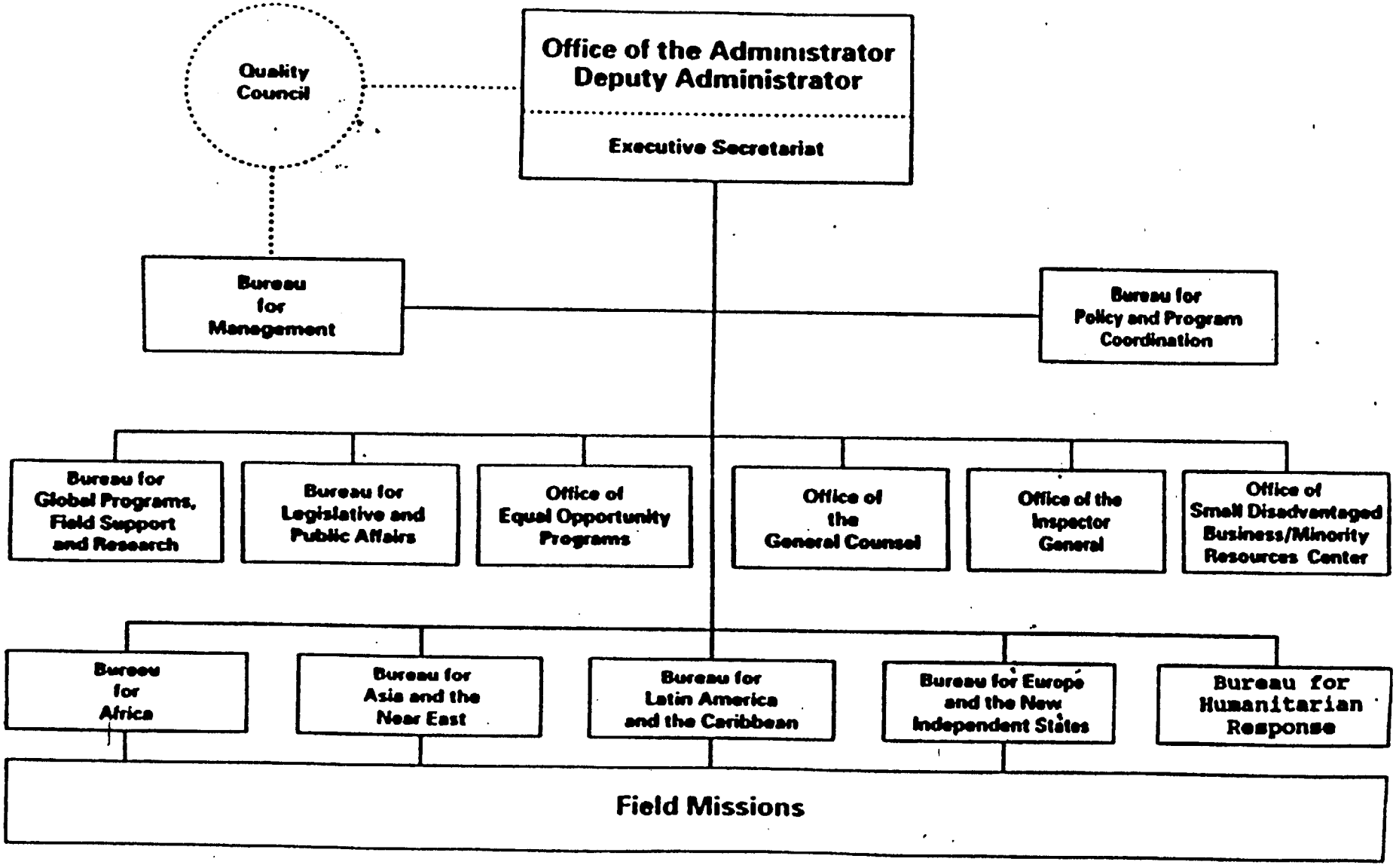
AGENCY FOR INTERNATIONAL DEVELOPMENT



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