

HIGHER EDUCATION
Knowledge
PARTNERSHIPS
Cooperation
FOR INTERNATIONAL
DEVELOPMENT
Results



VOLUME II
2002

THE ASSOCIATION LIAISON OFFICE
FOR UNIVERSITY COOPERATION
IN DEVELOPMENT



ALO

**HIGHER EDUCATION
PARTNERSHIPS
FOR INTERNATIONAL
DEVELOPMENT**

VOLUME II
2002

The Association Liaison Office
for University Cooperation in Development
U.S. Agency for International Development
Cooperative Agreement HNE-A-00-97-00059-00

The Association Liaison Office
for University Cooperation in Development

American Council on Education • American Association of Community Colleges • American Association of State Colleges and Universities • Association of American Universities • National Association of Independent Colleges and Universities • National Association of State Universities and Land-Grant Colleges

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Introduction:

Partners in Development Cooperation: Challenges and Change

The partnership approach to addressing development challenges around the world is being successfully employed in a wide array of different countries and contexts. These partnerships have come to illustrate the changing course of international development from an assistance strategy to one of cooperation, engaging numerous partners from the countries involved—a fresh method that gives everyone involved a stakeholder's interest in the outcomes, successes, and eventual sustainability of the partnership.

Partnerships have become the paradigm of international development cooperation. Considerable expertise and resources exist within U.S. colleges and universities, and the higher education community has responded with enthusiasm and intellectual rigor to this new method of development work. On the cutting edge of research in their chosen field, internationally-focused college, university and community college faculty members are the natural choice for leading innovative pilot projects in response to global development needs. Together with their overseas partners, U.S. faculty are designing and implementing the projects and programs that will leave in place a lasting legacy of real change in developing countries.

Since 1998 the United States Agency for International Development (USAID) has supported a growing number of higher education partnerships with the Association Liaison Office for University Cooperation in Development (ALO). ALO administers a Cooperative Agreement (HNE-A-0097-00059-00) between USAID and the American Council on Education (ACE) with five other U.S. higher education associations.¹ The partnerships have contributed to ALO's Policy Roundtables and enabled USAID to deliberate with scientists and development experts across the higher education community on an

¹ American Association of Community Colleges, American Association of State Colleges and Universities, Association of American Universities, National Association of Independent Colleges and Universities, and National Association of State Universities and Land-Grant Colleges.



Village in Malawi where Lincoln University and the University of Malawi Bunda College of Agriculture are investigating the effects of goat milk and meat and soybean flour on children.

Fishing in the Okavango Delta as part of the ecotourism training program, Oregon State University/University of Botswana.



array of development issues. ALO's Institutional Partnership Program supports competitive awards for partnerships between U.S. colleges, community colleges, and universities and those in developing countries. These partnerships seek to

address host country development needs in line with USAID's goals and the strategic objectives of its country missions. The Workforce Development Partnership Program is a collaborative effort with the American Association of Community Colleges (AACC) that supports partnerships between two-year institutions in the U.S. and higher education institutions in USAID-assisted countries. The program aims to strengthen the capacity of cooperating institutions to provide high-demand skills training that is relevant to local development needs. ALO also administers a program of Special Initiatives, which are spearheaded by USAID missions (ten to date) and target particular development challenges in the host countries. The results of these development programs and initiatives provide valuable lessons for USAID and inform future



A student in the nature preserve in Costa Rica, part of the Organization for Tropical Studies partnership in Peru to protect the region's endangered natural resources.

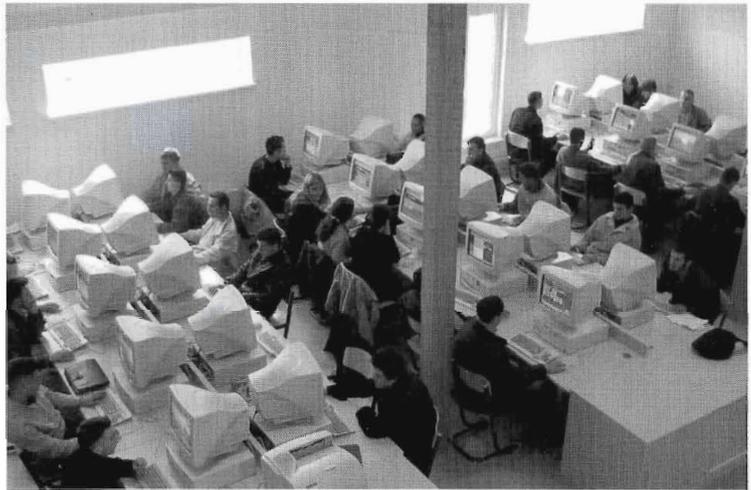
policy decisions through ALO-sponsored policy roundtables.

ALO has administered 115 grants to international higher education partnerships in 48 different countries, including the sustainability awards supported by the Education for Development and Democracy Initiative (EDDI) in 2000 (see page 21). ALO anticipates at least another 15 partnerships beginning in 2002. The most successful, enduring partnerships are those that continue to identify mutual needs and strengths, create better mechanisms for the exchange of ideas and resources, maintain flexibility in addressing shared and individual goals, and build for the future by gradually broadening the scope of their collaborations. We are seeing that most of these partnerships continue to grow and make a vital contribution long beyond the initial period of seed funding.

Higher education partnerships are an important long-term investment in development cooperation and should be a key aspect of the United States' approach to international development. As suggested by ACE's policy paper *Beyond September II: A Comprehensive National Policy on International Education*, partnerships for development are a vital part of the proposed national strategy to prepare for current international challenges and part of the "global competence" toward which the country must now work.

The results are clear. Higher education development partnerships provide three key benefits:

Students at South East European University in Tetovo, Macedonia work in the campus's new computer center. Indiana University and the Indiana Consortium for International Programs are partnering with SEEU to build the institutional capacity of the first multi-lingual, multi-ethnic institution in the region. To this end, a resident IU computer specialist has been teaching computer literacy courses to SEEU students and staff and assisting in the configuration and technical setup of SEEU's computer center.



☞ *Continuous Access to Critical Expertise.* In an increasingly interdependent world, rapid access to new research, technical expertise, and information is critical. Long-term higher education linkages foster a steady exchange of knowledge and skills between partnering institutions, with e-mail and distance-learning now facilitating a continuous flow of information. ALO partners work to overcome the restrictions of the “digital divide” and find new ways to ensure equal access not only to new knowledge, but also to the state-of-the-art technology that now transmits and houses this knowledge.

☞ *Cost-effective Engagements.* Pooling resources with a U.S. higher education institution or consortium bolsters a partner university’s capacity to meet development challenges. Through cost sharing, institutions leverage their grant resources, and the whole becomes significantly greater than the sum of its parts. In existing USAID-sponsored partnerships, it is not uncommon to see higher education institutions contributing as much as 100 percent of the amount received through the grant. College and university contributions also can leverage funding from business and community partners.

☞ *Sustainable Results.* Investments to build higher education partnerships, strengthen institutions, and train leaders yield long-lasting results. People trained through such partnerships often become public officials, university presidents, business leaders, and other community leaders. Higher education collaboration also strengthens educational institution infrastructure; linkages build stronger, more responsive institutions and promote long-term self-sufficiency. The capacity of overseas universities and other organizations to identify and solve problems at home, with local resources, is a critical factor in the eventual goal of the sustainability of these international development efforts.

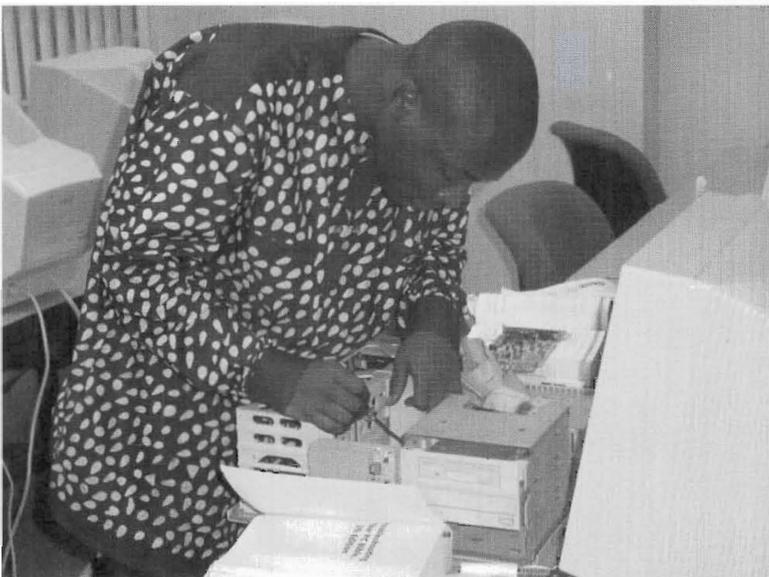
In addition, now more than ever, international development partnerships are poised to make a genuine contribution to peace, prosperity and global security efforts. Experience has proven that when U.S. colleges and universities contribute to international development, it benefits the United States as well as cooperating countries:

☞ Faculty and students develop sharper global perspectives from working in international development.

☞ The application of insights, knowledge, and practice gained from international partnerships for development helps boost the nation's capability in such diverse areas as agriculture, environmental management, micro-enterprise development, and information technology.

☞ Higher education partnerships provide an effective means of building and strengthening bridges of understanding and cooperation between the United States and other nations, contributing to global peace and security.

As described in the following pages, higher education partnerships get results. Partnerships pay dividends at home, through more problem-centered curricula, research that serves the public good, improved international relations, and a renewed ethos of community responsibility. Partnerships foster similar changes at host country institutions, equipping them to better address future development challenges.



Kwame Ansong-Gyimah is one of the eight Ghanaian faculty who received trainer's training in Georgia in November 2001 as part of the partnership between the University System of Georgia and the University of Cape Coast in Ghana. Here he is at the Educational Technology Training Center, Kennesaw State University, re-assembling a computer as part of his training in troubleshooting.

Africa

“CTL [Center for Teaching and Learning] activities continue to support the move at the Polytechnic of Namibia from traditional hierarchical teaching methods to more interactive ones. This is key to training students to employ critical thinking skills, teamwork strategies, and creative problem solving methods. All have been identified by business and industry as vital to producing the vibrant trained workforce needed to fuel Namibia’s economic expansion and its continued democratic sociopolitical development.”

—Highline Community College/Namibia

Since 1998, ALO has supported 44 higher education partnerships in sub-Saharan Africa. South Africa has hosted the largest number—13—of these partnerships. Ethiopia and Ghana have hosted four partnerships, while Kenya, Malawi, and Tanzania closely follow, with a total of three partnerships each. Botswana, Eritrea, Senegal, and Uganda have hosted two partnerships, while Angola, Mozambique, Namibia, Nigeria, Rwanda, and Zambia each have hosted one partnership.

The Africa partnerships target a wide range of development objectives, ranging from telemedicine to pesticide disposal, from goat breeding to the development of an independent media. In cooperation with the American Association of Community Colleges (AACCC), seven of these collaborations earned grants through the Workforce Development Partnerships Program. Another 18 partnerships received \$1,786,682 in funding through the Education for Development and Democracy Initiative (EDDI). Three partnerships received \$3,147,859 in funding through the U.S. Agency for International Development (USAID) missions in the host countries of Rwanda (\$2,900,000) and Ethiopia (\$150,000 and \$97,859). In 2000, EDDI awarded \$789,008 in sustainability grants to 10 existing ALO partnerships in Africa.

ANGOLA

MISSISSIPPI CONSORTIUM FOR INTERNATIONAL DEVELOPMENT/ AGOSTINHO NETO UNIVERSITY *²

Award Dates: 1998, 2000
Award Amount: \$100,000 (1998), \$100,000 (2000)
Proposed Cost Share: \$536,289 (1998), \$287,132 (2000)
Other Funds Leveraged: \$190,080
Other Partners: Angolan Ministries of Planning, Education, Public Administration, Employment, and Social Security; National Institute of Public Administration

The goal of this partnership is to enhance Agostinho Neto University's (ANU's) institutional capacity to train public managers in management and administration and address the shortage of skilled public administrators after two decades of civil war. The partnership has established a department of political science and public administration at ANU and has provided training for local government managers. Since the beginning of the grant, 124 faculty and local government officials have participated in training programs and workshops. Training programs on

curriculum development and distance learning have been conducted in the United States, as well as in-country workshops on curriculum development, grant writing, and planning. In the past, the resumption of the civil war affected the implementation of some partnership activities, but with the recent signing of a new peace treaty in April 2002, citizens have great expectations that peace will hold and the country will recover. Under a newly awarded grant from USAID, the Mississippi Consortium for International Development will begin partnership activities with ANU's science faculty to enhance the curriculum, develop faculty, establish internships, and install a computer laboratory.

BOTSWANA

OREGON STATE UNIVERSITY/UNIVERSITY OF BOTSWANA

Award Date: 2000
Award Amount: \$99,911
Proposed Cost Share: \$166,398
Other Funds Leveraged: \$39,011
Other Partners: Conservation International, NW Consortium for Wildlife Conservation Research (includes the Oregon Zoo and Wildlife Safari)

The partnership between Oregon State University (OSU) and the University of Botswana seeks to improve regional efforts at sustainable natural resource management by developing the institutional and human resource capacity of the Harry Oppenheimer Okavango Research Center (HOORC). The Consortium for Wildlife (CWC), OSU, and the HOORC have conducted training programs in laboratory management, environmental education, and ecotourism to help the HOORC develop its own ecotourism and educa-

tion program, and HOORC and OSU continue to develop a two-way student internship exchange program. The partnership has initiated long-term, collaborative interdisciplinary research projects with elephants and hippos—key species in the Okavango Delta. The partners expect the results of this work to directly impact regional management initiatives. This partnership also has successfully helped HOORC faculty and staff address issues of environmental degradation and management of transboundary water resources as well as other environmental issues. Three staff members from Botswana have completed short-term training programs in the United States, and one of these individuals is working on a Ph.D. in ecotourism.

² Recipients of Education for Development and Democracy (EDDI) Africa Sustainability Awards. See pages 20-21 for details.

WASHINGTON STATE UNIVERSITY/ UNIVERSITY OF BOTSWANA

Washington State University (WSU) and the University of Botswana (UB) are engaging in pilot activities to strengthen skills in environmental and natural resource management, to incorporate technology into teaching, and to communicate scientific results to local communities. Through this partnership, WSU and UB have been actively collaborating to assess the chemical properties of natural products from species that are important for soil fertility, soil conservation, biodiversity, and other environmental factors. The collaboration also aims to

develop programs and policies focusing on the use of information technology for instruction. WSU and UB faculty have designed a joint degree program in environmental science, enhanced course materials for undergraduate and graduate students, and developed outreach programs to encourage improved soil conservation, agroforestry, and sustainable management of indigenous flora. Two faculty members from the Botswana College of Agriculture are enrolled in Ph.D. programs in biological systems engineering and plant pathology at WSU, and an additional application is pending for 2002 admission.

Award Date: 2000
Award Amount: \$99,436
Proposed Cost Share: \$234,753
Other Funds Leveraged: \$125,000
Other Partners: Botswana College of Agriculture, Total Land Care (Malawian non-governmental organization)

ERITREA

RIVERSIDE COMMUNITY COLLEGE DISTRICT/UNIVERSITY OF ASMARA *

By establishing links with faculty and developing curricula that both Riverside Community College (RCC) and the University of Asmara (UA) follow, faculty participants in this partnership are developing distance education courses in computer science and offering job training for workforce development in both communities. The partnership staff has updated and modified the distance education curricula for 22 Computer Information Systems (CIS) courses, 11 Office Applications (OFC) courses (including paralegal and workforce development), and 26 CIS/OFC cross-listed courses.

The faculty, the advisory panel, and the curriculum committee have approved two database and three workforce development certificates, and faculty have developed new online courses that are now ready for delivery. The partnership offers four online and 12 mini-certificate courses in computer science, business, secretarial sciences, CIS, and Geographic Information Services (GIS). RCC has shared nursing and criminal justice curricula with UA. Two faculty have undergone training in CISCO networking, 75 students are halfway through the Cisco Certified Network Associate (CCNA) certification process, and a CISCO/GIS lab has been established to support health care and health geographics training.

Award Dates: 1999, 2000
Award Amount: \$47,500 (1999), \$47,500 (2000)
Proposed Cost Share: \$386,987 (1999), \$260,969 (2000)
Other Partners: University of California-Riverside, Greater Riverside Chamber of Commerce

VIRGINIA STATE UNIVERSITY/
UNIVERSITY OF ASMARA

Award Date: 1998
Award Amount: \$99,856
Proposed Cost Share: \$121,781
Other Funds Leveraged: \$10,050
Other Partners: Eritrean
Ministry of Agriculture, Ver-
Tech Inc. (U.S. Company)

This partnership is working to domesticate the indigenous vernonia plant (*Vernonia galamensis*) as a viable industrial oil crop in Eritrea. The plant is drought resistant, and its seeds contain environmentally friendly oil that is widely used in industrial applications. Collaborative research has led to the identification of several varieties the partners are now producing for distribution to farmers. More research is underway to identify agronomic practices that give optimum seed yield and also to identify seed cleaning and

processing systems. Partners organized two field days at the research station; attendees included more than 150 local farmers, students and faculty from UA, officials from the Ministry of Agriculture, and representatives from the Food and Agriculture Organization and other international agencies. The partnership also has trained host country partners in the principles and techniques of experimental designs and field layout, compiling and analyzing field research data, and preparing results for professional presentations. The border conflict with Ethiopia has affected progress on the project.

ETHIOPIA

LANGSTON UNIVERSITY/DEBUB
UNIVERSITY, AWASSA COLLEGE OF
AGRICULTURE *

Award Dates: 1998, 2000
Award Amount: \$100,000
(1998), \$100,000 (2000)
Proposed Cost Share: \$66,688
(1998), \$37,255 (2000)
Other Funds Leveraged: \$6,000

This partnership seeks to enhance the teaching, research, and extension capability of Debub University's Awassa College of Agriculture (ACA) and to increase the income-generating ability and family nutritional status of poor women farmers through improved goat production and better delivery methods. The project focuses on Ethiopian women, who traditionally sell goat products and purchase food. Eighty women have received two goats each in a revolving process that entails repayment of two kid goats to ensure future expansion. The women use the goats for milk production and for sale as meat. In a little more than two years, one woman now

has a herd of 11 goats and has enough goat milk to feed her infant son. The project now provides crossbred bucks to the women to improve the growth and milking potential of future kid goats. A national small ruminant research and development network, started after an international workshop on goat production in East Africa, enables the partners to share information on research and extension activities through a computer lab with Internet access. Two staff members from recently established agricultural high schools have received farm training in the basic aspects of goat production, two Debub University staff members have been trained in surgical procedures, and three visiting scholars from Debub University completed research at Langston University on aspects of goat production relevant to Ethiopian conditions.

MIDDLESEX COMMUNITY COLLEGE/
ADDIS ABABA COMMERCIAL COLLEGE

Middlesex Community College and Addis Ababa Commercial College (AACC) are fostering entrepreneurship training in Ethiopia by developing a small business assistance center at AACC. Small businesses are crucial for the development of Ethiopia's economic base. In July 2000, the U.S. partners traveled to Addis Ababa to conduct training sessions to prepare for the December 2000 opening of the Micro and Small Business Assistance Center (MSBAC). The visit resulted in the production of a draft operations manual and a training program manual to help the partners develop a business

plan for the Center. Middlesex has helped equip the MSBAC with training videos, CD-ROMs, and guidebooks; computer diskettes; small business management textbooks; "how to" guides on business plan development, starting a small business, and legal issues; and listings of over 300 U.S. companies with affiliates and/or offices in Ethiopia. The partners developed a new course on entrepreneurship and incorporated it into the small business curriculum at AACC. To date, this partnership has trained five AACC faculty and administrators through eight exchange visits of Middlesex faculty and staff of the Lowell Small Business Assistance Center.

Award Date: 1998 (completed December 2000)
Award Amount: \$49,861
Final Cost Share: \$42,195
Other Funds Leveraged: \$5,000
Other Partners: Lowell (Massachusetts) Small Business Assistance Center

UNIVERSITY OF ALABAMA/MEKELLE
UNIVERSITY ~ SPECIAL INITIATIVE

The University of Alabama (UA) and Mekelle University (MU) are bringing together their resources and expertise to develop human capacity in the Ethiopian legal sector by assisting the newly established Mekelle University Law Faculty deliver degree, diploma, and continuing education programs and by providing legal services to the surrounding community. Partners addressed the lack of teaching materials at MU by introducing Westlaw and Lexis—two leading online providers of legal research, news, and business information—and by making UA's

resources available through a connection to the UA library. The MU faculty now has access to new, important articles and publications in their teaching and research fields. A MU law librarian has participated in a two-month internship at the UA law library, where he has learned to train others in Westlaw and LexisNexis. A MU faculty member is participating in a one-year Master of Law program at UA. Visiting UA faculty have conducted lectures on administrative and environmental law, law and anthropology, and family law, and a permanent UA faculty member has begun teaching two courses on constitutional law and legal writing and methodology at MU.

Award Date: 2001
Award Amount: \$150,000
Proposed Cost Share: \$142,709

USAID and ALO: New Models for International Development Cooperation

American colleges and universities have long been seen as a highly important source of expertise for international development. In May 2002, USAID Administrator Andrew Natsios recognized the continuing contribution of higher education to international development through partnerships with USAID. Under the Global Development Alliance—in which partners aim to serve “as a catalyst to mobilize the ideas, efforts, and resources of the public sector, corporate America, the higher education community, and nongovernmental organizations (NGOs) in support of shared objectives”—and the new Millennium Challenge Account, USAID seeks to enhance its cooperation with the higher education community.

ALO acts as a link between U.S. colleges and universities and USAID by facilitating policy dialogue and encouraging international higher education partnerships to address strategic development goals. ALO partnerships involve higher education institutions in each region of focus for USAID. Forty-four of the partnerships target countries in Africa, 29 work in Latin America and the Caribbean, 21 focus on Asia and the Near East, and 11 are in Europe and Eurasia. A number of countries host several ALO partnerships, including Mexico (14), South Africa (13), West Bank-Gaza (7), Ethiopia (4), Ghana (4), and Russia (4). To date, ALO’s 105 partnerships have engaged more than 85 U.S. colleges, universities, and consortia with colleges, universities, and consortia in 48 developing countries around the world.

Each ALO partnership addresses one or more USAID objectives in the host country. To ensure that projects fit within broader USAID strategic plans, ALO requires partnership applications to include a statement of support from the relevant USAID mission. During the period of ALO funding, ALO officials encourage project directors to interact regularly with mission officials and to keep them informed about partnership activities. Given the mix of USAID objectives in different countries, the topic areas of ALO partnerships are wide-ranging. They include childhood nutrition, emergency medicine, HIV/AIDS prevention, judicial reform, math and science education, renewable energy technologies, small business development support, and transboundary water resource management.

Inherent in the design and implementation of all ALO partnerships is USAID’s goal of building human capacity through education and training. Thirty-three of the partnerships focus on the environment and natural resource management, 29 promote broad-based economic growth, 22 concentrate on workforce development, 16 emphasize education, 16 pursue agricultural development, 12 emphasize Internet and communications technology, 16 focus on public health, and 14 address democracy and governance issues. An appendix at the end of this publication lists the partnerships by areas of focus.



Head nurse with mother and newborn baby at the Mission Clinic in Altera de Manga, Mozambique (Partnership: West Virginia University/Catholic University of Mozambique).

UNIVERSITY OF GEORGIA/UNITY
COLLEGE ~ SPECIAL INITIATIVE

The University of Georgia (UGA) and Unity College have partnered to develop an independent, responsible media in Ethiopia. They are expanding Unity's curriculum, transferring expertise on journalism instructional techniques, and providing design and technical support to allow the journalism faculty to build a web site that will help students develop journalism skills in the context of web-delivered journalism. Fourteen journalists from Ethiopian Television and three Unity College representatives have attended a workshop that provided media man-

agement training and basic newsroom management skills. The workshop was designed to challenge existing practices in Ethiopian Television and to suggest alternatives. Workshop facilitators emphasized the use of existing resources in Ethiopian Television to create a news product that serves the needs of its audiences. UGA faculty have begun offering two short courses on the basics of interviewing for journalists and on design and copywriting for advertising professionals. The partners have developed a workshop on student-centered learning, and design of an Internet journalism course is already underway.

Award Date: 2001
Award Amount: \$97,859
Proposed Cost Share: \$66,587

GHANA

UNIVERSITY OF DELAWARE/INSTITUTE
OF LOCAL GOVERNMENT STUDIES

The University of Delaware (UD) and the Institute of Local Government Studies (ILGS) are collaborating to strengthen democratic decentralization in Ghana. The partners are increasing ILGS's capacity to deliver high-quality training, applied research, consultancy, and information and documentation services to local and district-level government officials in Ghana through information technology (IT). To date, approximately 18 people have participated in developing ILGSnet, the Intranet prototype system to be housed at ILGS. In August 2001, the partners convened in Ghana to further develop

ILGSnet and assess the needs and capacities of potential end-users. In March 2002, two ILGS staff members visited UD to finalize the culturally sensitive assessment survey on distance learning needs, fine-tune ILGSnet, draft training and user's manuals, gain firsthand exposure to UD's distance learning capacity, and learn about UD's library services and the creation of CD-ROM courses. In the upcoming months, the partners will disseminate the survey to local government leaders nationwide and subsequently convene a workshop in Ghana for stakeholders and USAID officials to share the survey results and demonstrate the uses of ILGSnet.

Award Date: 2000
Award Amount: \$99,640
Proposed Cost Share: \$238,435
Other Funds Leveraged: \$1,000 (in-kind contributions)
Other Partners: International Union of Local Authorities, National Association of Local Authorities in Ghana, Institute for Housing and Urban Development Studies at Erasmus University (Netherlands)

UNIVERSITY OF MARYLAND, EASTERN SHORE/UNIVERSITY OF CAPE COAST/CENTRAL REGIONAL DEVELOPMENT COMMISSION

Award Date: 1998
Award Amount: \$100,000
Proposed Cost Share: \$708,889
Other Partners: Department of Game and Wildlife, Ghana Museum and Monuments Board, Ghana Fire Service, Ghana Tourist Board, Assin Apimanim Traditional Council, Coconut Grove, Best Western, Ghana Airways

This partnership between the University of Maryland Eastern Shore (UMES), the University of Cape Coast (UCC), and the Central Regional Development Commission has promoted ecotourism and economic development in central Ghana by improving the technical and management skills of Ghanaians in the hospitality industry. The partners administered a needs assessment survey to hoteliers and organizations in the region—one of the country's least economically developed areas—

and conducted a series of workshops for nearly 100 local entrepreneurs on hotel management issues and fire safety measures. They also offered new courses on cultural education in the tourism program at UCC. Two UCC students studied hotel and restaurant management at UMES and served as interns at a hotel in Ocean City, Maryland. The partners involved many Ghanaian partners in their project activities and organized a hospitality advisory committee that comprised representatives from hospitality committees throughout Ghana. An African/African-American Studies degree program was initiated at UMES in spring 2001.

UNIVERSITY OF SOUTH FLORIDA/UNIVERSITY OF CAPE COAST/UNIVERSITY COLLEGE OF EDUCATION OF WINNEBA ³

Award Date: 2000
Award Amount: \$99,878
Proposed Cost Share: \$54,432
Other Funds Leveraged: \$27,000
Other Partners: Ghana Education Service/Curriculum Research and Development Division, U.S. Peace Corps

The University of South Florida (USF), the University of Cape Coast (UCC), and the University College of Education of Winneba (UCEW) have teamed to strengthen institutional capacity to support curriculum development and improve teacher training in Ghana. The partners seek to enhance testing and assessment expertise within the Ghana Education Service/Curriculum Research and Development Division (GES/CRDD) and establish UCC and UCEW as the primary institutional resources for the CRDD.

Since the project's onset, the partners have conducted five exchange and study visits between Ghana and Florida, prepared a proposal to revise and improve Ghana's Continuous Assessment (CA) system for public schools, grades I through 9. The GES approved the proposal and made recommendations for its implementation. The partners will continue to develop and fine-tune the overall format of the CA system in preparation for its introduction into the public school system. CRDD recently established Internet connectivity with USF and UCC to facilitate communication and improve access to resources, including online curriculum development courses and partner web pages.

³ This symbol designates partnerships originally funded by the Education for Development and Democracy Initiative. See pages 20-21 for details.

UNIVERSITY SYSTEM OF GEORGIA/
UNIVERSITY OF CAPE COAST ☚

The University System of Georgia (USG), headed by Kennesaw State University (KSU), and the University of Cape Coast (UCC) are partnering to train Ghanaian faculty in the use of instructional technology (IT) for basic education. These faculty will, in turn, train others in Ghana, mainly primary school teachers. In 2000, eight faculty members received trainers' training at four universities within the USG consortium and were officially certified as IT trainers. Upon returning to Ghana, they trained 52 educators on using media equipment and software, including Microsoft Word, PowerPoint, and PrintShop Pro. In 2001, an additional eight Ghanaian

educators were trained at seven USG institutions; one educator then immediately established his own IT training center in Ghana for local elementary and "junior secondary" schoolteachers. Nineteen teachers have already completed their training at the new center. In May 2002, the partnership's co-directors met with the director and staff of the Central Region's Provincial Board of Education and discussed policy issues regarding the integration of IT training into the professional development and on-the-job training programs of basic education teachers. An IT training center was established at UCC during the early phases of this project, and the partnership has trained 148 host country nationals (69 women, 79 men) thus far.

Award Date: 2000
Award Amount: \$97,500
Proposed Cost Share: \$36,250
Other Partners: University College of Education–Winneba

KENYA

AMERICAN ASSOCIATION FOR THE
ADVANCEMENT OF SCIENCE/JOMC
KENYATTA UNIVERSITY OF AGRICULTURE
AND TECHNOLOGY

This partnership aims to strengthen the role of East African universities in confronting the HIV/AIDS pandemic through curriculum reforms in science and health education and by strengthening the role played by women scientists and educators in these efforts. Eight East African universities conducted a workshop to create a common awareness of the opportunities to reform science education for informed, responsible engagement with HIV/AIDS. Participants presented different models for course change. As a result of the workshop, Moi University has revised a core course taught to all first-year students to

incorporate HIV/AIDS as the subject through which they learn skills such as writing and research. Egerton University has modified a third-year zoology course to incorporate HIV/AIDS topics and developed a new "Biology of HIV/AIDS and Society" core course. In addition, seven universities prepared proposals—largely centered on course changes for greater classroom engagement with HIV/AIDS issues—and submitted them to the organization of African Women in Science and Engineering for competitive review. Four of these universities (Kenyatta, Maseno, Egerton, and Sokoine) have won travel grants to participate in the 2002 Science Education for New Civic Engagement and Responsibilities (SENCER) Institute and also have earned startup funds for their projects.

Award Date: 2001
Award Amount: \$99,489
Proposed Cost Share: \$38,900
Other Funds Leveraged: \$6,860
Other Partners: American Association of Colleges and Universities (AAC&U), International Women in Science and Engineering (IWISE), CIGAR, African Women in Science and Engineering (AWSE), University of Nairobi (Kenya), Moi University (Kenya), Kenyatta University (Kenya), Egerton University (Kenya), Maseno University (Kenya), Sokoine University (Tanzania), Makerere University (Uganda)

INDIANA UNIVERSITY/MOI UNIVERSITY
FACULTY OF HEALTH SCIENCES

Award Date: 2001
Award Amount: \$99,739
Proposed Cost Share: \$194,579
Other Funds Leveraged:
\$1,093,800
Other Partners: Moi Teaching
and Referral Hospital (MTRH),
Mosoriot Rural Health Training
Center (MRHTC)

Indiana University and Moi University Faculty of Health Sciences (MUFHS) are building capacity to more effectively manage HIV/AIDS in Kenya by improving medical school education, health care delivery, and research. MUFHS has enhanced the curriculum of its community-based education and service program (COBES) to include objectives related to HIV/AIDS and has adjusted the curriculum to focus on HIV/AIDS acquisition and management, HIV risk reduction, communication skills about sexuality and decision making, and counseling for testing and prenatal HIV prophylaxis. MUFHS faculty have trained 221 health profes-

sion students under this new curriculum. First-year COBES students have given health education lectures at several secondary schools. Second-year COBES students have designed and administered survey instruments in some rural communities to assess HIV-related knowledge and behaviors, and have participated with their faculty mentors in establishing a program to interrupt vertical transmission of HIV in one rural community. MUFHS has established a laboratory capable of diagnosing sexually transmitted diseases, and one lab technician has received training. The university has trained three nurses and one clinical officer to provide HIV services at MTRH and MRHTC. Both sites host HIV treatment clinics, including an electronic medical record system.

Award Date: 1999
Award Amount: \$100,000
(Completed May 2001)
Final Cost Share: \$89,634
Other Partners: Africa Nazarene
University, Broome County
Community College, Catholic
University of Eastern Africa/
Baraton, College of
Environmental Science and
Forestry, Daystar University,
Egerton University, Empire State
College, Eveready Batteries,
Jomo Kenyatta University of
Agriculture and Technology,
Kenya Agricultural Research
Institute, Kenya Association of
Manufacturers, Kenya
Management Assistance
Programme, Kenya Medical
Research Institute, Kenya
Ministries of Education and
Health, Kenya Polytechnic,
Kenya Technical Teachers
College, Kenyatta University,
Methodist University at Baraton,
Moi University, Mombasa
Polytechnic, Murang'a College of
Technology, Rift Valley Institute
of Science and Technology,
Tompkins Cortland Community
College, United States
International University/Africa,
USAID/Kenya, U.S. Embassy/
Nairobi

STATE UNIVERSITY OF NEW YORK-
CORTLAND/UNIVERSITY OF NAIROBI ☼

This partnership introduced the U.S. community college model into the Kenyan system of higher education to increase access to postsecondary education and to produce an educated workforce. The partners convened a two-week conference in Kenya in March 2000 to assess the country's educational needs. The conference attracted 70 participants, including faculty and administrators from six U.S. and 11 Kenyan higher education institutions, government leaders, and representatives of local nongovernmental organizations and businesses. The vice president of Kenya opened

the conference. In November 2000, a second conference at the State University of New York, Cortland (SUNY-Cortland) produced three broad course outlines in the areas of community health education (including HIV/AIDS), natural resources management, and microenterprise development. Participants discussed a request from the government of Kenya to SUNY to expand its involvement in Kenya's higher education system. This initiative has sparked discussions between SUNY-Cortland and Kenya's Ministry of Education on the possibility of converting Murang'a Teachers College to a four-year institution offering SUNY degrees, including teacher education.

MALAWI

LINCOLN UNIVERSITY OF MISSOURI/
UNIVERSITY OF MALAWI, BUNDA
COLLEGE OF AGRICULTURE ☼

This partnership between Lincoln University of Missouri and the University of Malawi's Bunda College of Agriculture involves research aimed at improving child survival by examining the effects of the increased consumption of goat milk, goat meat, and soybean flour on childhood nutrition in rural Malawi. Partner institutions have distributed soybean seed and 2,000 *Sesbania* and *Leucaena* seedlings to 75 households in time for the planting season, and they have pur-

chased 101 local and 17 Saanen goats (12 does and five bucks) for breeding and distribution in July 2002. The introduction of the Saanen breed is meant to upgrade the offspring of the local breed to increase milk yield. The partners conducted workshops and demonstrations on goat husbandry, soy flour preparation, and agroforestry management immediately prior to the distribution of goats. The 100 children studied during the project reside in four of the 10 villages originally selected. During the remaining months of the project, the partners will collect basic health, nutrition, and growth data from the study group on a weekly basis.

Award Date: 2000
Award Amount: \$99,021
Proposed Cost Share: \$63,375
Other Partner: Save the Children Fund

VIRGINIA POLYTECHNIC INSTITUTE AND
STATE UNIVERSITY/MALAWI INSTITUTE
OF EDUCATION/DOMASI COLLEGE OF
EDUCATION

This partnership is assisting three primary schools in three regions of Malawi to engage in collaborative action research on teaching methods and curriculum so that they can become professional development centers for other primary teachers. An educator from the Malawi Institute of Education and three faculty members from Virginia Polytechnic Institute and State University (Virginia Tech) selected the schools and visited them three different times. Based on more than 400 hours of classroom observation, meetings with

community members, and seminars with 33 teachers—including the head teachers of the schools—the team developed portraits of teaching and learning in primary classrooms for each region. Each school identified instructional problems, then developed and implemented strategies to improve teaching and learning at each school site. Additionally, each school developed and carried out a plan for extending the professional development activities to other schools in their regions. As a result of the ALO grant, six doctoral students have been recruited to study at Virginia Tech under a USAID grant to develop a new cadre of primary teacher education specialists for Domasi College of Education.

Award Date: 1999
Award Amount: \$97,244
Proposed Cost Share: \$94,302
Other Funds Leveraged: \$4,203,753
Other Partner: Mzuzu University

VIRGINIA POLYTECHNIC INSTITUTE AND
STATE UNIVERSITY/DOMASI COLLEGE OF
EDUCATION ☚

Award Date: 2000
Award Amount: \$99,265
Proposed Cost Share: \$35,366

By conducting education research that informs program and policy development, Virginia Polytechnic Institute and State University (Virginia Tech) and Domasi College of Education are seeking to enhance the capacity of Malawi's public education system. The project is designed to develop skills in educational research by providing instruction to selected teacher trainers and primary education advisors. The partners formed a steering committee that included representatives of various stakeholder groups in Malawi to guide the implementation process. The committee conducted needs assessments to determine the knowledge and skill

levels of Malawian faculty in research methodologies, the use of computers, and the availability of computer resources. The committee then selected 24 individuals to receive instruction in educational research. With guidance from an instructor during the past year, these students have developed research proposals and conducted research projects on basic education issues in Malawi. The steering committee has adopted a policy paper that outlines possible strategies for ongoing activities and instruction to sustain project goals once the partners complete the initial grant activities. The policy paper provides several options from which government officials, policy makers, and administrators can choose, depending on their long-term objectives and availability of fiscal and human resources.

MOZAMBIQUE

WEST VIRGINIA UNIVERSITY/CATHOLIC
UNIVERSITY OF MOZAMBIQUE

Award Date: 2001
Award Amount: \$99,774
Proposed Cost Share: \$65,920
Other Funds Leveraged: \$15,178
Other Partners: John Pearson, M.D., and David Walker, Ph.D.

This partnership seeks to build capacity in health education and health care at the Catholic University of Mozambique (UCM) for the rural populations of central Mozambique. The partners conducted two week-long workshops at UCM's Beira campus in fall 2001 focusing on web design and maintenance as well as computer networking. Ten UCM representatives from four different campuses participated in the first workshop, and five computer center staff members participated in the second. The partners have selected 16

rural health clinics for development. Each site will host a computer lab with Internet capability for communication with the UCM Medical School and for distance education. A month-long Rural Public Health course was developed and conducted in May 2002 for 30 first-year medical students and will be taught to first- and second-year students in 2003. As part of a collaborative effort with the Sofala Province Health Directorate, the partnership is cosponsoring a community health project with a focus on maternal and child health, nutrition, HIV/AIDS education, and prevention for collection and analysis of health data.

NAMIBIA

HIGHLINE COMMUNITY COLLEGE/ POLYTECHNIC OF NAMIBIA ☼*

Highline Community College (HCC) and the Polytechnic of Namibia (PON) are working together to increase the administrative and programmatic capacity at PON through by establishing a Center for Entrepreneurial Development (CED) and a Center for Teaching and Learning (CTL). Established in March 2000, the CED has conducted a full range of workforce development training classes for government agencies, businesses, and nongovernmental organizations, including seminars on financial planning, marketing, laws governing business start-up, and computer training. The CTL, established in November 2000, has been training PON faculty to

move from traditional hierarchical teaching methods to interactive approaches that enhance student learning, retention, and critical thinking skills. The CTL has conducted an orientation workshop on effective learning for new faculty and a training workshop for administrative and support staff to enhance communication, office, and team-building skills. Namibian representatives have traveled to the U.S. to study models of curriculum development, student retention and success, professional development approaches, community outreach, contract training design, and center management. Fourteen institutions have benefited from CED offerings, and 604 host country nationals have been trained through partnership activities.

Award Dates: 1999, 2000
Award Amount: \$99,900 (1999), \$99,870 (2000)
Proposed Cost Shares: \$158,092 (1999), \$44,880 (2000)
Other Funds Leveraged: \$55,924
Other Partner: Eastern Iowa Community College District

NIGERIA

UNIVERSITY OF IOWA/NIGERIAN NATIONAL UNIVERSITIES COMMISSION ☼

The University of Iowa (UI) and the National Universities Commission (NUC) are seeking to enhance the capacity of technicians and computer support personnel to develop, maintain, and promote the use of computers and networks at their universities. They are also aiming, in partnership with Kirkwood Community College, to create links between UI and various Nigerian universities. The partners have implemented numerous activities, including training more than 40 university technicians in Abuja; consulting, training, and meeting with many high-ranking administrators at the

University of Ibadan; and training 12 NUC staff members on the World Wide Web. They also have received generous donations from the private sector for each of the 14 participating Nigerian universities, including computer-based training packages for network designers and administrators from LearnKey, copies of Microsoft NT Server; copies of Red Hat Linux; and software from Microsoft, which enabled the project office to set up demonstration servers and host project applications and web sites. In addition, the partnership has spurred organizations in the Iowa City area to donate more than 100 computers to the Nigerian universities. To date, the partnership has trained 125 Nigerian nationals—99 men and 26 women.

Award Date: 2000
Award Amount: \$99,580
Proposed Cost Share: \$130,788
Other Funds Leveraged: \$566,000
Other Partners: Kirkwood Community College, Iowa State University, Microsoft, Red Hat, LearnKey

RWANDA

MICHIGAN STATE UNIVERSITY/
NATIONAL UNIVERSITY OF RWANDA ~
SPECIAL INITIATIVE

Award Date: 2000
Award Amount: \$2,900,000
Proposed Cost Share:
\$1,155,244
Other Funds Leveraged:
\$177,000
Other Partners: Texas A&M
University, Institute for
Agricultural Research, Kigali
Institute of Science and
Technology, Centre de
Formation et de Recherche
Coopératives, ACDI-VOCA
(international non-
governmental organization),
OCIR-Café

This USAID/Rwanda-funded partnership between Michigan State University (MSU) and the Université Nationale du Rwanda (UNR) seeks to rebuild and bolster institutional capacity for applied agricultural research, teaching, and outreach. To ensure that this new demand-driven capacity responds to the needs of the agricultural sector, the partners have established a fully functional agricultural outreach center to provide educational resources for farming communities in the region. The facilities include a meeting pavilion, Internet café, and library. Ten individuals staff the facilities, including an administrator, an agronomist, and an economist.

Informal “agricultural forums” take place at the Center monthly, bringing together non-governmental organizations, faculty, students, and other stakeholders. Seventeen Rwandans (12 men, five women) began their Master of Science degree training at MSU and Texas A&M University in 2001. Their thesis work will reflect the research priorities of the Rwandan partner institutions. The partnership is also striving to foster sustainable development through income-generating activities, including specialty coffee production and marketing, avocado oil production and marketing, vanilla production, and exportation of Rwanda food products to African communities in Europe. To date, the partnership has trained 657 Rwandan nationals (366 men, 291 women).



Above and right: The partnership between the University of Massachusetts-Boston and Université Gaston Berger de Saint Louis in Senegal (see next page) have secured the support of WorldSpace to assist with the purchase of equipment for UGB and the neighboring community with which the partners are working.

SENEGAL

UNIVERSITY OF MASSACHUSETTS-
BOSTON/UNIVERSITÉ GASTON BERGER
DE SAINT LOUIS ☼

This partnership between the University of Massachusetts-Boston (UMB) and the Université Gaston Berger de Saint Louis (UGB) seeks to build institutional teaching, research, and outreach capacity in political science, business law, and economics. The long-term goal is to establish a public policy research center at UGB with a focus on decentralization, local governance, and economic development. In a concerted effort to engage in community development—an activity the university had never before considered part of its mission—UGB now participates in economic development initiatives with the village adjacent to campus. UMB secured private funding to bring

telephone service to the village and to build and outfit a telephone *cabine*, which now employs two full-time female workers. The partners also developed a 10-month information technology program for Senegalese high school seniors, which combines UGB faculty classroom instruction and Internet-based interactive instruction originating from UMB. In January 2002, UMB and WorldSpace representatives visited UGB and the neighboring village to conduct workshops on distance learning, Internet connectivity, satellite radio, and the continued development of a community resource center. The partners envision the center providing, among other activities, training opportunities for women microentrepreneurs in areas such as cloth dyeing and basket weaving.

Award Date: 1999
Award Amount: \$98,754
Proposed Cost Share: \$44,774
Other Funds Leveraged: \$155,000
Other Partners: Sonatel, Lille-Saint Louis (French sister-city partnership with the city of Saint Louis), Regional Council of Saint Louis Department of Land Management, Women's Health Center in Saint Louis, Chief of the Senegalese Cabinet of the Foreign Ministry, African Virtual University at the University Cheikh Anta Diop of Dakar, National Summit on Africa, Community Teamwork Inc., Massachusetts Judges Conference, WorldSpace

UNIVERSITY OF NORTH FLORIDA/CENTRE
UNIVERSITAIRE RÉGIONAL DE BAMBEY ☼

The University of North Florida and the Centre Universitaire Régional de Bambe (CUR) are partnering to develop a new two-year degree program in community health in Senegal based on the U.S. community college model. The new program will adapt proven models for community health education to improve the health delivery system in the interior of Senegal. During a November 2001 meeting in Senegal, the partners received financial support from the new minister of Higher Education and the U.S. ambassador to Senegal. The Senegalese government had earlier allotted roughly \$2 million for CUR

construction projects and operations. A doctor, midwife, social worker, nutritionist, and dental surgeon—the first CUR faculty members identified in collaboration with the ministries of Higher Education and Health—received training in Florida in the spring of 2001 and 2002. In April 2002, five Senegalese partners traveled to Florida to participate in curriculum development and receive training in various aspects of community health, with particular emphasis on making the educational program relevant to community needs. The partners have received additional monies from Florida's Department of State in support of their activities.

Award Date: 2000
Award Amount: \$99,998
Proposed Cost Share: \$44,289
Other Partners: Florida Community College—Jacksonville, Florida Agricultural and Mechanical University

SOUTH AFRICA

BRONX COMMUNITY COLLEGE/
UNIVERSITY OF NATAL-
PIETERMARITZBURG *

Award Dates: 1999, 2000
Award Amounts: \$49,990 (1999), \$45,599 (2000)
Proposed Cost Shares: \$120,000 (1999), \$70,340 (2000)
Other Funds Leveraged: \$270,000
Other Partners: National Center for Urban Partnerships, Midlands Partnerships, Project Gateway, KwaZulu Natal Provincial Committee for Community Colleges, School Leavers Opportunity Training, Northdale Technical College

This partnership seeks to establish a virtual college to upgrade the skills of underemployed and unemployed workers and young adults in the Midlands area of South Africa. Such efforts to stimulate economic development are important in KwaZulu Natal, where unemployment increased from 1.1 million in 1991 to more than 1.9 million in 2000. The two lead institutions and more than 30 education and training institutions have established the iNdlovu Partnership for Lifelong Learning (iPLLL). The partnership has developed a database of available training resources and potential work

sites for internships, apprenticeships, and employment. The project has linked six high schools in KwaZulu Natal and six high schools in the United States in an effort to help prepare students to live and work in the global economy. Work has been underway to develop three new curricula: home-based care within the context of HIV/AIDS, entrepreneurship, and project skills management for contract labor. The Joint Education Trust has provided the partnership with \$20,000 to develop a certificate program in rural community development, and the iPLLL has received an additional \$250,000 from the Netherlands for operations expenses and the development of curricula related to HIV/AIDS.

Education for Development and Democracy Initiative

The Education for Development and Democracy Initiative (EDDI) was launched following President Clinton's 1998 visit to Africa. The initiative seeks to strengthen African educational systems and promote Africa's integration into the world community of free-market democracies. Under the auspices of the National Security Council, EDDI is coordinated by an interagency committee with representatives from the Department of State, USAID, and the Peace Corps, with additional support from the Departments of Agriculture, Defense, Education, and Labor, and the Environmental Protection Agency.

One component of the EDDI program supports partnerships between higher education institutions in the U.S. and in Africa to apply their shared expertise to development challenges. As part of this commitment to partnership activity, EDDI pledged funds in both 1999 and 2000 to support partnerships with institutions in Africa (Partnerships originally funded by EDDI are designated by ☞).

In 2000 existing ALO partnerships in Africa were invited to submit proposals for awards to enhance the sustainability of their cooperation. The sustainability grants matched the initial awards. Ten partnerships were selected for sustainability grants through this competition (EDDI Sustainability Awards are designated by ☞).

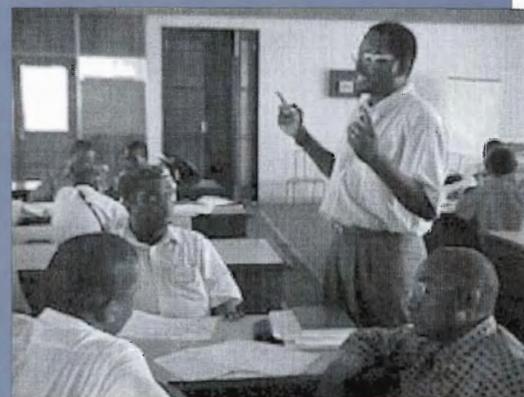
EDINBORO UNIVERSITY OF
PENNSYLVANIA/UNIVERSITY OF THE
FREE STATE ☞

This partnership seeks to train facilitators in two programs designed to educate parents, students, and teachers about the value of science and mathematics and to encourage students to pursue careers in these fields. Edinboro University of Pennsylvania (EUP) and the University of the Free State (UFS) have established the Regional Center for Mathematics and Science Education at UFS and trained 500 educators as Family Math (FM) and/or Family Science (FS) facilitators. Activities from FM and FS books have been translated into four of the 11 official languages of South Africa. Community-based FM and FS programs have

been established in Greater Bloemfontein area primary schools, where teachers trained in FM and FS conducted workshops for parents and children using the translated materials. Due to high demand, the project extended its geographic reach and has trained facilitators from KwaZulu Natal and the Eastern Free State. One EUP faculty member spent 24 weeks in South Africa conducting training activities, and a UFS staff member participated in the EQUALS Mathematics Institute at EUP in 2000. The South African Qualifications Authority (SAQA) has accredited the FM and FS courses. An advisory committee has been monitoring the project to ensure that activities and materials remain relevant to the target populations.

*Award Date: 1999
Award Amount: \$100,000
Proposed Cost Share: \$120,860
Other Funds Leveraged: \$17,432
Other Partners: Manguang/
University of the Orange Free
State Community Partnership
Programme, Free State
Education Department,
Mathematics Material
Development Project*

- ☞ Bronx Community College/University of Natal-Pietermaritzburg (South Africa)
- ☞ Cleveland State University/Copperbelt University (Zambia)
- ☞ Highline Community College/Polytechnic of Namibia
- ☞ Highline Community College/National Access Consortium Western Cape (South Africa)
- ☞ Langston University/Debu University, Awassa College of Agriculture (Ethiopia)
- ☞ Middle Tennessee State University/University of Durban-Westville (South Africa)
- ☞ Mississippi Consortium for International Development/Agostinho Neto University (Angola)
- ☞ Oregon State University/University of Fort Hare/Fort Cox College of Agriculture and Forestry (South Africa)
- ☞ Prince George's Community College/Vista University (South Africa)
- ☞ Riverside Community College District/University of Asmara (Eritrea)



With the help of EDDI funding, the Mississippi Consortium for International Development and Agostinho Neto University in Angola are building ANU's departments of political science and public administration.

For more information on EDDI, visit their web site at <http://www.eddionline.org>.

FLORIDA STATE UNIVERSITY/
POTCHEFSTROOM UNIVERSITY ☞

The partnership between Florida State University and Potchefstroom University (PU) seeks to increase the percentage of South African students from disadvantaged areas who qualify for entrance into universities. By designing instructional technology that will improve student skills in identified areas of weakness, the partners aim to increase the effectiveness of university preparation. After an initial assessment of the problems faced by schools in disadvantaged areas, the partners decided to focus their efforts in the field of mathematics. They recruited the national moderator of the 2001

mathematics Grade 12 examination to design diagnostic tests and study materials. Early versions of the materials were distributed for field testing to 1,140 students who used the materials to prepare for the October 2001 matriculation exam and then provided feedback to the partnership. Results from these students exceeded national averages. Partners distributed revised materials in summer 2002 for a final testing, after which time final revisions will be made to the materials. The Department of Education of the North West Province has begun meeting regularly with the project team to advise on future policies for curricula in science and mathematics for secondary schools.

Award Date: 2000
Award amount: \$99,990
Proposed Cost Share: \$125,006
Other Funds Leveraged: \$52,656
Other Partner: STAR Schools of South Africa

HIGHLINE COMMUNITY COLLEGE/
NATIONAL ACCESS CONSORTIUM,
WESTERN CAPE *

Highline Community College (HCC) and the National Access Consortium, Western Cape (NACWC) are collaborating to train employees of small- and medium-sized firms and to provide education for disadvantaged adults and out-of-school youth. The NACWC conducted workshops for its members in proposal writing and the adaptation to new funding realities. During visits to the United States, South African partners observed various train-the-trainer programs and studied the process of setting up a workforce development program from initial contact to final assessment. The South African partners also gave presentations

about higher education in South Africa to more than 300 faculty, staff, and students at HCC and the Eastern Iowa Community College District. In July 2001, HCC offered three workshops at NACWC on the use of information technology in education, promoting transferability of credit in higher education, and lean manufacturing. The partners have been collaborating to create a Center for Extended Learning (CEL), which will institutionalize community outreach and training. The success of this project has sparked high interest in other areas of South Africa. In December 2002, NACWC will no longer exist as a legal entity and has been working closely with HCC to move its educational programming to Cape Technikon and South Peninsula College.

Award Dates: 1998, 2000
Award Amounts: \$49,999 (1998), \$49,999 (2000)
Proposed Cost Shares: \$114,684 (1998), \$29,925 (2000)
Other Funds Leveraged: \$55,999
Other Partners: Eastern Iowa Community College District, Cape Technikon, South Peninsula College, Shoreline Community College, Community Colleges of Spokane

HOWARD UNIVERSITY/UNIVERSITY OF TRANSKEI

This partnership developed an emergency medicine teaching program at the University of Transkei (UNITRA) using a combination of telemedicine and the Internet. The partners designed and produced the Emergency Medicine Internet Teaching Tool (EMITT), an Internet-based education program to teach emergency medicine practice and principles to physicians and nurses in South African health care facilities. They finished writing and editing 12 new Internet modules, placed the application online, and established a

URL hosted on a university server. The partners trained two UNITRA engineers to manage the telemedicine network, and UNITRA established its own Telemedicine and Computer Center to link remote Eastern Cape clinics, hospitals, and other campuses to health care provider education, research, and consultation. The partners quadrupled UNITRA's Internet bandwidth and integrated lectures videotaped at Howard University's Emergency Department onto the web site, which can be uploaded to the EMITT web site and viewed by medical officers and students at UNITRA.

Award Date: 1998
Award Amount: \$99,923
(Completed August 2001)
Final Cost Share: \$146,931
Other Funds Leveraged: \$50,000
Other Partners: South African Ministry of Education

MICHIGAN STATE UNIVERSITY/EASTERN SEABOARD ASSOCIATION OF TERTIARY INSTITUTIONS ●⁴

Michigan State University and the eastern seaboard Association of Tertiary Institutions (esATI) established a partnership to assist all universities and technikons in KwaZulu Natal to establish a strategic plan and program for community outreach to nearby disadvantaged communities. The partners achieved these outreach efforts by making the Internet available to the participating communities. Internet access is expected to enhance the ability of community-based organizations (CBOs) to advocate for the needs of their constituents. The partners worked with esATI members to identify CBOs with which they can collaborate in developing web-based educational

materials on substantive issues of concern to their communities. The project hosted a strategic planning meeting of the six member universities and technikons of KwaZulu Natal in May 2001 with esATI and MSU. At this meeting, the South African institutions indicated their first choices of local communities and partner CBOs. The six South African institutions also agreed to build collaborative portal and community web sites. In September 2001, at a meeting between information technology (IT) directors, the six member institutions reviewed and agreed upon the architecture and the nature of the training programs. A one-week training session took place in July 2002 in Durban-Westville for which the MSU team provided the software and training, and demonstrated the techniques it has developed for the rapid training of local community people, service learning students, and IT staff.

Award Date: 2000
Award Amount: \$100,000
Proposed Cost Share: \$144,768
Other Funds Leveraged: \$60,000
Other Partners: Selected community-based organizations (CBOs)

⁴ This symbol designates partnerships that are networks. Please see page 58 for more information.

MIDDLE TENNESSEE STATE UNIVERSITY/
UNIVERSITY OF DURBAN-WESTVILLE ☼*

Award Dates: 1999, 2000
Award Amounts: \$100,000
(1999), \$100,000 (2000)
Proposed Cost Shares: \$171,096
(1999), \$83,833 (2000)
Other Funds Leveraged: \$15,250
Other Partners: Southern Illinois
University at Carbondale,
Urban Strategy, Cato Manor
Development Association,
Metro Water, Department of
Local Government and Housing,
Council for Scientific and
Industrial Research, Cate
Crest, Palmiet River, Kennedy
Road Imijondala Officials,
Adventist Development and
Relief Agency (ADRA), African
National Congress Youth
Commission, Pinetown Welfare

This partnership aims to develop outreach activities at the University of Durban–Westville (UDW) to improve water management, sanitation, and health in squatter communities in KwaZulu Natal. Survey questionnaires were developed by the partners and administered in April 2000 by UDW geography honors students in three communities. Partner institutions have used the results to design training workshops and other outreach programs for delivery in those communities. Workshops were held in December 2000 and June 2001 involving program leaders and peer educators from the three target communities, and a focus

group session on HIV/AIDS was held in December 2001 at UDW with program leaders from the squatter communities. Eight peer educators taught residents about water sanitation, hygiene, and HIV/AIDS, and community leaders supervised the training of residents in their respective communities. The program has educated 480 females to date. The partners also have designed a cross-cultural, transdisciplinary web-based course on public health concerns in informal settlement communities in South Africa. The course was offered for the first time in spring 2001 at Middle Tennessee State University (MTSU) and Southern Illinois University at Carbondale. It was updated and made available in the spring 2002 to research partners at UDW.

OREGON STATE UNIVERSITY/
UNIVERSITY OF FORT HARE/FORT COX
COLLEGE OF AGRICULTURE AND
FORESTRY/THE UNIVERSITY OF NATAL-
PIETERMARITZBURG *

Award Dates: 1998, 2000
Award Amount: \$99,998
(1998), \$99,122 (2000)
Proposed Cost Share: \$130,967
(1998), \$183,702 (2000)
Other Funds Leveraged:
\$650,000
Other Partners: University of
Stellenbosch, Institute for
Commercial Forestry Research

This partnership promotes sustainable development by strengthening the capacities of the South African institutions in agroforestry and community forestry. The partners have developed a new Bachelor of Science honors curriculum at University of Fort Hare (UFH) and are making plans for postgraduate, research, and outreach programs. In 1999, an intensive course on state-of-the-art audiovisual technology for educational programs trained 19 faculty members at two partner institutions. An Oregon State University faculty member worked at Fort

Cox College (FCC) to develop a community forestry program there. While at FCC, this faculty member established ties with a British project through which additional resources were leveraged to improve the nursery and water system. The partners designed and are now constructing a greenhouse at FCC. The University of Natal-Pietermaritzburg (UN-P) has recently joined the partnership, and existing partners will train the UN-P faculty in community and agroforestry. The partners hope to improve university capacity by building nursery and greenhouse facilities. In July 2002, the partners participated in a major forestry conference and contributed to underwriting the attendance of Black African farmers at demonstration sessions.

THE PENNSYLVANIA STATE UNIVERSITY/
UNIVERSITY OF DURBAN-WESTVILLE ☿

By enhancing the University of Durban-Westville's (UDW) Upward Bound Academic Enrichment Program, this partnership aims to improve access to education and career opportunities for disadvantaged students in South Africa. The strategy is to attract and retain underserved students through the professional development and training of tutors and by providing enrichment education to a cohort of 2,000 students in math, science, engineering, and life skills. The partners have conducted tutor workshops through which 340 tutors have participated in problem-solving, teamwork, active learning, and leadership development activities. After attending this training, these tutors led three student workshops, teaching a

total of 4,500 economically disadvantaged students. To increase the quality of science education at UDW, the partners have designed and implemented courses intended to integrate the applications of engineering theories, concepts, and practice into the science curriculum. They also have introduced a multidisciplinary course for future science teachers at UDW. The first-year course features carefully articulated core competencies in communication skills, math and science fundamentals, team skills, critical thinking, design, and problem solving. As part of the program's life skills development initiative, the partners convened a workshop to train Upward Bound counselors in HIV/AIDS prevention and contributed to the development of a university-wide policy on HIV/AIDS prevention and advocacy.

Award Date: 2000
Award amount: \$100,000
Proposed Cost Share: \$90,987

PRINCE GEORGE'S COMMUNITY COLLEGE/
VISTA UNIVERSITY ✽

Prince George's Community College (PGCC) and Vista University (VU) have partnered to strengthen Vista's capacity to deliver computer literacy training on VU's seven campuses and through distance education. In 1999, faculty from PGCC and the College of Southern Maryland conducted a distance learning workshop in Pretoria, where VU faculty were taught to create web pages. Beginning in January 2000, with textbooks from McGraw-Hill and licenses donated by PBS, a PGCC faculty member taught an online computer literacy course to 25 VU faculty members. VU subsequently developed an audio distance learning computer literacy course for students at its campuses in three provinces. Enrollment in this course

began at 250 and reached 425 in 2002. Eight VU computer science graduates have completed internships as part of the grant; two of the internships became full-time jobs. In spring 2001, Vista computer science lecturers provided computer training to 486 area teachers—far more than the 280 for which they had planned. VU offered a second course in July 2001 in response to the high demand; 839 teachers enrolled. VU faculty trained yet another 350 during the third semester. Two VU faculty were trained to deliver online instruction and have been teaching an online course on South African history to students at three community colleges in Maryland. With funds from a complementary technology enhancement grant, the partners established a 29-station open computer laboratory at Vista's Welkom campus in May 2001.

Award Dates: 1998, 2000
Award Amounts: \$49,999 (1998); \$49,923 (2000)
Proposed Cost Shares: \$54,469 (1998), \$32,501 (2000)
Other Funds Leveraged: \$10,000
Other Partners: College of Southern Maryland, Garrett Community College, Africare, PBS/Adult Learning Service

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE, ATHLONE TECHNICAL COLLEGE

Award Date: 1999
Award Amount: \$49,500
Proposed Cost Share: \$30,700
Other Partners: Northeast Center for Telecommunications Technologies

The partnership between Springfield Technical Community College (STCC) and Athlone Technical College (ATC) is designed to develop model instructional programs in advanced communications and telecommunications in order to provide more educated workers for the technology sector in South

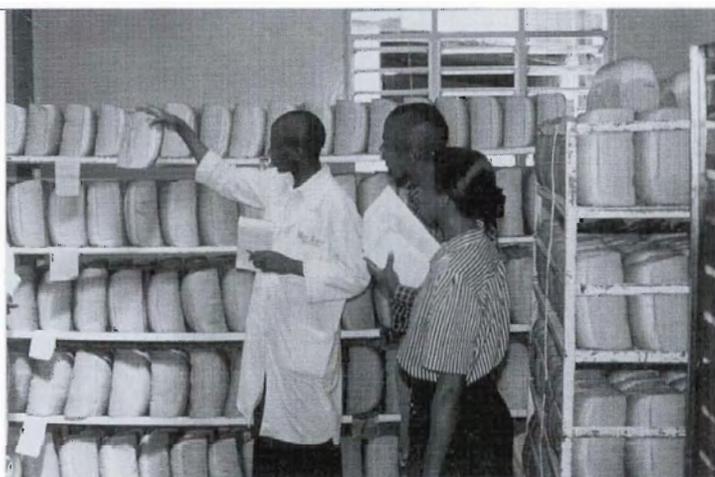
Africa. ATC faculty members spent two weeks at STCC studying laboratory set-ups, experiments, curriculum, and a basic “train-the-trainer” model. The model will help ATC mentor other colleges within South Africa as they develop training programs to alleviate the shortage of skilled technology workers in the country. ATC is now in the process of setting up telecommunications laboratories based on information acquired during the visit.

TEXAS SOUTHERN UNIVERSITY/EASTERN CAPE TECHNIKON

Award Date: 2000
Award Amount: \$100,000
Proposed Cost Share: \$46,000
Other Partners: Third Ward Community Development Corporation, Lone Star Incorporated, Planergy

By emphasizing entrepreneurial training for successful employment in the formal or informal sectors and through the transfer of appropriate technology, Texas Southern University (TSU) and Eastern Cape Technikon (ECT) seek to promote economic growth and development. The partners have designed and offered training workshops at ECT in photovoltaic installation and maintenance and fashion design—the latter focusing on garment finishing and selling to the American market via the web. One local school has obtained

electrical connectivity by people trained in these workshops, while ECT has been developing alternative energy as part of their research program. The partners also have been developing workshops on business-oriented bookkeeping, tax law and requirements for informal sector workers, clothing design and manufacturing, and e-commerce to market fashion wear and merchandise. TSU will conduct the workshops at some of ECT’s four campuses in conjunction with the ECT project leader, replicating them based on demand. Sustainability through entrepreneurship is a measurable outcome of this project.



Agribusiness development in Uganda: Student Monica Kabahimba (right) and the director of the MABM program, Dr. Swaibu Mbowe (center), visit Kampala’s Hot Loaf Bakery, the site of Monica’s internship through the partnership between Ohio State University and Makerere University in Uganda.

SOUTH AFRICA/KENYA

HOWARD UNIVERSITY/UNIVERSITY OF THE WESTERN CAPE/UNIVERSITY OF NAIROBI ☘●

This partnership established joint graduate degree programs in development-related disciplines between higher education institutions in the United States and Africa. The project responded to the need for more cost-effective graduate education in Africa, and partners initiated the process through a symposium held at the University of the Western Cape in February 2000. Although organizers planned for just 30 participants, 100 academic leaders from the United States and 23 African countries attended the initial meeting. The project Steering Committee awarded 10 mini-grants to collaborative U.S.–Africa initiatives in several disciplines, including quality engineering, agricultural educa-

tion, environmental sciences, women's studies, and communication disorders. These 10 academic partnerships between U.S. and African institutions are fostering the design and development of joint postgraduate degree programs. An additional 30 collaborations that were initiated during the symposium by participating U.S. and African universities and institutions are also in the formative stage. African universities have expressed an interest in developing distance learning and nondegree programs through partnerships with U.S. universities. Participants in a second symposium, which was held in Nairobi in April 2001, extensively discussed these areas. The African partners also strongly advocated developing more collaborative programs at the postbaccalaureate level with American institutions of higher education.

Award Date: 1999
Award Amount: \$99,997
(Completed October 2001)
Final Cost Share: \$120,823
Other Funds Leveraged: \$80,000
Other Partners: Africa America Institute, Oregon State University, Council of Graduate Schools, Educational Testing Service

TANZANIA

COLUMBUS STATE COMMUNITY COLLEGE/DAR ES SALAAM INSTITUTE OF TECHNOLOGY

Columbus State Community College and the Dar es Salaam Institute of Technology are establishing an Information Technology Institute to provide training to Tanzanian leaders in the public and private sector. The institute will have the capacity to train 200 leaders a year in information technology. A team of Tanzanian trainers-in-training traveled to Columbus State for a four-week training session on

practices, issues, and trends in the information technology field as well as hands-on technical training. Afterwards, the partners identified three modules for the planned courses in the new institute, including computer literacy, basics of computer networking, and Internet technologies. Vicatel, a Tanzanian information services business, has hired an additional staff person to assist with training and program expansion. The company has also arranged for a wireless connection to facilitate the delivery of online training courses in Tanzania.

Award Date: 1999
Award Amount: \$49,389
Proposed Cost Share: \$26,175
Other Partners: Vicatel, Victoria Computers and Telecoms LTD, Tanzania Ministry of Finance

MISSISSIPPI STATE UNIVERSITY/
UNIVERSITY OF DAR ES SALAAM

Award Date: 1998
Award Amount: \$83,763
(Completed January 2001)
Final Cost Share: \$48,513
Other Funds Leveraged: \$6,000

This partnership was designed to share expertise and build the capacity of the University of Dar es Salaam (UDSM) to advocate environmentally sound and cost-effective methods of pesticide management in Tanzania. Through a series of workshops and site visits, the partners shared best practices and successfully established themselves as leaders in environmental remediation.

They held workshops in Tanzania and Mississippi to discuss obsolete methods of pesticide disposal and mechanisms to prevent the accumulation of toxic stockpiles. Tanzanian policy makers and businesspeople increasingly consult partners at UDSM for their expertise in pesticide management and disposal. The partners hope to train a new generation of pesticide experts in Tanzania, creating opportunities for an enhanced pesticide-related research program at UDSM.

SOUTHERN NEW HAMPSHIRE
UNIVERSITY/THE OPEN UNIVERSITY
OF TANZANIA ☼

Award Date: 2000
Award Amount: \$99,925
Proposed Cost Share: \$261,012
Other Funds Leveraged:
\$153,000
Other Partners: local non-governmental organizations (NGOs) and community-based organizations (CBOs), government officials, business representatives

Southern New Hampshire University (SNHU) and the Open University of Tanzania seek to design certificate and graduate degree programs in community economic development (CED) to provide skills training, networking, and technical support to development practitioners throughout Tanzania. More than 50 practitioners from non-governmental organizations throughout Tanzania have been attending classes in the CED master's degree program. Classes are taught by a team of Tanzanian and American faculty. Each student/practitioner must complete an applied project in lieu of

a thesis requirement. The partners have established computer connections to support distance education classes taught by faculty from SNHU. More than 300 applicants are on the waiting list for the next cycle. Participants attend class one week per month for 18 months. The nonresidential program has been offered in two locations (Arusha and Dar es Salaam). Each participant represents an NGO that focuses on self-help activities. It is estimated that more than 50 Tanzanian communities have been benefiting from the training activities. Plans to expand the program throughout East Africa under SNHU's Partnership for East African Community-based Economics (PEACE) initiative are underway.

UGANDA

THE OHIO STATE UNIVERSITY/ MAKERERE UNIVERSITY ☞

By creating effective linkages with the private sector, this partnership seeks to strengthen the capacity of Makerere University (MU) to provide agribusiness management training. The partners have collaborated and conducted a survey of 30 agribusiness firms to initiate dialogue between MU faculty and private sector representatives and to solicit their interest in contributing to program development. This dialogue has resulted in the establishment of an Agribusiness Advisory Committee consisting of 10 agribusiness representatives. All 11 first-year students in the Masters Degree Program in Agribusiness Management have completed internships with private sector firms. The partners have

developed seven draft business case studies, and special resource stakeholders have given classroom lectures. The participating institutions have installed a computer for exclusive use by agribusiness faculty and students and have developed a web site to promote the program to local and international agribusiness firms. The program's success has led MU faculty to change the departmental name from the Department of Agricultural Economics to the Department of Agricultural Economics and Agribusiness and to establish an undergraduate program in agribusiness. In addition, three faculty members served on an advisory committee to write the agribusiness component for the Plan to Modernize Agriculture—the planning document for the agriculture sector in Uganda.

Award Date: 1999
Award Amount: \$96,442
Proposed Cost Share: \$105,450
Other Funds Leveraged: \$51,367
Other Partners: Ugandan Ministry of Agriculture, including the National Research Organization (NARO), Investing in Developing Export Agriculture (IDEA) project, Rockefeller Foundation, Ohio Department of Development, Ohio Department of Agriculture

UNIVERSITY AT ALBANY, SUNY/ MAKERERE UNIVERSITY ☞

These partner institutions are developing an undergraduate and graduate program in environmental science and health at Makerere University to build Uganda's capacity to respond to environmentally related health hazards. The partners have been developing the environmental health program by assessing its needs and discussing their plans with government officials. The Makerere curriculum will address specific public health problems in Uganda and will initially focus on clean drinking water and wastewater as well as solid waste management. Three Ugandan students have enrolled in a

Ph.D. program in environmental health at the State University of New York, Albany (SUNY-Albany). After they complete their degrees, these students plan to return to Makerere as faculty members in the new environmental science and health program. One Makerere faculty member has visited Albany to review its environmental health curriculum, teaching materials, and teaching methods as a first step toward developing a similar program in Uganda. Partners have been preparing for further exchanges, and two faculty members from SUNY-Albany will offer short courses to undergraduates enrolled in the new environmental sciences program at Makerere.

Award Date: 2000
Award Amount: \$96,432
Proposed Cost Share: \$110,830
Other Partners: Ugandan Ministry of Finance, New York State Department of Health

ZAMBIA

CLEVELAND STATE UNIVERSITY/
COPPERBELT UNIVERSITY *

Award Dates: 1999, 2000
Award Amount: \$99,995 (1999),
\$96,995 (2000)
Other Funds Leveraged: \$4,500
Proposed Cost Share: \$282,888
(1999), \$310,604 (2000)
Other Partners: Kitwe Chamber
of Commerce in Zambia,
Cleveland Advanced
Manufacturing Center, Inc.

By establishing training programs to help small- and medium-sized manufacturing firms improve quality and productivity, this partnership seeks to develop a sustainable manufacturing outreach program at Copperbelt University (CBU) in order to help Zambian business owners become more competitive in southern African markets. The partners have conducted an initial survey of local firms to determine training needs and have developed a curriculum that emphasizes hands-on training related to factory floor activities. In October 2001, the partners conducted two training sessions for three CBU faculty members and two factory personnel

from the Kitwe area. These sessions were designed primarily as train-the-trainer programs, teaching CBU staff how to run training sessions. A total of 26 participants from government, industry, and the university attended a two-day conference in March 2002, assessed the training session, and planned the development of a productivity quality center at CBU that will allow the university to institutionalize its training. The first CBU faculty member to come to Cleveland State University for a doctoral program has completed his MBA and has begun doctoral studies. The second doctoral student arrived in June 2001 and has begun his study program. The partners have been developing web-based instructional materials to further facilitate collaboration and communication.

ALO Partnerships Respond to the HIV/AIDS Crisis

With an estimated 24.8 million deaths worldwide and 5 million new infections diagnosed in 2001 alone, the HIV/AIDS pandemic is draining national resources and undermining development achievements of the past 50 years for many countries throughout the world. Understandably, with more than 95 percent of the HIV-infected population found in developing countries, addressing the challenges posed by the HIV/AIDS pandemic has become a top development priority.

Higher education institutions and partnerships clearly must play a critical role in responding to the human capacity shortages related to HIV/AIDS in developing countries. However, this role is complicated by the fact that students and educational staff at all levels are experiencing, or will be experiencing, levels of illness and death similar to those of the general population as a whole. Even as escalating health care costs and lower national productivity are threatening government investment in education, the absenteeism, sickness, and death associated with HIV/AIDS are threatening to erode the human resources base of educational systems and higher education institutions.

cont. on next page

ALO funds a variety of partnerships that have as their primary focus issues related directly to HIV/AIDS, including the following:

KENYA

American Association for the Advancement of Science/Jomo Kenyatta University of Agriculture and Technology (2001): Developing campus and community-based programs for women educators on civic engagement to address the HIV/AIDS pandemic. (p. 13)

Indiana University/Moi University (2001): Building capacity to more effectively manage HIV/AIDS by improving medical school education, health care delivery, and research. (p. 14)

MEXICO

Maricopa Community College District/Universidad Veracruzana (2000): Strengthening public health education in HIV/AIDS and TB and promoting the competitiveness and environmental protection practices of businesses. (p. 60)

University of California, San Diego/Universidad Autonoma de Baja California (2001): Increasing the number of health care practitioners, community health workers, and medical students trained in binational HIV/AIDS and TB issues. (p. 64)

MOZAMBIQUE

West Virginia University/Catholic University of Mozambique (UCM) (2001): Developing public health programs in maternal and child health and HIV/AIDS education and a rural health curriculum at the new UCM Faculty of Medicine. (p. 16)

PERU

Johns Hopkins University/Universidad Peruana Cayetan Heredia (2001): Building capacity in applied quantitative methods for use in HIV/AIDS prevention and control strategies. (p. 68)

In addition, a growing number of partnerships—cognizant of the effect that HIV/AIDS has on higher education institutions in developing countries and, in

turn, on educating and training the next generation of leaders—have responded to the crisis by integrating components of HIV/AIDS education into their work, enhancing the original focus of their projects.

Recognizing the consequences of HIV/AIDS in Botswana and Malawi, the partners at Washington State University, the University of Botswana, and Botswana College of Agriculture recently decided to incorporate HIV/AIDS into key components of their environmental science partnership, including their educational materials and student support services. Southern New Hampshire University and the Open University of Tanzania, a partnership that is building a graduate level, degree-based program in community development, has added an HIV/AIDS-focused course, “Gender, Equality, and Family Health,” to the program. Pennsylvania State University and the University of Durban–Westville (UDW), a partnership whose overall goal is to help UDW secure more students from underprivileged backgrounds to study math and science, works with students from the most vulnerable age group, 15 to 29. As the province in which they are working, KwaZulu Natal, has the highest rate of HIV/AIDS in South Africa, they have added an HIV/AIDS education project as an integral component of their program. Middle Tennessee State University also is working with the University of Durban–Westville to apply sustainable and participatory environmental management principles in KwaZulu Natal by addressing water sanitation and hygiene. Upon report by local community and social workers that the infection rate was 1:3 among the residents, HIV/AIDS education was soon added to the program.

These responses and others might seem small in comparison to the overwhelming scale of the pandemic; however, the focus on education hopefully will ensure that this generation will see a slowdown in the spread of the virus. In addition, these partnerships have demonstrated that flexibility in implementing any partnership project is vital in making lasting change in a community whose needs might not always be immediately apparent and might change through the life of the partnership.

Asia & the Near East

“September 2001 is roughly the halfway point of a two-year partnership program, bringing together 15 undergraduates, graduates, and professors from two institutions, Americans from Calvin College and Palestinians from Birzeit University. (O)ur assignment is development, a study of the long-term availability of water from a West Bank tributary of the Jordan River. But down deep the goal is mutuality, the forming of professional and personal bonds between two diverse sets, Palestinian and American, Muslims and Christians . . . For we know, all of us, that keeping those relationships will be a building block in the restoration of peace in our “global village” after September 11.”

– Bert de Vries, Calvin College

Since 1998, ALO has supported 21 higher education partnerships focusing on Asia and the Near East. The West Bank-Gaza has hosted the most partnerships with seven, all special initiatives sponsored by USAID/West Bank-Gaza. Nepal has hosted four partnerships, and India and the Philippines each have hosted two. Egypt, Indonesia, Jordan, Laos, Sri Lanka, and Thailand have each hosted one partnership. The Sri Lanka partnership was the sole partnership in the region funded through the Workforce Development Partnership Program, in cooperation with the American Association of Community Colleges (AACCC).

These 21 partnerships focused on the following development issues: water resource management, tourism development, alternative energy sources, and social policy concerns, with the environment as the most common topic area. Countries in this region are facing greater challenges and prospects now than at any other time in recent history. Almost every partnership project somehow relates to the establishment of stability and, afterwards, the democratic institutions that will sustain this stability.

EGYPT

WALLA WALLA COMMUNITY COLLEGE/
AL-AZHAR UNIVERSITY

Walla Walla Community College (WWCC) and Al-Azhar University are collaborating to design an agricultural technical institute and develop agricultural technician training programs to increase sustainable agricultural production in the East Oewinat region of Egypt. Partners have proposed the site for the agricultural institute and working farm in the Elfayoum Governorate, 100 kilometers south of Cairo. During a recent visit of the Walla Walla project team to Cairo, partners finished aligning the curriculum and course sequences for

the proposed institute and established skills standards for 13 programs of instruction. These programs will focus on areas of specialization such as agricultural business management, farm management, animal and crop production, agricultural equipment, agricultural production entrepreneurs, nursery management, and land reclamation. Development of the initial curriculum, course sequences, and course content will take place during the coming months, based on the completed needs assessment and curriculum guidelines. Technical training for 14 instructional leaders of the agricultural institute will be conducted from July to September 2002 at both partner institutions.

Award Date: 2000
Award Amount: \$99,600
Proposed Cost Share: \$237,800
Other Partners: John Deere Company, Hinrichs Trading Company, Nelson Irrigation Corporation, Arab Office for Trade-Cairo

INDIA

HOUSTON COMMUNITY COLLEGE
SYSTEM/UNIVERSITY OF DELHI

The partnership between Houston Community College System (HCCS) and the University of Delhi developed a model of cooperative training to provide students, especially women, with marketable skills for health careers. During a 2000 summer workshop involving seven leading higher education representatives from India and 30 faculty, doctors, and administrators from HCCS, the partners designed the curriculum for 12 new vocational courses focusing on family and child welfare, nutrition, HIV/AIDS, and health management—seven more than originally planned. More than 20 hospital administrators and policy makers devised an action plan to implement the new courses at various institu-

tions in India and also created advisory boards for the health sectors and a data bank of 60 health experts. Two workshops, held in 2001 in New Delhi, India, identified key curriculum areas and targeted technical training of health care professionals in India. More than 200 participants from the University of Delhi, leading hospitals, government agencies, voluntary organizations, and other local institutions attended the first workshop. Fifty participants attended the second workshop and addressed technical training needs for health care professionals in India and the ways in which universities could make higher education programs more practical to address those needs. In addition, the partners developed two distance education courses on HIV/AIDS, to be used by Indian partners and hospital professionals.

Award Date: 1999 (completed December 2001)
Award Amount: \$99,778
Proposed Cost Share: \$86,513
Other Partners: Texas Medical Center; Spantron, Inc.; The East End Chamber of Commerce (United States); Delhi Centre for Women's Studies; PHD Chamber of Commerce; Centre for Higher Education in Professional Development

Workforce Development and the Community College Model

U.S. higher education institutions are increasingly shaping their curricula and programs to meet market needs in their communities, working with public institutions and the private sector to identify necessary skills and competencies for graduates entering the workforce. U.S. community colleges are leaders in the field of workforce development. For years they have collaborated with businesses and industries in their communities to design curricula, training courses, and other programs to upgrade the skills of local workers.

In this era of globalization, these institutions are bringing the same demand-driven approach to their partnerships abroad, and in the process they are influencing the way international educators think about higher education.

ALO partnerships are building on the experience of U.S. higher education institutions to design workforce and professional development programs overseas. Through the Workforce Development Partnership Program (1998–2002), in cooperation with the American Association of Community Colleges (AACC), 17 U.S. community colleges worked with partner institutions in 10 countries to enhance the skills of nurses, teachers, industrial workers, entrepreneurs, tourism sector employees, technicians, surveyors, and information technology (IT) specialists. Awards ranged from \$24,000 to \$50,000 with significant cost-sharing from the partner institutions, sometimes as much as two to three times the amount of the grant.

Community colleges are also well-represented in ALO's Institutional Partnership Program. Eastern Iowa Community College District, Harford Community College (MD), Highline Community College (WA), Houston Community College System, Maricopa Community College District (CA), and Walla Walla Community College (WA) have all received partnership grants of approximately \$100,000. In addition, Bronx Community College (NY), Highline Community College, Prince George's Community College (MD), and Riverside Community College District (CA) each received an award from ALO and the Education for Democracy and Development Initiative (EDDI) to enhance the sustainability of partnerships funded initially through the AACC program (see page 20 for more information about EDDI and its activities).

An increasing number of developing countries are seeking to adapt the U.S. community college model to their own higher education contexts. In so doing, they hope to increase access to postsecondary education and to produce the educated and well-trained workforce that is needed for sustainable development. Community colleges' focus on providing relevant training for existing and emerging jobs within local communities also may encourage students to stay in the community rather than emigrating to search for employment elsewhere. Community colleges also establish articulation agreements that allow students to receive high-quality, low-cost education before transferring to four-year institutions. The process of higher education reform can be very complicated and can involve a number of legal, institutional, and even political obstacles. Despite these challenges, supporters are optimistic that the strengths of the community college system will become evident and that similar models will emerge around the world.



A new John Deere tractor for the partnership between Purdue University, the University of Maryland, and Novgorod State University in Russia, which successfully concluded activities in 2001.

EASTERN IOWA COMMUNITY COLLEGE
DISTRICT/VASAVI COLLEGE OF
ENGINEERING

This partnership seeks to develop a model of educational infrastructure to establish pilot community colleges throughout south India. The partnership is addressing the growing need for workers to have expanded skills and knowledge to meet the demands of the workplace. Project activities will include two workshops in India, which will focus on exploring and defining what a community college is and develop local implementation plans. Other activities include site visits by Indian education

representatives to U.S. community colleges, and assistance in establishing a South Indian Association of Community Colleges. During the beginning phase of the partnership, activities have focused on planning and organizing the first workshop, which was held in May of 2002 in Hyderabad, India. Twenty participants representing ten educational institutions participated in this highly interactive workshop. By the end of the workshop the ten institutions had each developed a mission statement, identified strategic priorities, and developed goals and action steps for implementing a community college.

Award Date: 2001
Award Amount: \$99,810
Proposed Cost Share: \$94,292
Other Partners: Sinclair Community College, Hinds Community College, Community Colleges for International Development

INDONESIA

UNIVERSITY OF ILLINOIS, URBANA-
CHAMPAIGN/INSTITUTE OF TECHNOLOGY,
BANDUNG

The partnership between the University of Illinois, Urbana-Champaign (UIUC) and the Institute of Technology, Bandung (ITB) is developing a university-community collaboration model to strengthen local governance. Partners conducted five workshops with 198 participants at the start of the project to identify the most pressing development issues arising from the rapid growth of Jatinangor, an emerging urban area adjacent to Bandung. The three most critical areas identified were employment, access to clean water, and waste management. In the summer of 2001, five participants from Jatinangor attended a Local Government Management Institute workshop at UIUC. Workforce development activities included establishing a skills retooling

program for pedicab drivers in Jatinangor and supporting the retention of local workers in the woodworking industry. Forum Jatinangor, a grassroots organization working with the partners, has been a key liaison to local government to ensure that residents of local villages are benefiting under decentralization. Four other stakeholder associations in Jatinangor have participated in partner activities: the Mosque council, a youth association, the Village Parliament, and the newly created Alliance for Four Universities. Partners have developed a fully operationalized community-based planning process for Jatinangor and have addressed many longstanding local issues, including waste cleanup, support of small businesses, removal of pornography from public buildings and areas, stopping illegal removal of forests, and improving irrigation.

Award Date: 1999
Award Amount: \$100,000
Proposed Cost Share: \$148,194
Other Funds Leveraged: \$237,250
Other Partners: Indonesia Partnership for Local Government Initiatives, Emerson Park Development Corporation

JORDAN

UNIVERSITY OF ARKANSAS/YARMOUK UNIVERSITY

Award Date: 2001
Award Amount: \$99,739
Proposed Cost Share: \$117,592
Other Partners: Hashemite Kingdom of Jordan, Ministry of Tourism and Antiquities

This partnership seeks to employ a Cultural Resource Management (CRM) approach to assess the potential for tourism in northern Jordan, the feasibility of a heritage center in Irbid, and the potential for sustainable microenterprise development through tourism in two small communities near the heritage sites of Umm Qais and Umm al Jimal. Project activities also will include the development of certificate programs in CRM, tourism and community development for local administrators, and the creation of a graduate internship program in CRM,

tourism, public administration, and marketing. The partners hope to create a critical mass of people committed to sustainable development through tourism centered around northern Jordan's archaeology and heritage. Partnership activities have included assigning specific tasks to each partnership member, which will cover work on infrastructure inventory, site assessment, market analysis, study of tourism infrastructure, microenterprise training, and development of plans for the Heritage Center in Irbid City. Partners met in Jordan in May 2002 to develop the planning for two potential touristways in northern Jordan and to meet with village and town leaders along those ways.

LAOS

CASE WESTERN RESERVE UNIVERSITY/NATIONAL UNIVERSITY OF LAOS

Award Date: 1999
Award Amount: \$100,000
Proposed Cost Share: \$396,893
Other Partners: Khon Kaen University (Thailand); Health Frontiers (an all-volunteer U.S. nonprofit organization); Mahosot hospital and Setthathirath hospital (teaching hospitals in Vientiane); volunteer faculty from eight institutions in the United States, Canada, and Australia; numerous other organizations and individual contributors

This partnership seeks to develop Lao capacity to provide postgraduate training in pediatrics and internal medicine. Case Western Reserve University and the National University of Laos (NUL) are developing the first full-time postgraduate medical education program in the history of the country with help from volunteer faculty. The first four Lao-trained pediatricians graduated in 2001. A second class of four pediatricians graduated in March 2002. For a country like Laos, with 2.5 million children and previously only seven fully trained Lao pediatricians, the prospect of graduating this many new pediatricians per year has profound implications for improving children's health. Of the

eight graduates, five have returned to their provincial hospitals and three have joined the Lao pediatric faculty. Concurrently, the university launched a three-year internal medicine residency training program with six residents in training. Partners also established the Lao Pediatric Residency training program, and 20 physicians are currently enrolled. The project has hosted 21 volunteer faculty visits from eight institutions. Three of these were long-term commitments of close to a year. Khon Kaen University (KKU) in Thailand has provided clinical training rotations for Lao pediatric residents in specialty fields not currently available in Laos. CWRU and members of this partnership have been awarded a World Bank contract for an eight-month consultancy to help the Bank and the Lao Government develop a five-year plan to restructure medical education in Laos.

NEPAL

INDIANA UNIVERSITY/KATHMANDU UNIVERSITY

The partnership between Indiana University (IU) and Kathmandu University (KU) aims to develop a model master's degree program in the social science dimensions of natural resource management at the recently established Human and Natural Resources Center. The project primarily involves faculty training and curriculum development. Doctoral training in the field of natural resource management for a KU faculty member is continuing in its third year under the partnership, and a KU faculty member completed an intensive eight-week course in fall 2001 on International Forestry Resources and Institutions (IFRI) protocols at IU. Other

partnership activities include a three-day seminar to train participants in conducting an institutional analysis of common-pool resources offered by IU faculty at KU in April 2002 titled, "Institutional Analysis of Collective Action by Resource Users." This seminar built on two previous week-long workshops offered at KU on relational database design and on the conduct of field research and data acquisition. Other activities by IU faculty during 2002 included meeting with prospective faculty members and participating in several workshops related to decentralization and natural resource management. Partners have developed a framework for a Master's program in natural resource management.

Award Date: 1999
Award Amount: \$100,000
Proposed Cost Share: \$213,445
Other Funds Leveraged: \$23,178

UNIVERSITY OF COLORADO-BOULDER/TRIBHUVAN UNIVERSITY

The University of Colorado-Boulder (UCB) and Tribhuvan University (TU) are developing a master's level curriculum in renewable energy technologies. They also are seeking to build a laboratory for training and research at TU's Institute of Engineering and Center for Energy Studies. Faculty members from the partner institutions shared expertise on renewable energy technology, toured renewable energy sites in Nepal, and met with other Nepalese engineers as well as govern-

ment and utility officials from 11 institutions. These lectures and meetings involved more than 50 Nepalese participants. TU has begun constructing a Zero Energy Building and Energy Park that will be the focal point for the renewable energies technology program and laboratory for graduate students. TU's Institute of Engineering also will launch the initial offering of the master's curriculum. Winrock International will sponsor two separate programs on renewable energy technology for schoolmasters and government officials to create awareness and transfer of knowledge on renewable energy.

Award Date: 2000
Award Amount: \$100,000
Proposed Cost Share: \$209,847
Other Funds Leveraged: \$20,000
Other Partners: Winrock International, USAID Global Environment Center, National Renewable Energy Laboratory, Siemens Showa Solar, Institute for Sustainable Power

WASHINGTON UNIVERSITY/TRIBHUVAN UNIVERSITY

Award Date: 1999 (completed December 2001)
Award Amount: \$99,971
Proposed Cost Share: \$101,241
Other Partners: Nepal country office of the United Nations Development Program; Stree Shakti; Nepal Forum for Women, Law and Development; Nepal Water for Health; Center for Legal Research and Development; Forum for Protection of Human Rights; Center for Women/Children and Community Development; Human Rights Organization of Nepal Institute of Human Rights; Environmental and Development International

This partnership between George Warren Brown School of Social Work, Washington University (WU) and Tribhuvan University (TU) trained Nepali law students and Washington University social work students to examine social policy concerns and prepare leaders to protect the rights of marginalized Nepalis, especially women and children. The partners designed a new course, "Social Policy Analysis: Models, Frameworks, and Methods," which introduces law students to social policy tools critical for sound advocacy. They also launched a web site to give faculty and students access to a comprehensive bibliography of published legal materials and development topics related to Nepal. To facilitate access, the partners established TU Law School's first

computer lab. The partnership also has placed five WU social work students in internships at organizations in Nepal, working in areas such as human rights, the environment, and the empowerment of women. In 2000–01, the partnership sent five more students from WU to Nepal. Although the partners originally envisioned sending only four students to Nepal, they have sent 13 interns from social work and law schools at WU. In the final phase, the partners organized a study tour for four Nepali law students and the dean of TU Law School at Washington University. The Nepali law students shadowed law clinic students, visited drug and family courts, attended domestic violence training, and sat in on law school courses. The partnership also played a large role in the development of TU's Centre for Human Rights in 2001, the first institute of its kind in Nepal.

PHILIPPINES

MICHIGAN STATE UNIVERSITY/ INSTITUTE OF FORESTRY, TRIBHUVAN UNIVERSITY

This partnership seeks to develop a master of science (M.Sc.) degree program in forestry at the Institute of Forestry (IOF), Tribhuvan University. Activities of the partnership will include:

- Building faculty expertise in natural resources and social science through visits to Michigan State University and professional development workshops held at IOF.
- Enhancing and improving the curriculum of the M.Sc. in forestry.
- Establishing research programs for IOF students.

Award Date: 1999
Award Amount: \$100,000
Proposed Cost Share: \$152,294

- Strengthening IOF library and Internet resources.

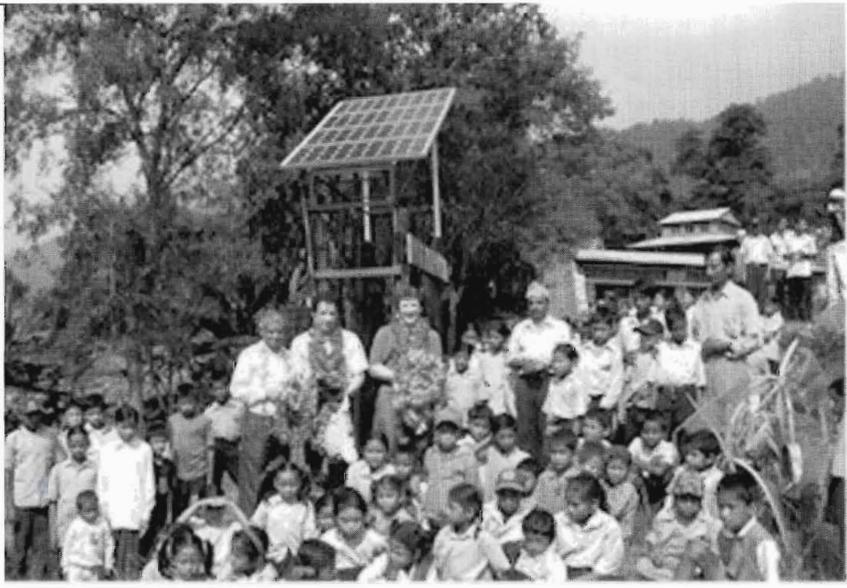
Partners will disseminate the results by presenting them at conferences and in journals and reports, and by organizing a concluding workshop on forestry education in Nepal for educators, business leaders, government representatives, and forest user groups. Graduates of the new degree program will be equipped to serve as future leaders in the areas of environmental protection, resource management, participatory decision making, and economic development. During the initial phase of the project, partners assessed IOF's library holdings and collaborated on proposal development to support the long-term sustainability of the Master's program.

UNIVERSITY OF SOUTH CAROLINA/
MAPÚA INSTITUTE OF TECHNOLOGY

The University of South Carolina (USC) and the Mapúa Institute of Technology are partnering with industry, government, and NGOs to provide graduate environmental engineering education and develop community involvement to manage natural resources. The partners revised the undergraduate curriculum in environmental engineering, sciences, and management, designed a Master's level curriculum, and received approval for a Master's degree during a visit by Mapúa staff to USC. The partners collaborated to strengthen research by

establishing a grants and research office at Mapúa and identifying staff. In January 2001, Mapúa's Office of Research Coordination held faculty/graduate and undergraduate research competitions to highlight engineering research and development activities, to promote information exchange, and to create a forum for students to share new ideas. In February 2001, the office conducted a seminar-workshop, attended by 29 faculty members, on writing research proposals aimed at enhancing Mapúa's research capacity. During the next phase, the partners will focus on disseminating the new undergraduate and graduate curriculum and ways to ensure project sustainability.

Award Date: 2001
Award Amount: \$99,315
Proposed Cost Share: \$210,330



University of Colorado-Boulder and Tribuvan University in Nepal partners visit a nearby village to view the renewable energy technology applications that have been the partnership's focus.

UNIVERSITY OF WASHINGTON/
SILLIMAN UNIVERSITY ●

Award Date: 1999
Award Amount: \$88,900
Proposed Cost Share: \$52,997
Other Funds Leveraged:
\$707,000
Other Partners: Coastal
Resources Management
Project, Coastal Conservation
and Education Foundation,
University of Rhode Island
Coastal Resources Center

This partnership seeks to bolster institutional capacity in graduate-level coastal management programs at the University of Washington (UW) and Silliman University (SU). The partners have created an interactive web site to link 40 graduate students, six faculty, and four coastal management practitioners at SU and UW's School of Marine Affairs (SMA) to facilitate term paper exchanges and real-time, online question-and-answer sessions. The partners have linked one course over three years through the Internet with interactive distance learning

activities, joint research, and faculty/student exchanges. The partners also have established a joint research project that will produce environmental education materials through supplemental funds from the National Science Foundation and the David and Lucile Packard Foundation. UW, SU, and the Coastal Resource Management Project also are working on conducting joint research that focuses on coastal environmental issues critical to the Philippines. Future partnership activities include field work by UW students on coastal management and education, and a symposium to be conducted at Silliman University by UW faculty on tourism and coastal management.

SOUTHEAST ASIA

UNIVERSITY OF WASHINGTON/
CHULALONGKORN UNIVERSITY/ASIA-
PACIFIC ECONOMIC COOPERATION ●

Award Date: 1998 (completed
March 2001)
Award Amount: \$99,817
Final Cost Share: \$311,626
Other Funds Leveraged:
\$135,000
Other Partners: Universities in
Cambodia, Indonesia,
Malaysia, the Philippines,
Thailand, and Vietnam

The aim of the partnership between University of Washington (UW), Chulalongkorn University (CU), and the Asia-Pacific Economic Cooperation (APEC) was to develop an Internet-based model of the river basins of Southeast Asia to enhance regional decision making on water resource management. The results of the project far exceeded original expectations on increasing understanding of Southeast Asia river basins and the development of human and technical capacity to sustain the project into the future. The partnership achieved the following significant results during its second year:

- Completion of a data model of the

physiology and hydrology for six major river systems in Southeast Asia.

- Presentation at a conference of the Mekong River Commission that more than 100 scientists and policy makers attended.
- Practical training in hydrological modeling, chemical flux studies, and other techniques for six UW students at Chulalongkorn University (CU).
- Establishment of formal links with five regional scientific and policy-making bodies.
- Appointment of the project director at CU to serve on three national and regional organizations responsible for water resource allocation policy decisions.
- Establishment of a wide network of scientists and policy makers in the area of integrated coastal management.

SRI LANKA

KAPI'OLANI COMMUNITY COLLEGE/ CEYLON HOTEL SCHOOL

Kapi'olani Community College and the Ceylon Hotel School worked together to further develop the tourism industry in Sri Lanka. One of the partners' first activities was a two-day hands-on workshop for 20 Sri Lankan chefs at the Ceylon Hotel School in Kandy, which was followed by several smaller workshops for more than 50 Sri Lankan student chefs. Two executive chefs and two students from Sri Lanka

traveled to Kapi'olani in March 1999 for three-month internships on Oahu and neighboring islands. Although civil unrest in Sri Lanka made the second year of the partnership a challenge, a second round of workshops and internships proceeded as planned. The partners met their goal of training 447 students, chefs, hospitality managers, and employees in hotel operations, tourism and travel, food and beverage management, general management, and culinary arts.

Award Date: 1998 (completed December 2000)
Award Amount: \$48,260
Final Cost Share: \$27,369
Other Partners: Ceylon Hotel School Graduates Association, Ceylon Hotel School and School of Tourism, Prince Resorts Hawai'i, Sri Lanka Tourist Board, Chef Guild of Sri Lanka

WEST BANK/GAZA

CALVIN COLLEGE/BIRZEIT UNIVERSITY ~ SPECIAL INITIATIVE

Calvin College and Birzeit University are participating in a project to develop an environmentally sound plan of the Wadi al-Far'a basin's water supply for sustained use by the Palestinian population of the West Bank. A study of the hydrogeology and political ecology of the Wadi al-Far'a watershed will create a plan to improve, maintain, and sustain the water supply. The Wadi al-Far'a is the largest traditional water source still available to the Palestinian population of the West Bank, and the project aims to develop a socially equitable plan for its use. Partners held a five-week team session July 18 through August 24, 2001, including site visits in Jordan, to study tributaries and land-use patterns, and conducted full partnership meetings in Ramallah. Palestinian partners are

gathering field data in the Wadi al-Far'a for all sectors of the project. The partners have developed a preliminary report on their findings, and they continue to process new data. They also have greatly expanded sectoral reports and have created a number of new GIS maps. Another five-week team session for new field data gathering and report writing will take place in July–August 2002. The project has received significant contributions from the Ministry of Planning (use of expertise and computer equipment for GIS, graphic and database development), Ministry of Culture (use of meeting space and resources for the archaeological sector of the project), and the Palestinian Water Authority (lab processing of water samples). A project web site has been developed to facilitate information flow and to post partnership reports and photos.

Award Date: 2001
Award Amount: \$100,000
Proposed Cost Share: \$41,900
Other Funds Leveraged: \$69,000
Other Partners: Timmermans Environmental Services, Palestinian Water Authority, Palestinian Ministry of Culture, Palestinian Ministry of Planning, ACOR

GEORGIA STATE UNIVERSITY RESEARCH
FOUNDATION/AN-NAJAH NATIONAL
UNIVERSITY ~ SPECIAL INITIATIVE

The partnership between Georgia State University's (GSU's) Andrew Young School of Policy Studies and An-Najah National University seeks to build an institutional relationship in support of public policy reform in the West Bank and Gaza. The partnership's activities address the creation of public policy analysis that can support anticipated public sector reforms in the Palestinian territories, thus encouraging a more democratic and responsive system of governance. Partners will accomplish this through academic development, applied research, and outreach and training. An important activity has been the review and

recommendations for curriculum of An-Najah's master's degree program in economic policy management by senior GSU faculty. Since travel restrictions have prevented direct faculty exchanges between the partners, the partnership organized a "virtual seminar" at GSU on "Strengthening Fiscal Policy Analysis in Palestine." In addition, the partners have posted research papers, presentation slides, and streaming audio of seminar presentations on the Internet and have sent CD-ROM copies of the materials to An-Najah. Faculty members at An-Najah will use the materials for internal capacity development and to prepare for future outreach activities (technical assistance, training programs, and workshops). The partners are planning to further build on these activities and expect to translate key training materials into Arabic.

Award Date: 2001
Award Amount: \$98,805
Proposed Cost Share: \$107,044
Other Partners: The World Bank Institute (WBI), Palestine Economic Policy Research Institute (MAS)

JOHNS HOPKINS UNIVERSITY/AL-QUDS
UNIVERSITY ~ SPECIAL INITIATIVE

This partnership is responding to the need for public health training in the West Bank and Gaza. Collaboration between the Johns Hopkins University (JHU) School of Hygiene and Public Health and Al-Quds University (AQU) will help provide qualified managers for the region in reproductive health, maternal and child health, and nutrition. The project will improve health services management and administration through curriculum development, skill enhancement, operational research, and practical training. Partners have upgraded existing information technology (IT) capability at two of AQU's campuses (Gaza and AL-Beireh); these

upgrades included the purchase of four computers and three printers, the establishment of a local network at AL-Beireh campus, and the installation of a wireless Internet connection at Gaza. The partners have formed an ad-hoc committee to review the health services management curriculum at AQU. The first meeting of the committee, held in January 2002, reviewed the health services management track courses and suggested key textbooks. Partners also have identified two operational research topics based on Palestinian needs, including genetic disorders related to consanguineous marriage, and injuries. These research topics will help develop and promote ongoing communication and collaboration between JHU and AQU.

Award Date: 2001
Award Amount: \$100,000
Proposed Cost Share: \$48,042

PURDUE UNIVERSITY/ISLAMIC
UNIVERSITY OF GAZA ~ SPECIAL
INITIATIVE

The partnership between Purdue University and the Islamic University of Gaza (IU/IUG) addresses the water resource management needs of the region by establishing a formal master of science (M.S.) program in water resource management at IU/IUG. This program will be jointly administered with the other two partner institutions in the region (Bethlehem University and An-Najah University). The program is unique in that it links the other partners universities to the Palestinian Water Authority such that student M.S. thesis research will focus on solving real-world problems encountered by the PWA. The program will provide needed expertise and training on optimal water use and

management, educational support, technical assistance, outreach, and consultancy services. The partnership's long-term goal is to establish a formal Center for Water Resources Management in the West Bank and Gaza. Partners involved in the project met for three days in Amman, Jordan, in March 2002 and have finished developing a set of core competencies and core courses that will be built into the master's curriculum. The Amman meeting also focused on the development of a research agenda and initiated conversations about the outreach dimension of the program. The partners will launch the M.S. curriculum on a pilot basis at IU/IUG beginning in September 2002 and will offer the program at the other partners institutions the following year, possibly using distance education technologies.

Award Date: 2001
Award Amount: \$99,876
Proposed Cost Share: \$32,117
Other Partners: Bethlehem University, An-Najah National University, Palestinian Water Authority

UNIVERSITY OF GEORGIA SCHOOL OF
LAW/BIRZEIT UNIVERSITY ~ SPECIAL
INITIATIVE

The partnership between the University of Georgia (UGA) School of Law and Birzeit University is assisting in the development of the Palestinian legal system through capacity-building in legal and policy areas, including water resource law, commercial law, intellectual property law, and alternative dispute resolution. The partners are providing legal training workshops intended to build the analytical and legislative capacity of policy makers and professionals-in-training to effectively address social, economic, political, and environmental priorities. The workshops also will promote a collaborative dialogue between U.S. and Palestinian scholars on

issues related to substantive law, the legislative and adjudicatory processes, and legal education. The partners conducted the first week-long workshop on commercial law in August 2001 at UGA, and eight law school faculty members from Birzeit University, Al-Azhar University, An-Najah University, and Al-Quds University participated. The second workshop, which will focus on intellectual property law, will take place in Amman, Jordan, in fall 2002. A significant result of the planning and ongoing dialogue between partners on this second workshop is a paper developed by a UGA faculty member on intellectual property law in developing countries. UGA has designed a project web page and bulletin board to facilitate communications between partners and post project-related publications and materials.

Award Date: 2001
Award Amount: \$95,814
Proposed Cost Share: \$287,939
Other Partners: Al-Azhar University-Gaza, An-Najah National University, Al-Quds University

UNIVERSITY OF MARYLAND EASTERN
SHORE/PALESTINE POLYTECHNIC
UNIVERSITY ~ SPECIAL INITIATIVE

Award Date: 2001
Award Amount: \$99,968
Proposed Cost Share: \$45,400
Other Partners: Al-Azhar
University, The Islamic
University of Gaza

The University of Maryland Eastern Shore (UMES), Palestine Polytechnic University (PPU), Al-Azhar University, and the Islamic University of Gaza are working jointly to increase the applied information technology (AIT) knowledge of science faculty involved in the management and improvement of existing scarce water resources in the West Bank and Gaza Strip. The partners are focusing on human capacity building through research and AIT transfer using the following methods: (1) geographic information systems (GIS); (2) water sampling and analysis technologies designed to monitor water quality due to runoff and leaching; (3)

remote sensing; (4) techniques designed to reduce contamination of water resources; and (5) visits to wastewater treatment facilities. One faculty member from PPU spent two weeks at UMES in August 2001 and participated in GIS technology and water quality training, as well as visits to water treatment facilities in the Washington, D.C. area. U.S. partners have purchased four laptop computers for their Palestinian colleagues and installed training software, prepared lysimeters, and computerized runoff water and subsurface collectors for water quality training activities. Future plans include a month-long training workshop for six Palestinian participants in summer 2002, focusing on modern techniques for water quality improvement using GIS and remote sensing.

UNIVERSITY OF OKLAHOMA/BETHLEHEM
UNIVERSITY ~ SPECIAL INITIATIVE

Award Date: 2001
Award Amount: \$100,000
Proposed Cost Share: \$85,391
Other Partners: An-Najah
National University, Al-Quds
University, Birzeit University

This partnership's long-term goal is to support the development of a groundwater wing within Bethlehem University's Water and Soils Environmental Research Unit. The project's short-term activities are centering on modeling the Eastern Basin of the West Bank's mountain aquifer, whose sustainable yield is critical to Palestinian plans to augment indigenous water supplies for the West Bank. The University of Oklahoma (UO) will provide guidance to Palestinian counterparts in the development of (1) essential input parameters needed to model the aquifer; (2) relevant shallow-aquifer data; (3) data on transmissivity in

bedrock; (4) computer modeling and mapping; and (5) groundwater quality studies and innovative treatment possibilities. Faculty members from Bethlehem University received training at UO during two workshops held in July and August 2001. The workshop contents included demonstrations of a UO-developed hydrologic model; discussion of another model, MODFLOW, developed by the U.S. Geological Survey; and discussion of applying resistance tomography to imaging perched aquifers. Participants in the first workshop also visited a wastewater treatment plant and drinking water facility in Norman, Oklahoma. Future activities will include short-course MODFLOW training in the U.S.

Special Initiatives: USAID Missions Support Partnerships

ALO currently supports 12 partnerships initiated and funded by USAID missions. While ALO's annual competition is open to partnerships addressing any USAID objective in a USAID-assisted country, Special Initiatives target specific development challenges identified by the USAID mission. Mission representatives work closely with USAID and ALO staff and host-country partners to determine the focus of the desired partnership and develop the request for applications.

At the 2001 ALO Synergy in Development annual partnership meeting, USAID/Mexico Mission Director Paul White credited the ALO program for giving USAID missions the opportunity to participate in education programs and foster relationships with educational institutions, given that USAID missions no longer have an education and training officer or an education strategic objective.

White also said that "the [ALO] partner concept should not be limited to just the two educational institutions. ALO is a partner, and the local AID mission should also be a partner—a proposal-developing partner, an implementation partner, perhaps a funding partner, certainly a report-receiving partner, and an evaluation partner . . . In USAID/Mexico, we introduced this full partner concept, and its implementation has been successful . . . because institutions have worked with us, we have funded some partnerships in their entirety with USAID/Mexico funding, and we have added money to some ALO-funded partnerships in order to expand the coverage and impact of those programs."

Because they are closely targeted to mission objectives, Special Initiatives often receive higher levels of funding. The first Special Initiative started in 1999, with USAID/El Salvador sponsoring a \$1.1 million initiative between Metropolitan Community College and the Universidad Centroamericana, which focused on early childhood education. In 2000, USAID/Rwanda pledged funding for a \$2.9 million partnership between Michigan State University, Texas A&M University, and the National University of Rwanda to build human capacity in the agriculture sector. Later that same year, USAID/West Bank/Gaza sponsored seven \$100,000 partnerships in the areas of water resource management, health, public policy, and law.

In 2001, Special Initiatives included USAID/Ethiopia, which sponsored two awards: \$100,000 for a partnership between the University of Georgia and Unity College to develop a journalism training program and \$150,000 for a partnership between the University of Alabama and Mekelle University to develop legal education programs. USAID/Macedonia committed \$2.3 million in 2001 for a collaboration between Indiana University and South East European University at Tetovo to bolster the new private institution's academic, administrative, and financial management capacity. In 2002, USAID/Egypt pledged \$750,000 for a partnership between a U.S. institution and the Alexandria Institute of Technology to strengthen local business management and marketing skills.

USAID Missions also have provided support for several partnerships selected for funding through ALO's annual Institutional Partnerships competition. These include Eritrea (Virginia State University), India (Eastern Iowa Community College District), Mexico (Montana State University, Texas A&M University, University of Rhode Island, University of Texas, and University of Wisconsin), Nicaragua (University of Florida), and Peru (Iowa State University).

Europe & Eurasia

“This project is a true partnership, with both institutions having provided the human and monetary resources to it beyond the level described in the proposal. . . The essence of the message is that while justice reform begins with the rule of law, its existence ultimately depends on whether or not justice lives in the hearts of the individuals whose charge it is to administer it.”

– Laura Mays, Tiffin University

Since 1998, ALO has supported II higher education partnerships with institutions of the Europe and Eurasia (E&E) region. Russia and Uzbekistan have hosted multiple partnerships with four European institutions and three Eurasian institutions, respectively. Croatia, Macedonia, Romania, and Ukraine have each been the host country of one partnership. The Workforce Development Partnership Program, in cooperation with the American Association of Community Colleges (AACC), funded one Russia partnership and one Uzbekistan partnership. The USAID Mission in Skopje sponsors a Special Initiative partnership in Macedonia with Indiana University.

The II partnerships represent a diversity of development projects, including nurse training, criminal justice reform, and sustainable tourism. Still emerging from a post-Soviet economy, many countries in Europe and Eurasia search for projects that focus not only on economic development, but also the building of new structures to help ease the shift to a new economy. The transformation of higher education institutions themselves as part of this new infrastructure is of concern for the E&E region, and many of the partnerships reflect this interest, from the new South East European University in Macedonia to the model environmental sciences and policy curriculum at Novgorod State University in Russia.

CROATIA

MONTANA STATE UNIVERSITY/
UNIVERSITY OF ZAGREB/OSIJEK
UNIVERSITY

This partnership seeks to institutionalize and increase community capacity for sustained cooperative business leadership development in Croatia. The partnership will address fostering and sustaining Croatia's economic development through the cooperative business movement in the agricultural sector. The partners have made presentations to the Croatian Cabbage Farmers and Potato Farmers associations to inform them of the project and of the poten-

tial economic benefits of forming an agricultural cooperative. Current outreach education also focuses on developing a culture of benefits and best cooperative business practices offered through the Ministry of Agriculture and Forestry. The partners consulted the Ministry and are developing strategies for cooperative business education throughout Croatia. In addition, work has begun on a Cooperative Business Workshop at the University of Zagreb for August 2002, and partners will focus on developing and presenting cooperative courses to the University of Zagreb's curriculum committee.

Award Date: 2001
Award Amount: \$99,675
Proposed Cost Share: \$109,775
Other Partner: Ministry of Agriculture and Forestry

MACEDONIA

INDIANA UNIVERSITY/INDIANA
CONSORTIUM FOR INTERNATIONAL
PROGRAMS/SOUTH EAST EUROPEAN
UNIVERSITY ~ SPECIAL INITIATIVE

This \$2.3 million partnership between Indiana University/Indiana Consortium for International Programs (IU/ICIP) and South East European University (SEEU) in Tetovo, Macedonia seeks to build the institutional capacity of SEEU as a new multi-lingual, multi-ethnic institution that will offer a Western-style curriculum, high-quality teaching, action-oriented research and community outreach. The partnership will address six priority areas: 1. upgrading academic and instructional skills; 2. providing administrative support; 3. developing academic research and outreach programs; 4. providing financial management support; and 5. developing library resources. A resident IU computer literacy specialist has been

teaching computer literacy courses to SEEU students and staff and assisting in the configuration and technical setup of SEEU's computer center. An onsite IU ESL team has been teaching and developing English language courses for SEEU's specific needs. The English as a Second Language (ESL) team also has been working on hosting an English teachers conference at SEEU to strengthen ties with other universities within the region. IU's on-site partnership director served as SEEU's interim Chief Academic Program Officer and has been assisting SEEU in its day-to-day academic and administrative functions as well as advising the SEEU Rector and CEO on program development. IU faculty specialists in business, teacher training, law, public administration and communications have made visits from one to six weeks to SEEU to discuss curriculum, present courses, and train SEEU faculty.

Award Date: 2001
Award Amount: \$2,325,000
Proposed Cost Share: \$584,499
Other Partners: USAID/Macedonia, USAID/Europe and Eurasia Bureau, Sabre Foundation

ROMANIA

Award Date: 1999
Award Amount: \$98,289
Proposed Cost Share: \$103,079
Other Funds Leveraged: \$86,000
Other Partners: Council of International Programs USA (CIPUSA); Ministry of Justice; Ministry of the Interior; Ohio Department of Development; Ohio Attorney General's Office; Office of the Governor of the State of Ohio; local police departments; Bureau of Alcohol, Tobacco and Firearms; Drug Enforcement Agency; Department of Health and Human Services; National Association of the Fraternal Order of Police; San Diego State University; Terra Community College; Ohio State University; Loyola University; Women's Organization of Moldova; the Probation Center in Timosoara

TIFFIN UNIVERSITY/UNIVERSITY OF BUCHAREST

The partnership between Tiffin University and the University of Bucharest (UB) has fulfilled its primary objective of creating a School of Criminal Justice (SCJ) at UB, where it implemented a master's level criminal justice program. The School of Community Justice Administration (the Romanian translation of "School of Criminal Justice") is the first of its kind in Eastern and Central Europe. In September 2001, UB graduated its first class of 15 Master's degree students from the SCJ. Students in the course included the general director of Romania's prison system and members of his staff, administrators from the Ministries of Justice and the Interior, and members of the police force and academy. The partners also added

probation, juvenile justice, parole, and restorative justice to the curriculum, areas new to Romania's legal landscape. *Introduction to Criminal Justice*, a book written by the Tiffin University partnership director, has been translated into Romanian and is being used as the seminal text for the program. Currently 64 students are enrolled in the first and second year of the program. The president and prime minister of Romania have affirmed their support for expanding the master's level program to five other Romanian universities. The culminating project activity was a conference in Bucharest, attended by government officials, numerous members of the law enforcement community, the U.S. ambassador to Romania, the USAID/Romania mission director, and other stakeholders from Romania and neighboring countries.

Moscow Medical College #1 nursing students listen to a lecture as part of the college's two partnerships with Harford Community College in Maryland.



RUSSIA

HARFORD COMMUNITY COLLEGE/ MOSCOW MEDICAL COLLEGE #1

This partnership seeks to expand the role of nurses in Russia and contribute to nursing reform by developing curricula and providing seminars on nursing theory, practice, and emerging professional issues. During a visit to Moscow Medical College (MMC) #1 in 1999, Harford Community College (HCC) representatives gave a presentation at the Third International Scientific and Practical Conference, which focused on the state of nursing reform. Representatives from 14 colleges and schools of nursing throughout Russia attended the conference. In 2000, HCC representatives returned to MMC #1 to help evaluate and revise

the second-year nursing course syllabus. They also delivered lectures on nursing philosophy, legal issues, nursing documentation, and performance evaluation to 49 nurses, physicians, and administrators at Moscow Municipal Hospital (MMH) #36. During a follow-up visit to Russia, HCC representatives helped further develop the nursing curriculum at MMC #1. They also lectured at MMH #64 on various topics, including the role of the head nurse, documentation, the regulation of the nursing industry, and rehabilitation nursing. In 2001, grant activities included lectures at Moscow Tuberculosis Hospital, presentations on curriculum development, and the first visit to Russia by four HCC nursing students.

Award Date: 1999 (completed)
Award Amount: \$49,980
Proposed Cost Share: \$54,000

HARFORD COMMUNITY COLLEGE/ MOSCOW MEDICAL COLLEGE #1

This partnership seeks to design and implement a nursing continuing education system that will integrate the nurse as a key member of the health care team and promote nursing reform in hospitals and nursing schools. In January 2002, three Harford Community College (HCC) educators and one nursing educator from the Upper Chesapeake Health System (UCHS) traveled to Moscow and presented lectures on staff development, nursing orientation, policies and procedures, and nursing continuing education to educators at Moscow Medical College

(MMC) #1 and Moscow Municipal Hospital (MMH) #64. The partners also met with the chief doctor of the Hospital for Invalids of War to encourage their participation in partnership activities; they also presented lectures on the nursing process, documentation, and the collaborative roles of nurses and doctors. In April 2002, three educators from MMC #1 and one nurse educator from Moscow MMH #64 visited HCC and UCHS to view firsthand the role of nurses in the United States. The HCC partnership team made a second trip to Moscow in May to present lectures to two new hospital partners.

Award Date: 2001
Award Amount: \$62,420
Proposed Cost Share: \$64,800
Additional Partners: Upper Chesapeake Medical System, Citizen Care Center, Moscow Municipal Hospital #36, Moscow Municipal Hospital #64, Moscow Tuberculosis Hospital #3

PURDUE UNIVERSITY/UNIVERSITY OF
MARYLAND/NOVGOROD STATE
UNIVERSITY

Award Date: 1998 (completed
February 2001)
Award Amount: \$99,734
Final Cost Share: \$399,359
Other Funds Leveraged: \$18,900

Purdue University and the University of Maryland collaborated with Novgorod State University (NSU) to develop a model graduate and undergraduate environmental sciences and policy curriculum. The project involved revising existing courses and instituting additional courses that addressed environmental concerns. Following an assessment visit to NSU by four U.S. environmental educators, a team of 11 NSU educators traveled to Purdue and Maryland to work on developing a new curriculum with an emphasis on joint classroom and laboratory exercises. U.S. faculty members donated personal

computers, textbooks, lab manuals, journals, and videos for the library at NSU's School of Environmental and Natural Resources and the Agricultural and Natural Resources Academy. In September 2000, the partners held a final dissemination conference at NSU; 53 people from 16 institutions of higher learning in northwestern and central Russia attended. Academics from Finland, Belarus, and Kazakhstan also attended, as well as a USAID/Moscow environmental officer interested in expanding the program elsewhere in Russia. The project created a web site, which will allow U.S. and Russian educators and students to readily share data, collaborate on joint assignments, and develop further research.

HASKELL INDIAN NATIONS UNIVERSITY/
GORNO-ALTAISK STATE UNIVERSITY

Award Date: 1999
Award Amount: \$99,658
Proposed Cost Share: \$82,275
Other Funds Leveraged:
\$157,893
Other Partners: University of
Kansas, Kansas State
University

This partnership is developing a model program for community-based drinking water quality monitoring in remote villages in the Altai Republic in Siberia. In summer 2001, students and faculty from Haskell Indian Nations University (HINU) spent three weeks in the Altai Republic, hosted by Gorno-Altai State University (GASU). This short-term visit enabled partners to train eight Native American and five Russian students in monitoring water quality, which will be conducted in remote areas of Russia and North America. Faculty and students also made significant progress on designing a curriculum for secondary school classrooms,

including one that provides resources on water in Siberia and Kansas, history and culture of both regions, and traditional stories of Native American and Altaian peoples. Partners also began documenting ecological values in water bodies for the Altai, the results of which will be used to improve resource management in the Altai. In spring 2002, the partners completed a three-week exchange program of four GASU students and four faculty members to Kansas. The partnership has leveraged a total of \$157,893 in extra funding in the form of grants from the Environmental Protection Agency, United States Department of Agriculture, and the National Endowment for the Humanities, among others.

UKRAINE

TENNESSEE STATE UNIVERSITY/LINCOLN UNIVERSITY/L'VIV INSTITUTE OF MANAGEMENT

The partnership between Tennessee State University (TSU), Lincoln University (LU) and L'viv Institute of Management (LIM) aims to enhance institutional capacity in management training and to promote private sector ties among firms in Western Ukraine, Middle Tennessee, and Central Missouri. Activities primarily involve exchange visits of faculty and business representatives. In January 2002, two Ukrainian business persons traveled to Tennessee and Missouri for two weeks for management training and to make contact with local firms in their

respective business sectors. Partners are planning for the visit of up to seven more Ukrainian business owners/managers by the end of July. Faculty visits and academic presentations between TSU, LU, and LIM continue. One result has been the design and presentation of an intensive e-commerce course at LIM. Other TSU and LU faculty members have taught intensive courses at LIM in operations management and marketing. In addition, the partners are planning to design a new curriculum in international accounting. One significant result of the partnership was a Ukrainian faculty member's sabbatical with LU (December 2001), which was supported outside of the ALO grant.

Award Date: 2000
Award Amount: \$99,686
Proposed Cost Share: \$70,743
Other Funds Leveraged: \$3,000
Other Partners: Brentwood Chamber of Commerce, Nashville Area Chamber of Commerce, Jefferson City Chamber of Commerce

UZBEKISTAN

KENT STATE UNIVERSITY, TRUMBULL CAMPUS/TASHKENT STATE UNIVERSITY

Kent State University, Trumbull Campus and Tashkent State University collaborated on a partnership to establish a training program in environmental technology in Uzbekistan. As new environmental regulations are developed in Uzbekistan, business and industry must respond by developing procedures to meet those regulations, which creates a demand for professionals trained in environmental technology. The partners addressed the need for a technically trained workforce to address environmental issues by offering

courses for faculty and students from Tashkent State University and expanding the existing curriculum. Faculty and students received training in hazardous materials handling at the Kent State University, Trumbull Campus and participated in site visits. The partners created a web-based course for students at both institutions that allowed students to enroll in courses on industrial and environmental safety at Kent State through Tashkent State University. They also established an environmental technology laboratory at Tashkent State University for support of environmental technology training.

Award Date: 1998 (completed April 2000)
Award Amount: \$49,498
Final Cost Share: \$60,205

UNIVERSITY OF CALIFORNIA-DAVIS/
SAMARKAND STATE UNIVERSITY ❁

Award Date: 1999 (completed December 2001)
Award Amount: \$90,716
Final Cost Share: \$92,330
Other Funds Leveraged: \$100,000
Other Partners: National Academic Center for Agricultural Research of Kazakhstan, Institute of Ecology and Sustainable Development of Kazakhstan, Institute of Deserts, Flora and Fauna of Turkmenistan, Academy of Sciences of Uzbekistan

The partnership between the University of California-Davis (UC-Davis) and Samarkand State University (SSU) aimed to develop the capacity of scientists in Central Asia to use geographic information system (GIS) technologies for measuring and monitoring carbon dioxide emissions that are degrading the ecosystem in the Central Asian rangelands. The partners succeeded in developing a regional expertise for conducting GIS modeling of C fluxes. During phase one of the project, six scientists from Central Asia were trained at Utah State University and UC-Davis in English, modeling CO² flux in the ecosystem, processing of Bowen-ratio

data, GIS modeling, and scientific presentation skills. Phase two focused on training in Central Asia on agricultural development and the role of properly managed rangelands on carbon sequestration through regional workshops and meetings. Materials and techniques continue to be incorporated into the curriculum at SSU and Kazak State University. A basic GIS lab was established in the Samarkand section of the Academy of Sciences of Uzbekistan. The partnership resulted in the training of more than 25 regional professors, scientists, and technicians, and 160 women and 298 male students and staff from host countries. Nineteen institutions benefited from partnership activities.

WASHINGTON STATE UNIVERSITY/
TASHKENT INSTITUTE OF IRRIGATION
AND AGRICULTURAL MECHANIZATION
ENGINEERS

Award Date: 2000
Award Amount: \$99,639
Proposed Cost Share: \$155,118
Other Partners: Resource Exchange International, Global Environmental Network

Washington State University (WSU) and Tashkent Institute of Irrigation and Agricultural Mechanization Engineers (TIIAME) are collaborating to strengthen TIIAME's teaching and applied research capacity and to develop new—and enhance existing—environmental courses, degree programs, and continuing education. During the first phase of the partnership, the partners held two workshops, one on determining needs and priorities and the other on upgrading the technical skills of TIIAME faculty. Training sessions were organized for 24 faculty on economics and decision-making in water management. Resource Exchange

International, a U.S.-based non-governmental organization, has been a key supporter of the partnership, organizing and partially funding English-language training for Uzbek faculty and a study tour for TIIAME administrators. WSU is currently assisting TIIAME in developing a new undergraduate training program in "Ecology and Nature Use" and a new faculty of Natural Resource Management. WSU also is collaborating with TIIAME to develop the research and thesis portion of a new Master's degree training program. The partners are developing English-language training directed to the specific needs of professors in the fields of agriculture, water, and the environment; these courses will be offered in spring and summer 2002.

Latin America & the Caribbean

“By building human capacity through education and training, our partnership’s positive results will continue to be felt long after the project is completed. The enhanced knowledge base and the newly trained young scientists will contribute to efforts to protect the world’s environment for long-term sustainability (USAID goal) and to protect natural resources, including biodiversity and fragile ecosystems (USAID/Peru Mission’s goal). Our main objective was to develop the scientific infrastructure of the Amazon region. To do this, we helped to train a cadre of biologists and natural resource managers from Peru and Hispanic South America who will investigate the ecology of the region, provide guidance on resource management questions and help shape the priorities and future directions of local scientific institutions to include emphasis on environmentally focused fields.”

–Dr. Ben A. Bergmann, Organization for Tropical Studies

Since 1998, ALO has supported 29 higher education partnerships focusing on Latin America and the Caribbean. Mexico has hosted the most partnerships (16), followed by Peru (5), Jamaica (2), and Nicaragua (2). Brazil, El Salvador, Guyana, and Honduras have hosted one partnership each.

Seven of these collaborations earned grants through the Workforce Development Partnership Program, in cooperation with the American Association of Community Colleges. Several partnerships received funding in part or in full through USAID missions: El Salvador (Metropolitan Community College), Mexico (Montana State University, Texas A&M University, University of Rhode Island, University of Texas, University of Wisconsin), Nicaragua (University of Florida), and Peru (Iowa State University).

The 29 partnerships represent a wide diversity of development projects, ranging from wastewater management to tropical ecology training to HIV/AIDS prevention. Categorized into seven broad topic areas, 10 partnerships focused on environment, eight on economic growth, six on agriculture, four on health, three on democracy and governance, two on education, and one on information technology (several partnerships had more than one development focus). The interest and strong commitment of Latin American universities to development and understanding of the situation in their region make them formidable partners in promoting development in Latin America and in assuring strong partnership arrangements that also benefit the United States. The expertise (particularly in technology and training), cost effectiveness, and staying power of U.S. higher education institutions committed to partnering abroad make them a key American resource for international development.

BRAZIL

COMMUNITY COLLEGES OF COLORADO/ NATIONAL CONFEDERATION OF INDUSTRY

Award Date: 1999
Award Amount: \$49,972
Proposed Cost Share: \$31,318
Other Funds Leveraged: \$14,000
Other Partners: National Association of Manufacturers (U.S.), Partners of the Americas

Community Colleges of Colorado and the National Confederation of Industry in Brazil are partners in a training project that seeks to upgrade the technical skills of industry workers emphasizing e-commerce and provide access to new technologies. Following an extensive needs assessment, the partners conducted training workshops in Brazil on workforce development policies for career advancement, e-commerce, partnering opportunities,

and distance learning policy and programs. The partners established strong links with the Federation of Industries for the State of Minas Gerias (FEIMG), which is identifying priority workforce development issues and opportunities, the U.S. Department of Education's Community College Liaison Office, and the Colorado Office of Economic Development and International Trade. They also linked FEIMG with the National Association of Manufacturers, the largest multi-industry trade association in the U.S.



Above: children gather around to learn educational games with an early childhood education specialist as part of USAID/El Salvador's Special Initiative partnership between Metropolitan Community College and Universidad Centroamericana. Left: graduate students at work in the Organization for Tropical Studies/Universidad Nacional de la Amazonía Peruana partnership in Peru.

COLOMBIA

AMERICAN UNIVERSITY/UNIVERSIDAD DE LOS ANDES/UNIVERSIDAD NACIONAL DE COLOMBIA

American University's Washington College of Law, Universidad de los Andes, and Universidad Nacional de Colombia (UNC) collaborated to strengthen the capacity of academic institutions throughout Colombia to provide human rights education by training faculty in interpreting human rights standards and laws at both the domestic and international level. Partnership activities resulted in the development of human rights courses at several Colombian law schools. UNC is currently establishing a human rights center. In 2000, human rights professors partici-

pated as trainers in a USAID-organized workshop for more than 800 public defenders of the Human Rights Ombudsman in Colombia. The partners convened workshops in Washington, D.C., and Bogotá, where they trained approximately 80 human rights professors. They agreed to develop a basic human rights curriculum and to urge the government to require a human rights course within the basic law curriculum. They also produced training materials in international and comparative law and extensive diagnostic reports on the status of human rights education in Colombia. In order to ensure continued collaboration and sharing of resources, the partners established an Academic Human Rights Network through the Internet.

Award Date: 1999
Award Amount: \$100,000
Final Cost Share: \$80,941
Other Partners: International Committee of the Red Cross, Presidential Program for Human Rights, Universidad Nacional de Lanus (Argentina), Universidad Católica (Ecuador)

EL SALVADOR

METROPOLITAN COMMUNITY COLLEGE/UNIVERSIDAD CENTROAMERICANA "JOSÉ SIMEÓN CAÑAS" ~ SPECIAL INITIATIVE

This USAID/El Salvador-funded "special initiative" partnership between Metropolitan Community College (MCC) and Universidad Centroamericana "José Simeón Cañas" (UCA) seeks to strengthen the long-term competitiveness of rural Salvadorans by addressing the developmental needs of at-risk children between 0 and 6 years of age through Early Education through the Family (EDIFAM), a USAID-funded early childhood education (ECE) activity. An ECE specialist from MCC is based in El Salvador to facilitate curriculum development, training, and communication between the many stakeholders. The partners have conducted train-the-trainer

workshops for more than 60 professionals (nutritionists, psychologists, educators, social workers) and trained hundreds of *madres cuidadoras* (mother caregivers) at rudimentary child care centers throughout El Salvador. Many of the newly trained personnel already have been placed and are training other child care center personnel, achieving a multiplier effect. The partners also have designed and distributed training manuals and kits in psychomotor, language, cognitive, and socioaffective development. At the first Madres Cuidadoras Congress, held in December 2001, the partners trained 50 facilitators and 800 *madres* to use the cognitive development manuals and kits. A second Congress was held in 2002.

Award Date: 1999
Award Amount: \$1,099,791
Proposed Cost Share: \$358,330
Other Funds Leveraged: \$150,159
Other Partners: USAID/El Salvador, Instituto Salvadoreño de Protección al Menor, Ministry of Education, UNICEF, Ministry of Public Health, CALMA (Center for the Support of Breastfeeding), Save the Children, Secretariat for External Financing, Creighton University, Gallup Organization, more than 30 other host country institutions, and 14 other U.S. institutions

GUYANA

ST. LOUIS COMMUNITY COLLEGE/
GUYANA MINISTRY OF EDUCATION

Award Date: 1998 (completed December 2000)
Award Amount: \$49,870
Final Cost Share: \$83,456
Other Partners: Zambrana Engineering (St. Louis), Ministry of Education, Department of Land and Surveys (Guyana), Advisory Committee from public and private sectors (Guyana)

Through this partnership, St. Louis Community College and the Guyana Ministry of Education developed a two-year curriculum to train certified land surveyors in postsecondary institutes in Guyana. The partners began their activities in fall 1998, and they completed a design process to identify land-surveying skills and assess technology and equipment needs in Guyana. The approach involved interviewing local private and public sector institutions engaged in land surveying, land ownership, and agricultural production. The partners created

an all-Guyanese Curriculum Advisory Committee, developed a curriculum, and purchased equipment. The Ministry of Education pledged matching funds and began to assist in recruiting faculty and students, and the Department of Land and Surveys committed to offer employment to all course graduates. A new first-year class of more than 20 students enrolled in courses in September 2000. The partners continued to work toward the creation of an ongoing program to train land surveyors and increase the rate of delineation of agricultural lands, to encourage private land ownership and ultimately increase agricultural production.

HONDURAS

PURDUE UNIVERSITY/CORNELL
UNIVERSITY/ZAMORANO

Award Date: 1998 (completed February 2001)
Award Amount: \$100,000
Final Cost Share: \$637,335
Other Funds Leveraged: \$125,000
Other Partners: Southern Jamaica Plains Health Center (Boston), University of Illinois, North Carolina State University, U.S. Department of Agriculture Forest Service, International Center for Tropical Agriculture (Costa Rica)

This partnership between Purdue University, Cornell University, and the Pan American School of Agriculture (Zamorano) developed an integrated program of education, applied research, and outreach activities to address critical needs in microenterprise development, natural resource management, community-based development, and higher education. Some of the partnership's accomplishments include translating a pork producers handbook; developing training materials for poultry production; developing a strategic plan for agrotourism in the Yeguaré Valley region; backstopping technical needs in pest management; implementing a course on Tropical

Agriculture and Sustainable Development at Zamorano; and developing a distance-learning course on plant propagation. They also established a formal link between health care practitioners in Boston and Honduras. The partners created 18 working groups, all of which completed their objectives, while several have taken advantage of opportunities to continue their work beyond the grant period, most notably the tourism and health groups. When Zamorano received \$6 million from USAID to assist in the post-Hurricane Mitch recovery effort—including \$250,000 for Cornell and Purdue to provide backstopping support—the partners convened a “visioning workshop” to focus and guide their collaboration.

JAMAICA

FURMAN UNIVERSITY/UNIVERSITY OF THE WEST INDIES

Furman University and the University of the West Indies (UWI) have trained a critical mass of software developers to create a sustainable software development industry in Jamaica. In 1999, the Caribbean Institute of Technology (CIT), founded as a result of this partnership, graduated its first class of 41 students trained in computer programming. Indusa Global, a U.S. private sector partner with a branch in Montego Bay, hired all of the graduates, each of whom had completed a 10-month training program. In response to this initial success, subsequent

enrollment increased and the second and third classes produced 81 and 95 graduates, respectively. More than 80 percent of the 122 graduates from the first two classes currently work with Indusa and 11 other information technology companies in Jamaica. Of the 217 total graduates, 100 are women. The partners trained seven instructors and three assistants, allowing them to open two satellite centers in Kingston, each serving 50 students. Due to the enthusiastic support of the Jamaican government, the partners were able to expand their activities much quicker than originally anticipated, and they expect to open six to 10 more satellite centers in 2002.

Award Date: 1999 (completed November 2001)
Award Amount: \$100,000
Final Cost Share: \$110,097
Other Funds Leveraged: \$408,000
Other Partners: Indusa Global; Ministry of Industry, Commerce, and Technology; Montego Bay Free Zone; International Development Consortium (affiliated with the University of Hertsfordshire, London); HEART/NTA; InfoTech (Kingston)

UNIVERSITY OF DELAWARE/UNIVERSITY OF THE WEST INDIES

The University of Delaware and the University of the West Indies (UWI) are partnering to develop best practices in the fields of integrated coastal management (ICM) and tourism management, at both the academic and governmental levels. Through several faculty and student exchanges between the United States and Jamaica, the partners are developing a nine-module distance learning training course in ICM for the Caribbean. They also are conducting a survey on ICM training in the Caribbean and a needs assessment of

the local population to further ensure the relevance of the curriculum. They expect the course to eventually become an integral part of the planned Master's in marine science program at UWI. The course will target a heterogeneous population, including scientists, managers, legal personnel, and members of the private sector. Since the start of the project, the partnership has established formal linkages with three additional institutions: the University of Miami, Jamaica's National Environmental Protection Agency/Coastal Zone Management Unit, and the University of Massachusetts-Boston.

Award Date: 2000
Award Amount: \$97,940
Proposed Cost Share: \$25,990
Other Partners: United Nations Environment Programme's Regional Seas Programme, National Oceanic and Atmospheric Administration International Program Office, Government of Jamaica

LATIN AMERICA

NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION/ LATIN AMERICAN UNIVERSITIES IN 11 COUNTRIES ●

Award Date: 1999
Award Amount: \$100,000
Proposed Cost Share: \$101,366
Other Funds Leveraged: \$200,000
Other Partners: U.S.-Mexican Consortium for Higher Education in Public Administration (15 Mexican universities), 23 other Latin American universities in 11 countries, 15 U.S. universities, Latin American Center for Development Administration

This partnership seeks to create a network of colleges and universities in the United States and Latin America to strengthen public administration curricula. The result of the project will be the creation of a vast network of government officials, nongovernmental organization leaders, and academics interested in development and closer links between higher education and government. At the first annual workshop of the Inter-American Network for Public Administration Education (INPAE) in Caracas, sponsored by the National Association of Schools of

Public Affairs and Administration (NASPAA), 16 authors presented their works on decentralization and intergovernmental relations in Latin America. Seven of the papers presented were selected for inclusion in a new textbook on public administration to be published in summer 2002. Based on the recommendations of the project steering committee, the partners have released calls for proposals for chapters in a second textbook. They are currently receiving proposals for technical and policy research projects. During two additional workshops scheduled for 2002 in Chile and Brazil, the partners and INPAE members will seek to advance their publication efforts, improve their marketing strategy, and strategize on broadening the network.

Networks: The Next Step

If the concept of “partnership” is the new paradigm for addressing global development challenges, the idea of networks for global development takes that concept a step further. Networks involve a wider range of participants in development projects, often by working through consortia of higher education institutions. They serve a larger constituency, have increased marketing and outreach resources, and bring a broader array of expertise to the table. They also enhance project sustainability.

Information sharing is another benefit: Development networks allow participants to exchange program ideas, best practices, and curricula, and identify solutions to challenges that individual partners may be facing. Networks also facilitate joint programming among institutions and enable them to share resources. Networks often can pursue large funding sources that otherwise would not be available to individual institutions.

Among its 105 partnerships, ALO has supported eight networks for international development. They are designated by a ● in the project summaries.

MEXICO

DAYTONA BEACH COMMUNITY COLLEGE/ UNIVERSIDAD REGIOMONTANA

The main objective of the partnership between Daytona Beach Community College (DBCC) and Universidad Regiomontana (UR) was to encourage broad-based economic growth and leverage investment in technology to generate employment opportunities. The partners established highly successful import/export training programs at UR to meet the needs of firms conducting business in the North American Free Trade Agreement (NAFTA) corridor. These programs focused on business applications of information technology. The partners launched courses at UR in fall 2000. DBCC

faculty assisted in teaching the new curriculum, which the partners developed with the assistance of U.S. and Mexican experts in import/export techniques. The *Orlando Sentinel* sponsored presentations in Florida on the importance of these international development programs in an effort to raise global awareness and international competency of citizens. Due to the great success of the import/export training program, Mexican city and state government officials approached the partners to collaborate on developing a criminal justice training program. The program would benefit new police officers as well as mid- and upper-level managers of local law enforcement agencies.

Award Date: 1998 (completed December 2000)
Award Amount: \$49,972
Final Cost Share: \$76,520
Other Funds Leveraged: \$11,000
Other Partners: The Center for International Business Education; Glassner & Handel Law Firm; Florida Resource Center; Excel International Advisors, Inc.

FLORIDA A&M UNIVERSITY/ UNIVERSIDAD IBEROAMERICANA

Florida A&M University (FAMU) and the Universidad Iberoamericana (UIA) are building a community and economic development program that will facilitate and strengthen civic education, community outreach, and community organization. The partnership seeks to encourage universities to engage in public life and work with neighborhood communities as well as public and private sectors to restore trust in government. FAMU has created a minor in urban studies and economic development within its Department of Political Science and has assisted in creating a certificate program in community and economic development at UIA. FAMU and UIA have

both awarded mini-grants to several faculty members to conduct research in areas such as electoral reform and voter participation, literacy, and economic marginalization of African Americans. The partnership has conducted a series of issues forums and community development workshops to promote the civic engagement of local residents, administrators, community groups and students in addressing the problems of urban communities. Most recently, forums were held on the topics of multicultural coalition building and the role of the black church in HIV/AIDS awareness. UIA and FAMU are currently collaborating to develop a more effective marketing campaign to educate citizens about the nature and scope of their project.

Award Date: 2000
Award Amount: \$100,000
Proposed Cost Share: \$42,739
Other Partners: Census Information Center (Florida A&M University)

KIRKWOOD COMMUNITY COLLEGE/
UNIVERSIDAD TECNOLÓGICA DE FIDEL
VELÁZQUEZ

Award Date: 1998 (completed
December 2000)
Award Amount: \$49,999
Final Cost Share: \$18,986
Other Partners: Technological
University of Puebla,
Partnership for Environmental
Technology Education

A partnership with Kirkwood Community College (KCC) laid the foundation for the Universidad Tecnológica de Fidel Velázquez (UTFV) and the Universidad Tecnológica de Puebla (UTP) to establish themselves as leaders in the development of wastewater management training programs in Mexico. The staff of KCC's Environmental Training Center developed and conducted a short-term train-the-trainer workshop that addressed water pollution in Mexico, water pollution control instruction for environmental students in Mexican universities, and technical competencies critical for

successful operation of wastewater treatment facilities. Among the partnership's significant accomplishments was the successful integration of KCC materials into the UTVF training curriculum. KCC helped UTP institute a mandatory operator certification program in Puebla based on the Iowa model. Since the project ended, UTVF is leading a group of technological university environmental directors to exchange project information and share resources. The group has initiated meetings with federal authorities to discuss implementation of training requirements for operators of wastewater treatment plants and individual members have approached state authorities to assist with policy decisions concerning such training.

MARICOPA COMMUNITY COLLEGE
DISTRICT/UNIVERSIDAD VERACRUZANA

Award Date: 2000
Award Amount: \$100,000
Proposed Cost Share: \$116,340
Other Funds Leveraged: \$50,000
Other Partners: Arizona Small
Business Association, Greater
Phoenix Chamber of
Commerce, Veracruz State
Entrepreneur Association,
Universidad Veracruzana
Hospital School, various
community colleges throughout
rural Arizona, Salt River
Maricopa Native American
Community, Secretario de la
Economía, Nacional Financiera,
Xalapa Chamber of Commerce,
Arizona AIDS Project

The partnership between Maricopa Community College District (MCCD) and the Universidad Veracruzana (UV) seeks to expand public health outreach efforts in the rural, low-income areas of Veracruz and promote the competitiveness and environmental protection practices of small businesses. Representatives of UV traveled to MCCD to visit a small business development center, a microloan program, a small business support program, and a small business environmental services program. As a result of their visit, UV's CUSEM (Entrepreneur Services for Micro, Small, and Medium-Size Industries Center) staff developed a

new business plan and began serving clients. To date, 40 faculty members have been certified to serve as consultants at the Center; 43 entrepreneurs have enrolled as full-service clients; 20 entrepreneurs have completed a course on obtaining credit; and 30 UV students have been placed in business internships. The partners have disseminated a student HIV/AIDS prevention manual prepared by UV to more than 6,000 students and provided training for UV students, members of the student brigade program, and members of the local community. The partners expect to eventually deploy 150 students in student brigades to disseminate public health information to approximately 400,000 people in an estimated 1,400 rural communities.

MONTANA STATE UNIVERSITY/
UNIVERSIDAD AUTÓNOMA DE BAJA
CALIFORNIA

Montana State University (MSU) and Universidad Autónoma de Baja California (UABC) aim to develop sustainable community outreach programs in public and environmental health, public school water education, and small business pollution prevention. Representatives of the international water education project WET, the Mexico Institute of Water Technology, and UABC conducted two teacher education workshops in Mexico for more than 50 educators and Department of Education leaders and one meeting for more than 40 water managers for a new binational watershed education initiative. UABC also organized a visit for WET staff to various major water

infrastructure sites in the Mexicali area. Taking advantage of the UABC requirement that all students perform hundreds of hours of community service, the partners are teaching students who volunteer in elementary school classrooms about water education and are giving them the opportunity to serve as vehicles for even broader dissemination. In spring 2002, MSU's Pollution Prevention program conducted a workshop in Tijuana on small business pollution issues for industrial leaders, government representatives, and UABC faculty and students. Four exchange visits involving faculty, staff, and students have resulted in the further development of curriculum in areas such as community health assessment and health risks from exposure to heavy metals.

Award Date: 2000
Award Amount: \$99,954
Proposed Cost Share: \$135,438
Other Funds Leveraged: \$1.4 million
Other Partners: IMTA, Alianza Internacional Desierto Sonorense, Pronatura Península de Baja California, Proesteros, local small businesses, regional public health clinics, municipal governments, regional K-12 schools

THE OHIO STATE UNIVERSITY/COLEGIO
DE POSTGRADUADOS EN CIÊNCIAS
AGRÍCOLAS ●

The Ohio State University (OSU) and the Colegio de Postgraduados en Ciências Agrícolas (CP) are partnering to establish a sustainable program in agribusiness at CP and enhance OSU's knowledge of and involvement in Mexican agribusiness and the North American Free Trade Agreement (NAFTA). Recent partnership activities include: completion of five intensive short courses in agribusiness management for individuals from the public and private sectors and the initiation of a sixth offering; launch of the Technical Agribusiness Master's Program; initiation of a new short course in

agricultural and food marketing; curriculum development for six courses in the Agribusiness Certificate Program at CP; ongoing compilation of case studies on Mexican agribusiness; formal incorporation of the agribusiness program into CP's overall academic program; and another meeting of CP's Agribusiness Advisory Council, consisting of 30 representatives from 28 private firms and public institutions. A CP faculty member with a concentration in agribusiness has completed a Ph.D. program in agricultural economics at OSU and has started preparing an online Spanish-language agribusiness management course. To date, 232 men and 85 women have received training through the partnership.

Award Date: 1998
Award Amount: \$99,972
Proposed Cost Share: \$651,227
Other Funds Leveraged: \$602,700
Other Partners: 41 partners, primarily Ohio and Mexican agribusiness firms represented on Ohio State University's Agribusiness Advisory Council and the Colegio de Postgraduados's Agribusiness Advisory Council

PARADISE VALLEY COMMUNITY COLLEGE/
UNIVERSIDAD TECNOLÓGICA DE TABASCO

The international environmental technology workforce development project between Paradise Valley Community College (PVCC) and the Universidad Tecnológica de Tabasco (UTTAB) was designed to create a cadre of workers in Tabasco who are prepared to assist industries and the government in protecting the environment. In the first phase of the project, UTTAB completed a needs assessment of their local industry, and the PVCC team verified the need for an Environmental Health and Safety Technology program in Tabasco. In phase two, six UTTAB faculty attended an intensive program on the PVCC campus to increase institutional capability to train qualified

Date Started: 1998 (completed December 2000)
Award Amount: \$49,975
Final Cost Share: \$108,147

environmental technicians. PVCC and a national non-profit organization, Partners for Environmental Technology Education, collaborated on developing educational programs to assist UTTAB with its training efforts. A U.S. team of experts on the environment, community outreach, multi-media development and program evaluation worked with UTTAB in Mexico to evaluate progress, enhance the curriculum and disseminate project materials. The partnership has initiated three other workforce development activities: (1) Tabascan outreach to the PEMEX industry, focusing on pollution prevention; (2) an outreach program to Tabascan elementary schools, focusing on environmental awareness; and (3) a Consortium for Regional Development of Environmental Programs at eight universities in Mexico.

SAN DIEGO COMMUNITY COLLEGE
DISTRICT/CENTROS DE CAPACITACIÓN
TECNOLÓGICA INDUSTRIAL

San Diego Community College District and Centros de Capacitación Tecnológica Industrial (CECATI) collaborated on this partnership to support sustainable regional economic development by improving the employability of the Mexican workforce through education and training. The partners worked with business and industry to develop model curricula and instructional materials for U.S. industry-approved certification programs in electronics and welding, primarily for Mexican workers employed by U.S. companies operating in Mexico. Links developed with the American Welding Society and the International Association of Certified Electronics Technicians

Award Date: 1998 (completed December 2000)
Award Amount: \$49,999
Final Cost Share: \$46,920
Other Partners: Centros de Capacitación para el Trabajo Industrial, Mexico, American Electronics Association, San Diego Economic Development Corporation, BC Samsung Mexicana, Cannon Business Machines of Mexico, Sony of Tijuana; Hitachi of Mexico, Industria Naval de California, CACINTEA of Tecate

and industry representatives from both the United States and Mexico helped secure industry approval for the program materials. The partners received a U.S. Department of Education grant to develop a resource exchange network between educational institutions and industrial associations in both Mexico and the United States. After certified instructor training, CECATI instructors in 198 institutions located throughout Mexico will be able to use the materials to certify their own students, thereby creating a self-sustaining infrastructure of continued training and certification in well-paying, high technology jobs. The curriculum and training materials will be used as a model for development of certification training programs in automotive technology, air conditioning and refrigeration, machine tooling, and electronic soldering.

STATE UNIVERSITY OF NEW YORK-
MORRISVILLE/UNIVERSIDAD
TECNOLÓGICA DE TULA-TEPEJÍ

The partnership between the State University of New York (SUNY)-Morrisville and Universidad Tecnológica de Tula-Tepejí provided training for municipal and industrial wastewater treatment plant operators. Instructors from the Mexican universities attended training sessions in New

York State, worked with municipalities and businesses, and observed academic programs at SUNY-Morrisville. The partners from SUNY-Morrisville traveled to Tula-Tepejí and León to assess local training needs and assist with program development and implementation. The partners successfully lobbied the Mexican government in favor of certifying wastewater treatment operators.

Date Started: 1998 (completed December 2000)
Award Amount: \$49,001
Final Cost Share: \$110,992
Other Funds Leveraged: \$100,000
Other Partners: Universidad Tecnológica de León, Ogden Yorkshire Water Company, City of Auburn WWTF, Anheuser Busch Waste Treatment Facility, Carrier Transcold, City of Oneida WWTF, Bristol Meyers Squibb, New Process Gear WWTF, Niagra Mohawk Nuclear WWTF

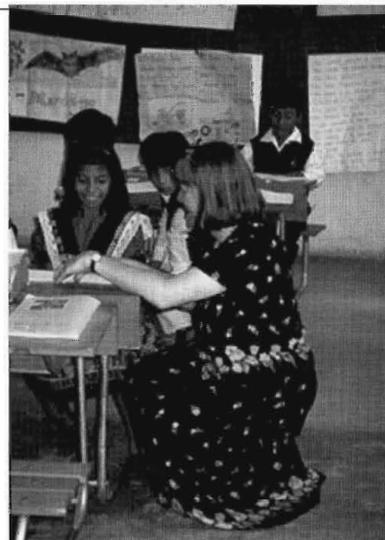
TEXAS A&M UNIVERSITY/CONSORCIO
TÉCNICO DEL NORESTE DE MÉXICO

Texas A&M University (TAMU) System's Texas Agricultural Experiment Station (TAES) and the three member institutions of the Consorcio Técnico del Noreste de México (CTNM)—Universidad Autónoma de Tamaulipas, Universidad Autónoma de Nuevo León, and Universidad Autónoma Agraria Antonio Narro—are collaborating to develop sustainable grazing land production systems in northeast Mexico and south Texas while conserving the natural resources on which

enterprises in these regions depend. The partners will address this goal primarily through faculty and student exchanges, most of which will occur during summer 2002. These exchanges are expected to bolster ongoing binational research, education, and development efforts. During a recent meeting of the Executive Committee representing TAMU and the consortium, preparations were made for the exchanges. By the end of the summer, the partners expect to produce several useful extension-type publications for producers in the target regions.

Award Date: 2001
Award Amount: \$100,000
Proposed Cost Share: \$25,000
Other Funds Leveraged: \$3,000
Other Partners: Unión Ganadera Regional de Nuevo León, Unión Ganadera Regional de Tamaulipas, Unión Ganadera Regional de Coahuila, Instituto Nacional de Investigaciones Forestales, Agrícolas y Pecuarias

A teacher and student work together in Veracruz, Mexico, as part of the University of Georgia/Universidad Veracruzana partnership intended to increase the number of bilingual and culturally sensitive social workers, educational professionals, and students.



UNIVERSITY OF CALIFORNIA-SAN
DIEGO/UNIVERSIDAD AUTÓNOMA DE
BAJA CALIFORNIA

The University of California-San Diego (UCSD), the Universidad Autónoma de Baja California (UABC), and Project Concern International have combined forces to address the health and development challenges facing the California-Baja border region by seeking to increase the number of health care practitioners, community health workers, and medical students trained in cross-border HIV/AIDS and tuberculosis (TB) issues. Since the start of the project, the partners have met regularly to jointly develop the curricula for the training courses, formulate an evaluation process, and strategize on

Award Date: 2001
Award Amount: \$99,782
Proposed Cost Share: \$53,398
Other Partners: Project Concern International

information dissemination. In early 2002, the partners conducted two seminars at UABC's School of Medicine: one on the diagnosis, treatment, and control of TB and one on the diagnosis, treatment, and control of HIV/AIDS. The partners also conducted a workshop for Mexican medical students on HIV/AIDS prevention, organized HIV/AIDS prevention programs for volunteers in the local communities, and aired a radio program to increase HIV/AIDS awareness among adolescents. The partners will organize and deliver four additional training courses in HIV/AIDS and TB before the project's end in 2003. Thus far, the partnership has leveraged \$88,000 in additional support for its activities.

UNIVERSITY OF GEORGIA/UNIVERSIDAD
VERACRUZANA

The partnership between the University of Georgia (UGA) and Universidad Veracruzana (UV) aimed to increase the number of bilingual and culturally competent social workers, education professionals, and students in Georgia and Veracruz through faculty and student development programs and in-service training for professionals in the field. More than 35 Mexican faculty, students, teachers, and social workers shared instructional approaches with UGA professors, attended courses at UGA, and job-shadowed their counterparts at Georgia schools and social service agencies. A group of 194 U.S. teachers, students, and social workers traveled to Mexico for aca-

Award Date: 1998 (completed July 2001)
Award Amount: \$91,899
Final Cost Share: \$231,939
Other Funds Leveraged: \$548,026
Other Partners: Escuela Normal Veracruzana, Universidad Pedagógica Veracruzana, La Caña, Desarrollo Integral de la Familia (domestic violence agency), Secretariat de Educación y Cultura, Centers for Disease Control and Prevention, Gainesville City Schools, Hall County Board of Education, Garnett Ridge Family Support Center

demically and professional development activities. The partners organized several workshops at UV on topics including hepatitis, substance abuse, and disability services. They also held two videoconferences from UGA that drew approximately 200 participants. The partners' collaborative efforts also have led them to develop a new social work curriculum at UV; establish more than 20 new formal linkages in Mexico and Georgia; implement applied research projects with rural Mexican communities; and conduct 12 visits during a period of three years to a school in the rural community of La Caña. Overall, 538 women and 132 men from Mexico and the U.S. have participated directly in the project, through exchange visits, workshops, and conferences.

UNIVERSITY OF RHODE ISLAND/
UNIVERSIDAD DE QUINTANA ROO

The University of Rhode Island (URI) and Universidad de Quintana Roo (UQROO) seek to establish a regional center for geographic information system (GIS) data and technical expertise to enhance environmental management. Located in the southeastern State of Quintana Roo, one of the most rapidly growing and extensive tourism corridors in the Caribbean, the partners are working to maintain the high biodiversity of the forests, coasts, and seas, ensuring adequate water and food supplies and promoting economic advances through effective environmental management. The partners have developed a comprehensive work plan, hired a full-time GIS instructor based

at UQROO to provide overall project coordination; hired a new computer network administrator at UQROO to facilitate information gathering and dissemination; developed mission statements for the UQROO GIS lab and the Regional GIS Center; and signed a subagreement to facilitate the transfer of funds to build GIS infrastructure, hire additional personnel, and provide appropriate training. Such an arrangement ensures the building of host-country capacity and long-term sustainability. Among future activities, the partners will convene the first meeting of the regional GIS governing board; host a GIS workshop for NGOs, UQROO staff, other universities, and local political leaders; and provide online web access to all project materials.

Award Date: October 2000
Award Amount: \$99,984
Proposed Cost Share: \$32,409
Other Partners: Mexico Federal Environmental Protection Agency, State Department of Environment, Orton P. Blanco Municipal Planning Agency, State Association of Biologists and Engineers, Hotel Association of Quintana Roo, Amigos de Sian Ka'an

UNIVERSITY OF TEXAS AT AUSTIN/
INSTITUTO TECNOLÓGICO Y DE ESTUDIOS
SUPERIORES DE MONTERREY

This partnership between the University of Texas at Austin (UT) and the Instituto Tecnológico y de Estudios Superiores de Monterrey seeks to provide judicial training and promote judicial professionalism at the state court level in Mexico. The partners will work with newly appointed judges in three states (Nuevo León, Coahuila, and Tamaulipas) to identify priority areas for judicial training and develop

and deliver four pilot training modules in the areas of judicial professionalism and court management and administration. As an initial step, the partners will convene a focus group meeting in 2002 of state judges and staff in Monterrey and subsequently develop a needs assessment survey for judicial training. They expect that this program will lay the foundation for a long-term judicial training program consisting of six additional training modules to be offered throughout Mexico using distance learning techniques.

Award Date: 2001
Award Amount: \$259,189
Proposed Cost Share: \$65,219
Other Partners: American Bar Association, National Judicial College

UNIVERSITY OF WISCONSIN-MADISON/
UNIVERSIDAD DE GUADALAJARA

The collaboration between the University of Wisconsin-Madison (UW) and the University Center for the South Coast of the Universidad de Guadalajara (UG) is developing a model for working with communities and their leaders on local watershed management. In November 2001, UW hosted eight municipal presidents from the Ayuquila River watershed and three UG professors to tour several types of wastewater treatment plants, recycling and solid waste disposal facilities, and community-based watershed management sites in southern Wisconsin. UG staff are developing a system to quantify the water quality problems of the Ayuquila. Two UW faculty traveled to

Mexico to develop an ecological restoration program for critical stretches of the river and assess watershed forest conservation and fire prevention, with the goal of formulating an adaptive ecosystem management strategy. In the coming months, the partners will continue strengthening the managerial skills of the municipal presidents and the intermunicipal coordination of effective watershed management, exchange further information on wastewater treatment and solid waste management, complete the development of the water quality monitoring system, and establish an accessible database for local leaders. UW and UG scientists will work closely with local citizens and leaders to restore degraded ecosystems along the Ayuquila River.

Award Date: 2001
Award Amount: \$97,093
Final Cost Share: \$204,568
Other Partners: Trout Unlimited, municipal presidents of eight villages in the Autlán, Jalisco area

NICARAGUA

UNIVERSITY OF FLORIDA/MINISTERIO
AGROPECUARIO Y FORESTAL

The aim of the University of Florida and the Ministerio Agropecuario y Forestal of Nicaragua was to improve sustainable agricultural practices for small farmers in Nicaragua and improve agricultural information networks. In response to the many critical needs of Nicaragua's agricultural community following Hurricane Mitch, the partners delivered numerous short courses and workshops in areas such as soil fertility, adaptability analysis, sanitation control, biotechnology, coffee nutrition, vegetable crops production, extension agent training, marketing, avian influenza, agricultural crop pathogens, human pathogens,

plant virology, irrigation, postharvest technology, and bovine genetic research. The partnership was also well positioned to respond rapidly to an outbreak of avian influenza and rat and vampire bat infestations following the hurricane. During the last phase of the project, the partners focused on providing training for small shrimp producers in the area of sanitary control processes, as well as providing basic biotechnology research training for two Nicaraguan students from the Universidad de Centroamerica. Attendees of the various partnership training sessions consisted of representatives from 126 institutions and agencies throughout Nicaragua. Overall, the partnership trained 84 Nicaraguan women and 554 Nicaraguan men.

Award Date: 1998 (completed October 2001)
Award Amount: \$199,996
Final Cost Share: \$138,602
Other Funds Leveraged: \$11,696
Other Partners: Asociación Nicaragüense de Productores y Exportadores de Productos No-Tradicionales, U.S. Department of Agriculture, Chemonics, Universidad Centroamericana, National Oceanic and Atmospheric Administration

UNIVERSITY OF CALIFORNIA–DAVIS/
UNIVERSIDAD NACIONAL AGRARIA DE
NICARAGUA/INSTITUTO NICARAGÜENSE
DE TECNOLOGÍA AGROPECUARIA

The University of California–Davis (UC–Davis), Universidad Nacional Agraria de Nicaragua, and Instituto Nicaragüense de Tecnología Agropecuaria are collaborating to enhance postharvest agriculture programs at educational institutions in Nicaragua. The aim is to provide students with specialized training in postharvest science, educate scientists and teachers, and disseminate scientific

and technological information about perishable crops at the regional level in Nicaragua. Seven Nicaraguan students and faculty members have thus far received certificate level and short-course training in applied postharvest technology with four more individuals slated to begin their studies at UC–Davis in 2002 and 2003. The partners recently formed a Postharvest Team consisting primarily of national postharvest experts trained or being trained at UC–Davis to ensure collaboration and sustainability efforts in Nicaragua. They also are completing an online postharvest web site in Nicaragua.

Award Date: 1999
Award Amount: \$97,800
Proposed Cost Share: \$74,400
Other Partners: FUNICA
(Foundation for Agricultural Development in Nicaragua)

PERU

IOWA STATE UNIVERSITY/UNIVERSIDAD
NACIONAL AGRARIA “LA MOLINA”

Iowa State University (ISU) and the Universidad Nacional Agraria “La Molina” (UNALM) are working together to strengthen institutional capacity in sustainable agriculture and the building of sustainable rural communities. Faculty and student exchanges and other collaborations are focusing on two new graduate programs: the Master’s program in agricultural innovation and development at UNALM and the Master’s and Ph.D. programs in sustainable agriculture at ISU. During the first two quarters of the project, the partners developed plans for implementing the exchanges and designed a jointly taught course on

leadership and rural social organization as part of UNALM’s Master’s program. The course, slated to begin in May 2002, will coincide with the first exchange visit to Peru by three ISU faculty and two ISU graduate students. The course also includes a one-and-a-half day workshop to be taught by Grupo Yanapai, a local NGO, and representatives from the nearby community of Quilcas. In the latter half of 2002, four faculty members from UNALM will travel to ISU to participate as both teachers and students in a field course on agroecosystems analysis and a course on ecologically based pest management strategies. Both are part of ISU’s graduate program in sustainable agriculture.

Award Date: 2001
Award Amount: \$99,948
Proposed Cost Share: \$26,339
Other Partners: Grupo Yanapai
(Peru), Practical Farmers of Iowa

JOHNS HOPKINS UNIVERSITY/
UNIVERSIDAD PERUANA CAYETANO
HEREDIA

The partnership between the Johns Hopkins Bloomberg School of Public Health (JHBSPH) and the Universidad Peruana Cayetano Heredia's Facultad de Salud Pública y Administración (UPCH-FASPA) aims to increase Peruvian health professional capacity in HIV/AIDS prevention and control through training in new biostatistical and epidemiological methods. To date, the partners have fully developed and successfully pilot-tested the curriculum of a new biostatistics course at UPCH-FASPA, began training for two JHBSPH biostatisticians slated to

become teaching assistants in the project's intermediate and advanced courses, delivered two seminars for two of the Ministry of Health's hospitals on effective proposal writing for grants from local and international funding agencies, formed a project advisory board consisting of five biostatisticians and epidemiologists, and began developing the partnership web site. The partners trained 23 students in the first biostatistics course, including five from the Ministry of Health. In the coming months, the partners expect to design and implement an intermediate biostatistics course, conduct five additional seminars for the Ministry of Health based on their specific needs, and launch the project web site.

Award Date: 2001
Award Amount: \$99,998
Proposed Cost Share: \$90,001

Steps to Sustainability

The most sustainable partnerships, even as they are being designed and funding is being sought, consider how to make the collaboration reciprocal and enduring. Inherent in the very strategy and structure of these partnerships are the shared objectives that will take the cooperation past the initial stages. Participants in ALO's Institutional Partnerships Program also are developing innovative approaches and building institutional capacities that sustain activities beyond the original grant period.

Funding is a primary factor that comes to mind when devising ways in which a partnership can continue. Many partners are seeking to diversify their funding sources by cultivating ties with private foundations, business and industry, professional associations, nongovernmental organizations (NGOs), local governments, and USAID country missions, some quite successfully. From Virginia Tech's \$2.9 million grant from USAID/Malawi to the University of Iowa's lobbying of private-sector donations of computer hardware and software, partnerships continue to identify and win financial support from other sectors to enhance and continue their activities.

Some ALO partners build into their program training on proposal writing, and presentation skills to build the capacity of overseas partners to link with the international academic community and to take advantage of funding opportunities to keep programs sustainable. For example, University of California–Davis and Samarkand State University (SSU) trained SSU scientists in English and presentation skills to increase their representation at international meetings and negotiations and also to help prepare them to explore funding opportunities. The

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University of South Carolina (USC) and Mapúa Institute of Technology are working together on the problem of limited extramural funding to sustain ongoing research in environmental engineering at Mapúa. The project has enabled the partners to create an office at Mapúa that coordinates external research activities, grants, and contracts.

The partnership's proposed scope of work usually includes aspects of institutional development among its goals; this is a cornerstone to long-term and self-sustaining change. As the partnership progresses, this transformation manifests itself on the campuses of both institutions, but perhaps is most visible in the host country institution. Departments are born, curricula are developed, technology is added where little existed before. With this new infrastructure in place, the institution can move forward into other areas unilaterally after the original project has ended. Michigan State University (MSU) and the Université Nationale du Rwanda (UNR) have established an agricultural outreach center to provide educational resources for farming communities in the region in order to rebuild and bolster institutional capacity for applied agricultural research, teaching, and outreach. The facilities include a meeting pavilion, Internet café, and library, and 10 individuals staff the facilities, including an administrator, an agronomist, and an economist. Combined with the training activities, these infrastructure improvements increase the capacity of UNR to deliver long-term academic and outreach programs in agriculture.

In many cases, the involvement of key decision-makers within the host country enhances sustainability and signals support for the project's goals. Due largely to the Romanian government's commitment to reforms in its criminal justice system, the University of Bucharest (UB) and Tiffin University (TU) in Ohio founded a school of criminal justice at UB that opened its doors to the first class of 26 graduate students six months ahead of schedule. The sustainability of the project is enhanced by the strength of the curriculum and quality of the instructors and by the commitment of "major players" such as the Romanian Ministries of Justice and the Interior, the National Police Academy, the U.S. Department of Justice, and USAID. In the words of Keith Haley, associate vice president of TU and professor of criminal justice, "Democracy has to live in the minds of officials" such as judges and law enforcement agents for real change to occur.

Community involvement and local investment is vital to maintaining and growing the partnerships. Community members may see the local university as an "ivory tower," reserved for the elite class. Barriers must be crossed, in the community and sometimes in the institution itself, to demonstrate that higher education institutions owe a debt of service to their host communities. For example, the long-term goal of the collaboration between University of Massachusetts-Boston and Université Gaston-Berger (UGB) in Sénégal is to establish a public policy research institute at UGB with a focus on decentralization, local governance, and economic development. To reach out to the community, the partners also plan to establish a community resource center that will include a women's center, classrooms, electronic communications and library/database capacity, and a micro-enterprise development center. The partners have surpassed their original mission to involve UGB in economic development initiatives with an adjacent village. Senegalese academic leaders now view such community-based outreach programs as a core part of the university's mandate.

Also important to the life of a partnership is training educators and other professionals to continue the work once the project partners achieve their original objectives. Trained professionals willing to carry on the work of educating the next generation and serving as community, business and government leaders will ensure that partnership goals, once attained, will serve as a base from which to take on new agendas. From certified technology instructors in Mexico to parents participating in their pre-school children's education in South Africa, partnerships leave a legacy of knowledge behind, not only in a particular skill or subject, but also in the process of how to start and sustain work on a development objective.

ORGANIZATION FOR TROPICAL STUDIES/
UNIVERSIDAD NACIONAL DE LA
AMAZONÍA PERUANA/AMAZON CENTER
FOR ENVIRONMENTAL EDUCATION AND
RESEARCH ●

Award Date: 1998 (completed August 2001)
Award Amount: \$100,000
Proposed Cost Share: \$439,146 (awaiting final figures)
Other Partners: Explorama Tours, Universidad de San Antonio de Abad del Cusco

The Organization for Tropical Studies (OTS), Universidad Nacional de la Amazonía Peruana (UNAP), and the Amazon Center for Environmental Education and Research collaborated to help develop the Amazon region's scientific infrastructure to protect endangered biodiversity and natural resources. The partners received 263 applications for the intensive, four-week field course on the ecology of Amazonian ecosystems offered during the past three summers. They selected 66 individuals (37 female, 29 male) who were graduate students and natural resource managers representing 12 Latin American countries. Thirty-nine students participated in one-week practical

training courses in Geographic Information Systems. Forty-three students earned postcourse research fellowships to conduct further projects in their home countries. In a follow-up survey of the 1999 and 2000 alumni, more than 70 percent reported that their experience had helped them gain admittance to graduate programs, receive fellowships, or obtain employment. As a result of this collaboration, UNAP and the Universidad de San Antonio de Abad del Cusco were admitted into the OTS consortium of universities and research institutions. The partners have revised their cooperative agreement to extend their collaboration beyond the initial three-year ALO funding period, during which time they will evaluate the results of their joint efforts as well as continue to offer the well-established Amazonian ecosystems course and develop a new agroecosystems course.

UNIVERSITY OF WISCONSIN-MADISON/
UNIVERSIDAD NACIONAL DEL ALTIPLANO

Award Date: 2001
Award Amount: \$99,958
Proposed Cost Share: \$81,559
Other Partners: BOMED, Inc.; Centro de Investigación de Recursos Naturales y Medio Ambiente (CIRNA); Instituto Nacional de Investigación Agraria (INIA); Universidad de la Frontera (Chile)

The overall goal of the partnership between the University of Wisconsin-Madison (UW) and the Universidad Nacional del Altiplano is to create a high altitude-adapted milking cow for the impoverished altiplano region of Peru by cross-breeding yaks with cows. To attain this goal, the partners are currently developing an effective *in vitro* embryo production and transfer protocol. Two veterinarians in Peru

were recently trained in the procedures of recipient synchronization for the hybrid embryos being developed by UW. During the next phase of the project, the partners will, among other activities, continue pursuing an import permit to allow the shipment of the embryos to Peru. These embryos will ultimately be implanted in recipient local cows. If the resulting animals prove to be viable milk-producing cows, the partners expect that they can, among other benefits, create jobs for the local community.

Conclusion:

Partnerships for Long-term Global Development

Global prosperity and mutual understanding as paths to global peace are not new notions, but they deserve new attention as the higher education community examines what more it can do in the realm of international cooperation. Higher education partnerships for development should be a cornerstone for collaborative engagement among the nations of the world.

Along with other international education objectives, partnerships for development have taken on new importance. In the initial phase, each partnership contributes valuable expertise and resources to address development issues. As the partnership continues to grow and as more partners engage in a country and a region, larger, more enduring changes can be set in motion in all of the participating countries, including the United States.

The evolution of a partnership into a kind of “learning community” is the basis for achieving the long-term sustainability envisioned by ALO’s Institutional Partnership Program. Several key qualities must exist in an ideal learning community:

☞ Partnership activities must address a jointly defined development challenge.

☞ Key decision makers in the partner country must be committed to the goals of the partnership.

☞ Partners must participate as equals in all program activities.

☞ Professional training is self-sustaining and fully trained professionals carry on the work of educating the successor generation.

☞ Institutional strengthening occurs through new infrastructure development, e.g., creation of new departments, new curricula, use of new technologies, and joint course programming.

☞ Linkages extend beyond the principal partners into the public and private sectors, to nongovernmental organizations (NGOs), consortia, community-based organizations, and other stakeholders.

The ultimate challenge is to design and grow these partnerships so that they become lasting means for bolstering the capacity of the partner institutions to contribute to development. The strongest partnerships do not lock participating institutions into a contract for a single purpose, but instead foster relationships that tap the collective skills, knowledge, and resources of all concerned to address ongoing and new challenges.

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Washington State University/Tashkent Institute of Irrigation and Agricultural Mechanization Engineers (Uzbekistan), 52

Washington State University/University of Botswana, 7

Washington University/Tribhuvan University (Nepal), 38

West Virginia University/Catholic University of Mozambique, 16

Appendix I

Partnerships by Subject and Special Designation

AGRICULTURE

Iowa State University/Universidad Nacional Agraria “La Molina” (Peru)
Langston University /Debut University, Awassa College of Agriculture (Ethiopia)
Lincoln University of Missouri/University of Malawi Bunda College of Agriculture
Michigan State University/National University of Rwanda
Mississippi State University/University of Dar es Salaam (Tanzania)
Montana State University/University of Zagreb (Croatia)
The Ohio State University/Colegio de Postgraduados en Ciencias Agrícolas (Mexico)
The Ohio State University/Makerere University (Uganda)
Purdue University/Cornell University/Pan American School of Agriculture “Zamorano” (Honduras)
Texas A&M University/ Consorcio Técnico del Noreste de Mexico
University of California-Davis/Universidad Nacional Agraria de Nicaragua
University of Florida/Nicaragua Ministry of Agriculture/National Agriculture Research Institute
University of Wisconsin-Madison/Universidad Nacional del Altiplano Puno (Peru)
Virginia State University/University of Asmara (Eritrea)
Walla Walla Community College/Al-Azhar University (Egypt)

DEMOCRACY AND GOVERNANCE

American University/Los Andes University Law School/National University Law School of Colombia
Georgia State University/An Najah National University (West Bank-Gaza)
Michigan State University/eastern seaboard Association of Tertiary Institutions (South Africa)
Mississippi Consortium for International Development/Agostinho Neto University (Angola)
National Association of Schools of Public Affairs and Administration (Latin America)
Tiffin University/University of Bucharest (Romania)
University of Alabama/Mekelle University (Ethiopia)
University of Delaware/Institute of Local Government Studies (Ghana)
University of Georgia /Birzeit University (West Bank-Gaza)
University of Georgia/Unity College (Ethiopia)
University of Illinois, Urbana-Champaign/Institute of Technology, Bandung (Indonesia)
University of Massachusetts, Boston/Université Gaston Berger de Saint Louis (Senegal)
University of Texas at Austin/Instituto Tecnológico y de Estudios Superiores de Monterrey (Mexico)
University of Wisconsin-Madison/Universidad de Guadalajara (Mexico)
Washington University/Tribhuvan University (Nepal)

ECONOMIC GROWTH

Cleveland State University/Copperbelt University (Zambia)
Columbus State Community College/Dar es Salaam Institute of Technology (Tanzania)
Community Colleges of Colorado/National Confederation of Industry (Brazil)
Daytona Beach Community College/Universidad Regiomontana (Mexico)
Furman University/University of the West Indies (Jamaica)
Highline Community College/National Access Consortium Western Cape (South Africa)
Highline Community College/Polytechnic of Namibia
Kap’olani Community College/Ceylon Hotel School Graduates Association (Sri Lanka)
Maricopa Community College District/Universidad Veracruzana (Mexico)
Middlesex Community College/Addis Ababa Commercial College (Ethiopia)
Montana State University/University of Zagreb (Croatia)
The Ohio State University/Colegio de Postgraduados en Ciencias Agrícolas (Mexico)

The Ohio State University/Makerere University (Uganda)
 Prince George's Community College/Vista University (South Africa)
 Purdue University/Cornell University/Pan American School of Agriculture "Zamorano" (Honduras)
 Riverside Community College District/University of Asmara (Eritrea)
 San Diego Community College District/Centros de Capacitación Tecnológica Industrial (Mexico)
 Southern New Hampshire University/The Open University of Tanzania
 Springfield Technical Community College/Athlone Technical College (South Africa)
 Tennessee State University/L'viv Institute of Management (Ukraine)
 Texas A&M University/Consortio Técnico del Noreste de Mexico
 Texas Southern University/Eastern Cape Technikon (South Africa)
 University of Arkansas/Yarmouk University (Jordan)
 University of Maryland, Eastern Shore/University of Cape Coast/Central Regional Development Commission (Ghana)
 University of Massachusetts, Boston/Université Gaston Berger de Saint Louis (Senegal)

EDUCATION

Bronx Community College/University of Natal-Pietermaritzburg (South Africa)
 Eastern Iowa Community College District/Vasavi College of Engineering (India)
 Edinboro University of Pennsylvania/University of the Free State (South Africa)
 Florida State University/Potchefstroom University (South Africa)
 Highline Community College/Polytechnic of Namibia
 Howard University/University of the Western Cape/University of Nairobi (South Africa, Kenya)
 Indiana University/South East European University (Macedonia)
 Metropolitan Community College/Universidad Centroamericana "José Simeón Cañas" (El Salvador)
 The Pennsylvania State University/University of Durban-Westville (South Africa)
 Prince George's Community College/Vista University (South Africa)
 State University of New York-Cortland/University of Nairobi (Kenya)
 University of Georgia/Universidad Veracruzana (Mexico)
 University of Iowa/Nigerian National Universities Commission (Nigeria)
 University of South Florida/University of Cape Coast (Ghana)
 University System of Georgia/University of Cape Coast (Ghana)
 Virginia Polytechnic Institute and State University/Domasi College of Education (Malawi)
 Virginia Polytechnic Institute and State University/Malawi Institute of Education/Domasi College of Education (Malawi)

ENVIRONMENT

Calvin College/Birzeit University (West Bank-Gaza)
 Haskell Indian Nations University/Gorno-Altai State University (Russia)
 Indiana University/Kathmandu University (Nepal)
 Kent State University-Trumbull Campus/Tashkent State University (Uzbekistan)
 Kirkwood Community College/Universidad Tecnológica de Fidel Velázquez (Mexico)
 Lincoln University of Missouri/University of Malawi Bunda College of Agriculture
 Michigan State University/Institute of Forestry (Nepal)
 Middle Tennessee State University/University of Durban-Westville (South Africa)
 Mississippi State University/University of Dar es Salaam (Tanzania)
 Montana State University/Universidad Autónoma de Baja California (Mexico)
 Oregon State University/University of Botswana
 Oregon State University/University of Fort Hare/Fort Cox College of Agriculture and Forestry/University of Natal-Pietermaritzburg (South Africa)
 Organization for Tropical Studies (58 universities and research institutions)/Universidad Nacional de la Amazonia Peruana/Amazon Center for Environmental Education and Research (Peru)
 Paradise Valley Community College/Universidad Tecnológica de Tabasco (Mexico)
 Purdue University/Cornell University/Pan American School of Agriculture "Zamorano" (Honduras)

Purdue University/Islamic University of Gaza
 Purdue University/University of Maryland/Novgorod State University (Russia)
 State University of New York-Cortland/University of Nairobi (Kenya)
 State University of New York-Morrisville/Universidad Tecnológica de Tula-Tepejí (Mexico)
 University at Albany-SUNY/Makerere University (Uganda)
 University of Arkansas/Yarmouk University (Jordan)
 University of California-Davis/Samarkand State University (Kazakhstan, Turkmenistan, Uzbekistan)
 University of Colorado-Boulder/Tribhuvan University (Nepal)
 University of Delaware/University of the West Indies (Jamaica)
 University of Maryland, Eastern Shore/Palestine Polytechnic Institute (West Bank-Gaza)
 University of Oklahoma/Bethlehem University (West Bank-Gaza)
 University of Rhode Island/Universidad de Quintana Roo (Mexico)
 University of South Carolina/Mapua Institute of Technology (Philippines)
 University of Washington/Chulalongkorn University/Asia Pacific Economic Cooperation (Cambodia, Indonesia, Philippines, Thailand, Vietnam)
 University of Washington/Silliman University (Philippines)
 University of Wisconsin-Madison/Universidad de Guadalajara (Mexico)
 Washington State University/Tashkent Institute of Irrigation and Agricultural Mechanization Engineers (Uzbekistan)
 Washington State University/University of Botswana

HIV/AIDS

American Association for the Advancement of Science/Jomo Kenyatta University of Agriculture and Technology (Kenya)
 Indiana University/Moi University (Kenya)
 Johns Hopkins University/Universidad Peruana Cayetano Heredia (Peru)
 Maricopa Community College District/Universidad Veracruzana (Mexico)
 Middle Tennessee State University/University of Durban-Westville (South Africa)
 The Pennsylvania State University/University of Durban-Westville (South Africa)
 University of California-San Diego/Universidad Autónoma de Baja California (Mexico)
 West Virginia University/Catholic University of Mozambique

INTERNET AND COMMUNICATIONS TECHNOLOGY

Bronx Community College/University of Natal-Pietermaritzburg (South Africa)
 Columbus State Community College/Dar es Salaam Institute of Technology (Tanzania)
 Furman University/University of the West Indies (Jamaica)
 Howard University/University of Transkei (South Africa)
 Michigan State University/eastern seaboard Association of Tertiary Institutions (South Africa)
 Prince George's Community College/Vista University (South Africa)
 Riverside Community College District/University of Asmara (Eritrea)
 Southern New Hampshire University/The Open University of Tanzania (Tanzania)
 Springfield Technical Community College/Althone Technical College (South Africa)
 University of Delaware/Institute of Local Government Studies (Ghana)
 University of Iowa/Nigerian National Universities Commission (Nigeria)
 University of Washington/Chulalongkorn University/Asia Pacific Economic Cooperation (Cambodia, Indonesia, Philippines, Thailand, Vietnam)

POPULATION, HEALTH & NUTRITION

American Association for the Advancement of Science/Jomo Kenyatta University of Agriculture and Technology (Kenya)
 Case Western Reserve University/National University of Laos
 Harford Community College/Moscow Medical College #1 (Russia) (2 partnerships)
 Houston Community College System/University of Delhi (India)
 Howard University/University of Transkei (South Africa)
 Indiana University/Moi University (Kenya)

Johns Hopkins University/Al-Quds University (West Bank-Gaza)
 Johns Hopkins University/Universidad Peruana Cayetana Heredia (Peru)
 Lincoln University of Missouri/University of Malawi Bunda College of Agriculture
 Maricopa Community College District/Universidad Veracruzana (Mexico)
 Middle Tennessee State University/University of Durban-Westville (South Africa)
 Montana State University/Universidad Autónoma de Baja California (Mexico)
 The Pennsylvania State University/University of Durban-Westville (South Africa)
 University at Albany-SUNY/Makerere University (Uganda)
 University of California-San Diego/Universidad Autónoma de Baja California (Mexico)
 University of North Florida/Centre Universitaire Régional de Bambey (Senegal)
 West Virginia University/Catholic University of Mozambique

WORKFORCE DEVELOPMENT

Bronx Community College/University of Natal-Pietermaritzburg (South Africa)
 Cleveland State University/Copperbelt University (Zambia)
 Columbus State Community College/Dar es Salaam Institute of Technology (Tanzania)
 Community Colleges of Colorado/National Confederation of Industry (Brazil)
 Daytona Beach Community College/Universidad Regiomontana (Mexico)
 Harford Community College/Moscow Medical College #1 (Russia) (2 partnerships)
 Highline Community College/National Access Consortium Western Cape (South Africa)
 Highline Community College/Polytechnic of Namibia
 Kapi'olani Community College/Ceylon Hotel School Graduates Association (Sri Lanka)
 Kent State University-Trumbull Campus/Tashkent State University (Uzbekistan)
 Kirkwood Community College/Universidad Tecnológica de Fidel Velázquez (Mexico)
 Middlesex Community College/Addis Ababa Commercial College (Ethiopia)
 Paradise Valley Community College/Universidad Tecnológica de Tabasco (Mexico)
 Prince George's Community College/Vista University (South Africa)
 Riverside Community College District/University of Asmara (Eritrea)
 San Diego Community College District/Centros de Capacitación Tecnológica Industrial (Mexico)
 Southern New Hampshire University/The Open University of Tanzania
 Springfield Technical Community College/Althone Technical College (South Africa)
 St. Louis Community College/Guyana Ministry of Education
 State University of New York-Morrisville/Universidad Tecnológica de Tula-Tepeji (Mexico)
 Texas Southern University/Eastern Cape Technikon (South Africa)
 University of Maryland, Eastern Shore/University of Cape Coast/Central Regional Development Commission (Ghana)



AMERICAN ASSOCIATION OF COMMUNITY COLLEGES WORKFORCE DEVELOPMENT AWARDS (1998-2001)

Bronx Community College/University of Natal-Pietermaritzburg (South Africa)
 Colorado Community College and Occupational System/ National Confederation of Industry (Brazil)
 Columbus State Community College/Dar es Salaam Institute of Technology (Tanzania)
 Daytona Beach Community College/ Universidad Regiomontana (Mexico)
 Harford Community College/Moscow Medical College #1 (Russia) (2 partnerships)
 Highline Community College/National Access Consortium Western Cape (South Africa)
 Kapi'olani Community College/Ceylon Hotel School Graduates Association (Sri Lanka)
 Kent State University-Trumbull Campus/Tashkent State University (Uzbekistan)
 Kirkwood Community College/Universidad Tecnológica Fidel Velázquez (Mexico)
 Middlesex Community College/Addis Ababa Commercial College (Ethiopia)
 Paradise Valley Community College/Universidad Tecnológica de Tabasco (Mexico)
 Prince George's Community College/Vista University (South Africa)

Riverside Community College District/University of Asmara (Eritrea)
San Diego Community College District/Centros de Capacitación Tecnológica Industrial (Mexico)
Springfield Technical Community College/Althone Technical College (South Africa)
St. Louis Community College/Ministry of Education (Guyana)
State University of New York-Morrisville/Universidad Tecnológica de Tula-Tepejí (Mexico)

EDUCATION FOR DEMOCRACY AND DEVELOPMENT INITIATIVE (EDDI) PARTNERSHIPS

Edinboro University of Pennsylvania/University of the Free State (South Africa)
Florida State University/Potchefstroom University (South Africa)
Highline Community College/Polytechnic of Namibia
Howard University/University of the Western Cape/University of Nairobi (South Africa, Kenya)
Lincoln University of Missouri/University of Malawi Bunda College of Agriculture
Middle Tennessee State University/University of Durban-Westville (South Africa)
The Ohio State University/Makerere University (Uganda)
The Pennsylvania State University/University of Durban-Westville (South Africa)
Southern New Hampshire University/The Open University of Tanzania
State University of New York-Cortland/University of Nairobi (Kenya)
Texas Southern University/Eastern Cape Technikon (South Africa)
University at Albany-SUNY/Makerere University (Uganda)
University of Iowa/Nigerian National Universities Commission (Nigeria)
University of Massachusetts, Boston/Université Gaston Berger de Saint Louis (Senegal)
University of North Florida/Centre Universitaire Régional de Bambey (Senegal)
University of South Florida/University of Cape Coast (Ghana)
University System of Georgia/University of Cape Coast (Ghana)
Virginia Polytechnic Institute and State University/Domasi College of Education (Malawi)

EDDI SUSTAINABILITY AWARDS

Bronx Community College/University of Natal-Pietermaritzburg (South Africa)
Cleveland State University/Copperbelt University (Zambia)
Highline Community College/National Access Consortium Western Cape (South Africa)
Highline Community College/Polytechnic of Namibia
Langston University/Debu University Awassa College of Agriculture (Ethiopia)
Middle Tennessee State University/University of Durban-Westville (South Africa)
Mississippi Consortium for International Development/Agostinho Neto University (Angola)
Oregon State University/University of Fort Hare/Fort Cox College of Agriculture and Forestry/University of Natal- Pietermaritzburg (South Africa)
Prince George's Community College/Vista University (South Africa)
Riverside Community College District/University of Asmara (Eritrea)

NETWORKS

Howard University /University of the Western Cape/University of Nairobi (South Africa, Kenya)
Indiana University/South East European University (Macedonia)
Michigan State University/eastern seaboard Association of Tertiary Institutions (South Africa)
Mississippi Consortium for International Development/Agostinho Neto University (Angola)
National Association of Schools of Public Affairs and Administration (Latin America)
The Ohio State University/ Colegio de Postgraduados en Ciencias Agrícolas (Mexico)
Organization for Tropical Studies (58 universities and research institutions)/Universidad Nacional de la Amazonia Peruana/Amazon Center for Environmental Education and Research (Peru)
University of California-Davis/Samarkand State University (Kazakhstan, Turkmenistan, and Uzbekistan)
University of Washington/Chulalongkorn University/Asia Pacific Economic Cooperation (Cambodia, Indonesia, Philippines, Thailand, Vietnam)
University System of Georgia/University of Cape Coast (Ghana)

SPECIAL INITIATIVES AND OTHER USAID MISSION FUNDING

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Eastern Iowa Community College District/Vasavi College of Engineering (India)
Georgia State University/An Najah National University (West Bank-Gaza)
Indiana University/South East European University (Macedonia)
Iowa State University/Universidad Nacional Agraria “La Molina” (Peru)
Johns Hopkins University/Al-Quds University (West Bank-Gaza)
Metropolitan Community College/Universidad Centroamericana “José Simeón Cañas” (El Salvador)
Michigan State University/National University of Rwanda
Montana State University/Universidad Autónoma de Baja California (Mexico)
Purdue University/Islamic University of Gaza
Texas A&M University/Consortio Técnico del Noreste de Mexico
University of Alabama/Mekelle University (Ethiopia)
University of Florida/Nicaragua Ministry of Agriculture/National Agricultural Research Institute
University of Georgia /Birzeit University (West Bank-Gaza)
University of Georgia/Unity College (Ethiopia)
University of Maryland, Eastern Shore/Palestine Polytechnic Institute (West Bank-Gaza)
University of Oklahoma/Bethlehem University (West Bank-Gaza)
University of Rhode Island/Universidad de Quintana Roo (Mexico)
University of Texas at Austin/Instituto Tecnológico y de Estudios Superiores de Monterrey (Mexico)
University of Wisconsin-Madison/University de Guadalajara (Mexico)
Virginia State University/University of Asmara (Eritrea)

Appendix II

Partnership Institutions by State

ALABAMA

University of Alabama

ARKANSAS

University of Arkansas

ARIZONA

Maricopa Community College District
Paradise Valley Community College

CALIFORNIA

Riverside Community College District
San Diego Community College District
University of California-Davis
University of California-San Diego

COLORADO

Colorado Community College System
University of Colorado-Boulder

DELAWARE

University of Delaware

DISTRICT OF COLUMBIA

American Association for the Advancement of Science
American University
Howard University
National Association of Schools of Public Affairs and Administration

FLORIDA

Daytona Beach Community College
Florida A&M University
Florida State University
University of Florida
University of North Florida
University of South Florida

GEORGIA

Georgia State University
University of Georgia
University System of Georgia

HAWAII

Kapi'olani Community College

ILLINOIS

University of Illinois, Urbana-Champaign

INDIANA

Indiana University
Purdue University

IOWA

Eastern Iowa Community College District
Iowa State University
Kirkwood Community College
University of Iowa

KANSAS

Haskell Indian Nations University

MARYLAND

Harford Community College
Johns Hopkins University
Prince George's Community College
University of Maryland
University of Maryland, Eastern Shore

MASSACHUSETTS

Middlesex Community College
Springfield Technical Community College
University of Massachusetts-Boston

MICHIGAN

Calvin College
Michigan State University

MISSISSIPPI

Mississippi Consortium for International Development
Mississippi State University

MISSOURI

Lincoln University of Missouri
St. Louis Community College
Washington University

MONTANA

Montana State University

NEW HAMPSHIRE

Southern New Hampshire University

NEW YORK

Bronx Community College
Cornell University
State University of New York-Cortland
State University of New York-Morrisville
University at Albany-SUNY

NEBRASKA

Metropolitan Community College

NORTH CAROLINA

Duke University

OHIO

Case Western Reserve University
Cleveland State University
Columbus State Community College
Kent State University-Trumbull Campus
The Ohio State University
Tiffin University

OKLAHOMA

Langston University
University of Oklahoma

OREGON

Oregon State University

PENNSYLVANIA

Edinboro University of Pennsylvania
The Pennsylvania State University

RHODE ISLAND

University of Rhode Island

SOUTH CAROLINA

Furman University
University of South Carolina

TENNESSEE

Middle Tennessee State University
Tennessee State University

TEXAS

Houston Community College System
Texas A&M University
Texas Southern University
University of Texas at Austin

VIRGINIA

Virginia Polytechnic Institute and State University
Virginia State University

WASHINGTON

Highline Community College
University of Washington
Walla Walla Community College
Washington State University

WEST VIRGINIA

West Virginia University

WISCONSIN

University of Wisconsin-Madison

U.S. Agency for International Development

The U.S. Agency for International Development (USAID) is an independent federal government agency that receives overall policy guidance from the Secretary of State. USAID works to support long-term and equitable economic growth and advance U.S. foreign policy objectives by supporting:

- economic growth, agriculture and trade;
- global health; and
- democracy, conflict prevention and humanitarian assistance.

To learn more about USAID and its programs, visit the web site at <http://www.usaid.gov>

For information about the USAID-ALO Cooperative Agreement, please contact:

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Director of Higher Education and Workforce Development
Office of Education and Training
USAID Bureau for Economic Growth, Agriculture, and Trade
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Washington, DC 20523-3901 USA
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E-mail: gbittner@usaid.gov

The Association Liaison Office for University Cooperation in Development

The Association Liaison Office for University Cooperation in Development (ALO) promotes the engagement of the U.S. higher education community in global development. ALO assists the nation's six major higher education associations build their partnership with the U.S. Agency for International Development (USAID) and helps their member institutions foster cooperative development partnerships with colleges and universities abroad.

For more information or additional copies of this report, please contact:

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