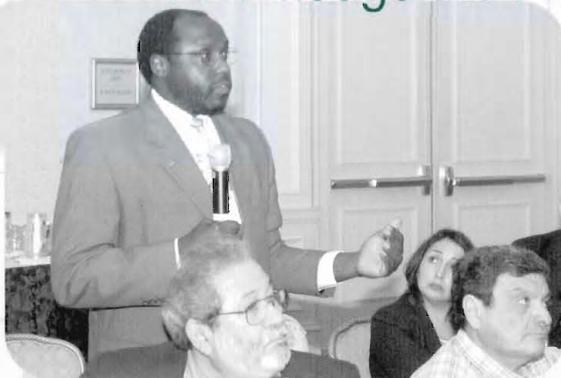


Synergy in Development 2004

Higher Education Partnerships



Building Communities of
Knowledge and Practice



THE ASSOCIATION LIAISON OFFICE
FOR UNIVERSITY COOPERATION IN DEVELOPMENT

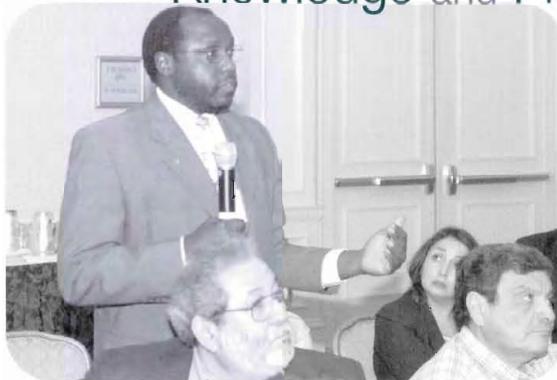


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THE ASSOCIATION LIAISON OFFICE
FOR UNIVERSITY COOPERATION IN DEVELOPMENT





THE ASSOCIATION LIAISON OFFICE
FOR UNIVERSITY COOPERATION IN DEVELOPMENT

USAID Cooperative Agreement
HNE-A-00-97-00059-00

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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The opinions expressed do not necessarily reflect the views of USAID.



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Introduction

In August 2004, the Association Liaison Office for University Cooperation in Development (ALO) convened Synergy in Development 2004, the sixth annual meeting of partners in higher education for international development. Opening the meeting, Kent Hill, assistant administrator for the Europe and Eurasia Bureau, U.S. Agency for International Development (USAID), emphasized, “The inter-relationship between USAID and academic institutions is critically important.” Sarah Moten, chief of the education division, Africa Bureau, USAID, also provided plenary comments (see p. 6).

This year’s conference, “Higher Education Partnerships: Building Communities of Knowledge and Practice,” brought together partnership representatives and government officials from around the world. Through higher education partnerships, internationally focused faculty from the United States and partner countries respond to global development challenges with innovative networks that contribute to peace, prosperity, and global security in various contexts.

A new film competition, with entries screened during a special plenary (see p. 9), encouraged ALO partners to document and share the results of their work. Another plenary was an open forum for the higher education community and USAID (see p. 4).

Synergy in Development 2004 at a Glance

Participants	367
Countries Represented	42
U.S. States Represented (Including DC)	39
Participating ALO Partnerships	123
Partnership Presentations	81
New ALO Partnerships	40

Joining ALO partners and USAID colleagues were representatives from the U.S. Departments of State and Agriculture, The Centers for Disease Control and Prevention, the Peace Corps, the World Bank, the Embassy of Japan, officials from agencies, ministries and non-governmental organizations around the world, and ALO’s six sponsoring higher education associations: the American Council on Education, the American Association of Community Colleges, the American Association of State Colleges and Universities, the Association of American Universities, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges.

The following sections examine plenary sessions, partnership presentations, and networking to prove how higher education partnerships contribute significantly to global development.

1 Strengthening Knowledge Networks

“Friendships and professional relationships built up over a long period of time, and the trust they engender, are critical in starting a program of this magnitude in a timely manner.”

—San Diego State University/Universidad Autónoma de Baja California (Mexico)

Higher education partnerships strengthen knowledge networks and communities of practice through the synergy of partnership sharing. By creating linkages between institutions and individuals interested in addressing shared goals, partnerships have proven successful around the world and in diverse contexts. Knowledge networks simplify the search for information and advice and foster common purpose.

At Synergy in Development 2004, ALO partners had numerous opportunities to network formally and informally. The sessions created many new alliances across borders, regions, and sectors. The following three ALO partnership overviews illustrate knowledge networks in action.

The partnership among the *American Museum of Natural History*; *Universidad Mayor de San Andrés, La Paz*; *Universidad Católica Boliviana, Cochabamba*; and the *Universidad Autónoma Gabriel Rene Moreno, Santa Cruz de la Sierra* develops and disseminates active teaching and learning modules on protected area, forest, and water resource

management in Bolivia. A network of conservation educators and practitioners connects individuals in conservation, creates and makes widely available a variety of resources for practitioners, and develops links to increase mentoring and training opportunities worldwide. This partnership has increased



Conference moderator Barbara Hill served as the host of the Moving Images film competition and facilitated an open dialogue with USAID. These activities not only help highlight the work of higher education partnerships, but also bring USAID and ALO partners closer together by showcasing results and sharing best practices.

availability of information for biodiversity professionals throughout Bolivia.

The partnership between *San Diego State University* and the *Universidad Autónoma de Baja California* develops and implements a joint master's degree in transborder public administration and governance. This knowledge network supports Mexican development and the development of the border region as a whole, and will lead to a better understanding of the region by its future leaders, to research on public policy affecting the area, and to border region administration by those with comparative knowledge of the other country. The partners hope to create a fundamental understanding of the complexity and diversity of the border and to use their networks to help students of transborder public administration.

Knowledge networks created by ALO partnerships move beyond the university-to-university model. The partnership between *The Ohio State University* and *Sokoine University of Agriculture* in Tanzania is

developing a practical agribusiness management program through links between the educational partners and the private agribusiness sector. By creating a knowledge network extending beyond academia, the partners ensure relevance to the local community. A survey showed that 70 percent of local firms were willing to collaborate with the network through internships, collaborating on advisory committees, or working directly in the classroom.

These three partnerships illustrate some of the many ways in which higher education partnerships strengthen knowledge networks and communities of practice by fostering a sense of common purpose. By uniting like-minded individuals and institutions in addressing shared development challenges, higher education partnerships are conduits for knowledge from both the United States and developing country partners. These sustainable links share resources and increase the ability of faculty to teach the next generation.



USAID's Gary Bittner (left) and ALO's Charlie Koo (right) participated in the first Moving Images Film Competition, which allowed ALO partners the opportunity to present their achievements visually and share the results of their activities with colleagues.

2 Connecting Communities of Knowledge and Practice

“Our activities are building lasting relationships and linkages to address challenges on both sides of the border.”

—University of Texas at Austin/Benemerita Universidad Autónoma de Puebla (Mexico)

Synergy in Development 2004 gave participants the opportunity to meet and discuss partnership results, challenges, and lessons learned. Although these professionals work in different sectors, ranging from workforce development, natural resource management, and teacher training to media and journalism, information technology, and trade enhancement, they form a community of knowledge bound by the common purpose of addressing development issues, no matter how varied the work or geographically broad the country.

ALO partners often took advantage of the opportunity to spend time with one another to discuss partnership progress, fine-tune curricula, and finalize strategy and meeting schedules. Participants also met with colleagues interested in similar development issues or geographic regions, which resulted in unexpected synergies. For instance, the *Texas A&M University, Corpus Christi-Lamar University/ Instituto Tecnológico de Saltillo U.S.-Mexico Training, Internship, Exchanges, and Scholarships (TIES)* partnership, which provides research training and education programs in water scarcity, dynamic growth, and inadequate water resource management,

conferred with several colleagues from Asia and Africa with similar concerns. Partners discussed the possibility of applying technology derived from the TIES Mexico partnership to remove arsenic from water in other geographic areas.

Networking sessions encouraged partners to discuss development challenges and solutions in a particular region. ALO staff organized focused sessions for *U.S.-Mexico TIES, Middle East Partnership Initiative, and India*



Hauwa Sani (left), of the Ohio University/University of Maiduguri partnerships in Nigeria, and Kadiatou Troure Gamby (right), of the Montana State University/ Institut d'Economie Rurale/Institut Polytechnique Rural et de Recherche Appliquée partnership in Mali, networked to discuss western African development issues.

Special Initiative partnerships. Partners met with other development experts in these countries and regions. Special guests included senior officials from the higher education community, USAID, the U.S. Department of State, and the Peace Corps. Issues included how ALO partnerships in the country or region can work together to build synergies and have greater impact on the common development agenda; how development challenges in the region can be better addressed; how partners working in the same development area can build on one another's successes and replicate programs; and how partners who are active in the same area but who focus on divergent development issues can work together.

Many higher education partnerships connect communities of knowledge and practice through their activities, as does the *University of Wyoming/Saratov State Socio-Economics University* partnership, which is working in Russia to integrate e-business into the curricula and undertake outreach to the local business community. Connecting with the

business community enabled the universities to adapt curricula to respond to actual business demands and lend support to businesses, thus connecting their knowledge community with the region's communities of practice.

A goal of the ALO Synergy in Development conference was bringing the higher education and USAID communities closer together. Key USAID staff moderated 20 sessions in which partners highlighted their partnerships results, challenges, and lessons learned. USAID staff showed a keen interest in how higher education partnerships, cutting across all sectors, affect host country communities and promote sustainable development. Moderators and audience members asked the presenters questions about program impact, possible replication, and plans for sustainability. Such constructive dialogue expands and strengthens existing communities of knowledge and practice.

Open Forum with USAID

The Open Forum with USAID and higher education community participants provided an opportunity to broaden and strengthen the collaboration between the two communities. The forum raised three major issues: methods of support to begin and sustain partnerships, ways to improve communication between the partners on best practices and successful models, and development of enhanced channels of communication between the higher education community and USAID missions and bureaus.

By continuing discussions such as these throughout the year, the higher education community and USAID join to address shared development goals. Communities of knowledge and practice are most successful when they apply their joint expertise to address challenges and share a common sense of purpose.



Jeannie Kim-Hon, Suong Soksopeha, Keo Tepy, and Anita Pattnaik of the California State University, Fullerton/Pannasastra University of Cambodia partnership discussed their newly instituted community service learning center with Eksavang Vongvichit (second from right) of the Case Western University/National University of Laos partnership.

3 Understanding Development Challenges

“We are experiencing the development of intense connections between the University of Maiduguri and the local rural communities and community leaders, especially with girls and women.”

—Ohio University/University of Maiduguri (Nigeria)

In a rapidly transforming world, people and institutions must unite to respond to development challenges with new ideas or modify solutions for implementation in particular contexts. By building upon collective experiences and benefiting from others' learning curves, people and institutions avoid repeating the same mistakes that have historically plagued development due to a lack of coordinated communication.

Through the interaction of different perspectives and approaches, communities of knowledge and practice lead to a more holistic understanding of the challenges facing the development community as a whole. At Synergy in Development 2004, networking sessions grouped by region and partnership presentation sessions grouped by development sector fostered candid discussion of the development challenges faced by ALO partners and conference participants.

Partners working in the same sector often discovered they shared the same development concerns even when working in different countries or regions of the world. By discussing different models and strategies and the techniques that had proved the most successful,

higher education partnerships furthered a better understanding of development challenges. For example, three partnerships in three different regions of the world outlined their unique approaches to the same development challenge of building capacity in natural resources management.

Indiana University and Universidad Nacional Autonoma de Mexico collaborate in training Mexican scientists, technical advisors, and members of forest communities in methods of understanding community governance and natural resource management. Partnership activities are organized on the premise that information results in informed action. Partnership-trained researchers and forest technicians apply learned techniques to accelerate data collection on community forestry and encourage community involvement. Partners have established linkages with local community groups, resulting in growing public interest and government support for local environmental preservation initiatives.

Michigan State University and Tribhuvan University's Institute of Forestry in Nepal are developing curricula on community forestry and are building the natural resource and



social science knowledge and skills of Institute of Forestry faculty by supporting a new master of science degree program in forestry. The partners held training programs to develop the knowledge and skills of Tribhuvan's faculty, upgraded curricula, and sought funding to ensure sustainability.

The *Oregon State University, Debut University*, and the *Ethiopian Agricultural Research Organization* are expanding and improving training in natural resource management in Ethiopia by developing sound

"There was a process of change that we cannot convey in pictures. It happened not just in the students but also in the teachers."

—*Purdue University/Nong Lam University (Vietnam)*

research to investigate food security and natural resource concerns for current and future generations. Their approach includes short-term training in communication skills for the Ethiopian partners and improving teaching, learning, and outreach through workshops in the use of media technology. An improved natural resources management curriculum prepares professionals to better manage existing natural resources.

By discussing the ways in which they have successfully navigated challenges in program implementation and sharing their unique approaches to similar development challenges, participants build on shared experiences and knowledge, gain insight from lessons learned, and modify innovative models and strategies to fit their specific contexts. The partnership presentations and networking sessions allowed participants to reach out to one another to begin building new knowledge and practice communities. The interaction of different perspectives and approaches enabled participants to develop a better understanding of the models and strategies best suited to development challenges around the world.

Plenary Speakers

Kent Hill, assistant administrator for Europe and Eurasia, and Sarah Moten, chief, Education Division, Africa Bureau, both of USAID, were plenary speakers at Synergy in Development 2004. They discussed how the higher education community and USAID work together and how this collaboration can be improved.

"Education at its best does more than teach, it inculcates values," said Hill in discussing the importance of higher education partnerships. He emphasized how the ALO community can make critical development contributions by ensuring universal availability of high quality education and its application to ALO goals.

Agreeing that education is key to development, Moten went further. "How do we improve education in developing countries?" she asked, and suggested that one way is to improve such important aspects of basic education as literacy, teacher training, retention, and including women and girls.

Both speakers addressed the importance of the partnership model. "Collaborations are needed because no one has all the answers," said Hill, while Moten stated, "It takes talking and collaborating to reach our intended goals." They reaffirmed that higher education partnerships create the knowledge and practice communities necessary to understand and address critical development needs, and the expertise and flexibility necessary to apply innovative techniques across sectors and in diverse contexts.

Summarized Hill, "I don't think there is anything more important in development than the relationships that are forged between partners."

4 Contributing to Development Knowledge

“It is tremendously important for U.S. students and faculty to go abroad to enrich their global perspectives . . . and a lot will be lost if we don't bring the number of foreign students back up.”

—Kent Hill, Assistant Administrator for Europe and Eurasia, USAID

Higher education partnerships are uniquely positioned to thrive because of the flexibility of the partnership arrangement and the commitment of the partners. Knowledge networks and communities of practice foster cutting-edge techniques, experimenting with new ideas, and sharing valuable lessons. By combining their expertise, higher education partnerships directly contribute to development knowledge.

Synergy in Development 2004 showcased more than 100 higher education partnerships and included presentations on such programs as a professional development partnership in mathematics for teachers in South Africa; efforts to train Mexican environmentalists, engineers, and toxicologists to address environmental health issues; and a food and nutrition partnership with rural women agriculturalists in Namibia.

All ALO partnerships have a positive impact on both international development and local communities of U.S. and partner institutions. This section is an overview of how three partnerships are contributing to development knowledge.

The partnership between *Highline Community College* and *False Bay College for Further Education and Training* in South Africa is developing a supported employment workforce development model for disabled South Africans. The partnership responds to a recent government call for equal opportunity and elimination of unfair discrimination based on the legal requirement that 2 percent of the workforce comprise people with



Participants from the Maricopa Community College District/Université d'Abomey partnership in Benin discussed their efforts to establish a training and education program to prepare students for computer systems technical support positions.

disabilities. The partners' innovative model for workforce development, which dispels myths about the disabled and improves their chances of employment upon graduation, includes both students and communities. The model is expected to be used by the National Ministry of Education in implementing a national response to the new legislation.

The *University of Arkansas* is working with the *Université du Centre* in Tunisia to develop and deliver executive education programs and create an innovative undergraduate core business curriculum that integrates all aspects of business education with courses based on actual business processes. This innovative enterprise approach to undergraduate business education pushes the frontiers of undergraduate business education and extends the model to developing

countries. A strength of this particular partnership arrangement is its connections with the business community, including Wal-Mart. Such partnerships draw on the expertise and innovation of U.S. higher education institutions and contribute to development knowledge through fresh and unique perspectives.

Another way that higher education partnerships contribute to development knowledge is by applying and modifying models in response to specific development challenges. The University of Massachusetts-Amherst is partnered with the Afghan University for Education to build local institutional capacity for conducting and supporting rapid teacher training in basic education. The partners faced extreme challenges, including a lack of such resources as a library, supplies, and other materials; a shortage of trainers; scant security; and the difficulty of travel for women. By combining resources and expertise, the partners created innovative models that can be used to train teachers rapidly in conflict regions around the world.

These and many other ALO partnerships show how the activities of higher education partnerships directly contribute to development knowledge. Further, these partnerships prove how their success ensures a new generation is trained to use new and innovative models and ideas in the United States and abroad. By combining their resources with USAID and their private-sector partners, higher education institutions are uniquely positioned to create the networks of knowledge and the communities of practice necessary to address different development challenges in various contexts.



Conference participants came together during plenary sessions and the open forum to discuss emerging development challenges and promising models with USAID and other partners.

The 2004 ALO Moving Images Film Competition and the Picturing Change Photography Competition

In conjunction with the ALO Picturing Change Photography Competition, partners shared in the new ALO Moving Images Film Competition. The films and photographs vividly portrayed the impressive work of higher education partnerships in development. Through these images and stories, the impact of partnerships is illustrated in a way that mere words cannot convey.

Many participants visited the gallery of the entries in the second ALO Picturing Change Photography Competition in which ALO partners were invited to submit photographs that document their work and its impact on their communities.

The films movingly portray the success of the communities of practice and knowledge that this report discusses. After the screening, the audience joined the competition by acting as the jury and voting for their favorites.

The films are available as streaming video on the ALO web site (<http://www.aascu.org/alo>).

The winners of the film competition were:

- First place: Oregon State University/University of Fort Hare/Fort Cox College/University of Natal-Pietermaritzburg (South Africa)
- Second place: Indiana State University/University of Hassan II-Mohammedia (Morocco)
- Third place: Spelman College/Durban Institute of Technology (South Africa)



Case Western Reserve University/National University of Laos partnership colleagues accepted the first place award in the Picturing Change Photography Competition, on behalf of winner Brian Watt.



The Oregon State University/Fort Cox College/University of Fort Hare/University of Natal-Pietermaritzburg partnership in South Africa received the inaugural first prize in the Moving Images Film Competition for their entry, "Growing Together: Agroforestry in South Africa."

Appendix I

SYNERGY IN DEVELOPMENT 2004

Higher Education Partnerships: Connecting the World

10–13 August 2004

Washington, DC

AGENDA

TUESDAY, AUGUST 10

3:00–7:00 PM REGISTRATION *Ballroom Foyer*

WEDNESDAY, AUGUST 11

7:15–8:15 AM CONTINENTAL BREAKFAST *Ballroom Foyer*

7:30–8:30 AM REGISTRATION *Ballroom Foyer*

8:30–9:00 AM WELCOME *Ballroom*

Barbara Hill, Conference Moderator
Christine A. Morfit, Interim Executive Director
Association Liaison Office for University Cooperation in Development
C. Peter Magrath, President
National Association of State Universities and Land-Grant Colleges

9:00–10:10 AM OPENING PLENARY SESSION *Ballroom*

BUILDING KNOWLEDGE FOR DEVELOPMENT

John Grayzel, Director, Office of Education, Bureau for Economic
Growth, Agriculture, and Trade
U.S. Agency for International Development
Kent R. Hill, Assistant Administrator for Europe and Eurasia
U.S. Agency for International Development
Sarah Moten, Chief, Education Division, Africa Bureau
U.S. Agency for International Development

10:10–10:25 AM	BREAK	<i>Ballroom</i>
10:25 AM–12:15 PM	BUILDING COMMUNITIES OF PRACTICE ALO “MOVING IMAGES” PARTNERSHIP FILM COMPETITION <ul style="list-style-type: none"> • Indiana State University/University of Hassan II-Mohammedia (MOROCCO) • Ohio University/State Islamic University Syarif Hidayattullah (INDONESIA) • University of Illinois-Chicago/Addis Ababa University (ETHIOPIA) • Spelman College/Durban Institute of Technology (SOUTH AFRICA) • Oregon State University/University of Fort Hare/Fort Cox College/University of Natal-Pietermaritzburg (SOUTH AFRICA) 	<i>Ballroom</i>
12:15–1:45 PM	NETWORKING LUNCH (TICKETED)	<i>The Colonnade</i>
1:45–3:30 PM	PARTNERSHIP PRESENTATIONS (CONCURRENT SESSIONS) PANEL 1: ENVIRONMENT/ENVIRONMENTAL POLICY	<i>Roosevelt Room</i>
	Moderator: Alan Hurdus, USAID <ul style="list-style-type: none"> • American Museum of Natural History/Universidad Mayor de San Andrés/ Universidad Católica Boliviana/Universidad Autónoma Gabriel René Moreno (BOLIVIA) • Northern Arizona University/Universidad de Sonora (MEXICO) • Purdue University/Cantho University/Nong Lam University (VIETNAM) • University of Connecticut/Universidad Autónoma de Baja California (MEXICO) <p><i>Introduction of new environment/environmental policy/energy partnerships:</i></p> <ul style="list-style-type: none"> • Arizona State University/Instituto Tecnológico de Sonora (MEXICO) • University of Arizona/Centro de Investigación y de Estudios Avanzados (MEXICO) • University of Colorado-Boulder/Centro Federal de Educação Tecnológica de Minas Gerais (BRAZIL) • University of Houston/Bangladesh University of Engineering and Technology (BANGLADESH) • Virginia Tech/Bangladesh University of Engineering & Technology (BANGLADESH) 	
	PANEL 2: SECONDARY AND HIGHER EDUCATION/TEACHER TRAINING I	<i>Ballroom I</i>
	Moderator: Martin Hewitt, USAID <ul style="list-style-type: none"> • Highline Community College/Cape Technikon (SOUTH AFRICA) • Murray State University/University of Bahrain (BAHRAIN) • University of Arkansas/Université du Centre (TUNISIA) • University of Delaware/Pontificia Universidad Católica del Perú (PERU) • University of Massachusetts-Amherst/Afghan University for Education (AFGHANISTAN) <p><i>Introduction of new secondary and higher education/teacher training partnerships:</i></p> <ul style="list-style-type: none"> • Indiana State University/Mzuzu University (MALAWI) • Johnston Community College/Ministry of Education (THAILAND) 	

PANEL 3: AGRICULTURE/AGRIBUSINESS I

Ballroom II

Moderator: Arthur Love, USAID

- Clemson University/Universitas Sam Ratulangi (INDONESIA)
- The Ohio State University/Sokoine University of Agriculture (TANZANIA)
- Texas A&M University/Consortio Técnico del Noreste (MEXICO)
- University of Arizona/Universidad Autónoma de Chapingo (MEXICO)

Introduction of 1 Cycle 2001 and five new agriculture/agribusiness partnerships:

- Iowa State University/Universidad Nacional Agraria "La Molina" (PERU, 2001)
- Iowa State University/University of Agricultural Sciences (INDIA)
- Montana State University/Institut d'Economie Rurale (MALI)
- The Ohio State University/Punjab Agricultural University (INDIA)
- Purdue University/University of Agricultural Sciences (INDIA)
- University of Notre Dame/Universidad de Guadalajara (MEXICO)

3:30–4:00 PM

BREAK

Ballroom Foyer

4:00–5:15 PM

PARTNERSHIP PRESENTATIONS (CONCURRENT SESSIONS)

**PANEL 4: SECONDARY AND HIGHER EDUCATION/
TEACHER TRAINING II**

Roosevelt Room

Moderator: Rebecca Adams, USAID

- Indiana State University/University of Hassan II-Mohammedia (MOROCCO)
- Red Rocks Community College/Tribhuvan University (NEPAL)
- Spelman College/Mangosuthu Technikon (SOUTH AFRICA)
- Western Illinois University/Universidad Mayor de San Andrés/Universidad Autónoma Gabriel René Moreno (BOLIVIA)
- Worcester Polytechnic Institute/Polytechnic of Namibia (NAMIBIA)

Introduction of new secondary and higher education/teacher training partnerships:

- Central Connecticut State University/University of the West Indies (JAMAICA)
- Purdue University/Polytechnic Institute/Education University/Kabul University (AFGHANISTAN)
- Utah State University/Universidad Autónoma de Santo Domingo (DOMINICAN REPUBLIC)

**PANEL 5: WORKFORCE DEVELOPMENT/PRIVATE SECTOR
DEVELOPMENT/BUSINESS ADMINISTRATION/MARKETING I**

Ballroom I

Moderator: Bob McClusky, USAID

- Bronx Community College/Umgungundlovu Further Education & Training College (SOUTH AFRICA)
- Georgia State University/Alexandria Institute of Technology (EGYPT)
- Southern Oregon University/Universidad de Guanajato (MEXICO)
- University of Georgia/University of Zagreb (CROATIA)
- University of Texas-San Antonio/Universidad Autónoma de Guadalajara (MEXICO)

Introduction of new workforce development/private sector development/business administration/marketing partnerships:

- Kentucky Community and Technical College System/Kien Giang Community College (VIETNAM)
- University of Arizona/Universidad Autónoma de Tamaulipas (MEXICO)

PANEL 6: HEALTH/NUTRITION/ANIMAL SCIENCE

Ballroom II

Moderator: Frances Davidson, USAID

- Langston University/Alemaya University (ETHIOPIA)
- Tufts University School of Veterinary Medicine/Tribhuvan University (NEPAL)
- University of Delaware/Obafemi Awolowo University (NIGERIA)
- University of Illinois, Urbana-Champaign/Universidad Autónoma de Querétaro (MEXICO)
- University of Wisconsin-Madison/Instituto Tecnológico y de Estudios Superiores de Monterrey-Querétaro (MEXICO)

Introduction of new health/nutrition/animal science partnerships:

- Cornell University/Universidad Autónoma de Yucatán México (MEXICO)
- Texas A&M University/University of Malawi, Bunda College of Agriculture (MALAWI)

6:00–7:00 PM

RECEPTION

The Colonnade

Welcoming Remarks

Michael Baer, Sr. Vice President, Division of Programs and Analysis,
American Council on Education

HOSTED WITH THE AMERICAN COUNCIL ON EDUCATION

THURSDAY, AUGUST 12

7:15–8:15 AM

CONTINENTAL BREAKFAST

Ballroom Foyer

8:30–9:30 AM

PARTNERSHIP PRESENTATIONS (CONCURRENT SESSIONS)

**PANEL 7: DEMOCRACY/JOURNALISM/LAW/PUBLIC POLICY
AND ADMINISTRATION I**

Roosevelt Room

Moderator: Ken Lee, USAID

- Ohio University/State Islamic University Syarif Hidayattullah (INDONESIA)
- San Diego State University/Universidad Autónoma de Baja California (MEXICO)
- Suffolk University/University of Cape Coast (GHANA)

PANEL 8: PUBLIC HEALTH/HIV/AIDS I

Ballroom I

Moderator: Dennis Carroll, USAID

- Case Western Reserve University/National University of Laos (LAOS)
- Loma Linda University/Kabul Medical Institute (AFGHANISTAN)
- University of Northern Iowa/University of Cape Coast (GHANA)

Introduction of 1 Cycle 2001 and two new public health/HIV/AIDS partnerships:

- Boston University/Lesotho College of Education (LESOTHO)
- Johns Hopkins University/Universidad Peruana Cayetana Heredia (PERU, 2001)
- University of Illinois at Chicago/The National University of Kyiv-Mohyla Academy (UKRAINE)

PANEL 9: BASIC EDUCATION/RESEARCH CAPACITY BUILDING *Ballroom II*

Moderator: Catherine Powell Miles, USAID

- Edinboro University of Pennsylvania/University of the Free State (SOUTH AFRICA)
- Ohio University/University of Maiduguri (NIGERIA)
- Pacific Lutheran University/University of Namibia (NAMIBIA)

9:30–10:00 AM

BREAK

Ballroom Foyer

10:00–11:45 AM

PARTNERSHIP PRESENTATIONS (CONCURRENT SESSIONS)

**PANEL 10: SECONDARY AND HIGHER EDUCATION/
TEACHER TRAINING III**

Roosevelt Room

Moderator: Joseph Williams, USAID

- Prince George's Community College/National University of Rwanda (RWANDA)
- Purdue University/Kabul University (AFGHANISTAN)
- Southern Methodist University/Université de Tunis El Manar (TUNISIA)
- University of North Carolina-Chapel Hill/University of Jordan (JORDAN)
- Washington State University/University of the Witwatersrand (SOUTH AFRICA)

Introduction of new secondary and higher education/teacher training partnerships:

- Southern Methodist University/Instituto Tecnológico y de Estudios de Monterrey (MEXICO)
- University of Missouri/University of Western Cape (SOUTH AFRICA)

**PANEL 11: WORKFORCE DEVELOPMENT/PRIVATE SECTOR
DEVELOPMENT/BUSINESS ADMINISTRATION/MARKETING II**

Ballroom I

Moderator: Curt Reintsma, USAID

- Georgia State University/Caucasus School of Business (GEORGIA)
- Highline Community College/False Bay College (SOUTH AFRICA)
- University of Connecticut/Ain Shams University (EGYPT)
- University of Washington/De La Salle University (PHILIPPINES)
- Western Illinois University/Universidad Autónoma de Querétaro, Centro Universitario (MEXICO)

Introduction of new workforce development/private sector development/business administration/marketing partnerships:

- Arizona State University/Instituto Tecnológico y de Estudios Superiores de Monterrey (MEXICO)
- Maricopa Community College District/Université d'Abomey, National School for Applied Economics and Management (BENIN)

PANEL 12: AGRICULTURE/AGRIBUSINESS II

Ballroom II

Moderator: Sandra Russo, USAID

- Michigan State University/University of Mali (MALI)
- Pennsylvania State University/University of Namibia (NAMIBIA)
- Texas A&M University/Consortio Técnico del Noreste de México (MEXICO)
- Texas A&M University/Universidad Nacional Agraria (PERU)
- University of Wisconsin-River Falls/Universidad Nacional Agraria (NICARAGUA)

Introduction of new agriculture/agribusiness partnerships:

- Cornell University/Tamil Nadu Agricultural University (INDIA)
- Michigan State University/Tamil Nadu Agricultural University (INDIA)
- University of California-Davis/Tamil Nadu Agricultural University (INDIA)
- University of Georgia/Universidad Veracruzana (MEXICO)
- University of Wisconsin-Madison/Universidad de San Carlos de Guatemala (GUATEMALA)

11:45 AM–1:15 PM

NETWORKING LUNCH (TICKETED)

The Colonnade

1:15–2:45 PM

PARTNERSHIP PRESENTATIONS (CONCURRENT SESSIONS)

PANEL 13: DEMOCRACY/JOURNALISM/LAW/PUBLIC POLICY AND ADMINISTRATION II

Roosevelt Room

Moderator: Gary Hansen, USAID

- Florida A&M University/University of Zululand (SOUTH AFRICA)
- Kansas State University/Gorno-Altisk University (RUSSIA)
- Southern Illinois University/Independent University of Bangladesh (BANGLADESH)

Introduction of new democracy/journalism/law/public policy and administration partnerships:

- Cleveland State University/University of Rijeka (CROATIA)
- Indiana University/American University-Central Asia (KYRGYZSTAN)
- University of Chicago/Universidad Iberoamericana (MEXICO)

PANEL 14: NATURAL RESOURCE MANAGEMENT I

Ballroom I

Moderator: David Hess, USAID

- Indiana University/Universidad Autónoma de México (MEXICO)
- Oregon State University/Debu University/Ethiopian Agriculture Research Organization (ETHIOPIA)
- University of New Mexico/Zamorano (HONDURAS)
- University of Pittsburgh/Moi University (KENYA)

Introduction of new natural resource management partnership:

- University of Wisconsin-Madison/Universidad de Guadalajara (MEXICO)

**PANEL 15: WORKFORCE DEVELOPMENT/PRIVATE SECTOR
DEVELOPMENT/BUSINESS ADMINISTRATION/MARKETING III**

Ballroom II

Moderator: Kay Freeman, USAID

- Southern New Hampshire University/University of the North (SOUTH AFRICA)
- Texas Christian University/Universidad de las Américas Puebla (MEXICO)
- University of Missouri-Rolla/Mazoon College of Management and Applied Science (OMAN)
- University of Wyoming/Saratov State Socioeconomics University (RUSSIA)

Introduction of new workforce development/private sector development/business administration/marketing partnerships:

- Alamo Community College District/Universidad Tecnológica de Coahuila (MEXICO)
- Community Colleges for International Development/Polytechnic of Namibia (NAMIBIA)
- Southern Connecticut State University/Technical University of Cluj-Napoca-Cluj County (ROMANIA)

2:45–3:15 PM

BREAK

Ballroom Foyer

3:15–4:30 PM

PARTNERSHIP PRESENTATIONS (CONCURRENT SESSIONS)

PANEL 16: NATURAL RESOURCE MANAGEMENT II

Roosevelt Room

Moderator: Kevin Hayes, USAID

- Cornell University/Bahir Dar University (ETHIOPIA)
- Michigan State University/Tribhuvan University's Institute of Forestry (NEPAL)
- University of New Mexico/Universidad de Quintana Roo (MEXICO)
- Texas A&M University-Corpus Christi/Lamar University/Instituto Tecnológico de Saltillo (MEXICO)

PANEL 17: PUBLIC HEALTH/HIV/AIDS II

Ballroom I

Moderator: Joyce Holfeld, USAID

- Howard University/University of the Western Cape (SOUTH AFRICA)
- Tufts University School of Medicine/University of Nairobi (KENYA)
- University of Scranton/Universidad Iberoamericana (MEXICO)

Introduction of new public health/HIV/AIDS partnerships:

- Northern Illinois University/Université de Mbuji Mayi (DEMOCRATIC REPUBLIC OF THE CONGO)
- University of Arizona/El Colegio de Sonora (MEXICO)

PANEL 18: COMMUNITY DEVELOPMENT

Ballroom II

Moderator: Randal Thompson, USAID

- California State University-Fullerton/Pannasastra University of Cambodia (CAMBODIA)
- Tuskegee University/University of Fort Hare (SOUTH AFRICA)
- University of Texas-Austin/Benemerita Universidad Autónoma de Puebla (MEXICO)

Introduction of new community development partnership:

- Iowa State University/Universidad de Colima (MEXICO)

4:45–6:00 PM **NETWORKING SESSION** *Roosevelt Room/Imperial Rooms/Foyers*
An opportunity for the ALO community to come together to explore common interests.

7:30 PM **WASHINGTON, D.C. TROLLEY TOUR BY NIGHT**
(optional, pre-registration required)

FRIDAY, AUGUST 13

7:30–8:15 AM **CONTINENTAL BREAKFAST** *Ballroom Foyer*

8:30–10:00 AM **PARTNERSHIP PRESENTATIONS (CONCURRENT SESSIONS)**
PANEL 19: NATURAL RESOURCE MANAGEMENT III *Ballroom I*

Moderator: Gary Bittner, USAID

- Cornell University/Leyte State University (PHILIPPINES)
- Michigan Technological University/Universidad de Sonora (MEXICO)
- Texas A&M University-Kingsville/Instituto Tecnológico y de Estudios Superiores de Monterrey (MEXICO)
- University of Washington/University of Port Elizabeth (SOUTH AFRICA)

**PANEL 20: SECONDARY AND HIGHER EDUCATION/
TEACHER TRAINING IV** *Roosevelt Room*

Moderator: Luba Fajfer, USAID

- Indiana University/Southeast Europe University (MACEDONIA)
- State University of New York-Plattsburgh/Institut National de Commerce (ALGERIA)
- University of Illinois-Chicago/Addis Ababa University (ETHIOPIA)
- Virginia Tech/Dhaka University (BANGLADESH)

10:00–10:30 AM **BREAK** *Ballroom Foyer*

10:30–11:45 AM **OPEN FORUM WITH USAID** *Ballroom*
LINKING KNOWLEDGE AND PRACTICE: BUILDING BETTER PARTNERSHIPS
All partnership representatives and USAID staff
Moderator: Barbara Hill

11:45 AM–NOON **CLOSING CEREMONY** *Ballroom*
PRESENTATION OF THE ALO FILM AND PHOTO COMPETITION AWARDS

CLOSING REMARKS AND ADJOURNMENT

Christine A. Morfit, Interim Executive Director,
Association Liaison Office for University Cooperation in Development

Appendix II

NEW PARTNERSHIPS INTRODUCED AT SYNERGY IN DEVELOPMENT 2004

Bangladesh 2003

University of Houston/Bangladesh University of Engineering & Technology
Virginia Tech/Bangladesh University of Engineering & Technology

India 2004

Cornell University/Tamil Nadu Agricultural University
Iowa State University/University of Agricultural Sciences
Michigan State University/Tamil Nadu Agricultural University
The Ohio State University/Punjab Agricultural University
Purdue University/University of Agricultural Sciences
University of California, Davis/Tamil Nadu Agricultural University

TIES 2004

Alamo Community College District/Universidad Tecnológica de Coahuila
Arizona State University/Instituto Tecnológico y de Estudios Superiores de Monterrey
Arizona State University/Instituto Tecnológico de Sonora
Cornell University/Universidad Autónoma de Yucatán México
Iowa State University/Universidad de Colima
Southern Methodist University/Instituto Tecnológico y de Estudios Superiores de Monterrey
University of Arizona/Centro de Investigación y de Estudios Avanzados
University of Arizona/Universidad Autónoma de Tamaulipas
University of Arizona/El Colegio de Sonora
University of Chicago/Universidad Iberoamericana
University of Georgia/Universidad Veracruzana
University of Notre Dame/Universidad de Guadalajara
University of Wisconsin, Madison/Universidad de Guadalajara

EGAT/ED Cycle 2004

Boston University/Lesotho College of Education (LESOTHO)
Central Connecticut State University/University of the West Indies (JAMAICA)
Cleveland State University/University of Rijeka (CROATIA)
Community Colleges for International Development/Polytechnic of Namibia

Indiana State University/Mzuzu University (MALAWI)
Indiana University/American University-Central Asia (KYRGYZSTAN)
Johnston Community College/Ministry of Education (THAILAND)
Kentucky Community and Technical College System/Kien Giang Community College (VIETNAM)
Maricopa Community College District/Université d'Abomey, National School for Applied
Economics and Management (BENIN)
Northern Illinois University/Université de Mbjui Mayi (DEMOCRATIC REPUBLIC OF
THE CONGO)
Purdue University/Polytechnic Institute/Education University/Kabul University (AFGHANISTAN)
Southern Connecticut State University/Technical University of Cluj-Napoca-Cluj County
(ROMANIA)
Texas A&M University College of Veterinary Medicine/University of Malawi, Bunda College
of Agriculture (MALAWI)
University of Colorado-Boulder/Centro Federal de Educaçao Technologica de Minas Gerias
(BRAZIL)
University of Illinois at Chicago/National University of Kyiv Mohyla Academy (UKRAINE)
University of Missouri/University of Western Cape (SOUTH AFRICA)
University of Wisconsin, Madison/Universidad de San Carlos de Guatemala
Utah State University/Universidad Autónoma de Santo Domingo (DOMINICAN REPUBLIC)

Mali

Montana State University/Institut d'Economie Rural/Institut Polytechnique Rural de
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