



SYNERGY IN DEVELOPMENT 2007

*A Decade of Higher Education Collaboration
in Development*



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Higher Education for Development (HED)

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COVER PHOTO CREDITS

Upper Left: University of Texas at Austin/Benemérita Universidad Autónoma de Puebla/El Colegio Mexiquense/Instituto Tecnológico Especiales Superiores de Monterrey: Campus Ciudad de México (ITESM)/Universidad de las Américas (UDLA) -- *Partnership for Bilateral Civil Society Scholarship*

Upper right: Photo by: Dr. John Ssempebwa, Fellow-- State University of New York, Albany/Makerere University--*Partnership for a Graduate Program in Environmental Science and Health*

Center right: Submitted by Cliff Missen, University of Iowa--University of Iowa/Nigerian National Universities Commission--*Partnership for Building Digital Technical Capacity at Nigerian Universities*

Bottom right: Submitted by Dr. Bala Mohan--Michigan State University/Tamil Nadu Agricultural University – *Partnership for Building University Capacity to Improve Fruit and Vegetable Supply Chain Development and Management in India*

Bottom left: Submitted by: Dr. Brian Bailey-- Northern Kentucky University/United Arab Emirates University-- *Partnership for Strengthening English Teaching Through Service Learning*

Center: Submitted by William O. Maddocks, Institute Director-- Southern New Hampshire University/University of Limpopo--*Partnership for a South African Microenterprise Development Institute*

INTRODUCTION

To mark the tenth anniversary of the Higher Education in Development (HED) program, HED and USAID invited more than 300 past and current program participants to Washington, D.C. for the *Synergy in Development 2007* Workshop. This meeting offered an opportunity for HED and USAID to review the contributions of higher education partnerships to poverty reduction and economic growth and to discuss how the program's impact can be enhanced and extended.

During this four-day event, international and U.S. program participants discussed the overall impact of higher education partnerships. During breakout sessions, participants explored opportunities to build on impacts through sustainable programs, scaling up, and replicating model partnerships.

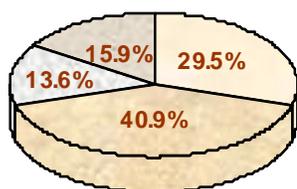
In the opening remarks, HED Executive Director called the event “a truly once in a decade experience.” She acknowledged that thinking on development is changing. The effects of globalization have focused development experts on the need for advanced research to foster technological innovation and the advancement of more highly skilled workforces—all of which brings higher education and its role in a knowledge-based economy into greater prominence. She encouraged participants to add to the current debate on the role of higher education in global development by providing examples of programs and projects from their own experiences that have been successfully implemented, have had significant development impact, can be seen as models for future programs and can be expanded and sustained over the long term. The results of those discussions and debates follow.

PROGRAM PARTICIPANTS

In total, 345¹ individuals attended the *Synergy in Development 2007* Workshop. These participants represented 94 partnerships between 68 host country institutions in 43² countries and 93 U.S. colleges and universities—an estimated 30 percent of the more than 300 HED partnerships since 1998. Representatives from the media, private sector organizations, diplomats and government officials also participated.

Participant Profile

Total Attendance	International Attendees		U.S. Attendees		Partnerships Represented	Countries Represented	International Colleges & Universities	U.S. Higher Education Institutions
	Men	Women	Men	Women				
345	72	29	137	109	94	44	68	93



Synergy Workshop Country Distribution Within Regions

- Africa (13)
- Asia & The Near East (18)
- Europe & Eurasia (6)
- Latin America & the Caribbean (6)

Africa:

Angola, Botswana, Ethiopia, Ghana, Kenya, Malawi, Mozambique, Namibia, Nigeria, Senegal, South Africa, Tanzania, Uganda

Asia & Near East:

Afghanistan, Algeria, Bahrain, Bangladesh, Egypt, India, Jordan, Laos, Lebanon, Libya, Morocco, Nepal, Philippines, Sri Lanka, Thailand, Tunisia, Vietnam, West Bank/Gaza

Europe & Eurasia:

Central Asia, Croatia, Macedonia, Romania, Russia, Uzbekistan

Latin America & the Caribbean:

Bolivia, Guatemala, Honduras, Mexico, Nicaragua, Peru

¹ See complete Attendee List in Appendix A

² Countries listed by USAID's Country Categories Under the New Foreign Assistance Framework (http://www.usaid.gov/about_usaid/acvfa/framework_102506.pdf). For more information about the U.S. Foreign Assistance program areas and prioritization of international assistance, visit (<http://www.state.gov/documents/organization/86291.pdf>).

Rebuilding
Afghanistan
Nepal

Developing
Bangladesh
Egypt
Ethiopia
Indonesia
Jordan
Kenya
Malawi
Nigeria
Peru
Rwanda
Uganda
Vietnam
Morocco

Transforming
Bolivia
Honduras
India
Mozambique
Philippines
Tanzania
Ghana
Namibia
Nicaragua
Sri Lanka
Thailand

Sustaining
South Africa
Mexico
Croatia
Israel
Lebanon
Qatar
Russia
Palestine
Senegal
Tunisia
Uzbekistan

Other
Saudi Arabia
Algeria
Angola
Kazakhstan
Kyrgyz Republic
Laos
Libya

OPENING PLENARY SPEAKERS

M. Peter McPherson, President of the National Association of State Universities and Land Grant Colleges (NASULGC), stated that the primary “drivers of change” in international development have been technology, human resources, and institutional capacity building. He credited USAID for its vital role in inducing this change.

McPherson expressed that HED is by far USAID’s “most innovative” partner for engaging the higher education community in international development, but recommended a more focused approach, by limiting the number of target countries and development sectors. He also suggested that HED work with “clusters” of institutions best suited to address specific development challenges.

One of the keys to sustained development impact is long-term training. He noted that such training is no longer an integral part of USAID’s portfolio, as many of the world’s political, economic, and social leaders received their doctorates in the United States. He urged long-term training as a larger part of the legislative agenda.

McPherson expressed the clear need for the mobilization of higher education’s abundant resources – human, technological, financial, material – in international development by saying that, “No sensible person truly believes that a country can be built and grown just using high school graduates alone.” He reminded the audience “the greatest results and successes occur when the host countries take the lead and the U.S. partners play a supporting role.”

Juan A.B. Belt, Director of the Office of Infrastructure and Engineering in USAID’s Bureau for Economic Growth, Agriculture, and Trade, echoed McPherson’s comments, saying that the key to development is sustainability.

He cited the example of USAID’s investment in faculty training through a partnership with the University of Chicago at the Universidad de Chile and the Universidad Católica de Chile in the 1960s. At the time, neither institution had any trained full-time faculty. Now there are more than 30. Following up on its success, Belt said that USAID soon expanded its faculty training efforts to Argentina, Brazil, El Salvador, and Mexico.

Seeing how the faculty and the institutions had been greatly strengthened by the relatively small investment, Belt said the governments of these countries also started investing more in higher education. He concluded by saying that “USAID got a huge bang for its “few bucks” and continues to do so through HED’s numerous higher education partnerships.

OVERVIEW OF WORKSHOP SESSIONS

The four-day workshop featured keynote speakers with experience in higher education, government, and international development; facilitated discussions; panel presentations; and roundtables. Human and institutional capacity building in higher education was addressed by regional needs, and across technical sectors, as well as from the perspectives of scalability, replicability, and sustainability.

The session topics were designed from a detailed pre-workshop survey that was sent to all potential attendees. A 70 percent response to the pre-workshop survey provided evidence of impact, indications of sustainability, and descriptions of noteworthy serendipitous outcomes over the past ten years. Details from the pre-workshop survey can be found in Appendix B.

Four regional roundtables examined common themes across Sub-Saharan Africa, Latin America and the Caribbean, Asia and the Near East, or Europe and Eurasia. Other roundtables centered on topics in development such as increasing knowledge in science and technology, stimulating economic growth, enhancing the quality and relevance of higher education globally, and building on impacts at the local and regional levels.

Presentations and discussions explored *human and institutional capacity building* and the development of sustainable programs. Special sessions focused on partnership models for health in Africa and education reform in the Middle East.

Moderators led discussions on influencing agricultural policy through university partnerships, university-based academic centers for health interventions, the role of community colleges for skills development, and utilization and environmental protection as a result of university-based research and training.

Panel discussions provided opportunities for participants to interact and network with public sector partners and foundations to build synergies and stimulate ideas for engaging various stakeholders in international development.

EMERGENT THEMES FROM THE CLOSING PLENARY: TOWN HALL MEETING

The closing plenary, designed as a “town meeting” or an open forum, elicited participants’ suggestions about what influences the success of higher education partnerships and how these partnerships can be leveraged for maximum impact. The topics for discussion were generated by an end-of-workshop evaluative survey completed by participating attendees at the USAID/HED 2007 Synergy Workshop. Through the survey, HED requested participants’ input and guidance regarding ways to enhance the impact, sustainability, scalability and replicability of higher education partnerships. The input targeted three primary audiences—higher education institutions, Higher Education for Development (HED), and USAID. For a summary of the end of workshop survey results, see Appendix D.

Outcomes from this open discussion have been summarized by the following categories: partners relations, rooting partnerships in the community, increasing impact, sustaining and extending impact, advocacy and communication, and additional program ideas and requests. The following section outlines workshop discussions and recommendations supporting these identified themes.

Partner Relationships

The relationship between the US and host country (HCN) higher education institutions (HEIs) was identified as a crucial factor for project success. Many participants highlighted different aspects of this relationship.

Institutional support

- Partnership projects need to be supported by the participating higher education institutions in the US and the host country. Partnerships work best when they are part of a university or college’s long-term strategy, and both institutions are committed to nurturing and extending the relationship.

Institutional support is strengthened when the leadership of the college or university understands that international development activities and collaborations are important for promoting understanding of the global society and developing a globally competitive workforce.

Institutional Capacity

- In addition to institutional commitment, host country partners must have adequate infrastructure and capacity to support the partnership activities. In particular, their governance and money management systems should be in line with USAID standards.

Defining the relationship

- The working relationship between the partner institutions should be well defined at the beginning. One important component of this relationship is to articulate clearly the motives and incentives that bring each partner to the table, and to structure the partnership in a mutually beneficial way to prevent tension and dissatisfaction in the future.
- Another important component of defining the relationship is setting the parameters for fiscal and operational accountability. Partners should agree upon mutual expectations and reporting mechanisms. In particular, different governance and fiscal management procedures may need to be reconciled so that the relationship can work smoothly.
- Many of these factors point toward the need to vet potential partners carefully and define the working relationship at the outset of the partnership. Pre-planning requires time, and it is often easier for U.S. universities to submit proposals with existing, tried-and-true partners. HED might encourage better partner exploration and pre-partnership negotiation by specifically allocating time for this work. One participant suggested that HED should structure the solicitation in two phases. In the first phase, interested U.S. universities should submit a concept paper for the proposed work. Once that is accepted, the grantee should then have additional time to finalize a detailed work proposal with host country partners.

Rooting Partnerships in the Community

The success of a partnership also depends on its responsiveness to local and /or regional needs and its ability to engage relevant stakeholders. USAID would like to see higher education partnerships result in “community” projects where a higher education institution is one of several groups invested in the partnership. Some workshop participants elaborated on the “outside-the-university” connections that are needed for partnership success.

Practical solutions for communities

- HED partnerships are most successful when they translate learning into practical solutions and share new ideas and technologies outside the university, be it communities, governments, or NGOs. Undertaking community extension partnerships is both appropriate and valuable for higher education institutions and HED’s work should promote service learning for faculty and students. It is also important for higher education faculty to reach out to non-academic stakeholders and explain the partnership and its benefits in language that is readily understood.

Aligning partnerships with country needs

- The range of host country stakeholders that might be engaged depends on the nature of the partnership. For most partnerships, however, it helps to get buy-in and support from the USAID Mission and the relevant host country government ministries as part of the planning process. Some partnerships also need permission and approval of state and local governments, and others might require data or information from specific government authorities that is not always easy to secure.
- It was, therefore, suggested that partnership solicitations be aligned with host country strategies and priorities to enhance collaboration of relevant government agencies so that outcomes are more likely to be accepted and appreciated. In addition, HED could help forge stronger links between higher education partnerships and USAID Missions; for example, by

inviting Mission staff to HED meetings and keeping them informed about partnerships in their country. The Executive Director of HED explained that HED is already working more closely with USAID Missions to align HED partnerships with national development objectives and to engage relevant government stakeholders.

Engaging relevant private sector actors

- It is also important to engage private sector stakeholders from appropriate U.S. and host country industries. Appropriate private sector input can improve the quality of the partnership by making the research and student training more relevant and practical. In addition, the private sector can provide resources for sustaining the partnership or extending its impact. It was suggested that private sector participation start even before the grant is awarded, for example by including relevant private sector experts in structuring the solicitation and evaluating proposals.

Regional cooperation

- Finally, some participants called for greater regional cooperation and information sharing. HED can facilitate this collaboration via regional workshops that bring together higher education partners and significant regional public and private sector stakeholders. Participants suggested that these meetings would facilitate meaningful discussion of the challenges and progress in that region and promote cross-border connections and collaborations.

Increasing Impact

Many participants at the meeting seemed to agree about the need for better monitoring and evaluation of higher education partnerships. There was some concern, however, about using appropriate indicators to capture the full impact of the partnership results.

Constraints

- First, some results of higher education partnerships are direct and measurable in the short term, but others become apparent over a much longer time frame. Particularly in education, systemic changes are often the result of incremental efforts, and it is sometimes difficult to trace them to a specific partnership. Nevertheless, these effects are real and important. In fact, many workshop participants seemed to suggest that the long-term secondary and tertiary effects of higher education partnerships are more significant than those that are recorded and immediately reported.
- Second, the short time frame of HED partnerships is the biggest constraint on demonstrating impact. Because of the nature of these partnerships, the impact and even the “outcomes” of the partnership activity (e.g. healthcare workers trained, graduate degrees awarded, new technologies developed) may not be realized until after the partnership is over.

Setting clear objectives

- Impact assessments should be tied to specific and realistic objectives. No single partnership can be expected to radically alter host country policies or practices, although some HED partnerships have been scaled up into long-term programs with systemic, policy-level effects. It is important to monitor and communicate long-term success stories, but it is also important to recognize the value of achieving limited, short-term partnership objectives.

Sustaining and Extending Impact

HED awards are intended to be seed grants that should be leveraged into larger partnerships and longer-term relationships. Most partnerships, however, find it challenging, since academics are not full-time fundraisers, to access additional funds to sustain the partnerships beyond the initial grant period or scale up the partnership for broader impact. Workshop participants offered

USAID/HED the following suggestions for sustaining and extending the impact of HED partnerships.

Sustaining the relationship

- Even when the formal collaboration between higher education institutions has ended, the relationship and academic ties often can be maintained at little or no cost. One way of continuing this relationship is by instituting joint degree programs and working on joint research and publications. “Sandwich” degrees are also a cost-effective way to foster joint instruction.

“Scale-up” funds from HED

- HED could consider starting a separate program that provides funds for continuing activities in highly successful programs. This program would not provide grants to continue existing partnerships; rather, the applicant would have to present a detailed plan to build on what has been achieved.
- In some cases, it is not the partnership itself that should be sustained, but ongoing activity in the host country. USAID/USG should provide limited follow-up funding e.g. fellowships for host country institutions to sustain and extend the results that were made through the partnership effort.

Assistance for seeking alternative funds

- HED was requested to assist grantees to secure additional funds for continuing their partnerships. Participants’ requests included:
 - Devote some part of the annual meeting to discussion of alternative funding sources and strategies.
 - Develop an on-line database to share how HED partnerships have developed other revenue streams, and connect grantees to other potential funders e.g. other foundations, bilateral and multi-lateral aid agencies, corporations that are interested in particular sectors and regions.
 - Provide pre-packaged marketing materials and messages that convey the value of higher education partnerships. Conduct training and workshops on how to talk to policy-makers and funders about program impacts.
 - Connect successful partnerships to USAID Missions. Assist grantees to better understand USAID Mission priorities, and help them to approach USAID Missions with unsolicited proposals when appropriate.
 - Find ways to “outsource” this function. Not all academics can be successful fund-raisers, even if their partnerships are highly successful and valuable and their technical credentials are unquestionable. Perhaps HED can assist a limited number of grantees in hiring business development professionals to develop different revenue streams for a proposed partnership.

Not all partnerships should be sustained

Partnership sustainability should not be an end in itself; rather, partnerships should aim for defined impacts within realistic time frames and plans should include logical end points and exit strategies. Partnerships should end when they reach their logical conclusion. Furthermore, scaling up a successful partnership is not always feasible or desirable. Many people want to join a successful partnership but that may change the nature of the partnership and impede the accomplishment of initial objectives.

Advocacy and Communication

Many workshop participants addressed the need for increased advocacy and communication to maintain the health of the HED program, and to enhance the prestige and impact of its partnerships and partners.

- On the U.S. side, better internal communication is needed for building the required institutional commitment inside the participating universities. In particular, participants said that the value of these partnerships needs to be better communicated to senior decision-makers and trustees of U.S. universities.
- U.S. Congressional support is important for maintaining program funding. University partners can play an important role by talking about the value of the program with their Members of Congress. Publicizing HED's accomplishments via appropriate mass media outlets (e.g. public radio) could also help build public and Congressional support for the program.
- All USAID programs are subject to Congressional and Administration oversight and USAID Office of Education staff is under pressure to show substantive program impacts. HED works with USAID to compile program information to show cumulative impact and make the case for continuing the program.
- In host countries, it is important to demonstrate to policy-makers about these partnerships to:
 - 1) promote development of and investment in the higher education sector, and
 - 2) ensure that host country policies are informed by the work done by the partnerships.
- One participant asked if it might be unreasonable to expect HED to advocate for higher education partnerships, given that USAID is restricted from lobbying lawmakers. HED Executive Director, Christine Morfit, responded that HED is beginning to advocate for higher education partnerships more actively through the six presidential higher education associations. The presidents of these six associations serve on HED's Governing Board and are committing resources to promote higher education partnerships via their lobbying efforts. Martin Hewitt of USAID's Office of Education added that while USAID cannot directly lobby Congress, he reports program results before Congressional committees. Managing relationships with relevant Congressional leaders and keeping them informed about program successes is important for maintaining funding for the program.

Additional Program Ideas and Requests

Some participants offered specific suggestions about how HED could help them address the challenges they face. Some of these have already been mentioned, but additional comments are listed here.

Suggestions for future meetings

- Future HED meetings and workshops should include fora where participants can learn from the experiences of others. Specifically, these fora should encourage discussants to share the mistakes that they made and the lessons they learned from those mistakes. A frank, open discussion of "what not to do" will be particularly useful to new grantees.
- A related idea was to design a workshop session around a detailed discussion of challenges encountered by one partnership. The host country institution and the U.S. institution could each describe the problems that they encountered (with each other and in their environment), how they decided to address them, and how well those solutions worked.

- This workshop was valuable for participants. Because many sessions were held concurrently, participants were not able to attend all relevant sessions. HED was requested to distribute summaries of workshop proceedings to all participants, which they do via the website

Making connections

- Journal publications are important for most academics. HED could encourage program grantees to share their accomplishments and learning by publishing a journal or monograph. *(Moderator's note: It may also be possible to sponsor a special edition of an existing journal.)*
- HED should make an effort to connect small groups of like-minded academics in a particular region or sector. This connection can be done through periodic meetings, special sessions at the annual meeting, or by hosting virtual communities.
- Existing program dollars might go farther if HED/USAID partnerships tap into other programs or services that serve their region. This additional funding would include, for example, organizations that provide textbooks, medical supplies, computers, expert volunteer support. HED should maintain an on-line database of these organizations and help its grantees connect with them as appropriate.

- End -

APPENDIX A*A Decade of Higher Education Collaboration in Development*

Synergy 2007 Workshop

August 2007

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APPENDIX B: PRE-WORKSHOP SURVEY

In preparation for the 2007 Synergy Workshop, all invited partnership directors were asked to complete a pre-workshop questionnaire. The purpose of the questionnaire was to ascertain from partnership directors, both for HCN institutions and U.S. colleges and universities, evidence of impact, indications of sustainability, and descriptions of noteworthy serendipitous outcomes. Of the 94 higher education partnership directors who were contacted (representing 40 countries and 66 U.S. higher education institutions), 65 completed and returned surveys. HED received a nearly 70 percent return rate.

The participating partners replied with detailed responses to each question. For details, see following chart-- *Evidence of Partnership Impact 1998 – 2007*--for a summary of their responses to the eight pre-workshop questions.

The data summary set the stage for in-depth conversations at the workshop through facilitated discussions, panel presentations, and roundtables. Partners were able to describe human and institutional capacity building outcomes, influences on national development goals, and suggestions for increasing overall impact. They also described effects on U.S. students, faculty, and institutions and many serendipitous outcomes.

Evidence of Partnership Impacts 1998 – 2007; Pre Workshop Survey Spring 2007*

Impact of local/ national goals	Impact on U.S. H.E. institutions	Evidence of institutional capacity building	Evidence of human capacity strengthening	Evidence of sustainability	Serendipitous outcomes	How to increase/ enhance impact
<p>Higher education extension programs for community/region (2)</p> <p>Supported community involvement in problem solving (4)</p> <p>More technical assistance now available especially for local area (12)</p> <p>Helped Ministry understand importance of participatory process (education & community) (3)</p> <p>Helped to trade carbon credits on international market; support national energy policy (2)</p> <p>Better understanding of community college concept</p> <p>Opened new community colleges</p> <p>1st national MPA degree established</p> <p>Improved journalism/ media relations for region</p> <p>Improvements serve as models for other universities (2)</p> <p>Helped promote government/private sector affiliations</p>	<p>Faculty & staff now better understanding of developing country issues, education, challenges (16)</p> <p>Greater awareness; faculty/students able to do international travel (7)</p> <p>Scientific cooperation</p> <p>Building cross-cultural faculty relationships (4)</p> <p>Now Aware of seriousness of HIV/AIDS</p> <p>Opportunity to help establish community structures supported by universities</p> <p>U.S. institutions show increased commitment to international students</p> <p>Opened possibilities for future projects among students & faculty</p> <p>Chance for HCN faculty to visit U.S.</p> <p>Established international focus to curriculum; global perspective for institution (8)</p>	<p>New Master's program (7)</p> <p>New Doctorate program</p> <p>Improved curriculum (7)</p> <p>Demonstration plots, outreach, & extension projects (4)</p> <p>Technology capacity improved (5)</p> <p>Systematic responses to national issues (2)</p> <p>Help with institutional governance & management (2)</p> <p>Better relationships among NGOs & education (3)</p> <p>Greater importance for public administration</p> <p>Shown how to adopt international standards for health care pricing</p> <p>Expanded educ networks</p> <p>Impact observed at Ministry level (2)</p> <p>Improved university government relations (2)</p> <p>Knowledge & research exchange/share among U.S. & HCN faculty (2)</p>	<p>Increase faculty training (2)</p> <p>Support faculty collaboration (2)</p> <p>Increase faculty graduate degrees—MS & PhDs (7)</p> <p>Overall faculty and professional development— HCN & U.S. (12)</p> <p>Specific emphasis on improving faculty teaching methods (9)</p> <p>Improved medical curriculum to train health care workers (2)</p> <p>Overall basic skills & knowledge training (17)</p> <p>Improvement in English skills for students and faculty (2)</p> <p>Increased confidence of staff to advise business development</p> <p>Partnership participants exhibited higher levels of achievement</p> <p>Better teaching transferred to public schools</p> <p>Faculty improving own curriculum</p>	<p>Partnership involvement continuing after official end of funding—papers, research (4)</p> <p>Acquired Private/public grants/funding - follow on (10)</p> <p>On-going professional relationships (2)</p> <p>Follow up activities & exchanges</p> <p>New USAID funding found</p> <p>Helped with finding carry-on funding</p> <p>Collaboration with NGOs & faith-based groups (2)</p> <p>Confidence to continue grant writing</p> <p>Accreditation systems put into place</p> <p>Faculty consulting to gov't, NGOs, private sector</p> <p>On-going cultural exchanges (2)</p> <p>Curriculum development & training now coordinated with international groups</p> <p>Teacher training curricula reflected in public schools</p>	<p>NIH or other grants received (3)</p> <p>Formation of national community college association</p> <p>Observe governance less top-down, more local</p> <p>New regional programs developed</p> <p>Observed internal collaboration</p> <p>Involvement of faith-based groups</p> <p>On-going partnership informal continuation (3)</p> <p>Found additional partnerships</p> <p>Train-the-trainer techniques observed within university</p> <p>Disaster recovery materials, not planned for</p> <p>Evidence of environmental standards put in place</p> <p>HIV/AIDS collaborations not planned but resulted (2)</p> <p>Workshop attendance & papers presented</p> <p>Published a new textbook</p>	<p>Need additional funding (20)</p> <p>Urge more U.S. visits to HCN partnerships sites</p> <p>Streamline VISAs (4)</p> <p>Need less cost share</p> <p>Partnerships need longer time frames (5)</p> <p>Involve more U.S. community colleges</p> <p>More similar seed grants needed</p> <p>Continue to build infrastructure in country</p> <p>HED should offer sustainability workshops; follow –on funding, sharing workshops (5)</p> <p>HCNs encouraged to submit more proposals</p> <p>Must deal with varying work ethic</p> <p>Able to set both short term and long term goals</p> <p>Help use internet and CD-Roms to transmit information & materials</p> <p>Should offer to renew partnerships for most successful ones (3)</p>

Impact on local/national goals	Impact on U.S. H.E. institutions	Evidence of institutional capacity building	Evidence of human capacity strengthening	Evidence of sustainability	Serendipitous outcomes	How to increase/enhance impact
<p>Benefits for local teachers from improved teacher training (3)</p> <p>Improved environmental-based projects for local area (2)</p> <p>Expanded research center commitment</p> <p>Local internet productions; national computer literacy study aboard for HCNs</p> <p>Community training & demonstrations (5)</p> <p>Supported national policy on agriculture</p> <p>Developed local leadership program</p> <p>Trained medical specialists, directly impacting area (4)</p> <p>Partnership has raised visibility of H.E. institution</p> <p>Graduates better prepared for public service</p> <p>Expanded computer literacy; math; science for area (2)</p> <p>Working toward quality education for all (2)</p> <p>Faculty/students prepare policy papers for gov't</p> <p>New studies affect national justice system & reforms</p>	<p>Indigenous Americans in cross-cultural activities</p> <p>Americans learning first hand medical issues & other technical issues (agriculture) in developing countries (9)</p> <p>U.S. faculty transferred experiences from this country to others (2)</p> <p>U.S. students learned about international hospitality industry</p> <p>Opportunity to help establish new graduate program</p> <p>Produced bi-lingual materials and teaching modules to use worldwide (2)</p> <p>U.S. faculty learning to mentor partners</p> <p>Opportunities for increased international involvement for U.S. graduate students</p>	<p>Undergraduate honors program established</p> <p>Set up business center</p> <p>Fostered cooperative working relationships between partnership institutions</p> <p>Overall upgrading of teaching & curriculum</p> <p>New bi-national graduate program established</p> <p>Streamlined & improved internal operations (2)</p> <p>Increased community relations</p> <p>Interactive learning introduced</p> <p>Introduced video conferencing</p> <p>HCN institution given greater status regionally & nationally (2)</p> <p>HCN institution completed 10 year management plan</p> <p>Expanded these activities to other campuses</p> <p>Major improvements in teacher training (2)</p>	<p>Improved faculty research skills</p> <p>Evidence of train-the-trainer system in place</p> <p>Partnership training replicated with local NGOs</p> <p>U.S. students study abroad opportunities</p>	<p>Village outreach & women's projects</p> <p>Changes are self-sustaining</p> <p>HCN faculty received Fulbright fellowship</p> <p>Projects have become institutionalized (4)</p> <p>Partnership participants exhibited higher levels of achievement</p> <p>U.S. institution of HE continued funding</p> <p>NGO now funding follow up & continuation (2)</p> <p>On-going grants from host government</p> <p>U.S. faculty offer on-going mentoring & collaboration for research & professional issues (2)</p> <p>New initiatives repeated at satellite campuses</p> <p>U.S. Embassy offering follow up classes</p> <p>On-going informal collaboration among faculty & students</p> <p>Positive change in HCN faculty attitudes</p> <p>Fees & tuition provide support</p>	<p>Received on-going funding from Ford Foundation (2)</p> <p>Follow on with additional expertise</p> <p>Changes have found to be self-supporting</p> <p>On-going, continued professional & family friendships (3)</p> <p>Some staff now have become trainers; train-the-trainers model</p> <p>In-depth understanding & respect of cultural differences</p> <p>Books and equipment for HCN institution; Resource library (4)</p> <p>Processes transferred to other universities (3)</p> <p>Students across country now have internet club</p> <p>Developed local chapter of Global Health Corps</p> <p>U.S. institution offered on-going funding</p> <p>Expanded efforts from environmental issues to general H.E. planning</p> <p>Arabic language program now on this U.S. campus</p>	<p>Received additional funding for distance learning project</p> <p>More opportunities for minority students to work on international partnerships</p> <p>Increase number of partnerships with a mix of international partners</p> <p>Better effort to publish results of all these impacts & outcomes</p> <p>Requires strong, committed faculty on both sides (2)</p> <p>Train-the trainers model introduced</p> <p>Evidence of Improved university curricula</p> <p>More student exchanges</p> <p>Suggest options for a renewal process (2)</p> <p>Advice needed to find carry-on funding</p> <p>"Sandwich degree" process offers greatest impact</p> <p>Overall capacity of HCN institution strengthened</p>

Impact on local/ national goals	Impact on U.S. H.E. institutions	Evidence of institutional capacity building	Evidence of human capacity strengthening	Evidence of sustainability	Serendipitous outcomes	How to increase/ enhance impact
<p>Community-based economic development; opened business center (7)</p> <p>Overall improved quality of life (3)</p> <p>Support for food service industry in region</p> <p>Help to plan for skilled workforce in local communities</p> <p>Drafted whitepaper about need for skilled work force</p>					<p>Activities progressed well beyond initial expectations</p> <p>HCN institution started new graduate program</p> <p>English classes resulted for HCN faculty</p>	<p>Evidence of policy-level consultation with Government</p> <p>Must streamline cross-border travel procedures</p> <p>All foreign aid should contain educational components</p> <p>Insist on the mentoring process of U.S. faculty for on-going activities with HCN institutions</p> <p>Need help to connect with NGOs for continuation of activities</p> <p>Need better partnership evaluations (2)</p> <p>Advise focusing on junior rather than senior faculty; they are the future</p>

*94 Partnerships Attending 2007 Synergy Workshop
65 Pre-Workshop Completed Surveys Returned
69% Survey Return Rate
(X) = Times Mentioned



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APPENDIX C: DETAILED DESCRIPTION OF EACH WORKSHOP SESSION

SYNERGY 2007 SESSIONS							
<i>Replicability, Scaling Up, Sustainability and Institutional Capacity Building</i>							
Type and # of Sessions	Africa	Asia & the Near East	Europe & Eurasia	Latin America & the Caribbean	Producing New Knowledge for Economic Growth: Projects in Science & Technology	Enhancing the Quality and Relevance of Higher Education	Building on the Impacts of Higher Education at the Local & Regional Levels
7 Roundtables	Participants discussed how higher education contributes to local and national development in sub-Saharan Africa and recommended ways in which partnership impact can be increased and sustained, e.g., targeting issues of strategic mutual interest, conducting applied research on immediate local needs, actively engaging the local community, establishing a cadre of trainers, and strengthening outreach efforts.	Participants discussed how to make colleges and universities more responsive to workforce needs and how to get industry to invest more in higher education. They cited activities such as: faculty visiting with industry representatives to determine overlapping interests and benefits and private sector-assisted study tours of industry for U.S. and host country students and faculty.	Participants discussed how to ensure sustainability, with suggestions including: clearly defining activities and expected results based on the needs of the participants and beneficiaries; increasing the diversity of partnership personnel, beneficiaries, and stakeholders; increasing the diversity of funding sources; and taking a multi-disciplinary and flexible approach to addressing development challenges.	Participants presented examples of sustaining and replicating partnership activities and building institutional capacity, including: establishing a summer institute to increase enrollment; adapting materials for use in nearby provinces/countries; sharing research; and utilizing train-the-trainer models.	Participants discussed ways sustainability has (or has not) been achieved in their partnership projects. Successful examples included the development of information technology training courses used to generate income through modest fees and the development of a marketing strategy for additional funding which also appeals to the business rather than only philanthropic interests of a company.	Participants discussed various keys to sustainability, including: engaging stakeholders on an early and regular basis to jointly address challenges; ensuring outreach efforts are relevant to local community needs; developing a realistic strategic plan to attract future funding; and joint teaching and research on topics/issues relevant to local community needs.	Participants discussed various ways in which working with other partners have helped university partnerships increase their impact on a local and regional level. Examples included: using a cost-effective sandwich model to deliver long-term training and successfully leveraging HED seed monies to replicate efforts beyond the original host community.

CONTINUED:

SYNERGY 2007 SESSIONS <i>Replicability, Scaling Up, Sustainability and Institutional Capacity Building</i>						
Type and # of Sessions	Opening Plenary	The Role of Universities in Developing Human Capital	How do we Measure Institutional Capacity Building ?	What do we Mean by Sustainability?	A Regional Model for Leadership Training for Health in Africa	Higher Educational Reform in the Middle East
5 Presentations 2 Plenaries	<p>The two presenters talked about: technology, human resources, and institutional capacity building as being “drivers of change” in international development; the importance of long-term training for sustainable impact and the need to make it an integral part of USAID’s development agenda; the need to expand higher education’s engagement in international development; and the need to increase USAID’s support for higher education’s development activities.</p>	<p>Participants discussed how their projects are increasing human capital by employing train-the-trainer programs, improving academic leadership, developing new academic degree programs, and increasing outreach to local communities. Some keys to developing human capital included having a clear understanding of roles, undertaking follow-up activities, and engaging in strategic planning.</p>	<p>Participants discussed ways to identify and build institutional capacity, including: revising old and developing new curricula and programs, transferring technology, gaining accreditation, diversifying funding sources, developing fundraising policy and procedures, establishing a community advisory board, implementing quality control, and developing leadership capacity, especially among women and minorities.</p>	<p>Participants discussed various keys to sustainability, including: ascertaining and adapting to institutional priorities; developing multi-stranded relationships with the local business community; building mutual understanding and trust through regular communication between the partners; and tapping the knowledge and resources of the local community.</p>	<p>Participants discussed how their partnership has expanded from a university-to-university model targeting Tanzania and Uganda to one that is building a regional alliance for public health leadership throughout Eastern Africa impacting numerous countries, including the Democratic Republic of the Congo, Ethiopia, Kenya, Rwanda, and Sudan.</p>	<p>Participants discussed how their partnerships are contributing to human and institutional capacity building in 13 countries in the Middle East and North Africa, with a particular focus on sustainability and replicability. They provided examples such as utilizing train-the-trainer programs, long-term student exchange programs, expanding joint degree programs to other universities, and engaging additional stakeholders.</p>

CONTINUED:

SYNERGY 2007 SESSIONS <i>Replicability, Scaling Up, Sustainability and Institutional Capacity Building</i>						
Type and # of Sessions	Public Sector Partners	Foundation and Corporate Representatives	Agriculture: Influencing Policy through University Partnerships	Health: The Role of University-Based Academic Centers in Health Interventions	Education: The Role of Community Colleges in Skills Development and Utilization	Environment: University-Based Research and Training for Environmental Protection
6 Discussions	<p>Participants discussed their institutions' strategies to bolster higher education's impact on development. Examples included working to increase institutional capacity by investing in high quality curricula, faculty, information technology infrastructure, research, and community outreach. They also cited demand-side financing, low interest, long-term financing, and private sector engagement.</p>	<p>Participants discussed ways in which their organizations were collaborating with higher education institutions to bring about sustainable development. Their keys to long-term partnership success included: mutual understanding and respect, "customized" cross-sector engagement, workforce development specific to local needs, and market-driven agribusiness systems.</p>	<p>Participants discussed the important role that colleges and universities can play in development through agriculture-related activities addressing areas such as commercialization, small farmer livelihoods, cooperative business leadership development, policy reform and harmonization, and private sector involvement.</p>	<p>Participants discussed how their partnership projects have been able to increase their impact by replicating and scaling up their efforts. Examples included an initially modest general internal medicine program which has become one of the largest and most comprehensive HIV/AIDS programs in Africa; and the first-ever post-graduate medical training program (pediatrics) in Laos which has expanded into internal medicine, ob/gyn, family medicine, surgery, and anesthesia.</p>	<p>Participants discussed various keys to the usefulness and sustainability of their activities in the local communities, including: a common vision, realistic expectations of partners' resources, responsiveness to local community and workforce development needs, and mutual respect. Examples of achieving sustainability included the use of train-the-trainer models and the founding of an association of community colleges.</p>	<p>Participants discussed various actual and potential activities to sustain impact, including: the creation of local research centers to retain partnership data and collect additional data in the host country; on-going faculty exchanges for teaching, research, and outreach; open workshops, lectures, and seminars to expose the project to a wider audience, including potential funders; and engagement of local industry in research and training.</p>

Total Number of sessions = 19



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APPENDIX D: END-OF-WORKSHOP EVALUATIVE SURVEY

WORKSHOP EVALUATION

Participants were asked to assess the Workshop using a standardized form. The questions included two open-ended queries about how impact from higher education partnerships can be enhanced, and what should be done to reduce the constraints to higher education partnership impacts. Short-answer questions addressed the overall effectiveness of the workshop sessions. 115 (36%) of the participants complied with the request for detailed feedback about the value and substance of the Workshop. The vast majority (87%) were academic faculty and staff either from the U.S. or HCN institutions since the assessment questions were directed to partnership managers and implementers. The respondents represented partnerships that:

- were completed and closed-out,
- were currently active but nearly completed, and
- had just-begun activities.

The questions focused primarily on how to enhance the impact of future partnerships, and how to reduce constraints to impact (see illustration 2. for detailed responses to each of these two questions.) More specifically, questions were asked about how the workshop sessions focused on the contributions of higher education to capacity building, and to the scalability, replicability, and sustainability of development impact.

Responses to Open Ended Questions about Impact of Partnerships

Participants at the USAID/HED 2007 Synergy Workshop provided diverse input and guidance regarding ways to enhance the impact, sustainability, scalability and replicability of higher education partnerships. The input targeted three primary audiences: higher education institutions interested in pursuing partnership programs, HED, and USAID. That input is summarized below.

I. Guidance and Input for Higher Education Institutions

Participants offered a number of recommendations regarding the design, planning and development of higher education partnerships. Those recommendations included the following:

- A. Develop a Sustainability Plan
- B. Diversify Funding Sources and Engage in Proactive Financial Planning
- C. Diversify and Expand the Range of Partners Involved - Assess and Identify Stakeholders, Core Partners and Core Beneficiaries
- D. Determine Project Goals and Objectives in Collaboration with Host-Country Stakeholders and Ensure Stakeholder Involvement in Implementation
- E. Define a Clear and Focused Problem to Address Based on Stakeholder Needs
- F. Be Realistic
- G. Clarify Financial Roles, Processes and Capacity in Advance – Plan Accordingly
- H. Develop Specific and Measurable Performance Objectives and Performance Monitoring Plans
- I. Plan for Adaptation: Incorporate Ability to Adjust
- J. Plan and Implement for Institutionalization and Expansion
- K. Plan How to Leverage International Academic Networks and Support
- L. Build Productive Project Relationships within the Partnership

II. Guidance and Input for Higher Education for Development (HED)

Participants offered a number of recommendations regarding ways in which HED could help enhance the design, impact, sustainability, scalability and replicability of higher education partnerships. In some cases, HED’s ability to implement certain recommendations will be a function of decisions by Congress and/or USAID. However, many of the suggestions would seem to be within HED’s manageable interest, assuming sufficient resources and funding are provided by USAID, ACE, and/or the major higher education associations.

A. Apply Appropriate Application Selection and Evaluation Criteria

A significant number of comments noted the importance of requiring applications to include a detailed “sustainability plan” that would be evaluated as part of the recommendation process.

B. Assist with Partnership Formation and Funding

There were numerous comments regarding HED’s potential as a broker of relationships, information, and funding. (See also Item C below)

C. Develop, Distribute and Provide Guidance: Lessons Learned and Best Practices

- D. Use Reports Strategically
- E. Increase Visibility of partnership Projects and Results (Publicity, Media, Communications)
- F. Facilitate Networking and Collaboration – Online Approaches Key
- G. Build on Existing and Prior Program Investments
- H. Expand Funding Resources and Diversify Funding Approaches – Initial and Follow-On
- I. Increase Partnership Duration
- J. Provide Sufficient Time for Development of Applications
- K. Broaden the Types of Programs Offered
- L. Consider a Focus on Selected Issues and Activities
- M. Help HEIs Be Aware of Opportunities
- N. Provide Technical Review and Assistance – Initially and Mid-Term

III. Guidance and Input for USAID

Participants provided explicit and implicit guidance to USAID, including the recommendation that USAID support HED in its efforts to implement the recommendations noted above. Therefore, the guidance to USAID is organized by the same rubric used for the guidance to HED. This is meant to highlight the opportunity for USAID, as possible and appropriate, to support the efforts of HED to respond to the recommendations and input provided by the participants at the workshop.

A. Apply Appropriate Application Selection and Evaluation Criteria

A significant number of comments noted the importance of requiring applications to include a detailed “sustainability plan” that would be evaluated as part of the selection process.

B. Assist with Partnership Formation and Funding

There were numerous comments regarding USAID’s potential as a broker of relationships, information, and funding.

C. Develop, Distribute and Provide Guidance: Lessons Learned and Best Practices

There were numerous comments regarding the need for the development and distribution of lessons learned and best practices.

- D. Use Reporting Strategically
- E. Publicity: Increase Visibility of Projects and Results
- F. Facilitate Networking and Collaboration – Online Approaches Key
- G. Build on Program Investments
- H. Expand Funding Resources and Diversify Funding Approaches – Initial and Follow-On
- I. Increase Partnership Duration
- J. Provide Sufficient Time for Application Development
- K. Broaden the Types of Programs Offered
- L. Consider a Focus on Selected Issues and Activities
- M. Help Higher Education Institutions Be Aware of Opportunities
- N. Help Higher Education Institutions and HED Develop Stakeholder Relationships
- O. Provide Support to Project Implementation

IV. Summary

Based on the recommendations provided by the participants, there are numerous opportunities for USAID, HED and the higher education community to build on the successes that were showcased at the Synergy Workshop. Indeed, there was extensive interest in and demand for products that would convey the lessons learned and best practices provided by those successes. If higher education institutions follow the recommendations provided by the participants, and if USAID and HED can work together to support those efforts per the recommendations outlined above, there is a strong likelihood that future partnerships will exhibit even greater levels of impact.
