

HIGHER EDUCATION
Knowledge
PARTNERSHIPS
Cooperation
FOR INTERNATIONAL
DEVELOPMENT
Results



THE ASSOCIATION LIAISON OFFICE
FOR UNIVERSITY COOPERATION IN DEVELOPMENT
U.S. Agency for International Development Cooperative Agreement HNE-A-0097-00059-00

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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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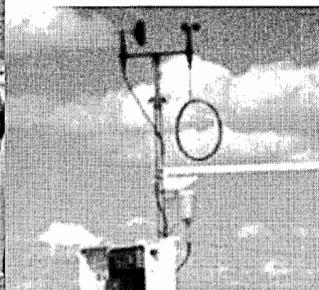
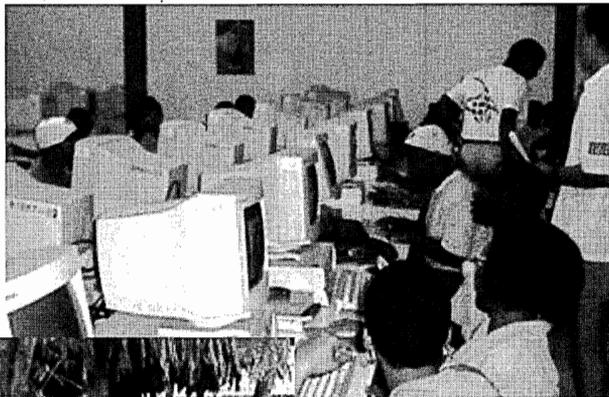
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Introduction:

The Benefits of Partnerships

Since 1998 the United States Agency for International Development (USAID) has supported a growing number of higher education partnerships with the Association Liaison Office for University Cooperation in Development (ALO). In only a few years, these partnerships have come to embody the changing course of development from an assistance strategy to one of cooperation, engaging numerous collaborating partners from the countries involved.

ALO administers a Cooperative Agreement (HNE-A-0097-00059-00) between USAID and the American Council on Education with five other U.S. higher education associations.¹ ALO's *Institutional Partnerships* program supports competitive awards for partnerships between U.S. colleges and universities and those in developing countries. These partnerships seek to address host country development needs in line with USAID's goals and the strategic objectives of its Country Missions. The *Workforce Development Partnerships* program is a collaborative effort with the American Association of Community Colleges (AACC) that supports partnerships between two-year institutions in the U.S. and higher education institutions in USAID-assisted countries. The program aims to strengthen the capacity of cooperating



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

institutions to provide relevant, high-demand skills training that is responsive to local development needs. ALO also administers a program of *Special Initiatives*, which are initiated by USAID Missions and are targeted toward particular development challenges in the host countries.

By mid 2001 ALO administered 87 international higher education partnerships in 43 countries. At least 15 more partnerships will start later in the year. The most successful and enduring partnerships are those which continue to identify mutual needs and strengths, create better mechanisms for the exchange of ideas and resources, maintain flexibility in addressing shared and individual goals, and build for the future by gradually broadening the scope of their collaborations.

Higher education partnerships are an important long-term investment in development cooperation and should be a key aspect of the United States' approach to international development. The results are clear. Such partnerships provide:

■ *Continuous Access to Critical Expertise.* In an increasingly interdependent world, rapid access to new research, technical expertise, and information is critical. Long-term higher education linkages foster a steady exchange of knowledge and skills between partnering institutions, with e-mail and distance-learning now facilitating a continuous flow of information.

■ *Cost-Effective Engagements.*

Pooling resources with a U.S. higher education institution or consortium bolsters a partner university's capacity to meet development challenges.

Through cost sharing, institutions leverage their grant resources and the whole becomes significantly greater than the sum of its parts. In existing USAID-sponsored partnerships, it is not unusual to see higher education institutions contributing as much as 100 percent of the amount received through the grant. College and university contributions can also leverage funding from business and community partners.

■ *Sustainable Results.* Investments to build higher education partnerships, strengthen institutions, and train leaders yield long-lasting results. People trained through such partnerships often become public officials, university presidents, and business leaders. Higher education collaboration also strengthens educational infrastructure; linkages build stronger, more responsive institutions and promote long-term self-sufficiency. The capacity of overseas universities and other organizations to identify and solve problems at home,





with local resources, is a critical factor in the sustainability of international development efforts.

Building more effective linkages with local higher education institutions is now recognized as a way of mobilizing talent to address other challenges that transcend national borders. Linkages for development cooperation can encourage universities to expand their missions of applied research and engagement.

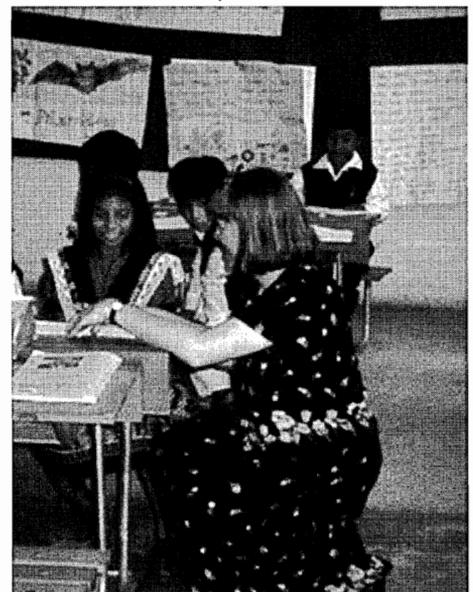
Experience has proven that when U.S. universities contribute to international development, it benefits the U.S. as well as cooperating countries:

- The application of insights, knowledge, and practice gained from international partnerships for development helps bolster America's competitive edge in areas as diverse as agriculture, environmental management, micro-enterprise development, and information technology;

- American faculty and students develop sharper global perspectives from working in international development;

- Higher education partnerships provide an effective means of building and strengthening bridges of understanding and cooperation between the U.S. and other nations, contributing to global peace and stability.

As described in the following pages, higher education partnerships get results. They grow out of shared interests and mutual benefits and operate in a spirit of collegiality and reciprocity. Partnerships pay dividends at home, through more problem-centered curricula, research that serves the public good, and a renewed ethos of community responsibility. Partnerships foster similar changes at host country institutions, equipping them to better address future development challenges.



Africa

ANGOLA

MISSISSIPPI CONSORTIUM FOR
INTERNATIONAL DEVELOPMENT/
AGOSTINHO NETO UNIVERSITY ☼²

This partnership seeks to establish a department of political science and public administration at Agostinho Neto University (ANU) and provide training for local government managers in order to address the shortage of skilled public administrators after 19 years of civil war in Angola. The partners developed curricula for bachelor's, master's, and certificate programs in public policy and administration, and classes began in April 2001. The partners have also con-

ducted week-long workshops in three provinces focusing on economic development, project management, and budget and finance. Seventy-nine government administrators have participated in these workshops. Since late 1999, implementation of some partnership activities has been affected by the resumption of the civil war. Under a new grant from USAID, the Mississippi Consortium for International Development is assisting ANU and the Angolan Ministry of Education to revise the existing adult literacy program and develop new components aimed at female students.

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

BOTSWANA

OREGON STATE UNIVERSITY/
UNIVERSITY OF BOTSWANA ☼

By developing the institutional and human resource capacity of the Harry Oppenheimer Okavango Research Center (HOORC), the partnership between Oregon State University (OSU) and the University of Botswana seeks to improve regional efforts at sustainable natural resource management. OSU is assisting HOORC's faculty and staff to address issues of environmental degradation and management of transboundary water and

other resources. As a result of the project, HOORC staff will increase their technical knowledge and skills and will be better able to recruit community support for conservation research. Since the project began, the partners have identified short-term training needs for new faculty and staff, research to facilitate cooperative development of plans for regional wetland management, laboratory equipment needs, and requirements for the initiation of a student internship program. Plans are underway to implement activities in each of these areas. Two staff members from Botswana have already completed short-term training programs in the United States.

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

²This symbol designates partnerships funded by the Education for Development and Democracy Initiative. See page 15 for details.

WASHINGTON STATE UNIVERSITY/
UNIVERSITY OF BOTSWANA

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

The partnership between Washington State University and the University of Botswana aims to increase the use of natural resource technologies in Botswana and improve the management of natural resources. The partners are designing a joint degree program in environmental science, enhancing course materials for undergraduate and graduate students, and developing outreach programs to encourage improved soil conservation, agroforestry, and sustainable management of indigenous flora. Partners have

established working teams and involved various stakeholders from the region in the development of a work plan. They initiated collaborative research on natural products, outreach, and curriculum development activities in April 2001. Plans are underway for further faculty/staff exchanges and for the collaborative development of course materials, including the videotaping of course-related content in Botswana, Malawi, and the U.S. In the second phase, partners plan to initiate a community research/outreach project to be developed in cooperation with local organizations.

ERITREA

RIVERSIDE COMMUNITY COLLEGE
DISTRICT/UNIVERSITY OF ASMARA ☞

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

This partnership seeks to develop distance education courses in computer science and business to offer job training in both the Asmara and Riverside communities. Four on-line and twelve mini-certificate courses have been designed and implemented in computer science, business, secretarial sciences, computer information systems, and geographic information

systems. Five Riverside Community College faculty and five University of Asmara faculty have received training in the development of on-line courses. More than 200 students have participated in the new classes. The partners have also helped develop similar programs at several newly-established community colleges in Eritrea. The partnership received a \$50,000 corporate donation in software and technical support from the Environmental Systems Research Institute (ESRI).

VIRGINIA STATE UNIVERSITY/
UNIVERSITY OF ASMARA

Faculty from Virginia State University and the University of Asmara are conducting research on the production, storage, and utilization of *Vernonia galamensis*, a plant indigenous to Eritrea. The seeds of the vernonia plant contain an environmentally-friendly oil that is widely used in industrial processes. The research has led to the identification of several potential varieties that are being multiplied for distribution. Links have been established with the Eritrean Ministry of

Agriculture and the Rural Development Unit of Eritrea to study the economic feasibility of vernonia production. The partners organized a crop field day at the research station attended by over 100 people, including nearby farmers, students and faculty from the University of Asmara, officials from the Ministry of Agriculture, and representatives from the Food and Agriculture Organization and other international agencies. They also conducted a workshop on vernonia production and uses that was attended by more than 45 faculty, staff, and students.

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

ETHIOPIA

LANGSTON UNIVERSITY/DEBUB
UNIVERSITY, AWASSA COLLEGE OF
AGRICULTURE ☞

This partnership aims to foster better goat raising practices in Ethiopia and thus improve food security, nutritional status, and income generating ability. The project focuses on Ethiopian women, who traditionally sell goat products and purchase food. Eighty women have received two goats each in a revolving scheme where two goat kids are repaid to the project to ensure future expansion. The women were also given forages to plant and trained in goat husbandry. Over 80 kids have been born to date and one woman now has a herd of 10 goats from her original two. The project recently began providing crossbred bucks to the women to improve the growth and milking potential of future kids. The partners organized a conference at Debub

University in November 2000 on enhancing goat production in East Africa, attended by over 50 representatives from government agencies, universities, livestock research centers, and non-governmental organizations. A Small Ruminant Network was established to share information on research and extension activities. Two Debub staff members have been trained in surgical procedures for goats, and three visiting scholars from Debub completed research at Langston on aspects of goat production relevant to Ethiopian conditions, and received training in laboratory methodology and statistical analysis.

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



MIDDLESEX COMMUNITY COLLEGE/
ADDIS ABABA COMMERCIAL COLLEGE

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

helped equip the MSBAC with training videos, CD-ROMs, and guidebooks; computer diskettes; small business management textbooks; "how to" guides on business plan development, starting a small business, and legal issues; and listings of over 300 U.S. companies with affiliates and/or offices in Ethiopia. The partners developed a new course on entrepreneurship and incorporated it into the small business curriculum at AACC. To date, this partnership has trained five AACC faculty and administrators through eight exchange visits of MCC faculty and staff of the Lowell Small Business Assistance Center. They have also leveraged an additional \$5,000 for partner activities, mostly in the form of material donations for the MSBAC.

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

GHANA

UNIVERSITY OF DELAWARE/INSTITUTE
OF LOCAL GOVERNMENT STUDIES ☘

This partnership aims to build the capacity of the Institute of Local Government Studies (ILGS) in Ghana to deliver certificate training and undertake applied research to strengthen the process of decentralization. At the conclusion of the project, ILGS staff will be able to establish a web-based training and communications network to facilitate distance education and regular consultation with district-level government officials. The partners are helping ILGS develop an Intranet management and delivery

capacity for distance learning, applied research, and consultancy activities. They conducted a workshop on technology and its potential application in Ghana for five ILGS staff members. They are currently developing a prototype, web-based interactive system called ILGSNet that will permit controlled access to the existing public web site. New phone lines and an Intranet software system have been installed at ILGS for this purpose. Discussions are underway with the Home Finance Investment Company, Ltd., on co-sponsorship of a conference to discuss strategies to improve the housing delivery system in Ghana.

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

USAID and ALO: Goals and Areas of Focus

USAID has a tradition of tapping the resources of the U.S. higher education community in its programs. American colleges and universities have long contributed their knowledge and expertise toward development efforts around the world. The spirit of cooperation with higher education continues in USAID's most recent articulation of development priorities. In June 2001, USAID announced the establishment of the Global Development Alliance, which will serve "as a catalyst to mobilize the ideas, efforts, and resources of the public sector, corporate America, the higher education community, and non-governmental organizations in support of shared objectives."

ALO acts as a link between U.S. colleges and universities and USAID by encouraging international higher education partnerships to address strategic development goals. ALO partnerships involve higher education institutions in each region of focus for USAID. Thirty-nine (39) of the partnerships target countries in Africa, 22 work in Latin America and the Caribbean, 18 focus on Asia and the Near East, and 8 are in Europe and Eurasia. A number of countries host several ALO partnerships, including South Africa (13), Mexico (11), West Bank-Gaza (7), Ghana (4), Malawi (3), Nepal (3), Russia (3), Tanzania (3), and Uzbekistan (3). To date, ALO's 87 partnerships have engaged more than 75 U.S. colleges, universities, and consortia with more than 75 colleges, universities, and consortia in 43 developing countries around the world.

Each ALO partnership addresses one or more USAID objectives in the host country. To ensure that projects fit within broader Agency strategic plans, partnership proposals are required to include a statement of support from the relevant USAID Mission. During the period of ALO funding, project directors are encouraged to interact regularly with Mission officials and to keep them informed about partnership activities. Given the mix of USAID objectives around the world, the focus areas of ALO partnerships are also wide-ranging. They include goat breeding, pesticide disposal, tropical ecology training, water assessment, post-harvest technology, telemedicine, criminal justice, and teacher training.

Inherent in the design and implementation of all ALO partnerships is the USAID goal of building human capacity through education and training. In addition, 29 of the partnerships focus on the environment and natural resource management, 26 promote broad-based economic growth, 22 concentrate on workforce development, 14 emphasize education, 14 pursue agricultural development, 12 emphasize Internet and communications technology, 11 are in the area of population and health, and 10 address democracy and governance issues. Appendix II (p. 58) lists the partnerships by subject area.

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

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

This partnership seeks to improve the technical and management skills of Ghanaians in the hospitality industry to promote eco-tourism and economic development in the central region of Ghana. The partners administered a needs assessment survey to hoteliers and organizations in the region, one of the country's least economically developed areas. They conducted a series of workshops for nearly 100 local entrepreneurs on hotel management issues and fire safety measures. They also

offered new courses on cultural education in the tourism program at the University of Cape Coast (UCC). Two UCC students are studying hotel and restaurant management at the University of Maryland, Eastern Shore and are serving as interns at a hotel in Ocean City, Maryland. Six more students will follow in the coming years. The partners have involved many Ghanaian partners in their project activities and organized a hospitality advisory committee comprised of representatives from hospitality committees throughout Ghana.

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

Award Date: 2000
Award Amount: \$99,878
Proposed Cost Share: \$54,432
Other partners: Ghana Education Service

This partnership aims to strengthen the capacity of the University of Cape Coast and the University College of Education of Winneba to support curriculum development and assessment in Ghana. The director of the Ghana Education Service's Curriculum Research and Development Division (CRDD) completed a three-month study program at the University of South Florida that helped formulate institutional priorities. The program addressed measurement issues, large-scale test development, and curriculum dissemination. The partners have



established working groups to provide support to CRDD in several key areas: instruction and training; assessment and curriculum implementation, and research at the school level. The partners plan to develop instructional programs to improve the assessment and curriculum training offered at universities and training colleges and to teachers through in-service training. An action research program will provide data on assessment and curriculum implementation that will be shared through annual policy seminars.

UNIVERSITY SYSTEM OF GEORGIA/
UNIVERSITY OF CAPE COAST ☞

This partnership seeks to train Ghanaian teachers in the use of instructional technology for basic education. The University of Cape Coast (UCC), which was established principally for teacher education, has been charged with implementing initiatives in the country's development program. During the first phase of the project, eight education lecturers from UCC have received training in the use of audiovisual equipment, digital and non-digital classroom technology, and computer-assisted instruction at four

University System of Georgia (USG) institutions. They were also introduced to basic computer maintenance and repair. Upon their return to Ghana, the lecturers provided instructional technology training to forty teachers in three training centers in and around Cape Coast. Although most of the teachers had never used a computer prior to the training sessions, by the end of the course they were able to give presentations on the skills they had acquired. Eight additional Ghanaian lecturers will receive similar training at USG institutions in the coming year. Plans are also underway to establish an instructional technology training center at UCC.

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

KENYA

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

This partnership seeks to introduce the U.S. community college model into the Kenyan system of higher education to increase access to post-secondary education and to produce an educated workforce. The partners convened a two-week conference in Kenya in March 2000 to assess the country's educational needs that attracted 70 participants, including faculty and administrators from six U.S. and eleven Kenyan higher education institutions, government leaders, and representatives of local non-governmental organizations and businesses. The Vice President of Kenya opened the conference. The original partners have established linkages with 17 additional institutions

of higher learning, businesses, and other organizations in both the U.S. and Kenya. In November 2000, a second conference, at SUNY-Cortland, produced three broad course outlines in the areas of community health education (including HIV/AIDS), natural resources management, and microenterprise development. Participants also discussed a request from the Government of Kenya to the State University of New York (SUNY) to expand its involvement in Kenya's higher education system. This initiative has resulted in discussions between Jomo Kenyatta University of Agriculture and Technology and Murang'a Teachers College on expansion of university education to that college and the possibility of establishing a SUNY University College in Kenya.

Award Date: 1999
Award Amount: \$100,000
Proposed Cost Share: \$88,627
Other Partners: Africa Nazarene University, Broome County Community College, Catholic University of Eastern Africa/Baraton, Daystar University, Egerton University, Empire State College, Eveready Batteries, Jomo Kenyatta University of Agriculture and Technology, Kenya Agricultural Research Institute, Kenya Association of Manufacturers, Kenya Management Assistance Programme, Kenya Medical Research Institute, Kenya Ministries of Education and Health, Kenya Polytechnic, Kenya Technical Teachers College, Kenyatta University, Methodist University at Baraton, Moi University, Mombasa Polytechnic, Muranga College of Technology, Rift Valley Institute of Science and Technology, United States International University/Africa, Tomplins Cortland Community College, USAID/Kenya

MALAWI

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

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

This partnership between Lincoln University of Missouri and the University of Malawi's Bunda College of Agriculture involves research aimed at improving child survival by examining the effects of the increased consumption of goat milk, goat meat, and soybean flour on childhood nutrition in rural Malawi. The partners have selected four of the ten villages where outreach and research activities will be conducted. Preparations are being made to distribute Soyabean seed and Sesbania and Leucaena seedlings in the villages before the next planting season.

Participating families will subsequently receive female goats to be bred to Saanen bucks that will be made available in each village. The introduction of Saanen bucks is intended to upgrade the offspring of the local breed to increase milk yield. Village demonstrations will be conducted on goat husbandry, soy flour preparation, and agroforestry management techniques. During the remainder of the project, the partners will collect basic health, nutrition, and growth data from a study group of approximately 100 children on a weekly basis.

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

Award Date: 1999
Award Amount: \$97,244
Proposed Cost Share: \$94,302
Other Partners: Mzuzu
University

This partnership is assisting three primary schools in Malawi to engage in collaborative action research on teaching methods and curriculum so that they can become professional development centers for other primary teachers. The schools were selected and visited three times by a team that included an educator from the Malawi Institute of Education and three faculty members from Virginia Tech. Based on over 400 hours of classroom observation, meetings with community members, and seminars with 33 teachers, including the head teachers

of the trial schools, the team developed a portrait of teaching and learning in primary classrooms in Malawi. Teachers identified instructional problems and are developing strategies to improve student learning. The partners also designed and conducted three needs assessments. The information obtained from these assessments is being used to develop a strategic plan to train professionals in primary schooling and early childhood education and transform the three schools into professional development sites.

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

Virginia Polytechnic Institute and State University and Domasi College of Education are seeking to enhance the capacity of teacher training colleges in Malawi to conduct education research that informs program and policy development. The project is designed to develop skills in educational research by providing instruction to selected teacher trainers and primary education advisors. The partners have formed a steering committee of representatives of various stakeholder groups in

Malawi to guide the implementation process. Needs assessments have been conducted to determine the knowledge and skill levels of Malawian faculty in research methodologies, the use of computers, and the availability of computer resources. Twenty-four individuals have been selected to receive instruction in educational research, and twelve participated in their first three-week training session in June 2001. With guidance from an instructor, these students will be developing research proposals and conducting research projects on basic education issues in Malawi over the coming year.

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

NAMIBIA

HIGHLINE COMMUNITY COLLEGE/
POLYTECHNIC OF NAMIBIA ☞

This partnership established a Center for Entrepreneurial Development (CED) at the Polytechnic of Namibia (PON) in March 2001 to provide business skills training and foster links with the local business community. PON initially conducted a survey to assess the private sector's interests in contract training and formed an advisory committee consisting of representatives from various regions of Namibia. CED will share a building with the Joint Consultative Committee—a consortium of non-governmental organizations (NGOs), local municipal government agencies, and national agencies that provide support for small and medium-sized enter-

prises. CED has conducted seminars in financial planning, marketing, and laws governing business start-up, including a conference attended by 70 female entrepreneurs. Highline Community College (HCC) representatives have conducted numerous workshops for PON personnel and representatives of the NGO and business communities. Namibian representatives have traveled to the U.S. to study models of community outreach, contract training design, and entrepreneurial center management. The partners are now in the process of establishing a Center for Teaching and Learning at PON to support classroom innovation, student retention, and student learning. As part of this effort, HCC partners recently assisted with PON's first faculty orientation.

Award Dates: 1999, 2000
Award Amount: \$99,900 (1999),
\$99,870 (2000)
Proposed Cost Share: \$158,092
(1999), \$44,880 (2000)
Other Partners: Eastern Iowa
Community College District

NIGERIA

UNIVERSITY OF IOWA/NIGERIAN
NATIONAL UNIVERSITIES COMMISSION ☘

This partnership between the University of Iowa (UI) and the National Universities Commission (NUC) aims to enhance the capacity of Nigerian technicians and computer support personnel to develop, maintain, and promote the use of computers and networks at their universities. The partners are designing large-scale computer-based training programs in network design and management, multimedia development, Web site creation and management, and end-user training. They also plan to offer standardized certifications. Technicians who receive this training will teach the new

skills to others at their home institutions. During a visit to UI, the Nigerian co-director toured UI's WiderNet Offices and several instructional technology classrooms and laboratories. The visit highlighted the commitment needed to establish and maintain instructional technology capabilities to support teaching, research, and service in universities. The partners are preparing self-study materials, selecting bibliographies, and creating training modules for 80 university information technology specialists. This process has involved working with Cisco Academy and bench testing New Deal Software. Partners have also engaged the Nigerian Ministry of Information as a new collaborator.

Award Date: 2000
Award Amount: \$99,580
Proposed Cost Share: \$130,788
Other partners: Kirkwood Community College, Iowa State University

RWANDA

MICHIGAN STATE UNIVERSITY/
NATIONAL UNIVERSITY OF RWANDA

This partnership seeks to build institutional capacity for applied agricultural research, teaching, and outreach and to ensure that this new demand-driven capacity is responsive to the practical needs of all stakeholders. The project enjoys a high level of commitment from both the Rwandan and U.S. partners. The National University of Rwanda (NUR) has identified a building for the agricultural outreach center, which will provide much-needed educational resources for farming communities in the region. The partners initiated a tour of local non-governmental organizations to establish ties with rural communities and stakeholders, and efforts are underway

to upgrade the quality of coffee production. The in-country director arrived in Rwanda in January 2001 and is involved in a search process to identify a Rwandan who will eventually succeed him. Fifteen Rwandans were identified to receive M.S. degree training at Michigan State University (MSU) and Texas A&M University (TAMU) starting in summer 2001. Their thesis work will be integrated into the research priorities of the Rwandan partner institutions. In May 2001, the partners conducted a workshop to review and revise the curriculum for the NUR Faculty of Agronomy. Plans are underway for community stakeholders to participate in a study tour of U.S. extension programs.

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

SENEGAL

UNIVERSITY OF MASSACHUSETTS—
BOSTON/UNIVERSITÉ GASTON BERGER
DE SAINT LOUIS ☚

This partnership seeks to teach and conduct research in public administration, political science, and business law. The long-term goal is to establish a public policy research center at the Université Gaston Berger (UGB) with a focus on decentralization, local governance, and economic development. Major steps have been taken to involve UGB in economic development initiatives with its adjacent villages—activities the University had never before considered part of its mission. Private funding was raised by the University of Massachusetts at Boston to bring telephone service to the nearest village, and to build and outfit a

telephone “cabine” which now employs two full-time female workers. The partners plan to develop a solar-powered poultry incubator system that will generate income for the village through sales to the public and to UGB. The project also installed two Webcam cameras to link partnership sites in the United States and Senegal for interactive Internet conferencing among the partners. A real time, large screen videoconference between the two countries was held in June 2000 to test various facilities and approaches. Plans are underway to establish a community resource center to include a women’s center, classrooms, electronic communications and library/database capacity, and a micro-enterprise development center.

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

UNIVERSITY OF NORTH FLORIDA/
CENTRE UNIVERSITAIRE RÉGIONAL DE
BAMBEY ☚

The University of North Florida (UNF) and the Centre Universitaire Régional de Bambe (CUR) are partnering to develop a new two-year degree program in community health in Senegal based on the U.S. community college model. The new program will adapt proven models for community health education to improve the health delivery system in the interior of Senegal. Six new CUR faculty participated in a three-week training program at UNF that covered various aspects of community health, curriculum develop-

ment, ways of fostering relations with local communities, and fundraising. Trainees—including a doctor, a midwife, a social worker, a nutritionist, a dental surgeon, and the chief administrator of CUR—also observed the operation of community health programs in Florida. Upon their return to Senegal, they began designing the community health curriculum and engaging community organizations and other development agents. The Senegalese Ministries of Higher Education and Health have been supportive of all project activities and the new national budget allotted roughly \$2 million for CUR construction projects and operations.

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

SOUTH AFRICA

BRONX COMMUNITY COLLEGE/
UNIVERSITY OF NATAL-
PIETERMARITZBURG ☼

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

This partnership seeks to upgrade the skills of under- and unemployed workers and young adults in the Midlands area of South Africa. Such efforts to stimulate economic development are important in KwaZulu Natal, where unemployment increased from 1.1 million in 1991 to over 1.9 million in 2000. The two lead institutions and more than 30 other partners have established Partnership College, a regional virtual college that targets the acute workforce and education needs of the area's 19- to 35-year-old population. The partnership has developed a

database of available training resources and potential work sites for internships, apprenticeships, and employment. Six high schools in KwaZulu Natal and six high schools in the U.S. were linked to the project in an effort to help prepare students to live and work in the global economy. The Joint Education Trust has provided the partnership with \$20,000 to develop a certificate program in rural community development. In the next phase, partners will extend and strengthen Partnership College by adding the Natal Mobile Careers Resource Centre as a new partner, providing on-line trainer workshops, and creating a leadership program.

Education for Development and Democracy Initiative

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

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

In 2000 existing ALO partnerships in Africa were invited to submit proposals for

EDINBORO UNIVERSITY OF
PENNSYLVANIA/UNIVERSITY OF THE
ORANGE FREE STATE ☘

This partnership aims to train facilitators in two programs designed to educate parents, students, and teachers to value science and mathematics and encourage students to pursue careers in these fields. Edinboro University of Pennsylvania (EUP) and the University of the Orange Free State (UOFS) have established a regional center at UOFS and trained 50 educators as Family Math (FM) and/or Family Science (FS) facilitators. Seventy-two math and science activities have been translated into four of the eleven official languages of South Africa. Community-based FM and FS programs have been established at six primary schools in

the Greater Bloemfontein area, where workshops have been held for parents and children using the translated materials. Community response has been very positive, and partners have recognized a need to conduct some math and science classes specifically for adults. Due to demand, the project has extended its geographic reach and trained facilitators from KwaZulu-Natal and Eastern Free State. One EUP faculty member spent 17 weeks in South Africa conducting training activities, and a UOFS staff member participated in the EQUALS Mathematics Institute at EUP. An advisory committee continues to monitor the project to ensure that activities and materials remain relevant to the target populations.

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

awards to enhance the sustainability of their cooperation. The sustainability grants matched the initial awards. Ten partnerships were selected for sustainability grants through this competition:

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

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



FLORIDA STATE UNIVERSITY/
POTCHEFSTROOM UNIVERSITY ☞

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

2001 mathematics Grade 12 examination to design diagnostic tests and study materials to improve student performance. The Department of Education of the North West has also become involved and is meeting regularly with the project team. The initial course materials are being field tested with groups of students enrolled in PU's Saturday Schools project and in STAR School matriculation exam preparation courses. When the field tests are completed in September 2001, the materials will be revised for wider use. Ultimately, the partners hope to distribute the study materials on a national level with the cooperation of the South African Department of Education.

Award Date: 2000
Award amount: \$99,990
Proposed Cost Share: \$125,006
Other partners: STAR Schools of South Africa

HIGHLINE COMMUNITY COLLEGE/
NATIONAL ACCESS CONSORTIUM,
WESTERN CAPE ☞

The partnership between Highline Community College (HCC) and the National Access Consortium, Western Cape (NACWC) seeks to train employees of small and medium-sized firms and to provide education for disadvantaged adults and out-of-school youth. The NACWC conducted workshops for its members in proposal writing and the adaptation of organizations to new funding realities. During visits to the U.S., the South African partners observed various train-the-trainer programs and studied the process of setting up a workforce

development program from initial contact to final assessment. They also gave presentations about higher education in South Africa to over 300 faculty, staff, and students at HCC and Eastern Iowa Community College District. The partners are currently in the process of determining the structure and mission of a Center for Extended Learning to institutionalize community outreach and training. Through NACWC's contract training activities, the partners have established formal links with 58 organizations in the Western Cape working to provide access to education, training, literacy, and community development for disadvantaged populations. The success of this project has sparked high interest in other areas of South Africa.

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

HOWARD UNIVERSITY/UNIVERSITY OF
TRANSKEI

This partnership seeks to develop an emergency medicine teaching program at the University of Transkei (UNITRA) using a combination of telemedicine and the Internet. The partners have designed and produced the Emergency Medicine Internet Teaching Tool (EMITT), an Internet-based education program to teach emergency medicine practice and principles to physicians and nurses in South African health care facilities. They completed writing and editing 12 new Internet modules, placed the application online, and established a URL hosted on a server tied to the University. Two engineers from Howard University worked with two UNITRA

engineers to establish the center and create a local area network linking the university campus and the Umtata General Hospital where physicians and nurses can benefit from the Telehealth Program. The partners have recently quadrupled the Internet bandwidth for the University. They also integrated lectures videotaped at Howard's Emergency Department onto the Web site, which can be uploaded to the completed EMITT Web site and viewed by medical officers and students at UNITRA.



Award Date: 1998
Award Amount: \$99,923
Proposed Cost Share: \$201,192
Other Partners: South African
Ministry of Education

MICHIGAN STATE UNIVERSITY/EASTERN
SEABOARD ASSOCIATION OF TERTIARY
INSTITUTIONS * 3

Michigan State University and the eastern seaboard Association of Tertiary Institutions (esATI) are partnering to assist all universities and technikons in KwaZulu-Natal to establish a strategic plan and program of community outreach to nearby disadvantaged communities utilizing the Internet. Internet access is expected to enhance the ability of community-based organizations (CBOs) to advocate for the needs of their constituents.

The partners are working with esATI members to identify CBOs with which they can collaborate in developing Web-based educational materials on substantive issues of concern to their communities. Selected CBOs will receive training in Internet use and Web site design, and service learning students will construct a Community Development Portal Website to provide information on outreach services to the community. The CBOs will develop their own Web sites with continued support and maintenance from the partners.

Award Date: 2000
Award Amount: \$100,000
Proposed Cost Share: \$144,768
Other partners: selected
community-based organizations

³This symbol designates partnerships that are networks. Please see page 45 for more information.

MIDDLE TENNESSEE STATE UNIVERSITY/
UNIVERSITY OF DURBAN-WESTVILLE ☘

Award Dates: 1999, 2000
Award Amount: \$100,000
(1999), \$100,000 (2000)
Proposed Cost Share: \$171,096
(1999), \$83,833 (2000)
Other Partners: Southern Illinois
University at Carbondale, The
Valley Trust, Urban Strategy,
Cato Manor Development
Association, Metro Water,
Department of Local
Government and Housing, Urban
Strategy, Human Science
Research Council, Cate Crest,
Palmiet River, and Kennedy
Road Imijondala Officials/
African National Congress Youth
Commission, Council for
Scientific and Industrial
Research

This partnership aims to develop outreach activities at the University of Durban-Westville (UDW) to improve water management, sanitation, and health in squatter communities in KwaZulu-Natal. Survey questionnaires were developed by the partners and administered by UDW geography honors students in three communities in April 2000. The results have been used to design training workshops and other outreach programs for delivery in those communities. Partners are developing a comprehensive community health education program that includes HIV/AIDS prevention, water use, sanitation, and hygiene. Workshops were held in December 2000 and June 2001 involving program leaders and

peer educators from the three target communities. The partners have designed a cross-cultural, transdisciplinary Web-based course on public health concerns in informal settlement communities in South Africa. The course was offered for the first time in Spring 2001 at Middle Tennessee State University (MTSU) and Southern Illinois University at Carbondale. The multidisciplinary nature of the project has brought together faculty and students from various departments at the partner institutions. A total of twelve MTSU undergraduates attended two separate conferences of the Association of American Geographers with the U.S. project director to jointly present papers on topics related to partnership activities.

OREGON STATE UNIVERSITY/
UNIVERSITY OF FORT HARE/FORT COX
COLLEGE OF AGRICULTURE AND
FORESTRY

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

This partnership seeks to promote sustainable natural resource development by strengthening the capacity of the South African partner institutions to implement programs in agroforestry and community forestry. The partners have developed a new B.S. Honors curriculum in agroforestry at the University of Fort Hare (UFH) and designed an introductory two-semester course. They are working on plans for associated research, postgraduate, and outreach programs. The project aims to strengthen South Africa's academic

infrastructure and produce a network of leaders who are knowledgeable about agroforestry and sustainable development. A faculty member from Oregon State University has been working with partners at Fort Cox College (FCC) to develop a community forestry program. Partners have established ties with a project funded by the British government, through which resources have been leveraged to make physical improvements to the FCC nursery and water system. The partners are also involved in designing a new greenhouse at FCC. In the next phase, the project team will enhance the agroforestry curricula and explore the feasibility of an affordable housing program.

PENNSYLVANIA STATE UNIVERSITY/
UNIVERSITY OF DURBAN-WESTVILLE ☘

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

workshops for a total of 4,500 economically disadvantaged students. To increase the quality of science education at UDW, the partners have designed and implemented courses intended to integrate the applications of engineering theories, concepts, and practice into the science curriculum. As part of the life skills development initiative of the program, the partners convened a workshop to train Upward Bound counselors in HIV/AIDS prevention and contributed to developing a University-wide policy on HIV/AIDS prevention and advocacy. Plans are underway to conduct additional workshops on student recruitment, retention, and enrollment management and program mentoring and evaluation activities.

Award Date: 2000
Award amount: \$100,000
Proposed cost share: \$90,987

PRINCE GEORGE'S COMMUNITY
COLLEGE/VISTA UNIVERSITY ☘

This partnership aims to provide computer and information technology training to Vista University (VU) students and to teachers in communities surrounding VU's seven campuses. This will enable graduates to function in a workforce environment that is increasingly dependent on information technology. With conferencing systems provided by Intel and textbooks from McGraw-Hill, a faculty member from Prince George's Community College taught an on-line computer literacy course to 25 VU faculty members. Vista subsequently offered a similar course to students at its campuses in three provinces. With Africare's assis-

tance, eight VU graduates were placed in internships with private companies and two of the interns later received six-month contracts. In Spring 2001, Vista computer science lecturers provided computer training to 445 area teachers—far more than the 280 for which they planned. Demand was so high that not everyone could be accommodated until a second course was offered in July 2001. Vista charges a small fee for the courses; the money is placed in a fund to purchase technology and to help subsidize future courses after the grant period ends. Partners are also designing a South African history course to be taught by a VU lecturer to Maryland students through the Maryland Online consortium.

Award Dates: 1998, 2000
Award Amount: \$49,999 (1998), \$49,923 (2000)
Proposed Cost Share: \$54,469 (1998), \$32,501 (2000)
Other Partners: College of Southern Maryland, Garrett Community College, Africare, PBS/Adult Learning Service

SPRINGFIELD TECHNICAL COMMUNITY
COLLEGE/ATHLONE TECHNICAL
COLLEGE

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

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

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

TEXAS SOUTHERN UNIVERSITY/
EASTERN CAPE TECHNIKON ☞

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

Texas Southern University and Eastern Cape Technikon (ECT) are emphasizing entrepreneurial training for successful employment in the formal or informal sectors. The partnership aims to promote economic growth and development through entrepreneurship training and the transfer of appropriate technology. The partners are establishing a sustainable system for the delivery of extramural courses in skills relevant

to local workforce needs. They are developing workshops on business-oriented bookkeeping, tax law and requirements for informal sector workers, and clothing design and manufacturing. They are also designing training modules in the installation and maintenance of photoelectronic devices, the use of which is spreading rapidly throughout South Africa's Eastern Cape. The workshops will be conducted at each of ECT's four main campuses and will be replicated based on demand.



SOUTH AFRICA/KENYA

HOWARD UNIVERSITY/UNIVERSITY OF THE WESTERN CAPE/UNIVERSITY OF NAIROBI ❁

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

ing, agricultural education, environmental sciences, women's studies, and communications disorders. These academic partnerships between U.S. and African institutions are collaborating on the design and development of joint post-graduate degree programs and another thirty partnerships are in the formative stages. African universities have been particularly interested in developing distance learning and non-degree programs through partnerships with U.S. universities. These areas were discussed more extensively at the second symposium held in Nairobi in April 2001. There is a strong desire among the African partners to develop more collaborative programs at the post-baccalaureate level with American institutions of higher education.

Award Date: 1999
Award Amount: \$99,997
Proposed Cost Share: \$172, 322
Other Partners: Oregon State University, Council of Graduate Schools, Education Testing Service, Africa America Institute

TANZANIA

COLUMBUS STATE COMMUNITY COLLEGE/DAR ES SALAAM INSTITUTE OF TECHNOLOGY

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

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

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

MISSISSIPPI STATE UNIVERSITY/
UNIVERSITY OF DAR ES SALAAM

Award Date: 1998 (completed
April 2001)
Award Amount: \$83,763
Final Cost Share: \$48,513

The partnership between Mississippi State University and the University of Dar es Salaam (UDSM) was designed to share expertise and build the capacity of UDSM to advocate environmentally-sound and cost-effective methods of pesticides management in Tanzania. The partners held workshops in Tanzania and Mississippi to discuss obsolete methods of pesticide disposal and mechanisms for ensuring that stockpiles of toxic substances do not accumulate. Partners and their colleagues visited disposal sites in both countries. Through these efforts, the partners shared best practices and successfully established



themselves as leaders in environmental remediation. Tanzanian policymakers and business people increasingly consult partners at the UDSM for their expertise in pesticides management and disposal. The partners also hope to train a new generation of pesticide experts in Tanzania, creating opportunities for an enhanced pesticides-related research program at UDSM.

SOUTHERN NEW HAMPSHIRE
UNIVERSITY/OPEN UNIVERSITY OF
TANZANIA ☘

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

The partnership between Southern New Hampshire University (SNHU) and the Open University of Tanzania seeks to design certificate and graduate degree programs in community economic development (CED). The programs will provide skills training, networking, and technical support to development practitioners throughout Tanzania. Two Open University faculty members participated in a three-week workshop at SNHU on project management and ten received training through a week-long workshop in Dar

es Salaam on the principles and practices of community economic development. Computer connections have been established to support distance education classes taught by faculty from SNHU. Eighty-four Tanzanian students have been accepted to pursue SNHU's Master's degree in CED through distance education. Classes will begin for at least 50 of these students by the end of 2001. The partners are also working to adapt the CED curriculum to make it more relevant to the specific development needs of East Africa. Greater attention will be given to the link between HIV/AIDS and poverty and to youth employment training.

UGANDA

OHIO STATE UNIVERSITY/MAKERERE UNIVERSITY ☞

This partnership seeks to enhance the capacity of Makerere University (MU) to contribute to agribusiness development by strengthening ties with, and seeking input from, the Ugandan private sector. With the collaboration of faculty from Ohio State University, the partners conducted a survey of 30 agribusiness firms to initiate dialogue between MU faculty and private sector representatives and to solicit their interest in contributing to program development. The positive response from agribusiness managers resulted in the establishment of an Agribusiness Advisory Committee (AAC) consisting of 10 agribusiness representatives. The AAC is the first committee of external

stakeholders ever established by MU's Faculty of Agriculture. All eleven first-year M.S. Agribusiness Management students have been placed in internships with private sector firms. Five draft business case studies have been developed and special resource persons have given eight classroom lectures. A computer was installed for exclusive use by agribusiness faculty and students, and the partnership developed a web site to promote the program to local and international agribusiness firms. The success of the program has led to the recruitment of a second class, a departmental name change to the Department of Agricultural Economics and Agribusiness, and the establishment of an undergraduate program in agribusiness.

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

UNIVERSITY AT ALBANY/MAKERERE UNIVERSITY ☞

This partnership seeks to build Ugandan capacity to respond to environmentally-related health hazards by creating a new Department of Environmental Health Sciences at Makerere University. The partners are in the process of developing the environmental health program and have assessed needs and discussed their plans with government officials. One student was selected to join two other Ugandan students already enrolled in the Ph.D.

program in environmental health at the University at Albany. These students are expected to return to Makerere as faculty members in the new department upon completion of their degrees. One Makerere faculty member visited Albany to review its environmental health curriculum, teaching materials, and teaching methods as a first step toward developing a similar program in Uganda. The Makerere curriculum will relate to specific public health problems in Uganda, and will initially focus on clean drinking water and wastewater and solid waste management.

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

ZAMBIA

CLEVELAND STATE UNIVERSITY/
COPPERBELT UNIVERSITY

Cleveland State University (CSU) and Copperbelt University (CBU) are establishing training programs in Zambia to help small and medium-sized manufacturing firms improve quality and productivity. The partnership seeks to develop a sustainable manufacturing outreach program at CBU in order to help Zambian business owners become more competitive in southern African markets. The partners conducted an initial survey of local firms to determine training needs.

They are developing a curriculum that emphasizes hands-on training related to factory floor activities. After undergoing training of their own, CBU trainers will offer the first training sessions for local factory employees with CSU partners acting as observers. The first CBU faculty member to come to CSU for a doctoral program completed his MBA and has begun doctoral studies. The second doctoral student arrived in June 2001 to start his program. The partners plan to develop Web-based instructional materials to further facilitate collaboration and communication.

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

Asia and the Near East

EGYPT

WALLA WALLA COMMUNITY COLLEGE/
AL-AZHAR UNIVERSITY

Walla Walla Community College and Al-Azhar University are collaborating in the design of an agricultural technical institute and development of agricultural technician training programs to increase sustainable agricultural production in the New Valley region of Upper Egypt. During the first phase of the collaboration, the partners are conducting a skills assessment in the New Valley region, which will become the site of the proposed Agricultural

Technical Institute and a working farm. They are identifying curriculum materials relevant to the technical training requirements of workers engaged in local agricultural projects. During the next several months, the partners will plan for the visit to Walla Walla by the Vice-Dean of Al-Azhar's College of Agriculture and by one of the project's business partners in Egypt. The purpose of the latter visit will be to acquaint the Egyptian partners with the agricultural operations in the Columbia Basin region, which resemble those of the Egypt New Valley region.

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

INDIA

HOUSTON COMMUNITY COLLEGE
SYSTEM/UNIVERSITY OF DELHI

Houston Community College System (HCCS) and the University of Delhi are partnering to develop a model of cooperative training to provide students, especially women, with marketable skills for health careers. During a summer workshop involving seven leading higher education representatives from India and 30 faculty, doctors, and administrators from HCCS, the partners designed the curriculum for 12 new vocational courses in family and child welfare, nutrition, HIV/AIDS, and health management. Originally, the partners had planned to design only five. The participants also learned about a proven Canadian distance education model for the training of health care personnel, the

international accreditation process, and the operations of one of the largest U.S. community college systems. During two separate seminars, over 20 hospital administrators and policymakers devised an action plan to implement the new courses at various institutions in India. The partners also created advisory boards for the health sectors and a databank of 60 health experts. Over 200 participants from 15 institutions attended three workshops in January 2001, in India, focusing on health education, Internet applications and distance learning, international accreditation, and workforce development. During the next phase, the partners will convene another meeting in India bringing together administrators of leading hospitals, health clinics, and health organizations.

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

Workforce Development and The Community College Model



In this era of globalization, U.S. higher education institutions are increasingly shaping their curricula and programs to meet market needs in their communities. They work with public institutions and the private sector to identify necessary skills and competencies for graduates entering the workforce. U.S. community colleges are leaders in the field of workforce development. For years they have engaged with businesses and industries in their communities to design curricula, training courses, and other programs to upgrade the skills of local workers. These institutions bring the same demand-driven approach to their partnerships abroad, and they are influencing the way international educators think about higher education.

ALO partnerships are building on the experience of U.S. higher education institutions to design workforce and professional development programs overseas. Through the *Workforce Development Partnerships* program, in cooperation with the American Association of Community Colleges (AACC), 17 U.S. community colleges have worked with partner institutions in 10 countries to enhance the skills of nurses, teachers, industrial workers, entrepreneurs, tourism sector employees, technicians, surveyors, and IT specialists. (See Appendix II on page 58 for a full listing of all Workforce Development partnerships). Awards have ranged from \$24,000 to \$50,000 with significant cost-sharing from the partner institutions, sometimes as much as two to three times the amount of the grant.

Community colleges are also well-represented in ALO's *Institutional Partnerships* program: Highline Community College, Houston Community College System, Maricopa Community College District, and Walla Walla Community College. In addition, Bronx Community College, Highline Community College, Prince George's Community College, and Riverside Community College District each received an ALO award to enhance the sustainability of partnerships funded initially through the AACC program.

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

INDONESIA

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

The partnership between the University of Illinois, Urbana-Champaign (UIUC) and the Institute of Technology, Bandung (ITB) aims to develop a university-community collaboration model to strengthen local governance. In 2000, the partners conducted five workshops in order to identify the most pressing development issues arising from the rapid urbanization of Jatinangor, a suburb of Bandung. The three most critical areas identified were job creation, access to clean water, and waste management. The partners established priority actions to address unemployment in an initial pilot project. These included meeting with local textile plant

operators and the district assembly to ensure awareness of the problem, providing practical training in areas such as animal husbandry, entrepreneurship, simple technology, and basic accounting, and exploring the possibility of creating incubator industries. Of the 198 workshop participants, 33 were women. The partners also will expand the database to include the other 11 urbanizing communities in Jatinangor. They launched a second pilot project in another suburb of Bandung. Future activities include: the placement of a UIUC intern at ITB; the visit by community leaders and local government officials to UIUC; and the development of a study abroad program for UIUC students at ITB. The partners have leveraged an additional \$65,425 in resources.

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

LAOS

CASE WESTERN RESERVE UNIVERSITY/
NATIONAL UNIVERSITY OF LAOS

This partnership seeks to develop Lao capacity to provide post-graduate training in pediatrics and internal medicine. Case Western Reserve University is assisting the National University of Laos (NUL) to develop the first full-time post-graduate medical education program in the history of the country with help from volunteer expatriate faculty. The project has had 21 volunteer faculty visits from eight institutions. Three of these were long-term commitments of close to a year. Khon Kaen University (KKU) in Thailand has provided clinical training rotations for

Lao pediatric residents, in specialty fields not currently available in Laos, making a dozen or more volunteer teaching visits to the project. The first four Lao-trained pediatricians graduated in 2001. Seventeen more pediatricians will graduate over the next three years. For a country like Laos—with 2.5 million children and previously only seven fully trained Lao pediatricians—the prospect of graduating five or more new pediatricians per year has profound implications for improving children's health. Plans to start internal medicine residency training in Laos are progressing. Health Frontiers continues to coordinate all of the partnership's external activities in Laos.

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

NEPAL

INDIANA UNIVERSITY/KATHMANDU UNIVERSITY

Indiana University (IU) and Kathmandu University (KU) are partnering to develop a model Master's degree program in the social science dimensions of natural resource management at the recently established Human and Natural Resources Center. The project involves faculty training and curriculum development. The partners conducted two faculty exchanges to implement training workshops on techniques for the analysis of forestry resources and to begin developing the Master's degree program. In January 2001, a faculty member from the University of Massachusetts and a research associate at IU, together with an IU graduate student, presented a

five-day seminar entitled "Database Design, Development and Use in Natural Resource Management" at KU, attended by 16 Nepali. This seminar complemented an earlier seminar offered by IU on techniques to collect, store, and analyze data on forests using the IU-developed International Forestry Resources and Institutions methodology. A KU faculty member is currently enrolled in a doctoral program at IU. The partners have also finalized arrangements for half-semester long visits by two KU faculty members to IU to receive training in social science theory and methodology in the study of the human dimensions of natural resources management. The partnership has leveraged an additional \$7,500 in support of its efforts.

Award Date: 1999
Award Amount: \$100,000
Proposed Cost Share: \$213,445

UNIVERSITY OF COLORADO-BOULDER/TRIBHUVAN UNIVERSITY

The University of Colorado-Boulder (UCB) and Tribhuvan University (TU) are developing a Master's level curriculum in renewable energy technologies. They are also building a laboratory for training and research at TU's Institute of Engineering and Center for Energy Studies (IECES). Faculty members from the partner institutions shared expertise on renewable energy technology, toured renewable energy sites in Nepal, and met with other Nepali engineers and government and utility officials from II institutions. These lectures and meetings involved over 50 Nepalese participants. TU has begun

construction of a Zero Energy Building and Energy Park that will be the focal point for the renewable energies technology program and laboratory for graduate students. In the next six months, two TU faculty members will travel to UCB to meet with experts from the National Renewable Energy Laboratory, and visit renewable energy sites in Colorado. The partners will also launch the initial offering of the Master's curriculum at IECES. Winrock International will sponsor two separate programs on renewable energy technology for schoolmasters and government officials to enhance awareness. The partnership has leveraged an additional \$20,000 in support of its activities.

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

WASHINGTON UNIVERSITY/TRIBHUVAN
UNIVERSITY

This partnership between Washington University (WU) and Tribhuvan University (TU) seeks to train law students to examine social policy concerns and prepare leaders who will protect the rights of marginalized Nepalis, especially women and children. The partners designed a new course entitled "Social Policy Analysis: Models, Frameworks, and Methods," which introduces law students to social policy tools critical for sound advocacy. They also launched a project Web site to give faculty and students access to a comprehensive bibliography of published legal materials and sustainable

development topics related to Nepal. To facilitate access, the partners established TU's Law School's first computer lab. The partnership has also placed five WU students in internships at organizations in Nepal working in areas such as human rights, environment, and the empowerment of women. In 2000-2001, the partnership sent five more students from WU to Nepal. In the next phase, the partners will prepare for a visit to WU by four students and the Dean of TU. Although the partners had originally envisioned sending only four students to Nepal, they have thus far sent 10 interns with an additional three slated to travel in the summer of 2001.

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

PHILIPPINES

UNIVERSITY OF SOUTH CAROLINA/
MAPÚA INSTITUTE OF TECHNOLOGY

The University of South Carolina (USC) and the Mapúa Institute of Technology are partnering with industry, government, and NGOs to provide graduate environmental engineering education and develop community involvement to manage natural resources. Following a study on the status of environmental engineering education and research in Filipino higher education institutions, the partners convened in Manila to assess the needs of numerous organizations, especially in the areas of sustainable development and pollution prevention. The partners revised the undergraduate curriculum in environmental engineering, sciences, and management and designed a

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

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

UNIVERSITY OF WASHINGTON/SILLIMAN
UNIVERSITY ❁

Award Date: 1999
Award Amount: \$88,900
Proposed Cost Share: \$52,997
Other Partners: Coastal Resources Management Project, Sulu Foundation, Mindanao State University, University of the Philippines, International Center for Living Aquatic Resources Management, University of Rhode Island Coastal Resources Center

This partnership seeks to bolster institutional capacity in graduate-level coastal management programs at the University of Washington (UW) and Silliman University (SU). The partners have created an interactive Web site to link 20 graduate students, four faculty, and one coastal management practitioner at SU and UW's School of Marine Affairs (SMA) to facilitate term paper exchanges and real-time, on-line question and answer sessions. The creation of new environmental management courses at both institutions enabled such exchanges to take place. Two visiting SU professors helped to team-teach the new SMA course,

increasing SU faculty understanding of coastal management within a different country context and further internationalizing UW's curriculum. Two SMA faculty members visited SU and provided lectures to students and faculty. A student from UW participated in an internship in the Philippines to help assess the impact of tourism on coastal environments. The partners have disseminated their results broadly at conferences, in professional journals, and on-line. SU will host another SMA student intern while SMA will host a researcher from Thailand to explore possible internship opportunities in his country to expand the scope of the original collaboration. The partners have leveraged an additional \$14,000 for the collaboration.

SOUTHEAST ASIA

UNIVERSITY OF WASHINGTON/
CHULALONGKORN UNIVERSITY/ASIA
PACIFIC ECONOMIC COOPERATION ❁

Award Date: 1998
Award Amount: \$99,817
Proposed Cost Share: \$311,626
Other Partners: Universities in Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam

The aim of the partnership between University of Washington (UW), Chulalongkorn University (CU), and the Asia Pacific Economic Cooperation (APEC) is to develop an Internet-based model of the river basins of Southeast Asia to enhance regional decision-making on water resource management. The partners have organized workshops in Thailand to collect data and plan training of research personnel; evaluated alternatives for water management in the countries of the Mekong basin with the Mekong River Commission, the most influential policy-making body in the region; completed a data model of the physiology and hydrology for six

major river systems in Southeast Asia, and presented this model at a conference of the Mekong River Commission attended by over 100 scientists and policy makers. Six UW students spent two to three months at CU to receive training in hydrological modeling, chemical flux studies, and other research techniques. The partners' work on the integrated river basin model contributed to the development of major funding proposals to the National Science Foundation. The proposed work would focus on developing state-of-the-art computer models and fieldwork linking the hydrological cycle with water quality and ultimately with atmospheric carbon dioxide. The partnership has leveraged \$135,000 in additional support.

SRI LANKA

KAPI'OLANI COMMUNITY COLLEGE/
CEYLON HOTEL SCHOOL

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

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

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

WEST BANK/GAZA

CALVIN COLLEGE/BIRZEIT UNIVERSITY

Calvin College and Birzeit University are engaging in a project to develop an environmentally sound plan of the Wadi al-Far'a basin's water supply for sustained use by the Palestinian population of the West Bank. A study of the hydrogeology and political ecology of the Wadi al-Far'a watershed will create a plan to improve, maintain, and sustain the water supply. The Wadi al-Far'a comprises the largest traditional water source still available to the Palestinian population of the West Bank and the project aims to develop a plan for its use that is socially just. Fieldwork will be conducted in two winter and two summer seasons to

construct actual and predictive computerized models of the system to develop recommendations for optimum water use. Partners will use statistical, GIS, and CAD computer capabilities to create a numerical model that will simulate surface and ground water movement and watershed storage. Collaboration between the partners will bring together U.S. and Palestinian students and faculty who share common environmental concerns, and forge mutual understanding and respect as a basis of peaceful coexistence and cooperation. In May-June 2001, the U.S. project director traveled to Jordan and the West Bank to work with his counterparts at Birzeit on setting up fieldwork for the summer.

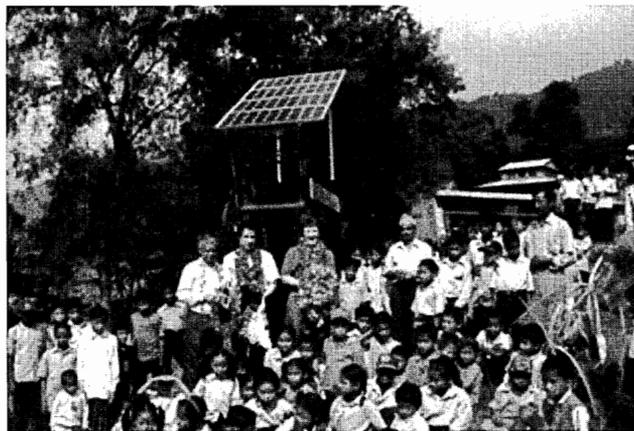
Award Date: 2001
Award Amount: \$100,000
Proposed Cost Share: \$41,900
Other Partners: Timmermans Environmental Services

GEORGIA STATE UNIVERSITY RESEARCH
FOUNDATION/AN-NAJAH NATIONAL
UNIVERSITY

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

The partnership between Georgia State University's Research Foundation and An-Najah National University (ANNU) seeks to build an enduring institutional relationship in support of public policy reform in the West Bank and Gaza. The partnership's activities focus on creating a strong Palestinian capacity for public policy analysis that can be mobilized in support of anticipated public sector reforms in the Palestinian territories, and encourage a more democratic, transparent, and responsive system of governance. The institutions will conduct joint activities in academic development, applied research, and outreach and training in the following areas: fiscal policy, public administration and fiscal management,

fiscal decentralization, and economic and fiscal analysis. They will encourage the use of information technology wherever possible and seek to establish an international network of resources for public policy reform. Special effort will be made to involve other Palestinian universities, colleges, and research organizations in the proposed activities. Two faculty members from ANNU arrived in the U.S. in June 2001 to participate in a summer program and work with their Georgia State colleagues on curriculum development. They will also attend a fiscal policy training program and remain in the U.S. until the end of August 2001.



JOHNS HOPKINS UNIVERSITY/
AL-QUDS UNIVERSITY

This partnership seeks to respond to the need for public health training in the West Bank and Gaza. Collaboration between The Johns Hopkins University (JHU) School of Hygiene and Public Health and Al-Quds University (AQU) will help provide qualified managers for the region in the areas of reproductive health, maternal and child health, and nutrition. The project will improve health services management and administration through curriculum development, skill enhancement, operational research and practical

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

training. JHU's School of Hygiene and Public Health and AQU will collaborate to enhance AQU's program of education and research in health services management through the development of AQU's curriculum and related training resources, particularly in health economics. The partners will collaborate in the design and conduct of operational research, and the use of information technology to establish faculty-to-faculty, faculty-to-student, and student-to-student communication.

PURDUE UNIVERSITY/ISLAMIC
UNIVERSITY OF GAZA

The partnership between Purdue University and the Islamic University of Gaza (IUG) will address the water resource management needs of the region by establishing a formal, jointly-administered program in water resource management at IUG. The program will provide needed expertise and training on optimal water use and water resource management, educational support, technical assistance, outreach, and consultancy services. It will serve as an interdisciplinary academic unit based within the faculty of IUG. The core of this joint effort will be the

development of a new Master of Science degree curriculum and an affiliated outreach program with three partner universities in the West Bank. The partnership's long-term goal is to establish a formal Center for Water Resources Management in the West Bank and Gaza. Since the start of the grant, the partners have focused on conducting a needs assessment and background preparation for the curriculum development phase of the project. Representatives from IUG plan to visit Purdue in August 2001 during which time they will begin developing the curriculum. The draft curriculum will then be piloted in the West Bank and Gaza.

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

UNIVERSITY OF GEORGIA SCHOOL OF
LAW/BIRZEIT UNIVERSITY

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

education. Preparations are underway for the first Commercial Law workshop "Developing the Palestinian Legal System: Institutional Partnering to Strengthen Human Capacity, Democratic Process and Economic Development." The workshop is scheduled for August 2001 at UGA. UGA has also designed a project web page.

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



UNIVERSITY OF MARYLAND EASTERN
SHORE/PALESTINE POLYTECHNIC
INSTITUTE

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

The University of Maryland Eastern Shore (UMES) and the Palestine Polytechnic Institute (PPI) will assist in increasing the applied information technology (AIT) knowledge base of science faculty involved in the management and improvement of existing water resources. The partners will focus on human capacity building through research and AIT transfer of the following methods: (1) Geographic

Information Systems (GIS); (2) water sampling and analysis technologies designed to monitor water quality due to runoff and leaching; (3) Global Positioning Systems; (4) remote sensing; and (5) techniques designed to reduce contamination of water resources. Three faculty members from PPI will travel to UMES in 2001 to participate in GIS technology training and joint planning sessions with UMES colleagues, and visit water treatment facilities and water and soil conservation projects.

UNIVERSITY OF OKLAHOMA/
BETHLEHEM UNIVERSITY

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

This partnership aims to support the creation of a Groundwater Wing within Bethlehem University's Water and Soils Environmental Research Unit. The project activities will center on modeling the Eastern Basin of the West Bank's mountain aquifer. The sustainable yield of this aquifer is critical to Palestinian plans to augment indigenous water supplies for the West Bank. The University of Oklahoma will

provide guidance to Palestinian counterparts in the development of: (1) essential input parameters needed to model the aquifer; (2) relevant shallow-aquifer data; (3) data on transmissivity in bedrock; (4) computer modeling and mapping; and (5) groundwater quality studies and innovative treatment possibilities. Three Palestinian representatives will visit Oklahoma in July 2001 to participate in a groundwater modeling workshop and joint planning activities.

Europe & Eurasia

ROMANIA

TIFFIN UNIVERSITY/UNIVERSITY OF
BUCHAREST

The partnership between Tiffin University and the University of Bucharest (UB) has fulfilled its primary objective of creating a School of Criminal Justice (SCJ) at UB, where it recently implemented a Master's level criminal justice course. Students in the course included the General Director of Romania's prison system and members of his staff, administrators from the Ministries of Justice and the Interior, members of the police force and academy, and defense attorneys. The partners also added the areas of probation, juvenile justice, parole, and restorative justice into the curriculum, areas very new to Romania's

legal landscape. The President and Prime Minister of Romania have affirmed their support for expanding the master's level program to five other Romanian universities. Nine SCJ students selected to participate in internships with U.S. law enforcement agencies recently returned to Romania with very positive experiences. The culminating project activity will be a conference in Bucharest, to be attended by both the President and Prime Minister, numerous members of the law enforcement community, and other stakeholders from throughout Romania and neighboring countries. The partners have leveraged an additional \$86,000 in support of their activities, including a new grant to focus on juvenile justice and probation.

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

RUSSIA

PURDUE UNIVERSITY/UNIVERSITY OF MARYLAND/NOVGOROD STATE UNIVERSITY

Purdue University and the University of Maryland teamed with Novgorod State University (NSU) to develop a model graduate and undergraduate environmental sciences and policy curriculum. The project involved evaluating, revising, and adding courses addressing environmental concerns.

Following an assessment visit to NSU by four U.S. environmental educators, a team of 11 NSU educators traveled to Purdue and Maryland to work on developing a new curriculum with an emphasis on joint classroom and laboratory exercises. U.S. faculty members donated personal computers,

textbooks, lab manuals, journals, and videos for the library at NSU's School of Environmental and Natural Resources and the Agricultural and Natural Resources Academy. In September 2000, the partners held a final dissemination conference at NSU attended by 53 people from 16 institutions of higher learning in northwestern and central Russia. Academics from Finland, Belarus, and Kazakhstan also attended, as well as a USAID/Moscow representative interested in expanding the program elsewhere in Russia. The project created a Web site to allow U.S. and Russian educators and students to share data and collaborate on joint assignments and research. The partners leveraged \$18,900 in additional resources.

Award Date: 1998 (completed February 2001)

Award Amount: \$99,734

Final Cost Share: \$399,359

HASKELL INDIAN NATIONS UNIVERSITY/GORNO-ALTAISK STATE UNIVERSITY

This partnership seeks to develop a model program for community-based drinking water quality monitoring in remote villages in the Altai Republic in Siberia. In 2000, two faculty members from Gorno-Altai State University (GASU) and one from Haskell Indian Nations University (HINU) participated in the first faculty exchanges in the history of two institutions that serve ethnic minority populations. These visits resulted in the development of an infrastructure that will permit indigenous groups in the Altai Republic to participate in the partnership's community-based drink-

ing water quality assessment program. HINU recently selected five students and two alternates from those enrolled in a class on American Indian Studies to visit the Altai Republic to meet with their counterparts at GASU. These students are also collaborating on a Web site featuring indigenous life and history in the Altai Republic and North America. Due to a newly-obtained grant, the two alternates will also be able to travel to Russia. The partnership has leveraged a total of \$218,588 in extra funding in the form of grants from the Environmental Protection Agency, United States Department of Agriculture, and the National Endowment for the Humanities, as well as a fellowship from the National Security Education Program.

Award Date: 1999

Award Amount: \$99,658

Proposed Cost Share: \$82,275

Other Partners: University of Kansas, Kansas State University

HARFORD COMMUNITY COLLEGE/
MOSCOW MEDICAL COLLEGE #I

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

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

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

Special Initiatives: USAID Missions Support Partnerships

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

Because they are closely targeted to Mission objectives, Special Initiatives often receive higher levels of funding. USAID/El Salvador sponsored a \$1.1 million initiative between Metropolitan Community College and the Universidad Centroamericana focusing on early childhood education. USAID/Rwanda pledged funding for a \$2.9 million partnership between Michigan State University, Texas A&M University, and the National University of Rwanda to build human capacity in the agriculture sector. USAID/West Bank/Gaza sponsored seven \$100,000 partnerships in the areas of water resource management, health, public policy, and law. USAID/Ethiopia has sponsored two Special Initiatives: a journalism training program and a law school linkage program (see Appendix I on page 56 for more details on the USAID/Ethiopia awards).

USAID Missions also have provided support for several partnerships selected for funding through ALO's annual *Institutional Partnerships* competition. These include Mexico (Montana State University, University of Rhode Island), Eritrea (Virginia State University), and Nicaragua (University of Florida).

UKRAINE

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

The partnership between Tennessee State University (TSU), Lincoln University (LU) and L'viv Institute of Management (LIM) aims to enhance institutional capacity in management training and to promote private sector ties between firms in Ukraine, Tennessee, and Missouri. Activities primarily involve exchange visits of faculty and business representatives. Two TSU business faculty members have traveled to L'viv to make a presentation at a conference on improving Ukrainian management education and two faculty members from LIM traveled to the U.S. to discuss priority

areas for the partnership. By the fall of 2001, the partners anticipate the arrival in the U.S. of five Ukrainian business persons for short-term management training and internships with local firms. During this same period, TSU and LU faculty will travel to Ukraine to examine curriculum development in accounting and international finance, and management issues including business communication, leadership, logistics, merchandising, and negotiations. The partners have leveraged an additional \$2,400 for the project. They are following up on an opportunity to participate in a Polish-Ukrainian Marketing Center that could help to further develop Ukrainian entrepreneurship and expand commercial ties with Poland.

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

UZBEKISTAN

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

Washington State University (WSU) and Tashkent Institute of Irrigation and Agricultural Mechanization Engineers (TIIAME) are collaborating to strengthen TIIAME's teaching and applied research capacity and to develop new and enhance existing environmental courses, degree programs, and continuing education. After an initial meeting, the partners held a workshop that focused on upgrading the technical skills of TIIAME faculty. Training sessions were organized for 24 faculty on economics and decision-making in water manage-

ment, a relatively new topic to TIIAME and Uzbekistan as a whole. Resource Exchange International, a U.S.-based NGO, organized and partially funded English language training for Uzbek faculty and a study tour for TIIAME administrators to WSU, Colorado State University, and other U.S. institutions. In the upcoming months, WSU will host four TIIAME colleagues during an exchange visit; prepare for a visit by the Rector of TIIAME; conduct two workshops for TIIAME faculty and students on water management and environmental impact assessment; and continue to help build TIIAME's capacity to win grants and contracts. The partners have thus far leveraged an additional \$12,000 to support their activities.

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

UNIVERSITY OF CALIFORNIA-DAVIS/
SAMARKAND STATE UNIVERSITY ❁

The partnership between the University of California-Davis (UC-Davis) and Samarkand State University (SSU) aims to develop the capacity of scientists in Central Asia to use geographic information system (GIS) technologies for measuring and monitoring carbon dioxide emissions that are contributing to the environmental degradation of the Central Asian rangelands. Six Central Asian scientists received intensive training in GIS technology, measurement, and analysis at UC-Davis and Utah State University during a 4-5 month stay. Upon returning to their region, they conducted a seminar for national policymakers and a GIS workshop. Through the training of some 25 scientists, the partnership has

significantly strengthened regional capacity to measure and monitor carbon dioxide emissions and improve environmental management. Two regional workshops were conducted in 2001, one on GIS applications and one on the theoretical foundations and practical aspects of modeling carbon dioxide flux in terrestrial ecosystems. A meeting of participants from the current project and those from a different UC-Davis project dealing with livestock conservation resulted in the development of a major project proposal to address soil erosion and rangeland degradation in northern Kazakhstan. The partners also secured funding from the Global Livestock-CRSP Livestock Development and Rangeland Conservation Tools project for an additional three years.

Award Date: 1999
Award Amount: \$90,716
Proposed Cost Share: \$111,155
Other Partners: National Academic Center for Agricultural Research of Kazakhstan, Institute of Ecology and Sustainable Development of Kazakhstan, Institute of Deserts, Flora and Fauna of Turkmenistan, Academy of Sciences of Uzbekistan

KENT STATE UNIVERSITY, TRUMBULL
CAMPUS/TASHKENT STATE UNIVERSITY

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

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

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

Latin America & the Caribbean

BRAZIL

COMMUNITY COLLEGES OF COLORADO/
NATIONAL CONFEDERATION OF
INDUSTRY

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

and distance learning policy and programs. The partners established strong links with the Federation of Industries for the State of Minas Gerias (FEIMG), which is assisting in identifying priority workforce development issues and opportunities, the U.S. Department of Education's Community College Liaison Office, and the Colorado Office of Economic Development and International Trade. They also linked FEIMG with the National Association of Manufacturers, the largest multi-industry trade association in the U.S. The partnership has thus far leveraged an additional \$14,000 for its activities.

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



COLOMBIA

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

American University's Washington College of Law, Universidad de los Andes, and Universidad Nacional (UN) are collaborating to train Colombian law faculty in the interpretation of human rights at both the domestic and international level. Partnership activities have resulted in the development of human rights courses at several Colombian law schools. UN is currently establishing a human rights center. In the spring of 2000, human rights professors participated as trainers in a USAID-organized workshop for over 800 public defenders

of the Human Rights Ombudsman in Colombia. As these individuals constitute most of Colombia's public defenders, the training they received is expected to significantly bolster human rights capacity in the country. The partners convened workshops in Washington, DC and Bogotá, to train approximately 80 human rights professors. The participants agreed to develop a basic human rights curriculum and to urge the government to require a human rights course within the basic law curriculum in Colombia. The partners convened several roundtable discussions with representatives from the World Bank, diplomats, USAID, and other key stakeholders.

Award Date: 1999
Award Amount: \$100,000
Proposed Cost Share: \$92,220
Other Partners: International Committee of the Red Cross, Presidential Program for Human Rights, Universidad Nacional de Lanus (Argentina), Universidad Católica (Ecuador)

EL SALVADOR

METROPOLITAN COMMUNITY COLLEGE/UNIVERSIDAD CENTROAMERICANA "JOSÉ SIMEÓN CAÑAS"

This \$1.1 million special initiative partnership between Metropolitan Community College (MCC) and Universidad Centroamericana "José Simeón Cañas" (UCA) seeks to strengthen the long-term competitiveness of rural Salvadorans by addressing the developmental needs of at-risk children between 0 and 6 years of age through EDIFAM (Early Education through the Family), a USAID-funded early childhood education (ECE) activity. An ECE specialist from MCC is working in El Salvador to help coordinate curriculum development, training, and communication between the many stakeholders. The partners have conducted train-the-trainer workshops for 60 professionals (nutri-

tionists, psychologists, educators, social workers) and trained 60 *madres cuidadoras* (mother caregivers) at rural childcare centers. They have also designed training modules in psychomotor, language, cognitive, and socio-emotional development. ECE workshops have been held in Omaha for Hispanic residents using culturally-relevant materials developed through the partnership. In May 2001, all the partners convened in San Salvador for a USAID-sponsored retreat to further enhance work and communication efforts. The partners are now planning to measure the impact EDIFAM activities have had on the target children, conduct exchanges of students and mother caregivers, and establish "sister daycare centers" in Omaha and El Salvador. The partnership has leveraged an additional \$84,500 for its activities.

Award Date: 1999
Award Amount: \$1,099,791
Proposed Cost Share: \$358,330
Other Partners: USAID/El Salvador, Instituto Salvadoreño de Protección al Menor, Ministry of Education, UNICEF, Ministry of Public Health, CALMA (Center for the Support of Breastfeeding), Save the Children, Secretariat for External Financing, Creighton University, Gallup Organization

GUYANA

ST. LOUIS COMMUNITY COLLEGE/
GUYANA MINISTRY OF EDUCATION

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

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

developed a curriculum, purchased equipment, and created an all-Guyanese Curriculum Advisory Committee. The Department of Lands and Surveys committed to offering all course graduates employment, and the Ministry of Education pledged matching funds and began to assist in recruiting faculty and students. A new first-year class, consisting of more than 20 students, was enrolled in courses in September 2000. The partners continued to work towards creating an on-going program for training Sworn Land Surveyors and increasing the rate of delineation of agricultural lands, to encourage private land ownership and ultimately increase agricultural production.

HONDURAS

CORNELL UNIVERSITY/PURDUE
UNIVERSITY/ZAMORANO

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

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

implementation of a course on Tropical Agriculture and Sustainable Development at Zamorano; and the development of a distance-learning course on plant propagation. The partners created 18 "working groups" all of which completed their objectives, while several have taken advantage of opportunities to continue their work beyond the grant period, most notably the tourism and health groups. When Zamorano received \$6 million from USAID to assist in the post-Hurricane Mitch recovery effort, including \$250,000 for Cornell and Purdue to provide backstopping support, the partners convened a "visioning workshop" to focus and guide their collaboration. The partners also leveraged an additional \$125,000 to assist the recovery effort.

JAMAICA

FURMAN UNIVERSITY/UNIVERSITY OF THE WEST INDIES

This partnership seeks to train a critical mass of software developers to create a sustainable software development industry in Jamaica. In 1999, the Caribbean Institute of Technology, founded as a result of the partnership between Furman University and the University of the West Indies, graduated its first class of 53 students trained in computer programming. Indusa Global, a U.S. private sector partner with a branch in Montego Bay, hired 43 of the graduates. A second class of 81 students graduated in 2000. Over two-thirds are currently employed with Indusa and 11 other information technology companies in Jamaica. A third class of 103 students will graduate in 2001. Of the 237 students who have undergone or are currently undergoing training, 104 are women. The

partners have trained seven instructors and three assistants thus far, allowing them to open up two satellite centers in Kingston, each serving 50 students. They expect to open an additional six to ten new satellite centers in the near future. The enthusiastic support of the Jamaican government has enabled the partners to expand their activities more rapidly than originally anticipated. They have leveraged an additional \$491,000 in support of their activities.

Award Date: 1999
Award Amount: \$100,000
Proposed Cost Share: \$101,200
Other Partners: Indusa Global, Ministry of Commerce and Technology, Montego Bay Free Zone, International Development Consortium (affiliated with the University of Hertsfordshire, London), InfoTech (Kingston)



UNIVERSITY OF DELAWARE/UNIVERSITY OF THE WEST INDIES

The University of Delaware and the University of the West Indies are partnering to develop best practices in the fields of integrated coastal ecosystem management and tourism management, at both the academic and governmental level. The partners convened meetings in the U.S. and Jamaica to perform overall needs assessments, plan for faculty and student exchanges, and

begin preparing distance-learning modules on topics such as coral reef management issues and coastal and marine ecosystems in the Caribbean. These meetings have resulted in new strategies to involve other programs, and individuals; further define the course topics; and prepare the course materials. The project will involve actual case studies provided by current integrated coastal management programs in the Caribbean and initiatives of the Jamaican government.

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

LATIN AMERICA

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

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

This partnership seeks to create a network of colleges and universities in the U.S. and Latin America to strengthen public administration curricula. The result of the project will be the creation of a vast network of government officials, NGO leaders, and academics interested in development and closer links between higher education and government. At the National Association of Schools of Public Affairs and Administration's (NASPAA) first annual workshop of the Inter-American Network for Public Administration Education (INPAE) in Caracas, 16 authors presented their works on decentralization and intergovernmental relations in Latin America.

Eight of the papers presented were selected for inclusion in a new textbook on public administration. In order to make the network truly inter-American, the partners have initiated contacts with relevant Canadian programs. They have also developed brochures and fact sheets in Spanish and English to improve marketing efforts. They initiated technical and policy research projects and are currently receiving proposals for these activities. Technical assistance efforts address both North-South and South-South partnerships. Policy research efforts seek collaboration between public administration faculty and government officials. NASPAA recently received a \$200,000 grant to expand its INPAE partnership efforts, including the development of a second textbook and additional face-to-face meetings of academics in North, Central, and South America.

Networks: The Next Step

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

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

Among its 87 partnerships, ALO currently supports eight networks for international development. They are designated by a ❖ in the project summaries.

MEXICO

DAYTONA BEACH COMMUNITY COLLEGE/
UNIVERSIDAD REGIOMONTANA

The main objective of the partnership between Daytona Beach Community College (DBCC) and the Universidad Regiomontana (UR) was to encourage broad-based economic growth and leverage investment in technology to develop the economy. The partners developed highly successful training programs at UR to meet the needs of export/import firms conducting business under the North America Free Trade Agreement (NAFTA). A major focus in these programs was the use of information technology in the efficient and effective management of businesses. DBCC faculty assisted in teaching the

new curriculum that was developed in collaboration with U.S. and Mexican experts in import/export techniques including officials from both the public and private sectors. The *Orlando Sentinel* sponsored presentations in Florida on the importance of these international development programs in an effort to raise the global awareness and competency of citizens in the region. Due to the success of the training program, Mexican government officials asked the partners to collaborate on developing a criminal justice training program. The program will benefit new police officers and mid- and upper-level managers of local law enforcement agencies.

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

FLORIDA A&M UNIVERSITY/
UNIVERSIDAD IBEROAMERICANA

Florida A&M University (FAMU) and the Universidad Iberoamericana (UIA) are addressing the issue of community empowerment and urban revitalization. The overall goal of the partnership is to work in collaboration with neighborhood communities and public and private agencies to research, develop and implement policies and strategies of importance to urban communities. The partnership seeks to engage universities in public life as well as work with neighborhood communities and both public and private sectors to restore trust in government. FAMU has already created a minor in Urban Studies and Economic Development within its

Department of Political Science and offered courses in the spring of 2001. The partners have created a certificate program in Community and Economic Development at UIA. The program will commence August 2001. FAMU has identified and will award mini-grants to several faculty members to begin relevant research in areas such as electoral reform and voter participation, literacy, and economic marginalization of African-Americans. They have organized a series of issues forums and community development workshops to promote the civic engagement of local residents, administrators, community groups and students in addressing the problems of urban communities.

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

KIRKWOOD COMMUNITY COLLEGE/
UNIVERSIDAD TECNOLÓGICA DE FIDEL
VELÁZQUEZ

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

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

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

MARICOPA COMMUNITY COLLEGE
DISTRICT/UNIVERSIDAD VERACRUZANA

The partnership between Maricopa Community College District (MCCD) and the Universidad Veracruzana (UV) seeks to strengthen public health education and promote the competitiveness and environmental protection practices of small businesses. Representatives of UV traveled to MCCD to visit a small business development center, a micro-loan program, a small business support program, the environmental science program at Paradise Valley Community College, and a small business environmental services program. As a result of their visit, UV's CUSEM (Entrepreneur Services for Micro, Small, and Medium-Size Industries Center) staff developed a

Award Date: 2000
Award Amount: \$100,000
Proposed Cost Share: \$116,340
Other Partners: Arizona Small Business Association, Greater Phoenix Chamber of Commerce, Veracruz State Entrepreneur Association, Universidad Veracruzana Hospital School, various community colleges throughout rural Arizona, Salt River Maricopa Native American Community

new business plan and have begun serving clients. In a follow-on visit, the Director of the Arizona Small Business Development Center Network and the Director of the Maricopa Small Business Center traveled to Mexico to assist CUSEM with the implementation of their plan. UV medical faculty and staff members visited the Arizona AIDS project, obtained materials for the student brigade program, and visited Native American communities and health care agencies. In the near future, the partners plan to disseminate a student HIV/AIDS guide prepared by UV, gather better information on tuberculosis, and adapt materials for use by the student brigade program. MCCD expanded the student brigade program by adding diabetes to the list of diseases to be addressed.

MONTANA STATE UNIVERSITY/
UNIVERSIDAD AUTÓNOMA DE BAJA
CALIFORNIA

Montana State University (MSU) and Universidad Autónoma de Baja California (UABC) aim to develop sustainable community outreach programs in public and environmental health, public school water education, small business pollution prevention, and waste stream management. Through a series of meetings, faculty and students from the colleges of nursing at MSU and UABC exchanged information on faculty composition, curriculum design, and activities for community outreach programs. UABC nursing faculty attended a seminar at MSU to learn more about lead exposure, hazardous waste management, drinking water

contamination, and other health issues. They expect to incorporate this new information into their school's curriculum. Over the next several months, the partners plan to conduct additional faculty exchanges. The partners are continuing to conduct a needs assessment in the northern Baja region for the pollution prevention component of the project. Originally, water education materials and activities were to be disseminated by public school teachers in the classroom. Since all UABC students are required to perform hundreds of hours of community service, the partners seized the opportunity to teach those students volunteering in elementary school classrooms about water education and have them serve as vehicles for even broader dissemination.

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

OHIO STATE UNIVERSITY/COLEGIO DE
POSTGRADUADOS EN CIÉNCIAS AGRÍCOLAS *

The partnership between Ohio State University (OSU) and Colegio de Postgraduados en Ciencias Agrícolas (CP) has bolstered the efforts at both institutions to enhance private sector agribusiness opportunities under the North American Free Trade Agreement (NAFTA). Both OSU and CP established Agribusiness Advisory Councils to build linkages between higher education and agribusiness. The activities of CP's Council are consistent with the Mexican government's desire to privatize the agribusiness sector. The partners developed and offered the first short course in agribusiness management at CP to 30 Mexican representatives from business, government, and higher

education. Linkages between Ohio and Mexico's agribusiness sectors were forged when OSU Agribusiness Advisory Council members and faculty visited Mexican agribusiness enterprises. Other significant partnership activities have included: the participation of 42 OSU students over the past 3 years in a study abroad program at CP with a focus on NAFTA; a visit by OSU deans and faculty chairs to CP and a visit by CP's Director General to OSU to explore other collaborative ventures; and a seminar presentation by OSU faculty on rural community development at CP. Collaborative research programs have generated case studies that have proven useful in both CP and OSU classrooms. The partnership has leveraged approximately \$241,000 in additional support.

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

PARADISE VALLEY COMMUNITY
COLLEGE/UNIVERSIDAD TECNOLÓGICA DE
TABASCO

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

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

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

SAN DIEGO COMMUNITY COLLEGE
DISTRICT/CENTROS DE CAPACITACIÓN
TECNOLÓGICA INDUSTRIAL

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

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

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

SUNY MORRISVILLE COLLEGE OF
AGRICULTURE AND TECHNOLOGY /
UNIVERSIDAD TECNOLÓGICA DE TULA-
TEPEJI

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

State, worked with municipalities and businesses, and observed academic programs at SUNY-Morrisville. The partners from SUNY-Morrisville traveled to Tula-Tepejí and Leon to assess local training needs and assist with program development and implementation. The partners successfully lobbied the Mexican government in favor of certifying wastewater treatment operators. They also secured an additional \$100,000 from government and industry sources in Mexico.

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

UNIVERSITY OF GEORGIA/UNIVERSIDAD
VERACRUZANA

The partnership between the University of Georgia (UGA) and Universidad Veracruzana (UV) was designed to increase the number of bilingual and culturally competent social workers, education professionals, and students in Georgia and Veracruz through faculty and student development programs and in-service training for professionals in the field. Twelve Mexican faculty, students, teachers, and social workers have shared instructional approaches with UGA professors, attended courses at UGA, and job-shadowed their counterparts at Georgia schools and social service agencies. Fifty U.S. teachers and students and 18 social workers traveled to Mexico for professional development activities.

The partners organized several workshops at UV on topics including hepatitis, substance abuse, and disability services. They also held two videoconferences from UGA which drew approximately 200 participants. Collaborative efforts have also led to: the development of a new social work curriculum at UV; the development of over 20 new formal linkages in Mexico and Georgia, including between teachers and students at K-12 schools; the leveraging of over \$92,580 for further activities; and the development of applied research projects with rural Mexican communities. Later this year, 14 UGA representatives will visit UV for cultural immersion and social service training and three Mexican academics will attend a conference on the growing Latino population in Georgia.

Award Date: 1998
Award Amount: \$91,899
Proposed Cost Share: \$225,762
Other Partners: Escuela Normal Veracruzana, Universidad Pedagógica Veracruzana, La Caña, Desarrollo Integral de la Familia (domestic violence agency), Secretariat de Educación y Cultura, Centers for Disease Control and Prevention, Gainesville City Schools, Hall County Board of Education, Garnett Ridge Family Support Center

UNIVERSITY OF RHODE ISLAND/
UNIVERSIDAD DE QUINTANA ROO

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

The University of Rhode Island (URI) and Universidad de Quintana Roo (UQROO) aim to establish a regional center for Geographic Information System (GIS) data and technical expertise to enhance environmental management. Located in the southeastern state of Quintana Roo, one of the most rapidly growing and extensive tourism corridors in the Caribbean, the partners are engaged in efforts to maintain the high biodiversity of the forests, coasts, and seas, ensuring adequate water and food supplies and promoting economic advances through effective environmental management. The partners convened to develop a comprehensive workplan and hired a

full-time GIS instructor based at UQROO to provide overall project coordination, developed mission statements and logos for the UQROO GIS lab and the Regional GIS Center, and entered into a subagreement with URI to facilitate the transfer of funds to build GIS infrastructure, hire additional personnel and provide appropriate training. Such an arrangement ensures the building of host-country capacity and long-term sustainability. Among future activities, the partners will select and convene the first meeting of the regional GIS governing board; develop a GIS training plan for UQROO's Center for Geographic Information staff; and host a GIS workshop for non-governmental organizations, UQROO staff, other universities, and local political leaders.

NICARAGUA

UNIVERSITY OF FLORIDA/MINISTERIO
AGROPECUARIO Y FORESTAL

Award Date: 1998
Award Amount: \$199,996
Proposed Cost Share: \$138,491
Other Partners: Asociación Nicaragüense de Productores y Exportadores de Productos No-Tradicionales, U.S. Department of Agriculture, Chemonics, Universidad Centroamericana, National Oceanic and Atmospheric Administration

The University of Florida and the Ministerio Agropecuario y Forestal of Nicaragua are aiming to improve sustainable agricultural practices for small farmers in Nicaragua and improve agricultural information networks. In response to the many diverse critical needs of Nicaragua's agricultural community following Hurricane Mitch, the partners delivered numerous short courses and workshops in areas including: soil fertility, adaptability analysis, sanitation control, biotechnology, coffee nutrition, vegetable crops production, extension agent

training, marketing, avian influenza, agricultural crop pathogens, human pathogens, plant virology, irrigation, and post-harvest technology. The partnership was well positioned to respond rapidly to an outbreak of avian influenza and rat and vampire bat infestations following the hurricane and rapidly dispatched experts to the affected areas to teach methods of pest control. During the last phase, the partners will focus on providing hands-on training for small shrimp producers in the area of sanitary control processes, as well as providing basic biotechnology research training for two Nicaraguan students from the Universidad de Centroamerica.

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

The University of California-Davis (UC-Davis), Universidad Nacional Agraria de Nicaragua (UNAN), and Instituto Nicaragüense de Tecnología Agropecuaria (INTA) are collaborating to enhance post-harvest agriculture programs at educational institutions in Nicaragua. The aim is to provide students with specialized training in post-harvest science, educate scientists and teachers, and disseminate scientific and technological information about perishable crops at the regional level in Nicaragua. One Nicaraguan faculty

member completed a post-graduate certificate program in post-harvest technology at UC-Davis while another is continuing his studies. The Director of INTA and the Rector of UNAN visited California to strengthen and expand their institutional collaboration. Arrangements were made for two young Nicaraguan professionals to attend the Post-Harvest Technology Short Course in June 2001. The partners have translated the UC-Davis post-harvest Web site into Spanish. During the next six months, the partners will select a third Nicaraguan faculty member to begin the certificate program at UC-Davis and establish an on-line post-harvest web site in Nicaragua.

Award Date: 1999
Award Amount: \$97,800
Proposed Cost Share: \$74,400

PERU

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

The Organization for Tropical Studies (OTS), Universidad Nacional de la Amazonía Peruana (UNAP), and the Amazon Center for Environmental Education and Research are seeking to develop the Amazon region's scientific infrastructure to protect endangered natural resources. Thus far, 66 graduate students and natural resource managers from 12 Latin American countries have been trained in intensive four-week field courses held in contrasting ecosystems in the Peruvian Amazon. Thirty-nine students have participated in practical training courses in the use of Geographic

Information Systems in natural resource management. Additionally, 43 students have received post-course research fellowships to conduct projects in their home countries. In a survey of the 1999 alumni, 70 percent reported that their experience has benefited them in terms of gaining acceptance to graduate programs, pursuing fellowships, or obtaining relevant jobs. As a result of this collaboration, UNAP and the Universidad de San Antonio de Abad del Cusco have been formally admitted into the OTS consortium of universities and research institutions. The partners have revised their cooperative agreement to extend their collaboration beyond the initial three-year ALO-funding period during which time they will focus on evaluating the results of their joint efforts.

Award Date: 1998
Award Amount: \$100,000
Proposed Cost Share: \$439,146
Other Partners: Explorama Tours, Universidad de San Antonio de Abad del Cusco

Conclusion:

Building a Successful Partnership

The partnership building process involves a number of important steps, including the identification of an overseas partner, the elaboration of substantive areas of focus, the on-going negotiation of the collaborative process, the expansion of partnership activities, and the formulation of plans for the future.

Looking for an international partner is a critical first step. In most cases, personal relationships play an important role. Previous schooling, research interests, and travel all lead to initial contacts which can be cultivated and expanded to form an institutional partnership. Faculty and administrators may identify potential partners when they travel or attend meetings on behalf of their institutions. Higher education institutions in the U.S. and overseas can seek potential partners by publicizing their interests through professional newsletters, email lists, and ALO's new CUPID Web page (<http://www.aascu.org/alo/CUPID/Cupid.htm>).

The seeds for a higher education partnership are planted by identifying a concrete development challenge that can be addressed by the participating institutions. It is important to focus on the interests of each partner and to keep those interests as balanced as possible. Mutuality is enhanced when the partners share common needs. An impetus for the partnership between the University of Georgia and Universidad

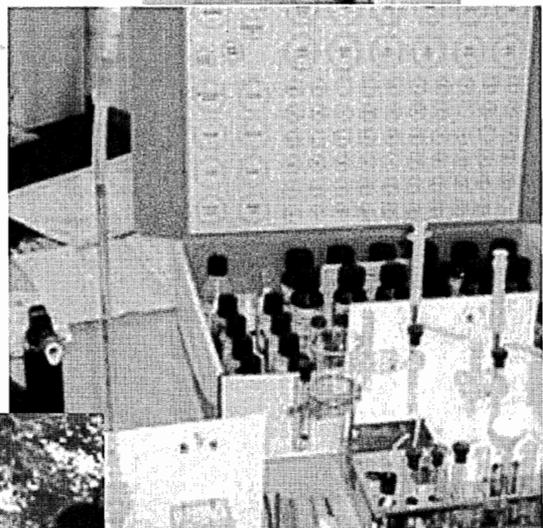
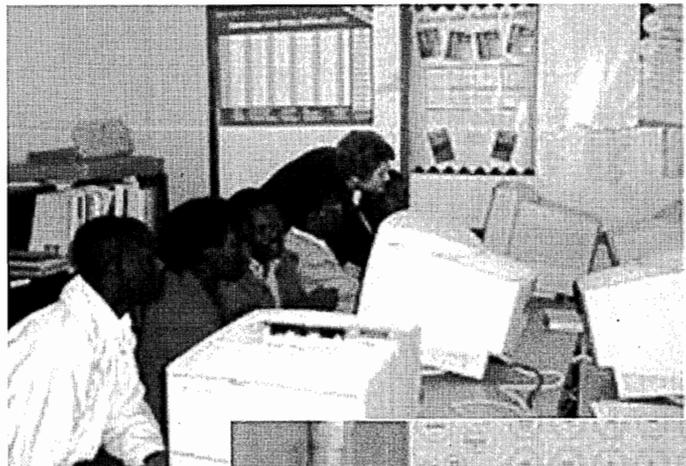
Veracruzana in Mexico, for example, was the influx of Latin American immigrants into Georgia and the need to mainstream Latinos into Georgia's educational and social services. Veracruz similarly needed to improve its social service delivery. By choosing each other as partners with reciprocal needs, both institutions have benefited from the sharing of knowledge through faculty, staff, and student exchanges.

Flexibility in achieving goals is an important feature of partnership design. The context of project activities is always changing, and partners must be able to respond to new developments. Partners should take full advantage of the wide range of communication options—both “traditional” and high tech—in order to stay apprised of each other's efforts and to build trust and professional collegiality. It can also be useful to keep support staff “in the communication loop” so they can advance the partnership's interests.

Partnership building is an on-going activity. Many partnerships scale up; that is, they start small and replicate successes in new locations. Others broaden their base, expanding from one clearly defined project focus to include other relevant topics. The Furman University-University of the West Indies partnership, for example, started as a campus-to-campus effort to train a critical mass of computer programmers, but now envisions opening eleven new training centers throughout

Jamaica by the end of 2001. In some cases, ALO partnerships expand to include new institutional partners, thereby building broader regional networks. Through these networks, partners enhance their collaborative efforts, broaden their knowledge, and share successful practices.

An underlying goal of all the higher education partnerships is to enhance the capacity of the partners to contribute to development. The strongest partnerships do not lock participating institutions into a contract for a single purpose, but instead foster relationships that tap the collective skills and knowledge of the partners to address new challenges. The evolution of a partnership into a kind of “learning community” is the key to achieving the long-term sustainability envisioned by ALO’s institutional partnership program.



Appendix I

Pending 2001 Partnerships

2001 INSTITUTIONAL PARTNERSHIPS

CROATIA

Montana State University-Bozeman/University of Zagreb

Building and Sustaining Croatian Cooperative Business Leadership for the 21st Century: To institutionalize and increase community capacity for sustained cooperative business leadership development in Croatia.

JORDAN

University of Arkansas/Yarmouk University

Applying the Principles of Cultural Resource Management to Economic Development through Sustainable Tourism: To develop small businesses near heritage sites applying principles of cultural resource management to foster eco-tourism and economic growth.

KENYA

American Association for the Advancement of Science/Jomo Kenyatta University of Agriculture and Technology

Women in Higher Education and Science: African Universities Responding to HIV/AIDS: To develop campus and community-based programs for women on civic engagement to address the HIV/AIDS pandemic.

Indiana University/Moi University

A Comprehensive Approach to the Management of the HIV/AIDS Epidemic in Kenya: To implement a comprehensive health plan for the management of HIV/AIDS.

MEXICO

Texas A&M University/Technical Consortium from Northeast Mexico

Student and Faculty Exchange for Institutional Development and Sustainability: To increase research, education, and extension capacities of students and faculty toward the development of sustainable grazing land production systems.

University of Texas at Austin/Instituto Tecnológico y de Estudios Superiores de Monterrey

Strengthening Justice Through Judicial Training (SJTT) Program: To provide judicial training and promote judicial professionalism at the state court level locally and through distance learning.

University of California-San Diego/Universidad Autónoma de Baja California

Partnership for Cross-Border Human Capacity Training in HIV and Tuberculosis: To increase the number of health care practitioners, community health workers, and medical students trained in binational HIV/AIDS and TB issues.

University of Wisconsin-Madison/University of Guadalajara-University Center for the South Coast

Local Initiatives for Watershed Management: To enhance partner and local government capacity in community-based development education and service through watershed management.

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MOZAMBIQUE

West Virginia University/Catholic University of Mozambique (CUM)

Partnership for Rural Health Education in Central Mozambique: To develop public health programs in maternal/child health and HIV/AIDS education and a rural health curriculum at the new CUM Faculty of Medicine.

NEPAL

Michigan State University/Institute of Forestry

Building the Capacity of Nepal's Institute of Forestry to Support a New Masters of Forestry Degree Program: To establish the first-ever graduate degree program in forestry in Nepal.

PERU

Johns Hopkins University/Universidad Peruana Cayetano Heredia

Building Capacities for Applied Biostatistical and Epidemiological Methods in HIV/AIDS Prevention and Control in Peru: To build capacity in applied quantitative methods for use in HIV/AIDS prevention and control strategies.

University of Wisconsin-Madison/Universidad Nacional del Altiplano Puno

Evaluation of Yak Crossbreds as High Altitude Milk Cows on the Altiplano: To research the introduction of yak crossbreds as high altitude milk cows to the Peruvian Altiplano.

RUSSIA

Harford Community College/Moscow Medical College #1

Designing and Implementing a Nursing Continuing Education Program to Promote Russian Nursing Reform: To develop and implement a continuing education system in nursing and establish nursing staff education departments in hospitals.

SPECIAL INITIATIVES

ETHIOPIA

University of Georgia/Unity College

Expanding and Strengthening Journalism Education at Unity College: To improve its journalism program and contribute to the development of an independent and responsible media in the country

University of Alabama/Mekelle University Law Faculty (MULF)

University of Alabama-Mekelle University Joint Legal Education Development Project: To increase the capacity of MULF to deliver degree, diploma, and continuing education programs and to provide appropriate legal research and services to the surrounding community.

Appendix II

Partnerships by Subject & Special Designation

AGRICULTURE

Calvin College/Birzeit University (West Bank-Gaza)
Cornell University/Purdue University/Pan American School of Agriculture (Honduras)
Langston University /Debut University Awassa College of Agriculture (Ethiopia)
Lincoln University of Missouri/University of Malawi Bunda College of Agriculture
Michigan State University/National University of Rwanda
Mississippi State University/University of Dar es Salaam (Tanzania)
Ohio State University/Colegio de Postgraduados en Ciencias Agrícolas (Mexico)
Ohio State University/Makerere University (Uganda)
University of California-Davis/Samarkand State University (Kazakhstan, Turkmenistan, Uzbekistan)
University of California-Davis/Universidad Nacional Agraria de Nicaragua
University of Florida/Nicaragua Ministry of Agriculture/National Agriculture Research Institute
Virginia State University/University of Asmara (Eritrea)
Walla Walla Community College/Al-Azhar University (Egypt)
Washington State University/Tashkent Institute of Irrigation and Agricultural Mechanization Engineers (Uzbekistan)

DEMOCRACY AND GOVERNANCE

American University/Los Andes University Law School/National University Law School of Colombia
Georgia State University /An Najah National University (West Bank-Gaza)
Michigan State University/eastern seaboard Association of Tertiary Institutions (South Africa)
Mississippi Consortium for International Development/Agostinho Neto University (Angola)
National Association of Schools of Public Affairs and Administration (Latin America)
Tiffin University/University of Bucharest (Romania)
University of Delaware/Institute of Local Government Studies (Ghana)
University of Georgia /Birzeit University (West Bank-Gaza)
University of Massachusetts, Boston/Université Gaston Berger de Saint Louis (Senegal)
Washington University/Tribhuvan University (Nepal)

ECONOMIC GROWTH

Cleveland State University/Copperbelt University (Zambia)
Columbus State Community College/Dar es Salaam Institute of Technology (Tanzania)
Community Colleges of Colorado/National Confederation of Industry (Brazil)
Cornell University/Purdue University/Pan American School of Agriculture (Honduras)
Daytona Beach Community College/Universidad Regiomontana (Mexico)
Furman University/University of the West Indies (Jamaica)
Highline Community College/National Access Consortium Western Cape (South Africa)
Highline Community College/Polytechnic of Namibia
Kapi'olani Community College/Ceylon Hotel School Graduates Association (Sri Lanka)
Maricopa Community College District/Universidad Veracruzana (Mexico)
Middlesex Community College/Addis Ababa Commercial College (Ethiopia)
Ohio State University/Colegio de Postgraduados en Ciencias Agrícolas (Mexico)
Ohio State University/Makerere University (Uganda)
Prince George's Community College/Vista University (South Africa)
Riverside Community College District/University of Asmara (Eritrea)
San Diego Community College District/Centros de Capacitación Tecnológica Industrial (Mexico)
Southern New Hampshire University/The Open University of Tanzania
Springfield Technical Community College/Athlone Technical College (South Africa)

ECONOMIC GROWTH, CONT.

Tennessee State University/L'viv Institute of Management (Ukraine)
Texas Southern University/Eastern Cape Technikon (South Africa)
University of Georgia School of Law/Birzeit University (West Bank-Gaza)
University of Illinois, Urbana-Champaign/Institute of Technology, Bandung (Indonesia)
University of Maryland, Eastern Shore/University of Cape Coast/Central Regional Development Commission (Ghana)
University of Massachusetts, Boston/Université Gaston Berger de Saint Louis (Senegal)
Washington University/Tribhuvan University (Nepal)

EDUCATION

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

ENVIRONMENT

Calvin College/Birzeit University (West Bank-Gaza)
Cornell University/Purdue University/Pan American School of Agriculture (Honduras)
Duke University/Organization for Tropical Studies/Amazon Center for Environmental Education and Research (Peru)
Haskell Indian Nations University/Gorno-Altai State University (Russia)
Indiana University/Kathmandu University (Nepal)
Kent State University-Trumbull Campus/Tashkent State University (Uzbekistan)
Kirkwood Community College/Universidad Tecnológica de Fidel Velázquez (Mexico)
Lincoln University of Missouri/University of Malawi Bunda College of Agriculture
Middle Tennessee State University/University of Durban, Westville (South Africa)
Mississippi State University/University of Dar es Salaam (Tanzania/Montana State University/Universidad Autónoma de Baja California (Mexico)
Oregon State University/University of Botswana
Oregon State University/University of Fort Hare/Fort Cox College of Agriculture and Forestry (South Africa)
Paradise Valley Community College/Universidad Tecnológica de Tabasco (Mexico)
Purdue University/Islamic University of Gaza
Purdue University/University of Maryland/Novgorod State University (Russia)
State University of New York at Cortland/University of Nairobi (Kenya)
SUNY Morrisville College of Agriculture and Technology /Universidad Tecnológica de Tula-Tepejí (Mexico)
University at Albany/Makerere University (Uganda)
University of California-Davis/Samarkand State University (Kazakhstan, Turkmenistan, Uzbekistan)
University of Colorado-Boulder/Tribhuvan University (Nepal)
University of Delaware/University of the West Indies (Jamaica)
University of Maryland, Eastern Shore/Palestine Polytechnic Institute (West Bank-Gaza)
University of Oklahoma/Bethlehem University (West Bank-Gaza)
University of Rhode Island/University of Quintana Roo (Mexico)

ENVIRONMENT, CONT.

University of South Carolina/Mapua Institute of Technology (Philippines)
University of Washington/Chulalongkorn University/Asia Pacific Economic Cooperation (Cambodia, Indonesia, Philippines, Thailand, Vietnam)
University of Washington/Silliman University (Philippines)
Washington State University/Tashkent Institute of Irrigation and Agricultural Mechanization Engineers (Uzbekistan)
Washington State University/University of Botswana

HEALTH

Case Western Reserve University/National University of Laos
Harford Community College/Moscow Medical College #1 (Russia)
Haskell Indian Nations University/Gorno-Altai State University (Russia)
Houston Community College System/University of Delhi (India)
Howard University/University of Transkei (South Africa)
Johns Hopkins University/Al-Quds University (West Bank-Gaza)
Lincoln University of Missouri/University of Malawi Bunda College of Agriculture
Maricopa County Community College District/Universidad Veracruzana (Mexico)
Montana State University/Universidad Autónoma de Baja California (Mexico)
University at Albany/Makerere University (Uganda)
University of North Florida/Centre Universitaire Régional de Bambey (Senegal)

INTERNET AND COMMUNICATIONS TECHNOLOGY

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

WORKFORCE DEVELOPMENT

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

WORKFORCE DEVELOPMENT, CONT.

San Diego Community College District/Centros de Capacitación Tecnológica Industrial (Mexico)
Southern New Hampshire University/The Open University of Tanzania (Tanzania)
Springfield Technical Community College/Althone Technical College (South Africa)
St. Louis Community College/Guyana Ministry of Education
SUNY Morrisville College of Agriculture and Technology /Universidad Tecnológica de Tula-Tepeji (Mexico)
Texas Southern University/Eastern Cape Technikon (South Africa)
University of Maryland, Eastern Shore/University of Cape Coast/Central Regional Development Commission (Ghana)



EDUCATION FOR DEMOCRACY AND DEVELOPMENT INITIATIVE (EDDI) PARTNERSHIPS

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

EDDI SUSTAINABILITY AWARDS

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

NETWORKS

Duke University and the Organization for Tropical Studies (55 universities and research institutions)/Amazon Center for Environmental Education and Research (Peru)
Howard University /University of the Western Cape/University of Nairobi (South Africa, Kenya)
Michigan State University/eastern seaboard Association of Tertiary Institutions (South Africa)

NETWORKS, CONT.

National Association of Schools of Public Affairs and Administration (Latin America)
Ohio State University/ Colegio de Postgraduados en Ciencias Agrícolas (Mexico)
University of California, Davis/Samakand State University (Kazakhstan, Turkmenistan, and Uzbekistan)
University of Washington/Chulalongkorn University/Asia Pacific Economic Cooperation (Cambodia, Indonesia, Philippines, Thailand, Vietnam)

SPECIAL INITIATIVES AND OTHER USAID MISSION FUNDING

Calvin College/Birzeit University (West Bank-Gaza)
Georgia State University/An Najah National University (West Bank-Gaza)
Johns Hopkins University/Al-Quds University (West Bank-Gaza)
Metropolitan Community College/Universidad Centroamericana "José Simeón Cañas" (El Salvador)
Michigan State University/National University of Rwanda
Montana State University/Universidad Autonoma de Baja California (Mexico)
Purdue University/Islamic University of Gaza
University of Florida/Nicaragua Ministry of Agriculture, National Agricultural Research Institute
University of Georgia /Birzeit University (West Bank-Gaza)
University of Maryland, Eastern Shore/Palestine Polytechnic Institute (West Bank-Gaza)
University of Oklahoma/Bethlehem University (West Bank-Gaza)
University of Rhode Island/University of Quintana Roo (Mexico)
Virginia State University/University of Asmara (Eritrea)

Appendix III

Partnerships by State

ALABAMA

University of Alabama

ARKANSAS

University of Arkansas

ARIZONA

Maricopa Community College District
Paradise Valley Community College

CALIFORNIA

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

COLORADO

Community Colleges of Colorado
University of Colorado-Boulder

DELAWARE

University of Delaware

DISTRICT OF COLUMBIA

American Association for the Advance-
ment of Science
American University
Howard University
National Association of Schools of
Public Affairs and Administration

FLORIDA

Daytona Beach Community College
Florida Agricultural and Mechanical
University
Florida State University
University of Florida
University of North Florida
University of South Florida

GEORGIA

Georgia State University Research
Foundation
University of Georgia
University System of Georgia

HAWAII

Kapi'olani Community College

ILLINOIS

University of Illinois, Urbana-
Champaign

INDIANA

Indiana University
Purdue University

IOWA

Kirkwood Community College
University of Iowa

KANSAS

Haskell Indian Nations University

MARYLAND

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

MASSACHUSETTS

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

MICHIGAN

Calvin College
Michigan State University

MISSISSIPPI

Mississippi Consortium for International
Development
Mississippi State University

MISSOURI

Lincoln University of Missouri
St. Louis Community College
Washington University

MONTANA

Montana State University

NEW HAMPSHIRE

Southern New Hampshire University

NEW YORK

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

NEBRASKA

Metropolitan Community College

NORTH CAROLINA

Duke University

OHIO

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

OKLAHOMA

Langston University
University of Oklahoma

OREGON

Oregon State University

PENNSYLVANIA

Edinboro University of Pennsylvania
Pennsylvania State University

RHODE ISLAND

University of Rhode Island

SOUTH CAROLINA

Furman University
University of South Carolina

TENNESSEE

Middle Tennessee State University
Tennessee State University

TEXAS

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

VIRGINIA

Virginia Polytechnic Institute and State
University
Virginia State University

WASHINGTON

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

WEST VIRGINIA

West Virginia University

WISCONSIN

University of Wisconsin-Madison

U.S. Agency for International Development

The U.S. Agency for International Development implements programs to further American interests and demonstrate American humanitarian concern. Spending less than one half of one percent of the federal budget, USAID works in several areas crucial to achieving U.S. foreign policy objectives: increasing economic growth and developing agriculture; improving health and population conditions; promoting economic growth; protecting the environment; supporting democracy; and developing human capacity. In addition, USAID's assistance to victims of famine and other natural and man-made disasters saves thousands of lives every year.

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

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

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E-mail: gbittner@usaid.gov

The Association Liaison Office for University Cooperation in Development

The Association Liaison Office for University Cooperation in Development (ALO) assists the nation's six major higher education associations build their partnership with the U.S. Agency for International Development (USAID) and help their member institutions foster cooperative development partnerships with colleges and universities abroad. Uniquely positioned to promote the involvement of U.S. higher education in global development, ALO seeks to encourage international partnerships to address strategic goals.

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

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THE ASSOCIATION LIAISON OFFICE
FOR UNIVERSITY COOPERATION IN DEVELOPMENT
July 2001