

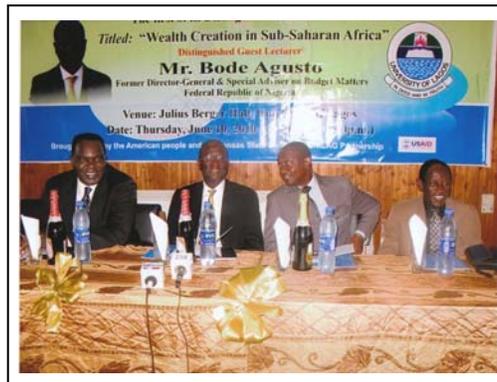


# HIGHER EDUCATION FOR DEVELOPMENT (HED)

*Knowledge, Partnership, Results*

## SEMI-ANNUAL REPORT

To: The U.S. Agency for International Development  
For: October 1, 2010 – March 31, 2011



## June 2011

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Higher Education for Development was established in 1992 by the six major U.S. higher education associations to engage the higher education community in global development.

American Council on Education (ACE) | American Association of Community Colleges (AACC) | American Association of State Colleges and Universities (AASCU) | Association of American Universities (AAU) | Association of Public and Land-grant Universities (APLU) | National Association of Independent Colleges and Universities (NAICU)



June 30, 2011

Mr. Gary Bittner  
Education Program Specialist, EGAT/Office of Education  
U.S. Agency for International Development  
1300 Pennsylvania Avenue, N.W.  
Ronald Reagan Bldg., Room 3.109-101  
Washington, D.C. 20523

Dear Mr. Bittner:

On behalf of the HED Advisory Board and the HED staff, I am pleased to submit the enclosed report on activities under: Cooperative Agreement AEG-A-00-05-00007-00 with the U.S. Agency for International Development (USAID); and Associate Agreements with:

USAID/Barbados AID-538-LA-11-00001  
USAID/Burundi, EDH-A-00-08-00028-00  
USAID/DCHA/DG/EPP, EDH-A-00-09-00001-00  
USAID/EGAT/NRM, EPP-A-00-09-00005-00  
USAID/Egypt, 263-A-008-00027-00  
USAID/Egypt, EDH-A-00-08-00013-00  
USAID/Ethiopia, AID-663-LA-11-00001  
USAID/Guyana, EDH-A-00-08-00008-00  
USAID/Haiti, 521-A-00-06-00001099  
USAID/Jordan, EDH-A-00-08-00018-00  
USAID/Kenya, AID-623-LA-11-00004  
USAID/Kenya AID-623-LA-11-00006  
USAID/LAC, EDH-A-00-08-00029-00  
USAID/Mexico, 523-A-00-06-00009-00  
USAID/OMEP 263-A-00-09-00011-00  
USAID/Senegal, 685-A-00-11-00023-00  
USAID/South Africa, 674-A-00-11-00018-00  
USAID/South Africa, EDH-A-00-08-00016-00  
USAID/Sudan, 650-A-00-11-00303-00  
USAID/Uganda, AID-617-LA-11-00001

Also submitted separately are **8** closeout reports received during this reporting period.

During this six-month period, HED managed **69** active partnerships involving **71** host-country tertiary institutions in **30** countries and **54** different U.S. higher education institutions. The enclosed report illustrates the strength and vitality of the contributions higher education is making toward achieving the priority objectives and program goals of USAID to alleviate poverty and promote economic growth.

Sincerely,

A handwritten signature in black ink that reads 'Tully R. Cornick'.

Tully R. Cornick  
Executive Director

# Table of Contents

<b>Executive Summary</b> .....	<b>1</b>
<b>Active Partnerships By USAID Program Areas</b> .....	<b>1</b>
<b>HED Active Associate Award Agreements</b> .....	<b>4</b>
<b>HED Information</b> .....	<b>7</b>
<b>HED Advisory Board</b> .....	<b>8</b>
<b>HED Advisory Board Members</b> .....	<b>8</b>
<b>Activities During This Reporting Period</b> .....	<b>9</b>
<b>Partnerships Ending During This Reporting Period</b> .....	<b>9</b>
<b>Quantitative Information</b> .....	<b>10</b>
Description of Active Partnerships. ....	10
Results of Human Capacity Building .....	11
Results of Organizational Improvements.....	12
Results of New Research Activities.....	13
Results of USG-assisted New Policy Development and Reform Activities .....	14
Results of New Innovations from USG-supported Higher Education Institutions Applied to Development. ....	14
Results of Higher Education Faculties, Departments, or Programs That Have Met One or More Criteria Towards Accreditation as a Result of USG Support. ....	15
Results of New management and institutional capacity. ....	15
Results of Reported Partnership Value to U.S. Partners.....	16
<b>Qualitative Information: Activities Conducted under the Leader Cooperative Agreement</b> .....	<b>24</b>
Middle East Partnership Initiative (MEPI) .....	27
Broader Middle East and North Africa – .....	27
U.S. Community College Small Grants Initiative (BMENA I) .....	27
Broader Middle East and North Africa – .....	28
U.S. Community College Entrepreneurship Proposal Development Grants (BMENA II) .....	28
Leadership Initiative for Public Health in East Africa (LIPHEA).....	30
JOBS (Job Opportunity for Business Scale-Up).....	32
<b>HED Competitions and Partnership Planning</b> .....	<b>34</b>
Broader Middle East and North Africa - U.S. Community College Entrepreneurship Proposal Development Grants Program: 2010 .....	34
Mexico: Job Opportunity for Business Scale-Up (JOBS) 2010 .....	34
Description of U.S. Institutions Responding to RFAs.....	35
Applications Received During This Reporting Period .....	35
<b>Africa-U.S. Higher Education Initiative</b> .....	<b>38</b>
Introduction.....	38
Associate Award Agreements.....	38
Sub-award Agreements.....	40
Training Workshop .....	41
<b>Monitoring, Evaluation, and Reporting</b> .....	<b>42</b>
Portfolio Reviews.....	42
<b>Communications and Outreach</b> .....	<b>52</b>
Website Update.....	52
Success Stories and Fact Sheets.....	52
Media Outreach.....	52
Publications.....	52
Presentations .....	52
Social Media .....	52

<b>Qualitative Information – Active Partnerships by Associate Awards .....</b>	<b>53</b>
Training, Internships, Exchanges and Scholarships (TIES) Program.....	56
USAID/Haiti Associate Award.....	58
USAID/Egypt EMBA Associate Award.....	59
USAID/Jordan Associate Award .....	60
USAID/OMEP Strengthening Workforce Preparation in Algeria.....	61
USAID/Egypt Associate Award .....	62
USAID/Guyana Associate Award .....	64
USAID/Burundi Associate Award.....	64
USAID/LAC Associate Award.....	66
USAID/South Africa Associate Award .....	67
Assessment of Political Parties Strengthening Programs .....	70
USAID/Water Associate Award.....	71
USAID/Barbados Associate Award.....	71
USAID/Senegal Associate Award .....	73
USAID/Uganda Associate Award .....	75
USAID/Ethiopia Associate Award .....	75
USAID/Sudan Associate Award.....	78
USAID/South Africa Associate Award .....	79
USAID/Kenya Associate Award .....	80

## **Tables**

Table 1: Active Partnerships by USAID Program Areas .....	1
Table 2: HED Active Associate Award Agreements .....	4
Table 3: HED Active Partnerships, By USAID Program Areas.....	10
Table 4: HED Active Partnerships, By USAID Region .....	10
Table 5: HED/USAID Partnership Cost Share, By Cooperative Agreement .....	11
Table 6: Human Capacity Building, By Long-Term Programs Resulting in Academic Degrees or Professional/Technical Certificates .....	12
Table 7: Human Capacity Building, By Type of Short-Term Non-Degree Training.....	12
Table 8: Organizational Improvements by Region.....	13
Table 9: New Research Activities Supported by Combined USG and Non-USG Resources by Region.	13
Table 10: USG Assisted New Policy Development and Reform Activities in Host Country, By Region.	14
Table 11: New Innovations from USG Supported Higher Education Institutions Applied to Development, By Region.....	15
Table 12: Higher Education Facilities, Departments, or Programs That Have Met One or More Criteria Toward Accreditation as a Result of USG Support, By Region .....	15
Table 13: New Management and Institutional Capacity Building at Host Country Institution as a Result of USG Investments in Higher Education Institutions, By Region.....	16
Table 14: Higher Education partnership Benefits to U.S. Partners .....	17
Table 15: Active Partnerships, By Region .....	18
Table 16: Active Partnerships by U.S. Institution Type and Higher Education Association Membership	21
Table 17: List of Active Partnerships by U.S. Institutions and Higher Education Association Membership .....	22
Table 18: Active Partnerships by U.S. Congressional District .....	23
Table 19: Partnerships Managed Under the Leader Cooperative Agreement .....	25
Table 20: Peer Reviews During This Reporting Period .....	34

Table 21: Number of U.S. Institutions Applying for Partnerships, By Association Membership, Academic Area, and Institution Type.....	35
Table 22: Number of U.S. Institutions Responding to RFAs, By Minority-Serving Status and International Development Area.....	35
Table 23: Seven Partnerships for which Associate Awards were Executed.....	39
Table 24: Sub-Award Amounts for the Six Partnerships .....	40
Table 25: Six Partnerships by Higher Education Association Memberships and Congressional Districts	41
Table 26: Number of Partnerships Reported Per Program Associate.....	43
Table 27: Suggested USAID Higher Education Indicators - Roundtable Participants.....	50
Table 28: Associate Awards under Cooperative Agreement.....	53

## **Appendices**

### **Appendix A: List of Partnership Closeout Reports .....83**

1. Arizona State University/University of Pristina
2. Johns Hopkins University/Makerere University
3. Rochester Institute of Technology/American University of Kosovo
4. University of Michigan, William Davidson Institute/Jordan University of Science and Technology
5. University of Georgia/Universidad Autónoma de Coahuila
6. Saint Louis University/National University of Central Peru
7. University of Arizona/Universidad Autónoma de Baja California
8. University of Michigan-Dearborn/University of Garyounis

### **Appendix B: Select Publicity Materials .....84** **Success Stories**

1. **Algerian Ministry of Higher Education Recognizes New Career Center**  
William Davidson Institute at the University of Michigan/University of Mentouri-Constantine
2. **Planting the Seeds to Combat Hunger in Burundi**  
South Carolina State University/Ngozi University
3. **Online Specialization Offers Improved Training to Mexican ESL Teachers**  
Georgia State University/Universidad Pedagógica Nacional

### **News Articles**

1. **University World News: US-AFRICA: Universities for Development Partnerships**
2. **Global Health Matters: USAID Devotes \$12M to Bolster Higher Education in Africa**
3. **Yahoo! News and PRWeb: Fairfield University Awarded Nearly \$300,000 From USAID Through Higher Education for Development**
4. **Zawya.com: USAID and Al Balqa University Graduate in Irbid**
5. **Ohio University Compass: Ohio Honored for International Collaboration**
6. **Twitter: OU Education Abroad (OUEduAbroad)**

7. **Quad-Cities Online, Dispatch Argus:** EICCD Has Been Awarded a \$55,000 Grant
8. **Community College Times:** Expanding Entrepreneurship in the Middle East
9. **Cave Hill School of Business (University of the West Indies):** CHSB, Kelley School of Business and USAID Launch JOBS Project
10. **The Chronicle of Higher Education:** American Colleges Discuss Their Next Move in Protest-Riven Middle East
11. **Dominica News Online:** U.S. Embassy Launches US\$1.35M Entrepreneurship Initiative
12. **UMassMedNow:** Medical School Team Rebuilding Health Care in Liberia
13. **The Hastings Tribune:** Grant Helps CCC Partner with Firm in Bahrain
14. **The Chronicle of Higher Education:** Arab Protests May Open Door for U.S. Scholars
15. **Tom Coburn, M.D., United States Senator from Oklahoma:** IU Kelley School of Business Awarded \$1.35 Million USAID Grant to Spur Entrepreneurship in Barbados
16. **IU News Room (Indiana University):** IU Kelley School of Business Awarded \$1.35 Million USAID Grant to Spur Entrepreneurship in Barbados
17. **El Paso Inc.:** Business Announcements for the Week of 3/13-3/19/2011
18. **William Davidson Institute at the University of Michigan:** Career Center Helps Grad Find Dream Job
19. **Virginia Tech News:** Virginia Tech Awarded \$1.47 Million to Lead Agriculture Program in Southern
20. **OSU Extension:** Ohio State Receives \$2.6M NSF Grant for Unique Research in Africa's Threaten
21. **Syracuse University School of Education:** Kenyatta University and Syracuse University Partnership

## ACRONYMS

AA	Associate Award
AACC	American Association of Community Colleges
AASCU	American Association of State Colleges and Universities
AAU	Association of American Universities
ACE	American Council on Education
ALO	Association Liaison Office for University Cooperation in Development
AOTR	Agreement Officer's Technical Representative
APLU	Association of Public and Land-grant Universities
BMENA	Broader Middle East and North Africa
CC	Career Center
CEPI	Civic Education Partnership Initiative
CONACYT	Consejo Nacional de Ciencia y Tecnología
CDC	Centers for Disease Control and Prevention
D&G	Democracy and Governance
DCHA	Bureau for Democracy, Conflict, and Humanitarian Assistance
EGAT	Bureau for Economic Growth, Agriculture and Trade
EMBA	Executive Master in Business Administration
FAO	Food and Agricultural Organization of the United Nations
HBCU	Historically Black Colleges and Universities
HCN	Host Country National
HEALTH	Higher Education Alliance for Leadership Through Health
HED	Higher Education for Development
HEI	Higher Education Institutions
HSI	Hispanic-Serving Institutions
ICT	Information and Communications Technology
JOBS	Job Opportunity for Business Scale-Up
LAC	Latin America and the Caribbean
LIPHEA	Leadership Initiative for Public Health in East Africa
MCC	Millennium Challenge Corporation
MENA	Middle East and North Africa
MEPI	Middle East Partnership Initiative
MoE	Ministry of Education
MoU	Memorandum of Understanding
MSPI	Minority Serving Postsecondary Institutions
NAICU	National Association of Independent Colleges and Universities
NGO	Non-Government Organization
NRM	Natural Resource Management
OMEF	Office of Middle East Programs
PEPFAR	U.S. President's Emergency Plan for AIDS Relief
PI	Principal Investigator
TAMU	Texas A&M University
TCU	Tribal Colleges and Universities
ToT	Training of Trainers
UNEP	United Nations Environment Programme
USAID	United States Agency for International Development
WID	Women in Development

## EXECUTIVE SUMMARY

### HED-USAID Semi-Annual Report: October 1, 2010 – March 31, 2011

During this reporting period, HED managed **69** active higher education partnerships in **30** countries involving **71** host-country and **54** U.S. institutions of post secondary education. Twenty-two (32%) of the partnerships are located in Mexico as part of the Training, Internships, Exchanges, and Scholarships (TIES) program; three (4%) are in the Middle East and North Africa region and are funded by the Department of State’s Middle East Partnership Initiative (MEPI). The remaining forty-four (64%) partnerships are located in Asia, Sub-Saharan Africa, Latin America and the Caribbean, Eastern Europe and Eurasia, and the Middle East and are funded by USAID Bureaus and Missions including EGAT/ED, EGAT/NRM, DCHA/DG and the Bureau for Global Health.

**Table 1**  
**ACTIVE PARTNERSHIPS BY USAID PROGRAM AREAS**  
October 1, 2010 through March 31, 2011

# of Active Partnerships	# of U.S. Institutions	# of Host-Country Institutions	# of Countries	Number of Partnerships by Focus		
				Number	Percent	
<b>69</b>	<b>54</b>	<b>71</b>	<b>30</b>	Environment	17	24%
				Ag/Ag Business/Animal Science	6	9%
				Pop/Health/Nutrition/HIV/AIDS	5	7%
				Economic Dev./Business	13	19%
				D&G/Public Policy/Journalism	12	17%
				Education	6	9%
				ICT/Distance Education	2	3%
				Workforce/Entrepreneur Dev.	8	12%
				<b>TOTAL</b>	<b>69</b>	<b>100%</b>

During the reporting period, HED had active partnerships in all of USAID’s world areas. There were 19 higher education partners in nine Sub-Saharan **African** countries. In the **Latin America and the Caribbean** region, HED had four active partnerships in Haiti, 22 active partnerships in Mexico, one consortium in three Central American countries, and one active partnership each in Barbados, Guyana, Paraguay and Peru. In the **Middle East and North Africa**, there were four active partnerships in Jordan, four in Egypt, two in the United Arab Emirates, as well as partnerships in Algeria, Morocco, and Qatar. In **Europe and Eurasia**, there were three partnerships in Kosovo, and one in Albania. In **Asia**, HED had active partnerships in Nepal and Pakistan.

The 54 U.S. partner universities represent a cross-section of American higher education:

- 5 two-year institutions;
- 49 four-year institutions;
- 41 public institutions;
- 13 private institutions;
- Each a member of at least one of the six U.S. higher education associations; and
- 6 institutions focused on minority serving populations

These U.S. colleges and universities are located in 50 congressional districts in 30 states.

**The primary goals for the higher education partnerships are to strengthen higher education institutions in developing nations, and to enhance the knowledge and skills of faculty, staff, and students, equipping them to address high-priority national, regional, and local development needs.**

During this reporting period, partners reported **281** examples of host-country institutional capacity strengthening such as new degree programs, revised curricula, improved teaching, and better management systems. They also described **169** examples of partnership support for national development goals such as policy development and reform activities, new research activities, and new innovations applied to development at the host country.

Similarly, partnerships provided evidence of human capacity building through degree and non-degree training.

- **20** Baccalaureate degrees were awarded;
- **12** Master's degrees were completed;
- **26** diplomas, certificates, or specializations were earned;
- **173** exchanges and internships were conducted; and
- **3,470** other non-degree classes, seminars and materials relevant to professional development were reported.

Partnership benefits and value were also described by the U.S. partners for their own institutions. During this reporting period U.S. partners noted the following benefits:

- **61** faculty and student exchanges to host countries;
- **2** opportunities for joint research;
- **2** collaborative publications;
- **4** examples of enhanced U.S. campus diversity;
- **25** examples of expanded faculty knowledge and capabilities related to international issues;
- **9** revised courses to include new ideas and perspectives related to internationalization;
- **13** instances describing global academic links; and
- **22** reports of activities exposing students and U.S. communities to new perspectives and ideas.

Program development continued under the **Job Opportunity for Business Scale-Up (JOBS) Initiative**, a collaboration with USAID/EGAT/ED and USAID Missions focusing on education, training, and support for employment of at-risk youth. Specifically the initiative supports strengthening the capacity of tertiary education to train and advise entrepreneurs for small business development resulting in employment creation at the local level. One of the six Associate Awards initiated during the reporting period was part of the JOBS initiative.

Six New Associate Awards were established during the reporting period to support partnerships for:

1. The growth of an entrepreneurial culture and diversifying the service oriented economies in Barbados: University of the West Indies/Indiana University (JOBS Initiative).
2. Sustainable water resources development and management programs in Ethiopia: Addis Ababa University/University of Connecticut.
3. Agronomy and crop production program resulting in trained workforce that supports the emerging food export industry and meets ecological and agricultural challenges of the fragile and semi-arid environment of Senegal: University of Gaston Berger/Ohio State University.

4. Sustainability of academic and research programs in nanoscience and the supporting disciplines in South Africa: University of Cape Town/University of Cincinnati.
5. Restoring higher education, research and extension in Southern Sudan to support development of sustainable agricultural production systems for all sector participants and focus will be on food security and human capacity development needs for post-conflict Southern Sudan: University of Juba/Catholic University of Sudan/Virginia Polytechnic Institute and State University.
6. Developing a Center of Excellence in Uganda that will coordinate and manage capacity building in Eastern and Central Africa for surveillance, risk assessment, policy development, communication to address potential trans-boundary animal diseases that can jeopardize food security: Makerere University/North Dakota State University.

Three new partnerships were initiated during this reporting period for the TIES program to:

1. Improve productivity in Mexico's maquiladora manufacturing sector, increase the capacity of participating universities to meet workforce development needs, and forge linkages between the manufacturing sector and secondary education institutions: UT-CJ, UT-Coahuila, UT-NL, UT-Matamoros/Alamo Colleges.
2. Provide trial advocacy training to Mexican law faculty, law students, attorneys, and judges to support the new legal reforms and expand their reach and impact in Mexico: ITESM-Mexico City/Illinois Institute of Technology, Kent College.
3. Improve education at all levels in Cd. Juárez and the State of Chihuahua to contribute to the success of the Merida Initiative to counter drug-related violence that affects citizens from Mexico and the U.S.: Universidad de Ciudad Juarez/University of Texas at El Paso.

Two new collaborative awards established partnerships under the Leader Cooperative Agreement for:

1. Strengthening academic and research capacity in the areas of Water, Environmental, and Climate Change Science and Engineering in Burkina Faso, in order to contribute to the production of the critical mass of science and engineering human capacity required to address Sub-Saharan Africa's development needs: International Institute for Water & Environment Engineering (2iE)/Tuskegee University.
2. Information communication technologies (ICT) to improve middle school teaching and learning methods on topics of health including nutrition, sanitation, and food safety in Senegal: Collège Universitaire Régional de Bambey/Fairfield University.

During this reporting period, a substantial percentage of HED's program activity was managed through Associate Awards. Of the 69 active partnerships during the reporting period, 47 were funded and managed through 20 Associate Awards (See Table 2).

**Table 2**  
**HED ACTIVE ASSOCIATE AWARD AGREEMENTS**

HED carried out activities under 20 Associate Awards during the reporting period.

Associate Awards under Cooperative Agreement AEG-A-00-05-0007-00 Active As of March 31, 2011			Period of Performance	Ceiling Amount	Obligated to HED as of March 31, 2011	Active Partnerships
523-A-00-06-00009-00 USAID/Mexico	Training, Internships, Exchanges and Scholarships (TIES) <b>Mexico</b>	A total of 49 awards are to be funded through the TIES Associate Award. The current 22 active partnerships focus on <b>biodiversity, renewable energy, climate change, and rule of law.</b>	09/30/05-09/28/15	\$20,200,605	\$14,593,764	22
521-A-00-07-00006-00 USAID/Haiti	<b>US-Haiti</b> Higher Education Partnership Program	Four higher education partnerships focus on <b>workforce development</b> and critical skills for economic development (accounting, computer technology, business and entrepreneurship, and agribusiness).	06/06/07-09/30/12	\$2,333,348	\$2,333,348	4
263-A-00-08-00027-00 USAID/Egypt	Alexandria, <b>Egypt</b> , Executive MBA Partnership	One higher education partnership focused on improving and expanding the <b>Executive MBA program.</b>	05/05/08-09/30/11	\$1,908,724	\$1,908,724	1
EDH-A-00-08-00008-00 EGAT/ED & USAID/Guyana	<b>Guyana</b> (Journalism)	This partnership will improve the teaching of <b>journalism</b> in Guyana.	09/12/08-03/11/12	\$422,735	\$422,735	1
EDH-A-00-08-00013-00 EGAT/ED and USAID/Egypt	Cairo University <b>Egypt</b> (Economics)	This partnership is focused on increasing the capacity of the Cairo University Department of Economics and Political Science to serve as a resource for <b>policy formation</b> in the nation and the region.	09/12/08-03/11/12	\$549,338	\$449,338	1
EDH-A-00-08-00018-00 EGAT/ED and USAID/Jordan	<b>Jordan</b> (Early Childhood Education)	This partnership focuses on <b>early childhood education</b> and training teachers through the University of Jordan.	09/24/08-03/31/12	\$604,603	\$504,603	1
EDH-A-00-08-00028-00 EGAT/ED and USAID/Burundi	<b>Burundi</b> (Agribusiness)	This partnership will build the capacity of Ngozi University to serve as a resource for rural small farmers for <b>sustainable agribusiness.</b>	09/26/08-03/25/12	\$613,394	\$613,394	1
EDH-A-00-08-0029-00 EGAT/ED and USAID/LAC Bureau	<b>CAFTA/DR</b> (Environmental Law in Nicaragua, Guatemala, and the Dominican Republic)	This four-country partnership will enable law schools in Central America to build capacity to enforce <b>environmental laws</b> , both nationally and regionally.	09/29/08-09/28/12	\$900,893	\$669,400	1
EDH-A-00-09-00001-00 USAID/ DCHA/ DG/ EPP	<b>Assessment of Political Parties Support</b>	The University of Pittsburgh is conducting an <b>evaluation of USAID political party strengthening programs</b> worldwide at the direction of DCHA/DG/EPP.	10/01/08-03/31/11	\$998,481	\$756,725	1
EDH-A-00-08-00016-00 EGAT/ED and USAID/South Africa	<b>South Africa</b> (Mathematics Education, Tourism and Transport)	These three partnerships focus on <b>workforce development</b> (tourism and transportation), and improving the capacity of disadvantaged and minority teachers to <b>teach mathematics.</b>	09/24/08-03/23/12	\$868,780	\$868,780	3

Associate Awards under Cooperative Agreement AEG-A-00-05-0007-00 Active As of March 31, 2011			Period of Performance	Ceiling Amount	Obligated to HED as of March 31, 2011	Active Partnerships
263-A-00-09-00011-00 USAID/Egypt/OMEF and Department of State/Algiers	<b>Algeria</b> Career Center for Workforce Development	This partnership is establishing a career center at Mentouri University in Algeria to provide support for the transition from the university to employment. The partners will collaborate with the private sector to improve the curriculum to include <b>skills training</b> in English, business and computer skills.	02/25/09- 06/30/12	\$811,000	\$811,000	1
EPP-A-00-09-00005-00	<b>Africa</b> - (Uganda and Ethiopia) Clean Drinking water and Sanitation	Follow-on awards to two partnerships, one in Ethiopia at Bahir Dar University and one at Makerere University in Uganda, will expand these universities' capacity to work with communities to <b>improve drinking water and sanitation</b> .	09/22/09- 12/31/12	\$775,000	\$775,000	2
AID-538-LA-11-00001 USAID/Barbados	<b>Barbados</b> (Workforce Development)	This partnership is a three-year Job Opportunity for Business Scale-up (JOBS) initiative aimed at supporting the <b>growth of an entrepreneurial culture</b> and diversifying the service oriented economies in this region.	10/27/10- 9/30/14	\$1,696,464	\$1,000,000	1
AID-663-LA-11-00001 USAID/Ethiopia	<b>Ethiopia</b> (Water Resources Development)	The partnership will provide an academic roadmap to (1) enhance the capacity of Ethiopian institutions in the critical area of <b>water resources</b> and (2) promote transatlantic academic collaboration and exchange in both teaching and research endeavors.	12/15/11- 3/15/13	\$1,374,806	\$1,374,806	1
685-A-00-11-00023-00 USAID/Senegal	<b>Senegal</b> (Natural Resources and Agriculture)	This partnership will <b>develop a premier and innovative agronomy and crop production degree program</b> and establish a <b>Université Gaston Berger-Agricultural Research and Development Center (UGB-ARDC)</b> based at <b>Université Gaston Berger</b> in St. Louis, Senegal.	11/1/10- 10/31/12	\$5,094,580	\$750,000	1
674-A-00-11-00018-00 USAID/South Africa	<b>South Africa</b> (Energy-Solar Power)	The partnership seeks to couple expertise in the <b>synthesis and characterization of titania nano particles</b> in the United States.	2/18/11- 2/28/13	\$1,374,806	\$1,374,806	1
650-A-00-11-00303-00 USAID/Sudan	<b>Sudan</b> (Food Security and Agriculture)	This partnership will provide the vision and roadmap for building agricultural capacity that responds to the extraordinary <b>food security</b> and human capacity development needs of post-conflict Southern Sudan.	2/7/11-9/30/15	\$10,544,527	\$1,300,000	1
AID-617-LA-11-00001 USAID/Uganda	<b>Uganda</b> (Food Security and Animal Diseases)	The partnership's goal is to develop centers of excellence that will coordinate and manage capacity building in Eastern and Central Africa for <b>surveillance, risk assessment, policy development, communication and response to potential trans-boundary pandemic zoonotic and vector borne diseases</b> as well as endemic zoonotic and production limiting animal diseases that jeopardize food security.	1/27/11- 1/28/13	\$1,374,806	\$760,675	1
AID-623-LA-11-00004	<b>Kenya - Nairobi</b>	The goal of the partnership is to build the capacity of the UoN through a partnership with CSU to develop a Centre for Sustainable Drylands that transforms higher education and creates relevant action research that builds human and institutional capacity for <b>sustaining and improving dryland ecosystems and human livelihoods</b> .	3/8/11- 6/7/13	\$1,374,806	\$1,374,806	1
AID-623-LA-11-00006	<b>Kenya - Kenyatta</b>	The goal of the partnership is to build sustainable capacity of KU in <b>teacher education academic and research programs</b> that will contribute to enhanced response to the needs of the education sector for quality teachers and educational programs.	3/18/11- 6/18/13	\$1,135,508	\$1,135,508	1

During this reporting period, Program Associates made formal monitoring visits to two host-country partnership sites in Jordan and Mexico. Some visits dealt with specific management and programmatic issues and others confirmed findings from the progress reports. Program Associates prepared monitoring trip reports that addressed specific questions related to partnership management and progress toward goals. Information from these visits, together with progress reports submitted by partners, provided the basis for portfolio reviews conducted by HED Program Associates in November 2010.

During this reporting period, HED organized and hosted a roundtable on higher education indicators at the request of USAID. Twenty-eight participants representing higher education, USAID, and the U.S. Department of State came together to discuss indicators that strengthen higher education institutions internal effectiveness and what kind of a development impact is occurring “outside the walls” of the institution, and who are the ultimate beneficiaries.

Impact assessment activities focused on planning and implementing an impact assessment of eight partnerships in Mexico. Results from this evaluative assessment during Fall 2010 demonstrate that this USAID-funded higher education partnership program provides impact in terms of:

- human capacity building or improved knowledge and skills for faculty and students;
- higher education institutional capacity strengthening to improve teaching, implement research, and deliver extension and public service;
- effects on national development goals; and
- value to the U.S. institutional partners.

The HED communications team issued four news releases during this period, including a statement by Executive Director Tully Cornick on the one-year commemoration of the 2010 Haiti earthquake.

HED communications also published three e-newsletters. This bi-monthly communications tool provides readers with summaries of current HED events, partnership of the month profiles and advance alerts of upcoming higher education activities. The January 2011 newsletter garnered the attention of Ohio University’s president after its Guyana partnership was featured as the Partnership of the Month.

HED’s targeted outreach to minority serving institutions included a February presentation before the Association of Extension Administrators (an affiliation of APLU). As a result, HED was invited and accepted an invitation to give an encore presentation in April before the group’s Association of Research Directors at its biennial meeting in Atlanta.

HED’s social media presence continued to strengthen as its Twitter account witnessed an impressive growth in the number of followers.

### **Eight Partnerships Closed Out During this Reporting Period**

1. Arizona State University/University of Pristina
2. Johns Hopkins University/Makerere University
3. Rochester Institute of Technology/American University of Kosovo
4. University of Michigan, William Davidson Institute/ Jordan University of Science and Technology
5. University of Georgia/Universidad Autónoma de Coahuila
6. Saint Louis University/National University of Central Peru
7. University of Arizona/Universidad Autónoma de Baja California
8. University of Michigan-Dearborn/University of Garyounis

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## ***HED Advisory Board***

The HED Advisory Board consists of one representative from each of the six presidential U.S. higher education associations.

- American Council on Education
- American Association of Community Colleges
- American Association of State Colleges and Universities
- Association of American Universities
- Association of Public and Land-grant Universities
- National Association of Independent Colleges and Universities

The HED Board (Board) serves as an advisory body to HED, and, as such, has responsibility for setting broad policies and procedures to guide HED. Dr. Terry Hartle, the American Council on Education's (ACE) senior vice president for government and public affairs, is the current Chair of the Board. The chair meets regularly with the HED executive director and keeps the Board informed of important aspects of HED programming and initiatives. In consultation with the Board, the Chair provides executive oversight and evaluation of the executive director. The Chair is responsible for convening regular board meetings and establishing meeting agendas in consultation with Board members.

<i><b>HED Advisory Board Members</b></i>
<p><b>Terry Hartle</b> <i>Board Chair/Senior Vice President</i> Division of Government and Public Affairs American Council on Education</p>
<p><b>John Vaughn</b> <i>Executive Vice President</i> Association of American Universities</p>
<p><b>James McKenney</b> <i>Vice President</i> Workforce, Economic Development and International Programs American Association of Community Colleges</p>
<p><b>George Mehaffy</b> <i>Vice President</i> Academic Leadership and Change American Association of State Colleges and Universities</p>
<p><b>Malcolm Butler</b> <i>Vice President</i> International Programs Association of Public and Land-grant Universities</p>
<p><b>Maureen Budetti</b> <i>Director of Student Aid Policy</i> National Association of Independent Colleges &amp; Universities</p>

## HIGHER EDUCATION FOR DEVELOPMENT (HED)

### *Semi-Annual Report to USAID*

Information based on semi-annual progress reports received from 67 active partnerships (97%)

**October 1, 2010 – March 31, 2011**

#### *Activities During This Reporting Period*

During this reporting period, HED's primary activities included:

- Managing 69 partnership agreements between U.S. and host-country institutions of higher education
- Issuing a report for an impact assessment of 8 TIES partnerships
- Convening a roundtable to discuss specialized higher education indicators
- Convening three review panels for the BMENA Community College Initiative and the Job Opportunity for Business Scale-Up [JOBS] Initiative, Barbados and Mexico
- Awarding two new higher education partnerships in Senegal and Barbados
- Awarding three new Mexico-U.S. higher education partnerships through the U.S.-Mexico Training, Internships, Exchanges, and Scholarships (TIES) program
- Conducting monitoring visits to two host-country partnership sites in Mexico and Jordan
- Supporting the Africa-U.S. Higher Education Initiative by:
  - Executing seven Associate Awards
  - Awarding six new higher education partnerships
  - Conducting a training workshop for partnership directors on compliance, monitoring and reporting

#### *Partnerships Ending During This Reporting Period*

Eight partnerships submitted close-out reports during this reporting period.

1. Arizona State University/University of Pristina
2. Johns Hopkins University/Makerere University
3. Rochester Institute of Technology/American University of Kosovo
4. University of Michigan, William Davidson Institute/Jordan University of Science and Technology
5. University of Georgia/Universidad Autónoma de Coahuila
6. Saint Louis University/National University of Central Peru
7. University of Arizona/Universidad Autónoma de Baja California
8. University of Michigan-Dearborn/University of Garyounis

## *Quantitative Information*

**Description of Active Partnerships.** This report describes activities for Cooperative Agreements and related Associate Agreements during October 1, 2010 through March 31, 2011. These agreements provide support for 69 active higher education partnerships. The 69 active partnerships include 53 different U.S. higher education institutions collaborating with 69 host-country colleges and universities in 30 different countries.

All 69 partnerships focus on human and institutional capacity building that will strengthen the ability of higher education in host countries to address critical USAID program development areas. Table 3 shows how the partnerships are distributed among the USAID program areas: economic growth, investing in people, and governing justly and democratically.

**Table 3**  
**HED ACTIVE PARTNERSHIPS, BY USAID PROGRAM AREAS**  
October 1, 2010 through March 31, 2011  
N = 69

Program Area	Number of Partnerships	Percent of Partnerships
<b>Economic Growth</b>		<b>[67%]</b>
Economic Opportunities/Business	13	19%
Environment	17	24%
Agriculture/Ag. Business/Animal Science	6	9%
ICT/Distance Learning	2	3%
Workforce/Entrepreneurship Development	8	12%
<b>Investing in People</b>		<b>[16%]</b>
Population/Health/Nutrition/HIV/AIDS	5	7%
Education	6	9%
<b>Governing Justly and Democratically</b>		<b>[17%]</b>
D&G/Public Policy/Journalism	12	17%
<b>TOTAL</b>	<b>69</b>	<b>100%</b>

The 69 partnerships are located in the following USAID regions: Sub-Saharan Africa (28%), Asia and the Near East (22%), Eastern Europe and Eurasia (5%) and Latin America and the Caribbean (45%).

**Table 4**  
**HED ACTIVE PARTNERSHIPS, BY USAID REGION**  
October 1, 2010 through March 31, 2011  
N = 69

Region	Number of Active Partnerships	Percent
Latin America and the Caribbean	31	45%
Asia and the Near East	15	22%
Sub-Saharan Africa	19	28%
Europe and Eurasia	4	5%
<b>Total</b>	<b>69</b>	<b>100%</b>

Auditable cost share numbers are tracked by partnership through quarterly financial reports. For this reporting period, more than \$3.3 million in cost-share was reported from HED/USAID partnerships (See Table 5).

**Table 5**  
**HED/USAID PARTNERSHIP COST-SHARE, BY COOPERATIVE AGREEMENT**  
October 1, 2010 through March 31, 2011

Cooperative Agreement	Cost Share Amount (USD)
AEG-A-00-05-00007-00	\$1,206,853.31
USAID/Barbados AID-538-LA-11-00001	None Reported this Period
USAID/Burundi, EDH-A-00-08-00028-00	None Reported this Period
USAID/DCHA/DG/EPP, EDH-A-00-09-00001-00	Not Applicable
USAID/EGAT/NRM, EPP-A-00-09-00005-00	\$32,903.96
USAID/Egypt, 263-A-008-00027-00	\$70,188.84
USAID/Egypt, EDH-A-00-08-00013-00	\$31,377.94
USAID/Ethiopia, AID-663-LA-11-00001	None Reported this Period
USAID/Guyana, EDH-A-00-08-00008-00	\$42,564.27
USAID/Haiti, 521-A-00-06-00001099	\$84,108.15
USAID/Jordan, EDH-A-00-08-00018-00	\$60,323.55
USAID/Kenya, AID-623-LA-11-00004	None Reported this Period
USAID/Kenya, AID-623-LA-11-00006	None Reported this Period
USAID/LAC, EDH-A-00-08-00029-00	\$27,205.55
USAID/Mexico, 523-A-00-06-00009-00	\$1,621,069.40
USAID/OMEP 263-A-00-09-00011-00	\$48,543.94
USAID/Senegal, 685-A-00-11-00023-00	None Reported this Period
USAID/South Africa, 674-A-00-11-00018-00	None Reported this Period
USAID/South Africa, EDH-A-00-08-00016-00	\$85,020.28
USAID/Sudan, 650-A-00-11-00303-00	None Reported this Period
USAID/Uganda, AID-617-LA-11-00001	None Reported this Period
<b>Total</b>	<b>\$3,310,159.19</b>

**Results of Human Capacity Building.** Human capacity building is defined as the number of individuals receiving knowledge training or instruction that supports or improves their professional work. This capacity building is tracked by progress toward degree work (diploma/certificate, baccalaureate, master's, or doctorate) and participation in non-degree training such as exchanges, internships, workshops, seminars, and special classes. Table 6 shows the numbers of reported degrees/certificates awarded through partnership support during the past six months.

**Table 6**  
**HUMAN CAPACITY BUILDING, BY LONG-TERM PROGRAMS RESULTING IN ACADEMIC DEGREES  
OR PROFESSIONAL/TECHNICAL CERTIFICATES**

October 1, 2010 through March 31, 2011

N = 67

97% of partnerships received (2 partnerships were active only a few weeks this reporting period, and no activities to report)

Type of Degree Awarded	LAC		MENA		ASIA		AFRICA		EUROPE & EURASIA		Total
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Diploma or Certificate	10	3	-	-	-	-	-	-	-	-	13
Specialization	10	3	NA	NA	NA	NA	NA	NA	NA	NA	13
Baccalaureate Degree	9	6	-	-	-	-	-	-	3	2	20
Master's Degree	7	5	-	-	-	-	-	-	-	-	12
Doctoral Degree	-	-	-	-	-	-	-	-	-	-	-

Table 7 displays the numbers of individuals participating in exchanges, internships, and other non-degree training sponsored by partnership activities during this reporting period.

**Table 7**  
**HUMAN CAPACITY BUILDING, BY TYPE OF SHORT-TERM NON-DEGREE TRAINING**

October 1, 2010 through March 31, 2011

N = 67

97% of partnerships received (2 partnerships were active only a few weeks this reporting period, and no activities to report)

Type of Training	LAC – TIES		MENA		ASIA		AFRICA		EUROPE & EURASIA		Total
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Exchanges**	32	18	31	34	-	-	12	3	16	3	146
Internships**	7	2	-	-	-	-	9	9	-	-	27
Other Non-degree Training/Classes	1515	1299	48	67	79	50	224	173	12	3	3470

\*\* Includes exchanges, internships of both host-country nationals and U.S. participants.

**Results of Organizational Improvements.** During this reporting period, partners reported **281** separate examples of host-country organizational improvements that strengthened the institutional capacity of higher education institutions such as changes in human resources (improved faculty skills, improved capacities of staff and administrators); management and administration (financial management, service delivery, fundraising, outreach, institutional linkages to the private sector, personnel policies); research capacity and methods; and academic programs (quality relevant degree programs, curricula, pedagogy) (See Table 8).

**Table 8**  
**ORGANIZATIONAL IMPROVEMENTS BY REGION**

October 1, 2010 through March 31, 2011

N = 67

97% of partnerships received (2 partnerships were active only a few weeks this reporting period, and no activities to report)

Organizational Improvement Activities (Number of activities mentioned this reporting period by partnership directors)						
	LAC	MENA	ASIA	AFRICA	EUROPE & EURASIA	Total
Established new academic programs	8	8	0	6	0	22
Reviewed academic programs/curricula	13	9	1	8	2	33
Developed new individual courses	12	12	0	14	5	43
Improved teaching/learning modules	22	5	1	10	4	42
Developed new teaching modules	12	2	1	10	2	27
Improved faculty skills/ improved capacities of staff and administrators	15	6	1	11	4	37
Improved financial management, service delivery, fundraising, outreach, institutional linkages to the private sector, or personnel policies	12	1	1	10	3	27
Publications resulting from partnership activities	19	3	3	15	5	45
Other	1	0	0	3	1	5
<b>Total</b>	<b>114</b>	<b>46</b>	<b>8</b>	<b>87</b>	<b>26</b>	<b>281</b>

**Results of New Research Activities.** During this reporting period, partners reported **78** separate examples of new research activities supported by combined USG and non-USG resources such as funded social and scientific applied research (See Table 9).

**Table 9**  
**NEW RESEARCH ACTIVITIES SUPPORTED BY COMBINED USG AND NON-USG RESOURCES BY REGION**

October 1, 2010 through March 31, 2011

N = 67

97% of partnerships received (2 partnerships were active only a few weeks this reporting period, and no activities to report)

New Research Activities (Number of activities mentioned this reporting period by partnership directors)						
	LAC	MENA	ASIA	AFRICA	EUROPE & EURASIA	Total
New research programs initiated	10	3	1	6	0	20
New research proposals developed	7	2	2	9	0	20
Research fellowships granted	5	0	1	1	0	7
Research output produced, including peer-refereed journals, technology products , policy briefs, teaching materials, etc.	6	2	3	18	1	30
Other	1	0	0	0	0	1
<b>Total</b>	<b>29</b>	<b>7</b>	<b>7</b>	<b>34</b>	<b>1</b>	<b>78</b>

**Results of USG-assisted New Policy Development and Reform Activities.** During this reporting period, partners reported 55 examples of policy development and reform activities including policy analyses, policy dialogues, policy designs, policy research, and legislative testimony (See Table 10).

**Table 10**  
**USG ASSISTED NEW POLICY DEVELOPMENT AND REFORM ACTIVITIES IN HOST COUNTRY, BY REGION**

October 1, 2010 through March 31, 2011

N = 67

97% of partnerships received (2 partnerships were active only a few weeks this reporting period, and no activities to report)

New Policy Development and Reform Activities (Number of activities mentioned this reporting period by partnership directors)						
	LAC	MENA	ASIA	AFRICA	EUROPE & EURASIA	Total
New policy analysis, policy dialogues, policy designs, policy research, and legislative testimony	3	1	0	7	1	12
Policy effects on K-12	0	0	0	1	0	1
Policy Effects on Workforce Development	1	3	0	1	1	6
Policy Effects on Trade Capacity	0	0	0	1	0	1
Policy effects on Rural Development	3	0	0	4	0	7
Policy effects on Economic Growth	1	0	0	1	1	3
Policy Effects on Agriculture/Food Security	2	0	0	2	0	4
Policy Effects on Nutrition	1	0	0	2	0	3
Policy Effects on Environmental/Natural Resources	3	0	0	3	0	6
Policy Effects on Business Development	3	0	0	1	1	5
Policy Effects on Informed Policy at Local, Community, and/or National Levels	0	1	0	6	0	7
<b>Total</b>	<b>17</b>	<b>5</b>	<b>0</b>	<b>29</b>	<b>4</b>	<b>55</b>

**Results of New Innovations from USG-supported Higher Education Institutions Applied to Development.** During this reporting period, there were two examples of innovations reported, which includes research-based science and technology inventions, patents, value-added products, goods, and services that are adopted and applied in any sector (See Table 11).

**Table 11**

**NEW INNOVATIONS FROM USG-SUPPORTED HIGHER EDUCATION INSTITUTIONS APPLIED TO DEVELOPMENT, BY REGION**

October 1, 2010 through March 31, 2011

N = 67

97% of partnerships received (2 partnerships were active only a few weeks this reporting period, and no activities to report)

New Innovations (Number of activities mentioned this reporting period by partnership directors)						
	LAC	MENA	ASIA	AFRICA	EUROPE & EURASIA	Total
New/improved research based science and technology inventions and /or patents; value-added products, goods, and services that are adopted and applied in any sector	0	0	0	1	1	2

**Results of Higher Education Faculties, Departments, or Programs That Have Met One or More Criteria Toward Accreditation as a Result of USG Support.** During this reporting period, there were 17 examples of higher education faculties, departments, or programs having met criteria towards accreditation (See Table 12).

**Table 12**

**HIGHER EDUCATION FACILITIES, DEPARTMENTS, OR PROGRAMS THAT HAVE MET ONE OR MORE CRITERIA TOWARD ACCREDITATION AS A RESULT OF USG SUPPORT, BY REGION**

October 1, 2010 through March 31, 2011

N = 67

97% of partnerships received (2 partnerships were active only a few weeks this reporting period, and no activities to report)

Criteria towards Accreditation (Number of activities mentioned this reporting period by partnership directors)						
	LAC – TIES	MENA	ASIA	AFRICA	EUROPE & EURASIA	Total
New Academic Programs Accreditation	4	1	0	2	1	8
New Academic Departmental Accreditation	1	0	0	1	1	3
New Faculty Member Accreditation	1	0	0	1	0	2
New Higher Education Institution Accreditation	1	0	0	1	0	2
Other	0	2	0	0	0	2
<b>Total</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>17</b>

**Results of New Management and Institutional Capacity.** During this reporting period, there were 34 examples of increased management or institutional capacity building at the host-country institution. Examples of institutional capacity building include improved administration, financial management, human resources, strategic planning, and service delivery (See Table 13).

**Table 13**  
**NEW MANAGEMENT AND INSTITUTIONAL CAPACITY BUILDING AT HOST-COUNTRY INSTITUTION AS A RESULT OF USG INVESTMENTS IN HIGHER EDUCATION INSTITUTIONS, BY REGION**

October 1, 2010 through March 31, 2011

N = 67

97% of partnerships received (2 partnerships were active only a few weeks this reporting period, and no activities to report)

<b>New Management and Institutional Capacity Building Activities</b> (Number of activities mentioned this reporting period by partnership directors)						
	<b>LAC</b>	<b>MENA</b>	<b>ASIA</b>	<b>AFRICA</b>	<b>EUROPE &amp; EURASIA</b>	<b>Total</b>
New/improved Administration, Financial Management, Human Resources, Strategic Planning, and Service Delivery	2	2	0	4	1	<b>9</b>
New/Improved Governance Structure	2	1	0	1	0	<b>4</b>
New/Improved Administrative/Management Procedures	2	2	0	3	1	<b>8</b>
New/Improved Business Models and Income Generating Schemes	1	1	0	2	2	<b>6</b>
New/Improved International Development Oriented Programs	2	1	0	1	2	<b>6</b>
Other	0	0	0	1	0	<b>1</b>
<b>Total</b>	<b>9</b>	<b>7</b>	<b>0</b>	<b>12</b>	<b>6</b>	<b>34</b>

**Results of Reported Partnership Value to U.S. Partners.** Semi-annual progress report forms include questions not only about activities and outcomes at the host-country institution, but also about happenings on the U.S. campus. A partnership implies two sides of an equation that assumes value to both partners. During this reporting period, partners described value to their home campuses in terms of faculty and student exchanges, new ideas and information shared with students in classes, opportunities for initiating research, joint publications underway, and professional, academic relationships that will last beyond the life of the partnership (See Table 14).

**Table 14**  
**HIGHER EDUCATION PARTNERSHIP BENEFITS TO U.S. PARTNERS**  
(Recorded number of times U.S. partners described a specific benefit/value to their campuses in the progress report)  
October 1, 2010 through March 31, 2011

N = 67

97% of partnerships received (2 partnerships were active only a few weeks this reporting period, and no activities to report)

	Adds to campus diversity	Exposes students to new perspectives/ ideas	Able to establish ongoing, continuing links globally	Enhances U.S. faculty's knowledge and capabilities	Improves current or develops new curricula or coursework	Expands, improves reputation for U.S. institution	Provides opportunities to initiate research	Offers opportunities for joint publications	# of U.S. faculty/students involved in exchanges
LAC-TIES	0	13	2	9	3	3	1	0	21
MENA	2	4	8	7	5	2	1	0	10
ASIA	0	1	0	0	0	0	1	0	0
AFRICA	2	3	3	7	1	2	6	2	11
EUROPE & EURASIA	0	1	0	2	0	2	2	0	19
<b>TOTAL</b>	<b>4</b>	<b>22</b>	<b>13</b>	<b>25</b>	<b>9</b>	<b>9</b>	<b>11</b>	<b>2</b>	<b>61</b>

Twenty-two of the partnerships (32%) are located in Mexico and are funded as part of the TIES program (U.S.-Mexico Training, Internships, Exchanges and Scholarships). Nine partnerships (13%) are in the Latin America and Caribbean region and are funded by USAID Bureaus and Missions. Three (4%) are in the Middle East and North Africa, funded as part of MEPI (Middle East Partnership Initiative), and 10 others in the MENA and BMENA regions (14%) are funded by USAID. Nineteen partnerships (28%) are in Sub-Saharan Africa and are funded by USAID. The remaining six (9%) are located in Asia (2/3%), and Eastern Europe and Eurasia (4/6%) and are funded by USAID Bureaus and Missions.

Table 15 lists all individual partnerships by geographic region, host-country institution, U.S. college or university, and USAID program area.

**Table 15**  
**ACTIVE PARTNERSHIPS, BY REGION**  
October 1, 2010 through March 31, 2011  
N = 69

<b>SUB SAHARAN AFRICA (19)</b>			
<b>U.S. Institution</b>	<b>Host Institution</b>	<b>USAID Development &amp; Program Area</b>	<b>Country</b>
South Carolina State University	Ngozi University	Agriculture	Burundi
University of Arizona	Bahir Dar University	Environment	Ethiopia
Kansas State University	University of Lagos	Economic Opportunity	Nigeria
University of Michigan, William Davidson Institute	University of Johannesburg	Economic Opportunity	South Africa
University of Florida	Tshwane University of Technology	Workforce/Entrepreneurship Development	South Africa
Johns Hopkins Bloomberg School of Public Health	Makerere University	Health	Uganda
SUNY-Buffalo	University of KwaZulu-Natal	Education	South Africa
Fairfield University	Collège Universitaire Régional	Education	Senegal
Eastern Mennonite University	University of Hargeisa	Democracy & Governance	Somalia
SUNY-Center for International Development	Uganda Martyrs University/Islamic University in Uganda	Democracy & Governance	Uganda
Cornell University	Bahir Dar University	Environment	Ethiopia
State University of New York/Albany	Makerere University	Environment	Uganda
Tuskegee University	International Institute for Water & Environment Engineering (2IE)	Environment	Burkina Faso
North Dakota State University	Makerere University	Health	Uganda
University of Florida	Polytechnic of Namibia/Namibia University of Science and Technology/University of Botswana/Sokoine University	Environment	Namibia & Botswana
Ohio State University	U. Gaston Berger	Agriculture	Senegal
Virginia Polytechnic Institute and State University	University of Juba/Catholic University of Sudan	Agriculture	Sudan
University of Connecticut	Addis Ababa University	Environment	Ethiopia
University of Cincinnati	University of Cape Town	Economic Opportunity	South Africa

## LATIN AMERICA AND THE CARIBBEAN (31)

U.S. Institution	Host Institution	USAID Development & Program Area	Country
Tulane University	Universidad Iberoamericana/Universidad Rafael Landívar/Univ Paulo Freire	Democracy & Governance	Guatemala, Nicaragua and the Dominican Republic
Emory University	National Institute of Health	Health	Paraguay
Indiana University	University of the West Indies	Workforce/Entrepreneurship Development	Barbados
Saint Louis University	National University of Central Peru	Health	Peru
Ohio University	University of Guyana	Democracy & Governance	Guyana
University of Florida	Faculte d'Agonomie et de Medecine Veterinaire	Agriculture	Haiti
Missouri Southern State University	Université Quisqueya	Economic Opportunity	Haiti
University of Massachusetts Boston	National Institute of Administration, Management and International Studies	Economic Opportunity	Haiti
Virginia Polytechnic Institute and State University	Ecole Supérieure d'Infotronique d'Haiti	ICT	Haiti
Alamo Colleges	Universidad Tecnológica de Ciudad Juárez, Coahuila, Nuevo Laredo, Matamoros	Workforce/Entrepreneurship Development	Mexico
Western Illinois University	Universidad Autónoma de Querétaro	Agriculture	Mexico
University of Georgia	Universidad Autónoma de Coahuila	Environment	Mexico
Ohio State University	Colegio de Postgraduados en Ciencias Agrícolas	Economic Opportunity	Mexico
University of Texas, El Paso	Universidad Autónoma de Ciudad Juarez	Education	Mexico
Appalachian State University	Fundación Universidad de las Américas—Puebla	Environment	Mexico
Arizona State University	Universidad Nacional Autónoma de México	Environment	Mexico
University of Colorado at Boulder	Universidad de Guanajuato	Environment	Mexico
University of Florida	Universidad Veracruzana	Environment	Mexico
Michigan Technological University	Instituto Tecnológico de la Valle de Oaxaca and Colegio de la Frontera Sur	Environment	Mexico
Duquesne University	Universidad Autónoma de Nuevo León (UANL)	Economic Opportunity	Mexico
University of California, San Diego	El Colegio de la Frontera Norte (COLEF-Baja California and COLEF-Ciudad Juarez), Universidad Autónoma de Baja California at Tijuana (UABC), Universidad Autónoma de Ciudad Juarez (UACJ),	Health	Mexico
University of Arizona	Universidad Autónoma de Baja California	Environment	Mexico
Florida International University	Centro de Investigaciones Interdisciplinarias para el Desarrollo Integral Regional-Oaxaca	Environment	Mexico
University of Texas at Austin	Universidad Veracruzana	ICT	Mexico

## LATIN AMERICA AND THE CARIBBEAN (31)

U.S. Institution	Host Institution	USAID Development & Program Area	Country
Georgia State University	Universidad Pedagógica Nacional	Education	Mexico
Southwestern University	Instituto Tecnológico de Estudios Superiores de Monterrey	Democracy & Governance	Mexico
IIT/Chicago-Kent College of Law	Instituto Tecnológico y de Estudios Superiores de Monterrey	Democracy & Governance	Mexico
University of Nebraska- Lincoln	Universidad Nacional Autónoma de Mexico	Democracy & Governance	Mexico
IIT/Chicago-Kent College of Law	Instituto Tecnológico y de Estudios Superiores de Monterrey	Democracy & Governance	Mexico
Emory University	Universidad Panamericana	Democracy & Governance	Mexico
University of San Diego	Universidad Autónoma de Baja California	Democracy & Governance	Mexico

## MIDDLE EAST AND NORTH AFRICA (13)

US. Institution	Host Institution	USAID Development & Program Area	Country
University of Louisiana at Lafayette	Qatar University	Democracy & Governance	Qatar
Thunderbird School of Global Management	Zayed University	Economic Opportunity	UAE
University of Southern Maine	Zayed University	Democracy & Governance	UAE
University of Michigan, William Davidson Institute	Mentouri University	Workforce/Entrepreneurship Development	Algeria
Red Rocks Community College	Al-Huson University College / Al-Balqa Applied University (Jordan)	Workforce/Entrepreneurship Development	Jordan
EICCD - Muscatine Community College	Al Quds College	Workforce/Entrepreneurship Development	Jordan
Gateway Technical College	Ecole Supérieure de Technologie Oujda	Workforce/Entrepreneurship Development	Morocco
Highline Community College	Mataria Technical College	Workforce/Entrepreneurship Development	Egypt
University of Michigan, William Davidson Institute	Jordan University of Science and Technology	Environment	Jordan
Georgia State University	Cairo University (Economics Research)	Economic Opportunity	Egypt
Georgia State University	Alexandria University	Economic Opportunity	Egypt
Georgia State University	Cairo University (BEPISA)	Economic Opportunity	Egypt
Utah State University	University of Jordan/University of Petra	Education	Jordan

### EUROPE AND EURASIA (4)

U.S. Institution	Host Institution	USAID Development & Program Area	Country
Rochester Institute of Technology	American University of Kosovo	Environment	Kosovo
University of Hawaii	Agricultural University of Tirana	Agriculture	Albania
University of Pittsburgh	University of Pristina	Economic Opportunity	Kosovo
Arizona State University	University of Pristina	Economic Opportunity	Kosovo

### ASIA (2)

U.S. Institution	Host Institution	USAID Development & Program Area	Country
Virginia Polytechnic Institute and State University	Tribhuvan University Institute of Forestry	Environment	Nepal
Cal State-Fullerton	Fatima Jinnah Women University	Education	Pakistan

All current partnerships are described by USAID region, higher education association memberships, and by U.S. congressional district. Tables 16 and 17 display U.S. partners by higher education association membership.

**Table 16**  
**ACTIVE PARTNERSHIPS BY U. S. INSTITUTION TYPE AND**  
**HIGHER EDUCATION ASSOCIATION MEMBERSHIP**

October 1, 2010 – March 31, 2011

N = 69

*[partnerships often hold memberships with more than one association]*

TYPES OF U.S. INSTITUTIONS				U.S. INSTITUTIONS ASSOCIATION MEMBERSHIPS						MINORITY-SERVING INSTITUTIONS				
Public	Private	Two-Year	Four-Year	ACE	AACC	AASCU	AAU	APLU	NAICU	HBCU	HSI	TCU	MSPI	MSI
41	13	5	49	46	4	9	14	34	10	2	4	0	0	3

- \* American Council on Education (ACE)  
American Association of Community Colleges (AACC)  
American Association of State Colleges and Universities (AASCU)  
Association of American Universities (AAU)  
Association of Public and Land-grant Universities (APLU)  
National Association of Independent Colleges and Universities (NAICU)

- \*\* Historically Black Colleges and Universities (HBCU)  
Hispanic-Serving Institutions (HSI)  
Tribal Colleges and Universities (TCU)  
Minority Serving Institutions (MSI)

**Table 17**  
**LIST OF ACTIVE PARTNERSHIPS BY U.S. INSTITUTIONS AND HIGHER**  
**EDUCATION ASSOCIATION MEMBERSHIP**

<b>ACE</b>	<b>AACC</b>	<b>APLU</b>
Appalachian State University	Alamo Colleges	Arizona State University
Arizona State University	EICCD - Muscatine Community College	Cal State-Fullerton
Cal State-Fullerton	Gateway Technical College	Cornell University
Cornell University	Highline Community College	Florida International University
Duquesne University		Georgia State University
EICCD - Muscatine Community College	<b>AAU</b>	Indiana University
Emory University	Cornell University	Kansas State University
Fairfield University	Emory University	Missouri Southern State University
Florida International University	Indiana University	North Dakota State University
Georgia State University	Johns Hopkins Bloomberg School of Public Health	Ohio State University
Highline Community College	Ohio State University	Ohio University
IIT/Chicago-Kent College of Law	SUNY-Buffalo	South Carolina State University
Indiana University	Tulane University	State University of New York/Albany
Johns Hopkins Bloomberg School of Public Health	University of Arizona	SUNY-Buffalo
Kansas State University	University of California, San Diego	SUNY-Center for International Development
Michigan Technological University	University of Colorado at Boulder	Tuskegee University
Missouri Southern State University	University of Florida	University of Arizona
North Dakota State University	University of Michigan, William Davidson Institute	University of California, San Diego
Ohio State University	University of Pittsburgh	University of Colorado at Boulder
Ohio University	University of Texas at Austin	University of Connecticut
Rochester Institute of Technology		University of Florida
South Carolina State University	<b>NAICU</b>	University of Georgia
Southwestern University	Cornell University	University of Louisiana at Lafayette
State University of New York-Albany	Eastern Mennonite University	University of Massachusetts Boston
SUNY-Buffalo	Emory University	University of Michigan, William Davidson Institute
SUNY-Center for International Development	Fairfield University	University of Nebraska- Lincoln
Thunderbird School of Global Management	IIT/Chicago-Kent College of Law	University of Pittsburgh
Tulane University	Johns Hopkins Bloomberg School of Public Health	University of Texas at Austin
Tuskegee University	Rochester Institute of Technology	University of Texas, El Paso
University of Arizona	Southwestern University	University of Cincinnati
University of California, San Diego	Tulane University	Utah State University
University of Colorado at Boulder	University of San Diego	Virginia Polytechnic Institute and State University
University of Connecticut		
University of Florida	<b>AASCU</b>	
University of Georgia	Appalachian State University	
University of Hawaii	Cornell University	
University of Massachusetts Boston	North Dakota State University	
University of Michigan, William Davidson Institute	SUNY-Buffalo	
University of Nebraska- Lincoln	University of Hawaii	
University of Pittsburgh	University of Louisiana at Lafayette	
University of San Diego	University of Massachusetts Boston	
University of Southern Maine	University of Southern Maine	
University of Texas at Austin	Western Illinois University	
University of Texas, El Paso		
University of Cincinnati		
Utah State University		
Virginia Polytechnic Institute and State University		
Western Illinois University		

Table 18 presents these same partnerships by U.S. Congressional district.

**Table 18**  
**ACTIVE PARTNERSHIPS BY U.S. CONGRESSIONAL DISTRICT**  
October 1, 2010 – March 31, 2011  
30 states represented

State	Congressional District	Number of Partnerships
AL	3 <sup>rd</sup> District	1
AZ	2 <sup>nd</sup> District	1
	5 <sup>th</sup> District	2
	6 <sup>th</sup> District	2
CA	47 <sup>th</sup> District	2
	53 <sup>rd</sup> District	1
CO	2 <sup>nd</sup> District	1
	7 <sup>th</sup> District	1
CT	2 <sup>nd</sup> District	1
	4 <sup>th</sup> District	1
FL	6 <sup>th</sup> District	4
	20 <sup>th</sup> District	1
GA	5 <sup>th</sup> District	6
	10 <sup>th</sup> District	1
HI	1 <sup>st</sup> District	1
IA	1 <sup>st</sup> District	1
IL	7 <sup>th</sup> District	2
	17 <sup>th</sup> District	1
IN	9 <sup>th</sup> District	1
KS	2 <sup>nd</sup> District	1
LA	2 <sup>ND</sup> District	1
	7 <sup>th</sup> District	1
MA	9 <sup>th</sup> District	1
MD	7 <sup>th</sup> District	1
ME	1 <sup>st</sup> District	1

State	Congressional District	Number of Partnerships
MI	1 <sup>st</sup> District	1
	15 <sup>th</sup> District	3
MO	1 <sup>st</sup> District	1
	7 <sup>th</sup> District	1
NC	5 <sup>th</sup> District	1
ND	1 <sup>st</sup> District	1
NE	1 <sup>st</sup> District	1
NY	21 <sup>st</sup> District	2
	22 <sup>nd</sup> District	1
	26 <sup>th</sup> District	1
	29 <sup>th</sup> District	1
OH	1 <sup>st</sup> District	1
	6 <sup>th</sup> District	1
	15 <sup>th</sup> District	2
PA	14 <sup>th</sup> District	2
SC	6 <sup>th</sup> District	1
TX	16 <sup>th</sup> District	1
	20 <sup>th</sup> District	1
	21 <sup>st</sup> District	1
	31 <sup>st</sup> District	1
UT	1 <sup>st</sup> District	1
VA	6 <sup>th</sup> District	1
	9 <sup>th</sup> District	3
WA	9 <sup>th</sup> District	1
WI	1 <sup>st</sup> District	1
<b>TOTAL PARTNERSHIPS</b>		<b>69</b>

## **Qualitative Information: Activities Conducted under the Leader Cooperative Agreement**

The Fiscal Year 2011 Implementation Plan for the Leader Cooperative Agreement included a number of “product lines.” The partnerships managed under the Leader Cooperative Agreement are listed in Table 19. Activities and progress in each these areas is described in the section of the report following this table.

- BMENA/MEPI activities – Department of State and EGAT/ED
- BMENA Community College Awards – EGAT/ED
- LIPHEA – Bureau of Global Health
- JOBS Initiative Partnerships
- Scale-Up Support for High Performing Partnerships
- Africa-US Higher Education Initiative
- Department of State- Pakistan Partnership
- Ongoing Collaborative Partnership Activities
- Roundtables, Workshops and Seminars
- Monitoring and Evaluation
- Outreach and Enhanced Communications

**Table 19**  
**PARTNERSHIPS MANAGED UNDER THE LEADER COOPERATIVE AGREEMENT**

<b>Partnerships Managed under Cooperative Agreement AEG-A-00-05-0007-00 Active from October 1, 2010- March 31, 2011</b>		<b>Period of Performance</b>	<b>Award Amount</b>	<b>Number of Active Partnerships</b>
MEPI	Three partnerships with the goal to emphasize the role of economic and civil society partners in education, improve the quality of faculty instruction and research, and enhance the universities' administrative and managerial capacities.	2/6/2007-9/30/2011; 3/26/09-9/30/11; 1/8/09-9/30/11	\$539,341; \$284,758; \$284,895	3
Broader Middle East and North Africa	Four partnerships are promoting capacity-building in education through collaboration between community colleges in the United States and technical and community colleges in the BMENA region.	7/1/2010-9/30/2011; 7/15/2010-9/30/2011; 8/15/10-9/30/11; 9/1/10-9/30/11	\$141,954; \$186,301; \$148,482; \$183,730	4
LIPHEA	This partnership is providing African public health leaders with the training and skills needed to tackle the region's most pressing public health challenges. The partnership enables public health leaders to better envision, plan, implement, and manage effective responses to the health needs of East Africa.	10/4/07-3/31/11	\$3,667,741	1
Jordan Collaborative	This partnership will empower leadership and decision making, and create resources and knowledge networks to improve natural resources management in Jordan.	6/28/07-12/31/10	\$699,136	1
Kosovo Collaborative	The three partnerships are working on a variety of subject matters, including establishing a telecommunications program based on experiential learning at University of Pristina, enhancing undergraduate degree programs in energy and natural resource management for students that will pursue careers in the public, private, and non-profit sectors at the American University in Kosovo, and developing a new curriculum in accounting at the University of Pristina.	2/15/07-12/31/10; 3/12/07-12/31/10; 5/19/08-6/30/11	\$463,080; \$399,856; \$447,195	3
Albania Collaborative	The primary project objective is to strengthen the Faculty of Economy and Agribusinesses' capacity to provide quality graduate education and to build institutional capacity for effective training, consulting, and advising to the Ministry of Agriculture, extension agencies, and producer associations.	8/27/08-9/30/12	\$399,948	1
Nepal Collaborative	Partners will provide exposure to current trends in commercial and social forestry, natural resource management, and other topics identified in a joint course-by-course review of the current Tribhuvan University curriculum on Forestry.	9/21/07-9/30/12	\$600,000	1
Pakistan Collaborative	The partnership's purpose is to strengthen the capacity of the two Pakistani partner universities so that they can train more women in the fields of science, technology and engineering (STE), and to increase the opportunities available to women to participate in STE research in Pakistan.	3/3/08-12/31/2012	\$262,463	1

Partnerships Managed under Cooperative Agreement AEG-A-00-05-0007-00 Active from October 1, 2010- March 31, 2011		Period of Performance	Award Amount	Number of Active Partnerships
Paraguay Collaborative	This partnership will create a postgraduate certificate program at two universities in Paraguay focused on epidemiology and public health.	1/15/09-9/30/11	\$299,976	1
Ethiopia Collaborative	The partners are creating a regional center of excellence on disaster risk management and sustainable development with help from the private sector and NGOs, as well as DPPA, the Ethiopian government agency responsible for disaster prevention and mitigation.	9/26/07-6/30/11	\$389,975	1
Nigeria Collaborative	This partnership is revising and updating University of Lagos' business and computer science curriculum with the Faculty of Business Administration (in close collaboration with the Department of Computer Sciences and by incorporating feedback from local employers in the private sector.	3/30/07-6/30/11	\$500,000	1
Somalia Collaborative	The university partners are working with the people of Somaliland to promote peace and stability within their society by employing traditional means and best practices in global conflict resolution.	12/17/07-12/31/11	\$399,649	1
Egypt Collaborative	The partnership is developing new four-year degree programs in the fields of marketing, finance, and accounting at Cairo University.	7/30/07-7/31/11	\$578,351	1
Uganda Collaborative	The goal of this partnership is to increase the capacity of two Ugandan institutions to train and support interns to work with Uganda's parliamentary committees and caucuses.	1/22/08-6/30/12	\$357,771	1
CBNRM Collaborative	The goal of the partnership is to develop Community Based Natural Resources Management (CBNRM) curricular, tools and materials to support training at graduate, undergraduate, and vocational levels in the region that will be institutionalized at three institutions in Southern Africa.	5/4/09-9/30/12	\$600,000	1
Peru – New Ideas	This partnership will build local capacity for evidence-based decision making to prevent disease and protect the environment in Peru.	4/1/07-12/31/10	\$124,910	1

## Middle East Partnership Initiative (MEPI)

The goal of the U.S.–Middle East University Partnerships Program, which is supported by funds from the U.S. Department of State’s Middle East Partnership Initiative (MEPI), is to contribute to broader democratic reform efforts in the Middle East and North Africa (MENA) region. Activities under this program support sustainable reform in higher education throughout the MENA region by funding partnerships that emphasize the role of economic and civil society partners in education, improve the quality of faculty instruction and research, and enhance the universities’ administrative and managerial capacities.

During this reporting period, HED managed three active partnerships in Qatar and the United Arab Emirates under the U.S.-Middle East University Partnerships Program. HED’s primary activities included:

- Monitoring the progress of the three active partnerships to ensure program activities and objectives are met;
- Responding to requests from MEPI and USAID for data and background information on the program; and
- Extending the end date of the University of Louisiana at Lafayette and Qatar University partnership to September 30, 2011.

Notable partnership activities during this period include:

- The *University of Louisiana at Lafayette* and *Qatar University* continued co-teaching of the second transnational course on Global Media with many sessions occurring in real time via videoconferencing. Faculty members and students at both institutions presented co-authored research projects at the International Conference on the Trends of 21<sup>st</sup> Century Mass Communication, hosted by the QU Mass Communication Program in Qatar March 2011.
- *University of Southern Maine and Zayed University* hosted the inaugural meeting of the UAE Gender and Women’s Studies Consortium, with 51 people attending from 11 universities. The meeting proved to be a huge success due to the wide participation by academics from universities across the UAE. This meeting has built the foundation for the integration of Gender and Women’s Studies into their courses and university programming.
- *Thunderbird School of Global Management* and *Zayed University* collaborated on the Capstone course taught by Professor Roy Nelson from Thunderbird for MSIB Cohort 1 in Geneva, Switzerland. Zayed students traveled to Geneva, accompanied by Dean John Seybolt from Zayed University, to engage in lecture/discussion on the global business environment and to visit the World Trade Organization (WTO) and the United Nations Environmental Programme (UNEP) headquarters in Geneva.

## Broader Middle East and North Africa – U.S. Community College Small Grants Initiative (BMENA I)

From October 1, 2010 through March 31, 2011, Higher Education for Development (HED) managed four active partnership agreements between U.S. and host-country institutions of higher education under the Broader Middle East and North Africa – U.S. Community College Small Grants Initiative (BMENA I). The goal of BMENA I is to provide small grants to fund pilot projects that promote capacity building in education through collaboration between community colleges in the United States and technical and community colleges in the BMENA region.

During this reporting period, HED carefully monitored implementation of the four active BMENA I small grants partnerships to ensure program objectives and activities were on target to be met; responded to requests for financial and programmatic information from USAID, the State Department, and the Department of Education; and conducted partner teleconferences to facilitate program implementation.

A number of notable partnership activities and outcomes were accomplished during this reporting period:

- **Eastern Iowa Community College District (EICCD)** and **Al Quds College** (Jordan) collaborated with curriculum designers, entrepreneurial trainers, Muscatine Chamber of Commerce & Industry, and faculty to draft an entrepreneurship curriculum and certificate program with online and classroom applications. During a visit of EICCD partners to Al Quds College, an advisory board of Jordanian small business owners was created to review curricula and identify workforce development training needs. Partners also received a commitment of low-interest loans from a Jordanian lending agency to students who complete the entrepreneurship certificate.
- **Gateway Technical College** and the **Ecole Supérieure de Technologie, Oujda** (Morocco) conducted an instructor and facility assessment and selected 10 instructors to receive “train-the-trainer” automotive diagnostics training in June 2011. The Association for Career and Technical Education also agreed to videotape portions of the train-the-trainer event for broadcast on their website, and EuropEFE has recruited instructors from other BMENA institutions to participate in the training.
- **Highline Community College** visited **Mataria Technical College** (Egypt) and observed classroom lectures and workshops. The partners also established and met with a stakeholder’s committee that was created to provide project leadership and vision and establish industry connections; taught seminars on teaching innovations using universal design for learning and building industry partnerships; and translated curricula for Administrative Assistant and Dispensing Optician into Arabic.
- **Red Rocks Community College** and **Al-Huson University College**, part of **Al-Balqa Applied University** (Jordan), through administrative and faculty exchanges, drafted the Solar Energy Technology associate degree program, including course descriptions and syllabi, and gained initial approval of the Al-Balqa Deans Council. Partners also created the “Green Energy Cluster,” a group of Jordanian renewable energy stakeholders to review curricula and provide input; identified solar laboratory needs and began the procurement process; and began drafting an international student and faculty exchange agreement and an articulation agreement for the seamless transfer of credits between the institutions.

## Broader Middle East and North Africa – U.S. Community College Entrepreneurship Proposal Development Grants (BMENA II)

Under the Broader Middle East and North Africa – U.S. Community College Entrepreneurship Proposal Development Grants (BMENA II) program, vocational and technical institutions in the BMENA region and U.S. community and technical/vocational colleges were given awards of up to \$60,000 each to collaboratively develop proposals for long-term partnerships during a six-month period of performance. These grants are intended to support the creation of proposals for long-term partnerships of not less than three (3) years focused on strengthening the capacity of the BMENA partner institutions through the promotion of entrepreneurship.

The partnership proposals developed through these planning grants will be submitted to HED at the conclusion of the grant period; and HED will, through a peer review process, evaluate the proposals and rank

them for consideration for implementation funding. Contingent upon the availability of funding, USAID will consider funding the highest quality proposals at approximately \$450,000 over three years.

In November 2010, HED convened a peer review panel of five community college and regional experts in Washington, DC, which resulted in seven applications being recommended to the U.S. Department of State and USAID for funding. Peer reviewers were instructed to provide ample feedback to applicants, which HED summarized and distributed, in accordance with the program's mission to build the capacity of community colleges in the U.S. and in the BMENA region. As a result of the application feedback process, six partnerships were awarded funding towards the development of a proposal for a long-term partnership. Due to changing institutional priorities, the seventh partnership decided not to continue with the proposal development process.

**Central Community College (NE)/Bahrain Polytechnic (Bahrain)**  
*"Bahrain Entrepreneurship Project"*

Award Amount: \$57,069                      Cost Share: \$62,912                      Total: \$119,981

**Eastern Iowa Community College District/Tulsa Community College (OK)/  
Sana'a Community College (Yemen)**  
*"Economic Empowerment through Entrepreneurship"*

**Other Partners:**    Community Colleges for International Development,  
                                         Greater Muscatine Chamber of Commerce

Award Amount: \$56,714                      Cost Share: \$11,738                      Total: \$68,452

**Gateway Technical College (WI)/Ecole Supérieure de Technologie, Oujda/Université  
Mohammed I Oujda (Morocco)**  
*"Collegiate Entrepreneurship and Collaborative Strategies"*

**Other Partners:**    Rock Valley College, Wisconsin Business Incubator Association,  
                                         National Business Incubation Association

Award Amount: \$57,686                      Cost Share: \$18,834                      Total: \$76,520

**Middlesex Community College (MA)/Bristol Community College (MA)/Ecole Normale  
Supérieure de l'Enseignement Technique de Rabat/Ecole Normale Supérieure de  
l'Enseignement Technique (Morocco)**  
*"Linkages for Entrepreneurship Achievement Project (LEAP)"*

Award Amount: \$58,525                      Cost Share: \$39,089                      Total: \$97,614

**Nassau Community College (NY)/Monroe Community College (NY)/North Country  
Community College (NY)/Onondaga Community College (NY)/Al-Kafaat Europa School of  
Technology (Lebanon)**  
*"SUNY Community College Consortium"*

Award Amount: \$60,000                      Cost Share: \$76,627                      Total: \$136,627

**Washtenaw Community College (MI)/William Davidson Institute at the University of Michigan  
(MI)/Al Quds College (Jordan)**  
*"Integrated Entrepreneurship Training"*

Award Amount: \$59,954                      Cost Share: \$66,156                      Total: \$126,110

During this reporting period, HED negotiated and executed subaward agreements of cooperation, conducted post-signing teleconferences with U.S. community and technical colleges, issued a press release announcing the six proposal development grants, and worked with partners to launch their activities. In collaboration with the U.S. Department of State, USAID, and the U.S. Department of Education, HED also began planning for a Broader Middle East and North Africa – United States Community College Initiative Partners Planning Workshop to be held in conjunction with the American Association of Community Colleges' Annual Convention in New Orleans, LA in April 2011. The Partners Planning Workshop will be a venue for all 10 BMENA community college partnerships (BMENA I and BMENA II) to meet, network, and discuss the BMENA programs and proposals under development. The workshop will provide a forum for partnerships to receive critical feedback and suggestions for improvement of their proposals. HED convened a similar gathering for the Africa-U.S. Higher Education Initiative in Accra and found that the results were invaluable for implementers.

### **Leadership Initiative for Public Health in East Africa (LIPHEA)**

In collaboration with USAID's Bureau for Global Health, HED (previously ALO) made an award of \$2 million in October 2005, (since increased to \$5.77 million) for a partnership among the Muhimbili University College of Health Sciences (MUCHS), the Makerere University School of Public Health (MUSPH), and the Johns Hopkins University Bloomberg School of Public Health (JHU) – with additional support from Tulane University and George Washington University – titled "Leadership Initiative for Public Health in East Africa (LIPHEA): Tanzania and Uganda." Although partnership activities under the HED award ended this reporting period (March 31, 2011), activities continue through various leveraged funding.

The goal of LIPHEA is to strengthen public health leadership and disaster management in East Africa by improving the capacity of local institutions to train mid- and senior-level health professionals. This initiative is creating a cadre of highly capable leaders and practitioners better able to envision, plan, implement, and manage effective responses to the health needs of Africans through training in the areas of leadership, health policy and planning, public administration, budgeting, human resource management, emergency response, and zoonotic diseases.

The partners, through the Higher Education Alliance for Leadership Through Health (HEALTH), a legal entity which was officially established in 2008 – in collaboration with the Centers for Disease Control and Prevention (CDC), ministries of health, interministerial agencies, and national Red Cross Societies – continue to build health emergency management capacity at the district level in the six HEALTH countries (Democratic Republic of the Congo, Ethiopia, Kenya, Rwanda, Tanzania, Uganda). Using the \$950,873 in additional funding provided by USAID/Global Health's Avian Influenza Initiative (noted in the June 2009 six-month report), the partners have fully developed and integrated a module for the control of zoonotic diseases into their health emergency management training curriculum. With the \$300,000 in additional funding they leveraged from the Rockefeller Foundation, the \$180,000 from the United Nations Organization for the Coordination of Humanitarian Aid (UNOCHA), and an amount yet to be determined from UNICEF over the course of the partnership, the partners are continuing to expand their health emergency management training efforts to more districts in the DRC, Ethiopia, Kenya, and Rwanda.

A particularly notable development this reporting period has been the increasing local, regional, and international recognition of HEALTH as a highly committed, coordinated, and active alliance of seven prominent African schools of public health with state-of-the-art capacity in health emergency management, zoonotic diseases, and leadership. As a result, HEALTH (with the MUSPH as the lead institution) has been selected to serve as the African hub for a DFID-funded \$12 million project through Future Health Systems

(FHS), an international consortium of health research institutions in Asia, Africa, and the United States. HEALTH is also a partner in USAID's \$185 million RESPOND initiative addressing emerging infectious diseases. The Alliance has already served as the hub for a National Science Foundation grant investigating the impact of natural disasters on local communities.

Major partnership accomplishments over the past five years include:

- Creation of HEALTH (above).
- Establishment of "Leadership" as an integral module in MUSPH's Environmental Health undergraduate curriculum and as a compulsory two term undergraduate course at MUCHS. To date, more than 5,330 students, faculty, and practitioners in Uganda and Tanzania have been trained in leadership.
- Training of 1,005 multi-sectoral, district-level personnel in disaster management (all-hazards approach and epizootic diseases) in 161 (out of 557) districts across the seven Alliance countries.
- Immediate contribution by Health Emergency Management Program (HEMP)-trained personnel to the landslide and flooding disasters last year in Uganda and Kenya.
- Numerous faculty development activities: enhanced technical skills related to teaching about leadership and disaster response and management; JHU/Tulane-developed on-line course on "Enhancing Teaching and Learning" to help Alliance faculty develop better curricula; Tulane program, "Learning to Learn," to help Alliance faculty become more proficient in using e-tools and technical materials in the classroom; and a sabbatical program for MUSPH and MUCHS faculty.
- Course for journalists to improve their understanding and accurate reporting of public health issues, ultimately resulting in the establishment of full-time positions at MUSPH for officials responsible for disseminating scientific developments to media.
- Development of strong ties between Alliance schools and Ministries of Health and Prime Minister's offices to address disaster response and management, resulting in direct and robust connection between research, policy, and practice.
- Publication of the *East Africa Journal of Public Health* (30 issues, 182 articles from over 26 countries to date).
- Establishment of a computer lab at MUSPH and a completely wireless environment at MUCHS.
- Transfer of the LIPHEA server and website from Tulane to MUSPH and the establishment of an e-learning platform via which all schools can share materials, courses, lectures, etc.

Major anticipated partnership undertakings beyond the HED funding period:

- Take lead on and implement select USAID-RESPOND and DFID-FHS-related projects;
- Publish more issues of the *East African Journal of Public Health* with funding from the CDC/PEPFAR and FHS;
- Publish additional HEMP-related papers;
- Continue to roll out the online "Enhancing Teaching and Learning" course to Alliance countries;
- Launch UNICEF-funded district-level training in Tanzania;
- Continue UNOCHA-funded district-level training in Kenya;

- Continue Rockefeller-funded district-level training in the DRC, Ethiopia, and Rwanda; and
- Work with Open Educational Resources out of Nairobi to create a unified MPH program across Alliance schools.

## **JOBS (Job Opportunity for Business Scale-Up)**

Development of the worldwide JOBS associate award initiative continued during this reporting period. In consultation with USAID/EGAT/ED, HED is drawing on higher education expertise related to workforce skill development and training and advising for entrepreneurs and small businesses that have the potential to create jobs locally.

HED and EGAT/ED work to identify Missions which have an interest in the JOBS initiative and work collaboratively with them to shape JOBS Associate Awards and RFAs to respond to country priorities and fit strategic frameworks.

During this reporting period, one JOBS RFA was active, focused on a partnership with a U.S. higher education and host country counterparts. This JOBS RFA document was developed with the USAID Mission in Mexico, USAID/EGAT/ED, and HED. The RFA asked applicants to focus on at-risk youth and address Pillar IV of the Merida Initiative, a strategy to build strong and resilient communities that can withstand the pressures of criminal influence, and a priority of USAID/Mexico.

The Mexico JOBS RFA was released in August and four applications were received on November 29, 2010 for a four-year partnership award which is expected to begin implementation in mid-2011.

In November 2010, HED began negotiations for an award of \$1,349,980 to Indiana University for a three-year partnership with the University of West Indies-Cave Hill School of Business, titled “Barbados: Supporting Entrepreneurs through the JOBS Initiative,” This is the first active partnership of the JOBS initiative. Implementation of activities began in March 2011.

During the reporting period, Tully Cornick and Roy Zimmermann of HED traveled to the Philippines to confer with the USAID Mission in the Philippines on a JOBS Associate Award and higher education partnership with one or more universities in the Mindanao region. The goals of the proposed Associate Award and partnership are to promote entrepreneurial skills training to improve the livelihoods of rural, out of school youth working in small-scale agricultural enterprises. A draft program description was submitted to the Mission for review.

### **Scaled-up Partnerships this Reporting Period**

Following guidance from EGAT/ED, HED staff members conducted a review of all active and closing partnerships at the end of FY 2010 and identified several high performing partnerships worthy of receiving additional funds.

The criteria used to make this determination included:

- Demonstrated ownership of the activities by host-country institutions;
- Meeting or exceeding original partnership goals and targets;
- Relevant to current and future USAID priorities;
- Likelihood of broadening and deepening partnership development impact with additional resources;

- Quality of implementation via efficient use of funds, timely delivery of reports and on time accomplishment of goals.

These funds will extend the partnerships' work so that they may increase their development impact and build on their successes to date. The following partnerships were scaled up during this reporting period:

**Virginia Polytechnic Institute and State University & Ecole Supérieure d'Infotronique d'Haïti**

**Title:** *Partnership to Strengthen Computer Science Capabilities at the Ecole Supérieure d'Infotronique d'Haïti*

**Original Award:** \$621,685

**Scale-up:** \$300,000

**University of Hawaii at Manoa & Agricultural University of Tirana (Albania)**

**Title:** *AHEED: Albania-Hawaii Higher Education and Economic Development Partnership: Increasing Institutional Capacity in Agricultural Economics*

**Original Award:** \$217,459

**Scale-up:** \$99,994

**SUNY-Albany & Uganda Martyrs University & Islamic University in Uganda & Nkumba University**

**Title:** *Uganda Parliamentary Research and Internship Program (PRIP)*

**Original Award:** \$357,771

**Scale-up:** \$198,639

**Western Illinois University/ Universidad Autónoma de Querétaro & Universidad Tecnológica de la Selva (Mexico)**

**Title:** *Capacity Building in Southern Mexico*

**Original Award:** \$298,661

**Scale-up:** \$300,000

**Ohio State University & Colegio de Postgraduados (Mexico)**

**Title:** *Building Human Capital for Microfinance Institutions in Order to Increase Competitiveness and Reduce Rural Poverty in Mexico*

**Original Award:** \$249,978

**Scale-up:** \$200,000

**Virginia Tech & Tribhuvan University Institute of Forestry (Nepal)**

**Title:** *Establishment of a Memorial Center of Excellence at the Institute of Forestry, Nepal*

**Original Award:** \$400,000

**Scale-up:** \$200,000

## *HED Competitions and Partnership Planning*

Peer reviews for three Requests for Applications (RFAs) were held during this reporting period (See Table 20).

**Table 20**  
**PEER REVIEWS DURING THIS REPORTING PERIOD**

Source of Funding	RFA Title	RFA Cycle	Peer Review	Applications
USAID/Barbados and USAID/EGAT/ED	Barbados: Supporting Entrepreneurs through the JOBS Initiative (Job Opportunity for Business Scale Up)	May 7 – September 24, 2010	October 1, 2010	6
U.S. Department of State, Middle East Partnership Initiative (MEPI)	Broader Middle East and North Africa - U.S. Community College Entrepreneurship Proposal Development Grants Program: 2010	July 15 – October 18, 2010	November 3, 2010	9
USAID/Mexico and USAID/EGAT/ED	Mexico: Job Opportunity for Business Scale-Up (JOBS) 2010	August 30 – November 29, 2010	December 15, 2010	4

As a result of the Barbados: Supporting Entrepreneurs through the JOBS Initiative Request for Applications, one partnership was recommended for funding:

- Indiana University-Bloomington – Kelley School of Business & University of the West Indies – Cave Hill School of Business. “Barbados: Supporting Entrepreneurs through the JOBS Initiative”

As a result of the Broader Middle East and North Africa – U.S. Community College Entrepreneurial Proposal Developments Grant Program Request for Applications, six partnerships were recommended for funding:

- Central Community College (NE) & Bahrain Polytechnic (Bahrain). “Bahrain Entrepreneurship Project”
- Middlesex Community College (MA)/Bristol Community College (MA) & Ecole Normale Supérieure de l’Enseignement Technique de Rabat/Ecole Normale Supérieure de l’Enseignement Technique de Mohammedia (Morocco). “Linkages for Entrepreneurship Achievement Project (LEAP)”
- Washtenaw Community College (MI)/William Davidson Institute at the University of Michigan & Al Quds College (Jordan). “Integrated Entrepreneurship Training”
- Nassau Community College (NY)/Monroe Community College (NY)/North Country Community College (NY)/Onondaga Community College (NY) & Al-Kafaat Europa School of Technology (Lebanon). “SUNY Community College Consortium”
- Gateway Technical College (WI) & Ecole Supérieure de Technologie, Oujda/Université Mohammed I Oujda (Morocco). “Collegiate Entrepreneurship and Collaborative Strategies”
- Eastern Iowa Community College District/Tulsa Community College (OK) & Sana’a Community College (Yemen). “Economic Empowerment through Entrepreneurship”

As a result of the Mexico: Job Opportunity for Business Scale-Up Request for Applications, one partnership was recommended for funding:

- Colorado State University & Universidad Iberoamericana Tijuana. “Green Construction Human and Institutional Development Program”

### Description of U.S. Institutions Responding to RFAs

HED operates under the advice and counsel of the six major U.S. presidential higher education associations and provides equal access to funding opportunities to a variety of higher education institutions. Therefore, it is important to track applicants by association membership, academic focus, and two- or four-year institutions. Table 21 shows applicant numbers by association membership, academic areas, and institution type. Table 22 displays applicant numbers by minority-serving institutions and international development areas for each of the RFAs offered this reporting period.

### Applications Received During This Reporting Period

**Table 21**  
**NUMBER OF U.S. INSTITUTIONS APPLYING FOR PARTNERSHIPS, BY ASSOCIATION MEMBERSHIP, ACADEMIC AREA, AND INSTITUTION TYPE**  
October 1, 2010 – March 31, 2011

	# of Applications	APLU	NAICU	ACE	AASCU	AAU	AACC	Humanities	A&S	Prof. Schools	Engineer	Agriculture	Vocational	Other	2-Year	4-Year	Other
Descriptor		Association Members						Academic Areas						Size			
Barbados	6	3	2	6	1	1				6						6	
BMENA	9						9							9	9		
Mexico	4	1	1	4	1		1			4					1	3	
<b>Totals</b>	<b>19</b>	<b>4</b>	<b>3</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>10</b>			<b>10</b>				<b>9</b>	<b>10</b>	<b>9</b>	

**Table 22**  
**NUMBER OF U.S INSTITUTIONS RESPONDING TO RFAs, BY MINORITY-SERVING STATUS AND INTERNATIONAL DEVELOPMENT AREA**  
October 1, 2010 – March 31, 2011

	# of Applications	HSI	HBCU	TCU	MPI	Agriculture Rural, Small Producers	Business Economic & Workforce Development	Education	Environment	Health	ICT	Democracy and Governance & Journalism	Women's Empowerment	Biodiversity & Energy Conservation
Descriptor		Minority Serving Institutions				Development Areas in Applications								
Barbados	6		2											
BMENA	9													
Mexico	4	1												
<b>Totals</b>	<b>19</b>	<b>1</b>	<b>2</b>											

## *New Partnership Awards During this Reporting Period*

- Barbados:**      **University of the West Indies/Indiana University: Workforce/Entrepreneurial Development/Economic Growth and Trade**  
Award Amount: \$1,349,927  
Cost Sharing: \$333,059  
Total: \$1,682,986
- This partnership focuses on supporting the growth of an entrepreneurial culture and diversifying the Service Oriented economies in this region.
- Burkina Faso:**      **International Institute for Water & Environment Engineering (2iE)/Tuskegee University: Environment**  
Award Amount: \$1,100,000  
Cost Sharing: \$177,252  
Total: \$1,277,252
- Strengthen 2iE's academic and research capacity in the areas of Water, Environmental, and Climate Change Science and Engineering, in order to contribute to the production of the critical mass of science and engineering human capacity required to address Sub-Saharan Africa's (SSA) development needs.
- Ethiopia:**      **Addis Ababa University/University of Connecticut: Environment**  
Award Amount: \$1,100,000  
Cost Sharing: \$764,494  
Total: \$1,864,494
- In accordance with the vision set forth by the Africa-U.S. Higher Education Initiative, the goal is to develop a strong partnership between three Ethiopian institutions of higher education and the University of Connecticut focused on the theme of Sustainable Water Resources Development and Management.
- Mexico:**      **UT-CJ, UT-Coahuila, UT-NL, UT-Matamoros/Alamo Colleges: Workforce/Entrepreneurial Development/'Economic Growth and Trade**  
Award Amount: \$785,242  
Cost Sharing: \$277,569  
Total: \$1,072,811
- Improve productivity in Mexico's maquiladora manufacturing sector, increase the capacity of participating universities to meet workforce development needs, and forge linkages between the manufacturing sector and secondary education institutions.
- Mexico:**      **ITESM-Mexico City/Illinois Institute of Technology, Kent College – Chicago: D&G/Public Policy/Journalism**  
Award Amount: \$185,000  
Cost Sharing: \$131,350  
Total: \$316,350
- Provide trial advocacy training to Mexican law faculty, law students, attorneys, and judges to support the new legal reforms and expand their reach and impact in Mexico.
- Mexico:**      **University of Texas at El Paso/Universidad de Ciudad Juarez: Education**  
Award Amount: \$2,305,379  
Cost Sharing: \$803,229  
Total: \$3,108,608
- Improve education at all levels in Cd. Juárez and the State of Chihuahua to contribute to the success of the Merida Initiative to counter drug-related violence that affects citizens from Mexico and the United States.

## ***New Partnership Awards During this Reporting Period***

- Senegal:** **Collège Universitaire Régional de Bambey/Fairfield University: Education**  
Award Amount: \$254,879  
Cost Sharing: \$189,683  
Total: \$453,562
- The partnership will also focus on information communication technologies (ICT) to improve middle school teaching and learning methods on topics of health including nutrition, sanitation, and food safety.
- Senegal:** **University of Gaston Berger/Ohio State University: Agriculture**  
Award Amount: \$1,100,000  
Cost Sharing: \$190,222  
Total: \$1,290,222
- Implement Associate and B.S. degrees programs in agronomy and crop production at the UGB resulting in trained workforce that supports the emerging food export industry and meets ecological and agricultural challenges of the fragile and semi-arid environment of Senegal.
- South Africa:** **University of Cape Town/Universtiy of Cincinnati: Economic Growth and Trade**  
Award Amount: \$1,100,000  
Coast Sharing: \$266,313  
Total: \$1,366,313
- Deliver faculty development at African universities to ensure the success and sustainability of their academic and research programs in nanoscience and the supporting disciplines.
- Sudan:** **University of Juba/Catholic University of Sudan/Virginia Polytechnic Institute and State University: Agriculture**  
Award Amount: \$1,470,369  
Cost Sharing: \$312,911  
Total: \$1,783,280
- Restore higher education, research and extension in Southern Sudan to support development of sustainable agricultural production systems for all sector participants and focus will be on food security and human capacity development needs for post-conflict Southern Sudan.
- Uganda:** **Makerere University/North Dakota State University: Health**  
Award Amount: \$1,100,000  
Cost Sharing: \$165,000  
Total: \$1,265,000
- Develop a Center of Excellence that will coordinate and manage capacity building in Eastern and Central Africa for surveillance, risk assessment, policy development, communication to address potential trans-boundary animal diseases that can jeopardize food security.

## *Pathways to Cleaner Production Stakeholder Meeting*

Under the sponsorship of the U.S. Department of State and USAID, HED convened a conference titled “Pathways to Cleaner Production” on March 18 and 19 in San Salvador, El Salvador. The Pathways Stakeholder Meeting brought together 36 representatives from universities, National Cleaner Production Centers (NCPCs), NGOs, and the private sector from 13 countries in North America, Central America, South America, and Europe.

Over 1 ½ days, participants exchanged best practices in their countries, identified needs for stronger communication and further training and education to support cleaner production practices by industry, and helped develop a plan of action to link NCPCs, businesses, and universities both within and across the Pathways to Prosperity initiative member countries.

This meeting was the first phase in the “Pathways to Cleaner Production” initiative, during which valuable dialogue informed an application from HED to the Bureau of Oceans, Environment and Science at the U.S. Department of State for a Cooperative Agreement to support a partnership between one or more higher education institution(s) in the United States, up to three CAFTA-DR countries, and up to two South American partner countries. The proposed partnership will further the adoption of cleaner production practices by small and medium-sized enterprises in the host countries, improving their environmental performance as well as profitability. The application is under review by the Department of State.

## *Africa-U.S. Higher Education Initiative*

**Introduction.** The Africa program at HED manages mainly higher education partnerships in Sub-Saharan Africa under the Africa Initiative program. The Africa program also provides support, particularly in financial expenditure analysis and reporting, for partnerships in Sub-Saharan Africa that are managed by other program specialists.

USAID, through HED, funded 11 Africa Initiative Partnerships. Based on draft applications for Associate Awards developed in the previous quarter, HED, together with ACE Grants & Contracts Office and General Counsel, developed applications for Associate Awards. It also developed sub-cooperative agreements with lead U.S. institutions for the 11 partnerships. Of the 11 partnerships, 10 are funded under Associate Awards and one is funded through the HED LWA. Seven of the 10 Associate Awards were signed between ACE and respective USAID Missions during the quarter ending March 31, 2011.

During this reporting period the Africa Program employed a senior program specialist, participated in a launch program of one of the partnerships, developed baseline survey instrument and consulted extensively with Missions to execute Associate Awards.

**Associate Award Agreements.** During the reporting period, 10 applications for Associate Award were submitted to the respective Missions. In consultation with USAID Missions in Africa, seven Associate Awards were fully executed (Table 23).

**Table 23**  
**Seven Partnerships for which Associate Awards were Executed**

Country	African & U.S. Lead Higher Education Institutions	Partnership Title	Date Executed (Effective Date)
Senegal	Université Gaston-Berger & The Ohio State University	Development of Agronomy and Crop Production Academic Programs, Research, and Need Based Extension Programs for Sustainable Food Production in Sahel	12/21/2010
Ethiopia	Addis Ababa University & University of Connecticut	Sustainable Water Resources: Capacity Building in Education, Research and Outreach	1/14/2011
Sudan	Catholic University of Sudan, University of Juba & Virginia Polytechnic Institute and State University	Rebuilding of Higher Education in Agriculture to Support Food Security, Economic Growth, and Peace Efforts in Post-Conflict Southern Sudan	2/7/2011
Uganda	Makerere University & North Dakota State University	Capacity Building in Integrated Management of Transboundary Animal Diseases and Zoonoses	2/15/2011
South Africa	University of Cape Town & University of Cincinnati	Nano-Power Africa	2/21/2011
Kenya	University of Nairobi and Colorado State University	Centre for Sustainable Drylands: A University Collaboration for Transforming Higher Education in Africa at the University of Nairobi	3/8/2011
Kenya	Kenyatta University and Syracuse University	Building Capacity through Quality Teacher Preparation	3/18/2011

Associate Awards signed between ACE and Missions in Senegal and Sudan are of five-year duration. Those with Ethiopia, Uganda and South Africa are two-year awards. The award to the Burkina Faso partnership falls under the LWA with a five-year duration.

Sub-award and cost-share amounts for each of these six partnerships are shown in Table 24.

## Sub-award Agreements

**Table 24**  
**Sub-award Amounts for the Six Partnerships**

Partnership	2 Year Sub-award obligated amount from USAID	2 Year sub-award obligated amount from USAID		Year 3-5 sub-award amount from USAID			Total Y1-Y5	Y1 & Y2 Cost Share by HEIs
		Year 1	Year 2	Year 3	Year 4	Year 5		
Senegal - University Gaston-Berger & The Ohio State University	\$1,100,000	\$534,481	\$565,519	\$991,565	\$884,565	\$1,310,606	\$4,286,736	\$190,221
Ethiopia - Addis Ababa University & University of Connecticut	\$1,100,000	\$399,898	\$700,102				\$1,100,000	\$764,494
Sudan - University of Juba (UJ) /Catholic University of Sudan (CUS) & Virginia Polytechnic University (VT)	\$1,470,396	\$581,108	\$889,288	\$1,495,082	\$2,774,588	\$3,751,796	\$9,491,862	\$312,932
South Africa - University of Cape Town & University of Cincinnati	\$1,100,000	\$577,355	\$522,645				\$1,100,000	\$266,313
Uganda - Makerere University & North Dakota State University	\$1,100,000	\$641,548	\$458,452				\$1,100,000	\$165,000
Burkina Faso - International Institute of Water, Environment and Engineering (2iE) & Tuskegee University	\$1,100,000	\$550,000	\$550,000	\$2,000,000	\$2,500,000	\$2,500,000	\$8,100,000	\$177,252
<b>Total</b>	<b>\$6,970,396</b>	<b>\$3,284,390</b>	<b>\$3,686,006</b>	<b>\$4,486,647</b>	<b>\$6,159,153</b>	<b>\$7,562,402</b>	<b>\$25,178,598</b>	<b>\$1,876,212</b>

Associate Awards for the following partnerships are under negotiation with the respective Missions. These Associate Awards are expected to be signed between ACE and respective Missions in the second quarter of FY11.

1. Ghana - University of Ghana & Brown University
2. Liberia - University of Liberia & Indiana University, Bloomington
3. Malawi - University of Malawi & Michigan State University

Table 25 reflects the six partnerships by higher education association memberships and congressional districts.

**Table 25**  
**Six Partnerships by Higher Education Association Memberships and Congressional Districts**

Lead U.S. Higher Education Institution	Association Membership	State	Congressional District	Other U.S. Institution
North Dakota State University	ACE/APLU	ND	1 <sup>st</sup>	Washington State University, Columbus State University, Michigan State University, & University of Minnesota
The Ohio State University	ACE/AAU/APLU	OH	15 <sup>th</sup>	American Distance Education Consortium
Tuskegee University	ACE/APLU	AL	3 <sup>rd</sup>	Princeton University & African Renaissance Institutes of Science and Technology (ARIST)
University of Cincinnati	ACE/APLU	OH	1 <sup>st</sup>	Advanced Photon Source at Argonne National Laboratories, Exxon-Mobil Central Research Laboratory, & Oak Ridge National Laboratory: High Flux Isotope Reactor
University of Connecticut	ACE/APLU	CT	3 <sup>rd</sup>	IBM Watson Research Center, Bentley System Incorporated, & US Geological Survey - Earth Resources Observation and Science (EROS) Center
Virginia Polytechnic Institute and State University	ACE/APLU	VA	9 <sup>th</sup>	Virginia State University

### Training Workshop

As a post-award briefing and in order to train the U.S. partnerships directors (PIs) and their respective sponsored program officers, HED organized a one-day training workshop on February 28, 2011 in Washington, DC. Forty-nine participants from the 11 partnerships attended the training workshop. USAID Washington, ACE, APLU and HED. Experts from USAID (EGAT/ED and Africa Bureau), HED and ACE provided training in the following major areas:

1. M&E, new USAID indicators and targets
2. Branding & Marking Requirements
3. Professional Development and Training (TraiNet and Visa Compliance)
4. Financial Expenditure Reporting & Procurement Requirements

In addition to the above, the participants were introduced to principles of leadership, measures of impact, and models of successful partnerships by experts from APLU. At the end of the workshop, participants were provided with reading materials on the new USAID Education Strategy, USAID Evaluation Policy, USAID ADS 252 & 253, TraiNet and Visa Compliance, cost principles 2 CFR 220, as well as reporting templates.

Tully Cornick, Executive Director of HED, Gary Bittner, Higher Education and Workforce Development and Acting Division Chief for Training, EGAT/ED, USAID and Iris Young, Chief, Education Division Africa, AFR/SD, USAID opened the training workshop.

## *Monitoring, Evaluation, and Reporting*

**Portfolio Reviews.** During November of 2010, HED Program Specialists and Officers shared with staff an overview of all partnerships active between April and September 2010. Information shared during these reviews is outlined below.

**Partnership Name:**

**Partners involved:**

**Host country:**

**Start date:**

**End Date:**

**Award amount:**

**Partnership objective(s):**

For the period reported in the Progress Report:

**1) Is the partnership on track with achieving its objectives according to planned timeline?**

- If yes, what evidence do you see that supports that?
- If no, what are the barriers to staying on track?

**2) Are there any unexpected outcomes, either positive or negative, that are occurring or have occurred?**

- If yes, please describe.

**3) What is the financial status of the partnership?**

- Are they under budget, on budget or over budget?
- What does the burn rate look like? Are they spending at a healthy rate?
  - Note: average spending is Q1 0% Q2 22% Q3 15% Q4 64%
- What are the cost share requirements and are they on target for meeting those?
- Are partnerships spending patterns in line with their performance? If for example, a partner has spent 90% of budget and there is still about a year and half to go on the project, there is definitely a problem and vice versa.
- Are partnerships meeting their reporting requirements per the terms of the agreements?
  - Technical
  - Financial
- Is PS/PO time and effort in line with the budget of the associate award?

Table 26 shows the distribution of partnerships presented during the portfolio review.

**Table 26**

**NUMBER OF PARTNERSHIPS REPORTED PER PROGRAM ASSOCIATE**

<b>Program Staff</b>	<b>Number of Partnerships Reported</b>
Abdechafi Boubkir	6
Marilyn Crane	12
Josh Henson	11
Charlie Koo	15
Carol Robles	2
Manny Sanchez	12
Jennifer Sisane	11
<b>Total</b>	<b>69</b>

**Monitoring Visits to Host-Country Partnership Sites During this Reporting Period.** During this reporting period, HED program staff made two monitoring visits to host-country partnership sites in Mexico and Jordan. Some visits dealt with specific management and programmatic issues and others confirmed findings from the progress reports. HED continued the practice of completing specific monitoring trip reports for each site visit addressing standardized questions. Following are summaries of the two monitoring trip reports completed this reporting period.

**Utah State University (USU), University of Jordan (UJ), and Petra University (PU)** have partnered to improve the undergraduate degree program at the Jordanian partner institutions to reflect best practices in early childhood education, enhance the theoretical and assessment backgrounds in undergraduate classes, and increase the links between theory and classroom practice to augment the student teaching experiences available to students. The goals of this partnership are to increase the links between theory and the application of theory through increased practicum, to increase the collaboration with the University of Jordan, Petra University, and the Ministry of Education, and to improve the existing curricula and teaching methods at the University of Jordan and Petra University to reflect better training practices for preparing kindergarten teachers.

Progress toward human capacity building is on schedule. University of Jordan and Petra University faculty now have video cameras for use with student teachers. University of Jordan faculty members also have a state of the art LCD projector for use in teaching students. Faculty members at both universities are benefiting from additional resources, including books in developmentally appropriate practice; practical activities to incorporate in classrooms in math, science, language arts, and other core subjects; and books specific to their course content to draw from for their teaching responsibilities. Faculty members at both universities also receive regular materials from NAEYC as part of their comprehensive three-year membership. Through an increased collaboration between the MoE and the universities, increased training for field supervisors, and focused attention on increasing student capabilities before the end of their undergraduate career, student teachers will be more prepared to teach after graduation.

The teaching practicum is now the core of Petra University’s new direction towards student centered experimental teaching. There are 30 courses in the early childhood education (ECE) curriculum, and all 30 courses will eventually have a practicum component. Currently, 8-9 courses have incorporated a practicum. In addition, practicum used to be monitored by one Petra University professor. Responsibilities are now being spread across the department with the goal of 5-6 kindergarten classroom visits per semester by professors to observe student teachers in the classroom. Currently, four Petra University students are student teaching in public schools. It is the first time Petra University has placed students in a public classroom. By November 2010, they should have two more, making it 6 out of 16 students. Petra University will continue to work with the Ministry of Education to place additional student

teachers in public classrooms. The University of Jordan is requiring students to observe kindergarten classrooms.

In spite of great progress in many areas, the Strengthening Early Childhood Education in Jordan partnership has experienced challenges and delays. For example, field supervisors at the University of Jordan and Petra University have been granted permission to attend Ministry of Education training workshops. To date, however, no field supervisors have attended Ministry of Education workshops because the training does not take place during regularly scheduled work hours. The partnership is discussing strategies to address this challenge. In addition, the University of Jordan has had three deans over the course of this partnership. Each new dean has appointed partnership coordinators with differing priorities and management styles, which has affected the implementation of activities at the university. In spite of the turnover, the project team began developing as a cohesive group through years two and three.



*Two young Jordanian children participate in classroom activities, assisted by two Petra University student teachers who are gaining hands-on training.*

**University of San Diego (USD)** and **Universidad Autónoma de Baja California (UABC)** have partnered to develop and institutionalize a legal education and training program to advance the recent reforms made to Mexico’s judicial system. This partnership focuses on changes related to Mexico’s transition from an “inquisitorial” criminal justice system – in which the judiciary gathers evidence, oversees criminal investigations, and levies charges – to an “accusatorial” or “adversarial” system, in which parties representing the prosecution and the defense have the opportunity to present evidence and testimony before a judge in a public proceeding. The goal of this partnership is to increase capacity of legal operators of the Mexican criminal justice system in response to implementation of an oral-advocacy-based criminal trial system in Baja California.

The partnership has completed two successful roundtables on Judicial Reform and Legal Education in Mexico with a combined attendance of more than 100 judges, attorneys, public servants, and academics. Mexican participants gained exposure to the workings of U.S. criminal procedure, including oral trial proceedings and alternative dispute resolution mechanisms, and were able to share experiences with their American counterparts. A bi-national teacher training course in Mexicali was directed at 30 Mexican lawyers and law professors from Baja California who were prepared to operate in the new legal system and identified to serve as trainers in law classrooms and future oral advocacy trainings. Trainers from

Venezuela and Bolivia with international oral advocacy skills training experience participated in the training and encouraged cross-border legal exchanges in the San Diego-Baja California region. Two Oral Advocacy Skills Trainings focused on case analysis, witness examination, opening and closing arguments, and mock trials which were offered to over 60 Mexican law faculty, students, attorneys and judges. Every topic was covered with a lecture demonstration followed by a performance of the skill by the training participants. All participants were video-recorded at least twice during the training followed by both in-room critique and review and critique of the performance in a replay area.

This partnership has had to overcome several challenges. In April 2010 Baja California was hit by a magnitude 7.2 earthquake which caused severe damage to UABC's campus in Mexicali. The Law faculty's facilities were rendered unusable and required space to be rented from a local hotel for subsequent partnership activities in Mexicali. The partnership's Second Bi-National Roundtable of Judges and Lawyers was relocated to Rosarito, Baja California and required adjustments in various grant budget line items. However, despite these challenges which have cost the partnership both time and money, activities are once again being held at UABC's campus in Mexicali, including the latest Oral Advocacy Skills Training (February 9-12, 2011). In 2010, partners issued a call for applications for two L.L.M. scholarships at USD. Two candidates were selected but both withdrew their applications due to health and immigration issues. UABC has decided to issue another call for applications this spring with hopes of identifying two new candidates shortly thereafter.

### ***Results from the HED Impact Assessment of Eight TIES Partnerships***

Results from this evaluative assessment of eight higher education partnerships in Mexico during Fall 2010, demonstrate that this USAID-funded higher education partnership program provides impact in terms of:

- human capacity building or improved knowledge and skills for faculty and students;
- higher education institutional capacity strengthening to improve teaching, implement research, and deliver extension and public service;
- effects on national development goals; and
- value to the U.S. institutional partners.

The assessment study also focused on lessons learned related to partnership successes and suggestions for future TIES partnerships in Mexico. Since a 'partnership' implies reciprocal commitments and mutual benefits, it was important that this impact assessment include partnership capacity building benefits for both host country and U.S. partner institutions.

These quantitative and qualitative findings and results are drawn from a comprehensive review of information from the following sources:

- a review of partnership semi-annual and closed-out narrative and financial reports;
- a summary of responses to a written survey sent to the eight U.S. partnership directors;
- a roundtable discussion with the eight U.S. partnership directors in Washington, DC; and
- site visits and interviews with host country partners in Mexico.

The eight partnerships in the study sample were funded between 2003 and 2008. One was funded for two years, three for three years, and four for four years. The individual awards varied from \$189,000 to \$493,000. The partnership technical topics included:

- Natural Resources Planning (1)
- Higher Education Leadership Development (1)
- Rural Economic Development (3)
- Rural Agriculture Development for Small Farmers (3)

The U.S. partners consisted of seven public and one private university. In the world of international development work, these partnerships were funded for very short time periods with very small amounts of money.

**Overall Findings:** The first evidence of impact appeared in the enormous amount of partnership *cost-share* resulting over time. Over the life of the partnerships, cost-share has been reported as ranging from 56 percent to over 250 percent of the original funding award. Similarly, partners described additional *leveraged funding* ranging from \$7,000 to over \$400,000 per partnership as an outcome of follow-on activities, often after the formal award had closed.

*Human capacity building* and *institutional capacity strengthening*, primary goals of these partnerships, were achieved in all eight. Mexican human capacity building was measured by numbers of degrees earned; formal certificates awarded; numbers and types of non-degree events attended; short-course and seminar training at the faculty, graduate, and undergraduate levels; internship participation; exchanges conducted; and conference organization and presentations. Non-degree training was also calculated for beneficiaries outside the formal university setting through extension and public service events.

*Institutional strengthening* focused on increased faculty and student research, improved teaching methods, new programs, curricula, courses, fieldwork, publications, conference presentations, and interaction with policy makers. Again, the study found ample evidence that institutional changes were occurring in each of the host country institutions.

These capacity changes were happening not only at the host country institutions, but also on the *U.S. partner campuses*. Each of the U.S. directors described value from exchanges, benefit to U.S. academic programs and courses, new research studies launched, and publications and papers given as a result of the partnership activities.

A major goal for U.S. foreign assistance to tertiary education is to affect national development agendas. This study design specifically included queries to beneficiaries to ascertain how partnerships impacted Mexico's development and responded to the strategic objective of the TIES Scholarship program: "Enhanced capacity of Mexican scholars and institutions to respond to the Common Development Agenda." These modestly funded TIES partnerships have produced surprising influence on national development goals and this information became evident during and after the USAID-funding period.

With additional time passed to allow for further revised higher education procedures to take root and for improved knowledge and skill building among faculty to produce long-range sustainable results, this impact assessment found evidence that capacity strengthening is occurring and is affecting Mexico's development in a manner that improves the quality of life for citizens and communities. For example, the assessment teams recorded the following findings related to participating Mexican higher education institutions, faculty, and scholars providing a direct impact on sustainability and national development goals:

- curriculum for disaster mitigation that was shared with local governments for future planning;

- civil society training that included community participants;
- expanded local knowledge around dairy products, dairy production, dairy producers;
- support for small-scale farmer livestock production and management;
- leadership training for rural youth through expanded 4-H activities;
- diversification of vegetable crops for small producers;
- entrepreneurial training for small businesses and farmers;
- small business development center (SBDC) start up; and
- expanded greenhouse technology that is affordable and manageable for small rural producers.

A key outcome of the study has been *lessons learned related to partnership success*. All partners provided recommendations for varying the delivery models, and extending the length of the partnerships to gain maximum benefits from new faculty knowledge, teaching methods, and applied research work that can be shared with beneficiaries. Student preparation for degree study in the United States clearly requires improved methods for English language preparation. Being more aware of the differences in the U.S. and Mexican ‘cultures of higher education’ is a critical component for maximizing future partnership benefits. Expectations for faculty workloads, reward structures, and public service commitments all vary enormously from one country to the other.

Unexpected findings gleaned from face-to-face interviews with partnership directors are part of the value from this type of impact assessment. This TIES study has produced serendipitous results no one knew existed, often as evidence of capacity building and work toward development goals after the partnership formally ended.

Suggestions for future partnerships include:

- a) a clear development focus with goals and objectives that align partnership capabilities with partnership goals that both partners understand and accept;
- b) the importance of faculty capacity building, which happens in different ways for existing faculty, new faculty, and graduate students who will become faculty;
- c) building a critical mass around subject matter to contribute to national development goals (i.e., for the greenhouse project to be sustainable, there had to be a sufficient number of faculty trained with appropriate skills);
- d) longer award periods needed to institutionalize programmatic changes and add new degrees to the university offerings;
- e) some form of student tracking to substantiate long-term benefits from higher education capacity building;
- f) English language proficiency as a prerequisite; and
- g) formalize some evaluative structures for monitoring institutional changes.

Human capacity building and institutional capacity strengthening are inseparable since the credibility of the institution is often dependent on the quality of its faculty and the kinds of courses they teach. When faculty knowledge and skills are adequate to support the goals of the institution, it is then possible to share that expertise with the government through policy advising, with the private sector for small business and workforce development, and with community beneficiaries to improve their quality of life as a way to impact national development goals.

## *Indicator Roundtable*

During this reporting period, HED was asked by USAID to identify a few clearly defined indicators that would help the U.S. Government track contributions higher education makes towards international development. At present, foreign assistance funds are allocated to higher education partnerships between U.S. and host country institutions primarily for human and institutional capacity building that leads to support for national development goals.

HED's Reporting and Assessment team planned a roundtable of selected U.S. and host-country academics to meet in Washington on October 28, 2010, to discuss what these clearly defined and measurable indicators might be. Participants represented higher education institutions in the U.S. and abroad, the private sector, the six higher education presidential associations, and representatives from USAID and the U.S. Department of State. Prior to the October 28, 2010 roundtable, participants were asked to submit suggestions for three indicators related to higher education capacity building; and, three indicators related to tracking higher education contributions to host-country national development.

The day began with Tully Cornick, Executive Director at HED, giving the opening remarks where he emphasized the importance of evaluation to USAID, particularly under the new administrator, Dr. Rajiv Shah. The administrator recognizes the need for the continuing support of Congress and the administration for development assistance and for USAID being able to demonstrate that higher education is a good investment.

Gary Bittner, Division Chief of Higher Education and Workforce Development at USAID, followed by outlining the purpose of the roundtable and expected outcomes. He introduced his remarks by noting the agency's recent work with higher education, in particular the international higher education summit in April 2008 in which HED was engaged, and the follow on regional meetings. He said that USAID was also looking at how other partners, for example, NGOs were engaged with higher education and how the two work together. He acknowledged the presence of the higher education association representatives at the meeting and partners from other countries representing Mexico and South Africa. He also referred to the successful Synergy conferences organized by HED and stressed the need to bring higher education partners to D.C. when Congress is in session, for them to make the case for higher education and its role in development to representatives on the Hill.

Bittner said that the purpose of the meeting was to take a look at two elements, 1) what strengthens higher education institutions internal effectiveness and 2) what kind of a development impact is occurring "outside the walls" of the institution, and who are the ultimate beneficiaries. What is the impact? What is the story? Bittner set the goal and outcome of the day's discussion as: A few imaginative higher level innovative indicators that reflect higher education's contribution to development.

In framing the issues for discussion, Alexi Panehal, Director of the Office of Energy and Infrastructure at USAID, spoke of the reason for measuring for results as a need to maintain a focus on the fundamental objectives of a higher education project and not to lose sight of an overall vision. A common definition of the results we are seeking allows us to stay focused. It also allows us to tell the story to multiple audiences. We have a responsibility to funders, beneficiaries, and to the American public for the best use of government monies.

Panehal stressed the importance of the use of both quantitative and qualitative indicators. How to mix quantitative and qualitative results is a challenge. The timeframe in which impacts can be measured is

also a challenge as impacts rarely materialize during the life of a grant itself. There is now a shift within USAID to try to measure development impact. A latent interest is now being currently transformed as USAID is now trying to formulate how to measure impact after a grant has ended. One example cited by Panehal is the opportunity to develop alumni networks of partnership participants.

Ron Raphael, Evaluation & Higher Education Advisor at USAID, introduced a chart with a summary of the “homework” assignments. A total of 16 suggested indicators for institutional strengthening and contributions to national development had been prepared from the lists submitted by participants. USAID presenters noted that contribution to national development goals was not fully reflected in existing indicators and that this needed to be changed. Roundtable participants were divided into four groups to discuss and score the proposed new indicators. Table 27 lists the 16 proposed indicators and the scoring system that participants were asked to use.

Ron Raphael led the discussion of the proposed indicators, and there was a consensus among roundtable members that the following five indicators should be discussed in depth for future consideration –

1. # of USG-funded partnerships that receive follow-on funding from other development partners
2. # of innovations that are taken back to end users based on joint development
3. # of individuals benefited by new services, processes, or programs offered by host-country institution as a result of collaborative partnerships
4. Sustainability of partnership activities after cessation of USG funding
5. Diversity of institutional funding

After discussion of the proposed indicators, there was an agreement to revise the goal of the day to: *A few imaginative higher level innovative indicators that reflect and guide higher education contributions to development.* Gary Bittner led the wrap-up session and agreed that there needed to be an after-action review with HED, USAID, and higher education associations. Bittner said in a year he hopes that the HED synergy conference will be reinstated at a time when Congress is in session. Bittner also stated that he hopes that these newly proposed indicators can be used to present higher education impacts at that time.

**Table 27**  
**SUGGESTED USAID HIGHER EDUCATION INDICATORS – ROUNDTABLE PARTICIPANTS – OCTOBER 2010**  
Score Card – score of 1 to 3 for each box [1 is low or difficult and 3 is high or less difficult]

National Development Goals		Definable/ Unidimensional/ Valid	Measurable/ Practical/ Available/ Inexpensive	Rollup able	In USAID's Manageable Interest/ Strategically Important	Useful for Program Management	T1	T2	T3	T4	Total
<b>Higher Education Engagement in Development</b>											
1.	# of faculty engaged in development consultancies										
2.	# of HEIs that become direct contractors/grantees to USAID/USG country missions										
3.	# of USG funded partnerships that receive follow-on funding from other development partners										
4.	# of new partnerships established between academic research institutions and NGOs										
5.	# of established academic groups engaged in partnership-related activity after end of USAID funding										
6.	# of HEIs involved in scaling up of service, process, or program developed by partnerships five years after its conclusion										
<b>Higher Education Products in the Market</b>											
7.	# of value added products										
8.	# of innovations that are taken back to end users based on joint development										
9.	# of research products that have been adopted by organizations/firms										
10.	# of firms/organizations in HC that have adopted institution- developed technologies/products/ideas										
11.	# of individuals benefited by new services, processes, or programs offered by host-country institution as result of collaborative partnerships										
Other:											

Institutional Strengthening		Definable/ Unidimensional/ Valid	Measurable/ Practical/ Available/ Inexpensive	Rollup able	In USAID's Manageable Interest/ Strategically Important	Useful for Program Management	T1	T2	T3	T4	Total
12.	# of publications										
13.	dollar value of new research generated by partners as result of USG partnerships activity										
14.	sustainability of partnership activities after cessation of USG funding										
15.	diversity of institutional funding										
16.	academic ranking index based on international ranking indices i.e., <i>Times Higher Education Supplement</i> .										
Other:											

## *Communications and Outreach*

**Website Update.** Work on the new HED website project intensified during this reporting period with the delivery of several key components including the technical audit, feature definition, wireframes and design direction. HED communications is also working closely with the website vendor to identify the new Content Management System for the new site.

**Success Stories and Fact Sheets.** The communications team produced three new success stories: workforce development in Algeria; agribusiness education in Burundi; and English-language teaching in Mexico. The team also prepared two fact sheets on ecotourism and the Africa Initiative.

**Media Outreach.** HED communications issued three news releases and one statement during this reporting period:

- Statement by HED Executive Director of the One-Year Commemoration of the Haiti Earthquake;
- Community and Technical College Partnerships to Support Entrepreneurship in Broader Middle East and North Africa;
- Barbados-U.S. Higher Education Partnership Invests in Youth Entrepreneurship; and
- HED Partnership to Strengthen Technology Use and Health Education in Senegalese Middle Schools.

The HED communications team organized a “meet and greet” with an associate editor of the Global section of *The Chronicle of Higher Education* to introduce him to HED senior staff and provide an overview of the organization. The successful meeting is credited with securing HED’s placement in the first of two *Chronicle of Higher Education* articles during this time period that included extensive references to several HED partnerships and quotes from HED’s executive director.

**Publications.** The communications team issued three e-newsletters during this timeframe: November, January and March/April. The newsletter’s editorial content continues to strengthen, and now features contributions from HED staff. An interesting side note: January’s Partnership of the Month (Ohio University) drew the attention of the university president’s office and resulted in a feature article by the university’s press office. The communications team also provided editorial support to the M&E staff on the TIES Impact Assessment Report and the previous Semi-Annual report.

**Presentations.** HED continues to increase its presence at higher education conferences. During this reporting period, HED presented and/or attended nearly a dozen meetings of higher education associations including the American Council on Education Annual Meeting and the Community Colleges for International Development Meeting.

HED also organized or sponsored an additional four meetings during this time period including a February training workshop for Africa-U.S. Higher Education Initiative U.S. partners, where the communications team gave a branding and marking presentation; and the CAFTA-DR Pathways to Cleaner Production Stakeholders’ Meeting.

**Social Media.** HED’s Twitter account continues to witness significant growth. The number of followers stood at 341 by the end of this reporting period, up from 150 at the last reporting period; and is attracting more followers daily.

### *Qualitative Information – Active Partnerships by Associate Awards*

The following section of the report provides information on the activities conducted under 18 Associate Awards during the reporting period.

**Table 28**

Associate Awards under Cooperative Agreement AEG-A-00-05-0007-00 Active As of March 31, 2011			# of Active Partnerships
523-A-00-06-00009-00 USAID/Mexico	Training, Internships, Exchanges and Scholarships (TIES) <b>Mexico</b>	A total of 49 awards are to be funded through the TIES Associate Award. The current 22 active partnerships focus on <b>biodiversity, renewable energy, climate change, and rule of law.</b>	22
521-A-00-07-00006-00 USAID/Haiti	<b>US-Haiti</b> Higher Education Partnership Program	Four higher education partnerships focus on <b>workforce development</b> and critical skills for economic development (accounting, computer technology, business and entrepreneurship, and agribusiness)	4
263-A-00-08-00027-00 USAID/Egypt	Alexandria, <b>Egypt</b> , Executive MBA Partnership	One higher education partnership focused on improving and expanding the <b>Executive MBA program</b>	1
EDH-A-00-08-00008-00 EGAT/ED & USAID/Guyana	<b>Guyana</b> (Journalism)	This partnership will improve the teaching of <b>journalism</b> in Guyana.	1
EDH-A-00-08-00013-00 EGAT/ED and USAID/Egypt	Cairo University <b>Egypt</b> (Economics)	This partnership is focused on increasing the capacity of the Cairo University Department of Economics and Political Science to serve as a resource for <b>policy formation</b> in the nation and the region.	1
EDH-A-00-08-00018-00 EGAT/ED and USAID/Jordan	<b>Jordan</b> (Early Childhood Education)	This partnership focuses on <b>early childhood education</b> and training teachers through the University of Jordan.	1
EDH-A-00-08-00028-00 EGAT/ED and USAID/Burundi	<b>Burundi</b> (Agribusiness)	This partnership will build the capacity of Ngozi University to serve as a resource for rural small farmers for <b>sustainable agribusiness.</b>	1
EDH-A-00-08-00029-00 EGAT/ED and USAID/LAC Bureau	<b>CAFTA/DR</b> (Environmental Law in Nicaragua, Guatemala, and the Dominican Republic)	This four-country partnership will enable law schools in Central America to build capacity to enforce <b>environmental laws</b> , both nationally and regionally.	1

Associate Awards under Cooperative Agreement AEG-A-00-05-0007-00 Active As of March 31, 2011			# of Active Partnerships
EDH-A-00-09-00001-00 USAID/ DCHA/ DG/ EPP	<b>Assessment of Political Parties Support</b>	The University of Pittsburgh is conducting an <b>evaluation of USAID political party strengthening programs</b> worldwide at the direction of DCHA/DG/EPP.	1
EDH-A-00-08-00016-00 EGAT/ED and USAID/South Africa	<b>South Africa</b> (Mathematics Education, Tourism and Transport)	These three partnerships focus on <b>workforce development</b> (tourism and transportation), and improving the capacity of disadvantaged and minority teachers to <b>teach mathematics</b> .	3
263-A-00-09-00011-00 USAID/Egypt/OMEP and Department of State/Algiers	<b>Algeria</b> Career Center for Workforce Development	This partnership is establishing a career center at Mentouri University in Algeria to provide support for the transition from the university to employment. The partners will collaborate with the private sector to improve the curriculum to include <b>skills training</b> in English, business and computer skills.	1
EPP-A-00-09-00005-00	<b>Africa</b> - (Uganda and Ethiopia) Clean Drinking water and Sanitation	Follow-on awards to two partnerships, one in Ethiopia at Bahir Dar University and one at Makerere University in Uganda, will expand these universities' capacity to work with communities to <b>improve drinking water and sanitation</b> .	2
AID-538-LA-11-00001 USAID/Barbados	<b>Barbados</b> (Workforce Development)	This partnership is a three-year Job Opportunity for Business Start-up (JOBS) initiative aimed at supporting the <b>growth of an entrepreneurial culture</b> and diversifying the service oriented economies in this region.	1
AID-663-LA-11-00001 USAID/Ethiopia	<b>Ethiopia</b> (Water Resources Development)	The partnership will provide an academic roadmap to (1) enhance the capacity of Ethiopian institutions in the critical area of <b>water resources</b> and (2) promote transatlantic academic collaboration and exchange in both teaching and research endeavors.	1
685-A-00-11-00023-00 USAID/Senegal	<b>Senegal</b> (Natural Resources and Agriculture)	This partnership will <b>develop a premier and innovative agronomy and crop production degree program</b> and establish a Université Gaston Berger-Agricultural Research and Development Center (UGB-ARDC) based at Université Gaston Berger in St. Louis, Senegal.	1
674-A-00-11-00018-00 USAID/South Africa	<b>South Africa</b> (Energy-Solar Power)	The partnership seeks to couple expertise in the <b>synthesis and characterization of titania nano particles</b> in the United States.	1

Associate Awards under Cooperative Agreement AEG-A-00-05-0007-00 Active As of March 31, 2011			# of Active Partnerships
650-A-00-11-00303-00 USAID/Sudan	<b>Sudan</b> (Food Security and Agriculture)	This partnership will provide the vision and roadmap for building agricultural capacity that responds to the extraordinary <b>food security</b> and human capacity development needs of post-conflict Southern Sudan.	1
AID-617-LA-11-00001 USAID/Uganda	<b>Uganda</b> (Food Security and Animal Diseases)	The partnership's goal is to develop centers of excellence that will coordinate and manage capacity building in Eastern and Central Africa for <b>surveillance, risk assessment, policy development, communication and response to potential trans-boundary pandemic zoonotic and vector borne diseases</b> as well as endemic zoonotic and production limiting animal diseases that jeopardize food security.	1
AID-623-LA-11-00004	<b>Kenya</b> (Environment)	The goal of the partnership is to build capacity to develop a Centre for Sustainable Drylands that transforms higher education and creates relevant action research that builds human and institutional capacity for <b>sustaining and improving dryland ecosystems and human livelihoods.</b>	1
AID-623-LA-11-00006	<b>Kenya</b> (Education)	The goal of the partnership is to build sustainable capacity in <b>teacher education academic and research programs</b> that will contribute to enhanced response to the needs of the education sector for quality teachers and educational programs.	1

## Training, Internships, Exchanges and Scholarships (TIES) Program Associate Award No. 523-A-00-06-00009-00

Training, Internships, Exchanges, and Scholarships (TIES) partnerships enhance the capacity of higher education institutions in the United States and Mexico. Established in 2001, TIES employs a highly successful countrywide model and has established 78 partnerships to date. Partnerships work together to create strategic alliances to develop solutions to common issues in the following diverse areas: conservation and natural resource management, biodiversity, economic growth, workforce development and jobs, small business growth, health, HIV/AIDS prevention and treatment, legal reform, renewable energy, and education.

TIES partnerships have created new university programs, provided more than 2,339 scholarships or exchanges, and organized more than 28,600 training activities. TIES also leverages significant resources from university partners and the consortiums they establish. On average, partners have provided more than \$1 of support for every U.S. dollar invested by USAID.

During this reporting period, TIES activities included:

- Managing 22 higher education partnerships between the U.S. and Mexico;
- Managing the close-out of two higher education partnerships;
- Awarding additional funding to two successful partnerships for scaled-up activities in the sector area of economic growth;
- Conducting an impact assessment of eight TIES partnerships funded between 2003 and 2008;
- Conducting one monitoring partnership site visit in the San Diego/Baja California border region;
- Convening a peer review and awarding one partnership award for the Mexico Job Opportunity for Business Scale-up (JOBS) initiative; and
- Preparing and implementing a contingency plan to contain costs within funding parameters.

The following notable partnership accomplishments/impacts were achieved this reporting period:

- **Organizational improvements in higher education: institutionalization of new curricula in law and English.** Starting in August 2011 a course in oral advocacy will be mandatory in the law programs of the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) at their campuses throughout Mexico. The establishment of mandatory coursework related to the new oral system by a leading university system will help cement the new principles in Mexico's legal culture. An English Language Learning and Teaching Specialization developed by a TIES partnership was recently approved by The Ministry of Education (SEP) and included in the Catalogue of In-Service Course Offerings for the Basic Education Sector. This furthers the Mexican government's goal of training 100,000 in-service teachers in ESL by 2012.
- **Higher education outreach capacity strengthened to contribute to policy dialogue.** TIES partners convened a binational conference on renewable energy technology development in Puebla which brought together 80 participants from academia, energy companies, civil society organizations and Mexican government agencies to discuss comparative experiences in the U.S. and consider how renewable energy systems can benefit the Mexican economy.
- **Higher education outreach capacity strengthened to address violence and social disintegration in Ciudad Juarez.** The University of Texas at El Paso-UACJ partnership initiated after school programs in Ciudad Juarez which seek to support children in making healthy life

choices. Nearly 390 6th-12th grade youth who live in low-income neighborhoods of Ciudad Juárez participated in three after school sessions per week, integrating sports and related team/relational and social skills with academic instruction and visits to cultural organizations in the city. The community-based program involves parents in project advisory boards and monthly meetings, and utilizes student volunteers from UACJ, thus contributing to their training as future teachers. The after school program plans to reach a total of 1500, at-risk students.

- **Innovation in Project Management.** TIES partners have developed the beta version of a website that will serve as an online information resource for the five TIES Rule of Law partnerships and USAID/Mexico Democracy and Governance team partners. The website will allow partners to coordinate and identify shared problems and solutions. If sustainability is attained, this tool has the potential to foster long-term, widespread impact among various implementers working in the new oral accusatorial system.

The two TIES university partnerships awarded additional funding for scaled-up activities in support of rural producers and economic growth/competitiveness this reporting period include:

- **Western Illinois University, Universidad Autónoma de Querétaro & Universidad Tecnológica de la Selva**  
Award Amount: \$300,000      Cost Sharing: \$55,650      Total: \$355,650

The partners are working to increase rural prosperity for small-scale producers in southern Mexico and rural Chiapas. The dynamic training programs provide learning opportunities for various constituencies, strengthen support organizations and agencies, foster professional development, prepare agribusiness students for careers in a global economy, stimulate private and non-profit development, and enhance small-scale producers' ability to penetrate global markets.

- **Ohio State University, Colegio de Postgraduados**  
Award Amount: \$199,145      Cost Sharing: \$133,789      Total: \$332,934

The partners are working to increase the capacity of Colegio de Postgraduados to support rural microfinance. The long-term goal is that this will increase the competitiveness of agricultural production and micro-enterprises in rural areas in ways that reduce poverty and provide increased opportunities for sustainable livelihoods.

HED is negotiating one partnership to support work along the U.S.-Mexico border region:

- **New Mexico JOBS Partnership.** HED is in the final stages of executing a subaward for a partnership which will work in Tijuana. The *Green Construction Human and Institutional Development Program* will increase opportunities for employment and improved quality of life of at-risk youth and young adults in Tijuana in support of Pillar IV of the Merida Initiative. The central component is a training and mentoring program in green building technologies and workforce skills integrated with life skills training and drug resistance strategies. The partnership will collaborate with organizations that promote energy efficiency and green construction in Tijuana and work with the private sector for advisement, internships and job placement efforts in both creating employment and contributing to efforts to lower greenhouse gas emissions.

### TIES Impact Assessment

- HED completed in November 2010 an impact assessment of eight partnerships that were funded between 2003 and 2008. An unexpected finding was that for a \$2.3 million investment in sub-awards, the universities provided over \$3 million in cost share and leveraged more than \$1 million from other sources, demonstrating willingness, interest and commitment to invest in research, training and outreach.

## Contingency Plan

- In light of uncertain funding streams, HED took regrettable but prudent and necessary steps in budget management by developing a budget contingency plan for TIES. Following a careful exercise of budget review and spending projections and in consultation with USAID Mexico, HED has instituted an 18-month slowdown of expenditures for 10 TIES partnerships as well as administrative expenditures in order to meet its funding commitments. HED is working with each of the affected partnerships to revise workplans, budgets and performance targets in order to continue to meet priority objectives within designated spending caps. Pending the availability of funding, the spending caps on partnerships will be lifted in FY13.

## USAID/Haiti Associate Award Associate Cooperative Agreement EHC-A-00-06-00001099

The U.S.-Haiti Higher Education Partnership Program is supported through an Associate Award with USAID/Haiti that was executed in June 2007. As part of the U.S.-Haiti program, four partnerships have been established between colleges and universities in the United States and higher education institutions in Haiti identified by USAID/Haiti.

During this reporting period, HED responded to requests for financial and programmatic information from USAID/Haiti and managed four active partnerships under the U.S.-Haiti Higher Education Partnership Program to help ensure they were on target to meet performance objectives. HED worked with the four partnerships to finalize post-quake implementation plans and strategies and conducted partner teleconferences to facilitate program implementation. HED also revised its Performance Management Plan and submitted FY10 results, FY11 targets, and updated annual implementation plans for all four partnerships to USAID/Haiti.

In October, an HED staff member and a representative of HED's Board visited Haiti to meet with USAID/Haiti and representatives from the four partnerships to discuss post-quake progress and adjustments in their implementation plans and strategies. As part of the visit, they participated in a two-day meeting, which took place at the Karibe Hotel and Convention Center, Pétionville, on October 26-27, 2010. More than 130 representatives from 30 higher education institutions; higher education networks and agencies from Canada, Spain, the Caribbean, and the United States; and 28 Haiti-based institutions attended the meeting. The purpose of the meeting was to create a framework for the creation of a consortium to support the rebuilding of Haiti's higher education system.

Based on high performance, HED collaborated with USAID/Haiti and USAID/EGAT/ED to award the Virginia Polytechnic Institute and State University/Ecole Supérieure d'Infotronique d'Haiti (ESIH) partnership an additional \$300,000 in scale-up funding to support the creation of a Masters in Telecommunications program, a distance learning plan, an English as a Foreign Language program, and a career center at ESIH.

A number of other notable partnership activities/outcomes were accomplished during this reporting period:

- Under the *Virginia Polytechnic Institute and State University (Virginia Tech)* and *Ecole Supérieure d'Infotronique d'Haiti (ESIH)* partnership, the five students successfully continued their first year of graduate studies in computer science. Three of the five students also co-hosted a panel discussion at the 2010 Haitian Studies Conference in November 2011.

- The *State University of Haiti (UEH) -Faculté d'Agronomie et de Médecine Vétérinaire (FAMV)* and the University of Florida organized a workshop to evaluate current FAMV internship programs. To promote dialogue with the private sector, three private agribusiness leaders and faculty responsible for internship placements attended the workshops. The partnership also conducted a workshop on the formation and function of an external advisory committee that was attended by two agribusiness stakeholders.
- The *University of Massachusetts-Boston (UMass Boston)* and the *State University of Haiti-National Institute of Administration, Management and International Studies (INAGHEI)* continued development of syllabi for first-year seminars and classes. Based on recommendations from the partnership, INAGHEI's administration agreed to reduce class size for first-year students from 160 students per session to 53 students for the entering Fall 2011 class.
- The seven undergraduate students from the *Université Quisqueya (UniQ)* completed their academic programs at *Missouri Southern State University* in December 2010. Four students obtained bachelor's degrees in finance and accounting and three students obtained bachelor's degrees in accounting from MSSU. All seven students returned to Haiti and began work on graduation projects to complete requirements for a degree from UniQ. Deputy Chief of the Office of Financial Management (OFM) and the AOTR at USAID/Haiti had a first meeting with the students at UNIQ. Six of the seven students made presentations to UNIQ faculty and students about their academic and cultural experience at MSSU. A ceremony also was held at USAID/Haiti, where the seven students were recognized for their achievement. The ceremony was attended by several USAID members, including The Chief of OFM, the Deputy Chief of OFM, the Education Officer, and RIG Auditors. The graduates later met with the RIG Audit members and OFM management to discuss job opportunity.

## USAID/Egypt EMBA Associate Award Associate Cooperative Agreement 263-A-00-08-00027-00

Through an Associate Award with HED, USAID/Egypt is supporting improvement in the quality of business managers in the Egyptian private sector through the establishment of a partnership between *Georgia State University (GSU)* and *Alexandria University (AU)* to enhance the Executive MBA (EMBA) program at Alexandria University.

During this reporting period, HED:

- participated in teleconferences with USAID AOTR Manal El-Samadony to clarify procedural and programmatic issues and provide updates on the progress of the EMBA program;
- traveled to Atlanta, Ga. to meet with the GSU team, review the program's progress, and discuss issues with implementation;
- continued frequent telephone discussions with GSU on activities and outcomes in relation to program objectives and revisions to the work plan;
- submitted a mid-course assessment report to USAID/Egypt written by an external evaluator hired by HED to review the overall health of the partnership and what is being put in place as a foundation to accomplish the program's goals; and
- continued to monitor program implementation and performance.

A number of faculty exchanges and activities under the Egypt Executive MBA program occurred during this reporting period, including:

- GSU Professor Pedro Carrillo visited Alexandria and Cairo to teach Cohort #1. He taught classes on “Global Strategies - How to Organize in Global Markets,” “Global Human Resource Management: Hiring and Managing Employees,” “Modes of Entry: Strategies to Enter Foreign Markets,” and “Franchising and Licensing.” In addition, Dr. Carrillo conducted a workshop on “The New Realities of International Business, Challenges and Opportunities for Small and Medium Size Companies” for faculty and students at the Alexandria University campus.
- GSU partnership director Bijan Fazlollahi and Dean Huss visited Cairo and Alexandria for project administration and to visit the new facility for Cairo classes. While in Egypt, the GSU and AU partnership directors met with USAID officials to discuss the processing of student visas for international residencies and the status of the program.
- GSU Professor Tad Ransopher taught four Financial Accounting and Reporting courses to Cohort #2 in Alexandria and Cairo. He also presented a lecture on “The Financial Crisis and Its Impact on the Accounting Profession” to AU faculty and students.
- GSU Professor Veda Story delivered four “Information Technology Strategy” courses online from Atlanta to Cohorts #1 and #2 in Alexandria and Cairo.
- GSU Professor Suhashish Sammadar facilitated in-class student activities and delivered lectures to Cohorts #1 and #2 in Cairo and Alexandria on data, decision modeling, qualitative and quantitative forecasting, simple and multiple regression, and risk management using decision tools. He also taught a research seminar to AU faculty and students.
- In spite of the riots that had broken a few days earlier in Egypt, 23 EMBA students from Cohort #1 participated in a two-week international residency program in Atlanta at the end of January 2011. As part of their international residencies, they visited and met with leaders from Coca Cola, Kimberly-Clark, IBM, Marriott International, Georgia Pacific, and other local companies. They also attended workshops on various topics, including cross-cultural communications and risk management.

### **USAID/Jordan Associate Award Associate Cooperative Agreement EDH-A-00-08-00018-00**

The Early Childhood Education Strengthening Program in Jordan is supported through an Associate Award with USAID/Jordan that was executed in August 2008. As part of the Associate Award, a partnership between the *University of Jordan (UJ)*, *Petra University (PU)*, and *Utah State University (USU)* has been established to strengthen the childhood education undergraduate programs at the two Jordanian institutions. This collaboration is focusing on:

- Increasing the number of graduates with basic knowledge of early childhood development theory, appropriate pedagogy, and relevant skills to deliver high quality early childhood education;
- Delivering well-designed practicum experiences for student teachers ultimately reducing the burden on the Ministry of Education to provide teachers with intensive in-service training courses; and
- Providing guidance to improve the skills of current kindergarten teachers who mentor and instruct university students throughout the student teaching process.

During this reporting period, HED participated in teleconferences with USU to discuss financial and programmatic reporting and activities and outcomes in relation to program objectives. HED also conducted a monitoring site visit to Jordan in October 2010, accompanied by the USU partnership

director, to meet with university representatives and USAID officials; review activities and progress to date; and ensure program objectives are on target to be met.

Petra University purchased additional materials for their kindergarten classroom/resource room, and the kindergarten classroom and adjoining area continued to be refurbished. The President of Petra University allocated additional space to the early childhood education faculty so that they now have a state-of-the-art facility for their students. It is anticipated that a grand opening will occur in June or July 2011.

Curriculum revisions are being considered by Petra University. With university approval expected shortly, faculty members have begun implementing a number of the revisions in their current courses. The University of Jordan did not submit curriculum revisions for official university review. Instead, UJ early childhood education faculty are implementing revisions in their courses on an individual, course-by-course basis.

Petra University implemented two new early childhood education courses in Spring 2011: science and math concepts in kindergarten and assessment in early childhood. Petra University also initiated planning for a fall workshop for all Jordanian university early childhood education faculty members and other early childhood education stakeholders and practitioners. This workshop, to be held October 9-10, 2011, will highlight much of the innovative practice that Petra University and the University of Jordan have experienced over the past two-and-a-half years.

The University of Jordan and Petra University both placed students in public Ministry of Education (MoE) kindergartens this reporting period. In addition, University of Jordan and Petra University faculty members are assigning students in courses to observe in kindergarten classrooms. University of Jordan faculty members also met with MoE officials to finalize the student teaching evaluation form that was revised in the May 2010 workshop at the University of Jordan, and MoE officials shared draft teacher competencies with UJ and PU faculty for additional feedback.

## **USAID/OMEP Strengthening Workforce Preparation in Algeria Associate Cooperative Agreement 263-A-00-09-00011-00**

In February 2009, with support from the U.S. Embassy in Algeria, USAID's Office of Middle East Programs (OMEP) initiated an Associate Award with HED to strengthen the Algerian workforce through a higher education partnership. As part of the Associate Award, HED awarded the William Davidson Institute (WDI) at the University of Michigan \$600,000 for a higher education partnership with Mentouri University, Constantine (UMC) in Algeria to enhance English language studies; strengthen the business management curricula; and establish a career development center resulting in the development of relevant skills for the local workforce.

During this reporting period, HED conducted monthly teleconferences with WDI, USAID/OMEP, and the U.S. Embassy in Algiers to discuss implementation of the program and met with the AOTR in Washington, DC, to discuss the program's progress; and monitored implementation of the program to ensure program objectives and activities are on target.

Notable partnership activities and outcomes include:

- The Career Center (CC) celebrated its first anniversary in December 2010 with an Employer Forum attended by 24 employers and 420 students. The CC also organized three additional industry-specific employer forums: Employers of the Food Industry, Employers of the Pharmaceutical Industry, and Employers of the Construction Materials Industry.

- The CC staff expanded to include three new people and experienced continued growth at weekly meetings and workshops. More than 4,000 students are now registered in the CC database.
- The CC staff connected with an additional 176 employers. Out of these relationships, a total of 235 students have been placed in internships, and 15 students have been placed in permanent full-time positions since the launch of the CC.
- The CC organized 69 workshops during this period. 894 students attended the workshops, improving their skills in the five following areas: cover letter preparation; resume writing; interview preparation; interview presentation; and writing skills.
- The CC hosted a meeting between employers, members of the CC Employers Advisory Council, and UMC staff in charge of creating the two new Masters in Business and Masters in Tourism programs. The CC also hosted an additional meeting with local employers specific to the Masters in Tourism. Until this year, these sorts of meetings with employers had never taken place on the UMC campus.
- The English for Specific Purposes (ESP) Program launched in October 2010. Newly developed courses taught with interactive methodology are now available to UMC students, providing access to better English language instruction. Never before implemented, the new ESP courses have received positive attention and feedback from students and faculty.
- English Language Institute (ELI) staff from the University of Michigan provided training for UMC staff in October 2010. The workshops focused on interactive teaching methods, assessment, and implementation for ESP programs.
- An English proficiency assessment test for first year business students at UMC was implemented in October 2010. The baseline assessment served to both identify the starting point for course development and to provide data against which UMC can compare student growth.

## USAID/Egypt Associate Award Associate Cooperative Agreement EDH-A-00-08-00013-00

In September 2008, HED made an award of \$400,000 to *Georgia State University (GSU)* for a three-year project with *Cairo University (CU)* titled: “Egypt: Enhancing Capacity for Research in Economics.” USAID/Egypt had pre-selected CU as the partner institution before drafting the Request for Applications. The subagreement between HED/American Council on Education and GSU was executed as an Associate Cooperative Agreement (No. EDH-A-00-08-00013-00) under HED’s Leader Cooperative Agreement with USAID (AEG-A-00-05-00007-00).

The goal of the partnership between GSU’s Andrew Young School of Policy Studies (AYSPS) and Cairo University’s Department of Economics, Faculty of Economics and Political Sciences (DOE-FEPS) is to increase the capacity of the DOE-FEPS faculty in economics research, strengthen outreach capacity in order to serve as a regional hub for teaching and research, and as a provider of technical economic assistance in Egypt and the Middle East region. The partners are working to enhance the quality of economics teaching and research as a way to serve a variety of stakeholders including think tanks, development agencies, the Egyptian government, civil society, the private sector, and government policymakers.

The five objectives of the partnership are to:

1. strengthen the academic capacity of DOE-FEPS;
2. strengthen the outreach capacity of DOE-FEPS;

3. strengthen the applied research capacity of DOE-FEPS to engage in the support of better informed decisions and policy making;
4. create an international network of experts to support Egypt's public policy reform;
5. integrate appropriate information technology and distance learning techniques into the academic and outreach components of the project.

Major partnership activities during this reporting period included:

- Continued work on three joint research papers between faculty members from GSU and CU addressing a variety of topics of value to the researchers and the economics department in CU;
- Travel arrangements made for three CU faculty exchange scholars for a one-month research exchange at GSU's AYSPS; streamlining of the visa acquisition process for CU exchange visitors to GSU;
- Nomination of three CU faculty to engage in a three-month summer research exchange at GSU and initiation of their visa process;
- Discussion and agreement on the third training course for junior faculty at DOE-FEPS, a two-week course in public finance to be led by the GSU chair of the Economics Department;
- Completion of the design for DOE website development; and
- HED November 2010 visit to GSU to monitor the implementation of the activities and the preparation for major events.

In January of this reporting period, partners experienced unanticipated delays to CU faculty exchanges due to political events in Egypt, yet troubleshooting and collaboration continued and partners rescheduled delayed activities.

Anticipated partnership undertakings during the next six months (April 1 – September 30, 2011) include:

- Facilitating the rescheduled travel to Atlanta, GA of the three CU researchers who are working on joint papers with their GSU counterparts, now expected to occur in June 2011;
- Continuing arrangements for three-month faculty exchange at GSU, now expected to occur August through October 2011;
- Collaborating to arrange high-visibility joint-research dissemination seminars at GSU in July 2011 and CU at the end of joint-research activities;
- Confirming eligibility and matriculation of candidates for the master's program at GSU;
- Delivery of the third faculty training course to further build economics research capacity at CU, rescheduled to September 2011; and
- HED facilitation of partnership request for a no-cost extension due to unforeseen political circumstances in Egypt.

## USAID/Guyana Associate Award Associate Cooperative Agreement EDH-A-00-08-00008-00

This associate award provides funding for the establishment of at least one higher education partnership.

In October 2008, HED made an award of \$300,000 to *Ohio University (OU)* for a three-year partnership project titled: “Guyana: Strengthening Mass Communication and Journalism” for a collaboration with the *University of Guyana (UG)*.

The partners are strengthening the University of Guyana Centre’s for Communications Study (CCS) to prepare undergraduate students and practicing journalists and media professionals to meet workforce demands in the media and communications industries.

U.S. and Guyanese partners are working with faculty and journalism leaders to update the Centre’s curriculum, train faculty, and provide professional opportunities for students. Through the partnership, a total of three UG faculty will receive master’s degree at Ohio University (OU), increasing the post graduate ratio at UG from 1:6 to 4:6. While selected UG faculty members are studying at Ohio, OU doctoral students and OU faculty in-residence co-teach a number of classroom and online courses alongside their Guyanese counterparts.

Students and representatives from various local media houses trained by the partners have produced several highly acclaimed documentaries about Guyanese archeological and cultural heritage. The partnership supports the first workshops and classes in sound and lighting for television and narrative film making in Guyana in over two decades.

Notable partnership activities during this reporting period included the following:

- Production and premiere of three documentaries on Guyana (supported with funding from the office of the President of Guyana, expertise from OU-UG faculty, and equipment from USAID Democracy and Governance project);
- One CCS faculty member completed master’s program at OU and resumed teaching at the Centre;
- Two CCS faculty members continue graduate study at OU;
- OU’s third faculty exchange member commenced work with UG-CCS faculty, staff, students, member of media and local film makers on producing eight films in a semester-length training; and
- HED preparation for a partnership monitoring visit per the AA.

## USAID/Burundi Associate Award Associate Cooperative Agreement EDH-A-00-08-00028-00

In February 2009, HED made an award of \$450,000 to South Carolina State University (SCSU) for a three-year partnership project titled: “South Carolina State University-Ngozi University Partnership for Strengthening Educational Capacity and Rural Development.” USAID/Burundi had pre-selected Ngozi University (NU) as the lead partner institution in Burundi in the writing of the RFA. The subagreement between HED/American Council on Education (ACE) and SCSU was executed as an Associate Cooperative Agreement (No. EDH-A-00-08-00028-00) under HED’s Leader Cooperative Agreement with USAID (AEG-A-00-05-00007-00).

The overall objective of the partnership between SCSU and NU is to strengthen NU's capacity to teach, conduct research, and contribute to rural development by providing extension and outreach services to small farmers and rural communities. The partnership will build the capacity of NU faculty to improve academic standards and enhance rural livelihood.

Specifically, the partners will:

- Conduct a baseline assessment of the needs of small-scale farmers and rural communities that can be identified and addressed through partnership and research activities;
- Revise and strengthen NU's current curriculum by including applied courses for strengthening entrepreneurial skills;
- Create innovative teaching that includes short courses and case studies relevant to the Burundian context in order to develop competencies in entrepreneurship, agribusiness, and the trade sectors;
- Promote experiential learning through academic assignments with agribusiness companies, community organizations, and NGOs;
- Develop a joint collaborative program that will ensure that the faculty at NU's Agronomy Department and the Center for Agricultural and Rural Development Research acquire the knowledge and skills to teach and conduct basic applied research in agribusiness and entrepreneurship; and
- Design a formal professional development program that will lead to a closer link between NU and the business and agribusiness sectors.

Major partnership activities during this reporting period included:

- Ongoing research at three experimental research stations for fruits and vegetables and the two for rice as part of an expanded extension component of the revised partnership workplan, ultimately resulting in new seeds now being made available to local farmers.
- Full delivery of nine agribusiness courses and one entrepreneurship course in NU's new undergraduate program in Agribusiness, the first program of its kind in Burundi (partners are seeking to upgrade it to a full degree program).
- Three NU students selected to matriculate in SCSU's MBA program in Fall 2011. (As a result, a no-cost extension to the subagreement as well as an extension to the Associate Award will be needed.)
- Distribution of high-yield fruit and vegetable seeds to small farmers and rural communities.
- In January, U.S. partners, including two professors from North Dakota State University, made their fourth site visit since the onset of the partnership. Among other activities, the partners delivered USDA-inspected seeds donated by SC and ND seed companies. Dr. Won Koo from NDSU presented a proposal to the Mission to double Burundi's per capita income within five years (Burundi is the third poorest country in the world.)
- Ongoing training of farmers and extension agents – including increasing numbers of women – at the experimental research stations at NU and in nearby provinces.

Anticipated partnership undertakings during the next six months (April 1, 2011 – October 31, 2011) include:

- Enroll three NU students in SCSU's MBA program in the Fall of 2011;
- Complete the delivery of two new agribusiness courses (Agribusiness Strategy and Farm Management) by the end of October 2011 as part of the new agribusiness program;
- Teach new short courses in Agribusiness and Entrepreneurship;
- Continue to export new fruit and vegetables seeds from the U.S. to NU for the experimental research stations and new crop research trials; and
- Continue to develop contacts with agribusiness companies in Burundi to explore possibility of formal relationships with NU through experiential learning and internship programs.

### **USAID/LAC Associate Award Associate Cooperative Agreement EDH-A-00-08-00029-00**

In September 2009, HED made an award of \$650,000 to Georgia State University (GSU) for a three-year partnership project titled "CAFTA-DR Environmental Law Project" as part of the U.S.-Central America-Dominican Republic Free Trade Agreement (CAFTA-DR) and the Environmental Cooperation Agreement (ECA). USAID allowed the applicant U.S. institutions to identify the lead partner institutions in each of the three target countries; the Dominican Republic, Guatemala, and Nicaragua. These are Universidad Iberoamericana, Universidad Rafael Landivar, and Universidad Paulo Freire, respectively. The subagreement between HED/American Council on Education (ACE) and GSU was executed as an Associate Cooperative Agreement (No. EDH-A-00-08-0029-00) under HED's Leader Cooperative Agreement with USAID (AEG-A-00-05-00007-00). Following the U.S. Principal Investigator's transfer from GSU to Tulane University, management of the project was subsequently transferred to Tulane via a new subagreement with HED/ACE effective July 15, 2010.

The overall objective of the partnership is to strengthen the teaching and implementation of environmental law in the three CAFTA-DR partner countries. Anticipated major activities and outcomes include:

- Eight – 12 technical experts in areas germane to environmental law selected to serve as resource persons in each partner country;
- 18 personnel (six from each partner country) selected and trained to serve as trainers;
- A 100-120 hour, practical, action-oriented *diplomado* in Environmental Law, staffed by newly trained trainers, in each partner country. *Diplomado* program completed by 45 participants (15 from each country);
- A jointly developed regional training manual for the Environmental Law *diplomado*;
- Observational visits to environmental law clinics in the continental United States (in English) by Tulane and in Puerto Rico (in Spanish) by the University of Puerto Rico – to be completed by six participants (two from each partner country); and
- A process established to make the manual and *diplomado* available to the Central American University Environmental Law Network (RUDA) for replication in the region.

Major partnership activities during this reporting period included:

- Conducted two training and curricula development workshops for 20 law professors from the three-partner countries in Nicaragua (“The Environment as a Human Right” and “Coastal and Marine Law”), one in Costa Rica (“Climate Change and Law”), and one in the Dominican Republic (“Water Law”).
- Partners were unsuccessful in obtaining J-1 visas in time for a scheduled final training workshop at Tulane in February resulting in a postponement until May. (Since the visas still had not been processed by mid-April, the partners ultimately decided to move the training to Nicaragua.)

Anticipated partnership undertakings during the next six months (April 1, 2011 – October 31, 2011) include:

- Implementing the final two of nine training/curricula development workshops in NI (design of clinical legal education programs in Latin America and “Regulation of Land Use, Property, and the Environment”).
- Piloting the new partnership-developed *diplomado* program first in the Dominican Republic, followed by Nicaragua and Guatemala. The partners will be implementing these *diplomados* with an eye toward establishing a master’s program in Environmental Law either in each of the three countries or at the regional level through RUDA.

## USAID/South Africa Associate Award Associate Cooperative Agreement EDH-A-00-08-00016-00

In Fall 2008, HED made three awards for the following partnerships and amounts:

- State University of New York-Buffalo (UB)/University of KwaZulu Natal (UKZN): secondary mathematics teacher education, \$225,000;
- University of Florida (UF)/Tshwane University of Technology (TUT): tourism, \$250,000; and
- University of Michigan’s William Davidson Institute (WDI)/University of Johannesburg (UJ): transportation and supply chain management, \$250,000.

USAID/South Africa had pre-selected the three South Africa institutions in the writing of the RFA. The subagreements between HED/American Council on Education and the lead U.S. institutions were executed as an Associate Cooperative Agreement (No. EDH-A-00-08-00016-00) under HED’s Leader Cooperative Agreement with USAID (AEG-A-00-05-00007-00).

The overall goal of the UB/UKZN partnership is to increase the number of black teachers with the knowledge and skills to effectively teach grade 10-12 level mathematics in the State of KwaZulu-Natal in South Africa. Its objectives are to: (1) address education background inequities by giving existing mathematics teachers who do not hold B.S. degrees the opportunity to enroll in a degree program; (2) develop a pilot model mathematics teacher education program to be offered through flexible delivery and low-cost technology; (3) develop new mathematics courses and modules that focus on strengthening black South African teachers’ mathematics knowledge and pedagogical skills; and (4) create an advisory board to oversee and guide the pilot mathematics program, student recruitment, and partnership activities.

Major partnership activities and accomplishments during this reporting period include:

- Successful development of a new Advanced Certificate of Education (ACE) in Further Education and Training (FET) Mathematics for secondary teachers (grades 10-12), comprised of eight modules (courses). This ACE represents the only such certification in the region.
- Successful delivery of two modules for the eight ACE modules to approximately 350 teachers and ongoing delivery of two other modules. The final two modules will be delivered later in 2011.
- Two of the partners' research manuscripts have been accepted for presentation at the annual meeting of the International Group for the Psychology of Mathematical Education (PME) in Ankara, Turkey in July 2011. Partners also submitted a manuscript to *Pythagoras*, the journal of the Association for Mathematics Education of South Africa. It is currently under review.

Anticipated partnership undertakings during the next six months (April 1, 2011 – October 31, 2011) include:

- Delivery of the final two ACE modules;
- U.S. PI site visit to South Africa in June; and
- Participation in the PME conference.

The overall goal of the UF/TUT partnership is to increase TUT's teaching, research, service, and faculty development capacity in tourism management. Its objectives are to: (1) upgrade the skills, knowledge, and teaching methodologies of the TUT faculty through faculty and/or lecturer exchanges; (2) develop and update the existing and new curricula; (3) provide experiential learning and practical work experience for students; (4) target and enroll more minority, disadvantaged students in tourism studies; (5) increase involvement in meetings, seminars, and programs among higher education, national and local government, and industry officials to address local, regional, and national tourism management challenges; and (6) generate networking and applied research opportunities for faculty to increase awareness about sustainable and environmentally friendly (eco)tourism models.

Major partnership activities and accomplishments during this reporting period include:

- Completed the one-year follow up of the 2010 World Cup research project funded by TUT's Office of the Vice Chancellor. The partners investigated the attitudes, perceptions, and experiences of international visitors and South African residents from diverse demographic groups with regard to the event at nine host sites.
- UF continued to help TUT, establish new links with multiple stakeholders at city, provincial, and national levels to increase the visibility of its tourism programs. These ties have greatly increased the opportunity for student internships and jobs as well as faculty research. The newest link is with the Ministry of Environment.
- Engagement in tourism-related research for Gauteng Province and the city of Tshwane, including a survey on tourist accommodations and the development of a newly proposed Convention and Visitors Bureau.
- Conducted new research and collecting data on tourism and conservation issues at the Vredefort Dome World Heritage Site, a huge meteorite impact site.
- Developed new curricula in Casino Management and Aviation Management, and revised the extant Events Management curriculum. Implementation is pending approval from the Ministry of Education.

- UF partners are also supporting TUT efforts to revise the extant programs in tourism, eco-tourism, and adventure tourism.
- Established a Center for Tourism and Sustainability at TUT to, among other activities, coordinate tourism-related training, research, and outreach-related activities at city, provincial, and national levels. Partners expect that the Center will be fully approved by TUT's Senate in May 2011.
- U.S. PI met with the TUT partners four times over the course of semester-long sabbatical to keep the project moving along.

Anticipated partnership undertakings during the next six months (April 1, 2011 – October 31, 2011) include:

- Publish and disseminate the findings from the World Cup research project;
- Conduct another site visit to South Africa in May 2011;
- Continue to monitor and improve existing and new curriculum;
- Continue to research and implement recruitment strategies for under-represented populations; and
- Develop modules for the Vocational and Executive training certificate programs and develop a marketing campaign to recruit students for these programs.

The overall goal of the UM/UJ partnership is to strengthen and expand transportation studies and training programs related to building human capacity and technical skills for the transportation sector in South Africa. Its objectives are to: (1) build the capacity of South African universities to train current and future generations of leaders in transportation and supply chain management; and (2) stimulate innovative approaches and networks for transportation and supply chain management in South Africa.

Major partnership activities during this reporting period include:

- Official launch and enrollment of the first cohort of 52 students in the Masters of Science in Commerce (MCom) program (and 20 non-MCom students) in January 2011. Twelve students have been selected to follow the Supply Chain specialization track (one of four tracks). Many of the students are currently employed by top logistics companies throughout South Africa so they are able to immediately apply the skills learned in the classroom.
- Two supply chain modules (courses) have been fully completed with two more to be offered by June 2011.
- Partners continue to market the new MCom program.
- Partners continue to work closely with local business and industry, especially via the highly active Industrial Advisory Council, to ensure closer alignment of academic curricula and market needs.
- Two additional UJ undergraduates participated in the second "Study Tour" to UM/WDI from March 26 – April 9, 2011.
- UJ hosted a workshop in October 2010 titled "Transport Essentials presented by Women" on the undervalued role of women in transport and logistics. Attended by more than 110 individuals, including numerous students, it presented various career options open to women in this field.

Anticipated partnership undertakings during the next six months (April 1, 2011 – October 31, 2011) include:

- A UM professor will offer a new three-day course on “Supply Chain Operations Management” as part of the MCom program at UJ in August 2011; and
- Continue to refine the MCom curriculum, including the incorporation of case studies.

## **Assessment of Political Parties Strengthening Programs Cooperative Agreement EDH-A-00-09-00001-00 with USAID/DCHA/DG/EPP**

An Associate Award with USAID/Washington was signed on September 30, 2008, establishing collaborations with the Elections and Political Processes Division of the Office of Democracy and Governance in USAID’s Bureau of Democracy, Conflict and Humanitarian Assistance (DCHA/DG/EPP). As the result of a peer review process, on May 14, 2009 the University of Pittsburgh was awarded the grant.

The goals for this collaboration between HED, the University of Pittsburgh, and USAID are:

- first, to provide USAID/W with an evidence-based understanding of program implementation strategies and methods which have had an impact on political party development and advanced democratization in USAID recipient countries; and
- second, to provide USAID/W with an evaluation tool and assessment process that can be used to analyze the role and impact of USAID assistance on political party development and democratization in those countries. Participatory training modules to instruct USAID staff about using political party assessment and evaluation techniques are to be included.

During the six month period of October 1, 2010 through March 31, 2011, a number of project documents were completed.

- Reports from the evaluation trips to Ukraine and Indonesia and the Assessment report for Peru were submitted.
- Additional field trips were eliminated.
- Evaluation methodology was revised to develop the quasi-experimental design approach.
- Conceptual Framework was further refined and revised.
- USAID/W extended the end date for the activity from March 31, 2011 to August 31, 2011.
- Program goals were revisited in light of the new ending date, proposed travel changes and budget constraints.
- HED worked with the University of Pittsburgh and USAID/W to revise the workplan and modify the deliverables to move the activity toward a successful completion.

## USAID/Water Associate Award Associate Cooperative Agreement EPP-A-00-09-00005-00

This Associate Award in collaboration with EGAT/ED's Water Team (USAID/EGAT/NRM) provides funding for two partnerships between higher education institutions in the United States and Africa. Both partnerships were awarded prior funding from HED through merit-based, open competition. This funding allows the work to continue to ensure that activities are sustained and impacts achieve scale.

The partnership between *Cornell University*, *Tompkins Cortland Community College*, and *Bahir Dar University* in Ethiopia is strengthening both human and institutional capacity at Bahir Dar University to deal with water and sanitation issues in local communities. The partners will provide a Cornell master's degree at Bahir Dar University to a minimum of 40 graduate students following a curriculum in which participatory skills, watershed management, water supply, and interdisciplinary implementation are taught.

The *State University of New York, Albany*, *Tuskegee University*, and *Makerere University* in Uganda partnership is collaborating to enhance both human and institutional capacity at Makerere University to address safe drinking water issues in two selected communities so that Makerere University and its faculty will have the skills and knowledge to promote safe drinking water throughout Uganda. The partners also are developing greater capacity within the study communities to identify and deal sustainably with water and sanitation issues so that community members are taught to address the issues, and are empowered to transfer their knowledge to other communities.

During this reporting period, notable activities included the following:

### *Cornell University/Tompkins Cortland Community College/Bahir Dar University*

- Partners making significant progress toward having Bahir Dar University assume primary responsibility for the graduate program in future years, possibly as early as 2012;
- Majority of second cohort (13 students) completed Cornell coursework at Bahir Dar University and conducting research; and
- Five peer reviewed journal articles, one book chapter, and one conference paper appeared during this period.

### *State University of New York, Albany/Tuskegee University/Makerere University*

- Partnership obtained Ugandan government approvals in February 2011 to commence field work; baseline survey being conducted;
- One Ugandan student enrolled SUNY's MS program in Environmental Health Sciences and is being trained in Sanitary Microbiology.

## USAID/Barbados Associate Award Associate Cooperative Agreement AID-538-LA-11-00001

In November 2010, HED made an award of \$1,349,90 to *Indiana University (IU)* for a three-year project with the *University of the West Indies-Cave Hill School of Business (CHSB)* titled: "Barbados: Supporting Entrepreneurs through the JOBS Initiative." USAID/Barbados had pre-selected CHSB as the partner institution before drafting the Request for Applications. The subagreement between HED/American Council on Education and IU was executed in February 2011 as an Associate Cooperative

Agreement (No. AID-538-LA-11-00001) under HED's Leader Cooperative Agreement with USAID (AEG-A-00-05-00007-00).

Indiana University (IU) and the University of the West Indies' Cave Hill School of Business (CHSB) are partnering to develop a comprehensive entrepreneurship program for MBA and undergraduate students at CHSB that will help strengthen the entrepreneurial environment of Barbados.

The primary objectives of the partnership are to:

1. Provide faculty capacity building at CHSB;
2. Develop entrepreneurship curriculum to be introduced at undergraduate, graduate, and certificate and executive levels;
3. Establish a business incubator program that will consist of a venture forum, undergraduate internships, and a mentoring program;
4. Develop research techniques for faculty so that case studies can be disseminated through an online portal; and
5. Develop a project monitoring, evaluation, and sustainability plan.

Major partnership activities during this reporting period included:

- Formal announcement of the partnership between IU and CHSB on the HED Barbados JOBS Initiative. The formal launch included the U.S. Charge d' Affaires, as well as representatives from the University of West Indies, Barbadian government, business leaders, and media;
- Planning meetings to identify initial baseline activities and budgets for overall program;
- Development of final degree and certificate program recommendations (including course descriptions for degrees and certificates in entrepreneurship);
- Development meetings regarding the current entrepreneurial environment and activities in Barbados, including meetings with key subject matter experts within industry, government and education.
- Developed faculty assessment tools to begin to develop baseline understanding of current strengths and areas for development.
- CHSB key faculty and administrators met at Indiana University for a week to:
  - learn about IU's entrepreneurship activities including social enterprises through meetings with key faculty and administrators;
  - attend a business plan competition;
  - tour active incubators throughout central Indiana;
  - attend key entrepreneurship classes, review syllabi, and discuss pedagogical requirements to support curriculum development at CHSB;
  - finalize curriculum framework for new CHSB Entrepreneurship degrees; and
  - meet with Indiana entrepreneurs to learn how the business community views new business development needs and requirements including working with incubators as mentors.

Anticipated partnership undertakings during the next six months (April 1, 2011 – September 30, 2011) include:

- Meeting in June in Miami between IU and CHSB to revise the work plan and budget in order to align these with the results of the baseline study and needs assessment;
- Design initial degrees to be offered in the Entrepreneurship MBA and Diploma programs;
- Develop and implement incubator strategy and plan for partnering with existing organizations in Barbados;
- Confirm program criteria, parameters, oversight, and requirements for credit to meet UWI guidelines for the Young Entrepreneur Internships Competition; and
- Begin implementation, data collection, reporting and continuous improvement adjustments to the General Program Monitoring and Evaluation Plan.

## USAID/Senegal Associate Award Associate Cooperative Agreement 685-A-00-11-00023-00

The Ohio State University and Université Gaston Berger (UGB)

Title: “Development of Agronomy and Crop Production Academic Programs, Research, and Need Based Extension Programs for Sustainable Food Production In Senegal”

The objectives of this partnership are:

- Implement Associate & B.S. degrees programs in agronomy & crop production.
  - Existing courses updated; new courses developed for an Associate degree program & **B.Sc.** degree program; and 100 students recruited and enrolled in the degree program (70 percent Associate and 30 percent B.S. degree; 40 percent women).
- Improve the capacity of faculty at UGB in agronomy and crop production program.
  - Senegalese Ph.D. candidates enrolled in a sandwich program; UGB faculty involved in faculty exchange, in mentoring programs, in short term training programs.
- Provide effective applied research and extension service.
  - Research & Development center at UGB established; integrated research and outreach program piloted; training programs for farmer community members conducted.
- Strengthen the newly established departments of the College of Agriculture, Aquaculture and Food Technology at UGB.
  - Upgrade laboratories with improved facilities, basic equipment, computers, materials and supplies.

Program progress included the following activities:

- Recruited and hired project coordinator at OSU.
- Provided a week long training workshop on “Integration of Extension into Teaching & Research at UGB” – introducing U.S. Land-Grant Model.
- Revised the baseline survey instrument.
- Completed an Agronomy **B.Sc.** degree curriculum; approved by MoHEd.

- Processed 1,000 applications and admitted 100 students in the new **B.Sc.** program in January 2011.
- Recruited one Ph.D candidate from UGB.
- Recruited 10+ OSU mentors and paired with UGB faculty.
- Established a Research & Development Center at UGB and obtained office and lab space from ISRA and 30 hectares land from UGB.
- UGB and OSU faculty met with farmers from three communities and assessed their research and outreach interests/demands and identified 243 farmers for the outreach program.

Partnership is on track to achieve performance targets identified in the corresponding annual workplan for this reporting period.

The new Agroecology degree programs and research center establishes UGB as a premier institution that is capable of providing the higher education needed to meet the ecological and agricultural challenges of the Sahel. The week-long workshop on Integration of Extension into Teaching and Research began the process of institutionalizing the U.S. Land-Grant Model at UGB, thereby creating for the first time in Senegal an institution of higher education that incorporates extension into the fundamental work done by universities. The activities from the OSU-UGB partnership will increase food productivity in Senegal and improve resource management, economic growth, and food security in rural areas. These outcomes are consistent with the themes included in the Government of Senegal's Accelerated Growth Strategy adopted in 2006 to promote economic growth and the *Grand Offensive for Food and Abundance* (GOANA) launched in 2008.

The capacity of Senegal stakeholders were strengthened by having input in the curriculum for the new Agroecology programs. The Institut Senegalais de Recherches Agricoles (ISRA), Agence Nationale de Conseil Agricole (ANCAR), SAED, Africa Rice, and Green Senegal along with UGB and OSU faculty participated in a needs assessment to determine the curriculum. The inclusion in the process enabled these stakeholders to help determine educational goals of the students, thus eventually providing skilled workers to assist them in their work. These stakeholders also participated in the one week workshop called Integration of Extension into Teaching and Research at UGB. These workshops provided them with information about the land grant model, how to conduct a planning process, participatory research, and concepts behind student-centered teaching.

The Ohio State University's Council on Strategic Internationalization has a mandate to extend the educational reach of OSU on a global level. The February Workshop engaged NGOs (Africa Rice, Green Senegal), ISRA (national agriculture research institute) and SAED (government development agency) in the development of collaborative agricultural extension programming and training. The project is starting new relationships between OSU faculty and faculty at UGB that did not exist before. OSU faculty are being exposed to the agricultural and ecological challenges of a Sahalian country. We expect that this will impact teaching and research at OSU.

The following are the major planned activities for the next six months as they relate to the overall objectives.

- Second inaugural activity at UGB to celebrate the "kick-off" of the project.
- Complete the UGB Institutional Baseline Survey and conduct a baseline survey of the first group of students enrolled in the new program.

- Refinement of the curriculum will take place in the next six months and throughout the life of the project.
- Advertising and recruitment of two Ph.D candidates.
- At least two UGB faculty members will visit OSU and spend time with their mentors.
- Short term training activities in Senegal by OSU faculty.
- Train UGB faculty in the principles of US land grant model at OSU, and develop terms of reference for extension specialists.
- Launch of a partnership website.

### **USAID/Uganda Associate Award Associate Cooperative Agreement AID-617-LA-11-00001**

An Associate Award between USAID/Uganda and ACE/HED was signed on January 27, 2011 establishing a partnership between Makerere University in Uganda and North Dakota State University, titled “*Capacity Building in Integrated Management of Transboundary Animal Diseases and Zoonoses.*”

The goal of this partnership is to enhance the capacity of higher education institutions (HEIs) (educational programs, research, and community engagement) in Eastern and Central Africa (ECA) resulting in improved surveillance and management of Transboundary Animal Diseases and Zoonoses (TADZ) and food security through implementation of an Integrated Health Management (IHM) program.

ACE/HED and North Dakota State University signed a sub-agreement on February 15, 2011. Since the signing of a sub-agreement the partners have been working to accomplish the following planned activities:

- Enroll and train 10 Masters students in a joint MSc program (International Infectious Disease Management & Biosecurity).
- Hold an inception meeting in Uganda during the week of July 2-9, 2011.
- Conduct a baseline survey to collect data on status at Makerere programs, faculty development needs and community needs to be addressed by academic, research and extension programs.
- Conduct an assessment of the current surveillance systems in Uganda.
- Conduct a baseline survey to collect data on status at Makerere programs, faculty development needs and community needs to be addressed by academic, research and extension programs.

### **USAID/Ethiopia Associate Award Associate Cooperative Agreement AID-663-LA-11-00001**

**University of Connecticut and Addis Ababa University (AAU)**

Title: “*Sustainable Water Resources: Capacity Building In Education, Research And Outreach*”

The objectives of this partnership are:

- Develop a graduate level academic program in sustainable water resources at AAU.
  - new curricula (MSc, Ph.D) developed; existing courses reviewed and revised, including lecture notes, teaching materials and handouts; and new courses developed.

- Develop the capacity of faculty at AAU and other Ethiopian universities.
  - faculty from AAU and other Ethiopian universities enrolled for MSc and Ph.D training; guideline document for implementation of faculty exchange developed; and AAU faculty involved in faculty exchange programs; joint research proposals developed.
- Provide effective applied research and extension service.
  - watershed identified for community engagement; participants of a watershed community engaged in needs identification and development of intervention packages; undergraduate students involved in community service programs.
- Build institutional capacity.
  - an Institute of Water Resources established at AAU; better coordination of education, research and improved provision of quality services and policy to stakeholders in sustainable water management in Ethiopia.

Program progress included the following activities:

- Developed graduate level curriculum for Water Resources Planning and Management track – submitted for approval by the University Questionnaire.
- Developed and distributed to stakeholders to identify research priority areas for student projects.
- Established the EIWR and recruited and hired staff.
- Conducted a kick-off workshop to brief new partners gain input on the project, establish collaborative networks.
- Established contacts with new partners – Gates Foundation, Earth Child Institute, Hydrad, IBM, Bentley, Halley Aldrich.
- Obtained verbal commitment from the MoE for additional \$364,000 to train additional 10 Ph.D.s and 20 MSc students.
- UConn faculty developed new proposals and research activities – undergraduate students research topics, joint development of a project proposal submitted to USDA.

Partnership is on track to achieve goals and objectives according to the scope of work and the workplan included in the sub-agreement.

The Ethiopian Institute of Water Resources established under this partnership will benefit from the partnering Ethiopian universities by way of coordinating the fragmented educational and research activities undertaken by Ethiopian universities, facilitating exchange of information between stakeholders and academicians, incentivizing Ethiopian faculty to engage in research, setting research agenda, attracting additional funding, linking education/research to community problems, and articulating water resources issues to the public and policy makers.

The Ethiopian Ministry of Education has agreed to provide funding for the training of additional number (10 Ph.D.s and 20 MSc) of students, the majority of which will be from the Ethiopian higher education institutions. The increased number of graduate students will result in increased number of highly qualified Ethiopian professionals (both for higher education institutions and stakeholders) capable of addressing the development problems of Ethiopia which are rooted in the water sector.

UConn faculty are already beginning to develop new proposal and research activities on topics related to water resources in Ethiopia. Here are two examples:

- Ethan Butler, a School of Engineering undergraduate, is undertaking research on low-cost water treatment technologies and the feasibility of implementing these strategies in Ethiopia. He has received a number of awards for this important research including being named a University Scholar, being selected for the Legacy Leadership Experience at UConn, a Portz Interdisciplinary Research Fellowship from the National Collegiate Honors Council to support his University Scholar research, and a prestigious Udall scholarship for research on the environment. Two of the project team members serve on his advisory committee: Mekonnen Gebremichael and Carol Atkinson-Palombo.
- A team of U.S. professors (Mekonnen Gebremichael and Richard Anyah from UConn, and Junming Wang from Tennessee State University) and Ethiopian professors (Yilma Seleshi and Dereje Hailu from Addis Ababa University, and Tena Alamirew from Haramaya University) have jointly developed and submitted a proposal to the United States Department of Agriculture.

The following are the major planned activities for the next six months as they relate to the overall objectives.

- Complete baseline survey by June 15.
- Enter into Memorandum of Understanding between UConn and Addis Ababa University (May); Ethiopian Ministry of Education and Ethiopian Institute of Water Resources (May – June); Ethiopian Institute of Water Resources and Korean Environmental Institute (June).
- Develop and launch the EIWR website (May – June).
- Recruit three more EIWR Staff (Administrative and Program Assistant, Sponsored Program Administrator, Information Technology and Document Management Expert) (June).
- Secure space and facility for EIWR (June – July).
- Establish Data and Documentation Center (June – September).
- Establish Hydroinformatics Laboratory (June – September).
- Develop financial, administration and human resources manual (September).
- Set up graduate student selection process and select students for MSc and Ph.D. programs (May).
- Recruit U.S. and Ethiopian faculty (May).
- Develop Guideline for Course Development (May).
- Develop six new courses (May 30 – October 7) and six intensive sessions each comprising three weeks co-taught by U.S. and Ethiopian faculty from May 30 through October 7, allowing students to complete up to 18 credits toward their degrees (May 30 – October 7).
- Develop guidelines for faculty exchange program (June).
- Identify and prioritize research topics for MSc and Ph.D. students (September – October).
- Develop a master plan for selection of research topics (September).
- Test feasibility of hydraid sand filter for treating drinking water (June).
- Review of existing outreach schemes (September).
- Identify community for outreach engagement (June).

- Recruit undergraduate students for community outreach engagement (June).
- Develop guideline for community engagement (June) and outreach strategy (September).
- Conduct a symposium (August).
- Develop a protocol to work with NGOs and other stakeholders for community outreach programs (September).
- Participate in three international conferences: Three objectives of these three international conference presentations are (1) to increase awareness about the initiative among the international community; (2) to progress the academic discussion of how higher-education partnerships can contribute to development; and (3) to build networks for potential collaboration and additional funding.

## **USAID/Sudan Associate Award**

### **Associate Cooperative Agreement 650-A-00-11-00303-00**

Title: *“Rebuilding Higher Education in Agriculture to Support Food Security, Economic Growth, and Peace Efforts in Post-Conflict Southern Sudan”*

The objectives of this partnership are:

- Produce high quality graduates in agriculture.
  - existing academic programs and curricula revised; Faculty exchange and advanced degree training programs; Distance and distributed learning (DDL) across universities; English language laboratory/program; postgraduate programs developed.
- Generate knowledge through relevant and quality research.
  - collaborative research programs developed and implemented on-farm; experimental field stations established; short-term training programs in research skills developed; science-based, objective information to inform policy and decision makers provided.
- Create a quality university-based outreach program
  - food security program launched; infrastructure required for quality outreach programs secured; an outreach coordination group which links universities, government, IARCs and NGOs established; on-farm demonstration and dissemination programs established.
- Create an effective and dynamic Southern Sudan – U.S. university partnership
  - transparent and open partnership governance/management structure created;
  - a partnership monitoring and evaluation system established; an internal competitive grants program implemented.

Partnership is expected to be on track to achieve goals and objectives according to the scope of work and the workplan included in the sub-agreement. No activities were implemented during this reporting period, as sub-agreement was signed in March. However, the partners have started their baseline survey.

## USAID/South Africa Associate Award Associate Cooperative Agreement 674-A-00-11-00018-00

Title: *“Development of Graetzel Cell Solar Energy Devices for Africa”*

The objectives of this partnership are:

- Develop UCT as a hub for the growth of African education.
  - Nano Technology Center at UCT established; staff appointed two months after start; At least one proposal for major funding developed.
  - mechanism in use for HU & KIE to make proposals to the partnership for support of research/teaching activities in the NPA framework agreed; relationship with collaborators strengthened.
- Deliver Faculty development at African universities.
  - Ph.D students from HU and KIE registered at UCT; one African student registered at UC.
- Develop improved teaching and learning facilities and curricula.
  - Students supported at HU; KIE curriculum approved by national government; online resources published on partnership website.
- Develop indigenous solar panels.
  - Application for scattering experiments at major facilities (SAXS/SANS) developed; Copies of powder handling system for measurement of aerosol powder in scattering and spectroscopy experiments developed;
- Enhance the reputation and expertise for research and innovation in the nanosciences.
  - Visiting scientist from KIE and HU for at least one month; new technique learned, useful data from one measurement series
- Develop HU and KIE into new hubs and entrepreneurial centers.

Many reported activities were implemented before the signing of the sub-agreement using other resources. Program progress included the following activities:

- Established the Nano Technology Center at UCT and secured university support
- Strengthened relations with collaborators/partners:
  - Cincinnati chapter of the Rotary Club - to host and guide students toward entrepreneurial approaches and to assist in links to Rotary Clubs in South Africa, Ethiopia and Rwanda.
  - Oak Ridge – post- doctoral work support.
  - Eclipse Film Technologies – planning for reel-to-reel processing.
  - Solar Light for Africa – planning for new course
  - AFOSR funded part of NPA through the African Materials Initiative program
- User proposal for instrument use at Argonne National Lab completed
- Developed and submitted proposal format to:
  - Materials World Network program of NSF

- Betty and Gordon Morree Foundation
- Recruited post-doctoral students
- Identified a potential parallel role for national science lab in Botswana
- Started new interaction with Rhodes University in South Africa
- UC developed a new honors course “Solar Power for Africa”

Partnership is expected to be on track to achieve goals and objectives according to the scope of work and the workplan included in the sub-agreement.

Since the project was not funded until the end of March, the efforts were limited mostly to planning and facilitating future activities. Extensive effort has been put into securing contact between Cincinnati and HED and similar effort is under way to implement a sub-contract between Cincinnati and Cape Town. This has strengthened the institutional capabilities and knowhow at Cape Town and Cincinnati in dealing with complex multinational and multi-organizational projects.

The new nanotechnology center at Cape Town represents a major institutional advancement that will empower the NPA project. The NGO interactions have the potential to strengthen the entrepreneurial capabilities and the links between the NPA project and local outreach, especially in rural communities. The AFOSR project is the first fully funded spinoff project from the NPA project and bodes well for development of institutional capabilities for alternative funding sources for the efforts in Cape Town. The interaction with new collaborative institutions is broadening the impact of the NPA project.

NPA parallels both the strategic goals of the South African National Development Strategy as well as the targeted goals of the University of Cape Town. Energy production is one of the greatest hurdles to development in South Africa. The development of nanotechnology to provide local solutions to the energy crisis in NPA is in line with development plans of the Republic of South Africa.

The NPA goals parallel the goals of the South African Administration in leveraging expertise in South Africa to enhance economic development. The project also fits in with the South African energy equation for clean, renewable energy and in plans to develop off-grid power in an affordable way.

In December of 2009, the NPA team met with Derek Hanekom, the Deputy Minister of Science & Technology for South Africa and with J. (J. J.) Molapisi, the Director of Emerging Research Areas and Head of the Nanotechnology Initiative, to discuss the relationship between the proposed NPA project and the long term scientific and higher education goals of South Africa. The reception to the NPA project was extremely encouraging. The Deputy Minister expressed interest in fleshing out the potential for interaction and funding with the Director of Emerging Research Areas, J. J. Molapisi. David Britton has been in close contact with J. J. Molapisi and has had several meetings to discuss the interplay between NPA and the interests of the Ministry of Science & Technology.

The NGOs involved in the NPA project are interested in avoiding importing solar cells from abroad due to expense, need for local support for these devices and added benefit of economic technical development in Africa. We have remained in close contact with these NGOs throughout the past six months.

At the University of Cincinnati the project has led to a new honors course “Solar Power for Africa.” The program web page can be found at: <http://www.eng.uc.edu/~gbeaucag/Classes/SolarPowerforAfrica.html>.

## **USAID/Kenya Associate Award Associate Cooperative Agreements AID-623-LA-11-00004 and AID-623-LA-11-00006**

ACE/HED signed two grants with USAID/Kenya. The first grant is to establish a partnership between the University of Nairobi and Colorado State University, titled: “Centre for Sustainable Drylands: A University Collaboration for Transforming Higher Education in Africa at the University of Nairobi.” The major objectives of the partnership are:

- 1) To create a Centre for Sustainable Drylands at UoN resulting in effective coordination of interdisciplinary education, research and outreach supporting sustainable dryland ecosystems and societies in Kenya.
- 2) To develop a Dryland Leadership Learning Program at UoN resulting in greater capacity of students and faculty to address the problems of dryland ecosystems and societies in Kenya.
- 3) To develop a comparative, trans-disciplinary Research-for-Development Program resulting in addressing the development and sustainability needs of dryland communities, their ecosystems and the policy makers who serve them.
- 4) To create a Dryland Community Outreach Program resulting in greater participation in higher education by pastoralists, especially women, for development of more appropriate innovations for dryland systems.
- 5) To develop a Drylands Learning Platform for knowledge exchange resulting in effective coordination and impact of education, research and outreach for drylands of Kenya.

A subagreement between ACE/HED and University of Colorado has been executed and partners have started the following activities, which were planned for the first quarter (April to June 2011):

- Establish the Centre for Sustainable Drylands;
- Staff the Centre;
- Constitute the Centre Advisory Board; and
- Develop institutional and individual workplans.

The second grant signed with USAID/Kenya is to fund a partnership between Kenyatta University and Syracuse University, focused on “*Building Capacity through Quality Teacher Preparation*,” with the goal of building the capacity of Kenyatta University through quality teacher preparation across the full range of secondary teacher education—from pre-service teacher preparation, to novice teacher induction, to practicing teacher continual growth.

The emphasis in the first two years of implementation of the partnership will be on:

1. Collecting and analyzing baseline data on capacity needs of KU faculty, on curriculum improvement.
2. Developing professional development materials and conducting faculty development workshops.
3. Implementing scholar exchanges, and recruitment of KU faculty for sandwich degree programs.
4. Identifying collaborative research areas, developing a plan, undertaking those, and publishing findings.

5. Revising and developing new course curricula, based on data collected from pre-service, principals and identified gaps of the KU faculty.
6. Developing a mentoring program for pre-service secondary teachers.
7. Developing teacher performance expectations and assessments and revising the quality assurance and standards observation form used at national levels.
8. Engaging staff of national agencies related to teacher education in reviews and professional development programs.
9. Preparing policy briefs on critical issues related to teacher preparation in Kenya for informed decisions and supporting policy interventions at different levels.

Both Kenya partnerships are currently working on baseline data collection and will be aided and guided in such by the ACE/HED Director of Program Quality and Impact and Program Specialist. ACE Senior Vice-President, Terry Hartle will visit both partnerships in Kenya during the week of July 10, 2011.

# Appendix A

## List of Partnership Closeout Reports (October 1, 2010 – March 31, 2011)

**Eight partnerships closed out during this reporting period.**

1. Arizona State University/University of Pristina
2. Johns Hopkins University/Makerere University
3. Rochester Institute of Technology/American University of Kosovo
4. University of Michigan, William Davidson Institute/Jordan University of Science and Technology
5. University of Georgia/Universidad Autónoma de Coahuila
6. Saint Louis University/National University of Central Peru
7. University of Arizona/Universidad Autónoma de Baja California
8. University of Michigan-Dearborn/University of Garyounis

# Appendix B

## Select Publicity Materials

Success Stories

Partnerships in the News

## SUCCESS STORY

### Algerian Ministry of Higher Education Recognizes New Career Center

*William Davidson Institute at the University of Michigan/University of Mentouri-Constantine*



Photo: Maellem Dekhil

Boutadjine Bilel, an engineer and former University of Mentouri Constantine (UMC) student, is pictured at his job at KIS Company. Bilel credits the UMC Career Center—established by the William Davidson Institute and UMC partnership—for helping him find the job.

Confronted with a high unemployment rate and a struggling economy, many college students in Algeria face bleak prospects upon graduation. However, unlike many of his peers, Boutadjine Bilel graduated from the University of Mentouri – Constantine (UMC), Algeria with his dream job as an engineer for KIS Company in Constantine – an industrial company in the petroleum sector. Thanks to a new Career Center at UMC, Bilel is one of just hundreds of students that have secured both internships and full-time jobs in Constantine.

“Our rapid needs assessment indicated that the jobs were there but that Mentouri graduates were simply not well equipped to seek them out. Furthermore, graduates didn’t know how to write a proper resume or have interviewing skills” said Khalid Al-Naif, Director of WDI development consulting services.

As part of his work with the Career Center, Bilel participated in trainings that helped him become a better public speaker and understand what local employers look for in new employees. Bilel also learned how to present himself favorably to businesses and to network effectively with employers. He eventually developed a personal career plan and job search strategy that led to the engineering job he has today.

The Career Center at UMC was created by the William Davidson Institute at the University of Michigan through the RESUME project. The RESUME project is a USAID-funded and HED-managed partnership designed to enhance business management and English curricula and establish a Career Center at UMC. The Career Center is working to reinforce the links between UMC faculty and local employers and the local community to improve the employability of UMC students and help them find jobs. Now only in its second year, the Career Center and the services it offers have helped over 4,000 UMC students prepare for employment.

In fact, the Career Center has been so successful that officials at the highest levels of Algerian government have taken notice. The Algerian Ministry of Higher Education plans to establish 18 new career centers throughout Algeria based on the UMC model. The Career Center has also hosted delegations from universities in Tunisia, Egypt and Morocco who are interested in replicating its success at their home institutions to bring invaluable career placement and training services to students across the region.

Lakhdar Boukerrou, a development consultant for WDI supports the expansion of this program. “The Career Center is serving as an engine of change in the way employers approach hiring, the way students prepare for the workplace, and the new relationship between university and employer.”

# SUCCESS STORY

## Planting the Seeds to Combat Hunger in Burundi

*South Carolina State University/Ngozi University*



Photo: Courtesy of South Carolina State University

Dr. David Karemera, of South Carolina State University, teaching a class at Ngozi University.



Photo: Courtesy of South Carolina State University

Agribusiness program students and community members stand in front of Ngozi University.

When South Carolina State University (SCSU), a historically black public institution established in 1896, partnered with Ngozi University, the country's first private university founded in 1999, their goal was to develop the first-ever agribusiness program in Burundi. Project managers hoped the program would bring more opportunity and a more diverse curriculum to students at Ngozi while helping boost internationalization efforts at SCSU.

But the project's scope developed even further than previously planned. With the funding and support of USAID and Higher Education for Development, the two institutions' teams worked across borders and oceans to help students at Ngozi University build their careers while developing practical knowledge for solving farming problems in the poverty-stricken region.

Over the course of the project, the teams put into place an innovative and unique agribusiness program at Ngozi University. Course offerings ranged from crop marketing, agribusiness strategy to farm management and were taught by both SCSU and Ngozi instructors using PowerPoint and computer simulation models, which represented an important effort to engage the students in technology in the classroom.

The classes and program were a success. Over one six-month period, 45 students were enrolled in the courses. One student, Privat Rwasa, said: "I especially liked the courses (such as introduction to entrepreneurship) because they reminded me that agriculture should be understood as a business." However, the impact of the program wasn't limited to augmenting the academic offerings of Ngozi University. While the academic side flourished, professors and students from both institutions worked together to conduct experimental research with seeds and crops to determine which types of plants can adapt to local soil and weather conditions and prescribe the type of farming practices that would increase farm efficiency productivity in the Ngozi area.

"What we did was develop a real, practical application of agribusiness concepts," said Dr. David Karemera, professor of economics at SCSU's School of Business. "Beyond the scope of academics, research and institution building, we realized that we could translate our classroom experiences into real-world applications on behalf of small Ngozi famers. Hopefully, we could make a sizable impact on the hunger impacting the region in Burundi."

Project managers opened five research stations in the Kayanza and Ngozi provinces. Two of the stations focused on the cultivation and testing of several rice varieties. Three more focused on testing fruits and vegetables, ranging from eggplant to cucumbers, to carrots and fennel, some of which include hybrids and high-yielding seeds from the United States. Researchers tested the crops in different climates and soils and also tested various methods of pest management. Once the best practices and crops were determined,



researchers planned to share their results with local farmers, who would use the new found information to improve their yields.

“It’s empowering to be able to feel that the long-term impact of this project could help transform Burundi’s agri-business economy,” said Karemera. “With heightened production coupled with students that have stronger agribusiness education, opportunities should start to open up for the country.”

5-2011

## SUCCESS STORY

### Online Specialization Offers Improved Training to Mexican ESL Teachers

Georgia State University/Universidad Pedagógica Nacional



Photo: Teresa Muñoz

César Maldonado-García, Teresa Muñoz Parra, Francisco Javier Barrón Serrano, and Daniel Loreto García collaborated on the creation of an online Specialization for English language teachers in Mexico. The pilot course began in April 2011.



Photo: Teresa Muñoz

Graduates are pictured in their graduation regalia. From left to right: Francisco Javier Barrón Serrano, Teresa Muñoz Parra, and César Maldonado-García. “I can definitely say that my teaching practice is now more methodological,” said Maldonado. “I think about how to accomplish the goals effectively with what I have rather than considering my resource limitations as central to my teaching.”

With more than 6,000 English language teachers across Mexico’s public schools, the potential for middle school students to improve their language skills is well within reach; however, limited training for teachers remained an obstacle. But through knowledge exchange and technological advances, dedicated faculties at two higher education institutions were eager to set up a framework for sustainable solutions.

Universidad Pedagógica Nacional (UPN) teamed with Georgia State University (GSU) with funding from USAID and Higher Education for Development to tackle gaps in teacher training and fulfill a critical partnership goal: creating an English Language, Learning and Teaching distance learning Specialization. The first module of the online pilot course is already in use by 10 students enrolled from Mexico City, the state of Mexico, and the state of Tabasco.

The key developers and implementers of the course are four Mexican scholars who enrolled at GSU with partnership support to earn their Master of Arts degrees in Applied Linguistics. The Training, Internships, Exchanges, and Scholarships (TIES) scholars César Maldonado-García, Teresa Muñoz Parra, Francisco Javier Barrón Serrano, and Daniel Loreto García learned new teaching methodologies, and presentation, technological and collaboration skills. Their thoughtful perspective on Mexican culture enhanced the content and structure of the three 12-week modules produced. “The students in the public system will benefit greatly from the better teaching practice of public school teachers by using effective theories that actually apply to the different Mexican settings,” said Cesar Maldonado-García. Since their December 2010 graduation, all have returned to Mexico and sustain their presence in the project, working with GSU and UPN faculty.

Acting as tutors for the project, some of the scholars recognize the importance of shaping the course for Mexicans. “The fact that this Specialization for Mexican teachers will be mostly run by Mexican teachers means that issues which are specific to English language education in the public sector in Mexico are bound to take center stage as the Specialization runs its course,” said Barrón. As the course moves beyond the testing phase, local perspectives will not be overlooked. In June 2011, the TIES scholars, and partnering professors will meet as a team to further refine the course based on participant feedback.

The specialization was recently approved by the Ministry of Education and included in the catalogue of in-service course offerings for the basic education sector. The offering furthers the Mexican government’s goal of training 100,000 in-service teachers in ESL by 2012.

*With USAID support, more than 20 active TIES partnerships throughout Mexico are collaboratively addressing common concerns and advancing Mexico’s competitiveness in the global market.*

6-2011

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### **US-AFRICA: Universities for development partnerships**

Sarah King Head  
17 October 2010  
Issue: 0064

 Poverty alleviation and economic stimulation on the world's poorest continent are problems the US Agency for International Development (USAID) and Higher Education for Development intend to help solve. Last month the agencies **announced** strategic capacity-building partnerships between 22 universities in Africa and the US.

With the backing of up to \$1.1 million each, detailed five-year strategic plans and comprehensive 10-year visions, the goal is to assist the realisation of Sub-Saharan initiatives for national and regional development through higher educational investment. The institutions will tackle issues ranging from food security and health to natural resource and climate management, energy and education in Africa.

One such partnership initiative is currently being brokered with the Sudan, a country recovering from nearly 50 years of civil war and where 95% of the population relies on subsistence farming.

Two symposia in 2008 identified ways of being able to deal with food security issues in southern Sudan through the invigoration of higher educational training in agriculture and natural resource management. At that time, collaborative efforts led by the Catholic University of the Sudan in partnership with the University of Juba, Virginia Polytechnic Institute and Virginia State University began to develop strategies.

But none of this could happen before the country's ravaged educational infrastructure was restored.

"The task of rebuilding infrastructure has been nearly beyond imagination," explains project director and acting Vice-chancellor of the Catholic University of Sudan, Friar Michael Schultheis, SJ. He adds that many of the initiatives were, in fact, begun - and subsequently abandoned - back in the early 1980s, following a lull in hostilities.

It took another 25 years, and the signing of a comprehensive peace agreement, before the country could begin the huge task of rebuilding.

Among the challenges southern Sudan faces are a myriad of environmental problems ranging from water pollution further upstream along the Nile to wildlife extinction, deforestation and desertification. Moreover, not only did civil war kill or displace at least four million people, but extreme poverty in rural areas is matched by a literacy rate of only 30%.



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All this makes the prospects for developing a workable higher education mandate seem insurmountable. But Schultheis and his partners remain confident.

Along with efforts to repatriate the University of Juba from its temporary residence in northern Khartoum, one of the first steps was the decision to establish the Catholic University in Juba as the national university in 2007.

A year later the faculty of arts and social science was opened, and in 2009 the faculty of agricultural and environmental sciences began offering programmes. Based in the town of Wau in the state of Western Bahr el Ghazal, the latter faculty provides a general programme of study, leading to a five-year BSc specialising in agronomy, animal science or environmental science.

So far there is a total of 260 students in both faculties of the Catholic University, with the first cohorts of BA and BSc students in their third and second years respectively.

Though they may be small steps and the road ahead not expected to be easy, Schultheis is hopeful: "The question ahead is 'What will this baby become?'"

Coming from someone who, for more than 40 years, has taught and been involved in establishing curricula at higher education institutions in Uganda, Tanzania, Mozambique and Ghana, there is every reason to assume that this project will indeed mature and bear fruit.

The 10 other partnerships are similarly driven by the need to ensure that the resources and expertise of the developed world are put at the service of and are utilised by developing countries in innovative and sustainable ways.

Peter McPherson, President of the Association of Public and Land-Grant Universities, extolled the virtues of the partnerships when he underlined the importance of higher education in building a strong Africa: "These partnerships will combine the knowledge and resources of African and US universities to solve some of the critical issues hindering economic development in African countries."

The collaborative alliances also include the following projects:

\* The International Institute for Water and Environmental Engineering in Burkino Faso will be working with Tuskegee University in Alabama to improve hydrological and environmental science and technology. Future partnerships would include expertise from faculty of the University of Benin, and the University of Mines and Technology in Ghana.

\* Addis Ababa University in Ethiopia and the University of Connecticut seek to lay the foundations for an integrated water resources engineering programme to train professionals capable of addressing associated development challenges.

\* The College of Health Sciences at the University of Ghana in Legon, Accra, and Brown University in Providence, Rhode Island, plan to establish a National Educational Centre of Excellence to create and support multidisciplinary programmes in HIV-Aids research and the training of health care providers.

\* Kenyatta University in Nairobi, Kenya, and Syracuse University in New York State will be training secondary school teachers and supporting elevation of this profession in the region. Building on an existing institutional relationship, the partners intend to collaborate with other institutions in Kenya and the US.

\* The University of Nairobi in Kenya and Colorado State University are spearheading a partnership among other Kenyan, Tanzanian and Malian universities to develop programmes to address the challenges of agricultural and natural resource sustainability among regional dryland communities.

\* The University of Malawi in Zomba with Michigan State University and Lincoln University in Oxford, Pennsylvania, will work together to address the problems that population growth, uneven economic development and

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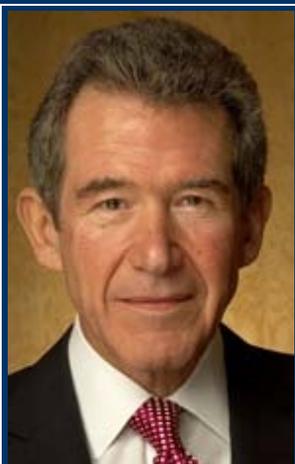
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Higher Education in the UK receives its biggest shake in 50 years by Lord (John) Browne.

climate change are progressively wreaking on the country's physical and human environment. In establishing a centre of excellence in ecosystems science services, economic growth will be matched by poverty alleviation in a sustainable fashion for the future.

\* The University of Liberia in Monrovia and Indiana University in Bloomington will be seeking to redress the shortage of life science professionals following 15 years of civil war. Assisted by the University of Massachusetts School of Medicine and the Virginia Polytechnic Institute and State University, curricular enhancements and physical infrastructure improvements will build up a life sciences workforce able to meet the needs of the country's 3.5 million people.

\* L'Université Gaston Berger in Saint-Louis, Senegal, and Ohio State University will develop a degree programme in agro-ecology to better manage the intensification of a burgeoning agricultural export industry and the potential degradation of fragile Sahelian ecosystems.

\* The University of Cape Town in South Africa and the University of Cincinnati intend to explore the use of solar power energy as a means to meet the energy needs of Sub-Saharan Africa. Relying on an innovative new technology and the expertise of industrial partners in the US, the South African university will serve as a centre for training researchers to expand on these technological developments.

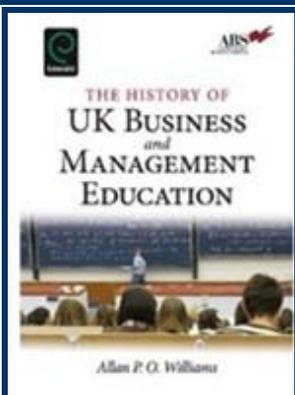
\* Makerere University in Kampala, Uganda, and North Dakota State University seek to establish centres of excellence that will oversee population health and food security issues associated with the spread of pandemic zoonotic and vector-borne diseases. The centres will coordinate responses ranging from surveillance and risk assessment to policy development and communication.

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## [Global Health Matters Newsletter](#)

November/December 2010 | Volume 9, Issue 6

### USAID devotes \$12m to bolster higher education in Africa

USAID is devoting about \$12 million to bolster higher education in Africa through capacity building partnerships designed to nurture local expertise in critical development issues such as health, food security and natural resource management. The initiative will pair 11 African universities with U.S. partners.

The program is intended to maximize the resources of U.S. institutions while placing African universities in the lead to capitalize on their on-the-ground knowledge, proximity to the challenges, and build their own capacity to better address these challenges.

“The citizens, academics, and civic and educational institutions of developing countries must be integrated into the way we partner to address development challenges,” said USAID Deputy Assistant Administrator for Africa Franklin Moore. “In this way, we can ensure that projects are sustainable, reflect decades of lessons learned, are maximally effective and targeted, and help to build in-country capacity to solve development challenges. Universities are among the most important parts of civil society, and their engagement in policy and program design and implementation is critically important.”



*Photo courtesy of Dr. James Kiarie*

The partnerships have detailed five-year strategic plans with a 10-year vision to address national and regional development priorities in sub-Saharan Africa through higher education human and institutional capacity development. Funded by USAID through a grant to Higher Education for Development, the partnerships are the result of the Africa-U.S. Higher Education Initiative, a collaborative effort started in 2007 to advocate for increased engagement in African higher education capacity development.

USAID will support higher education programs throughout Africa, including at University of Nairobi, where students are pictured above attending classes.

Several of the projects will focus on infectious diseases and five of the African institutions are also involved in the Medical Education Partnership Awards, being jointly administered by Fogarty and the Health Resources and Services Administration. They include Addis Ababa University in Ethiopia; University of Nairobi in Kenya; University of Capetown in South Africa; Makerere University in Uganda; and University of Malawi.

#### More Information

- Read the full article, [African and U.S. Universities Partner to Tackle Development Challenges Across Africa](#), including a list of Africa-U.S. Higher Education Initiative partnerships, on the Higher Education for Development Web site.

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# Fairfield University Awarded Nearly \$300,000 From USAID Through Higher Education for Development: Three-year Grant Will Integrate Service Learning, Te

Fri Nov 12, 6:00 am ET

Fairfield University has been awarded \$299,607 by United States Agency for International Development (USAID) through Higher Education for Development (HED) for a three-year grant that will integrate service learning, middle school health education and educational technology in Senegal for the Collège Universitaire Régional de Bambey (CUR-Bambey) faculty and students and local middle school teachers by leveraging new learning technologies as appropriate for the local environment for teaching health education topics.

Fairfield, Conn. (Vocus) November 11, 2010

Fairfield University has been awarded \$299,607 by United States Agency for International Development (USAID) through Higher Education for Development (HED) for a three-year grant that will integrate service learning, middle school health education and educational technology in Senegal for the Collège Universitaire Régional de Bambey (CUR-Bambey) faculty and students and local middle school teachers by leveraging new learning technologies as appropriate for the local environment for teaching health education topics.

Three Fairfield University professors share co-directorship of the grant named "The Use of Information and Computer Technology (ICT) and Service Learning to Develop Health Curricula": Winston Tellis, Ph.D., Stephen and Camille Schramm Chair in Information Systems and Operations Management and Vishnu Vinekar, Ph. D., assistant professor in Information Systems and Operations Management, who are faculty members in the Dolan School of Business; and Elizabeth Langran, Ph.D., assistant professor and director of the Educational Technology Program in the Graduate School of Education and Allied Professions.

Rev. Paul J. Fitzgerald, S.J., senior vice president for Academic Affairs at Fairfield, called the grant "an exciting opening for us," one more way in which the University is engaging with Africa. "Africa is one of the five priorities for the Society of Jesus (Jesuits) worldwide. This grant allows Fairfield professors to bring their expertise to the direct and indirect benefit of children, bettering their health care and building capacity among their teachers."

Service learning is a pedagogical approach that links academic study and community-based service so that each is strengthened and both are transformed.

In keeping with the Jesuit identity, this grant will enable the University to build on a sustained history of partnerships with international institutions of higher education in Nicaragua, Russia, Central Asia and several European countries.

The ICT project will leverage new learning technologies as appropriate for the local environment for teaching health education topics. Local middle school teachers will become familiar with the pedagogy of using technology to teach content. While the first content area to be taught with the technology will be health education, the pedagogy can be applied to other content areas as well.

In January 2011, Professors Tellis, Vinekar and Langran will travel to Senegal to conduct a needs assessment, in partnership with CUR-Bambey. Together they will develop a curriculum after consultation with the advisory board of the pilot school in Dakar. The baseline data collected at this time will inform their decisions for the following years.

The partnership is designed to strengthen the capacity of CUR-Bambey's community service program to be self-sustaining by utilizing a "train-the-trainer" approach.

The project was inspired several years ago by then Fairfield undergraduate and Stags basketball player, Mamadou Diakhate, '08, whose senior project was a proposal to introduce computers into his boyhood school in Dakar, the capital city of Senegal.

The professors worked on a grant application to HED with an ultimate goal of training the local Senegalese faculty in Service Learning, Information Technology, and Health Education. "Given the fact that only one proposal would be funded under HED's request for application, we are thrilled to have been chosen," said Dr. Langran.

"It is a team effort, in which each one of us brings skills and experience that should raise the dignity of the people in the rural areas, along with a new awareness of issues that affect them directly," Dr. Tellis said. "Best of all, it is a model that will develop the local expertise, such that we will not be needed towards the end of the project, if we have done our job as planned."

"The environment in rural Senegal could be similar to the poor areas in Delhi where I have worked with children in the slums learning to use computers," said Dr. Vinekar.

The project will involve several trips to Senegal by the Fairfield faculty members. "We will leave behind a self-sustaining operation that will enhance the wireless network transmission, and education infrastructure in the rural areas," Dr. Tellis noted.

Vol. 43, No. 109

Fairfield University is a Jesuit University, rooted in one of the world's oldest intellectual and spiritual traditions. More than 5,000 undergraduate and graduate students from 36 states, 47 foreign countries, the District of Columbia and Puerto Rico are enrolled in the University's six schools. In the spirit of rigorous and

sympathetic inquiry into all dimensions of human experience, Fairfield welcomes students from diverse backgrounds to share ideas and engage in open conversations. The University is located in the heart of a region where the future takes shape, on a stunning campus on the Connecticut coast.

# # #

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03 Jan 2011

Press Release

## USAID and Al Balqa University graduate in Irbid



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**320 new trainees in soft skills...**

Irbid 03 January 2011: To celebrate a new batch of graduates of Al Huson Career Development Centre (CDC), Al Balqa Applied University held a graduation ceremony at the Al Huson University College that was attended by University of Al Balqa, CDC, USAID Jordan Economic Development Program officials and guests. The ceremony witnessed the handing over of certificates to 320 graduates.

The CDC has been established as part of a USAID Jordan grant to Al Balqa Applied University to provide demand driven training in the Governorate of Irbid. To-date and over the course of the past two years, a total of about 1,500 students have been trained at the CDC in success skills, English conversation, presentation and communication, advanced IT, and creative thinking.

Since its inception in 2007, the CDC has been engaged in building public and private sectors partnership to provide tailored training programs for employment of college graduates. One of such partnerships include training for direct employment with the [Consolidated Contracting Co \(CCC\)](#), which so far has employed 19 college graduates at the CCC in pipefitting technologies and continues to train new intakes.. Partnership with industry includes training in piping technology and health safety and environment (HSE).

Another partnership was with ETVET to establish a solar energy technology training track at the CDC, in collaboration with Red Rock Community College and funded by US Higher Education for Development/USAID. Also, a recent partnership with peace corps was formed to expand and improve the training facility at the CDC.

Reaching out to the masses of fresh graduates and the public has been established by the CDC through holding regional and college job fairs. Internship programs have also been designed for students to learn as they engage in the work itself. The Centre continues to provide career counseling services and run student - led career clubs to enhance its mission further in bridging the employment gap in Jordan. Aspects of job market demands are also addressed

through CDC's invitations to different company speakers to speak to students at gatherings organized for the purpose.

The USAID Jordan Economic Development Program is a five year broad economic development initiative implemented by Deloitte Consulting LLP and a sizeable team of international and Jordanian partner firms. The Program's mission is to support sectors and activities in alignment with His Majesty King Abdullah's vision for a Knowledge-based Economy, by inserting Jordanian enterprises into global value chains, promoting investment, and improving the enabling environment to generate value added jobs, exports, foreign direct investment, and sector revenues as a powerful engine of economic growth.

-Ends-

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## OHIO honored for international collaboration

Feb 10, 2011

Colleen Kiphart



The Centre for Communication Studies at the University of Guyana.

Photographer: Sally Ann Cruikshank



Students in Sally Ann Cruikshank's journalism class made three documentaries.

Photographer: Sally Ann Cruikshank



The students later showed their work to a crowd that included the prime minister.

Photographer: Sally Ann Cruikshank

Higher Education for Development (HED)\*, an educational organization affiliated with the United States Agency for International Development (USAID)\*, has named Scripps College of Communication's partnership with the University of Guyana\* its "Partnership of the Month" for January.

According to their website, "HED supports its mission primarily by funding innovative partnerships that partner U.S. colleges or universities with institutions of higher learning in developing nations."

Vibert Cambridge, professor in the School of Media Arts and Studies and partnership director at OHIO, explained the significance of this honor.

"It is the recognition of a working partnership--one that is based on respect and reciprocity. It is also a tribute to the various units at Ohio University that have and are continuing to support this project," said Cambridge. "Support has come from the Office of the President, Scripps College of Communication, the School of Media Arts and Studies, E.W. Scripps College of Journalism, Institute for International Journalism, Communication and Development Studies, Center for International Studies, the Graduate College, International Faculty and Student Services, the Office of the Vice President for Research and Graduate Studies and WOUB Center for Public Media, among others."

His counterpart in Guyana, Paloma Mohamed, professor of communications/sociology/and social psychology and partnership director at the University of Guyana, felt the honor places the partnership on a wider international stage.

"HED has hundreds of projects all over the world, so to be singled out as one which is worthy of special recognition is definitely important! This is so very many reasons - if one can demonstrate results and value for money that's sustainable it means we have a model that can be replicated -- and others should know of it," explained Mohamed. "The honor also makes a statement about the quality of the institutions and persons involved in making the project work -- and there are so very many -- at HED Washington, USAID Guyana, Ohio University and at the University of Guyana. It's a good validation of our collective efforts!"

Sally Ann Cruikshank, a graduate student in the Scripps School of Journalism, spent five months teaching journalism at the University of Guyana. She saw firsthand the value of collaboration between teacher and student between OHIO and the University of Guyana.

"It was all an incredible experience. But if I had to choose a favorite aspect, I think it would be watching the students realize how much they are capable of accomplishing," she said. "For example, we worked on three mini-documentaries when I was there. Some of the students had never used the cameras or the editing equipment. When we were finished, we premiered the films in front of an audience that included the prime minister. The films were such a source of pride for the students, as they should have been."

OHIO has worked in partnership with the University of Guyana for 26 years. The universities have exchanged more than words; they have shared students and instructors.

"This project is about OHIO demonstrating commitment and sustainability in its relationship with Guyana and the University of Guyana," explained Cambridge. "Over the 26 years, several Guyanese have earned advanced degrees here, and our library has provided many training opportunities for librarians from the University of Guyana. The project has taken OU/Guyana relations to a new platform -- faculty and graduate student exchange. In addition, it is providing opportunities for undergraduate students to have international learning experiences."

The partnership has strengthened both programs.

"This project can be partially credited with saving the Centre for Communication Studies, which is the only institution in Guyana which trains journalists and media operators, from closure," said Mohamed.

She continued, "In a budding and arguably fragile democracy, the importance of a strong and well trained media cannot be underestimated. It's all important. The project is special also because it set out to address problems in the society through engaging the media sector in a comprehensive way. Attempting the very hazardous task of being all inclusive in a society which has real tensions of class, race and other social constructions is fraught with danger."

It has been a challenge that OHIO and University of Guyana instructors, students and alumni have risen to repeatedly with tremendous results.

"I had the best students in Guyana," said Cruikshank. "They were all so eager to learn and just genuinely excited to be in class. We certainly had a fun. I definitely learned as much as they did."

*published: February 10, 2011 9:35 AM*



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Posted Online: Feb. 24, 2011, 12:53 pm

## **EICCD has been awarded a \$55,000 grant**

[Comment on this story](#)

### **Press release submitted by Eastern Iowa Community College District**

#### Economic Empowerment through Entrepreneurship

Eastern Iowa Community College District (EICCD) in collaboration with Tulsa (OK) Community College (TCC) has been awarded a \$55,000 proposal development grant for a six-month period of performance to partner with Sana'a Community College, Yemen. Through this award, the three colleges will work together to create a proposal for a three-year partnership to strengthen the capacity of Sana'a Community College through the promotion of entrepreneurship.

This grant has been awarded through Higher Education for Development (HED), in cooperation with the U.S. Department of State, the U.S. Agency for International Development (USAID), and the U.S. Department of Education as part of the Broader Middle East and North Africa (BMENA) - U.S. Community College Entrepreneurship Proposal Development Grants competition.

EICCD is one of just six lead institutions chosen as part of the BMENA-U.S. Community College competition. EICCD will be working in the project with TCC as well Community Colleges for International Development and the Greater Muscatine Chamber of Commerce.

"The goal of the project is to develop an entrepreneurship certificate in career and technical education for Sana'a Community College," said Jeremy Pickard, EICCD International Education Director. "We will also be creating an entrepreneurship certificate program for existing small- and medium-size businesses."

Pickard said that economic expansion in Yemeni depends upon job creation and both Yemeni and American leaders believe that the small business sector will produce most of the growth. These firms will succeed only if those running them have culturally relevant entrepreneurial skills.

Faculty from the U.S. and Yemen will travel to their respected counterpart institutions to develop a partnership which will result in entrepreneurship modules and approaches to entrepreneurship education for the Yemeni context.

This joint initiative is a response to recent administration development goals for the BMENA region. In June 2009, USAID, the U.S. Department of State and the U.S. Department of Education sponsored a two-day conference in Amman, Jordan focusing on community and technical colleges as an important model for facilitating the school-to-work transition in the BMENA region. During a major speech in June 2009 in Cairo, Egypt, President Obama highlighted the importance of entrepreneurship in fostering economic opportunity and

community development. Speaking in Doha, Qatar in January 2011, Secretary of State Hillary Clinton emphasized the importance of creating partnerships to promote development and opportunity for young people within the region.

"The U.S. Department of State, through the Middle East Partnership Initiative, is pleased to support the Entrepreneurship Proposal Development Grants as a means to facilitate partnerships between U.S. community colleges and technical and vocational institutions within the BMENA region. Entrepreneurship is key to improving economic conditions and expanding job creation and social change. MEPI is committed to finding new ways to unlock innovation, spur private sector development, and create new employment opportunities for the region's young population," said Alice Blayne-Allard, coordinator for the G8-BMENA Initiative.

Facing acute youth unemployment, increasing poverty, and underemployment of semi-skilled and skilled workers, there is a need to expand job opportunities to keep pace with rapidly expanding populations and to ensure regional prosperity and stability. Community colleges and vocational institutions in the United States have programs and centers that are actively linked to industry, corporations, and local businesses; and graduates of community colleges are often more quickly employed due to their relevant studies and links to business.

"Partnering U.S. community colleges with technical and vocational institutions in the BMENA region will provide a valuable model of successful workforce and entrepreneurship development," said Tully Cornick, Ph.D., executive director of HED. "HED is pleased to support an initiative that will improve the capacity of the BMENA institutions to contribute to national economic growth by preparing graduates to start their own small businesses, create new jobs, and fill positions in growth sectors."

The partnership proposals developed through these six-month planning grants will be submitted to HED at the conclusion of the grant period. HED will, through a peer review process, evaluate the proposals and rank them for consideration for implementation funding by USAID.

Higher Education for Development (HED) mobilizes the expertise and resources of the higher education community to address global development challenges. HED manages a competitive awards process to access expertise with the higher education community in coordination with the American Council on Education (ACE), the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the Association of American Universities (AAU), the Association of Public and Land-grant Universities (APLU), and the National Association of Independent Colleges and Universities (NAICU). For more information about HED, visit [www.HEDprogram.org](http://www.HEDprogram.org).

Through a Leader-with-Associates Cooperative Agreement, signed in September 2005 USAID's Bureau for Economic Growth, Agriculture and Trade, Office of Education (EGAT/ED) provides support to Higher Education for Development. These partnerships are funded by the U.S. State Department's Office of the Middle East Partnership Initiative (MEPI) through the Leader Agreement and is supported by the U.S. Department of Education.

The American people, through the USAID, have provided economic and humanitarian assistance worldwide for nearly 50 years. For more information on USAID, visit [www.USAID.gov](http://www.USAID.gov).

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ccTimes &gt; Expanding entrepreneurship in the Middle East

## Expanding entrepreneurship in the Middle East

By Times Staff, Published February 24, 2011

Eleven community colleges will team with higher education institutions in the Middle East and North Africa to help strengthen entrepreneurship in those regions.

Higher Education for Development (HED), in cooperation with the U.S. Department of State, the U.S. Agency for International Development (USAID) and the U.S. Department of Education, on Thursday announced the partnerships that will participate in the Broader Middle East and North Africa (BMENA)—U.S. Community College Entrepreneurship Proposal Development program.

Each team will receive a grant of up to \$60,000 to help develop long-term partnerships at least three years to improve the BMENA institutions through the promotion of entrepreneurship. The proposals developed through these planning grants will be submitted to HED at the conclusion of the six-month grant period. HED will then consider them for implementation funding by USAID.

The two-year colleges and their partnering institutions are:

- [Central Community College](#) (Nebraska)/[Bahrain Polytechnic](#) (Bahrain): *Bahrain Entrepreneurship Project*
- [Middlesex Community College](#) and [Bristol Community College](#) (Massachusetts)/[Ecole Normale Supérieure de l'Enseignement Technique de Rabat/Ecole Normale Supérieure de l'Enseignement Technique](#) (Morocco): *Linkages for Entrepreneurship Achievement Project (LEAP)*
- [Washtenaw Community College](#) (Michigan)/[William Davidson Institute](#) at the University of Michigan /[Al Quds College](#) (Jordan): *Integrated Entrepreneurship Training*
- [Nassau Community College](#), [Monroe Community College](#), [North Country Community College](#) and [Onondaga Community College](#) (New York)/[Al-Kafaat Europa School of Technology](#) (Lebanon): *SUNY Community College Consortium*
- [Gateway Technical College](#) (Wisconsin)/[Ecole Supérieure de Technologie, Oujda/Université Mohammed I Oujda](#) (Morocco): *Collegiate Entrepreneurship and Collaborative Strategies*
- [Eastern Iowa Community College District](#) and [Tulsa Community College](#)

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(Oklahoma)/Sana'a Community College (Yemen): *Economic Empowerment through Entrepreneurship*

The initiative is in response to recent administration development goals for the region. In 2009, USAID, State Department and Education Department sponsored a two-day conference in Jordan focusing on community and technical colleges as a model for facilitating the school-to-work transition in the BMENA region. During a speech that year in Egypt, President Barack Obama highlighted the importance of entrepreneurship in fostering economic opportunity and community development. Speaking in Qatar in January, Secretary of State Hillary Clinton emphasized the importance of creating partnerships to promote development and opportunity for young people within the region.

Facing high unemployment among youths, increasing poverty and lack of jobs for skilled workers, there is a need to expand job opportunities to ensure regional prosperity and stability, according to project officials. U.S. community colleges and other institutions have programs and centers that are actively linked to industry, corporations and local businesses, they noted.

“Partnering U.S. community colleges with technical and vocational institutions in the BMENA region will provide a valuable model of successful workforce and entrepreneurship development,” said Tully Cornick, executive director of HED.



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## CHSB, Kelley School of Business and USAID Launch JOBS Project

*Published: February 24 2011*

Bridgetown, Barbados Wednesday, February 23, 2011 – The Embassy of the United States of America to Barbados and the Eastern Caribbean today announced a new US\$1.35m (BD\$2.7m) entrepreneurship initiative with the University of the West Indies-Cave Hill and Indiana University.

The multi-year Job Opportunities for Business Start-up (JOBS) initiative is aimed at supporting the growth of an entrepreneurial culture and diversifying the service oriented economies of Barbados and the Eastern Caribbean. JOBS will be coordinated by the U.S. Agency for International Development (USAID)/Barbados and Eastern Caribbean and Higher Education for Development (HED).

JOBS will strengthen the University of the West Indies-Cave Hill School of Business's Centre for Enterprise and Entrepreneurship as the hub for innovative business training and growth in the Eastern Caribbean.

Indiana University Bloomington has been selected to partner with the Cave Hill School of Business under JOBS to cultivate an entrepreneurial mindset in the region through updated degree and certificate programs focused on alternative energy initiatives, high-tech ventures, social entrepreneurship, and entrepreneurship in cultural industries.

USAID's Representative in Barbados James Goggin, expressed his delight for the program: "A keystone of USAID's cooperation program for Barbados and the Eastern Caribbean is to advance economic development through entrepreneurship. We are excited and honored to be forming this new partnership with the University of the West Indies and its Cave Hill School of Business and Indiana University which will combine the energies of our three institutions to address the challenge of creating new business opportunities in Barbados and its neighboring countries, especially for Caribbean young people."

The JOBS initiative stems from a worldwide USAID effort to promote post-secondary skills training. Many technical and vocational community colleges and higher education institutions in the United States have business schools and centers that are actively linked to industry and corporations. The support of academic and business communities in Barbados will facilitate a strong foundation for graduates having an entrepreneurial spirit, regardless of their area of study.

"So often, we hear about youth building our future. The JOBS initiative is an investment in that idea. Education coupled with practical internships and mentoring from the business community can nurture the entrepreneurial spirit of students and young working professionals," said HED Executive Director Tully Cornick.

This award of US\$1,350,000 is funded by the U.S. Government through USAID/Barbados and Eastern Caribbean, and managed by HED.



[JOBS Project Objectives](#) (198.8 KB)

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NEWS

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FACTS &amp; FIGURES

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JOBS

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## Global

[Home](#) > [News](#) > [Global](#)

February 23, 2011

### American Colleges Discuss Their Next Moves in Protest-Riven Middle East

By *Beth McMurtrie*

San Francisco

The recent uprisings across North Africa and the Middle East have placed American colleges in a tense situation. Beyond immediately evacuating students in harm's way, what is their role in these events and their aftermath? A session on Wednesday here at the Association of International Education Administrators' annual conference prompted a frank discussion of those questions.

As the waves of populist protest against autocratic regimes continue, educators at the meeting said they were torn between wanting to stay engaged in the region and needing to protect students and faculty members who are there.

One worry is that a temporary pullout could be seen as a signal for permanent disengagement, said Katherine Bellows, executive director of the Office of International Programs at Georgetown University.

Georgetown is scheduled to offer a language program this summer in Alexandria, Egypt. "What are we going to do?" she wondered. "Part of me fears that if I say, 'No, you're not going,' that will be seen as a long-term decision."

Public institutions like the State University of New York face further complications, said James Ketterer, the system's deputy provost and chief of staff of the Office of Academic Affairs and University-Wide Programs.

"We're funded by the Legislature, and they are very much driven by the headlines, by calls from parents and constituents," he said. Although he understands the hesitancy to withdraw from countries in turmoil, he said, universities cannot afford to make missteps that could result in a permanent pullout. "These are day-by-day, minute-by-minute calculations," he said.

'A Road That Has Not Yet Been Paved'

Even as colleges are propelled by State Department warnings and concerned parents to pull back, the Middle East has become a more fascinating place with which to engage, participants said. That holds true for students and faculty members alike, said Norm Peterson, vice provost for international education at Montana State University, who moderated the session.

"While we were flying students out of the region, there were students clamoring to go in," he said. "That's part of the tension of our work."

Tully Cornick, executive director of Higher Education for Development, which is primarily financed by the U.S. Agency for International Development, said that at the same time his organization has been evacuating project members from Egypt, its officials have begun discussing how they can reprogram their Middle East partnerships. For one thing, he asked, would the new governments in the region even honor the existing agreements?

Many at the session had worked in the field long enough to remember similar discussions following the fall of Soviet-backed regimes and the opening of Eastern Europe in the 1990s. Yet there are a number of crucial differences, Georgetown's Ms. Bellows noted, such as culture, religion, violence, and economic issues, including access to oil.

"That's what's disturbing," she said. "We're looking at a road that has not yet been paved."

Colleges should begin considering strategy now for their long-term engagement in the region,

participants agreed. That means working internally with faculty and staff members to figure out institutional priorities. It also means reaching out to federal bodies like the Agency for International Development and the State Department to offer expertise and guidance.

"In the long run," said SUNY's Mr. Ketterer, "the work we do is going to become more important in helping to reset foreign policy in the region."



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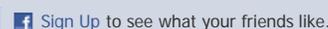
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The Chronicle of Higher Education 1255 Twenty-Third St, N.W. Washington, D.C. 20037

## U.S. Embassy Launches US\$1.35M Entrepreneurship Initiative

US Embassy

Friday, February 25th, 2011 at 11:50 am

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Bridgetown, Barbados – The Embassy of the United States of America to Barbados and the Eastern Caribbean on Thursday announced a new US\$1.35m (BD\$2.7m) entrepreneurship initiative with the University of the West Indies-Cave Hill and Indiana University.

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Tully Cornick.

This award of US\$1,350,000 is funded by the U.S. Government through USAID/Barbados and Eastern Caribbean, and managed by HED.

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# UMass Med Now

## Medical School team rebuilding health care in Liberia

*Multidisciplinary experts lead initiatives in medical training, nursing leadership and library services*

By Sandra Gray

March 4, 2010

UMass Medical School Communications

*At any given time of year, there are scores of students, faculty and researchers off campus—some way, way off campus—in the Dominican Republic, Peru, Ghana, Liberia—providing aid, serving fellowships and gaining experience they can apply to their work, and their patients, here at home. As an ongoing, periodic feature on UMassMedNow, we will profile some of these travelers and give you some insight into the impact—both small scale and large—that the people of UMMS are making on our world.*

While many are spending the spring break days of March at vacation destinations, a team of UMass Medical School faculty and clinicians are headed off to work in Liberia, where they will advance a number of initiatives aimed at helping the war-torn country rebuild its medical infrastructure. On Saturday, March 5, an eight-person delegation, assembled by Associate Provost of Global Health Katherine Luzuriaga, MD, professor of medicine and pediatrics, travels to Liberia for a week of collaborating with and supporting their Liberian colleagues.

Liberia has recently emerged from two disastrous civil wars that destroyed much of its medical infrastructure and training systems. With a \$2.4 million grant from the non-profit Higher Education for Development (HED), which funds innovative partnerships between U.S. colleges or universities with institutions of higher learning in developing nations; the United States Agency for International Development (USAID); and in cooperation with Health Education and Relief Through Teaching (HEARTT), a not-for-profit corporation providing overall health care and health training to underdeveloped communities and countries, UMMS faculty are collaborating with other academic health sciences centers from around the United States on several initiatives to address Liberia's medical needs.

Leading the group with Dr. Luzuriaga is School of Medicine Dean and Professor of Pediatrics Terence R. Flotte, MD, who, in addition to participating in pediatrics training projects, will meet key partners and observe the Liberian health care landscape firsthand, and then carry the message of Liberia's enormous need to the larger UMMS community.



**On a previous visit to Liberia, from left, Office of Global Health Co-director Donna Gallagher, MSN, and Associate Provost of Global Health Katherine Luzuriaga, MD, met with Liberian President Ellen Sirleaf-Johnson.**



**Liberian nurse leaders proudly display their certificates of completion for the JFK Nursing Leadership and BSN Education Technical Assistance training program led by UMMS Co-director of Global Health Donna Gallagher, MSN, rear, third from right, in late 2010.**

Office of Global Health Co-director Donna Gallagher, MSN, instructor in family medicine & community health, has been forging partnerships in Liberia for many years as director of the New England AIDS Education and Training Center. She will be conducting her third nursing leadership program sponsored by the HED grant. This time, three Liberian-American nurses and one physician assistant from Rhode Island will join her. They will be in Liberia for a month to provide clinical mentorship for the Liberian nurses who have participated in the leadership training.

Director of Library Services Elaine Martin, DA, and former Associate Director of Library Information Services James Comes, EdD, will kick off an initiative to rebuild the country's decimated medical library and supply of medical textbooks. The project involves cataloguing a donation of 8,000 medical texts from the Sabre Foundation. The group has also applied for a donation of the entire medical library from the soon-to-be-closed Walter Reed Army Medical Center.

Pediatrician and Director of Global Health Education in the Department of Pediatrics Patricia McQuilkin, MD, will focus on pediatric curriculum development at the University of Liberia's Dogliotti School of Medicine, and pediatric training at the John F. Kennedy Medical Center—essential in a country where half the population is under age 15 and there are only two native pediatricians. Joining Dr. McQuilkin from Children's Hospital Boston and Brigham and Women's Hospital is Michelle Niescierenko, MD, a fellow in pediatric emergency medicine and international pediatric medicine. And, Mariah McNamara, MD, director of the new UMMS International Emergency Medicine Fellowship, will explore other opportunities for collaboration.

"These projects grew out of the initial involvement of a small group of people whose work focused on improving HIV care in Liberia. As we developed familiarity with the unique needs of the Liberian health care system, we began to understand that there was a need for more broad-based participation," said Luzuriaga. "This has resulted in the assembly of a multidisciplinary group of individuals who collectively can capitalize on the strengths of our academic health sciences center to improve the health care system and health status for all Liberians."

*Editor's note: UMassMedNow will follow-up with details about the group's activities in Liberia. Check back periodically for updates.*

**Related links:**

## Grant helps CCC partner with firm in Bahrain

Charis Ubben

[cubben@hastingstribune.com](mailto:cubben@hastingstribune.com)

Thanks to a \$60,000 grant, Central Community College is in the middle of a six-month collaboration with Bahrain Polytechnic, a public institution in the Kingdom of Bahrain.

The grant was awarded as part of the Broader Middle East and North Africa-U.S. Community College Entrepreneurship Proposal Development Grants competition. A proposal for a three-year partnership is being developed. The partnership would build Polytechnic's capacity for training would-be entrepreneurs, which would create new jobs and fill positions in growth sectors.

"Partnering U.S. community colleges with technical and vocational institutions in the BMENA region will provide a valuable model of successful workforce and entrepreneurship development," said Tully Cornick, executive director of Higher Education for Development.

HED supports the involvement of higher education in development issues around the world by funding partnerships between U.S. colleges or universities and institutions of higher learning in developing nations. HED awarded the grant to CCC in cooperation with the U.S. Department of State, U.S. Agency for International Development and U.S. Department of Education.



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# THE CHRONICLE

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## Global

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March 6, 2011

### Arab Protests May Open Door for U.S. Scholars

**Region's colleges struggle with vast enrollments, few resources**



Thomas Hartwell

Students presented complaints to a dean at Cairo U. this month. Classes were postponed and are expected to resume in mid-March.

[Enlarge Image](#)

By David L. Wheeler and Ian Wilhelm

As protesters across the Arab world demand an end to autocratic regimes that have drained universities of resources and suffocated critical thinking, scholars see some hope of an Arab renaissance and a new opening for American involvement.

There is a strong need, says Farouk El-Baz, an Egyptian-born scientist at Boston University, for "the educational system in the U.S. to speak out and say, 'We know that you have been left behind, and we are willing to help in any way, shape, or form.'"

From the ancient Library of Alexandria to a new Islamic-arts museum in Qatar that holds 700-year-old astrolabes and ornate calligraphy, the Arab world's rich tradition of learning, science, and literature is clear. But across much of the Middle East and North Africa, that intellectual culture has taken a beating in the past century.

High fertility rates have led to demographic youth "bulges": In Algeria, for example, about 23 percent of the population is between the ages of 15 and 24. Such large college-age populations, combined with the belief in many countries that universities should be free, have led to unworkable enrollments. An Egyptian professor may have 1,000 students in a class and need three months to grade a final examination. The students who graduate from such institutions have few skills and compete for few jobs, but are educated enough to know that they are idle bystanders in the global economy.



Peter Heath, chancellor of the American University of Sharjah, in the United Arab Emirates, sums up the source of the region's educational problems: "Access has been more important than quality."

It would be unfair of course, to paint the more than 20 Arabic-speaking countries and territories in the Middle East and North Africa with a single brush. The region is sprinkled with some new, highly aspirational institutions, and some venerable, well-accredited ones.

Saudi Arabia's King Abdullah University of Science and Technology, a graduate institution with a \$10-billion-dollar endowment, has just graduated its first class. Qatar's Education City has attracted six American universities, the business school HEC Paris, and, soon, University College London. The American University of Beirut, in the city that was once a symbol of a civil war but is now far safer than Tripoli, serves up the liberal arts alongside business and engineering programs.

Swamped by Demand

Such institutions, while valuable for the region's best students, would be swamped if they tried to broaden their reach. The capacity of every internationally accredited institution in the region could easily be swallowed up by the needs of the students at a single Egyptian public university, which might enroll 150,000.

Despite the scale of the problem, many American scholars feel compelled to help, and see the regime changes as providing new avenues for aid.

"I definitely view it as potential opportunity for more engagement with those countries in science and technology more broadly," says Cathleen A. Campbell, chief executive of the Civilian Research and Development Foundation, a U.S.-government-supported fund that fosters scientific collaboration. The foundation is providing \$1.5-million to build a virtual library for Algeria, Morocco, and Tunisia.

While the program has been hampered by the recent unrest—a visit by foundation staff members to Morocco was postponed—Ms. Campbell says the library could be expanded to Egypt and other North African countries to improve their digital connections to scientific literature.

Scholars, both regional veterans and newcomers, seem eager to visit. "I'm a political scientist who works on the Middle East," says Lisa Anderson, president of American University in Cairo. "Everybody I know is calling and saying, 'You know, this is my spring break, I think I'm going to come to Egypt.'"

On the one hand, Ms. Anderson thinks, "We don't need another lecture by a visiting political scientist." On the other hand, "It is actually a fabulous, wonderful opportunity to think about politics, to think about the region." To handle this new demand, the university has established a fund for visiting scholars.

Norman J. Peterson, vice provost for international education at Montana State University, says scholars on the ground need to gather information about what is going on in the Middle East and North Africa and digest it, giving international offices on campuses in the United States analyses that they might otherwise never get. That information, he says, can in turn be used by universities to determine what overseas programs would work best.

Mr. Peterson also sees strong value in a standard of the academic-exchange repertoire: delegations of presidents, vice presidents, and other academic leaders visiting countries where governments have changed, once the countries are relatively safe. Those trips, he says, create good public relations in the countries visited and help American universities identify what is possible and welcome.

A Varied Landscape

The potential for future tours varies, depending on the country, and would reflect past involvement. Egypt has the oldest and best-established Fulbright program in the region, which emphasizes two-way exchanges of both scholars and students. American universities are free to arrange their own study-abroad programs with individual universities, but they have sought out partners in countries perceived as relatively safe, like Morocco or Egypt. Yemen, considered dangerous and chaotic by its own neighbors, has largely been shunned by American partners. Some study-abroad programs have sought out Syria, where Arabic students are less likely to be able to lapse into English.

Amideast, a Washington-based nonprofit organization, is one of the largest education-related American philanthropies working in the Arab world, with roots in many countries, and often tries to help college graduates get the professional skills they need for employment.

Programs of the State Department and the Agency for International Development that are related

to universities have encountered peaks and valleys in the region. In 2003 they started an effort to connect American universities with Arab counterparts, providing nearly \$3.6-million so far to establish 23 partnerships.

Scholars of the Middle East and North Africa emphasize the cultural differences among the countries as well.

"The region is a giant tapestry, and it really requires a lot of study to understand each part of it," says David B. Woodward, chief executive of Associates in Cultural Exchange, a nonprofit that has helped American universities and businesses create ties to the Persian Gulf. Mr. Woodward speaks both Persian and Arabic, and tells universities to be careful whom they send to the region, and to make sure they have some cultural and geographical basics. At an airport security checkpoint in Bahrain recently, a professor noticed a sign announcing a women's inspection station and asked a security guard, "How many women do you have for us to inspect?" Many people in the line winced.

Dale Eickelman, a professor of anthropology at Dartmouth College, recalls a 2004 inaugural meeting with parents at Dartmouth's overseas partner, the American University of Kuwait. The university's president opened the meeting with parents in English, the university's official language. After less than a minute, Mr. Eickelman says, parents in the audience began calling out "*bi'l Arabi*," or "in Arabic." Since some of the parents were not university-educated themselves, they were more comfortable speaking Arabic. Their questions, Mr. Eickelman says, were similar to those that parents elsewhere might have: about accreditation, costs, and job prospects.

For Dartmouth, its partnership in Kuwait has held unexpected benefits. The majority of computer-science majors at the American University of Kuwait are women, although at Dartmouth computer-science majors are mostly men. That difference has, in turn, led to exploration of how the discipline is organized and taught in the two places.

#### Reforms Under Way

American universities considering raising their involvement in the Middle East and North Africa could learn from those with experience adapting the American higher-education model to the needs of the Arab world.

At the American University of Beirut, an office of regional external programs consults throughout the Middle East and North Africa. Hassan B. Diab, the vice president in charge, says the office has helped about 25 universities with services ranging from standard consulting to providing temporary deans or building institutions from the ground up.

"We don't come in and say this is the curriculum of AUB and the liberal arts as it is done in the U.S.," says George Farag, an assistant vice president in the external-programs office. "We put forth a model that takes into account local thought." Coed education will work in Lebanon but not in Saudi Arabia, for example.

The Beirut consultants also know about regional developments that might affect new programs or inform choices of partners.

Mr. Diab says independent accreditation councils in countries like Oman and the United Arab Emirates are becoming a force for institutional quality. On the negative side, he worries about the rapid growth of private universities, especially for-profit ones. "The survival rate is not very good," he says.

And ventures started by American universities will find a scarcity of regional talent, with institutions competing for administrators and faculty members, and academics often hopping from one institution to another.

American universities' history of blending classroom teaching with real-world experience can be put to good use in the Middle East and North Africa, says Jamie McAuliffe, chief executive of the Education for Employment Foundation, a nonprofit based in Washington that operates job-training programs in Jordan, Egypt, the West Bank, Yemen, and Morocco. For instance, American universities could help partners in the Middle East develop internship programs, as Arab students are rarely exposed to a professional environment before graduating and looking for work, he says.

Mr. McAuliffe says those graduates need "soft skills"—how to work in teams, communicate with co-workers, and make presentations—that are as important as the technical knowledge for in-demand fields like construction management.

#### Reality Check

American educators who want to work in the Middle East and North Africa need to be prepared to deal with poor facilities and lack of technology, says Kim Schatzel, dean of the University of Michigan at Dearborn's College of Business. The college earned a U.S. government grant to help modernize business and economic courses at the University of Garyounis, in Libya, in 2006, making it one of the few American universities to work in that country in recent years, she says.

Ms. Schatzel says the Libyan faculty members were highly educated and motivated but often lacked basic tools, like access to the Internet or textbooks.

Greater engagement may turn out to be a goal for many institutions and scholars, but continuing political turmoil also means that some projects are going to come to a halt. Norman R. Smith, a former college president, has been involved in an effort to establish Alamein University at a seaside resort near Alexandria. The ambitious, \$350-million plan was to transform 200 acres of land to build a campus that would cater to students from across the Middle East, with the first class starting in 2012.

But construction was halted after protesters took to the streets in January. Mr. Smith says the project was backed by real-estate developers linked to the Mubarak government. He is not optimistic about its future.

"As of now, it's all just on hold," says Mr. Smith.

Other universities say they may have to return money for programs they have started in countries like Yemen and Libya, which face even more-uncertain futures.

In Egypt and other parts of the region hit by mass protests, some academic programs operated by American institutions are slowly returning to life after being disrupted.

"There's a return to stability, but I won't say normalcy" in Cairo, says Tully Cornick, executive director of Higher Education for Development, a Washington nonprofit that administers 19 U.S. government-supported university partnerships in the region,

Last month the group announced \$360,000 in new grants to American community colleges to develop plans to teach entrepreneurship and business development at Arab technical and vocational schools. With some of the partner institutions located in hot spots like Bahrain and Yemen, government officials are keeping a close eye on safety concerns, says Mr. Cornick.

Catherine Cassara, an associate professor at Bowling Green State University's School of Media and Communication, who helps teach environmental journalism as part of a partnership among her institution and universities in Algeria and Tunisia, says a workshop she was helping to organize in the region was postponed indefinitely because of the unrest.

But she's hopeful the project can continue—and perhaps become an example of positive engagement during this period of sweeping political change.

"Everything is up in the air," she says. "We have a chance with this to make a difference."

*Ursula Lindsey contributed to this article from Cairo.*



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## News

Mar 09 2011

### IU Kelley School of Business awarded \$1.35 million USAID grant to spur entrepreneurship in Barbados

Indiana University Kelley School of Business release – by Anne Auer, Director of Marketing

Indiana University's Kelley School of Business has been awarded a \$1.35 million, three-year grant from the U.S. Agency for International Development (USAID) and Higher Education for Development (HED) to help the Caribbean nation of Barbados stimulate the creation of new companies there.

The Kelley School's new Institute for International Business (IIB) will administer the grant. Faculty in the Kelley School and its Johnson Center for Entrepreneurship and Innovation will work closely with colleagues at the University of the West Indies' Cave Hill School of Business (CHSB) to develop a comprehensive entrepreneurship program for MBAs and other instructional efforts for undergraduate students and current and prospective entrepreneurs.

"Barbados has very strong national goals to be a leader in entrepreneurship in the next five to 10 years," said Bruce Jaffee, IU professor of business economics and public policy and director of the IIB. "They feel that with a good location and a reasonably educated labor force that they can be a hub for entrepreneurship activity in the region. There is a decent base of entrepreneurial activity there. They're not starting from ground zero.

"We very quickly can accelerate their development and have a significant impact on institution building, adding value for faculty at Cave Hill and assisting with curriculum development, ultimately spurring entrepreneurship activity in the region," added Jaffee, the principal investigator on the project.

Barbados' economy historically has been bolstered by the production of sugar cane. But recent increased competition has come from growers in other countries -- it is grown in more than 110 countries -- and has affected prices worldwide. Another key industry, tourism, also has suffered in recent years.

The Barbadian government hopes to double the number of annual business start-ups by 2016, from 13,000 to 26,000.

Dan Smith, dean of the Kelley School, noted that the business school has been extensively involved in similar social entrepreneurship projects around the world, including in Eastern Europe and Baltic Republics after the fall of communism.

"What I like about this project is that it leverages one of the key areas of national, if not international strength, at the Kelley School, namely entrepreneurship," Smith said. "This is an opportunity for us as an institution to showcase one of our great programs in an international setting and contribute to raising the quality of life for many in another part of the world."

Kelley School faculty have laid out several initiatives to pursue in the short term:

- Consult with the Cave School of Business in establishing an entrepreneurship program within its MBA program, by advising the school on adding and restructuring current courses.

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- Help the Cave School of Business to create a diploma program, consisting of about a half dozen applied and practical courses, that would be geared to young people right out of high school who want to start a business within a year.
- Create a certificate program for people who already have started a business, to provide them with specific instruction once a week that is tailored to their unique needs. People will learn more about applied topics such as finance, marketing and dealing with regulatory issues. Networking will be another key component.
- Creating internships for students and mentoring activities.
- Prepare case studies that involve and apply directly to Caribbean companies.

Mark Long, a faculty member at Kelley and former president and chief executive officer at the IU Research and Technology Corp., has been working with Jaffee on the project. He will work with about a half dozen government supported organizations in Barbados to establish a new incubator for start-up firms on the island.

Jaffee expressed appreciation for support received from IU's Center for Latin American and Caribbean Studies (CLACS), which is, like the IU Center on International Business Education and Research, a Title VI National Resource Center.

The grant was announced as part of a joint USAID-HED initiative, Job Opportunity for Business Start-Ups (JOBS), which aims to grow a more entrepreneurial culture and diversify the service-oriented economies in the Eastern Caribbean. Cave Hill has operations on several other Caribbean islands, including the Republic of Trinidad and Tobago, Saint Vincent and St. Lucia, and also uses distance learning tools.

The Kelley School was chosen from among about 25 different entities that expressed an interest in the project and from among eight formal proposals. "The comments, evaluations and scores that came from the outside reviewers were very positive. I think a lot of that reflects on our experience with USAID grants and the fantastic reputation of the Johnson Center," Jaffee said.

"A keystone of USAID's cooperation program for Barbados and the Eastern Caribbean is to advance economic development through entrepreneurship," said James Goggin, the agency's Barbados representative. "We are excited and honored to be forming this new partnership with the University of the West Indies and Indiana University, which will combine the energies of these institutions to address the challenge of creating new business opportunities in Barbados and its neighboring countries, especially for Caribbean young people."

"So often, we hear about youth building our future. The JOBS initiative is an investment in that idea. This plan for improved education coupled with practical internships and mentoring from the business community can nurture the entrepreneurial spirit of students and young working professionals," said HED Executive Director Tully Cornick.

About the U.S. Agency for International Development

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## IU Kelley School of Business awarded \$1.35 million USAID grant to spur entrepreneurship in Barbados



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### FOR IMMEDIATE RELEASE

**March 9, 2011**

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Bruce Jaffee

 [Print-Quality Photo](#)

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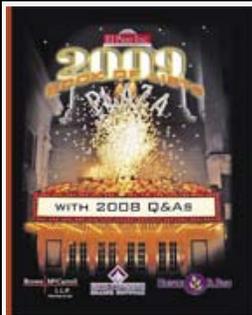
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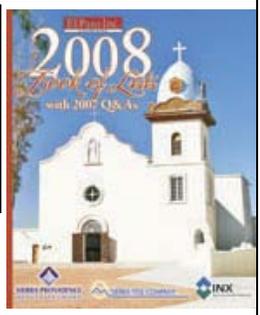
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## Business Announcements for the week of 3/13/3/19/2011



Elizabeth Pulido has joined commercial lender CapitalSource's small business lending group as vice president and business development officer. Pulido will be responsible for sourcing Small Business Administration loans and other financing vehicles for small businesses, mostly in West Texas and New Mexico.



The Foundation for Women's Resources recently appointed Cindy Conroy, executive associate for the associate dean of research and the Graduate School at Texas Tech Health Sciences Center Paul L. Foster School of Medicine, to the organization's boards. This is the first time an El Pasoan has been named to the full board. Two more El Pasoans, Monica Vargas, CEO, Tenet Healthcare; and Cathy Reynolds, owner, Corporate Communications, will join the board's alumnae and regional relations committees.

The Helen of Troy outlet store donated 10 percent of its sales last Sunday to the University of Texas at El Paso Athletics Miner GEMS mentoring program. This is the second year the store contributed part of its sales to the program that supports female student-athletes as they transition from high school to college and from college to the real world.

The City of El Paso's Department of Community and Human Development announced that emergency assistance funds have become available to people who are in imminent danger of becoming homeless. With the County of El Paso, the city will administer \$2.1 million in assistance received through the federal stimulus program. Depending on a family's or individual's needs, the county can provide up to 36 months of rental assistance. For more information, call (915) 546-8150 .

The El Paso Public Library is offering free basic computer classes at all its facilities during March. The curriculum will include basic terminology, keyboard and mouse lessons, accessing the Internet, getting e-mail and other basic instruction. Classes are available in English and Spanish and most are on a first come, first served basis.

Soledad Basoco of Wells Fargo Insurance Services USA recently received the 2010 Service Excellence Award for Employee Benefits. Basoco joined Wells Fargo in 2006.

Robb Pridemore of Wells Fargo Insurance Services USA, recently received the Annual Service Excellence Award in Property and Casualty Insurance. Pridemore joined Wells Fargo in 1996 and specializes in insuring public entities and home health agencies in Texas and New Mexico.



Susan W. Ramos has recently joined Cox Smith Matthews's immigration and international trade law practice in its El Paso office. Ramos is fluent in Spanish and her practice will focus on family-based immigration and removal matters. Ramos worked for six years in private practice in North Carolina.



Gerald J. Rubin, chairman, CEO and president of Helen of Troy, was recently honored as the Humanitarian of the Year at the 14th annual Housewares Charity Foundation Gala, an event for housewares industry manufacturers. The foundation has raised over \$20 million for a number of causes since its first gala in 1998.

Gov. Rick Perry has reappointed Michael Bray of El Paso to the Manufactured Housing Board, which regulates the state's manufactured housing industry. Bray's term will expire in January 2017. Bray is a Realtor with Prudential BKB Realtors and the director of the National Association of Realtors and

#### Frontera Land Alliance.

The Ysleta Independent School District public relations department won 14 statewide Star awards, which were recently given out at the 2010 Texas School Public Relations Association conference in Arlington. YISD won four Best of Category awards, nine Gold awards and one Silver award. There were 1,076 entries in this year's Star Awards contest.

Olga Tavárez has been appointed as the new director of El Paso Community College's Small Business Development Center. Tavárez, a native of El Paso, received her associate's degree from EPCC, her bachelor's degree from Park University and her master's degree from the University of Phoenix. She has been with EPCC since 1989.

The El Paso County Commissioners Court and the University Medical Center's board of managers appointed a new board for El Paso's Mental Health/Mental Retardation agency and drafted a new inter-local agreement that spells how the agency will be governed. The new board members are Michael Escamilla, chair, department of Psychiatry at Texas Tech; Jacob Cintron, CEO, Del Sol Medical Center; Anna Perez, county commissioner; Rita Ruelas, director, Border Children's Mental Health Collaborative; Lyda Ness-Garcia, family law attorney; Michael Wendt, vice president, Laser Tech; and Rafael Aguirre, retired social worker.

The County Commissioners Court voted to appoint Dora Oaxaca to the University Medical Center's board of managers. She will fill the unexpired term of former board member Barbara Perez, who recently resigned to concentrate on her new duties as justice of the peace, and will begin a full term in April. Oaxaca is the policy and project director for Precinct 3 County Commissioner Willie Gandara.

The El Paso Convention and Visitors Bureau has put in a bid to host this year's Social Media Tourism Symposium, or SoMe. Attendees to the SoMe symposium will be able to determine everything from the session topics, presenters and the destination. El Paso CVB is inviting the public to log on the SoMe Facebook page at [www.facebook.com/SoMeTourism](http://www.facebook.com/SoMeTourism), "Like" the page and cast a vote to bring the symposium to the city. The symposium will take place in November.

Mark Fischer has joined Bank of the West as financial advisor and Norma Rodriguez as assistant. Fischer brings 17 years of investment experience to the wealth management department of the bank. Rodriguez has 11 years of financial and brokerage experience.

The Radisson El Paso Airport was presented with a 2010 Radisson President's Award. The hotel was selected from among more than 420 Radisson hotels globally. This is the sixth year the hotel has received the award, which is presented to properties that achieve top scores in guest satisfaction.

After numerous inquiries asking if palm trees from Mexico are allowed in the United States, the U.S. Customs and Border Protection Office of Field Operations in El Paso reminds the public that all plants and seeds for planting from Mexico are prohibited from entering the country. Art Moreno Sr.



has been appointed executive director of the St. Vincent De Paul Society of the Diocese of El Paso. Moreno has been a Vincentian for 17 years. He is supervisor of the St. Vincent De Paul Thrift Stores and president of the Society of St. Vincent De Paul at St. Matthew Church. The society is a worldwide charitable organization with over one million volunteers serving the poor.

The Medical Center of the Americas Foundation recently received a \$40,000 grant from Blue Cross and Blue Shield of Texas. The award serves as a springboard for the MCA as it looks to broaden its fundraising efforts to include non-local sources. The foundation is embarking on a \$900,000 fundraising campaign for a multi-million-dollar biotech research incubator on the MCA campus.

The Paso del Norte Health Foundation awarded four grants totaling \$260,000 to promote healthy families and social environments. The grants will support safe and secure environments for children and youth to participate in healthful activities in Ciudad Juárez. The program plans to cut dropout rates, engage youth in carpentry and creative arts, and expand nutritional services and physical activities.

The West Texas Area Health Education Center's Texas H.O.T. Jobs is inviting high school and college students to submit YouTube videos describing why they are the future of health care.

Students can also address a local community health issue and why health care is important for the student's community. Students may create three-minute YouTube videos, which will be received until April 1. The public will vote on them from April 4-8. For information and contest rules, visit [www.ttuhsu.edu/communications/documents/videoContest.aspx](http://www.ttuhsu.edu/communications/documents/videoContest.aspx).

Verizon Wireless has completed the integration of its network with Alltel in El Paso County. According to Verizon, the integration provides a 30-percent increase in cell sites, which will reduce dropped calls and increase coverage.

The Union Pacific Foundation is granting \$1,178,200 in 2011 to continue funding The Principals'

Partnership and 128 nonprofits in the state. The Principal's Partnership is the foundation's signature charitable program, which serves 171 public high schools in Texas.

One of El Paso Mental Health/Mental Retardation agency's intermediate care facilities has been recognized by the Texas Department of Aging and Disabilities for having zero citations during their annual audit for three consecutive years.

An intermediate care facility is a specialized health care facility for individuals with developmental disabilities or other related conditions.

The ASARCO Trust recently entered into a contract with Mexican mining company Rio Tinto for the purchase of approximately 6,000 tons of copper matte.

The matte is partially smelted copper ore that contains recoverable amounts of gold and silver that remained in the furnaces when the facility shut down in 1999. A contract is also being finalized with Rio Tinto for the purchase of approximately 2-million pounds of scrap lead. The agreement is expected to result in a cash inflow of several million dollars for the trust, which will be used in the remediation of the former smelter site.

Also, the ASARCO Trust has awarded the site demolition contract to Brandenburg Industrial Service Company of Chicago, a demolition company with annual revenues of \$150 million and 40 years of experience. Brandenburg will pay the trust more than \$1 million to perform the site work and for the valuable scrap metal to be recycled during the demolition.

The University of Texas at El Paso is offering a new scholarship for research on the prevention or treatment of substance abuse in Mexico.

UTEP graduate students who are Mexican nationals or have dual citizenship enrolled in fields such as public health, criminology, sociology or education can apply.

The scholarship is part of a five-year, \$7 million grant funded by the U.S. Agency for International Development/Higher Education for Development, that will provide 10 qualified applicants with \$1,200 per year for two years.



Area Network for Disabilities and Aging elected a new board of directors for 2011-2012. The new officers are: Stephanie Townsend Allala, president; Mary Yañez, vice president; Michelle Salinas, secretary; Rebecca Hernandez, treasurer; and Susan Santillan, parliamentarian.

#### READER RESPONSE

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## CAREER CENTER HELPS GRAD FIND DREAM JOB

Thursday, March 17, 2011

Boutadjine Bilel found his dream job working as an engineer, and he credits the Career Center at the University of Mentouri-Constantine, which was established by WDI under a USAID grant. The Career Center at the university has been so successful for Bilel and other students, in fact, that the Algerian government is looking to replicate it around the country.



Bilel

"Thanks to the Career Center, I work as an engineer with KIS Company, one of the Career Center's partners," the recent University of Mentouri graduate said. It is "an interesting and stimulating job, which I would not be able to find without the help of the center."

Many of Bilel's fellow University of Mentouri-Constantine (UMC) graduates had good grades but were unable to find a job. High unemployment among college graduates in Algeria has resulted in a bleak outlook for many students.

"Our rapid needs assessment indicated that the jobs were there but that Mentouri graduates were simply not well equipped to seek them out," said WDI [Development Consulting Services](#) Director [Khalid Al-Naif](#). "The graduates didn't know how write a resume or have interviewing skills."

Bilel said the Career Center increased his chances of getting a job by making him a better public speaker and helping him understand what local employers look for in new employees. Training sessions at the center helped Bilel present himself favorably to businesses and network effectively with employers. He formed a sound job search strategy and developed a personal career plan.

Bilel was hired immediately after graduating from UMC and works for an industrial construction company.

His is one of many success stories from the 14-month-old Career Center, which has helped more than 4,000 students - many of whom have been placed in jobs and internships. The Career Center has also served as a link between the university and private firms, helping teach students more marketable skills.

Officials at the highest levels of the Algerian government have taken notice of the Career Center's success. The Ministry of Higher Education plans to establish 18 new career centers based on the UMC model. The program seeks to replicate the UMC Career Center's success and bring invaluable job placement and training services to university students around the country, perhaps even to other North African nations. The Career Center has also received interested delegations from universities in Tunisia, Egypt, and Morocco.

The University of Mentouri Career Center has been made possible through the USAID funded [Recruiting Employable Students at the University with Management Education \(RÉSUMÉ\) Project](#), managed by The William Davidson Institute (WDI) in partnership with Higher Education for Development (HED).

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## Virginia Tech awarded \$1.47 million to lead agriculture program in Southern Sudan



Virginia Tech professor Theo Dillaha (right) discusses program set-up with an administrator at the University of Juba.



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BLACKSBURG, Va., March 18, 2011 – Virginia Tech has won funding for a program that will help redevelop agriculture in post-conflict Southern Sudan. The money will be used to set up university-level programs to train the next generation of agriculturalists in Southern Sudan.

Virginia Tech will lead the venture, working with the University of Juba, the Catholic University of Sudan, and Virginia State University. The five-year program begins in March.

[Higher Education for Development](#) made the \$1.47 million award, with funding from the U.S. Agency for International Development, to Virginia Tech's [Office of International Research, Education, and Development](#).

Southern Sudan is headed toward becoming the world's newest nation after a referendum earlier this year produced a vote to secede that passed overwhelmingly.

Because of a civil war that lasted nearly a half century, the country's system of agricultural education was almost completely destroyed. Aid experts see the re-establishment of agriculture as a key component of the country's development.

"In post-conflict situations, it's especially important to include a place for the return of young men of military age. If they don't have opportunities, they are more easily drawn into a life of crime or back to war," says Michael Bertelsen, associate director of the Office of International Research, Education, and Development and an investigator on the project.

The grant will link Virginia Tech and Virginia State faculty with faculty at the two Southern Sudan universities to create an integrated program that follows a land-grant model. Virginia

#### Tech and its partners will

- » Create research programs on the basic food crops of Southern Sudan;
- » Examine the universities' agriculture curricula and update it;
- » Build agricultural extension and outreach programs for technology transfer; and
- » Start graduate programs to integrate education and research.

"As Sudan emerges from its long civil war, re-establishing educational infrastructure will be critical to getting the country on a more stable footing," says S.K. De Datta, director of the Office of International Research, Education, and Development and the lead principal investigator on the program. "The land grant system of integrated education, research, and extension will be a great model for providing this foundation."

The Virginia Tech team faces substantial challenges in Southern Sudan. Juba, the regional capital and the largest city in Southern Sudan, has few paved roads. Libraries number books in the hundreds, and those are dated.

The program resulted from an associate award to another program that the Office of International Research, Education, and Development manages: the USAID-funded [Sustainable Agriculture and Natural Resource Management Collaborative Research Support Program](#). After winning a highly competitive, USAID-sponsored Higher Education in Africa Initiative planning grant in July 2009, Virginia Tech and partner university agricultural experts wrote a strategic plan that outlined ways to restart agriculture in Southern Sudan and develop educational programs that will produce graduates who can provide leadership for the future development of the region.

The Office of International Research, Education, and Development is part of Outreach and International Affairs at Virginia Tech, which links the university to the private sector, government agencies, non-government organizations, individuals, and communities in Virginia, the nation, and the world.

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## Ohio State Receives \$2.6M NSF Grant for Unique Research in Africa's Threatened Sahel Region

Mar 22, 2011

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COLUMBUS, Ohio -- Ohio State University's [College of Food, Agricultural, and Environmental Sciences](#) (CFAES) has been awarded a \$2.6 million grant from the National Science Foundation (NSF) to study the unique interactions between shrubs and crops as a basis for developing sustainable agricultural practices in the ecologically fragile Sahel region of Africa.



Researcher Richard Dick in Senegal next to a specimen of *Piliostigma reticulatum*, one of the shrubs he will study thanks to the NSF grant.

The five-year project will focus on microbial ecology and hydrology of shrub-crop ecosystems within the Sahel -- a long, narrow strip of land located just south of the Sahara Desert and spanning West Africa from the Atlantic Ocean to Sudan. This agriculturally dependent region is threatened with desertification and soil degradation that reduce crop productivity and negatively impact local communities.

Ohio State's collaborators in the project include the Institut Sénégalais de Recherches Agricoles (Senegal's Agricultural Research Institute); France's Research Institute for Development (IRD); the IRD's Laboratory of Tropical Microbial Ecology, Senegal; the University of California-Merced; the University of Thies, Senegal; and Central State University, Wilberforce, Ohio.

"In the Sahel, unlike in other semi-arid regions where fields are cleared for agriculture, there are woody shrubs that co-exist with crops because of the lack of mechanized tillage," said Richard Dick, project director and a professor of soil microbial ecology in CFAES's School of Environment and Natural Resources. "As a result of our previous NSF-funded research in the region, we have discovered that these shrubs play a key agro-ecological role through hydraulic lifting (transporting water from deep below to the soil surface), which in turn maintains a more diverse and potentially beneficial microbial community and may aid crops during periods of drought."

The NSF grant will allow in-depth studies on the unique root-soil habitat that occurs because of hydraulic lift by these resilient shrubs (*Guiera senegalensis* and *Piliostigma reticulatum*), whose roots can reach up to 30 feet into the wet subsurface. Such water-distribution function allows for biogeochemical processes to continue even during the Sahel's long nine-month dry season.

Specifically, these studies will profile the shrub rhizosphere (the small region of soil that is directly influenced by plant root secretions and associated soil microorganisms) for its ability to harbor beneficial microorganisms, plant-growth promoters, nutrient inputs and release, drought and disease resistance, which impact adjacent crops. An intriguing investigation, Dick said, will be on the role of mycorrhizal (root) fungi to "connect" shrub and crop roots in order to provide water and nutrients. Other potential benefits to be studied include the shrubs' role in assisting crops through drought periods and sequestering carbon in the soil.

The project's fieldwork will be done along a rainfall and ecosystem gradient typical of the Sahel with a multidisciplinary approach that includes microbiology, plant and landscape ecology, soil physics, and hydrology. The research will be accomplished at labs in Senegal, at Ohio State and at the University of California-Merced. Advanced molecular and cellular techniques, such as massive genome sequencing to identify microbial members, will be used to study microorganisms with plant growth-promoting abilities. Among other techniques, the team will employ micrometeorology and soil moisture instrumentation to determine the fate of hydraulically lifted water in soils, crop roots and mycorrhizal fungi.

"If we can understand the hydrology and microbial ecology of these shrub-crop rhizosphere interactions of Sahelian agro-ecosystems, this will provide the foundation to develop optimized cropping systems that can boost agricultural productivity and sustainability," said Dick, who has more than a decade of experience working in Senegal, on the Sahel's northwestern edge. "Besides applications for agriculture in other dry environments, we also expect this research could lead to a new way to remediate polluted soils by taking advantage of hydraulic lift to drive microbial degradation of contaminants -- particularly hydrocarbons that are ubiquitous in semi-arid regions such as the Middle East and Texas."



The sustainable agricultural practices generated by this project are aimed at offsetting desertification and low crop productivity, which threatens some 15 million hectares (over 37 million acres) of land across the Sahel, currently farmed using destructive agricultural practices.

Another important aspect of the project, Dick said, is the rare and unique opportunity for collaborative state-of-the art research between African and American scientists and students, leading to extremely valuable cross-cultural and educational exchanges. As part of the grant, 20 U.S. early-career scientists will receive advanced training in tropical microbial ecology along with four Ph.D. students and six U.S. undergraduate interns who will be involved in various facets of the research. Central State University, Ohio's only historically black college, will lead the undergraduate internship research program.

This NSF-funded project adds to CFAES's recent involvement in the Sahel region. Last year, Dick and collaborators from Senegal's Université Gaston Berger received a \$1.1 million grant from the U.S. Agency for International Development (USAID) and Higher Education for Development (HED) to enhance that country's agricultural research and outreach capabilities (<http://go.osu.edu/CRW>).

CFAES has vast experience managing international development, research and outreach projects in many other sub-Saharan nations, including Ethiopia, Ghana, Kenya, Malawi, Mali, Mozambique, Nigeria, Swaziland, South Africa, Tanzania, Uganda and Zambia. This past February, the college received a \$24 million USAID grant to boost agriculture and food security in Tanzania (<http://go.osu.edu/tanzania>).

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Keith L. Smith, Associate Vice President for Agricultural Administration; Associate Dean, College of Food, Agricultural, and Environmental Sciences; Director, Ohio State University Extension and Gist Chair in Extension Education and Leadership. TDD No. **800-589-8292** (Ohio only) or **614-292-1868**

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Capacity-building  
 Activities

HP Catalyst Initiative

Objectives

Purpose and Goal

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Institute on Communication  
 and Inclusion

Talshoff Center on Inclusive  
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Schools of Promise

Say Yes to Education

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 Responsibility



[Home](#) > [Centers & Institutes](#) > [Kenyatta University and Syracuse University Partnership](#)

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## Kenyatta University and Syracuse University Partnership



[Purpose and Goal](#) | [Objectives](#) | [Activities](#) | [Project Participants](#)

The Schools of Education of Kenyatta University (KU) and Syracuse University (SU) have had an institutional linkage since 2000 and have collaborated in research projects, mentoring doctoral students, and hosting international conferences. Additionally, a number of students who graduated from Kenyatta University have earned graduate degrees (M.S. or Ph.D.) at Syracuse University in teacher education.

In October 2009, [KU and SU were awarded a \\$50,000 planning grant](#) from the United States Agency for International Development (USAID) and Higher Education for Development (HED) through the Africa – U.S. Higher Education Initiative to prepare a proposal for a collaborative partnership with at least a ten-year vision. There were almost 300 proposals for these planning grants and 33 planning grants were awarded.

In June 2010, the KU-SU partnership proposal was chosen as one of 11 partnerships to be funded for two years by USAID. For a press release announcing the 11 partnerships, please follow the link to the [HED Press Release](#) page. More information about the 11 partnerships that were funded under the Africa – U.S. Higher Education Initiative can be found at the [HED project partnership](#) page.

For more information about our partnership and activities, read our blog, 'Cuse in Kenya (<http://cuseinkenya.syr.edu/>).

This partnership is made possible by the generous support of the American people through the United States Agency for International Development (USAID) and the Higher Education for Development (HED) office, as well as the Schools of Education at Kenyatta University and Syracuse University. The contents are the

responsibility of the project team members from Kenyatta University and Syracuse University and do not necessarily reflect the views of HED, USAID or the United States Government.

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