



U.S.-Haiti Higher Education Partnership Program

Associate Cooperative Agreement

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under

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List of Acronyms

ACE	American Council on Education
DQA	Data Quality Assessment
ESIH	Ecole Supérieure d'Infomatique d'Haïti
ETS	Educational Testing Services
FAMV	Faculté d'Agronomie et de Médecine Vétérinaire
HED	Higher Education for Development
INAGHEI	National Institute of Administration, Management and International Studies
MoHE	Ministry of Higher Education
MoU	Memorandum of Understanding
MSSU	Missouri Southern State University
OIRED	Office of International Research, Education, and Development
PMP	Performance Management Plan
RFA	Request for Applications
UEH	Université d'Etat d'Haïti
UFL	University of Florida
UMB	University of Massachusetts, Boston
UniQ	Université Quisqueya
USAID/ED	United States Agency for International Development's Office of Education (now USAID/E3)
VT	Virginia Polytechnic Institute and State University

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Executive Summary

Recognizing the asymmetries between the higher education systems in Haiti and the United States as barriers to the development of Haiti, USAID/Haiti initiated an Associate Cooperative Agreement with the American Council on Education (ACE)/Higher Education for Development (HED) in June 2007. Using an innovative approach to increasing the communication between the two systems, building institutional capacity, promoting faculty development, and supporting the introduction of English language instruction in higher education, USAID/Haiti established four partnerships between colleges and universities in the United States and higher education institutions in Haiti. The goal of the U.S.-Haiti Higher Education Partnership Program was to increase the capacity of higher education institutions in Haiti to provide the human and institutional resources needed for economic growth and social prosperity.

Through the creation and strengthening of partnerships between Haitian and U.S. higher education institutions, the U.S.-Haiti Higher Education Partnership Program contributed to economic growth and employment in Haiti by training university students and strengthening the capacity of selected Haitian universities to deliver quality undergraduate degree programs in fields in high demand in the Haitian economy: accounting and finance, agribusiness, business administration, and computer science.

Understanding the acute need for skilled accountants and computer scientists in Haiti, USAID/Haiti took a chance and provided funding for two of the partnerships to offer the opportunity for disadvantaged Haitian students to complete their bachelor's degree in the United States after at least two years of study at Haitian universities. This investment in the degree completion of the undergraduate students paid off, and the partnerships resulted in a trained cadre of skilled accountants, and computer scientists, and educators for Haiti's workforce, a much needed resource in order to strengthen Haiti's formal and private sector growth.

On January 12, 2010, the Haitian people experienced a major devastating loss when a massive earthquake struck the county. All four partnering higher education institutions in Haiti suffered extensive structural damage. Only halfway through implementation, USAID/Haiti, HED and its partners quickly responded to the disaster, adjusting planning and establishing immediate priorities to best help the Haitian higher education community. In spite of the disruptions to work plans and the need for the Haitian partner institutions to focus on rebuilding their physical and administrative structures, the four partnerships were able to achieve significant results.

Major results of the U.S.-Haiti Higher Education Partnership Program included:

1. The development and modernization of curricula and degree programs at the four Haitian higher education institutions.
2. The introduction of online course delivery methods and technologies.
3. The establishment of faculty and student mentoring opportunities and internships, as well as degree completion programs in the United States.

4. The implementation of faculty exchanges and faculty development workshops to improve the quality of instruction in the classroom.
5. The development of systems to strengthen Haitian university management and governance.

This report highlights the results and associated activities of the four higher education partnerships implemented under the Associate Cooperative Agreement.

Background

When the U.S.-Haiti Higher Education Partnership Program was launched in 2008, Haiti's net university enrollment was less than 1%, the lowest in the Western Hemisphere. Once a world class institution, the State University of Haiti (UEH) had been in decline for many years. Overall, universities, especially the UEH, were suffering from lack of adequate facilities and human resources for the higher education system to adequately prepare large numbers of Haiti's youth to contribute to the country's development. Some of the challenges facing Haiti's higher education system included:

- Human and material resources: The percentage of full-time faculty was small relative to the number of part-time faculty. Most faculty members had to teach at several institutions in order to earn a living wage.
- Administration of universities: The Université d'Etat d'Haïti (UEH) was a collection of eleven autonomous faculties. The Rector was appointed by the Minister of Education, while the deans of the faculties were elected by faculty and students. A lack of defined accountability systems placed an enormous strain on the administration of UEH, and political sensitivities and the autonomous faculties served to challenge the administration further.
- Low rates of degree completion: The low rates of university enrollment were further compounded by the fact that there were high rates of enrolled university students who were not completing their degree programs. Many factors contributed to this phenomenon: the lack of qualified faculty to teach required courses; the lack of libraries and low access to research materials necessary for writing final theses, exacerbating the time it takes to write a thesis; and lack of funds to pay for university education.

For Haiti to achieve its development goals, the nation must strengthen the capacity of its higher education to create a professional workforce that has the skills necessary to lead the development of the country and its economy. The U.S.-Haiti Higher Education Partnership Program was launched to help close these gaps by creating four higher education partnerships between Haitian and U.S. higher education institutions that would build the capacity of the Haitian higher education institutions and enable them to deliver quality degree programs while training students in fields that address Haiti's urgent development needs: accounting and finance, agribusiness, business administration, and computer science.

Overall Impact

In addition to keeping up with the classroom instruction needs of a growing university population, Haitian higher education continues to combat the issue of unemployed graduates resulting, in part, from inadequate job skills preparation prior to graduation. In spite of the large number of unemployed university graduates, private sector employers often report difficulty identifying young Haitians who can demonstrate the skills and knowledge needed for workplace success. For Haiti to achieve its development goals, the nation must strengthen the capacity of its higher education institutions so that it can create a professional workforce that is prepared to contribute to the country and its economy. Curricular and pedagogical changes made through the U.S.-Haiti Higher Education Partnership Program have helped to increase the level of preparedness that Haitian students have when they graduate from their institution and contributed to training a cadre of skilled accountants, business managers, agribusiness entrepreneurs, and computer scientists.

In spite of a number of serious challenges facing the U.S.-Haiti Higher Education Partnership Program, including an already severely under-resourced university system devastated by the January 2010 earthquake, the four partnerships boosted academic programs, established new degrees, and strengthened the teaching capacity of faculty and the learning outcomes of students. The program successfully developed and modernized curricula and degree programs at the four Haitian higher education institutions, introduced online course delivery methods and technologies, and established faculty and student mentoring opportunities and internships. The U.S.-Haiti Higher Education Partnership Program also sponsored degree completion programs in the United States for 12 disadvantaged Haitian youths and implemented numerous faculty exchanges and faculty development workshops to improve the quality of instruction in the classroom.

Although the program has come to an end, its impact will last for many years to come. The lives of countless individuals have been touched, communities have been strengthened, curricula have been enhanced, and future business managers, agribusiness entrepreneurs, accountants, and computer scientists have been trained. The formal and informal relationships and linkages between the partner institutions and their faculty and administrator also will continue to flourish for years to come.

The U.S.-Haiti Higher Education Partnerships Program also had a number of lessons learned that can help inform the implementation of future successful partnerships between U.S. and Haitian higher education institutions. These lessons learned are shared at the end of this report.

Associate Cooperative Agreement Goal, Objectives, and Milestones

Goal and Objectives

The goal of the U.S.-Haiti Higher Education Partnership Program was to increase the capacity of higher education institutions in Haiti to provide the human and institutional resources needed for economic growth and social prosperity. Through the creation and strengthening of partnerships between Haitian and U.S. higher education institutions, the U.S.-Haiti Higher Education Partnership Program sought to contribute to economic growth and employment in Haiti by training university students in fields in high demand in the Haitian economy and by strengthening the capacity of selected Haitian universities to deliver quality degree programs.

The U.S.-Haiti Higher Education Partnership Program established four partnerships between colleges and universities in the United States and higher education institutions in Haiti identified by USAID/Haiti. Two of the partnerships offered the opportunity for disadvantaged Haitian students to complete their bachelor's degree in the United States after at least two years of study at Haitian universities. All four partnerships focused on strengthening Haitian universities' capacity to offer degree programs at the undergraduate level in selected fields of study.

The following two objectives were specifically defined to achieve the goal of the U.S.-Haiti Higher Education Partnership Program, as delineated in the Associate Cooperative Agreement between USAID/Haiti and ACE/HED:

- 1) To develop partnerships in selected fields (accounting and computer science) which strengthen the quality of instruction at the Haitian institution and also provide the opportunity for selected students to complete their degree programs in the United States; and
- 2) To improve the quality of university instruction in selected fields (business administration and agribusiness).

Planned Partnership Results and Milestones

Under the Associate Cooperative Agreement, USAID/Haiti and ACE/HED agreed to a set of milestones toward the successful completion of program objectives related to the launch and implementation and management of the higher education partnerships. The first set of milestones ensured a transparent and fair competition for the selection of the most qualified U.S. higher education institutions to serve as the U.S. lead for each partnership among applications. The second set of milestones reflected progress toward the human and institutional capacity building objectives of the implementation phase, including the management of the partnership sub-cooperative agreements.

Milestones: RFA and Selection of U.S. Partners

As the result of initial meetings with HED, USAID/Haiti identified four Haitian higher education institutions that had the capacity to benefit the most from partnerships with universities in the United States in fields that were seen as key to Haiti's future economic development: agribusiness, accounting, business administration, and computer science. The four Haitian institutions were: State University of Haiti's Institut National d'Administration, de Gestion, et des Hautes Etudes Internationales (business administration); State University of Haiti's Faculté d'Agronomie et de Médecine Vétérinaire (agribusiness); Université Quisqueya; and Ecole Supérieure d'Infotronique d'Haïti (computer science).

Once the Agreement of Cooperation between USAID/Haiti and ACE/HED had been signed and executed, HED staff member Marilyn Crane traveled to Haiti to conduct RFA design and develop statements of institutional capacity and needs with help from a local consultant. The RFA design team consulted heavily with senior administrators and faculty at all four Haitian institutions of higher education and with the economic growth and education teams at USAID/Haiti.

At the time, most U.S. higher education institutions did not have experience working in Haiti and were not familiar with the organization and management of the Haiti's system. This inexperience was further exacerbated by the differences between the languages of instruction. To help bridge this gap and strengthen the quality and relevance of applications, host country institutions were involved in creating institutional capacity statements to be included an RFA for the first time. Another unique feature of the design was the RFA's requirement to involve Haitian diaspora faculty and staff in the United States as a part of the proposed implementation team. The inclusion of Haitian diaspora helped strengthened the partnerships ultimately selected and bridge the cultural and linguistic differences between the systems.

In collaboration with USAID/Haiti, HED organized an open competition for the selection of U.S. partner(s) to receive awards to establish the four partnerships. In June 2007, HED released a Request for Applications (RFA) with a September 24, 2007 deadline. The announcement was sent to more than 12,000 faculty members, the six major U.S. higher education associations for distribution to their members, numerous academic networks, and the nation's top 25 business schools.

HED also conducted its first online information session on July 19, 2007, in which interested applicants could submit questions concerning the RFA to representatives of the four Haitian partner institutions, USAID/Haiti, and HED through a web-based forum. In spite of the technical difficulties of connecting to Haiti via Internet and telephone at that time, HED and USAID had a robust response to this information session. Questions and answers from this session were posted to the Frequently Asked Questions section of the RFA.

HED received 5 applications in response to the RFA, convened 3 peer review panels the week of October 22-26, 2007, and forwarded memoranda putting forth the peer review committee's

recommendations to USAID/Haiti. In the area of agribusiness, the University of Florida was selected to partner with the Faculté d’Agriculture et de Médecine Vétérinaire of the State University, the University of Massachusetts, Boston was selected to partner with the Institut National d’Administration, de Gestion, et des Hautes Etudes Internationales of the State University of Haiti in the area of business administration, and the Virginia Polytechnic Institute and State University was selected to partner with the Ecole Supérieure d’Infotronique d’Haïti in the area of computer science.

Due to inadequate response to the initial RFA for a partnership with the Université Quisqueya, HED and USAID/Haiti issued a revised RFA on December 11, 2007, focusing only on that institution. The second RFA expanded the partnership scope to include finance. The announcement was sent to more than 12,000 faculty members, the six major U.S. higher education associations (for distribution to their members), and numerous relevant academic networks. In response to the second RFA, HED received 4 applications and held a peer review panel on March 18, 2008. On March 19, 2008, HED submitted a memorandum putting forth the recommendations of the peer review panel for the re-issue of the accounting and finance RFA, and Missouri Southern State University was selected to partner with the Université Quisqueya.

Table 1
REQUEST FOR APPLICATIONS TIMELINE

Haiti U.S. Higher Education Partnership Program	
Release RFA	July 2, 2007
Online Information Session	July 19, 2007
Applications due	September 24, 2007
Peer Review Meetings	October 22, 2007: Agribusiness October 24, 2007: Computer Science October 26, 2007: Business Administration
Number of panels	3
Number of applications	5
Accounting Reissue Date	December 11, 2007
Deadline	February 26, 2008
Peer Review Meeting	March 18, 2008
Number of panels	1
Number of applications	4

List of University Sub-partners

- Haiti 1:** Ecole Supérieure d'Infotronique d'Haïti (ESIH)/Virginia Polytechnic Institute and State University: *Partnership to Strengthen Computer Science Capabilities at ESIH*
Award Amount: \$621,685
Scale-Up Award: \$300,000
Period of Performance: March 2008 – June 30, 2012
The partnership focused on strengthening the computer science program at ESIH by providing key training, mentoring, and collaboration opportunities for ESIH faculty and by training promising young Haitian computer scientists at the undergraduate and graduate levels.
- Haiti 2:** State University of Haiti-National Institute of Administration, Management and International Studies (INAGHEI)/University of Massachusetts, Boston: *Partnership to Strengthen INAGHEI's Business Administration Program*
Award Amount: \$521,167
Period of Performance: July 2008 – May 15, 2013
The partners collaborated to revise INAGHEI's business administration curriculum to include a sequence of courses designed to train students for the business world.
- Haiti 3:** State University of Haiti- Faculté d'Agronomie et de Médecine Vétérinaire (FAMV)/University of Florida: *Partnership to Deliver High-Quality Academic Programs in Agribusiness*
Award Amount: \$297,433
Period of Performance: March 2008 – August 30, 2012
The partnership created an agribusiness curriculum that can be readily adjusted for use in extension short courses, certification programs, and other outreach activities to reach women and other stakeholders.
- Haiti 4:** Université Quisqueya (UniQ)/Missouri Southern State University: *Partnership to Create Opportunities for Undergraduates in Finance and Accounting*
Award Amount: \$551,986
Period of Performance: July 2008–June 30, 2011
The partnership focused on strengthening UniQ's undergraduate degree program in finance and accounting and offered an opportunity for students from economically disadvantaged backgrounds to complete their baccalaureate degrees in accounting and finance at MSSU.

HED Management of Sub-Cooperative Agreements

Once HED received concurrence from USAID/Haiti regarding the award winners, HED began negotiating and executing sub-agreements of cooperation between the U.S. higher education institutions and the American Council on Education/Higher Education for Development (ACE/HED). HED also announced the awards for the partnerships, issued press releases, and conducted post-signing teleconferences with all four sub-awardees. On June 6, 2008, USAID/Haiti approved a modification to the Associate Cooperative Agreement extending the

completion date of the Agreement from its original end date of September 30, 2010 to December 31, 2011, to allow the partnerships a full three years to complete activities.

In November 2008, HED conducted a partners meeting at the Haitian Studies Association's annual meeting. This was the first time that representatives from all four U.S. and all four Haitian institutions met together at one time. Discussion focused on ensuring accurate reporting to USAID, complying with USAID's marking and branding requirements, promoting collaboration and communication between and among partnerships, and increasing the program's impact in Haiti.

HED convened a roundtable at the Haitian Studies Association's annual meeting titled, "US-Haiti Higher Education Partnership Program: Increasing Haiti's Higher Education Capacity to Meet Human Resources and Development Needs." Hervé Jean-Charles chaired the roundtable, and representatives from the four partnerships discussed the objectives for each partnership, challenges the Haitian institutions are facing, and strategies to address these challenges.

The following co-branded logo for the U.S.-Haiti Higher Education Partnership Program was developed in collaboration with USAID/Haiti.



HED also regularly communicated with partners to discuss implementation of the partnerships, issued press releases and success stories about the partnerships, conducted site visits to VT in July 2008 and April 2009, worked with partners to facilitate the visa process through TrainNet, developed a Performance Monitoring Plan (PMP) for USAID/Haiti, responded to requests from USAID/Haiti for financial and programmatic information, completed a Data Quality Assessment with USAID/Haiti, and submitted annual targets and results for the four active partnerships.

January 2010 Earthquake and HED's Response

As a result of the January 12, 2010, earthquake, the Haitian people suffered great loss. Included in this loss was a higher education system that officials were desperately seeking to rebuild. Many of the country's higher education institutions were located in and around Port-au-Prince and were crumbling or destroyed. All four partnering higher education institutions in Haiti suffered structural damage of varying degrees, with UniQ and ESIH receiving the most damage. HED and its partners quickly responded to the disaster, adjusting planning and establishing immediate priorities to best help the Haitian higher education community.

Immediately following the earthquake, HED began disseminating information on the quake's impact on higher education institutions. HED also conducted a series of partner teleconferences; participated in calls and meetings with USAID's sub-taskforce on higher education; attended a Sustainable Haiti Conference in Miami; participated in calls and meetings with the Board for International Food and Agricultural Development (BIFAD); and began discussions with representatives from USAID, U.S. Department of State, U.S. Department of

Defense, and the U.S. higher education associations and universities about how best to respond to the quake destruction.

HED worked with the four partnerships to develop post-quake implementation plans and strategies and to modify and adapt their work plans, conducted partner teleconferences to facilitate program implementation, and cooperated with USAID/Haiti, VT, MSSU, and other stakeholders to develop strategies for the 12 undergraduate Haitians scheduled to graduate in May and December 2010.

HED also collaborated with USAID/Haiti to extend the completion date of the Associate Cooperative Agreement from December 31, 2011 to September 30, 2012; modify the Associate Cooperative Agreement program description to include graduate studies in computer science for the five undergraduate students at VT; and extend the program activity completion dates for 2 partnerships. HED revised its Performance Management Plan (PMP) a second time and submitted updated annual implementation plans for all four partnerships to USAID/Haiti.

In October 2010, HED staff member Marilyn Crane and HED Advisory Board Representative Arlene Jackson 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. During the course of the meetings with the Haitian partner institutions, the leadership from all four partnerships expressed firm commitment to realizing partnership goals and activities. The Haitian partners also noted that they viewed their existing linkages with their U.S. counterparts as being critical to the leveraging of resources and knowledge essential for reconstruction. The four partnerships were at varying levels of engagement and collaboration, with communication between MSSU and UniQ being almost non-existent. At a meeting with UniQ, the Dean appointed new partnership leadership, who were located on the ground in Haiti, which immediately improved the communication problem.

As part of the visit, Marilyn Crane and Arlene Jackson participated in a two-day meeting that took place at the Karibe Hotel and Convention Center, Pétionville. 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.

In November 2010, based on the partnership's continued high performance in spite of the devastating earthquake, HED awarded 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 Master's in Telecommunications program, a distance learning plan, an English as a Foreign Language program, and a career center at ESIH.¹ As part of this scale-up of activities, HED extended the partnership's end date to September 30, 2012, to accommodate the intensified work plan.

¹ Funding for the partnership scale-up activities comes from HED's Leadership with Associates Award Cooperative Agreement No. AEG-A-00-05-00007-00. USAID/E3 funded the scale-up of this partnership.

In May 2011, Joplin, Missouri, the home of Missouri Southern State University, suffered a massive and deadly tornado that resulted in extensive damage throughout the city and the university campus. In spite of the re-engagement between partners that started in late October 2010, MSSU's leadership made the decision to focus on the reconstruction of its campus and close partnership activities at the end of June 2011, as scheduled, rather than requesting an extension.

The UFL and FAMV partnership, for its part, expressed interest in extending the partnership end date from March 31, 2012 to August 31, 2012 to allow it time to wrap up a number of activities focused on building FAMV's extension capacity that had been placed on hold following the earthquake. With concurrence from USAID/Haiti, HED approved this no-cost extension.

Around this time, UMB experienced a sudden transition in key personnel that resulted in a complete disruption of activities. As a result, HED began working with the UMB and INAGHEI to identify new partnership leadership at UMB and re-engage the partnership. Because the UMB and INAGHEI partnership required additional time to complete activities, HED then negotiated an extension of its Associate Cooperative Agreement with USAID/Haiti from its completion date of December 31, 2012 to June 30, 2013. Once HED received the extension, HED extended the UMB and INAGHEI partnership's end date to March 31, 2013 and then again to May 15, 2013, closed activities under the VT/ESIH and UFL/FAMV partnerships; and participated in a second Data Quality Assessment (DQA) requested by USAID/Haiti.

Results Achieved

HED's U.S. - Haiti Higher Education Partnership Program was designed and implemented to respond to USAID/Haiti's Strategic Objective II: Livelihoods, Program Component 28 (Improve Quality of the Workforce through Vocational and Technical Education). By creating and reinforcing linkages between institutions of higher education in Haiti with colleges and universities in the United States, the program helped to strengthen the ability of the four Haitian partner universities to contribute to the stability and economic growth of their country.

Results of activities for the four active higher education partnerships under Associate Cooperative Agreement 521-A-00-07-00006-00 are described below. The results are articulated around the two key areas:

1. Strengthening of the four Haitian institutions' institutional capacity.
2. Strengthening of the human capacity of individuals at the four Haitian institutions, including faculty and/or teaching staff, students, other staff, and community members.

Strengthening of Institutional Capacity at the Four Haitian Institutions

The Haiti partnerships reported a number of activities that resulted in strengthening host country institutions of higher education and improved institutional capacity to address development goals. These activities included modernizing course curricula and offerings, improved teaching/learning methods, establishment of new academic programs and course offerings, promotion of workforce development, and improved management and administration.

Education Program Offerings

HED's U.S.-Haiti Partnership Higher Education Program worked to enhance and modernize the instructional content and education offerings within the four partner Haitian higher education institutions. Partner institutions placed an emphasis on expanding their reach into the local Haitian community to earn trust and support for the partnerships. This approach included establishing advisory boards made of local industry leaders to inform curricular changes, consulting with stakeholders on designing and modifying work plans based on local needs, and creating student internship programs with community organizations and private enterprises.

A number of specialized curricula were revised or newly created at the Haitian partner institutions, which helped to strengthen the quality of the offerings based on market needs and broaden the availability of higher education programs forming graduates with the requisite skills needed in Haiti.

The partnership between VT and ESIH modernized ESIH's undergraduate computer science program. Following a review of curriculum and pedagogy conducted by both VT and ESIH staff, the course content, teaching methods, and course materials were significantly enhanced.

As part of its scale-up activities, the VT/ESIH partnership created a Master of Telecommunication program. This new program, the first of its kind in the Caribbean region, was developed to be offered to professionals and private enterprises for a fee. Following a needs assessment of the program's curricular and teaching methods conducted by the partner institutions, the recommendations stemming from the review were applied to constructing a learning management system that would facilitate the program scale-up through asynchronous online communication. Developing this program was a joint effort that involved multiple stakeholders. For example, partners completed course content designs and text support with support from the École Polytechnique de Yaoundé, Cameroon and the Université de Limoges, France. The Director of Marketing and the Director of International Relations and Partnerships, who were recruited to support the program, participated in a three-month faculty development training at VT during the summer of 2011 in support of this new program. Citing concerns for safety in post-quake Haiti, however, a number of VT faculty visits to ESIH for training did not materialize.

Following an in-depth review of the institution's accounting and finance undergraduate degree program (including syllabi comparison, course observations, and conversations with administrators), the Missouri Southern State University (MSSU) – Université Quisqueya (UniQ) partnership began to implement new practices to enhance the host-country institution's education offerings in the areas of accounting and finance. Early measures included the formation of an outside advisory board to bridge education offerings and the workforce needs in Haiti.. Subsequently, a curriculum based on the needs of entrepreneurs, with respect to microfinance, was developed to be utilized at UniQ for future workforce development and/or to be integrated into the finance curriculum.

With the goal of upgrading the course content at the FAMV, faculty from the UFL and the FAMV completed a skills gap analysis to evaluate local market needs based on 23 interviews with 2 Haitian state institutions, 7 NGOs, 12 private sector organizations and 2 financial institutions. The skills gap analysis entailed face-to-face interviews with a variety of agribusiness representatives from the private and public sector in Port-au-Prince and Jacmel, a comparison of FAMV's agribusiness curricula to Haitian industry needs, and the creation of an Agribusiness Committee at FAMV. The purpose of the skills gap analysis was to compare the skills and knowledge areas of current or potential employees with the actual human resource needs of companies wanting to hire FAMV graduates, which would allow the partners to learn how the training of FAMV students could be improved to make them more market responsive and relevant to industry needs. Key findings included:

- Necessity for meaningful practical experiences with theory applied to Haitian reality
- Essential need for developing an “entrepreneurial spirit”
- Students have limited capacity to be “big picture” thinkers
- FAMV has a working relationship with the public and private sector
- Industry is willing to offer expertise and input in the form of an advisory committee

- A standalone agribusiness curriculum is less valued than an intra-curricular focus on agribusiness that crosses all agricultural contexts

As a result of the skills gap analysis the partnership focus shifted from creating a stand-alone agribusiness curriculum to finding ways to encourage entrepreneurialism within existing curricula across all FAMV departments. FAMV faculty members were then paired with UFL faculty by discipline to build curriculum modules that included a focus on entrepreneurship. In all, with support and guidance from their UFL faculty mentors, FAMV faculty members created 16 extension-related documents covering a diverse array of topics in marketing and entrepreneurship, soil science, animal production, plant science, and plant pathology. FAMV faculty members also developed two new courses on entrepreneurship and revised seven courses to include more experiential learning and application of course concepts.

Early in implementation, UMB and INAGHEI revised INAGHEI's first year business administration curricula. The curriculum revisions eliminated the thesis requirement for graduation, reduced the preparation year to one semester, and updated 40 courses. Three new courses also were added to the first semester curriculum, and two new courses were added to the second semester curriculum. Partners then created two new seminars for the entering class of 300 students, which were divided into two new sections of 150 students each. As a result of the 2010 earthquake and subsequent loss of key personnel at INAGHEI and UMB, however, implementation of these curricular revisions halted and much of the revisions lost.

Following the resumption of partnership activities in 2012, INAGHEI faculty began working on a document that revised the curriculum for business administration, public administration, management of small and medium enterprises, and accounting. INAGHEI administrators forwarded the document to UMB in January 2013, and three partnership-affiliated staff at UMB analyzed the document and summarized their feedback in a document shared with INAGHEI faculty and administrators. Subsequently, two of the team members traveled to Port-au-Prince and met with INAGHEI faculty and administrators to discuss the feedback. As a result of this discussion, a number of decisions were made by the INAGHEI faculty:

- Communication in French would be reinforced by the addition of one more course and would also be integrated through all applicable courses.
- Written communication in Creole would be reinforced by the addition of one more course.
- The current English and Spanish course requirements would be replaced by a requirement for students to show proficiency at the intermediate level in only one of the two languages.
- The utilization of information technology would be integrated in all applicable courses; furthermore INAGHEI faculty would determine what constitutes information technology proficiency for graduation.
- The faculty committed to continue to work to reduce class sizes and to introduce more seminar-like courses that encourage students to demonstrate their critical thinking; they also committed to introduce case studies and other interactive pedagogical methods

that invite students to exercise leadership, team work, problem solving, and interpersonal management.

English-language instruction offerings at ESIH were reinforced. The purpose was to further support the academic performance of Haitian students and to increase their competitiveness in the global economy at large.

The VT – ESIH partnership supported the successful development of an English-language program for ESIH students. The program was established based on the need to institute a certified English language curriculum to accustom Haitian college students to speaking and writing the English language as well as to prepare them to take the TOEFL exam. With efforts undertaken from the start of the partnership, collaboration with VT’s English Language Institute resulted in the establishment of an online undergraduate Academic Writing Course that was first made available to ESIH students in 2008. Then, following the needs assessment of ESIH’s English-as-a-Foreign-Language (EFL) program and the gathering of information from Educational Testing Services (ETS) regarding the physical and technical requirements to give the TOEFL examination at ESIH, the partners applied and received approval to become an official testing site for administering the TOEFL examination in Haiti. ESIH also selected two qualified staff to manage and implement the new program. Attendance at the 2010 TESOL National Convention further enabled partners to collect crucial information to develop and advance ESIH’s EFL program. This new TOEFL testing site in Port-au-Prince, serves the business, student and community at large, reducing delays in scheduling English-language tests.

Telecommunications Infrastructure

ESIH’s distance learning plans and systems were improved. The purpose was to complement the host-country institutions’ existing instructional infrastructure and to alleviate the major negative effects of the 2010 earthquake on higher education systems in Haiti.

VT’s Outreach Information Services (OIS) contributed to the maintenance of computer systems for ESIH’s Moodle system, which included server patching, updates, and backup. VT’s OIS and Office of International Research, Education, and Development (OIREd) also initiated the development of a training program and its associated documentation around the Moodle system. The development of the VT/ESIH Moodle site (<http://ht-lnet.oired.vt.edu/>) helped strengthen the capacity in computer science at ESIH. By providing an easily accessible online collaborative environment through which to communicate, the Moodle site offered opportunities for increased mentorship and collaboration to occur beyond the planned trips to ESIH. The e-learning site first offered a selection of trial courses (Introduction to Marketing, e-Marketing, and Architecture & Parallel Programming). By the beginning of the 2011-12 academic year, its use increased to 112 students—approximately 14 percent of the student population at the time.

Post-quake, VT also helped **mobilize donations of computer equipment and secure scholarship support.** Among the infrastructural losses, ESIH’s facility, which comprised of a total of 10 computer labs and 250 computers before the earthquake, was completely destroyed—forcing

ESIH to temporarily relocate. Computer science classes resumed with difficulty, with only one computer lab and approximately 12 computers available for more than 900 students. As a result, courses were interrupted, partnership exchanges stopped, and student research projects halted. To respond to ESIH's immediate need for computers, faculty from VT's computer science department secured a donation from IBM of 50 laptops. Other external partners participated in the donation process. These partners included the Office of International Research, Education, and Development (OIRE), which helped coordinate the donation and transportation process to ESIH; and the H.E.L.P. (Haitian Education & Leadership Program) initiative, which helped ensure that the laptops arrived at ESIH's temporary location in May 2010. VT also handled various personal needs of the five Haitian students participating in its scholarship program. The support included visa, travel, mental health, family issues, and financial matters, and was tailored to the specific needs of each student.

Career Resource Center and Student Internship Office

The VT – ESIH partnership helped develop a new “Espace des Carrières,” or Career Resource Center at Port-au-Prince. Articulated around a defined business plan and a student counseling policy, the center was successfully launched in November 2011. At the close of the project, the center was operating without external funding and administered by Haitian faculty and staff. The Center was designed and implemented to improve the formal business and English language skills of ESIH's undergraduate and graduate students, supplying them with the applicable tools and connections to local Haitian businesses in need of new ESIH graduates. The Center also seeks to enhance students' understanding and application of the English language, professional etiquette, business principles, and job placement needs. With regards to the services provided specifically, the Center offers career and counseling services for students, including the facilitation of internships, recruitments, and job searches. The Center also enhances direct dialogue with higher education institutions as well as with local employers—including Haitian and international organizations—and corporate Human Resources services, for a better adequacy of education to changing market needs.

In fall 2009, prior to the earthquake in Haiti, UMB and INAGHEI established an office for internship coordination and staffed it with a local coordinator. This office's mandate was to place students in internships as part of the capstone project requirement for graduation, which had replaced the business administration program's thesis requirement. The office reported the placement of 25 students in internships with local businesses prior to the quake. Unfortunately, the internship coordination office disappeared after the quake. In January 2013, to help support the creation of a new internship placement office, UMB agreed to design and initiate a new search process for a new role at INAGHEI, under which four programs could be housed:

- A career development services program, with workshops in resume writing, job search strategies, and interview skills
- An internship program
- A technical assistance consulting service to small and medium-sized organizations across sectors
- A program for new business development that educates and mentors entrepreneurs

UMB partnership leaders forwarded a draft job description to the INAGHEI faculty and administrators in early May 2013, a week prior to the partnership's end date.

Strengthening of Human Capacity at the Four Haitian Institutions and Beyond

Human capacity building is described by the number of individuals receiving training or instruction that supports and/or improves professional and/or academic studies. This capacity building can be tracked by progress toward degree work and participation in non-degree training such as exchanges, internships, workshops, seminars, community workshops and training events, and/or special classes.

Knowledge and Skills of Faculty and/or Teaching Staff

Reinforcing the ability of Haitian partners—faculty and teaching staff, administrative staff, or other staff—to develop and deliver new coursework, conduct research, and manage workforce development initiatives in their respective areas of expertise was a core component of the Haiti program. The strengthening of Haitian faculty and /or teaching staff's knowledge and skills was effectively achieved through a **series of exchanges, targeted trainings and workshops, and mentoring opportunities**. Training materials also were developed for Haitian faculty.

The VT – ESIH partnership provided multiple training opportunities to ESIH staff throughout the duration of the partnership. Based on capacity development assessments, the trainings aimed at supporting the enhancement of coursework and instructional delivery, improving student graduation rates, improving university governance, increasing the number of female faculty members, and increasing the number of faculty members with PhDs.

In 2008, ESIH's vice rector, Patrick Attie, completed a training trip to VT. The training topics covered included an evaluation of ESIH's computer science curriculum, review of on-going faculty development programs, examination of virtual reality research and other computer science research programs, and plans for ESIH summer faculty training. Four visiting faculty members from the ESIH subsequently completed two-week training workshops at VT in the areas of curriculum development, computer science research, and English-as-a-Second-Language (ESL) instruction. A faculty mentoring program to improve teaching methods, course materials, and supply long-term relationships also was established at this time.

In 2009, a visiting VT faculty member conducted a two-day faculty development workshop at ESIH which also included participants from more than 20 organizations. A follow-up online training subsequently followed. These two training opportunities focused on improving undergraduate education at ESIH and in Haiti, emphasizing curriculum development, instructional design, and quality control for higher education. Computer science and English-as-a-Foreign-Language (EFL) were highlighted as key content areas.

Starting in 2011, ESIH staff completed several professional development trainings that enhanced their capacity to develop and utilize e-learning opportunities for students. The purpose of building capacity in e-learning was to support ESIH's distance learning plan and ESIH's new English-as-a-second-language program. In 2011, a summer faculty development workshop was held at VT for ESIH faculty. Participating faculty members gained skills to help them with the development of new curriculum modules and the evaluation of existing instructional modules. Through teleconference and Moodle, VT also provided short-term training for ESIH faculty and staff members on curriculum design, collaborative learning, online teaching, and Moodle administration. Lastly, VT's Language and Culture Institute (LCI) provided ongoing support to ESIH staff on ESL, language lab development, and new faculty recruitment. Specifically, the LCI sent a U.S. faculty member to Haiti to deliver a series of short-term trainings for ESIH faculty members over a three week period in 2011, including courses on e-learning, pedagogy, and classroom management.

In 2009, two UniQ professors from accounting and finance visited the MSSU campus to observe courses, conduct guest lectures, and complete faculty development training. During the visit, the finance professor observed upper division finance and international business classes and became familiar with MSSU course content and pedagogy; the accounting professor observed MSSU accounting courses, reviewed MSSU syllabi, and exchanged ideas with MSSU faculty which he then presented to the UniQ accounting Department. In 2010, the dean of UniQ's accounting department traveled to the Université de Savoie in Chambéry, France to observe upper division accounting, finance, and international business strategy classes.

According to University of Florida partnership director Al Wysocki, "We believe that our partners at FAMV have a greater appreciation for entrepreneurship, both as instructors/teachers and in developing the entrepreneurial spirit of their students. We saw a significant change in thinking and attitudes about teaching pedagogy and curriculum in our colleagues at FAMV from July 2008 until August 2012."

In an effort to improve FAMV's teaching and learning environment, 7 FAMV faculty members received intensive English language training in Haiti and then traveled to the University of Florida in September 2009, where they were matched with UFL mentors and participated in customized agribusiness training. The 7 FAMV faculty members subsequently revised the content of 7 courses to include entrepreneurship and agribusiness components. In addition, UFL conducted a number of trainings at FAMV focused on building the capacity of FAMV faculty in areas related to curricular changes, entrepreneurial activities, and connecting FAMV to the private sector. UFL faculty also conducted classroom observations during site visits to the FAMV in February and July 2011. Visiting UFL faculty observed FAMV faculty in the classroom and provided specific feedback on classroom instruction techniques to the instructor at the end of each class. Specific topics covered during these trainings included:

- Setting objectives (September 2009, July 2011, December 2011)

- Alternative assessment methods (September 2009, July 2011, December 2011)
- Creating effective course syllabi (September 2009, July 2011, December 2011)
- Engaging learners using active learning strategies (September 2009, July 2011, December 2011)
- Entrepreneurship as content matter and faculty as entrepreneurs (September 2009, July 2011, December 2011)
- Gender roles in Haitian agribusiness (July 2011, December 2011)
- Establishing an external advisory committee (July 2011)
- Creating internship experiences that benefit Haitian stakeholders (July 2011)

Prior to the quake, UMB conducted a number of workshops in Haiti for INAGHEI faculty on syllabus development, research techniques, first-year curriculum, and the importance of general education. In March 2013, four members of INAGHEI's administration, who also teach courses, traveled to UMB for an intensive five-day session in which they observed classroom activities, interacted with UMB faculty and administrators. While there, they visited Babson College and Northeastern University. The INAGHEI team members were impressed by these programs, particularly by the Babson and Northeastern visits in which experiential learning was so prominent.

The Haiti program also provided opportunities for staff at the host-country institutions to become more sensitized to **social inclusion themes and incorporate those themes into the universities' policies and practices**. For example, one of the most important barriers for increasing women's and other underprivileged groups' participation in non-traditional roles typically is the lack of appropriate role models.

As a result of the partnership between ESIH and VT, ESIH staff members are now able to better support gender-focused themes in their outreach and teaching programs. Following a needs assessment conducted in 2010, ESIH teachers and staff initiated a brainstorming session around gender equity concepts. VT faculty and ESIH administrators and faculty then jointly developed a long-term plan to increase diversity at ESIH, ultimately aiming at having an effect in related business and government arenas throughout Haiti. In addition, the partnership helped to strengthen the capacity of ESIH to conduct gender analysis through both short term training and mentorship between U.S. and Haitian faculty. Experts from VT delivered a two-day training workshop on e-learning to ESIH faculty and staff, and the gender workshop team also conducted an online survey, interviews, and focus group discussions to collect information.

The University of Florida conducted a training workshop in July 2011 at the FAMV that focused on gender issues, principles of teaching and learning, and developing effective syllabi. The purpose of this workshop was to educate the FAMV faculty on how to create and establish programs activities that encourage greater participation by women. This training was offered to all FAMV faculty members. In addition, FAMV faculty developed at least two new courses related to entrepreneurship that included the role of Haitian women in the Haitian food system.

Knowledge and Skills of Haitian Students

HED's U.S. - *Haiti Higher Education Partnership Program* enabled Haitian university students from disadvantaged communities to enhance their knowledge and skills in the areas of accounting and finance, agribusiness and entrepreneurship, business administration, and computer science. Students gained new or enhanced knowledge and skills not only through the academic courses that they completed, but also through their participation in experiential learning opportunities in both Haiti and the United States. The program helped students gain market-oriented skills, therefore enabling them to contribute to Haiti's economic development and private sector growth.

Twelve Haitian students received scholarships and completed postsecondary degrees in the United States. By supporting Haitian students with their undergraduate and/or graduate studies in the United States, partnerships contributed to training a cadre of skilled accountants, and computer scientists, and educators for Haiti's workforce, a much needed resource in order to strengthen Haiti's formal and private sector growth.

"[The] Gender related workshops have stimulated the female staff, students, and faculty of the school, making them more aware of their specific career challenges and constraints."

~ In a recent update from ESIH staff Patrick Attié and Marlène Sam

VT and ESIH partners selected five ESIH students from disadvantaged backgrounds through a highly competitive process to complete their bachelor degree in VT's Department of Computer Science. A plan of study was developed to allow the selected students to complete their degrees within two years. Prior to going to VT, the scholarships recipients completed an online-distance learning course in Academic Writing to improve their English-language writing skills. Comprehensive academic support, financial support, and extra-curricular assistance also were made available to the Haitian students enrolling at VT. The five students came to VT in 2008, and all five students graduated with B.S. degree in computer science and made the spring 2010 VT College of Engineering Dean's List.

Following the earthquake in 2010, Google Inc., the Web search engine company, agreed to provide \$420,000 in funding to provide full scholarships for four of the five undergraduate students to pursue graduate degrees at VT. After completing their graduate studies in May 2012, the students returned to Haiti, more knowledgeable and better prepared to help improve Haiti's computer science capacity and higher education. To help them transition into the workforce, the students received mentorship support and help with their career development plans. Two of the four students were later hired by ESIH as faculty members, and the other two now have challenging positions in the private sector in Haiti. The fifth student received a full scholarship from Carnegie Mellon University and graduated in December 2011. He is now a doctoral student in computer science in France and plans to return to Haiti after graduation.

After a rigorous selection process, MSSU and UniQ selected seven candidates to complete finance and/or accounting undergraduate degrees at MSSU. Preparations for these students to

transfer to MSSU from UniQ included establishing faculty contacts, evaluating UniQ transcripts, and transferring credits to MSSU transcripts. To accommodate the challenges these students would face in addition to their coursework, MSSU provided an intensive English-language instruction program (with online courses in composition and reading in academic contexts; and a speaking and listening course added and delivered on-site), pre-departure orientation, and international student services. The seven students started their academic program in spring 2009. During their participation in the exchange program, the UniQ exchange students were exposed to different finance and accounting techniques and practices. Ultimately, the seven Haitian students completed their coursework at MSSU in December 2010, with excellent scores and real-life experience. Four students obtained bachelor's degrees in finance and accounting, and three students obtained bachelor's degrees in accounting. Two students were selected for departmental awards for the 2010-11 academic year—Donatella Julien for Outstanding Graduate in Finance and Economics and Galle Simon for the Wall Street Journal Award. Five of the seven students were invited and inducted into Delta Mu Delta, the international honor society for business schools, in 2010. Upon completion of their program of study, some graduates contributed to enhancing UniQ's capacity through assistant teaching in management and accounting courses at the off-site campus in Ouanaminthe. Others were employed permanently or as interns with businesses in the community as a representative of the institution.

One of the biggest challenges facing higher education in Haiti is the transition from university to workforce. Beyond traditional coursework, the partnerships provided Haitian graduating students with **job-seeking skills and experiential learning opportunities**.

For instance, the two partnerships with the State University of Haiti worked with undergraduate students to increase their job-seeking skills and improve their chances for employment. The University of Florida faculty conducted a one-day workshop for 79 FAMV students related to resume writing, and interviewing skills in December 2011. Participation by FAMV students in this activity exceeded expectations. For its part, UMB also conducted a workshop on job seeking skills for approximately 50 graduating seniors in April 2013. As a follow-up to the workshop, UMB secured interviews for 10 INAGHEI students for summer internship placements at the main Haitian brewery and bottler, BRANA.

MSSU helped strengthen the capacity of UniQ to facilitate the school-to-work transition through the implementation of a student internship program in the Haitian business sector and student employment for the 7 UniQ undergraduates that were studying at MSSU. This program centered on placing students in three, eight-week internships in the financial sector over the summers of 2009, 2010, and 2011. Companies were asked to employ the students for a small stipend to cover transportation and meals. In exchange, the students received real-world experience and connections that would be invaluable to future job searches. The undergraduates studying at MSSU returned to Haiti during the summer of 2009 to participate in eight-week internships in the financial sector with local Haitian businesses. The earthquake posed an obstacle to planning and confirming the student internships in Haiti during the summer of 2010. This challenge was overcome by finding appropriate internships in the United

States. The undergraduate students also were employed by MSSU throughout their stay to translate the curriculum and tools of MSSU's Entrepreneurship Program into French for use in future workshops and integration into UniQ's curriculum. Six of the undergraduate students from UniQ finished their internship/employment opportunities upon their return to Haiti, as required for a UniQ degree by the end of the summer of 2011.

The ESIH exchange students successfully completed a series of comprehensive summer internships in applied research. Specifically, an experiential learning trip conducted in the summer of 2009 provided students with an opportunity to discuss project related activities with other higher education institutions in Haiti. In 2011, four of the Haitian students participated in real-time projects involving VT's Office of International Research, Education and Development (OIREED). They utilized their expertise and assisted in database construction for a Senegal Project, an e-learning training workshop, and a gender and equity project. Two students also conducted research on e-learning in Haiti's higher education system. The graduate student studying at Carnegie Mellon University participated in an internship at Cisco and helped the technical team develop an Emergency Response Vehicle system in Haiti. Students also received career development advice, re-conceptualized their future career plans, and updated their resumé's.

Providing students with hands-on experiences, these opportunities enabled them to apply the knowledge gained from their coursework and strengthened their capacity to participate in applied research projects. These experiential opportunities also gave them the cognitive and non-cognitive tools necessary to transition smoothly into the workforce upon graduation.

Increasing the Knowledge and Skills of Haitian Community Members

HED's U.S. - Haiti Higher Education Partnership Program provided capacity-enhancing training opportunities to members of the Haitian community.

The partnership between MSSU and UniQ provided workforce development opportunities for Haitian community members. In 2008, by making contacts with the Haitian business community in Port-au-Prince and members of the Haitian Diaspora to lay the groundwork for an Advisory Board, the partners identified potential areas for workforce development in the community. Partners then conducted a collaborative workshop on microfinance in 2009 that primarily targeted disadvantaged, female micro entrepreneurs doing business in the informal sector who were members of the *Association des Commerçants du Secteur Informel*. The objectives of this workshop were to enable the participants to keep accounting records to track their sales and determine profitability, and learn skills that will make their businesses profitable. These objectives were achieved by teaching skills and introducing tools that allowed attendees to better manage their businesses. Through the partnership, the 7 UniQ undergraduate students studying at MSSU also translated small business resources into French; in the future, these resources may be used by UniQ to conduct more in-depth training for Haitian community members.

Haiti has not had a cooperative extension service for many years due to fiscal constraints and other priorities of its leaders. This lack of a cooperative extension service has left an ever increasing void between what is being taught in the classroom and the engagement with agricultural stakeholders across Haiti. The establishment of a cooperative extension service will not be a quick or easy process, given Haiti's extreme financial and human resource limitations. Nonetheless, the University of Florida and FAMV partnership team helped lay down the initial stages for re-deployment of extension-based activities through the creation of 16 extension-related documents for the FAMV website that are also expected to be used in the classroom and with other outreach activities.

The UFL and FAMV also convened a National Agribusiness Symposium that brought together students, faculty, people from the private and public sectors of Haiti in February 2012. The high level of participation of Haitian businesses signaled that Haitian business is willing to participate in the development of Haitian human capital in agriculture if invited. 233 people attended, including 180 students (162 males, 18 females) and 53 Professionals (48 males, 5 females).

In 2013, UMB and INAGHEI began making progress towards the establishment of a new Small Business Development and Advisory Center (SBDAC) that could serve and employ INAGHEI students. Prior, INAGHEI had identified the creation of a SBDAC as a top priority for supporting student development. As a result of two trips to Haiti in April and May 2013, the UMB team identified fourteen possible candidates to serve on an advisory board that will help design and guide development of a SBDAC. The advisory board will include representatives who will bring the expertise, connections, and resources needed to support the new center's success.

Lessons Learned

In spite of great progress in many areas, the “U.S.-Haiti Higher Education Partnership Program” experienced challenges that provide the basis for lessons learned.

The biggest challenge the four partnerships faced was the January 12, 2010 earthquake. As a result of the earthquake, all four partnering higher education institutions in Haiti suffered structural damage, with Université Quisqueya (UniQ) and Ecole Supérieure d'Infotronique d'Haïti (ESIH) receiving the most damage. HED and its partners responded to the disaster by adjusting planning and establishing immediate priorities to best help the Haitian higher education community. Allowing the Haitian partner institutions time to recover and the flexibility to revise implementation strategies and modify work plans was critical. For example, late in 2009, faculty from the FAMV visited the University of Florida and received in-depth training relating to teaching pedagogy. The partnership was gearing up to capitalize on this visit in early 2010, when the natural disaster struck the country. A year almost passed before the team could work on its objectives together. During this time, the UFL partners could only offer support from a distance. Eventually, the UFL team was able to travel to Haiti and to re-evaluate the partnership's goals and objectives. As a group, the partners modified the planned deliverables, given the new reality of teaching in Haiti.

“Perhaps the biggest lesson learned is that ***nothing is easy in Haiti***. We have come to appreciate the difficult environment our FAMV colleagues work in. Things we take for granted in the [United States], such as constant internet connection, easily traveled roads, and mature food systems cannot be taken for granted in Haiti.”
~ Al Wysocki, University of Florida partnership director

The continual turnover in deans at INAGHEI and the departure of the original UMB partnership director, coupled with the impact of the quake, was particularly challenging for the UMB-INAGHEI partnership. This lack of consistent leadership affected the continuity of program work, as each new dean had differing priorities and interest in the partnership. Although future partnerships and programs with INAGHEI will likely continue to experience challenges resulting from changes in department leadership, by including the entire department in activities and exchanges, the partnership was able to mitigate some of the adverse impacts, develop as a cohesive group, and accomplish a number of key partnership deliverables and milestones.

At times, maintaining a steady pace of activity was particularly difficult for the partnerships. In addition to time constraints, Haitian faculty and administrators have a general preference for conducting business person-to-person, rather than electronically, and work often was not accomplished without the U.S. team present. For example, the INAGHEI team was able to work in spurts and accomplish a great deal when accompanied by the UMB team. Working independently, however, the INAGHEI team struggled with meeting key deliverables and deadlines. An important lesson learned is that it is crucial that U.S. partnership teams frequently and consistently visit Haiti in order to maintain the pace of activity.

Related, the absence of full-time faculty members and administrators at FAMV and INAGHEI constituted a major challenge for the two partnerships. This lack of full-time staff affected the ability of the FAMV and INAGHEI partners to be responsive; made it difficult to schedule functions, workshops, and exchanges with the U.S. partners; and resulted in a lack of follow through on agreed upon next steps. Until more full-time faculty are hired, a lesson learned from these experiences is to build activities around short, intensive work sessions and to hire a full-time partnership coordinators in Haiti to coordinate activities on the ground and ensure continued progress.

The Haitian diaspora served a critical role in the partnerships. Partnerships with members of the Haitian diaspora who played key coordinating roles at the U.S. institution functioned more smoothly. These diaspora members often were able to help the U.S. team better understand the cultural and logistical complexities in Haiti and establish solid communication linkages between the two institutions. The diaspora members also provided invaluable insights into the needs of the partner institutions, championed how best to promote change within the Haitian higher education system, and facilitated dialogues in Creole and French.

Other valuable lessons learned include:

- Involve local and national development organizations, NGOs, the private sector, government agencies, and local communities in strategic planning, curriculum development, and other activities.
- As part of institutional strengthening, consider factors like research opportunities, providing access to library resources and textbooks, upgrading technical equipment, and establishing technical and professional development support that will retain staff.
- Secure high-level institutional support, because changes in leadership can greatly affect the momentum and successes of partnerships.
- Involve the Haitian partner institutions in the process of determining performance objectives, partnership activities, and desired outcomes.
- Assess language barriers and available resources to address them from the start of activities.
- Seek external financial resources to provide opportunities for continued activities and enhancing impact.

Appendix A: Success Stories



SUCCESS STORY

U.S.-Haiti Partnership Updates Business Administration Program, Prepares Graduates for Workforce

University of Massachusetts Boston / Institut National d'Administration de Gestion et de Hautes Etudes Internationales

“INAGHEI is uniquely placed because of its past achievements and the energy and eagerness of its students and the commitment of its faculty to make a difference from the inside in the future of Haiti.”

*— Barbara Lewis,
University of Massachusetts
Boston*

Historically, outdated curriculum, faculty retention issues, and the low percentage of full-time faculty at many universities in Haiti have meant many business administration graduates have left their universities without the business management skills required by today's workforce. However, the August 2008 launch of a Higher Education for Development partnership between the Institut National d'Administration de Gestion et de Hautes Etudes Internationales (INAGHEI) in Haiti and the University of Massachusetts Boston (UMass Boston) has strengthened business administration education in Haiti. With funding from the U.S. Agency for International Development, the partnership has created a more cohesive INAGHEI student-body, revised its business and public administration curricula, and implemented a faculty training program.

The partnership immediately began implementing projects for INAGHEI that would support long lasting changes including the establishment of an internship office and small business advisory center, the revision of the first year curriculum to include general education studies, and the replacement of a thesis requirement for graduation with a capstone project related to an internship. Unfortunately the devastating earthquake of January 2010 damaged the main buildings at INAGHEI's campus, halted partnership activities, including the progress made to the center. In spite of these challenges, the U.S. and Haitian institutions were determined to leverage all remaining resources and press forward. The partners regrouped, conducted trainings in curriculum development for INAGHEI faculty, and completed all revisions to the business administration curriculum and completely revised the public administration curriculum so that they now include general education requirements and IT courses to ensure INAGHEI graduates are tech-savvy and competitive.

The partnership also focused on nurturing relationships to strengthen linkages among students, faculty, businesses, nongovernment organizations, and government agencies in Haiti. Partnership director Barbara Lewis from UMass Boston was encouraged by INAGHEI's legacy during the rebuilding process. She said, “In the 1970s, INAGHEI was a force in the business world. Now, many of its graduates have positions of responsibility. Thus, a foundation exists for a strong support network, but these relationships have to be cultivated.” Engaging stakeholders such as the Haitian-American Chamber of Commerce and other local business associations was a key aspect to the re-establishment of an internship program to help prepare INAGHEI's students to join the workforce with the skills required by local businesses.

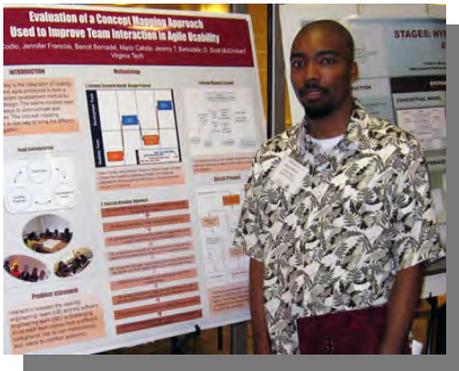
Updating the courses to meet Haiti's needs and collaborating with the public and private sector enables INAGHEI to contribute skilled public and business administration leaders to a struggling workforce. “INAGHEI is uniquely placed because of its past achievements and the energy and eagerness of its students and the commitment of its faculty to make a difference from the inside in the future of Haiti,” said Lewis.

9-2013

SUCCESS STORY

Haitian Student Receives Scholarship to Pursue Master's Degree

Virginia Polytechnic and State University/L'Ecole Supérieure d'Infotronique d'Haiti



Photos: Patrick Guilbaud, Virginia Tech

Benoit Bernadel stands beside his poster presentation at the REU (Research Experience for Undergraduates) Symposium on July 16, 2009.



Benoit Bernadel (second from left) attended the May 14, 2010 graduation ceremony with his fellow Haitian students. He graduated *cum laude* with a B.S. degree in Computer Science at Virginia Tech.

In January 2010, Benoit Bernadel, an exchange student from L'Ecole Supérieure d'Infotronique d'Haiti (ESIH) was beginning his final semester as computer science major at Virginia Polytechnic and State University (Virginia Tech). Upon graduation, Benoit planned to return to Haiti to teach at ESIH and pursue a graduate degree in computer science. On January 12, 2010 a devastating earthquake hit Haiti, completely destroying ESIH and Benoit's dreams of returning to a thriving academic environment. With his scholarship running out in May and deadlines to apply for graduate programs in the United States long gone, Benoit needed a plan.

Benoit is one of five Haitian students studying at Virginia Tech as part of a United States Agency for International Development (USAID)-funded and HED-managed partnership between Virginia Tech and ESIH. The partnership was awarded \$552,000 in 2008 to strengthen computer science capacities at ESIH through curriculum development, faculty exchange, and undergraduate scholarships. After the earthquake, the partners shifted focus to help ESIH resume classes as soon as possible. Less than two months after the earthquake, 700 ESIH students returned to class at a temporary facility.

While efforts to rebuild the campus in Haiti were under way, Virginia Tech partnership director Patrick Guilbaud worked tirelessly to find a way for the five students in the United States to continue their academic engagement. "Very early in the process, I was encouraging the students to work very hard – good things come to those who work hard. Benoit made dean's list many times at Virginia Tech, and Carnegie Mellon University showed interest in him and the other students early on," he says. "When the earthquake happened and ESIH was destroyed, it was critical that the students secured additional funding because they couldn't go back to Haiti. We started looking at what doors could be opened, given that they were such good students, so that they could come back to Haiti with even greater skills."

After cramming for the Graduate Record Exam (GRE) for only two weeks, Benoit scored very well and was soon accepted to Carnegie Mellon University's Master of Science in Information Technology and Information Security (MSIT-IS), where he is now attending. Before matriculating at Carnegie Mellon in the Fall of 2010, Benoit returned to Haiti to renew his visa. What he saw motivated him. "It was shocking," said Benoit, "I tried to walk around the city and I didn't see most of the houses that used to be there – there was nothing left of the place I lived in at school. Life has changed down there; it is a very different lifestyle for everyone."

While Benoit always planned on returning to Haiti to teach at ESIH, he feels an even stronger commitment to Haiti since the earthquake. As a result of the earthquake, the National Archives of Haiti were almost completely destroyed. Benoit has a strong interest in data mining and data management and would like to



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help rebuild the National Archives using the knowledge he is gaining through his MSIT-IS program. “After the earthquake, you can’t plan one year in advance what you are going to do when you return. I know that when I go back I will just help the school and the government in whatever way is needed at that time.”

The other four ESIH students received a scholarship from Google Inc., to pursue graduate degrees at Virginia Tech.

12-2010



SUCCESS STORY

Haitian Graduates Lead Computer Science Teachers Training

Virginia Polytechnic Institute and State University (Virginia Tech)/ L'Ecole Supérieure d'Infotronique d'Haïti (ESIH)



Photo: Courtesy of ESIH

Haitian graduates of Virginia Tech's computer science degree program train teachers and computer lab managers at St. Bathelmy School in Terrier-Rouge. The training sessions helped Haitian educators in northern Haiti learn basic operating system skills on computers donated by the Literacy Volunteers of Fauquier County, Va.

"I am happy to have made a difference in my community."

— Jennifer Alexandra Francois,
Computer Science Engineer
and Virginia Tech Alumna,
Class of 2012

Following a devastating 2010 earthquake, Haiti received donations of all kinds and funding from several countries to support its recovery and rebuilding process. When Literacy Volunteers of Fauquier County (LVFC) in Warrenton, Va. donated and installed computer labs with Linux-Mint operating systems throughout Haiti, the group faced one major hurdle: The Haitian teachers and computer lab managers in northern Haiti were familiar with Windows, but not with Linux. Determined to put their donations to use, Denny Baumann of LVFC contacted Virginia Tech faculty and requested computer training support in northern Haiti. However, the solution was already in-country: Three computer science master-level graduates, Mario Eliezer Calixte, Fabrice Marcelin, and Jennifer Alexandra François, had returned to Haiti months earlier upon graduation from Virginia Tech. "As Haitians, we are well aware of how difficult it is to get either prime education or training, so we felt that it was our right and duty to teach such skills and share our knowledge with the teachers and students in Haiti," stated François, a recent Virginia Tech graduate and new employee at Ericsson, a telecommunication company.

Calixte, Marcelin, and François applied skills and techniques acquired through their education at Virginia Tech to create and facilitate training sessions in their home country. They are among the five graduates whose bachelor's degrees were funded by the U.S. Agency for International Development through a Higher Education for Development partnership between Virginia Tech and ESIH. As trainers, the three Haitian computer science engineers collaborated on curricula development and led two one-day computer skills sessions in September 2012 in Terrier-Rouge and Port-au-Prince. "This opportunity matched my vision to use technologies to bring educational resources and training into the hard-to-reach area of Haiti," stated Calixte. A total of 14 teachers from schools in Terrier-Rouge, Capotille, Ouanaminthe, Fort-Liberte, Port-au-Prince, and Petit Goave attended hands-on sessions to learn basic navigation skills, application information, and the difference between Linux, Windows and Mac computer operating systems. Calixte and Marcelin also worked individually with each participant and tailored instructions to each person's level. "Being a Linux fan, I know I would be a valuable asset to the team," stated Marcelin.

Fulfilling local community needs is not a new endeavor for Calixte, Marcelin, and François. While at Virginia Tech, they were members of the student group, "Computer Science Community Service," which is dedicated to teaching computer skills to U.S. youth and adults alike. Their spirit of *global* community service is rooted in their international higher education partnership. "The experience at VT had a great impact in our involvement in this project," stated François. "As strong believers of Virginia Tech's motto 'Ut Prosim—That I May Serve,' giving back to the community is now second nature to us."



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The Linux training moved a group of Haitian educators a step closer to accessing education tools in a formerly unfamiliar operating system. “I personally appreciated the fact that after the session in Terrier-Rouge, all the participants took their time to thank us since they enjoyed how the presentation was delivered,” Marcelin stated.

10-2012



SUCCESS STORY

Students' Quick Return to Higher Education a Sign of Hope in Haiti

Virginia Polytechnic and State University/L'Ecole Supérieure d'Infotronique d'Haïti



Photos: Patrick Attié

Students at L'Ecole Supérieure d'Infotronique d'Haïti listen use their IBM-donated laptops in their temporary space following the earthquake.

The devastating January 12, 2010, earthquake in Haiti caused wide-spread suffering and uncertainty among the students in Haiti. They spoke of concern regarding housing, education, income, tuition fees, as well as their future in general. L'Ecole Supérieure d'Infotronique d'Haïti student Alain David Lescouflair lost nights of sleep to ensure the security of his loved ones, accepting the role of family watch guard while they slept outdoors.

As multiple plans to rebuild Haiti surface, ESIH's technology students can now be assured of one area in their lives: education. Since March 15, 2010, ESIH has resumed all computer science classes led by its professors in a temporary space. Such an action couldn't come soon enough for many students seeking a sense of normalcy and stability following abrupt change. "From our students' perspective, the best therapy after this quake is the restarting of the classes," said Higher Education for Development partnership co-director Patrick Attié of ESIH.



Wooden dividers are used to create separate classrooms in the temporary rented space. About 700 of 950 L'Ecole Supérieure d'Infotronique d'Haïti students have returned and are expected to complete their academic year in July 2010.

The USAID-funded and HED-managed partnership between ESIH and Virginia Polytechnic and State University is one of four partnerships in Haiti dedicated to addressing national development goals through education. These partnerships have bolstered higher education capacity there since 2008 through activities like undergraduate student scholarships, teacher training and curriculum development. The partners are working together to ensure that all courses continue, and have installed at ESIH 50 laptops donated from IBM. Voila, the No. 2 mobile phone company in Haiti, and partner to ESIH, will provide free Internet service.

Lescouflair, one of 700 students returning to ESIH, welcomed the partnership's efforts to keep students on schedule in a tumultuous academic year. "At first I thought it would be harder, but I find it quite easy. I thought I would have a problem getting ready for the exam and it's difficult sometimes to stay focused, but it's nothing if you know what you want," he said. The earthquake's evidence of destruction forced the third-year computer science student to question his future occupation and course of study, but not his determination to have a bright future in his country. "Nothing can stop me from trying to do what seems unreal if I want to. People thought that making something that [flies] was unreal and crazy, but the Wright brothers proved them wrong," Lescouflair said. With a little more sleep, Lescouflair is confident that he will do well in his studies and on his exams.

Restarting classes just two months after the earthquake required conducting them in rented space for the returning 700 of 950 ESIH students. Next steps include rebuilding the campus with anti-seismic and anti-cyclonic materials. Construction is expected to be complete by April 2011. This partnership's perseverance and quick return to courses support students' needs for strong computer science skills and place Haiti's development goals within reach.

SUCCESS STORY

Combating the Haitian Diaspora One Student at a Time

Missouri Southern State University/Université Quisqueya



MSSU-UniQ partnership photos

From left: Samuel Zephir, Claude Bazile, Gaëlle Simon, Ajala Constant, Suzette Sinclair, Marc Ruben Claude, and Donnatela Julien.

They love their country and dream of participating in the reshaping of Haiti's economic future. And by completing their degrees in accounting and finance at Missouri Southern State University through an HED partnership funded by USAID, seven students from Université Quisqueya in Port-au-Prince are positioning themselves to turn this dream into a reality.

Years of political stability have led Haiti to an economic crisis of great proportion, which is compounded by the world-wide recession. Prices of imported consumer goods have skyrocketed, leading to chronic shortages of food and other basic necessities. To further exacerbate the situation, many educated Haitians are leaving the country to work abroad; a situation that is depriving Haiti of its human capital.

One of the goals of the MSSU-UniQ Partnership for Excellence is to increase human capacity in Haiti by providing scholarships to seven academically talented students in the areas of finance and accounting. The MSSU finance program offers tracks in corporate finance, financial analysis and financial planning while providing real-world experience in security analysis, financial trading, and portfolio management through the Edward Jones Investment Center, a campus-based, state-of-the-art learning laboratory. MSSU's accounting program focuses on accounting education, financial statement forensics, advances in accounting technology and policy, accounting ethics, and strategic cost management. Students who graduate from the MSSU accounting program have had among the highest pass rates in the State of Missouri on the CPA for the past two years. The students from Quisqueya will take their new knowledge and skills back to Haiti, where they will utilize them this summer in internships with private and governmental organizations in the Haitian financial sector, including Unibank, FDI, Mérové-Pierre Cabinet d'Experts- Comptables, BRH, and Sogebank.



Dean Claude Elisma, UniQ Faculty of Economic and Administrative Sciences; Nii Adote Abrahams, head, Department of Finance, Economics, and International Business; Jean-Bruner Clotaire, coordinator of the UniQ Faculty of Economic and Administrative Sciences; and J. Chris Moos, assistant professor, MSSU Department of International Business pose in front of Webster Hall on the MSSU campus during a faculty development visit.

"The Partnership is not just about educating Haitian students, but combating the effects of the Diaspora by equipping them with skills and the opportunity to return to Haiti to become business leaders," according to Kim Gray, program manager of the MSSU-Haiti Partnership for Excellence. "The students have strong ties to Haiti and a desire to contribute to the economic renewal of their country." This sentiment is echoed by Claude Bazile, one of the students in the program. "The partnership between UniQ and MSSU opens new doors of opportunities in the finance field not only for me, but for Haiti on the whole I am getting a great experience with the Missouri Southern family that I will bring back home soon."

6/09

SUCCESS STORY

MSSU-UniQ Partnership Keeps Students' Best Interest in Focus

Missouri Southern State University/ Université Quisqueya



In addition to providing seven qualified students the opportunity to study accounting and finance in the United States, Missouri Southern State University and Université Quisqueya cooperated in establishing key contacts in the business community to arrange vital internships for these students in Haiti.



Bruner Clotaire and Claude Elisma in a MSSU dining hall with two international students.

Before traveling to Haiti, the Missouri Southern State University (MSSU) team was uncertain of what to expect. But after their first visit took place, a spirit of true teamwork was in place and a foundation was established for great things to come in a partnership between MSSU and Université Quisqueya.

The partnership is funded by USAID and managed by Higher Education for Development and began in July 2008 when MSSU's coordinator Nii Adote Abrahams and Chris Moos, co-directors of the "MSSU-UniQ Partnership for Excellence in Accounting and Finance, Haiti," traveled to Port-au-Prince to interview seven highly academically talented accounting and finance UniQ students. They then selected students to complete degrees in finance or accounting at Missouri Southern's Robert W. Plaster School of Business.

Claude Elisma, dean and professor of the faculty of Economic and Administrative Sciences at Université Quisqueya, and Jean-Bruner Clotaire, coordinator and professor of the department, note that relationships formed with the students are the biggest successes of the partnership to date.

The MSSU team was impressed by the generosity of Elisma and Clotaire in their willingness to share their best students. Elisma and Clotaire also introduced Abrahams and Moos to members of the Haitian business community, which will help facilitate arranging student internships in accounting and finance in Haiti. In particular, Elisma arranged for meetings with representatives from the Haitian National Bank, Unibank, and the Fund for Industrial Development. During their discussions, these organizations agreed to provide capstone internships to the students involved in the programs, which will prove invaluable as students complete their degrees.

12/08

SUCCESS STORY

Haitian student proudly represents her country and VA Tech

Virginia Polytechnic Institute and State University/L'École Supérieure d'Infotronique d'Haïti



Photo by Virginia Polytechnic Institute and State University

Fran Allen and Sherley Codio at the Grace Hopper Women in Computing Conference in Keystone Colorado Oct.1-4, 2008 Codio is one of five students from L'École Supérieure d'Infotronique d'Haïti to receive a full scholarship to Virginia Tech.



Photo by Virginia Polytechnic Institute and State University

The Virginia Tech Association for Women in Computing at the Grace Hopper Women in Computing Conference in Keystone Colorado, Oct. 1-4, 2008.

Sherley Codio, one of five students from L'École Supérieure d'Infotronique d'Haïti (ESIH) who received a full scholarship to Virginia Polytechnic Institute and State University (Virginia Tech), recently had another dream come true. Codio and several other members of Virginia Tech's Women in Computing Club were selected to represent the university at the prestigious Grace Hopper Women in Computing Conference, held in the fall of 2008. Codio attends Virginia Tech, which sent her to the conference, through a Higher Education for Development partnership with L'École Supérieure d'Infotronique d'Haïti, funded by USAID.

The computer science conference is hosted annually by the Anita Borg Institute for Women in Technology to showcase the achievements of women in computing and other technical fields.

Although graduate school representatives and employee recruiters are always in attendance, this year's conference featured presenters such as Fran Allen, the first woman to be named an IBM fellow and a leader in technology. Codio met Allen and networked with many other international professionals. "I was fascinated by hearing the technical women leaders talking about how they became what they are today," Codio said. "That strengthens my determination to [move] further in the field of technology."

After spending most of the week meeting with prominent women in computer science, Codio said she feels rejuvenated and excited about finishing her degree. "Meeting so many people, precisely so many women in my study field, was more than a dream come true for me," Codio said. Now, her next step is to master her fear of programming, but even that should be easier after the conference. "I met a woman at the conference who said that she, too, hated programming, but that it gets better and better," Codio said. "It was nice to hear that other women have been where I am."

11/08

SUCCESS STORY

Distance Learning Provides a Bridge Between Two Countries

Virginia Polytechnic Institute and State University / L'Ecole Supérieure d'Infotronique d'Haïti



Photo by: Dr. Patrick Guilbaud,
Virginia Tech

Four of the five Haitian students taking part in the Virginia Tech computer science program receive their undergraduate academic writing textbooks.

Five motivated computer science undergraduates in Haiti sit in their university's computer lab and instantly connect to Virginia Polytechnic Institute and State University (Virginia Tech) more than a thousand miles away. These students are not just surfing the web; they are participating in an online course in academic writing to prepare for their upcoming academic expedition to the campus of Virginia Tech.

Through the power and connectivity of distant learning, these students at L'Ecole Supérieure d'Infotronique d'Haïti (ESIH) are being introduced to the Hokie Nation—the campus spirit among Virginia Tech's students, professors, and alumni—months before they arrive in Blacksburg.

The Virginia Tech–ESIH Higher Education Partnership to Strengthen Computer Science Capacities in Haiti awarded these five Haitian students full scholarships in March 2008. They arrived at Virginia Tech in June 2008 to begin completing their undergraduate computer science degrees. The university partnership and scholarships are sponsored U.S. Agency for International Development's Haiti Mission through an award managed by Higher Education for Development.

In order to immediately create a meaningful learning community between ESIH's students and the Virginia Tech community, Virginia Tech's Office of International, Research, Education, and Development collaborated with their English Language Institute to develop a distance learning English-language course in academic writing.

The undergraduate writing course is designed to help international students effectively write academic papers and prepares them to take the Test of English as a Foreign Language (TOEFL) exam. The multidisciplinary nature of the class promotes an awareness of rhetoric, language, and effective written communication. The students will complete 14 modules in a 16-week course, and will cover topics ranging from attribution and plagiarism to learning about the resources of Virginia Tech's Newman Library.

Through this online course, Virginia Tech and ESIH students are building personal relationships and developing their English writing skills. The social aspect of the course consists of online discussion boards for both academic and social content. The instructors created an online community through a virtual "social lounge" where students can ask questions about Virginia Tech and the United States and also share stories about their experiences at ESIH and Haiti.

The course officially began virtually on April 14, 2008, and continues through early August.

5/08