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U.S.-MEXICO TRAINING, INTERNSHIPS, EXCHANGES, AND SCHOLARSHIPS PROGRAM

TIES: ASSOCIATE AWARD REPORT

Higher Education for
Development
December 2012



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Cover Photo: Mexican flag

Table of Contents

Acronyms.....	2
Executive Summary.....	4
Map of TIES Partners in the United States.....	6
Map of TIES Partners in Mexico.....	7
Highlights by Sector Area.....	8
Democracy and Governance.....	8
Economic Growth and Environment.....	10
Health and Education.....	17
TIES Conferences.....	21
TIES 2007 Conference: “U.S.-Mexico Strengthening TIES: Expanding the Impacts”.....	21
TIES 2009 Conference: “Sustainable Partnerships: A Call to Action”.....	22
Assessing Impact.....	24
Aggregate Development Indicators.....	26
Gender-Inclusive Approach.....	28
TIES Financial Analysis.....	29
Total Associate Award Amount and Cost Share.....	29
Leveraged Funding Highlights.....	29
Challenges and Solutions.....	32
Security Concerns.....	32
Funding Environment.....	33
Lessons Learned and USAID Forward.....	34
Conclusion.....	37

Appendices

Appendix A: TIES Partnership Snapshots.....	40
Appendix B: Indicator Data Tables.....	50
Appendix C: External Publicity and Select HED Newsletters.....	53
Appendix D: Select TIES Success Stories.....	55

Photos: Higher Education for Development and select TIES higher education institution partners.

Acronyms

AC	Alamo Colleges	FIU	Florida International University
ACE	American Council on Education	FORHUM	Program for the Formation of Human Capital in Microfinance
ADESCAN	Alianza para el Desarrollo de Capacidades en Áreas Naturales (Alliance for Capacity Building in Natural Areas)	FUDLAP	Fundación Universidad de las Américas Puebla
ASU	Arizona State University	GSU	Georgia State University
AU	American University (DC)	HED	Higher Education for Development
BENV	Benemérita Escuela Normal Veracruzana	IIT	Illinois Institute of Technology
CDR	Centro para Desarrollo Rural (Rural Development Center)	IMOU	International Memorandum of Understanding
CENSIDA	Centro Nacional para la Prevención y Control del VIH/SIDA (National Center for the Prevention and Control of HIV/AIDS)	INIFAP	Instituto Nacional de Investigaciones Agrícolas, Forestales y Pecuarias (National Institute of Agriculture, Forestry, and Livestock Research)
CESU	Collaborative Ecosystem Studies Units	ITAM	Instituto Tecnológico Autónomo de México
CI	Conservation International	ITESM	Instituto Tecnológico y de Estudios Superiores de Monterrey
CIDE	Centro de Investigación para el Desarrollo Económico (Center of Research for Economic Development)	ITESO	Instituto Tecnológico y de Estudios Superiores de Occidente
CIDIIR	Centro de Investigaciones Interdisciplinarias para el Desarrollo Integral Regional (Interdisciplinary Research Center for Integrated Regional Development)	ITVO	Instituto Tecnológico del Valle de Oaxaca
CIRCLE	Conference for International Research in Cross-Cultural Learning and Education	JOBS	Job Opportunities for Business Scale-up
COLEF	Colegio de la Frontera Norte	LCC	Laredo Community College (TX)
COLPOS	Colegio de Post Graduados	MCP	Mexican Competitiveness Program
CONACYT	Consejo Nacional para la Ciencia y la Tecnología (Mexican National Council of Science and Technology)	MD/FS	Mother-Daughter/Father-Son Program
CONAFOR	Comisión Nacional Forestal (National Forestry Commission)	MFI	Microfinance Institution
CONANP	Comisión Nacional de Áreas Protegidas (National Commission of Natural Protected Areas)	MPH	Master of Public Health
CSU	Colorado State University	MTU	Michigan Technological University
CSUF	California State University, Fullerton	MSU	Michigan State University
D&G	Democracy and Governance	NAFTA	North American Free Trade Agreement
DU	Duquesne University (PA)	NGO	Non-Governmental Organization
ECOSUR	Colegio de la Frontera Sur	NITA	National Institute of Trial Advocacy
EPCC	El Paso Community College (TX)	NRLI	National Resource Leadership Institute
EU	Emory University (GA)	OSU	The Ohio State University
ERA	Estudios Rurales y Asesoría (Rural Studies and Counseling)	SABEMOS I	Science/Literacy across Borders for Educators in Mexico to Promote Outstanding Schools
ESL	English as a Second Language	SABEMOS II	Science/Literacy across Borders for Educators in Mexico to Promote Outstanding Schools II
FIRA	Fideicomisos Instituidos En Relación Con La Agricultura (Trust Funds for Rural Development)	SBDC	Small Business Development Center
		SDSU	San Diego State University
		SEDESOL	Secretaría de Desarrollo Social (Ministry of Social Development)
		SEP	Secretaría de Educación Pública (Ministry of Public Education)
		TIES	Training, Internships, Exchanges, and Scholarships

TSTC	Texas State Technical College	UNAM	Universidad Nacional Autónoma de México
UA	University of Arizona	UNL	University of Nebraska-Lincoln
UAA	Universidad Autónoma de Aguascalientes	UNT	University of North Texas
UAAAN	Universidad Autónoma Agrario Antonio	UP	Universidad Panamericana
UABC	Universidad Autónoma de Baja California	UPN	Universidad Pedagógica Nacional
UABJO	Universidad Autónoma de Benito Juárez de Oaxaca	UPV	Universidad Pedagógica Veracruzana
UACH	Universidad Autónoma de Chapingo	UQR	Universidad de Quintana Roo
UAdeC	Universidad Autónoma de Coahuila	USAID	United States Agency for International Development
UACJ	Universidad Autónoma de Ciudad Juárez	USD	University of San Diego
UAG	Universidad Autónoma de Guadalajara	UT	The University of Texas at Austin
UANL	Universidad Nacional Autónoma de Nuevo León	UTC	Universidad Tecnológica de Coahuila
UAQ	Universidad Autónoma de Querétaro	UTCJ	Universidad Tecnológica de Ciudad Juárez
UATX	Universidad Autónoma de Tlaxcala	UTEP	The University of Texas at El Paso
UAX	Universidad Anáhuac de Xalapa	UTS	Universidad Tecnológica de la Selva
UCB	University of Colorado Boulder	UTSA	The University of Texas at San Antonio
UCSD	University of California, San Diego	UV	Universidad Veracruzana
UF	University of Florida	UVI	Universidad Veracruzana Intercultural
UG	Universidad de Guanajuato	UVM	University of Vermont
UGA	University of Georgia	UWSP	University of Wisconsin-Stevens Point
UIA	Universidad Iberoamericana de Tijuana	WIU	Western Illinois University
UM	Universidad Michoacana	WVU	West Virginia University

Executive Summary

In November 2001, the U.S. Agency for International Development (USAID) in Mexico, with support from the U.S. Embassy, announced the U.S.-Mexico Training, Internships, Exchanges, and Scholarships (TIES) program, a public-private alliance between USAID and U.S. and Mexican higher education institutions, together with the nonprofit and for-profit sectors in both Mexico and the United States.

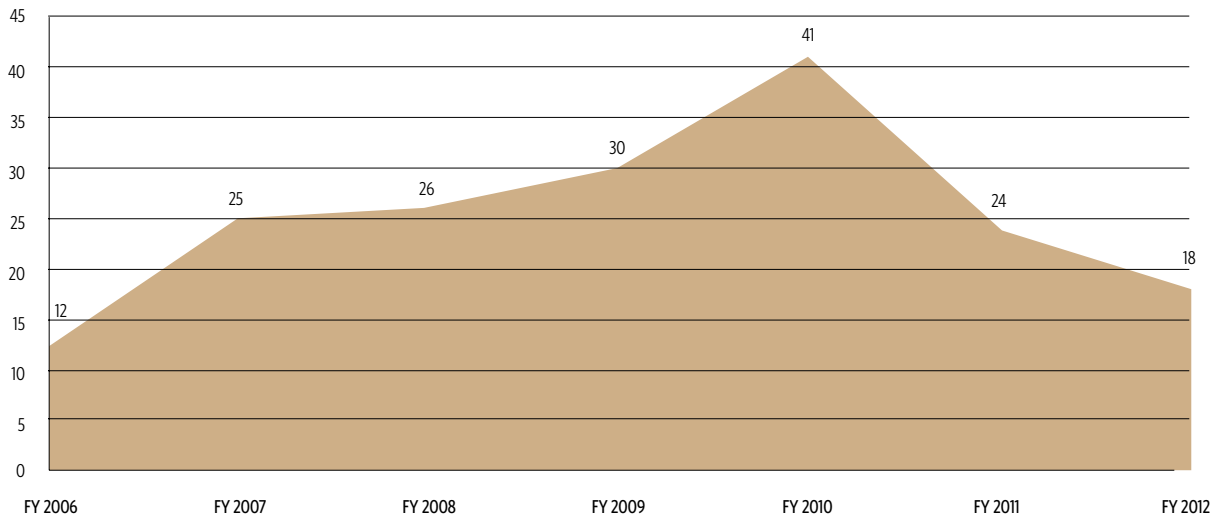
The TIES program was implemented through two consecutive agreements between USAID/Mexico and the American Council on Education's (ACE) office of Higher Education for Development (HED)¹. The first agreement between USAID/Mexico and ACE/HED was signed in 2002. As a part of this cooperative agreement (HNE-A-00-97-00059-00), USAID/Mexico provided \$10.5 million to support 45 higher education partnerships in diverse development areas and regions across the country. Of these 45 partnerships, 34 received funding from the first agreement only. These institutional linkages successfully enhanced higher education's role in Mexico's social and economic development through master's

degree training, internships, collaborative research, faculty and student exchanges, and extension and outreach into the community.

Capitalizing on the significant and measurable gains made by the TIES partnerships under the first agreement, USAID/Mexico and ACE/HED signed a second Associate Award agreement in 2006 to provide continued support to a number of existing partnerships, create new higher education linkages, and deepen the impact of the entire portfolio. Eleven partnerships that were funded under the original agreement also received continued funding under the second agreement. From 2006 to 2012, a total of 45 TIES partnerships strengthened the capacity of Mexican higher education institutions to address a broad range of challenges, including improving livelihoods and incomes, lowering carbon emissions, and increasing protection of the environment, increasing access to education and health services, and enhancing the rule of law (See Figure 1).

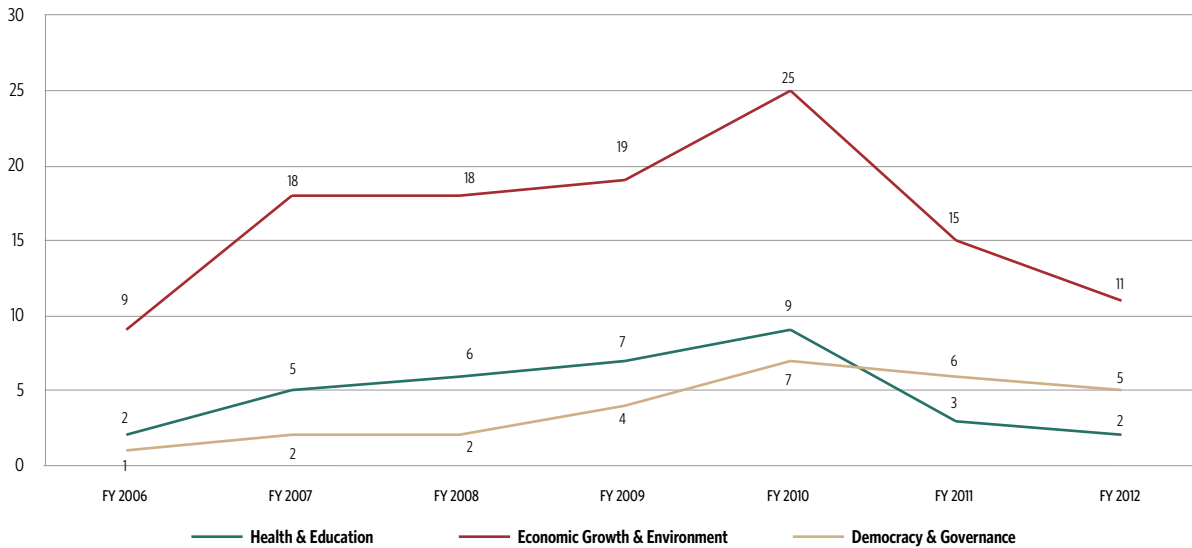
This report highlights the activities and results of the TIES program implemented through the Associate Award from July 20,

Total Number of Partnerships by Fiscal Year (Figure 1)



¹ HED receives funding from USAID's Bureau for Economic Growth, Education, and Environment (E3), USAID's functional and regional Bureaus and worldwide Missions, and the U.S. Department of State to support higher education partnerships to advance global development, economic growth, good governance, and healthy societies.

Number of Partnerships by Sector Area (Figure 2)



2006, through November 30, 2012. The portfolio of 45 partnerships ranged in value from slightly more than \$100,000 to nearly \$900,000 and leveraged impressive amounts of cost-share funding that provided significantly more resources to support partnership activities. Due to its strategic design and strong management, the program delivered short- and long-term results by boosting academic programs, creating new degree programs, and strengthening teaching capacity of faculty and learning outcomes of students through training. In addition, a significant contribution to finding applied solutions to address practical problems through research resulted in publishing joint research papers.

The TIES program was a direct response to the commitment of then-presidents George W. Bush and Vicente Fox to forge a common development agenda between the United States and Mexico in support of the North American Free Trade Agreement (NAFTA). The program’s goals were to:

- Strengthen institutional capacity by developing new programs, revising curricula, improving teaching methods, collaborating in research and joint publications, supporting trade, advising on higher education policy, gaining non-governmental organization (NGO)

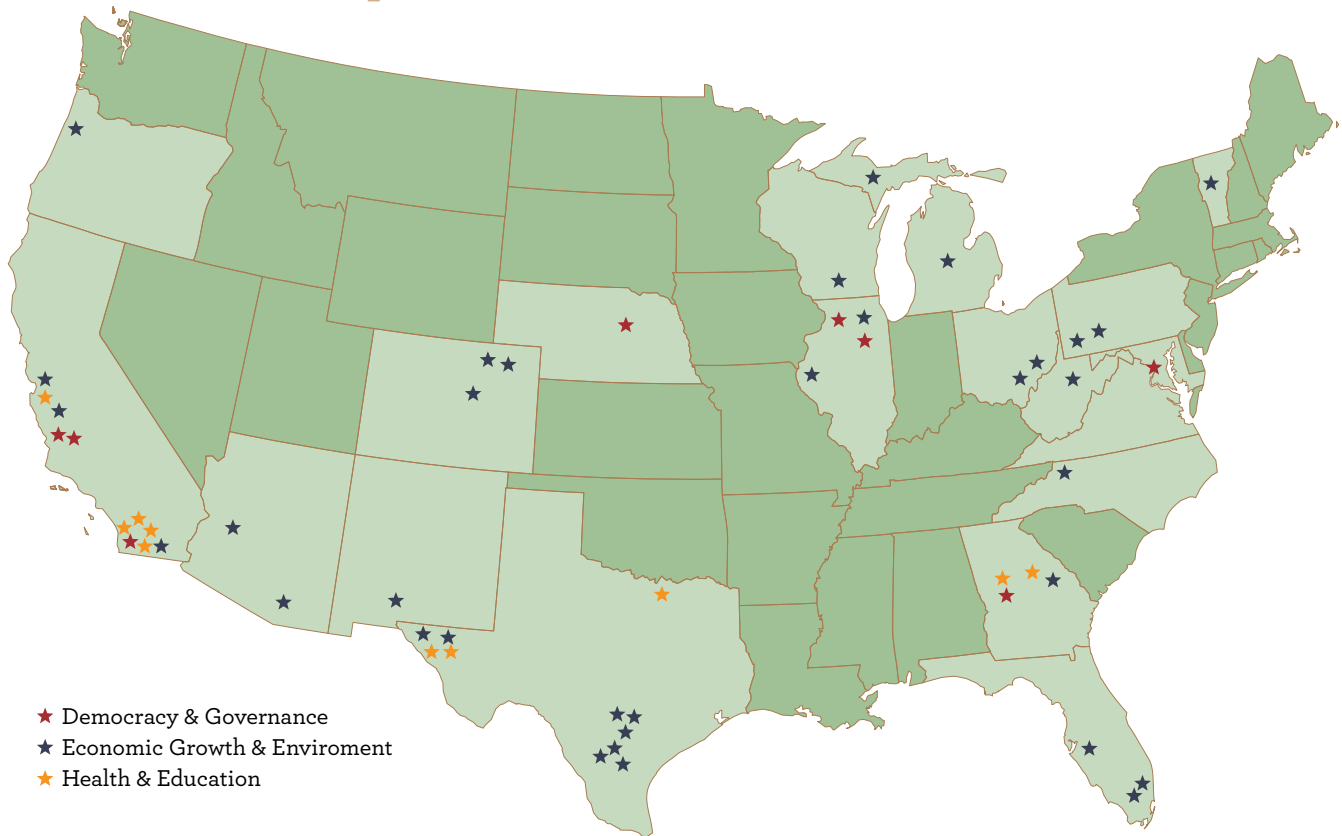
and government support, and pursuing workforce development and community outreach;

- Build human capacity through earned degrees, scholarships, exchanges, and non-degree learning opportunities; and
- Support mutually strategic development goals related to workforce development, health, technology, economic growth, agriculture, education, environment, democracy and governance, and public policy.

HED, a program of ACE, administered the TIES program and worked closely with USAID/Mexico on its implementation. Over the past decade, TIES proved to be a valuable investment that brought about demonstrable and tangible results that strengthened the human and institutional capacity of Mexican higher education institutions. This investment continues to yield positive outcomes toward achieving several binational objectives: strengthening Mexico’s regional development efforts, fostering growth in less-developed areas of Mexico, and increasing international, macroeconomic stability and economic competitiveness.

As evidenced by the trend analysis in Figure 2, TIES partnerships focused on specific development sectors in response to the evolving goals of USAID/Mexico and in line

Map of TIES Partners in the United States



with priorities such as the Mérida Initiative², new guidelines under USAID Forward³, and the USAID Education Strategy 2010–15⁴. Over the years, the TIES partnership model also adapted to other factors, including rapid technological transformations and the pressing workforce demands of both the private and public sectors.

The strength of the program lay in the partners' steadfast commitment to making a sustainable impact at the local, regional, and national levels. Partner institutions placed a definitive emphasis on expanding their reach into the local Mexican communities to earn trust and support for the partnerships. Partners identified this inclusive approach as a critical component of their success, so they designed activities to involve community lead-

ers, government officials, non-governmental organizations, the private sector, cooperatives, and other key stakeholders. Some of the most successful TIES partnerships, for example, engaged the local community by establishing business advisory boards made up of local leaders, consulted with stakeholders in designing and modifying project work plans based on local needs, created student internship programs with community organizations and private enterprises, involved local volunteers in outreach activities, and regularly apprised local officials of partnership progress.

This commitment to widespread impact was also visible through the financial and in-kind contributions made by partner institutions. Not only were TIES partnerships unique in their diverse approaches to specific devel-

² The Mérida Initiative is the historic program of cooperation that acknowledges the shared responsibilities of the United States and Mexico to counter the drug-fueled violence that has threatened citizens on both sides of the border.

³ USAID Forward was introduced in 2010. <http://www.usaid.gov/results-and-data/progress-data/usaaid-forward>

⁴ The USAID Education Strategy was released in 2011. http://transition.usaid.gov/our_work/education_and_universities/documents/USAID_ED_Strategy_feb2011.pdf

Map of TIES Partners in Mexico



opment challenges, but they also dedicated tremendous resources through cost sharing that substantially influenced the program’s overall results. By the end of the six-year Associate Award, the cost-share contribution from U.S. and Mexican institutions exceeded \$11 million. Such a significant level of cost share reflected the deep commitment by the partners to the objectives of this program and demonstrated institutional investment and ownership in its success.

The results of the 45 higher education partnerships funded under the TIES Associate Award have broader implications for future engagement of higher education in devel-

opment. The TIES program exemplified the effectiveness and sustainability of higher education partnerships focused on strengthening human and institutional capacity through a wide variety of tailored approaches. The TIES partnerships also underscored the importance of mutual trust, respect, open communication, patience, and persistence on the part of all partners when collaborating on development projects. Finally, the success of TIES demonstrated that partnerships founded on these qualities are much more likely to result in strong institutional and professional relationships that will endure beyond the duration of the award period.

Highlights by Sector Area

Democracy and Governance

In 2008, the Mexican government implemented sweeping constitutional reforms that introduced adversarial, oral trial advocacy to Mexican courtrooms. Rule of law reforms in Mexico required a major investment of time and resources, including educating and preparing law students and legal professionals on best practices for working with the country's new procedures. TIES partnerships supported these reforms by working to ensure that current and future generations of Mexican legal professionals were trained to function in an oral adversarial system and enhance the country's capacity to successfully implement these judicial reforms throughout Mexico.

During the life of the TIES program, USAID/Mexico supported partnerships focused on democracy and governance (D&G) through the Mérida Initiative. USAID worked with state and federal justice institutions to strengthen their capacity to improve transparency, public oversight, and accountability to better serve Mexican citizens. USAID and TIES partners collaborated with other U.S. government agencies involved in the Mérida Initiative and civil society organizations in both countries, including NGOs, academic institutions, media, and bar associations. Activities included enacting legislative frameworks for reform initiatives, strengthening institutional capacity of key reform players, and empowering civil society organizations to foster criminal justice reform.

USAID also supported TIES initiatives focused on building strong and resilient communities that could withstand the pressures of crime and violence. Therefore, TIES activities targeted priority communities along the U.S.-Mexico border region and focused on civic planning to prevent and reduce crime and complement security strategies and creating alternatives for at-risk youth to prevent or interrupt their involvement in criminal activity.

Democracy and Governance: Human Capacity Development

Training Legal Professionals in Oral Advocacy and Comparative Law

Instituto Tecnológico de Estudios Superiores de Monterrey (ITESM)/Southwestern Law School (SU), 2006-09 & 2009-11

This partnership trained a new generation of lawyers to practice law in oral advocacy and adversarial systems of justice. A series of interscholastic trial advocacy programs allowed more than 320 students from various Mexican law schools to form teams and demonstrate their legal skills at annual national competitions. The partners also staged comparative law lectures and exchanges including special lectures, panels, and short courses in the United States and Mexico with a focus on criminal procedure reform and skills strengthening. In 2011, a legal symposium titled "Oral Advocacy in Criminal Procedure as a Human Right" offered an academic analysis of Mexico's criminal justice reforms and brought attorneys and law students together to argue and discuss the reforms currently being implemented across Mexico. Partners also provided oral advocacy training to attorneys in Nuevo León, Guadaluajara, Chihuahua, and Tamaulipas in coordination with the National Institute for Trial Advocacy and released a three-DVD trial advocacy training video series in Spanish. Through these trainings and a *diplomado* (certificate) in oral advocacy, which consisted of 144 hours of instruction, future lawyers are better prepared to operate successfully within the new criminal justice system.

Supporting Comprehensive Training for Legal Professionals

Instituto Tecnológico de Estudios Superiores de Monterrey (ITESM)/Illinois Institute of Technology Chicago-Kent College of Law (IIT), 2009-12

The partners held a conference in Chicago titled "Criminal Justice System in Transition" that promoted training in criminal procedure, criminal law, and trial advocacy for mem-

bers of the judiciary from Estado de Mexico, Querétaro, and Mexico City. Six Mexican judges had the opportunity to learn about the role of judges in assessing credibility, patient protection, and transparency in the courtroom in light of country-wide criminal justice reforms. Conference participants went to Chicago's domestic violence court to observe criminal and civil domestic violence hearings. Two ITESM students received Master of Law (LLM) scholarships to study criminal litigation activities at Chicago-Kent for one year. Both students returned to their respective ITESM campuses, joined the law school faculty, and were able to teach other Mexican lawyers the new trial techniques, thus expanding training opportunities for all Mexican lawyers and expediting the transition to the new legal system. In Mexico City, the partners delivered train-the-trainers workshops to 24 faculty members from ITESM's law schools and 130 students participated in three six-month trial-advocacy *diplomados*.

Providing Practice Opportunities in Oral Advocacy and Adversarial Law

Universidad Autónoma de Baja California (UABC)/University of San Diego (USD), 2009-12

This partnership enhanced Baja California's capacity to successfully implement judicial reforms adopted by the state by combining training for practitioners, law professors, and law students with a series of events designed to share insights and gauge the progress of reform efforts. During eight trainings in three judicial districts in the state of Baja Norte, U.S. professors provided live feedback to participants in the oral advocacy skills trainings as they practiced opening statements, impeachments, closing arguments, and other stages of mock trials. Judges from Baja California's Superior Court expressed gratitude for the trainings, and the partnership's teacher trainings provided the tools for university professors and practitioners to become the future trainers of lawyers under the new adversarial judicial system.



Allen Snyder, USD partnership director, addresses participants during the second Oral Advocacy Skills Training at Universidad Autónoma de Baja California.

Democracy and Governance: Institutional Capacity Development

Founding a Center of Excellence for Oral Advocacy Training

Instituto Tecnológico de Estudios Superiores de Monterrey (ITESM)/Southwestern Law School, 2006-09 & 2009-11

The partners established a Center of Excellence in Advocacy Training (Centro para el Desarrollo de la Abogacía en el Litigio Oral/CEDALIT) based in Monterrey to offer continued support to Mexican law students and professionals as Mexico transformed its criminal justice system into an oral adversarial model. CEDALIT, which was inaugurated in 2010, primarily focused on the needs of Mexico's northern states and offered curricular reform workshops; certificate courses in oral trial advocacy, criminal procedure, and human rights; and regional interscholastic trial advocacy competitions. CEDALIT also developed a modest fund that together with continued funding from ITESM ensured its continuation through the end of the 2012 academic year.

Enhancing Institutional Capacity to Deliver High-Quality Legal Education

Instituto Tecnológico de Estudios Superiores de Monterrey (ITESM)/Illinois Institute of Technology Chicago-Kent College of Law (IIT), 2009-12

The partners jointly enhanced the curriculum at ITESM in the areas of pre-trial services, restorative justice, human rights, comparative criminal law, court administration, criminology, ethics, theory of the case, case-study teaching methodologies, and forensic sciences in order to adapt to the new oral adversarial criminal justice system. This partnership helped develop an Oral Trial Advocacy Program at ITESM that was institutionalized and incorporated into the curriculum at all 10 ITESM law campuses around Mexico, representing a major advancement toward the adoption of the new criminal justice system. Through the Oral Trial Advocacy Program, all ITESM law students who entered the law school after August 2011 were required to take classes that focused on components of the new legal system. This coursework

prepared students to uphold elements of the new legal system.

Launching a Mexican Institute for Oral Advocacy

Universidad Panamericana (UP)/Emory University (EU), 2009-12

This partnership established a Mexican institute for trial advocacy through which they developed and institutionalized adversarial trial advocacy curricula to train Mexican defense lawyers. The partners officially inaugurated the institute on August 6, 2012, and formally named it the Instituto Panamericano de Estudios Procesales (Pan-American Institute for the Study of Criminal Procedure, IPAEP). The institute provided training for faculty members and legal professionals, including more than 70 judges and attorneys who participated in one of three 40-hour *diplomados* offered during the grant period. The training recipients were subsequently able to implement what they learned in educational and legal institutions throughout the country and expand the impact of the partnership-funded activities.

Economic Growth and Environment

Creating alliances and enhancing Mexico's competitiveness were among the TIES program's core objectives.

USAID's Mexican Competitiveness Program (MCP) supported efforts to institute systemic reforms in Mexico that will ultimately contribute to increased private investment, sustained economic growth, and job creation. Given that Mexico is a major economic and security partner for the United States, USAID aims to contribute to Mexico's competitiveness by promoting knowledge sharing, collaborative research, and innovative project design. TIES partnerships addressed challenges of central concern to both nations related to education, employment, and workforce development.

One of MCP's basic premises was that good governance is essential for the improvement of Mexico's long-term competitiveness and rational use of its natural resource base.

The MCP worked in four main areas: environmental management, including biodiversity and climate change objectives; economic governance; factor and precursor markets (primarily water and access to finance); and clean energy. Mexico's National Development Plan 2007-12 also recognized energy security and conservation of biodiversity and ecosystems as areas of national interest that are essential for alleviating poverty, achieving sustainable economic development, and enhancing the country's competitiveness. Energy-efficient technologies, renewable energy sources, and the sustainable management of natural resources are essential to the long-term provision of vital goods and services that underpin Mexico's economy.

While facing a set of challenges associated with global environmental change, Mexico also aims to address the gap that exists between the expertise needed to address these problems and the skills and competencies of the present-day workforce. In response, TIES partnerships worked to enhance proficiency and expertise for policy and planning in the area of biodiversity conservation and climate change.

Economic Growth and Environment: Human Capacity Development

Supporting Healthy Watershed Management Training Programs

Instituto Tecnológico y de Estudios de Monterrey (ITSEM), Universidad Autónoma de Chapingo (UACH)/University of Wisconsin-Stevens Point (UWSP), 2005-09

For communities located in river watershed basins, solid waste creates environmental and health threats to the immediate area and can also contaminate other communities reliant upon the river for drinking water, washing, and irrigation. The partners worked to enhance capacity at the Mexican institutions to work at the grassroots level toward an environmentally sustainable future in the Sierra Norte region of Oaxaca. After receiving training in specific technical fields including water quality assessment and outreach education practices, Mexican graduate students and extension specialists trained just under 1,000 students, faculty, young professionals, and Zapotec community members in water quality monitoring, sustainable agriculture, ecotourism, and business planning for microenterprise development. The partnership developed

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21 de diciembre	\$ 30	2010	[Signature]
3 de ENERO	\$ 30	2010	[Signature]
10 de ENERO	\$ 30	2010	[Signature]
17 de ENERO	\$ 30	2010	[Signature]
24 de ENERO	\$ 30	2011	[Signature]
31 de ENERO	\$ 30	20-11	[Signature]
7 de Febrero	\$ 30	20-11	[Signature]
14 de Febrero	\$ 30	20-11	[Signature]
21 de Febrero	\$ 30	20-11	[Signature]
28 de Febrero	\$ 30	20-11	[Signature]
		20-10	[Signature]

Rural communities learn how to create and utilize microfinance ledgers from the COLPOS/OSU partnership.



Community members from a small, rural cooperative who gained access to microfinance resources through participation in the COLPOS/OSU TIES partnership.

all workshops with insight and input from the local communities to address their most pressing needs and stimulate the development of a watershed management plan for on-the-ground, community-based best practices.

Expanding Rural Access to Microfinance

Colegio de Postgraduados en Ciencias Agrícolas (COLPOS)/ The Ohio State University (OSU), 2007-12

Access to financial intermediary services through microfinance institutions (MFIs) provides greater opportunities for sustainable livelihoods in rural areas. To expand and improve access to MFIs for rural, low-income families, the partnership focused on strengthening staff capacity at COLPOS to deliver high-quality and relevant training to individuals working at all stages of the microfinance

process. The Program for the Formation of Human Capital in Microfinance (FORHUM) and a team of faculty members at COLPOS delivered on-site faculty training as well as

diplomados, short-term trainings, and seminars to hundreds of individuals from small, rural cooperatives to well-established development banks and high-level government officials. The enhanced reputation COLPOS earned as a regional and national resource for comprehensive microfinance training and education allowed the partners to forge collaborative relationships with important

banking and regulatory institutions in order to ultimately increase the competitiveness of agricultural production and microenterprises in rural areas.

“The rural microfinance *diplomado* creates a space for interaction between the international experts and Mexican practitioners who work hard to provide appropriate microfinance services in rural areas not covered by banks.”

—Fernando Manzo, PhD, Mexican partnership director from the Colegio de Postgraduados en Ciencias Agrícolas

Promoting Collaboration on Sustainable Rural Development

Universidad Veracruzana (UV)/University of Florida (UF), 2009-12

The partnership focused on training a new generation of Mexican leaders in the sustainable management of its natural resources by strengthening the capacity of UV faculty to develop new curricula. Two TIES-funded UV professors completed nine-month sabbaticals at UF during which they participated in the university's Natural Resource Leadership Institute (NRLI). Through NRLI, these professors gained awareness of natural resource issues and policy while learning concepts, tools, and skills that will help them play a role in supporting sustainable development in Veracruz. The NRLI program will serve as a model from which the new UV curriculum will be adapted in 2013 in close collaboration with UF. This in-

"At the end of the day, we moved beyond faculty training and sharing knowledge to witness a true paradigm shift in the way students and faculty in Aguascalientes were thinking about international business."

— Mary McKinney, PhD, U.S. partnership director from Duquesne University (PA)

novative program at UV's Center for Tropical Research (Centro de Investigaciones Tropicales, CITRO) will provide a new generation of conservation scientists with the skills to seek links between science and policy and to foster greater collaboration on biodiversity conservation while simultaneously promoting sustainable rural development.

Training the Next Generation of Environmental Managers

Universidad Autónoma de Nuevo León (UANL)/Duquesne University (DU), 2009-12

Partners collaborated to increase the economic competitiveness and energy sustainability capabilities of Mexican institutions in the state of Nuevo León. They supplemented existing technological education at UANL with complementary training in Environmental Management through a graduate certificate program at DU. Five students took graduate courses at the Bayer School of Natural and Environmental Science and focused on important



Participants in the UIA/CSU Green Construction *diplomado* learn about sustainable building practices.



The first cohort of 15 students celebrate their completion of the 360-hour Green Construction Program for youth in Tijuana.

major principles of sustainability, including writing for environmental science, environmental public relations, environmental conflict resolution, sustainable business practices, and environmental politics and policy. Through a classroom training and a one-week field visit, the participants were introduced to companies and organizations that are actively implementing renewable energy strategies and solutions and obtained critical technical knowledge and practical experience in the field of energy efficiency and renewable energy. Students also learned how to tailor and apply these approaches to ensure relevance in their local context.

Providing Green Construction Job Skills to At-Risk Youth

Universidad Iberoamericana-Tijuana (UIA)/Colorado State University (CSU), 2011-12

High youth unemployment and a lack of relevant training opportunities motivate many young people to turn to organized crime. This partnership provided educational and training programs in workforce development and technical skills in the growing industry of environmentally friendly construction to at-risk youth in Tijuana. With only one year to implement

activities, the partnership developed the curricula for a 360-hour Green Construction Program for at-risk youth and graduated the first cohort of 15 students who were unemployed and not enrolled in school at the time of registration. The project garnered support and involvement from the broader Tijuana community through the creation of an advisory board and a network of cooperating local NGOs. The partnership built on existing initiatives to promote energy efficiency and green construction in Tijuana and engaged the private sector for advisement, internships, and job placement efforts to create employment opportunities in an emerging field and a promising economic niche for this border city.

Economic Growth and Environment: Institutional Capacity Development

Saving Chiapas' Forests and Protected Areas

Colegio de la Frontera Sur (ECOSUR)/Colorado State University (CSU), 2005-09

Collaborating to improve the management of protected areas in Chiapas, Oaxaca, and the Monarch Butterfly Reserve, as well as to

enhance ECOSUR's capacity to train highly qualified protected area managers, the partnership developed Mexico's first Master of Science degree in protected area management at ECOSUR and simultaneously developed a Center of Excellence for non-degree training linked to the Mexican institution. The partners operationalized the Center through the development of the Alianza para el Desarrollo de Capacidades en Áreas Naturales (Alliance for Capacity Building in Natural Areas, AD-ESCAN), a formal network of stakeholders who are involved in protected area management, have shared values, and are committed to developing a long-term capacity-building strategy for the region.

Generating Business Opportunities for Rural Producers

Universidad Tecnológica de la Selva (UTS), Universidad de Querétaro (UAQ)/Western Illinois University (WIU), 2006-12

Southern Mexico is home to many rural small-scale producers who often work without access to or awareness of the latest technologies and processes that could allow them to become increasingly competitive and self-sufficient. To address this issue, the partners established a Centro para Desarrollo Rural (Rural Development Center, CDR) at UTS, which fosters opportunities for professional development via on-site training workshops, prepares agribusiness students to meet the demands of today's workforce, and enhances small-scale producers' ability to stay competitive in a regional or global market. The center includes office and meeting space, computer terminals, business resources, and faculty and staff specifically dedicated to providing hands-on assistance with business plan development, product marketing, Internet training, and technical assistance. During the life of the TIES partnership, the partners delivered 51 work-

shops and training sessions in Mexico for UTS faculty and rural producers. Workshops were typically one week long and included topics that the producer groups identified as necessary, such as: business plan development, community assessment, logic models, product marketing, accounting, business financing, cooperative development, webpage design, and communications. A long-term impact of this partnership is that UTS was recognized as a valuable and reliable resource for improving the livelihoods of rural producers.

Increasing Competitiveness through Small Business Development Centers

Universidad Veracruzana (UV)/The University of Texas at San Antonio (UTSA), 2006-09

Through this partnership, a sustainable network of more than 100 Mexican Small Business Development Centers (SBDCs) was built with a common mission to support small and micro-entrepreneurs starting businesses to create jobs, increase sales, and improve the overall competitiveness of the Mexican economy in the modern global system.

The SBDC network expanded the economic development capacity of higher education institutions throughout Mexico by leveraging existing human capital and infrastructural resources of Mexican institutions with financial support from all levels of government. Partners created bilateral U.S.-Mexican trade opportunities via an online trade platform titled SBDCGlobal.com and developed a set of SBDC accreditation standards to designate certified centers. These centers support job growth in Mexico and play an important role in reducing regional migration pressures caused by the insecure economic environment.

Born out of the highly successful TIES partnership, in 2011 UTSA began a partnership

"I will be a better and more professional rural developer, and consequently, a better professor who will be able to transmit better meaningful experiences to my students."

— Mario Alfredo Solis, Mexican TIES scholarship recipient and Western Illinois University graduate



Mexican small business entrepreneurs, who received marketing guidance from the UTSA TIES small business development center partnership, showcase their new product labels.

with institutions in Costa Rica, the Dominican Republic, Honduras and Panama. The network of SBDCs throughout Central America was linked with one another as well as with existing SBDC programs in the United States, Mexico, El Salvador, and Colombia to facilitate knowledge transfer via best practices, connect their clients to international trade opportunities, and nurture sustainability by guiding policy development for regional and national implementation of the SBDC model. This collaboration seeks to leverage the SBDC model to foster the development of productive micro and small enterprises and greater economic stability, thus addressing some of the underlying developmental issues that contribute to regional challenges.

Innovating Technological Solutions to Livestock Pollution

Universidad Autónoma de Coahuila (UAdeC)/University of Georgia (UGA), 2007-11

While researching the possible positive impacts of methane capture technology on contaminated water tables in Torreón, Mexico, the partners discovered a need for a complementary education program to inform future

policymakers. The resulting Master of Science in biochemical engineering degree at UAdeC provided students with the opportunity to study the design and construction of unit processes, such as bioreactors, which form some of the key components of methane capture technology. In 2010, the Consejo Nacional para la Ciencia y la Tecnología (Mexican National Council of Science and Technology, CONACYT) recognized the program as a Quality Post-Graduate Program in Mexico and contributed to monthly scholarships for 12 TIES students and four professors for the duration of their graduate study. This addition to the UAdeC curriculum allowed the institution to be more responsive to key issues of Mexican development, including Mexico's national policy on alternative energy production to offset environmental problems and a reduced dependence on fossil fuels.

Developing Sustainable Curricula in Energy Efficiency

Fundación Universidad de las Américas Puebla (FUDLAP)/Appalachian State University (NC), 2010-12

This partnership focused on promoting the public and private expansion of renewable

energy sources and energy-efficient technologies by strengthening the curricula and existing institutional capacity of FUDLAP. Through this partnership, faculty members from both institutions collaborated to develop the curriculum for a new Master of Science in energy and sustainable technology degree at FUDLAP with the first cohort of students enrolled in fall 2012. Building on the success of their partnership under the TIES program, the institutions started work on the development of additional joint degree programs, including a graduate-level dual degree in renewable energy engineering at Appalachian State and energy and sustainability technology at FUDLAP. The incorporation of these joint academic programs into the institutional degree offerings of both partners will ensure the sustainability of the partnership's efforts and enhance Mexico's cadre of trained professionals.

Fostering Multidisciplinary Awareness of Sustainability Issues

Universidad Nacional Autónoma de México (UNAM)/Arizona State University (ASU), 2010-12

The partners developed this program in response to the need for a rigorous capacity building program to train practitioners in the area of sustainability science and, more specifically, to respond to the growing interest in linking climate change to sustainability planning and development. Although the partners intended to create a new curriculum only within UNAM's Institute of Ecology, six different research institutions and seven schools within UNAM ultimately contributed to and adopted the curriculum. When the president of UNAM learned about the initiative, he determined that sustainability science warranted its own

interdisciplinary graduate and doctoral program. The partners embraced the challenge and had finalized the entrance requirements for the new programs when the TIES funding period concluded. UNAM will offer the new graduate and doctoral programs beginning in February 2013, and the first cohort of graduates will receive their degrees in 2015.

Health and Education

USAID/Mexico supported two additional focal areas through the TIES program: health and education. One of USAID/Mexico's long-term goals in the health sector was to work in partnership with Mexico to increase capacity to prevent and control the spread of HIV/AIDS and tuberculosis which are considered key public health issues along the U.S.-Mexico border and in large urban populations in Mexico. HIV/AIDS transmission in Mexico is most prevalent among the country's most at-risk populations and interventions tailored to reach these groups aimed to curtail and avert transmission of the virus. Factors such as the

social stigma and marginalization attached to AIDS and to groups perceived to be at high risk for transmission continue to hamper HIV prevention efforts in Mexico.

USAID/Mexico also supported TIES partners' efforts to increase access to and quality of education as tools to enhance Mexico's competitiveness in today's globalized world. Specifically, TIES partnerships worked with pedagogical universities and *normales* (institutions

that train teachers) to meet the demand for better-prepared English language teachers throughout the country and to strengthen teacher preparation programs. For example, the Science/Literacy Across Borders for

"Being a part of TIES has changed my life. Before TIES my community was worried about the amount of animal manure generated and how it affects our environment. Now farmers know they have options for waste management and will try biodigesters and anaerobic digestion as a way to save money and our planet."

— Gerardo Martínez, Mexican TIES student from the Universidad Autónoma de Coahuila

Educators in Mexico to Promote Outstanding Schools (SABEMOS II) TIES partners engaged students of the Benemérita y Centenaria Escuela Normal del Estado de Chihuahua (ByCENECH) as well as the Escuela Normal Superior “Profesor José E. Medrano R.” (ENSECH) in partnership activities.

Partnerships under these two key areas were also instrumental in increasing the capacity of higher education institutions to address drug abuse and related harms, including prevention of HIV/AIDS; adopt law enforcement practices that incorporate respect for human rights; enhance employability skills relevant to market needs; and design innovative educational strategies to promote education and school completion for at-risk youth.

Health and Education: Human Capacity Development

Preparing a New Generation of Mexican Teachers

Universidad Pedagógica Veracruzana (UPV), Benemérita Escuela Normal Veracruzana (BENV)/University of Georgia (UGA), 2006-10

This partnership addressed the need to develop and enhance resources and pedagogical information and training for rural primary teachers to provide a competitive education and improve the socio-economic development of rural Mexican communities. The partnership strengthened teacher preparation programs for primary and secondary education in Veracruz by holding workshops for 443 teachers, teacher educators, and partnership faculty on new pedagogical techniques in math, science, and English for speakers of other languages (ESOL). As a result of this partnership, four teachers completed their master’s degrees at the University of Georgia and returned to Mexico to develop training programs in math, science, and ESOL pedagogy that benefited hundreds of individuals at BENV and UPV. Three of these teachers developed a new ESOL course for first-year students at BENV, which benefited more than 570 students between 2009 and 2010.

Improving Educational Opportunities in Science and Literacy

Instituto Tecnológico de Estudios Superiores de Monterrey (ITESM)-Chihuahua/The University of Texas at El Paso (UTEP), 2007-10

The first Science/Literacy Across Borders for Educators in Mexico to Promote Outstanding Schools (SABEMOS I) program supported economic growth and higher standards of living through improved educational opportunities for teachers working with children in remote rural/indigenous communities in the northern state of Chihuahua. Partner institutions in Mexico and the United States collaborated to develop a unique and innovative effort to enable 13 “master teacher trainers” (SABEMOS I scholars) from four *escuelas normales* in Chihuahua to complete master’s degrees in education from ITESM, with an emphasis on strengthening their capacity in science/literacy education. At least 20,000 children and families in rural/disadvantaged regions of Chihuahua have received upgraded instruction as a result of SABEMOS I scholars’ updated skills and knowledge, and the success of this partnership helped partners obtain additional funding to continue these initiatives through the follow-on project SABEMOS II. While SABEMOS I focused on remote rural/indigenous communities, SABEMOS II worked in the border city of Ciudad Juárez and in other regions of Chihuahua.

Training Professionals in Drug Reduction

Universidad Autónoma de Baja California (UABC), El Colegio de la Frontera Norte (COLEF)/University of California, San Diego (UCSD), San Diego State University (SDSU), 2010-12

This partnership sought to strengthen Mexico’s capacity to reduce drug demand and promote a climate of lawfulness and respect for human rights in the Mexico-U.S. border cities of Tijuana and Ciudad Juárez. Partners developed a 120-hour Binational U.S.-Mexico Certificate on Drug Addiction and Related Harms certificate program, which included a dynamic combination of classroom and field work tailored to the needs of Mexican graduate students in the medical and social science

fields in Tijuana and Ciudad Juárez. During the grant period, 66 students and professionals completed the training, which included a 60-hour practicum component that placed students in public agencies and NGOs to conduct applied research and practice their skills in community settings under the supervision of U.S. and Mexican faculty. At the end of the funding period UABC agreed to continue offering the binational *diplomado*, which established networks of collaboration between two border cities working together to reduce the health and social harms associated with drug abuse.

Health and Education: Institutional Capacity Development

Strengthening Cross-Border Training in HIV/AIDS Prevention

Universidad Autónoma de Baja California (UABC), El Colegio de la Frontera Norte (COLEF)/University of California, San Diego (UCSD), San Diego State University (SDSU), 2005-09

To improve the binational response to the HIV/AIDS epidemic in Northwestern Mexico and surrounding regions, the partnership

developed infrastructure to train personnel ranging from community-based workers to physicians working in tertiary care centers in the area of HIV/AIDS prevention. With the support of TIES funding, the partners developed a three-module *diplomado* on HIV/AIDS prevention which was delivered to 322 Mexican students during the grant period. Field trips and student exchanges helped 65 medical students become familiar with epidemiological and research tools that are used to promote evidence-based HIV/AIDS prevention, and five students completed their Master of Public Health (MPH) degrees, along with research projects on HIV/AIDS prevention. To sustain partnership outcomes, the two Mexican partnering universities incorporated the HIV/AIDS prevention *diplomados* as regular summer courses. Moreover, UABC, in collaboration with TIES faculty, created the curriculum for a new graduate course titled “HIV/AIDS Prevention Effectiveness,” which was developed for second-year graduate medical and MPH students.



TIES scholars provide nutritional information to children from Ciudad Juarez as part of the UACJ/UTEP Mother-Daughter/Father-Son Program to promote healthy life choices.

Creating Community Wellness Programs

Universidad Autónoma de Tlaxcala (UAT)/California State University, Fullerton (CSUF), 2006–09

This partnership empowered local Tlaxcalan communities to maintain healthy lifestyles through improved diabetes screening and the promotion of healthy habits to reduce the incidence of obesity and ameliorate complications of diabetes mellitus. The partners established a community advisory group and steering committee to generate concepts for a 264-hour set of online and in-person didactic and practicum courses titled “Healthy Lifestyles and Diabetes Prevention.” Eighteen UAT students and faculty members completed the course over a two-year period, and these healthcare professionals used their training to develop six projects at UAT and in the community to address diabetes and related lifestyle issues. The projects focused on greater inclusion of health content in the school systems as well as improved outreach to the community in order to promote healthier lifestyles and address the chronic diabetic needs of low-income Tlaxcalans.

Engaging Families and Supporting Youth Along the Border

Universidad Autónoma de Ciudad Juárez (UACJ)/The University of Texas at El Paso (UTEP), 2010–12

SABEMOS II, a partnership between UTEP and UACJ, focused on improving education for children and families in Ciudad Juárez and other regions in the state of Chihuahua. SABEMOS II supported scholarships, college readiness, diverse binational exchanges, and the creation of mechanisms for institutional strengthening to support both institutions’ undergraduate and graduate programs in education. One of the partnership’s results was the creation of a customized version of UTEP’s Mother-Daughter/Father-Son Program (MD/FS) at UACJ, which was fully institutionalized at the Mexican institution. Through five MD/FS events, the partners reached 594 students, teachers, and educators. The program supported children in making healthy life choices and prepared youth for the future by engaging parents, kindergarten-through-12th-grade (K–12) educators, and universities in supportive teams to promote middle school student success and the completion of high school and college in preparation for careers that require higher education.

TIES Conferences

Both USAID/Mexico and HED recognized the value in bringing TIES partners together to share their accomplishments and best practices and explore ways to strengthen and expand their collaborations. The breadth and depth of their work needed to be showcased and celebrated. To achieve this goal, HED organized two highly successful biennial TIES conferences. The first took place in June 2007 and the second occurred in October 2009. The conferences were designed to examine the accomplishments of TIES higher education partnerships and explore various ways to strengthen and expand these collaborations. The conferences also provided a forum to discuss U.S. government educational opportunities and USAID policies on training and development. Highlights and takeaways of each conference are described in the following sections.

As a result of a reduction in the anticipated funding from USAID/Mexico, HED determined that it would face a funding shortfall for fiscal years 2011 and 2012 unless measures were put into place to contain expenditures.

USAID/Mexico requested that HED implement contingency measures that considered individual partnership performance as well as USAID/Mexico's development priorities and activities. Ultimately, HED and USAID/Mexico made the prudent decision to cancel the TIES 2011 conference to enable partners to reallocate funding to complete priority partnership activities.

TIES 2007 Conference: "U.S.-Mexico Strengthening TIES: Expanding the Impacts"

The 2007 conference enabled TIES partners to gather with their public and private sector partners to reflect on the accomplishments of 55 higher education partnerships and look toward the future. Two local TIES partner institutions, Universidad Autónoma de Querétaro (UAQ) and Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), hosted the conference in Querétaro, Mexico from June 13–15. More than 260 academics, government officials from the U.S. and Mexico, higher



Mexican and U.S. partners gather in Querétaro for the 2007 TIES conference to discuss models for expanding the impact of partnership activities.

education presidents and rectors, and private and public sector partners participated in the conference. Through panel presentations, facilitated and “Marketplace of Ideas” discussions, and roundtables, academics and leaders in the public and private sectors were able to not only share the highlights of the partnership’s impact on Mexico’s development, but to also view their partnerships and collaborations in a broader context. The conference was more than simply a chance to share results—it was an opportunity to explore ways to leverage these results to increase scope and scale and/or replicate these models in Mexico and throughout the region. Participants had the opportunity to learn about what was working in their own and divergent fields and sectors and consider how to apply new strategies to deepen collaborations. Overall, participants noted that the conference was successful, well-planned, and very informative.

Three main objectives were accomplished through this conference.

- Interactions among partners were facilitated, which led to new forms of collaboration: Participants joined discussions with colleagues with different sector expertise, thereby exploring unique perspectives and opportunities for new forms of collaboration. They also participated in facilitated discussions in sector-specific areas with other binational experts in their fields and were able to share experiences and develop strategies to address Mexico’s most critical development challenges.
- Possible replication and expansion of effective partnership models was encouraged: Participants shared promising practices regarding institutional and human capacity building and resource leveraging through dual- and joint-degree programs, community outreach projects, student and faculty mobility, and the formation of centers of excellence, among others.

- Access to resources was expanded: Participants had the opportunity to learn about funding opportunities from Education USA/Mexico, the Global Development Alliance, USAID, Secretaría de Desarrollo Social (Ministry of Social Development, SEDESOL), CONACYT, the private sector, and NGOs.

TIES 2009 Conference: “Sustainable Partnerships: A Call to Action”

The second TIES conference took place October 8–10, 2009, in Veracruz, Mexico and was hosted by Universidad Veracruzana (UV) and Universidad Anáhuac Xalapa (UAX), two local TIES partner institutions. The conference brought together more than 200 academics, government officials from Mexico and the United States, and senior academic leaders from higher education institutions. Beyond addressing partnership sustainability, the conference was designed to be a call to action for higher education to identify and respond to the most significant challenges confronting Mexico and the United States. This focus encouraged participants to identify and suggest unconventional, alternative, and assertive ways to tackle a range of barriers to Mexico’s positive growth and development through the lens of partnership sustainability.

Specific conference objectives were to identify the most pressing challenges facing Mexico and the United States to which higher education can respond, identify examples of how university partnerships have advanced and can further advance local or national development goals in Mexico, suggest priorities for higher education partnerships that could shape future TIES partnership competitions, and discuss strategies to sustain the achievements of higher education partnerships.

At the conference, partners discussed current and potential vehicles to promote equitable economic growth and the ways in which existing and future higher education

partnerships can support this effort. Partners also shared examples of how higher education partnerships can address specific development goals in Mexico. Topics discussed among the partners included justice reform and civil society participation; encouraging green/sustain-

able development through higher education partnerships; increasing competitiveness in a challenging global economy; improving access to health care and education; preparing youth to address the challenges of the 21st century; and addressing global climate change.

Assessing Impact

Impact assessments were critical to the TIES program's overall success because they demonstrated in tangible detail how Mexican and U.S. institutions supported regional, local, and national development goals and objectives during and beyond the funding period. HED conducted two impact assessments to evaluate partner achievements and contributions. The first assessment in the fall of 2007 focused on six partnerships and the second, in the fall of 2010, focused on an additional eight partnerships. The assessments collected information on human and institutional capacity building, impact on the local community, evidence of sustainability after the grant period, and lessons learned.

The methodology of the 2007 assessment included a review of progress reports and success stories and phone interviews with U.S. partnership directors, followed by an HED staff visit to six partnerships in the states of Baja California, Oaxaca, and Chiapas. During the field visits the team interviewed partners and beneficiaries, including public officials, community members, and private sector participants for more in-depth information about partnership activities, results, and lasting impacts. In 2010, HED staff conducted a similar impact assessment of eight TIES partnerships to measure how the program supported Mexican higher education institutions in activities that strengthen human and institutional capacity. The 2010 assessment also included a roundtable discussion hosted by HED with the eight U.S. partnership directors in Washington, DC. Key findings from the 2007 and 2010 assessments include the following.

- Strong evidence of enhanced human capacity through collaboration with local governments, “train the trainers” programs, extension and community outreach, and workforce development programs with local partners: For example, one partnership trained technicians and employees of a local produce organization in farm management and im-

proved milk production. These trainees in turn conducted small-group training workshops for small-scale, subsistence dairy producers.

- Sustainable institutional capacity strengthening: TIES partners developed new curricula and degree programs, encouraged collaboration between faculty on research, and supported student thesis research as a critical component of master's degree programs. In addition, an increase of publications in peer-reviewed journals as well as presentations at international conferences by Mexican students and faculty demonstrated institutional productivity and enhanced the reputation of the Mexican institutions. The partnership between the University of New Mexico and the Universidad de Quintana Roo conducted research that resulted in a comprehensive natural disaster response plan that was utilized by state and national government agencies in areas that were vulnerable to hurricanes.
- Evidence of partner flexibility to developing creative solutions to programmatic challenges: Two of the partnerships that provided training courses found that offering a training course on weekends provided greater flexibility to participants who either work or study during the week, and in doing so were able to significantly increase participation and demand. Additional examples of innovative problem solving included: changing from check payments to wire transfers to increase payment timeliness, facilitating partnership participation in TraiNet training courses, and opening up a scholarship program to undergraduate students after facing challenges recruiting qualified graduate students.
- Participation in the TIES program enhanced the reputation of Mexican higher education institutions as repositories of



HED staff interview a small business owner in Guadalajara who benefited from the services of a business incubator developed under a former TIES partnership.

information and expertise: This reputation paved the way for greater influence on and collaboration with other NGOs, government organizations, and private enterprises. For example, short courses held by the ECOSUR/CSU partnership brought together representatives from the universities, NGOs, and government

officials from CONANP and the secretary of tourism's office to learn about best practices and tools for park and protected area management. Mexican participants have used these lessons to improve trail quality for use by the public without damaging the forests.

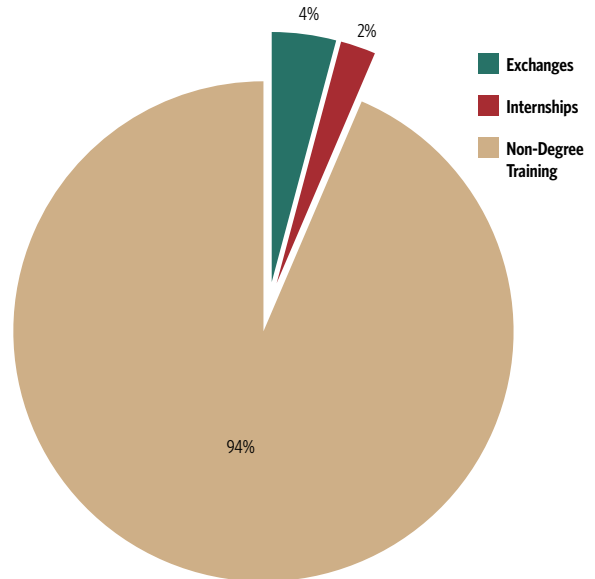
Aggregate Development Indicators⁵

As part of HED's commitment to results-based management, and consistent with USAID's reporting requirements, TIES partners tracked and reported progress every six months based on qualitative analysis and quantitative data throughout the Associate Award. In addition to providing narrative reports regarding the partnership's successes and challenges, the partners were asked to track progress against numerous higher education indicators. The data collected demonstrates that TIES partnerships made significant progress toward sustainably enhancing institutional and human capacity to increase the contributions of higher education institutions to development efforts in their national and regional contexts. From 2006 through September 30, 2011, TIES partners regularly reported on three indicators focused on progress toward human capacity building and seven indicators focused on progress toward institutional capacity building. Data collected under these two sets of indicators is presented in the following section.

Human Capacity Building Activities: 2006–11

Human capacity building is measured in part by the number of individuals receiving training or instruction that supports and/or improves their professional work. This capacity building is tracked by showing progress toward or completion of degree work (diploma/certificate, baccalaureate, graduate, or doctoral) and participation in non-degree training such as exchanges, internships, workshops, seminars, and special classes. Because short-term training was often seen as a cost-effective way to make lasting and widespread impact both within the university and outside the walls of higher education, a large percentage

Human Capacity Building Activities: 2006–11 (Figure 3)



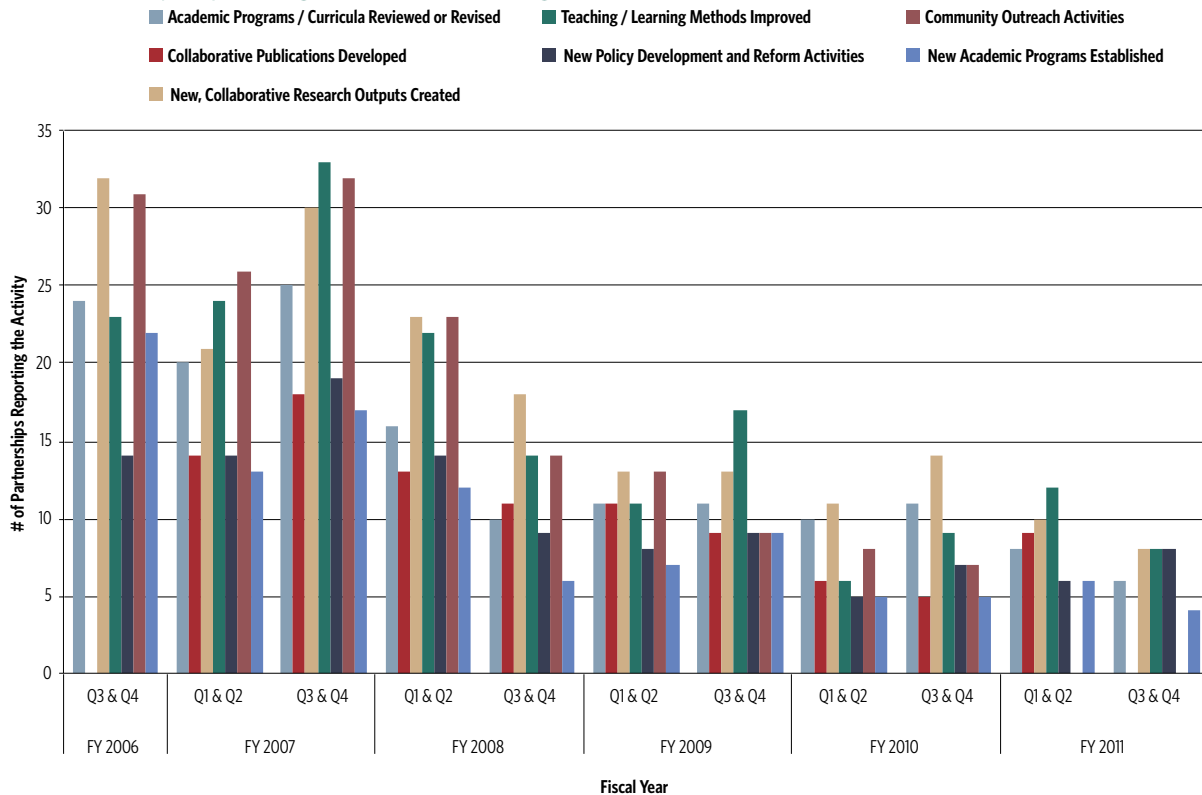
of human capacity building activities reported for TIES are categorized under non-degree training.

Institutional Capacity Building Activities: 2006–11

To track performance related to strengthening of institutional capacity during the first five years of the Associate Award, data were collected and reported for the seven indicators displayed in Figure 4. TIES partners worked together to develop new academic programs, review and revise curricula, and develop joint research projects and publications aimed at strengthening the host-country institution in a meaningful and sustainable way. By investing in the enhancement of host-country institution offerings, TIES partners aimed to make changes that would continue to positively impact Mexican students for years after the grant period ended.

⁵ In FY 2011 HED developed a web-based reporting and management tool called the Partnership Results & Information Management Engine (PRIME) to systemically address the need for the highest standards of data quality (validity, integrity, reliability, precision, and timeliness) and a streamlined data verification process. Data collected and reported before FY 2011 were not analyzed or generated using PRIME or managed through this process.

Institutional Capacity Building Activities: 2006-11 (Figure 4)



Fiscal Year 2012: New Higher Education Indicators

From October 1, 2011, through September 30, 2012 (FY 2012), HED tracked the performance of partnerships across a different set of higher education development indicators in line with USAID-led changes on progress reporting. The standard indicators in Figure 5 are derived from Goal 2 of the USAID Education Strategy (2011) rolled out to implementing partners in February 2012. While data collected on these new indicators are also used to track and measure progress toward achieving human and institutional capacity in higher education development, the subtle differences in definitions do not allow for aggregation with the data from the first five years of the Associate Award. Figure 5 illustrates progress achieved by the partners during FY 2012 based on data collected on seven standard indicators.

Fiscal Year 2012 Indicators (Figure 5)

Fiscal Year 2012 Human Capacity Building	
Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs	12
Number of host-country institution individuals who completed long-term training programs	146
Number of host-country institution individuals who completed short-term training programs	612
Fiscal Year 2012 Institutional Capacity Building	
Number of U.S. government-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners	4
Number of curricula developed and/or revised with stakeholder input or based on market demand	3
Number of joint development research projects	37
Number of outreach and/or extension activities that occurred at the host-country institution	56

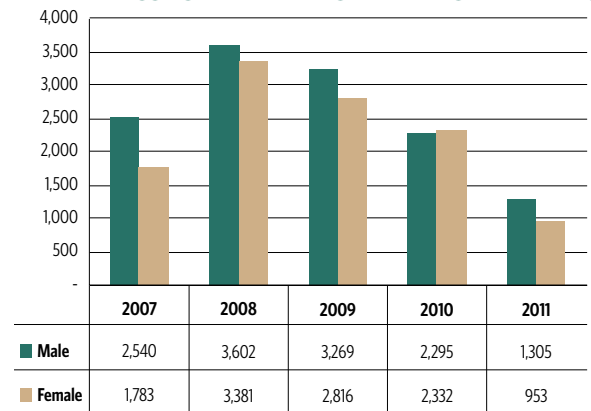
Gender-Inclusive Approach

One of the major socio-demographic shifts experienced in Mexico in the last half-century has been the increased role of women in the workplace. Gender equality was an important cross-cutting strategy for the portfolio because TIES partners recognized the importance of women as the first educators of their children and as key contributors to raising family incomes and reducing poverty.

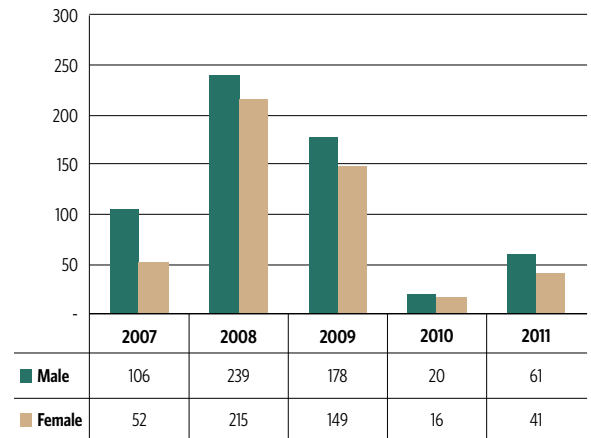
TIES partnerships prioritized gender equality and proactively engaged women in partnership activities. Program planning that enhanced the participation of women helped to improve their ability to participate as productive members of society and contribute to Mexico's economic and social development.

As demonstrated in the following figures, gender considerations guided the selection of participants as well as the design, implementation, and monitoring of programs. Partners were required to seek gender balance to the greatest extent possible in the selection of participants for the human capacity development activities undertaken by partnerships. In planning and designing training programs, partner institutions considered factors that impede or enhance the participation of women. The selection of training venue, the scheduling of events, and mode of delivery had incongruent impacts on men and women, and occasionally required adjustments to ensure the equitable participation of women or men.

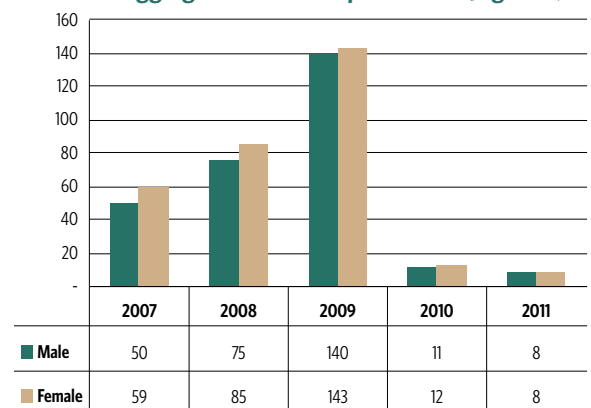
Gender Disaggregation: Non-Degree Training 2006-11 (Figure 6)



Gender Disaggregation: Exchanges 2006-11 (Figure 7)



Gender Disaggregation: Internships 2006-11 (Figure 8)



TIES Financial Analysis⁶

From 2006 to 2012 the TIES Associate Award grew significantly, demonstrating higher education's proven ability to contribute to Mexico's national development goals and adapt to changing priorities. Funding was augmented a number of times over the lifespan of the program, increasing the obligated amount from \$2,207,000 in 2006 to \$16,740,627 in less than five years. The TIES partners also received additional resources aimed at supporting activities that focused on the Mérida Initiative, biodiversity, higher education, and Job Opportunities for Business Scale-up (JOBS).

Total Associate Award Amount and Cost Share

Associate Award 523-A-00-06-00009-00	
Total Award Amount:	\$15,362,803
Total Cost-Share Amount:	\$11,036,257

Cost Share

Cost-share and in-kind contributions from the U.S. and Mexican partners were of strategic importance to the success of the TIES portfolio because committed resources above and beyond the award amount are often representative of a strong institutional commitment to the partnership and contribute to sustainability. Common cost-share contributions included waivers of tuition and fees for students participating in academic exchanges; donation of classroom materials to the host-country partner; faculty salaries; and travel and/or per diem expenses for professional exchange and development programs.

In the first few years of the Associate Award, partners were legally bound to a minimum 25 percent cost-share contribution. It was common, however, for partners to exceed

this requirement and a number of partnerships approached or surpassed a dollar-for-dollar match with the award amount. When the economic climate changed, the higher education community suffered as a result, and the minimum cost-share requirement was decreased to 15 percent. In the final years of the TIES portfolio, when fewer and fewer institutions had extra resources to contribute, TIES partners continued to find the means to meet and occasionally exceed their proposed cost-share levels.

In total, TIES partners contributed \$11,036,257 in cost share between 2006 and 2012. The enormous value of cost share that has been documented by the TIES program reflects the long history of deep engagement and commitment of the academic communities of both societies to harness the power of higher education in the service of mutual challenges.

Leveraged Funding Highlights

In an effort to build relationships and develop initiatives that would endure beyond the USAID funding period, TIES higher education partners also collaborated with stakeholders from the public and private sector, as well as the non-governmental and nonprofit sectors. Partners from outside of academia made significant contributions to the success of TIES partnerships by increasing community buy-in, raising awareness about TIES programs, and providing additional resources to expand the scope and impact of partnership activities.

CONACYT Supports Natural Resource Management Research

Universidad Veracruzana (UV)/University of Florida (UF), 2009-12

Long-term faculty exchange under the partnership between the University of Florida and the Universidad Veracruzana resulted in

⁶ The financial figures contained in this report reflect provisional totals as of November 30, 2012, the Associate Award's end date. ACE's final FY 2012 and FY 2013 indirect cost rates had not been negotiated with USAID at the time of this publication's printing. The final financial report is expected to be submitted to USAID/Mexico by no later than October 30, 2014, when ACE/HED will have the final indirect costs for FY 2012 and FY 2013 expenditures.



Students and faculty from UF and UV participate in an orientation for a natural resource management program at UV's Center for Tropical Research.

the creation of a binational working group focused on sustainable livelihoods and biological and natural resource conservation in Mexico. The working group was composed of faculty and students from both institutions. Building on the success of the TIES partnership, the working group developed a mini-grant proposal targeting U.S. Department of Agriculture McIntire-Stennis funds. The group was awarded \$28,000 in start-up funds to integrate their joint interests to develop best management and governance practices for Mexican forests. With additional funds from the University of Florida's Sustainable Development Practice graduate program and CONACYT, the working group supported five Mexican professionals' visits to learn about best management practices utilized in Florida's forests and assess interest in developing joint proposals in the future.

HIV/AIDS Prevention Training Partnership Receives Local, State, and National Support

Universidad Autónoma de Baja California (UABC), El Colegio de la Frontera Norte (COLEF)/University of California, San Diego (UCSD), San Diego State University (SDSU), 2005-09

The University of California, San Diego and Universidad Autónoma Baja California cross-border partnership on HIV/AIDS prevention training received financial resources from various NGOs, private institutions, local hospitals, and governmental organizations over the course of their partnership. The Centro Nacional para la Prevención y Control del VIH/SIDA (National Center for the Prevention and Control of HIV/AIDS, CENSIDA) contributed \$30,000 toward the planning of HIV prevention workshops held in November 2009. Other organizations, including the National Institute of Health's Center for AIDS Research at UCSD,

PREVENMED (an organization that promotes preventive medicine worldwide), and the Municipal Committee for the Prevention of HIV/AIDS in Tijuana contributed medical resources, office supplies, and computer equipment. The engagement and commitment of these stakeholders resulted in increased awareness and enhanced visibility about the partnership and HIV/AIDS prevention efforts in the community.

Adapting a Cooperative Ecosystem Studies Unit (CESU) Model for Southern Mexico

Colegio de la Frontera Sur (ECOSUR)/Colorado State University (CSU), 2005-09

The U.S. Forest Service provided funding to Colorado State University and ECOSUR to collaboratively develop a study tour in the

United States for ECOSUR, Comisión Nacional de Áreas Protegidas (National Commission of Natural Protected Areas, CONANP), and The Nature Conservancy. Building on the existing efforts of this TIES partnership, the 10-day trip focused on monitoring collaborative ecosystem studies units (CESUs) and highlighted the strengths and weaknesses of the system used in the western United States. The tour fostered dialogue on the adaptability of the U.S. system to the Mexican context. The additional funding enabled the partners to take the first step toward the creation of a CESU in Mexico and the expansion of their geographic focus to Chetumal and San Cristobal, Mexico.

Challenges and Solutions

Over six years of program implementation under the TIES Associate Award, the program faced challenges at the management level and the partnership level from both internal and external circumstances. HED learned about these challenges through day-to-day oversight and management of the partnerships, and through the development of and participation in monitoring visits, impact assessments, partnership roundtables, and international conferences. Each challenge provided HED and higher education partners with a valuable opportunity to reflect on the circumstances of the situation, assess how challenges could have been addressed differently, and generate lessons learned to avoid similar issues in future partnerships. HED used the lessons learned from the implementation of TIES to improve program design and management of partnerships in other countries and world regions; for example, reports generated as a result of the TIES impact assessments were shared with USAID Missions and higher education partnerships around the world. While the challenges that faced the

TIES partners varied in severity and scope, the main challenges encountered are categorized under the following overarching themes.

Security Concerns

In 2010, HED implemented the following additional partnership policies and procedures in response to uncertain security conditions in Mexico.

- HED developed an Event Notification/Approval template to comply with the USAID/Mexico requirement that all grant-funded partnership events that were scheduled to take place in Mexico receive prior approval from USAID/Mexico. These notification forms allowed USAID/Mexico to have up-to-date information about upcoming events in which the partners were involved and to share the details of these events with appropriate contacts in different sectors and regions.
- Partners were required to submit a chart detailing their travel for the embassy regional security officer's review. With this new requirement, the security office



TIES students learn about sustainable forest management by building a discharge pipeline in Chiapas, Mexico.

was able to assess risks appropriately, allowing or disallowing an event based on security concerns, and provide critical security updates to partners traveling to high-risk areas.

- A travel amendment was added to all active sub-agreements that required university employees and affiliates to stay abreast of the most current U.S. State Department Travel Warnings in Mexico and to adjust programming to ensure the safety of all partners.

Prevailing security concerns adversely affected some partners' ability to implement activities throughout 2010 and 2011. A number of partnerships were forced to delay or cancel planned partnership events along the border, and they revisited and revised modes of delivery of training programs to accommodate the changing environment. In the end, all stakeholders came together and found resourceful, innovative alternatives to ensure that a positive impact was achieved and the safety of all was considered, highlighting the partners' deep-seated dedication to their programs.

Funding Environment

As a result of a reduction in the anticipated funding from USAID/Mexico, HED determined that it would face a funding shortfall for fiscal years 2011 and 2012 unless measures

were put into place to contain expenditures. Rather than institute portfolio-wide reductions, HED and USAID/Mexico determined that contingency measures should take into consideration individual partnership performance as well as USAID/Mexico's development priorities and activities. At the request of USAID/Mexico, these measures were considered restraints to slow spending rather than cuts that would permanently reduce the amount of the partnership subawards.

In light of these uncertain funding streams and at the request of USAID/Mexico, HED took prudent and necessary steps in budget management by developing a budget contingency plan for the TIES portfolio. Following a careful exercise of budget review and spending projections, HED instituted an 18-month slowdown of expenditures for 10 TIES partnerships as well as administrative expenditures in order to meet its funding commitments. HED worked closely with each of the affected partnerships to formally modify their sub-agreements and revise work plans, budgets, and performance targets in order to continue to meet priority objectives within designated spending caps. Despite these efforts, partners faced difficulties trying to maintain commitment and trust in their partnerships and some partnerships had to make painful reductions to the size of their management teams.

Lessons Learned and USAID Forward

In July 2010, USAID launched a new education strategy that calls for new education initiatives with the potential for impact on policy reform, system strengthening, program integration, and innovation. Through a comprehensive package of reforms in implementation and procurement, talent management, rebuilding policy capacity, strengthening monitoring and evaluation, rebuilding budget management, and innovation, USAID Forward aims to enable the USAID Mission in Mexico to provide grants directly to local institutions that can contribute to objectives established by the Government of Mexico and USAID. With an emphasis on innovation and results, USAID Forward aims to foster the full potential of TIES partners to achieve high-impact development in Mexico following the closeout of this program.

Over the lifespan of the TIES program, partners from both sides of the border worked together to identify, strengthen, and reinforce the characteristics that increase the probability of success and the sustainability of higher

education partnerships. These lessons can serve to inform the design and management of future programming in Mexico.

- Involve local and national development organizations, NGOs, the private sector, government agencies, and local communities through public service and extension work—many opportunities for knowledge sharing and expansion of impact exist outside of the walls of the Mexican institutions.
- Work outside the university in activities such as consultation on national policy, which is one of the highest levels of impact expected from academic partnerships. Evidence of this level of public service or extension work, especially from institutions of education, often requires time to become apparent.
- As part of the institutional strengthening plan, consider factors like research opportunities, upgraded technical equipment, and professional development support that will retain and attract



TIES consortium partners, representing 10 U.S. and Mexican community colleges and technological institutions, meet in San Antonio to lay the groundwork for their workforce training program.

talented, educated youth.

- Secure critical high-level institutional support, because changes in leadership, particularly at public institutions, can greatly affect the momentum and success of partnerships. Obtaining senior administrative support across disciplines promotes sustainability.
- Determine if host-country partners have genuine collegial support from a legitimate academic unit(s) involving more than one motivated partnership director. These cross-cultural partnerships are most successful when more than one academic from each of the participating institutions is involved and willing to support team-centered research and teaching activities.
- Emphasize ways to attract host-country academics studying abroad for advanced degrees back to their institutions as part of the institutional strengthening goal of the partnership. Improving the work environment sometimes helps to reverse the “brain drain,” which often is affected by lack of certain incentives to return

(e.g., improved curricula, research opportunities, laboratory equipment, and continuing collegial support).

- Ensure that the Mexican institutions gain recognition for their accomplishments within their communities as partners to meet state development goals—this strategy should be considered from the beginning to help universities articulate their value to policymakers and the community and to help Mexican partners connect with resources outside of the university.
- Involve the Mexican partner institutions in the critical process of determining performance objectives as well as partnership activities and outcomes. The match of the activity with the strategic direction of the Mexican institution is paramount. Ensure that the partnership objectives clearly focus on providing results that build human and institutional capacity. Sometimes the capacity building goals are overshadowed by an emphasis on external technical assistance rather than the development of



The rector of UIA signs an international memorandum of understanding with CSU to facilitate future collaboration focused on at-risk youth in Tijuana after the grant period.

technical expertise within the host-country institution.

- Assess language barriers and available resources to address these from the start of a partnership to determine their impact on the recruitment of students, specifically for graduate degree programs.
- Seek external financial resources to provide opportunities for continuing activities and enhancing impact. Cost share and generated, leveraged funding are often two important indicators of impact and sustainability of institution-to-institution partnership work.

Conclusion

More than a decade ago, a higher education strategy was established to link Mexican and U.S. higher education institutions for the purpose of strengthening higher education institutional capacity in both countries and to harness and direct the combined intellectual forces of these university alliances into a force to move both countries forward to a better future. During that time, TIES higher education partnerships grew into a highly regarded network of 79 partnerships with impressive achievements.

There has been a growing recognition in international development circles of the need for a “new beginning” linking stakeholders in the global higher education community due, in large part, to the increasing realization that nations around the world must have the human and institutional capacity to resolve their problems at the local, regional, and national levels. TIES partnerships have made a significant contribution to this dialogue. The cross-cutting nature of tertiary education and workforce development programs makes

higher education essential to the achievement of Mexico’s future development goals.

The TIES partnerships paved the way for future direct interventions with Mexican higher education institutions. Although the program has come to an end, its impact will last well beyond the life of the program. The lives of thousands of individuals have been touched, communities have been strengthened, curriculum has been enhanced, future lawyers have been trained, job skills have been developed, and strategic alliances have been formed.

There are important lessons to be learned from the success of the TIES program—chief among them is how a commitment between two presidents to foster economic development resulted in a successful 10-year initiative that clearly demonstrates in real and measurable terms the benefits of international partnerships and the fundamental role higher education plays in facilitating those benefits to individuals and institutions.

APPENDICES

Appendix A: TIES Partnership Snapshots

PARTNERSHIP DEVELOPMENT AREA GUIDE

Democracy and Governance
Economic Growth and Environment
Health and Education

Mexico and U.S. Partner Institutions	Award Period	Objectives	Key Accomplishments
<p>Centro de Investigación y Docencia Económicas (CIDE)</p> <p>University of California, San Diego (UCSD)</p> <p><i>Bridging the Digital Divide and Reducing Poverty in Rural Mexico: New Approaches and Improved Human Capacity to Address Telecom/Microfinance Linkages</i></p>	2/1/2005-6/30/2008	<ul style="list-style-type: none"> Establish a “third generation” infocenter that would use advanced telecommunications and computing infrastructure to improve the conditions of Mexico’s rural population Award two Master of Pacific and International Affairs (MPIA) degrees at UCSD for Mexican scholarship recipients Award certificates for the one-year International Career Associates Program (ICAP) at UCSD to five scholarship recipients Implement technical training workshops in the U.S. and Mexico 	<ul style="list-style-type: none"> High speed internet connectivity was provided to the town of San Miguel Tlacotepec in Oaxaca and its migrant community in Vista, California Four CIDE students received scholarships to complete the Master of Pacific and International Affairs degree or International Career Associates certificate program at UCSD Seven students from CIDE participated in internships as part of a collaborative field work project with UCSD students A collaborative paper on the technological issues of providing telecommunications service in rural areas was written and presented at a conference in Spain in 2007
<p>Universidad Autónoma de Chihuahua (UACH)</p> <p>New Mexico State University (NMSU)</p> <p><i>New Mexico-Chihuahua Partnership for the Sierra</i></p>	2/8/2005-9/30/2008	<ul style="list-style-type: none"> Promote sustainable development in the communities of the Sierra Tarahumara by focusing on food production, natural resources management, and small business development Provide graduate level training for seven Mexican students Hold seven short-term training workshops Establish a committee of partner representatives to oversee collaboration and assure collaboration in the future 	<ul style="list-style-type: none"> Six Mexican students received master’s degrees Twelve short-term workshops were conducted between November 15, 2005, and September 26, 2008, on topics including culture, education, community development, nutrition, farming, food processing, water management, solar energy, health, and low-cost green housing A committee of professionals dedicated to providing services and expertise to the people of the Sierra was developed and continued to plan and implement projects after the completion of the partnership The First Rural and Indigenous Educational Summit was hosted with 150 attendees from 25 Mexican and New Mexico indigenous communities
<p>Universidad Nacional Autónoma de México (UNAM), Centro de Investigación y Docencia Económica (CIDE)</p> <p>Florida International University (FIU), University of California, Berkeley (UCB)</p> <p><i>Community Forest Enterprises and Forest Ecosystem Conservation in Mexico</i></p>	3/10/2005-11/30/2009	<ul style="list-style-type: none"> Grant three one-year master’s degree fellowships for IGM-UNM-CIDE participants at FIU Grant two one-year master’s degree fellowships for IGM-UNAM participants and two one-year master’s degree fellowships for CIDE participants at their home institutions with U.S. faculty participation in courses and committee work Develop two courses delivered by U.S. faculty at IGM-UNAM and CIDE Develop a joint capstone seminar delivered by partnership principals Train one Mexican faculty member at FIU in a specialized training program Sponsor one Mexican faculty sabbatical UCB 	<ul style="list-style-type: none"> One UNAM faculty member received advanced training at FIU for 18 months and one CIDE professor completed a research sabbatical at UCB Seven Mexican graduate students were trained at UNAM and CIDE; two have completed their MAS FIU faculty led a course for 37 Mexican students at UNAM A summer field course on community protected areas in Oaxaca was developed at UNAM A course for 25 Mexican students was taught at CIDE during the summer of 2007 Research collaborations resulted in one policy brief being submitted for publication Presentations on joint research were given to Chinese forestry officials in Beijing in September 2006; at the World Bank in Washington, DC in November 2006; at Yale University in April 2007; and at the World Bank office in Mexico City in May 2007 to the director of CONAFOR and other forestry officials
<p>Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), Universidad Autónoma Chapingo (UACH), Estudios Rurales y Asesoría Campesina (ERA), Instituto Tecnológico del Valle de Oaxaca (ITVO)</p> <p>University of Wisconsin-Stevens Point (UWSP)</p> <p><i>Partnership for Healthy Watershed Management in the Sierra Norte Region of Oaxaca, Mexico</i></p>	9/8/2005-10/31/2009	<ul style="list-style-type: none"> Award master’s degrees in watershed management to two Mexican students Provide graduate-level training for eight Mexican citizens in three semesters to study ecosystem valuation and watershed management Enable the completion of field training by the 10 students and support their community workshops on environmental mitigation and education with the aim of benefiting over 200 community participants Complete a field project with community leaders in one of 10 Native American reservations in Wisconsin that manage timber and non-timber products 	<ul style="list-style-type: none"> Two Master of Science degrees were awarded to Mexican students, graduate-level training courses were completed for eight Mexican students, and 80 community workshops were held in Sierra Norte, Oaxaca, with a total of 998 people in attendance Seven technical training manuals were developed and distributed to 12 communities Five microenterprise business plans were developed to address needs expressed by Zapotec citizens The 2009 GEM Healthy Watersheds Seminar in Mexico was hosted to facilitate professional development and interactive exchange between eight Mexican watershed professionals, two USAID representatives, and local TIES watershed project hosts and clients

Mexico and U.S. Partner Institutions	Award Period	Objectives	Key Accomplishments
<p>Universidad Autónoma de Baja California (UABC), El Colegio De La Frontera Norte (COLEF)</p> <p>University of California, San Diego (UCSD), San Diego State University (SDSU)</p> <p><i>A Cross-Border HIV/AIDS Prevention Training Program in the Northwest Mexican Border Region</i></p>	9/14/2005–10/31/2009	<ul style="list-style-type: none"> • Improve the binational response to the HIV/AIDS epidemic in Northwestern Mexico and surrounding regions. Develop infrastructure in the four partner institutions to train personnel on HIV/AIDS prevention • Train at least 200 professionals ranging from community based workers to physicians working in tertiary care centers in the northwest border region in HIV/AIDS prevention • Implement distance learning components to ensure sustainability and widen the geographical reach of the HIV/AIDS prevention diplomado 	<ul style="list-style-type: none"> • Created HIV/AIDS prevention diplomados in collaboration with the four partnering institutions • Conducted HIV/AIDS Prevention Certification Training on current HIV/AIDS issues and basic epidemiology • Mexican graduate students and faculty were selected to participate in the World AIDS Conference in Mexico City and presented results from HIV/AIDS prevention research projects. Graduate students also presented their research results at various conferences and symposiums. • New partners were added, including the national and state AIDS prevention programs, NGOs involved in HIV/AIDS prevention in Mexico, and private higher education institutions. This facilitated unexpected leveraged funds for HIV/AIDS prevention training activities.
<p>Centro de Investigación y Docencia Económicas (CIDE)</p> <p>The Ohio State University (OSU)</p> <p><i>University Partnership to Build Rural and Micro-Finance Capacity in Mexico</i></p>	9/14/2005–1/31/2010	<ul style="list-style-type: none"> • Create a virtual center for the analysis and support of rural and microfinance markets in Mexico • Strengthen the capacity of Mexican institutions to study and analyze issues related to micro- and rural finance through scholarships, exchanges, lectures, and workshops • Improve the performance capacity of financial intermediaries in these markets and thereby improve access to credit for previously excluded populations • Conduct research that will be used by NGOs and other financial intermediaries to improve their outreach and sustainability 	<ul style="list-style-type: none"> • MEFIMERED (Mercados Financieros Mexicanos Rurales Red), was created as a network and accompanying website for collaboration, exchange of ideas, dissemination of research results, and discussion of best practices and lessons learned • Six Mexican students studied at the graduate level or above at OSU: Three students were enrolled in the rural finance Master of Science program, two students enrolled in the Agricultural, Environmental, and Development Economics (AEDE) one-year program, and one student enrolled in the AEDE doctorate program • Two workshops on engaging policymakers were held jointly at CIDE in 2006 with the Rural Finance Program at OSU • CIDE researchers and graduate students conducted research on loan interest rates, financial intermediaries, and financial development
<p>Instituto Nacional de Salud Pública (INSP)</p> <p>University of California, Berkeley (UCB)</p> <p><i>UCB/INSP Collaborative Training in HIV/AIDS and Tuberculosis</i></p>	9/30/2005–10/31/2009	<ul style="list-style-type: none"> • Develop and improve Mexico's human capital to effectively address HIV/AIDS and tuberculosis. Forge stronger ties between academia and health systems in both countries • Facilitate the application of academic knowledge and research to community needs in order to improve information, policies, and services • Develop an HIV/TB track within existing Master of Science and Master of Public Health programs at INSP 	<ul style="list-style-type: none"> • Twenty-nine students received scholarships and completed at least two semesters of master's degree study in HIV/AIDS and TB prevention and care • An HIV/TB track within the Master of Science program was developed at INSP, along with 54 electives and short courses • Short seminars were organized with 1,760 students and faculty members in attendance • Diplomados in economic evaluation of interventions in health and HIV/AIDS trained 176 participants • Thirteen faculty and student exchanges between the United States and Mexico were initiated • Mexican students completed internships in public and private institutions, where they worked to prevent disease and provide care to patients • Eight papers resulting from fellowships and collaborative research went under preparation for publication • Students presented at the International AIDS Conference (IAC) and the International AIDS Economics Network (IAEN)
<p>Universidad Anáhuac Xalapa (UAX)</p> <p>University of Vermont (UV)</p> <p><i>Ecological Economics: Integrative Graduate Education and Research Project</i></p>	9/30/2005–10/31/2009	<ul style="list-style-type: none"> • Create an alliance to join competitive advantages between UV and UAX • Conduct master's degree training in natural resources or business administration combined with a certificate in ecological economics and trans-disciplinary regional research with students and faculty in Mexico • Facilitate community workshops to apply research findings and develop an Ecological Economic Center, housed at UAX and subsequently expanded to satellite centers 	<ul style="list-style-type: none"> • A White Book was published that included collaborative findings from workshops, contributions from participants in the integrative management of the watershed, and created a space for watershed management stakeholders to collaborate • Four Mexican students received master's degrees at UV, and six Mexican students received master's degrees at UAX • Foro del Rio was created to serve as a permanent participatory communication space for the stakeholders to continue working and improving the quality of life in the watershed • A set of three workshops was carried out with the main stakeholders within the watershed La Antigua to learn about the physical conditions of the area, collect opinions, and identify the challenges

Mexico and U.S. Partner Institutions	Award Period	Objectives	Key Accomplishments
Colegio de Frontera Sur (ECOSUR) Colorado State University (CSU) <i>Partnership for Improving the Management of Parks and Protected Areas in Chiapas and Oaxaca Mexico</i>	9/30/2005-10/31/2009	<ul style="list-style-type: none"> Develop Mexico's first master's degree concentration in the management of protected natural areas at ECOSUR Graduate five Master of Science students in protected area management Develop a training alliance of partners involved in protected area management to collaboratively provide a long-term capacity building strategy Conduct capacity building activities aimed at strengthening the management of Mexico's protected area system including training, technical assistance, professional exchanges, and internships 	<ul style="list-style-type: none"> A master's degree concentration in protected area management was established at ECOSUR Three Master of Science students completed graduate studies in protected area management (two at ECOSUR, one at CSU) A center of excellence for non-degree training linked to ECOSUR was created, in addition to the formation of a training alliance of the entities involved in capacity building for protected areas in southern Mexico A model for protected area capacity building was established, including a combination of graduate education, research, extensive training (short courses, workshops, internships, exchanges), and technical assistance
Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) Illinois Institute of Technology (IIT) <i>Innovative Training for Pollution Prevention and Efficient Energy Use</i>	9/30/2005-10/31/2009	<ul style="list-style-type: none"> Provide undergraduate and graduate degrees in environmental management to Mexican students at IIT Conduct seminars and short courses in Mexico in areas of pollution prevention and sustainability for working professionals led by IIT faculty Offer virtual courses for working professionals unable to attend seminars 	<ul style="list-style-type: none"> Twelve undergraduate students and four graduate students completed degrees at IIT Stuart Twelve short courses were conducted on four different topics to over 300 working professionals ITESM students conducted research on the development of a potable water system for rural Mexico
Universidad Autonoma de Queretaro (UAQ) West Virginia University (WVU) <i>WVU-Queretaro Partnership for Greenhouse Technology for Rural Semiarid Regions of Mexico</i>	9/30/2005-10/31/2009	<ul style="list-style-type: none"> Increase the productivity and living standards of small-scale farmers in the states of Querétaro and Guanajuato Support faculty exchange, graduate level training for students, and training and workshops for students, researchers, and small producers on the key issues related to greenhouse technology development and its use Conduct research aimed at reducing the use of pesticides, recycling and conserving water, and other environmental mitigation topics to enable environmentally friendly production Assist in the consolidation and creation of 20 new greenhouses, create a network of alliances, and develop educational programs on greenhouse technologies 	<ul style="list-style-type: none"> The Amazcala Greenhouse Complex was established as an experimental station for the local community where producers and families can demonstrate greenhouse production potential A master's degree in engineering specializing in greenhouse technology and an associate degree program at the undergraduate level were established at UAQ to increase sustainability through building human capacity Research was conducted on a greenhouse automation control system which was later implemented in the Amazcala Greenhouse Complex A network of professionals from WVU and UAQ was established and created opportunities for Mexican researchers and WVU participants, including faculty exchanges
Instituto Tecnológico de Monterrey (ITESM) - Campus Monterrey Southwestern University (SU) <i>Partnership for Advocacy Training</i>	9/27/2006-10/31/2009	<ul style="list-style-type: none"> Provide basic oral trial advocacy training to attorneys in several Mexican states identified as being advanced in the legal reform process through the establishment of a Center of Excellence Extensively train potential future trainers and boost the legal reform process in Mexico Provide opportunities for interaction between Mexican and U.S. professionals to advance discussion of Mexico's legal reform efforts 	<ul style="list-style-type: none"> Scholarships were given for Mexican graduate students to study advocacy in the United States One hundred and fifteen Mexican law school graduates participated in National Institute of Trial Advocacy (NITA) training that introduced students to oral trial advocacy skills and taught participants how to effectively train others. As a consequence of the connections that NITA developed through our project, it has now sent dozens of additional trainers to many other Mexican states. Three National Trial Advocacy Competitions were held to advance trial advocacy skills for future attorneys and increase student enthusiasm in law schools throughout Mexico Multiple faculty exchanges, seminars, and panels were held to discuss best practices between lawyers and scholars from the United States and Mexico
Universidad Autonoma de Aguascalientes (UAA), Instituto Tecnológico y de Estudios Superiores de Occidente (ITESO) Duquesne University (DU) <i>Expanding Business Capabilities for Mexican Students, Faculty and Professionals to Enhance Trade, Competitiveness and Economic Development</i>	10/16/2006-12/1/2009	<ul style="list-style-type: none"> Increase the economic development of the states of Aguascalientes and Jalisco through the expansion of trade and investment with the United States Empower students, faculty, small Mexican businesses and entrepreneurs to be more globally competitive, innovative, technically advanced, and prepared for the economy of the future Establish four Master of Business Administration scholarships for Mexican students Create short term student and faculty exchanges between DU, UAA, and ITESO Conduct training seminars and trade missions in Mexico 	<ul style="list-style-type: none"> Four Mexican students were granted scholarships and completed their MBA degrees at DU Small Business Development Centers at UAA and ITESO became certified in the national Mexican SBDC network Fifteen business consultants and 16 faculty were trained and interacted with DU faculty during the short term training and exchange programs Six DU and seven Mexican students, escorted by faculty, visited the partner cities in a short-term exchange Ten business lectures were delivered in Mexico Thirty U.S. companies attended a trade mission to Mexico, and two Mexican firms attended a trade mission to Pittsburgh

Mexico and U.S. Partner Institutions	Award Period	Objectives	Key Accomplishments
Universidad Pedagógica Veracruzana (UPV), Benemérita Escuela Normal Veracruzana (BENV) University of Georgia (UGA) <i>Teachers Training Teachers: A Mexico-U.S. Higher Education Partnership to Improve Science, English, and Mathematics Pedagogy</i>	10/16/2006-9/30/2010	<ul style="list-style-type: none"> Strengthen teacher preparation programs for primary education in the state of Veracruz Improve UPV's and BENV's curriculum and pedagogy in the areas of math, science, and English for speakers of other languages (ESOL) Equip UPV and BENV faculty with new skills and pedagogical techniques to train teachers for a competitive educational system in a global society 	<ul style="list-style-type: none"> Four master's degrees in primary and middle school teacher education were completed Seven internships in math, science, instructional technology, and ESOL pedagogy were completed Workshops were conducted in science, math, and ESOL pedagogy in Mexico, benefiting over 443 rural and indigenous primary school teachers, teacher educators, faculty, and students at Mexican partnership institutions Ten conference presentations were given A two-year English Education Program was established for primary school teachers at BENV. The English Education Program has benefited over 570 students since its inception in the fall of 2009
Universidad Tecnológica de la Selva (UTS), Universidad Autónoma de Querétaro (UAQ) Western Illinois University (WIU) <i>Capacity Building in Southern Mexico</i>	10/17/2006-08/31/2012	<ul style="list-style-type: none"> Increase the knowledge of faculty and staff at UTS and rural producers in the Chiapas region by providing professional and student training Offer opportunities for graduate study in the United States Deliver workshops and training seminars to strengthen producers' abilities to compete in today's global economy 	<ul style="list-style-type: none"> A Rural Development Center was created at UTS to serve as a resource for rural producers New equipment was provided to producers to improve product quality and safety Fifty-one workshops and training sessions were held in Mexico for UTS faculty and rural producers Seventy-three undergraduate students received Entrepreneurship and English training in the United States Five Mexican faculty members completed master's degrees at WIU Two Mexican faculty members took long-term sabbaticals at WIU Twenty-one Mexican faculty members took short-term trips to WIU Three new courses in English, business and marketing, and communications were created at UTS Five mini-grants were awarded to Mexican producers for the creation of new business opportunities
Universidad Veracruzana (UV) The University of Texas at San Antonio (UT San Antonio) <i>The Mexican Association of Small Business Development Centers Partnership Program</i>	10/20/2006-10/31/2009	<ul style="list-style-type: none"> Replicate a U.S. Small Business Development Center (SBDC) model in Mexico to create bilateral trade opportunities and economic impact between the United States and Mexico Develop SBDC Model of Integrity and develop rigorous accreditation standards for members of the AMCDPE (La Asociación Mexicana de Centros para el Desarrollo de la Pequeña Empresa) Build an SBDC Network to enable the AMCDPE to grow to 100 centers Train future SBDC leaders by funding nine master's degree scholarships and service learning internships Ensure a sustainable network through the creation of a web-based platform, and establish the AMCDPE as the focal point for the promotion, advocacy, and establishment of a 100-center national network in Mexico 	<ul style="list-style-type: none"> SBDCGlobal.com was developed as the first-ever multi-lingual trade platform that assists small businesses from the Mexican and U.S. SBDC networks in connecting for bilateral trade opportunities An ongoing conference series was developed to build capacity of Mexican small businesses and SBDC counselors NASBITE Certified Global Business Professional (CGBP) training was conducted, which gave Mexican SBDC clients and counselors a professional certification in international trade Mexican Association of SBDCs Accreditation Standards was adapted to Mexico based on the U.S. model The Diplomado SBDC Counselor and Director Training Program curriculum was improved and expanded to include leadership, human resources, and strategic planning for attendees The legal standing of the Mexican Association of SBDCs was formalized The Mexican Association of SBDC members grew from just over 40 centers to over 83 centers
Universidad de Guadalajara (UAG), Universidad de Michoacana (UM), Universidad de Quintana Roo (UQR), Universidad Veracruzana (UV) Oregon State University (OSU) <i>Enhancing the Economic and Environmental Sustainability of Mexico's Forest Sector</i>	10/26/2006-10/31/2009	<ul style="list-style-type: none"> Increase the capacity of Mexican institutions to provide Master of Science degrees in the areas of sustainable forestry, wood products processing, and forest products marketing and business practices Enhance sustainable forest management practices in areas supported by the Mexican Consortium Institutions Increase the efficiency and effectiveness of forest practices and wood products processing Increase the long-term contribution of Mexican forests to rural economic development along with the sustainable use and production of wood-based, natural resources in Mexico Strengthen ties between OSU and Mexican Consortium Institutions to build a foundation for long-term collaboration 	<ul style="list-style-type: none"> Two students pursued master's degrees at OSU in the area of sustainable forestry, wood products processing, and forest products marketing/business Faculty exchanges between UAG and OSU took place and resulted in high-level meetings and trainings offered for Mexican students Multiple continuous education courses on wood drying and quality control in wood products manufacturing were held in Mexico Nineteen participants went on a one-week study tour to explore Oregon's forest sector A new research project between UAG, OSU, and CONAFOR continued beyond the life of the partnership

Mexico and U.S. Partner Institutions	Award Period	Objectives	Key Accomplishments
Universidad Autónoma de Tlaxcala (UAT) California State University, Fullerton (CSU Fullerton) <i>Forming Healthy Communities</i>	11/1/2006-10/31/2009	<ul style="list-style-type: none"> Improve health and productivity on both sides of the Mexico-U.S. border by targeting obesity and diabetes rates Research outcomes of newly diagnosed diabetics in Tlaxcala and compare to U.S.-Latino diabetic outcomes Facilitate student-faculty exchanges for cross-fertilization and idea-sharing to address diabetes health care issues Design and conduct healthy lifestyle and diabetes course work with UAT participants based on research and exchanges Carefully evaluate process and outcomes using an external evaluator 	<ul style="list-style-type: none"> Research with 109 newly diagnosed adult diabetics in Tlaxcala was conducted to study the predictors of diabetes self-management. This research was compared to U.S. research on 240 newly diagnosed diabetics and published. Fifty-three student-faculty exchanges with a focus on diabetes care and resources were conducted between UAT and CSUF. CSUF faculty and students visited Tlaxcala in May 2007 and June 2008. A six-month course on healthy lifestyles and diabetes prevention was offered to 18 faculty, students, and physicians over two years A binational conference was held in Tlaxcala in 2009 to discuss research findings, training outcomes, and future collaboration An external evaluator gathered participant perceptions of the certificate program, as well as other communication, research work, and student-faculty exchanges"
Universidad Autónoma de Guadalajara (UAG) University of North Texas (UNT) <i>North Texas Guadalajara Partnership in Rehabilitation</i>	11/7/2006-4/30/2010	<ul style="list-style-type: none"> Promote the inclusion and participation of persons with disabilities into community and workforce settings within Mexican society Provide for eight graduate level academic scholarships in rehabilitation studies Deliver one course annually in the United States on the campus of UNT, one course annually in Guadalajara, and various annual online courses 	<ul style="list-style-type: none"> Eight participants were recruited and supported during their studies for a master's degree in rehabilitation from UNT; four completed their master's degrees Coursework was delivered both face to face and virtually Students participated in an exchange visit to the United States Professors from UNT traveled to Guadalajara to offer deliver specific courses for graduate credit
Universidad Autónoma Benito Juárez de Oaxaca (UABJO) American University (AU) <i>Uniting Law and Society in Oaxaca, Mexico: A Research and Teaching Program</i>	11/14/2006-10/31/2009	<ul style="list-style-type: none"> Train indigenous lawyers in the newly proposed state criminal procedure code of Oaxaca, the relationship between the usos y costumbres law and other state and federal laws, and the reconciliation of customary law in criminal procedures, elections and representation Facilitate graduate-level legal training for Mexican students at AU Provide indigenous lawyers with the resources to begin taking cases in their local communities Publish edited volumes and reports from local and international conferences Conduct research on the evolving relationship between state and federal laws (including the criminal procedure reforms) and indigenous customary practices 	<ul style="list-style-type: none"> Research papers were presented at the Latin American States Association in September 2007 A one-year biweekly criminal procedure code seminar was held for over 100 early and mid-career professionals A two-year training program for nine fellowship recipients took place at AU at the undergraduate level The first of nine fellowship recipients has presented her thesis; eight more are due to present over the following months The Oaxaca office of adult education conducted surveys of trends in customary law among indigenous peoples in 85 percent of municipalities Papers were written and prepared for 2009 American University conference; related articles were under review for publication
Universidad Autónoma de Baja California Instituto de Ingeniería (UABC) University of Arizona (UA) <i>Partnership for Improved Management of Watershed Resources in the Lower Colorado River</i>	1/10/2007-10/31/2010	<ul style="list-style-type: none"> Enhance the capability of UABC to provide training, outreach, and continuing education in the areas of watershed/water resources management and riparian restoration Train Mexican students and local stakeholders as potential leaders in the environmental field while simultaneously providing incentives and mechanisms for their continued work in Mexico Develop and implement short courses and workshops taught by faculty from UABC and UA on the use of community-based collaborative conservation for the sustainable use and protection of watershed resources 	<ul style="list-style-type: none"> Five Master of Science degrees were awarded and seven master's theses completed; one at UA and six at UABC Students presented at four national symposiums and one international conference Two special workshops and training events were offered by staff Undergraduate civil engineering students at UABC participated in field work and data analysis through professional social service CONACYT funding supported several students' master's degree scholarships
El Colegio de Postgraduados en Ciencias Agrícolas (COLPOS) The Ohio State University (OSU) <i>Building Human Capital for Microfinance Institutions in Order to Increase Competitiveness and Reduce Rural Poverty in Mexico</i>	8/1/2007-8/31/2012	<ul style="list-style-type: none"> Increase the competitiveness of agricultural production and micro-enterprises in rural Mexico to reduce poverty Establish a sustainable, interdisciplinary, microfinance program in rural microfinance at COLPOS Expand and enhance the services of microfinance institutions to work effectively in rural areas Train new faculty specializing in microfinance at the doctoral level at OSU, bring current COLPOS faculty to OSU for specialized microfinance training, develop new microfinance research programs at COLPOS, and train Mexican practitioners to be successful in rural microfinance 	<ul style="list-style-type: none"> OSU and COLPOS faculty coordinated and delivered multiple diplomados, short-term trainings, and seminars on rural microfinance to hundreds of participants, including Mexican government representatives One COLPOS faculty member was selected for the PhD program in agricultural economics at OSU and is expected to complete the four-year program in December 2012 Two farm household surveys were undertaken in Puebla and Oaxaca COLPOS faculty members presented and published multiple papers, including at the 11th International Symposium and 6th National Congress of Sustainable Agriculture COLPOS worked with two technical universities in the development of undergraduate specializations in microfinance, which included internships with local microfinance institutions

Mexico and U.S. Partner Institutions	Award Period	Objectives	Key Accomplishments
Instituto Tecnológico Autónoma de México (ITAM) The University of Texas at Austin (UT) <i>UT-ITAM Mexico Energy Sector Advancement</i>	9/4/2007-10/31/2010	<ul style="list-style-type: none"> Train skilled energy industry professionals and inform decision makers and citizens about energy efficiency Provide four ITAM students with scholarships for master's degree study at UT Expand ITAM's faculty capacity in energy development through UT's international program, "New Era in Oil, Gas & Power Value Creation" Conduct intensive training programs on energy issues for members of Mexico's Congress, political parties, media, and academia Establish a Mexico-United States Energy Policy Network through joint UT-ITAM events, publications, and training programs 	<ul style="list-style-type: none"> Four ITAM students conducted research projects and were awarded master's degrees from UT's Jackson School of Geosciences' Energy and Earth Resources graduate program Five ITAM faculty members attended the intensive capacity-building program "New Era in Oil, Gas & Power Value Creation" at UT ITAM and UT faculty collaborated on research publications on hydropower assessment, electric power, and sustainability Intensive training programs on energy issues were held in Mexico for members of Mexico's Congress, political parties, media, academia, and other groups A Mexico-United States Energy Policy Network was established to ensure long term sustainability of the capacity-building efforts for ITAM
Universidad Autónoma Chapingo (UACH) Michigan State University (MSU) <i>Enhancing the Capacity of UACH to Promote Sustainable Livelihoods and Equitable Development in Poor Rural Communities of Mexico</i>	9/10/2007-9/30/2010	<ul style="list-style-type: none"> Empower UACH faculty in eight Mexican states to extend outreach to rural communities Enhance the educational capacity and expertise of three UACH graduate programs using a multidisciplinary and comprehensive approach Foster a consistent exchange of knowledge and skills between MSU and UACH faculty to strengthen each institution's role in sustainable food and farming systems Build a sustainable linkage between MSU and UACH faculty through applied research Create a Binational Virtual Center to facilitate a binational dialogue between researchers and agricultural institutions 	<ul style="list-style-type: none"> Four Becas Mixtas scholars completed their scholarship commitments and research placements at MSU, and master's degrees at UACH Three international congresses and complementary training workshops were hosted in Durango, Oaxaca, and Texcoco, Mexico Twenty students were trained and participated in internships, workshops, and tours at MSU Ten UACH faculty participated in experiential learning in Michigan regarding online courses, short term training, research projects, and future publications Four research projects were completed with outcomes detailed in a final report; two projects were disseminated at two academic events A Binational Virtual Center was successfully designed and launched, educational materials produced, and an online course on sustainable development was developed
Universidad Autónoma de Coahuila (UAdeC), Torreon; Universidad Autónoma de Nuevo Leon, Monterrey (UANL); Universidad Autónoma Agrario Antonio Narro, Saltillo (UAAAN) University of Georgia (UGA) <i>Integrated Waste Management with Energy Production for Increased Competitiveness of the Livestock Industry in Northeast Mexico</i>	9/17/2007-3/31/2011	<ul style="list-style-type: none"> Provide master's degree training at UGA for two Mexican students in the areas of integrated animal waste management and production of value added products through biorefining and bioremediation Provide opportunities for Mexican undergraduate/graduate thesis research Provide opportunities for internships in business, government and/or NGOS to Mexican students Conduct assessment and training programs to strengthen the capacity of Mexican partner institutions and UGA Conduct joint training programs and workshops organized by UGA-Mexican Partner Universities on processing and treating animal wastes for the production of bioenergy and biofuels, biorefining, and bioremediation 	<ul style="list-style-type: none"> A nationally-recognized graduate program on Biochemical Engineering was created at UAdeC and subsequently honored by CONACYT as a Quality Post-Graduate Program in Mexico Twelve Mexican students were trained in the area of renewable energy production at UGA, and four Mexican professors were trained at UGA Two interns presented papers of their work at the International Conference in Venice, Italy and in Hyderabad, India A Binational Symposium on Anaerobic digestion at Torreon was organized for over 350 students, people from the livestock industry, and Mexican government agency representatives
Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) - Campus Chihuahua The University of Texas at El Paso (UTEP) <i>Project SABEMOS</i>	10/22/2007-9/30/2010	<ul style="list-style-type: none"> Provide support to professional educators in Mexico who are committed to developing and implementing effective and innovative approaches for community education in Ciudad Juárez and other regions in Chihuahua Provide support for Ciudad Juárez families and community members through the adaptation and implementation of successful school-home-university partnerships Conduct binational research on at-risk youth; share and exchange research on effective models, methodologies, and instructional practices for working with students, parents, teachers, and school administrators through binational conferences Provide support for Mexican high school and college students to progress in their studies in the United States and Mexico by providing tuition and related support mechanisms that enhance access, entry and retention in postsecondary education 	<ul style="list-style-type: none"> Science activities in Ciudad Juárez maquiladoras were attended by eight UTEP students, 300 K-6 Mexican children, and 80 Mexican adults Outreach science educational activities were conducted in Palomas and Ciudad Juárez, in collaboration with the Universidad Autónoma de Ciudad Juárez and the U.S. Consulate in Ciudad Juárez UTEP and ITESM faculty members piloted a dual degree module from online courses to encourage interaction between students at the two institutions U.S. and Mexican graduate students (UTEP and ITESM) enrolled in exchange courses at the other's institution Selected SABEMOS Scholars initiated research and training projects in marginalized rural areas; five faculty members and 16 students from the Escuelas Normales also participated in research and training projects Five Escuela Normal Professors and 25 Normalista students (pre-service teachers) engaged in service learning research and outreach in marginalized communities in support of SABEMOS

Mexico and U.S. Partner Institutions	Award Period	Objectives	Key Accomplishments
Universidad Pedagógica Nacional (UPN) Georgia State University (GSU) <i>Strengthening English Language Education in Mexico Through Training MA Students and Tutors and Developing an Online English Language Teaching (ELT) Specialization</i>	10/16/2008-9/30/2011	<ul style="list-style-type: none"> Provide master's degrees in applied linguistics to four Mexican English language teachers at GSU; encourage graduates to disseminate knowledge learned in local community by working with local tutors Develop online English language training course for English teachers at Mexican public schools Train tutors to respond to teachers' knowledge in online English language training course 	<ul style="list-style-type: none"> Four Mexican English language teachers graduated from GSU with master's degrees in applied linguistics A complete online specialization for English language teaching in Mexico structured in three 12-week modules was developed collaboratively by UPN and GSU An online course was created to train tutors to work with teachers taking the online English language course Two graduates returned to UPN to develop a Master of Arts program and enhance awareness of applied linguistics
Universidad Veracruzana (UV), Universidad Veracruzana Intercultural (UVI) The University of Texas at Austin (UT), University of California, Berkeley (UCB) <i>UT-UV Strengthening ICT in Higher Education for Rural Development</i>	10/31/2008-9/30/2011	<ul style="list-style-type: none"> Utilize information and communication technology (ICT) to assist agricultural producers in Veracruz Provide Master of Arts scholarships to UV/UVI students for UT programs in community development and sustainability practices Develop long-term faculty sabbatical exchanges to cultivate institutional and professional ties Conduct a field research clinic to share ICT research results internally, build student capacity for field research, and allow students to practice leadership skills 	<ul style="list-style-type: none"> One UV student pursued Master of Arts studies at UT, conducted field research with farmer cooperatives in Veracruz, and was selected to participate in a sustainable development workshop in the Dominican Republic A semester-long course on "ICT for Development" was developed to assist rural communities with the implementation of low-cost technologies to aid agricultural production UT faculty research in Veracruz led to the creation of a permanent endowment at UT to support students in projects related to science and technology in Latin America
Centro de Investigaciones Interdisciplinarias para el Desarrollo Integral Regional (CIIDIR-Oaxaca) Florida International University (FIU) <i>Student Training, Research, and Action on Restoring Soils and Forests, Establishing Seed Banks, and Promoting Payment for Environmental Services in Community Protected and Coffee Farms in Oaxaca and Chiapas</i>	12/1/2008-3/31/2012	<ul style="list-style-type: none"> Strengthen CIIDIR-Oaxaca curricula through a two-week intensive summer field course on community natural resource management and biodiversity conservation Create a diplomado in forest restoration, biodiversity conservation, and community forest management institutions Grant two fellowships for CIIDIR-Oaxaca students for graduate study at FIU Grant six twelve-month graduate fellowships at CIIDIR-Oaxaca Support students in the completion of master's-level research on forest restoration, biodiversity conservation, and the development of community managements institutions to reduce threats to biodiversity in community protected areas Establish an experimental nursery for reforestation and conservation of threatened native species in an Indigenous Ecological Federation of Chiapas (FIECH) community 	<ul style="list-style-type: none"> CIIDIR-Oaxaca held three versions of a summer-intensive field course on biodiversity and natural resource conservation, which is being incorporated into the curriculum A symposium on "Integrating Knowledge for the Use and Conservation of the Community Forests of the Sierra Norte de Oaxaca, Mexico" exposed 300 students from three universities in Oaxaca to the interdisciplinary perspectives on community natural resource management presented by U.S. and Mexican NGOs, professors, and government representatives Three Mexican students engaged in Master of Arts research on aspects of community natural resource management and forest conservation at CIIDIR-Oaxaca Nursery development, reforestation, and conservation activities were conducted in three locations in Chiapas
Instituto Tecnológico de la Valle de Oaxaca (ITVO), Colegio de la Frontera Sur (ECOSUR) Michigan Technological University (MTU), University of New Hampshire (UNH) <i>Enhancing the Capacity for Sustainable Forest Management and Ecosystem Service Provisioning in Chiapas and Oaxaca</i>	2/16/2009-8/31/2012	<ul style="list-style-type: none"> Develop a curriculum for Master of Science degrees with a focus on the skills needed to understand, implement, and teach the concepts of sustainable forestry; including key aspects of the concepts of payment of ecosystem services, community participatory management, and ecosystem restoration Recruit, admit, and train five Master of Science students, including at least three with full Master of Science degrees at MTU or UNH Place the graduated students in positions at universities, public agencies, or NGOs in Chiapas and Oaxaca Develop a diplomado program in sustainable forestry at the partner universities 	<ul style="list-style-type: none"> A binational committee between MTU, UNH, ECOSUR, and ITVO faculty was formed to strengthen ties between the partner universities A Master of Science curricula consisting of a common core of courses, elective courses, and field activities was designed to fit into existing degree programs at MTU and UNH Four Mexican students received MS degrees, for which they completed field-based research on natural resource sustainability. Upon their graduation, all four students were placed in positions at universities, public agencies, or NGOs in Chiapas and Oaxaca.
Instituto Tecnológico y de Estudios Superiores Monterrey (ITESM) - Campus Monterrey Southwestern Law School (SU) <i>Establishment of a Center of Excellence in Advocacy Training at Tecnológico de Monterrey, Campus Monterrey</i>	4/17/2009-9/30/2011	<ul style="list-style-type: none"> Contribute to the procedural legal reform effort in Monterrey through continuing legal education in trial advocacy in the form of seminars and diplomados Film a series of trial advocacy training videos Coordinate and deliver workshops, symposia and a national trial advocacy competition for law students Develop sustainability of Center for the Development of Oral Trial Advocacy (CEDALIT) training through tuition and fees charged for its programs 	<ul style="list-style-type: none"> Three national trial advocacy competitions involving multiple regional rounds and law schools were held throughout Mexico and involved the participation of more than 320 Mexican law students A three-DVD trial advocacy training video series, the first of its kind in Spanish, was released Multiple seminars and training programs, many of which incorporated large numbers of prosecutors, were conducted as a result of relationships developed with prosecutors' offices The partners established a Center of Excellence in Advocacy Training, which acquired sufficient financial resources to ensure its continuation at least through the end of the 2012 academic year

Mexico and U.S. Partner Institutions	Award Period	Objectives	Key Accomplishments
<p>Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico City (ITESM-Mexico City)</p> <p>Illinois Institute of Technology, Kent College of Law Chicago (IIT Chicago-Kent)</p> <p><i>Chicago-Kent and ITESM-Mexico City</i></p>	6/2/2009-6/30/2012	<ul style="list-style-type: none"> Develop and incorporate an advanced curriculum at ITESM-Mexico City that includes courses in the reformed criminal procedure process and focuses on alternative resolution of minor crimes, pre-trial practice, and trial practice Develop and teach a "train the trainers" program to coach a group of law professors and other legal professionals in pedagogical techniques and substantive and procedural law to prepare them to teach the advocacy curriculum and continuing legal education diplomados Develop and teach six-month diplomados in oral advocacy skills and criminal procedure for practicing lawyers Launch criminal law clinics at ITESM-Mexico City for students to receive hands-on training in advocacy techniques working with experienced attorneys on real cases Establish a Master of Law scholarship program for ITESM-Mexico City students to study criminal litigation activities at IIT Chicago-Kent 	<ul style="list-style-type: none"> A "train the trainers" course in Mexico City was delivered to 24 Mexican faculty from ITESM's law schools 130 students participated in three six-month diplomados in Mexico City and Baja California Guest lectures were delivered to judges enrolled in ITESM-Mexico City Master's Degree in Advocacy program Academic modules in Trial Advocacy at ITESM-Mexico City were developed and implemented A scholarship program was established for 10 practicing attorneys seeking to enroll in diplomados Legal clinics were opened and developed at ITESM-Mexico City A conference on the transition of the criminal justice system was held at ITESM-Mexico City and involved Mexican and U.S. judges Four ITESM-Mexico City students graduated from IIT Chicago-Kent's Master of Law program in international law with emphasis on criminal litigation
<p>Universidad Panamericana (UP)</p> <p>Emory University (EU)</p> <p><i>Emory and Panamericana University Partnership to Establish a Mexican Institute for Trial Advocacy</i></p>	11/2/2009-6/30/2012	<ul style="list-style-type: none"> Establish a Mexican institute for trial advocacy to develop and institutionalize adversarial trial and advocacy curricula to train Mexican lawyers and law students Design and publish a "train the trainers" methodology Teach "train the trainers" adversarial advocacy skills programs in Atlanta to coach Mexican trial instructors to become part of the institute's cadre of trainers, and Mexico City for Mexican attorneys and law professors Develop and teach a semester-long trial techniques program Enhance UP School of Law's legal clinic to provide training for its staff attorneys and additional opportunities for student involvement 	<ul style="list-style-type: none"> The Panamerican Institute for the Study of Procedural Studies (IPAEP) was inaugurated in August 2010 A train-the-trainers program took place at EU in May 2010. Thereafter, once per year from 2010 to 2012, Mexican trainers and U.S. faculty co-taught the Mexico City training programs Courses in comparative criminal procedure and the new oral adversarial system were added to the UP curriculum and taught by partnership-trained faculty A Rule of Law and Drug Trade Conference was held to discuss challenges to development of rule of law Two case files for use in training and a training manual were developed and are now being used by other training programs in Mexico Five one-year undergraduate scholarships were awarded for fifth-year law students at UP; three scholarships were awarded to attorneys to participate in a diplomado on the accusatory system at UP
<p>Universidad Autónoma de Baja California (UABC)</p> <p>University of San Diego (USD)</p> <p><i>USD-UABC Legal Education Program</i></p>	12/21/2009-6/30/2012	<ul style="list-style-type: none"> Develop materials to enhance the legal education curriculum at UABC Provide training and support for Mexican law professors for instruction on the process of accusatory criminal procedure Provide opportunities for continuing educational exchanges among practicing lawyers and judges from Mexico and the United States Strengthen existing programs for hands-on training in legal practice under the supervision of UABC professors and lawyers in Baja California" 	<ul style="list-style-type: none"> Two law graduates from UABC and attorneys from Baja California received scholarships to attend at USD's Master of Law program Professors from UABC and USD collaborated with experts and published <i>La reforma al sistema de justicia penal en México</i>, analyzing the 2008 Constitutional Reforms in Mexico Eight separate trainings of judges, prosecutors, defense lawyers, and attorneys were conducted in each of the three separate judicial districts of the state of Baja Norte A sustainable legal clinic in Mexicali, Mexico was established for law students to receive practical experience in a courtroom setting during the course of their legal studies
<p>Universidad Autónoma de Nuevo León (UANL)</p> <p>Duquesne University (DU)</p> <p><i>Expanding Knowledge, Curricula, and Research for Mexican Students, Faculty and Professionals to Enhance Competitiveness in Renewable Energy and Energy Efficiency</i></p>	12/21/2009-6/30/2012	<ul style="list-style-type: none"> Provide scholarships in DU's certificate in environmental management for six UANL engineering students to supplement their technical courses in UANL's graduate program Develop and implement new courses in energy policy and management at UANL Initiate faculty exchange between DU and UANL Complement existing UANL curricula with training in policy and business development financing systems, technology transfer, and regulatory policy designed targeted to the energy sector Conduct trade missions between Nuevo León and Pittsburgh to build new business relationships in the energy sector 	<ul style="list-style-type: none"> Five UANL Master of Science in engineering students graduated from DU's Graduate Certificate Program in Environmental Management Executives and faculty spent one week in Pittsburgh where they learned about energy sector advances Three new classes on energy efficiency were developed and are being taught as part of UANL's Master of Science in engineering program Research reports were completed by certificate students and by Mexican business executives A group of five different faculty members from UANL made eight visits to DU to engage in project planning, curricula planning and development, student monitoring, and field visits to renewable energy installations Ten Pennsylvania businesses participated in two trade missions to Mexico

Mexico and U.S. Partner Institutions	Award Period	Objectives	Key Accomplishments
Universidad Veracruzana (UV) University of Florida (UF) <i>Bridging Academia and Practice: Integrative Leadership for Biodiversity Conservation in Managed Landscapes</i>	12/24/2009–6/30/2012	<ul style="list-style-type: none"> Train Mexican graduate students at UF and UV through graduate classes and field work related to biodiversity conservation and landscape management Support nine-month exchanges between UV and UF faculty members Expand experiential learning opportunities to enhance UV's impact on regional conservation and sustainable resource use 	<ul style="list-style-type: none"> Three new UV graduate courses were created and delivered, including experiential student learning opportunities in rural communities A student-led UV student exchange forum was held twice for graduate students to discuss their research Five UV graduate students and one UV faculty member spent two weeks at UF to collaborate and exchange ideas with UF faculty and students regarding their research and plans for new courses at UV Long-term exchanges between UF and UV faculty to promote the establishment of a Natural Resources Leadership Institute at UV based on an existing model at UF A Mexico Working Group composed of UV faculty and UF faculty and students was established at UF
Fundación Universidad de las Américas Puebla (FUDLAP) Appalachian State University <i>Renewable Energy, Energy Efficiency, and Competitiveness: Appalachian State University-Universidad de las Américas TIES Partnership</i>	1/15/2010–6/30/2012	<ul style="list-style-type: none"> Increase the capacity of FUDLAP students and faculty to conduct research on and contribute to curriculum on renewable energy and energy efficiency Strengthen FUDLAP curriculum in the field of renewable energy and energy efficiency so that faculty and students are better prepared to perform research and conduct demonstrations of renewable energy projects Build capacity among public institutions to develop and implement energy sector policies and regulations Promote the use of small-scale renewable energy systems in rural communities in Mexico 	<ul style="list-style-type: none"> Curriculum was developed for a Master of Science degree program in energy and sustainable technology at FUDLAP Eighteen faculty members from FUDLAP and Appalachian State participated in faculty exchanges at both institutions Eight FUDLAP graduate students completed their year-long studies at Appalachian and returned to FUDLAP for their second year of study toward the Master of Science degree A conference on "The Future of Renewable Energy" in Mexico was held at FUDLAP. The conference was attended by more than 100 participants representing higher education and research institutions, government, and the private sector. A solar thermal system and photovoltaic lighting were installed in a clinic in rural Mexico Four pre-medicine students from Appalachian and four nursing students from FUDLAP conducted observations at the community clinic in Cholula
Universidad Nacional Autónoma de México (UNAM) Arizona State University (ASU) <i>Managing Biodiversity Under Climate Change: Enhancing Capacities in Mexico for Conservation Planning, Decision-Making, and Sustainability Assessment</i>	1/25/2010–6/30/2012	<ul style="list-style-type: none"> Create and implement an International Curriculum on Sustainability Science, Policymaking, and Planning (ICSSP) at UNAM to train future leaders in conservation planning and sustainable development in Mexico while also forming the basis for educational and research collaboration between ASU and UNAM Establish a summer school training program at UNAM and provide students with hands-on experience in conservation planning under the threat of climate change Exchange faculty for collaborative research in biodiversity conservation, social vulnerability, and sustainability planning 	<ul style="list-style-type: none"> Workshops between ASU and UNAM faculty were held to establish an interdisciplinary graduate degree curriculum in sustainability science at UNAM. The program has been adopted by six different research institutes and seven schools at UNAM and is in the final stages of approval. The partnership successfully worked with a diverse group of stakeholders in Jalisco, Mexico to begin the process of establishing a summer field school in which students from both institutions would participate
Universidad de Guanajuato (UG) University of Colorado Boulder (UCB) <i>Promoting Sustainable Energy Efficiency Technologies for Buildings</i>	2/12/2010–6/30/2012	<ul style="list-style-type: none"> Promote environmentally-conscious, renewable, and sustainable technologies in the Mexican building industry Strengthen the curriculum at UG Train energy sector professionals and decision makers Create a graduate program on sustainable and energy efficiency designed specifically for the building sector 	<ul style="list-style-type: none"> A core curriculum was developed for a graduate program in the field of sustainable building. Four courses on sustainable building were delivered at UG, and included local building energy audits of City Hall, the Mayor's Office, and other buildings in Salamanca, Mexico. Five students completed Master of Science degrees or research scholarships focusing on designing, operating, and retrofitting sustainable buildings Six technical papers were published in journals and disseminated during conferences as a result of collaboration between faculty and students at UCB and UG
Universidad Nacional Autónoma de México (UNAM) University of Nebraska-Lincoln (UNL) <i>UNL-UNAM Rule of Law Partnership</i>	6/22/2010–6/30/2012	<ul style="list-style-type: none"> Revise UNAM curriculum to enhance UNAM students' knowledge of the oral trial system and advocacy skills necessary to function as effective practitioners Train selected UNAM faculty members in best practices for working within the oral trial system Create, develop, and deliver diplomados to practitioners and judges Develop a legal clinic at UNAM that will provide practical experience in Mexico's new oral advocacy system to UNAM students Provide scholarships for designated UNAM law faculty professors to study and receive training at UNL 	<ul style="list-style-type: none"> More than 225 Mexican professors and local legal practitioners received oral advocacy training at UNAM Six UNAM professors participated in a week-long trial advocacy course at UNL, observed advocacy skills teaching, and met with UNL professors Two UNAM professors received scholarships and spent a semester in residence at UNL

Mexico and U.S. Partner Institutions	Award Period	Objectives	Key Accomplishments
<p>El Colegio de la Frontera Norte (COLEF), Universidad Autónoma de Baja California en Tijuana (UABC), Universidad Autónoma de Ciudad Juárez (UACJ)</p> <p>University of California San Diego (UCSD), The University of Texas at El Paso (UTEP), San Diego State University (SDSU)</p> <p><i>A Binational Training Program to Improve Social Justice and Health in the Mexico-U.S. Border Region</i></p>	7/22/2010–6/30/2012	<ul style="list-style-type: none"> Develop a binational diplomadon approaches to reduce drug abuse and related harms Train graduate-level Mexican students and postdoctoral fellows in the delivery and/or evaluation of programs and policies in Tijuana and Ciudad Juárez Promote responsible journalism on drug-related issues affecting U.S.-Mexican relations by offering an annual workshop for Mexican journalism students focused on approaches to demand reduction from a social justice perspective 	<ul style="list-style-type: none"> Six working groups were established to develop curriculum for the Binational United States-Mexico Certificate on Drug Addiction and Related Harms The 120-hour United States-Mexico Certificate on Drug Addiction and Related Harms program was developed, delivered, and graduated a total of 66 students. UABC agreed to continue to offer the program. The Police Education Training Program was developed to provide police officers with innovative approaches to police and public health collaborations in Guadalajara, Hermosillo, Tijuana, and Ciudad Juárez
<p>Universidad Tecnológica de Ciudad Juárez (UTCJ), Universidad Tecnológica de Coahuila (UTC), Universidad Tecnológica de Nuevo Laredo, Universidad Tecnológica de Matamoros</p> <p>Alamo Colleges (ACCD), Laredo Community College (LCD), El Paso Community College (EPCC), Texas State Technical College (TSTC)</p> <p><i>A Partnership to Improve Workforce Productivity of Maquiladora Workers along the Texas-Mexico NAFTA Corridor</i></p>	9/4/2010–8/31/2012	<ul style="list-style-type: none"> Develop and carry out a binational training program on advanced manufacturing electronic technology systems and production procedures that reflect practical applications of emerging technologies Train Mexican master's degree faculty in workforce development management and educational leadership Upgrade technical knowledge and appropriate pedagogical and leadership skills of faculty at partner institutions while making optimal use of available educational technology Form linkages with secondary education institutions to better align curriculum and teaching between high schools and universities 	<ul style="list-style-type: none"> Six faculty members from the Mexican institutions will complete the requirements for a master's degree in workforce development by December 2012 Training courses on technical skills for the workplace were attended by a total of 579 maquiladora employees and partner institution faculty members
<p>Universidad Autonoma de Ciudad Juárez (UACJ)</p> <p>The University of Texas at El Paso (UTEP)</p> <p><i>Science/Literacy Across Borders for Educators in Mexico to Promote Outstanding Schools (SABEMOS II)</i></p>	9/15/2010–6/30/2012	<ul style="list-style-type: none"> Provide support to professional educators in the area of community education in Ciudad Juárez and other regions in the state of Chihuahua Provide support for Ciudad Juárez community members through the implementation of successful school-home-university partnerships, including replication of UTEP Mother-Daughter/Father-Son and Bridges to Education for Students To Succeed Programs, and a new after-school program Conduct binational research on at-risk youth; share and exchange research on effective models, methodologies, and instructional practices for working with students, parents, teachers, and school administrators Enhance access, entry, and retention in postsecondary education for Mexican and U.S. students 	<ul style="list-style-type: none"> Five Mother-Daughter/Father-Son events were completed and impacted 594 students, parents, and teachers Eleven undergraduate and graduate Mexican students were awarded with scholarships to study at UTEP Ten graduate students were awarded full scholarships to study at UACJ Fifty-seven undergraduate students were awarded partial scholarships at UACJ Five afterschool events focusing on sports, technology, math, English, and science were completed and impacted 816 underserved students in marginalized schools
<p>Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico City (ITESM-Mexico City)</p> <p>Illinois Institute of Technology Chicago-Kent College of Law (IIT Chicago-Kent)</p> <p><i>Chicago-Kent and ITESM-Mexico City Partnership</i></p>	11/1/2010–6/30/2012	<ul style="list-style-type: none"> Teach intensive train-the-trainer training programs in substantive and procedural law and pedagogical techniques to equip Mexican faculty to teach new advocacy curricula Develop and incorporate at ITESM campuses advanced trial advocacy curriculum that incorporates courses in the reformed criminal procedure, with courses being tailored to the context of their respective jurisdictions Create and offer advanced legal education training courses to Mexican jurists Establish a program of Master of Law scholarships for ITESM students to study criminal litigation activities at Chicago-Kent for one year" 	<ul style="list-style-type: none"> Three "train-the-trainer" sessions were held for ITESM faculty members, lawyers, and other legal professionals Academic courses in advanced oral trial procedure were developed and implemented throughout the ITESM system. Each campus now requires the completion of a course based on the oral system for all fifth-year law students. Two scholarships for LLM degrees at IIT Chicago-Kent were granted to ITESM Toluca students A judicial conference was held in April 2012 at IIT Chicago-Kent, which provided Mexican and U.S. jurists the opportunity to discuss oral advocacy, constitutional reforms, and the transition to the new oral-based system
<p>Universidad Iberoamericana, Tijuana (UIA)</p> <p>Colorado State University (CSU)</p> <p><i>Green Construction Human and Institutional Development Program</i></p>	7/1/2011–6/30/2012	<ul style="list-style-type: none"> Provide workforce development and construction education to at-risk youth in Tijuana, Mexico Provide training for participants in essential skills to start and/or sustain a business Provide participants with employment opportunities that can make a critical difference in their lives 	<ul style="list-style-type: none"> A Green Construction Advisory Board was established and developed a training curriculum for the transition of at-risk youth into the construction workforce of Tijuana, Mexico A "train-the-trainers" program was conducted to provide trainers with instruction in successfully teaching practical and application-oriented construction skills to unemployed people in Tijuana A nine-week Green Construction Training Program was created to teach participants life and technical skills, including construction safety, green construction technology, electricity, solar energy, and entrepreneurship. Fifteen participants completed the program and graduated in June 2012. Four graduates are currently working to secure a start-up loan to start their own green roof company

Appendix B: Indicator Data Tables

TIES Indicator Data: FY 2006–FY 2011			
FISCAL YEAR 2006			
Human Capacity Building			
	Male	Female	Total
Age 19-25	1,558	1,095	2,653
Age 26 +	3,177	2,098	5,275
Institutional Capacity Building: # of Partnerships Reporting the Activity			
			Q3/Q4
Adapted/changed curricula			24
Collaborative research			32
Engaged in policy initiatives			14
Improved teaching methods			23
Instituted new degree programs			22
NGO and community outreach work			31
FISCAL YEAR 2007			
Human Capacity Building			
	Male	Female	Total
Exchanges	106	52	158
Internships	50	59	109
Non-Degree Training	2,540	1,783	4,323
Institutional Capacity Building: # of Partnerships Reporting the Activity			
		Q1/Q2	Q3/Q4
Adapted/changed curricula		20	25
Collaborative publications prepared		14	18
Collaborative research		21	30
Consulted with government agencies, NGO groups, private sector groups		31	37
Improved teaching methods		24	33
Informed policy at the institutional, community, or national levels		14	19
Involved in community outreach		26	32
New academic programs established		13	17
Promoted workforce development		18	27
Supported increased trade capacity		8	12

FISCAL YEAR 2008			
Human Capacity Building			
	Male	Female	Total
Exchanges	239	215	454
Internships	75	85	160
Non-Degree Training	3,602	3,381	6,983
Institutional Capacity Building: # of Partnerships Reporting the Activity			
		Q1/Q2	Q3/Q4
Adapted/changed curricula		16	10
Collaborative publications prepared		13	11
Consulted with government agencies, NGO groups, private sector groups		21	12
Improved teaching methods		22	14
Informed policy at the institutional, community, or national levels		14	9
Involved in community outreach		23	14
New academic programs established		12	6
Participated in collaborative research		23	18
Promoted workforce development		15	10
Supported increased trade capacity		7	6
FISCAL YEAR 2009			
Human Capacity Building			
	Male	Female	Total
Exchanges	178	149	327
Internships	140	143	283
Non-Degree Training	3,269	2,816	6,085
Institutional Capacity Building: # of Partnerships Reporting the Activity			
		Q1/Q2	Q3/Q4
Adapted/changed curricula		11	11
Collaborative publications prepared		11	9
Collaborative research		13	13
Consulted with government agencies, NGO groups, private sector groups		12	12
Improved teaching methods		11	17
Informed policy at the institutional, community, or national levels		8	9
Involved in community outreach		13	9
New academic programs established		7	9
Promoted workforce development		8	7
Supported increased trade capacity		3	7

FISCAL YEAR 2010			
Human Capacity Building			
	Male	Female	Total
Exchanges	20	16	36
Internships	11	12	23
Non-Degree Training	2,295	2,332	4,627
Institutional Capacity Building: # of Partnerships Reporting the Activity			
	Q1/Q2	Q3/Q4	
Established new academic programs	5	5	
Adapted/changed/created new curricula	10	11	
Improved methods of instruction	6	9	
Undertook collaborative research	11	14	
Prepared collaborative publications	6	5	
Improved institutional governance	1	2	
Improved institutional management procedures	1	2	
Promoted workforce development	6	6	
Involved in community outreach	8	7	
Supported increased trade capacity	3	2	
Informed policy at local, community, and/or national levels	5	7	
Worked with government agencies, NGOs, and/or private sector groups	10	13	
Promoted economic growth	2	3	
Promoted democracy and good governance	2	4	
Worked to improve host country health	2	1	
Promoted environmental protection/preservation	1	6	
FISCAL YEAR 2011			
Human Capacity Building			
	Male	Female	Total
Exchanges	61	41	102
Internships	8	8	16
Non-Degree Training	1,305	953	2,258
Institutional Capacity Building: # of Partnerships Reporting the Activity			
	Q1/Q2	Q3/Q4	
New academic programs established	6	4	
Academic programs/curricula reviewed	8	6	
New individual courses developed	8	6	
Teaching/learning methods improved	12	8	
New teaching modules developed	10	2	
Faculty, staff, and administrators skills/capacities improved	9	0	
Improved financial management, service delivery, fundraising, outreach, private sector linkages, and/or personnel policies	6	4	
Publications resulting from partnership activities	9	0	
New research activities resulting from partnership activities	10	8	
New policy developments and reform activities	6	8	
Faculties, departments, or programs that have met one or more criteria towards accreditation as a result of USG funding	5	5	

Appendix C: External Publicity and Select HED Newsletters

Training, Internships, Exchanges, and Scholarships (TIES) in the News

1. UTSA Forms International Development Partnership with Mexico University. (2006, August 9). *San Antonio Business Journal*.
http://www.bizjournals.com/sanantonio/stories/2006/08/07/daily21.html?from_rss=1
2. Cruz, Mimi Ko (2006, November 28). Obesity Prevention Is Goal of CSUF Partnership with Mexican University and Healthcare Agencies. California State University, Fullerton.
http://calstate.fullerton.edu/news/inside/2006/healthy_ties.html
3. Kain, Debra (2006, November 28). UCSD School of Medicine Program Reaches Out to New Hispanic Health Professionals. University of California, San Diego.
<http://ucsdnews.ucsd.edu/newsrel/health/hhp06.asp>
4. Duquesne University Newsroom (2007, February 22). Mexican Delegation Wraps up Duquesne Visit. Duquesne University.
<http://newsroom.duq.edu/2007/02/22/mexican-delegation-wraps/>
5. University of Georgia And Mexican Universities Focus on Production of Biofuels in the Agricultural Sector. (2007, July 5). *ScienceDaily*.
<http://www.sciencedaily.com/releases/2007/06/070628071611.htm>
6. Cruz, Mimi Ko (2008, April 1). Fighting Obesity Across the Border. California State University, Fullerton. http://calstate.fullerton.edu/news/inside/2008/obesity_mexico.html
7. Koltzenburg, Teresa (2008, October 31). International TIES: Western and Mexico Rural Prosperity Project to Meet Nov. 3-4. Western Illinois University.
http://www.wiu.edu/news/newsrelease.php?release_id=6816
8. University Relations (2008, December 4). WIU Professors Help Rural Development Center in Mexico. Western Illinois University.
http://www.wiu.edu/news/newsrelease.php?release_id=6896
9. Doing Business with Mexico (2009). Duquesne University.
http://www.sbdc.duq.edu/Doing_Business_With_Mexico
10. Keshav, Das (2009). Training, Internships, Exchanges, and Scholarships (TIES). The University of Georgia. http://www.caes.uga.edu/Applications/ImpactStatements/index.cfm?referenceInterface=IMPACT_STATEMENT&subInterface=detail_main&PK_ID=2830
11. University's Mexican Center (2009, January 26). University's Mexican Center Earns Grant to Improve Economic Development in Mexico. The University of Texas at Austin.
http://www.utexas.edu/news/2009/01/26/mexican_center_grant/
12. Osborne, Gwen (2009, July 7). Chicago-Kent and Tec de Monterrey Establish Criminal Law and Advocacy Program. Illinois Institute of Technology. http://www.kentlaw.edu/news/releases/mexico_crimjusticepgm.html
13. ASU News (2009, December 4). Appalachian Receives \$300,000 Grant to Assist Mexican University with Renewable Energy and Energy Efficiency Educational Programs. Appalachian State University. <http://www.news.appstate.edu/2009/12/04/mexican-university/>
14. Staff Reports (2009, December 10). ASU Receives \$300,000 Grant to Assist Mexican University with Renewable Energy Programs. *Mountain Times*. <http://mountaintimes.com/m-articles/19589>

15. Duquesne University Newsroom (2010, June 2). Mexican Environmental Professionals to Visit Campus. Duquesne University. <http://newsroom.duq.edu/2010/06/02/mexican-environmental-professionals-to-visit-campus/>
16. Phinisee, Tamarind (2011, July 29). Wayland, Alamo Colleges Launching Graduate Degree in Workforce Development. *San Antonio Business Journal*. <http://www.bizjournals.com/sanantonio/news/2011/07/29/wayland-alamo-colleges-launching.html?page=all>
17. Scientists from U.S. and Mexico Advance International Sustainability Science Curriculum at Second Workshop (2011, April 27). Arizona State University. <http://sustainability.asu.edu/news/gios-news/scientists-from-u-s-and-mexico-advance-international-sustainability-science-curriculum-at-second-workshop>
18. Blystone, Ryan T. (2011). TBI Connects USD Law School, Baja California Lawyers. University of San Diego. http://www.sandiego.edu/giving/features/feature_4.php
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20. Edmonds, Kellee; Simmonds, Lynn; Sobel, Julia (2011, September/October). Higher Education Partnerships Lift up Students, Small Businesses. *Frontlines*. http://transition.usaid.gov/press/frontlines/fl_sep11/FL_sep11_EDU_HIGHERED.html

TIES Mentions in HED Newsletters

1. April 20, 2010 Newsletter - Partnership of the Month: TIES Mexico-Emory University/Universidad Panamericana. <http://us1.campaign-archive.com/?u=2281e6517be9b28cbc99a2160&id=cf69d680b9>
2. September 8, 2010 Newsletter - Upcoming Activities—Emory University and Universidad Panamericana's "Rule of Law Reform and the Drug Trade: Challenges and Implications in Mexico and the U.S." <http://us1.campaign-archive.com/?u=2281e6517be9b28cbc99a2160&id=096c39efc2>
3. November 12, 2010 Newsletter - HED Partners Gather to Address Legal Education Challenges in Mexico & Mexico: Job Opportunities for Business Scale-Up. <http://us1.campaign-archive.com/?u=2281e6517be9b28cbc99a2160&id=94d1444453>
4. January 21, 2011 Newsletter - TIES Impact Assessment. <http://us1.campaign-archive1.com/?u=2281e6517be9b28cbc99a2160&id=79079bb607>
5. March 31, 2011 Newsletter - Partnership of the Month: TIES-University of San Diego/Universidad Autónoma de Baja California. <http://us1.campaign-archive2.com/?u=2281e6517be9b28cbc99a2160&id=4041b51d40>
6. April 6, 2012 Newsletter - Partnership of the Month: Chicago-Kent College of Law and the Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico City (ITESM-Mexico City). <http://us1.campaign-archive1.com/?u=2281e6517be9b28cbc99a2160&id=ee93e5ce90>



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FROM THE AMERICAN PEOPLE

SUCCESS STORY

Partnering to Save Chiapas' Forests and Protected Areas

Colorado State University and Colegio de Frontera Sur foster a community alliance



Photo: Colorado State University

The training Alliance meets during a short course on Public Use of Protected Land in Mexico. Together they solve land use problems, discuss issues, and learn about relevant topics for land preservation.

Mexico faces many environmental challenges especially in the protection of parks and other protected areas. These natural and man-made resources face environmental degradation, destruction of land for pasture use and mismanagement by communities.

One significant obstacle is a lack of Protected Area Management practitioners because universities in Mexico do not offer this specific degree. Most students who go into forest management focus on natural sciences or biology. However, similar to city planning, protected areas require competent managers for the planning, protection and designations of public use. Having the capacity to manage protected areas is critical to ensure their long-term survival.

The Training, Internships, Exchanges, and Scholarship (TIES) program, managed by Higher Education for Development and funded by the U.S. Agency for International Development, enables Colorado State University and El Colegio Frontera Sur (ECOSUR) in Southern Mexico to build the capacity of key actors through trainings on protected forest area management. Through the partnership, they developed a concentration of Protected Area Management at the ECOSUR campuses and are now using this as a platform to develop a master's degree.

Throughout Chiapas, many local groups and non-governmental organizations (NGOs) collaborate with the Mexican government to conserve the parks and protected areas. The TIES program is bringing these groups together to create a formal alliance that will oversee trainings and continue developing the concentration and the master's degree at ECOSUR.

The alliance is comprised of the university partners along with two NGOs—The Nature Conservancy and PRONATURA—and the government organization La Comisión Nacional de Áreas Naturales Protegidas. Currently, the partners are legally formalizing the alliance, ensuring its long-term sustainability after partnership funding ends in 2008.

The development of The Protected Areas Alliance is a major feat for the partners who previously had not been working together. Together, they have a stronger voice to improve, protect and conserve the protected areas.

Since 2001, USAID's TIES (Training, Internships, Exchanges, and Scholarships) program has supported 78 partnerships between U.S. and Mexican higher education institutions that have collaboratively addressed common concerns and advanced Mexico's competitiveness and development.



SUCCESS STORY

Connecting Small Businesses to the World

Mexican Association of Small Business Development Centers Expands Its Reach



Photo: Cliff Paredes, UTSA

TIES master's degree scholarship students from the Universidad Veracruzana are leading the development of the SBDCGlobal.com trade platform.

“Small businesses have had a difficult time benefiting from globalization. This partnership provides them with the connections and information that large businesses have always had.”

— Cliff Paredes, U.S. partnership director, University of Texas at San Antonio

If you're a Mexican entrepreneur looking to create a business to support your family or expand your business to create jobs in your community, where do you get the information and tools that you need? Thanks to a partnership that is replicating the proven U.S. Small Business Development Center (SBDC) model in Mexico, effective small-business assistance programs are now operating across Mexico. The partnership between the University of Texas at San Antonio (UTSA) and the Universidad Veracruzana, supported by the United States Agency for International Development (USAID), began in 2006 and has already trained more than 600 new economic development professionals and built a network of 57 Mexican SBDCs. The newly established Mexican Association of SBDCs is improving the competitiveness of the Mexican economy and ultimately hopes to grow to 100 centers across the country.

The most exciting aspect of the partnership program for Cliff Paredes, director of the UTSA International Trade Center, is the web-based international trade platform that will link U.S. and Mexican partners. “It's revolutionary!” Paredes said. “This will help tens of thousands of businesses” by connecting them to one another and by providing the online tools and information that they need to grow their businesses. Specifically designed for SBDC counselors, SBDCGlobal.com will provide SBDCs — at no cost — with the international connections, counseling tools, and market information that will help them increase their clients' global sales.

The trade platform will also enable clients to find pre-qualified international suppliers and buyers to create sales and growth, giving 750,000 U.S. SBDC clients the opportunity to connect with Mexican businesses through this program. “The response from the U.S. has been very positive,” Paredes said. “Small businesses have had a difficult time benefiting from globalization. This partnership provides them with the connections and information that large businesses have always had.” The private sector will be engaged to provide services through the platform: banks will advise on finance, lawyers on business regulations, shipping companies on transporting goods. UPS has already agreed to offer online training through SBDCGlobal.com to help clients understand the international shipping process.

The partners' hope is that all countries in the Americas will eventually be connected through the SBDC network so small-business owners across the region will have access to business counseling and training. Representatives from Colombia and Honduras who attended The Americas Competitiveness Forum in August 2008 have already expressed interest in applying the SBDC model in their countries. This partnership is well on its way to connecting small businesses to the world.



SUCCESS STORY

Binational Response to HIV/AIDS on the United States–Mexico Border Offers Hope

Cross-Border HIV/AIDS Prevention Training Program Yields Community Engagement



Photo: Universidad Autónoma de Baja California-Tijuana

During an HIV/AIDS prevention visit to a rural village in San Quintín, Project Coordinator Dr. Jose Luis Burgos takes a moment to talk with the children.

“We were surprised by the magnitude of the response from professionals from Tijuana and San Diego. This interest reflects the great need for continuing formal academic programs to address these issues.”

— Dr. Jose Luis Burgos, TIES partnership project coordinator.

Tijuana, located on the United States-Mexico border near San Diego, California, is a vibrant city with an escalating HIV/AIDS infection rate. Prior to the U.S.-Mexico Training, Internships, Exchanges, and Scholarships (TIES) program, there were no formal training courses available on HIV/AIDS prevention appropriate for the border region in Tijuana or San Diego, California.

With support from Higher Education for Development and funding from USAID/Mexico, the University of California at San Diego, the Universidad Autónoma de Baja California and the Colegio de la Frontera Norte joined forces to develop a binational infrastructure for training Mexican nationals in HIV/AIDS prevention and program evaluation to meet the demands of the emerging HIV epidemic in these regions.

The partners established a *diplomado* or certificate program addressing different aspects of HIV/AIDS prevention and treatment. A total of 120 participants, including Mexican public health practitioners, outreach workers and policy makers, participated in the first of three training modules.

“We were surprised by the magnitude of the response from professionals from Tijuana and San Diego. This interest reflects the great need for continuing formal academic programs to address these issues,” stated Dr. Jose Luis Burgos, the TIES project coordinator affiliated with the Universidad Autónoma de Baja California and the University of California at San Diego.

As a result of the positive community response to the *diplomado*, the Universidad Autónoma de Baja California is adding a required class on HIV/AIDS prevention as part of the curricula for its School of Medicine in Tijuana.

Since 2001, USAID’s TIES (Training, Internships, Exchanges, and Scholarships) program has supported 78 partnerships between U.S. and Mexican higher education institutions that have collaboratively addressed common concerns and advanced Mexico’s competitiveness and development.



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SUCCESS STORY

First Lady Highlights Law Student Benefiting from USAID University Partnership Program

Young leader meets with Michelle Obama at Youth Social Action Breakfast



Photo: Public Affairs Section, U.S. Embassy/Mexico

Law student Mariana Vazquez del Mercado, second from right, listens and exchanges ideas during a breakfast meeting on youth social action with U.S. First Lady Michelle Obama, center, and her peers in Mexico.

“When I heard what [Michelle Obama] said, I felt she had confidence in me and I realized that the opportunity I had to meet her had turned into a responsibility not to fail her, or my country.”

-Mariana Vazquez del Mercado, student at Universidad Panamericana

In April 2010, Michelle Obama visited Mexico on her first solo trip as First Lady, choosing Mexico because of the deep and broad relationship between our countries. Mrs. Obama spoke at the Universidad Iberoamericana and mentioned Mariana Vazquez del Mercado, a student who participated in a course on Comparative Criminal Procedure and Trial Advocacy that was created as part of a USAID-funded partnership between Emory University and Universidad Panamericana’s School of Law. Mariana is now finishing her final year of law school, volunteering at a free legal clinic, and directing an organization, *Un Techo Para Mi Pais*, or *A Roof for My Country* in English, that builds housing for struggling families.

During a breakfast with the First Lady, Mariana had the opportunity to meet other young people from around the country committed to social change in Mexico. The breakfast gave the participants the opportunity to share their experiences and challenges working as change-makers, as well as hear Mrs. Obama speak about her experience working in the U.S.

After breakfast, Mrs. Obama spent a few minutes with each student before taking a picture with the whole group. Mariana recounted Mrs. Obama’s words to her: “She told me, ‘You are going to be the first female president of Mexico.’ When I heard what she said, I felt she had confidence in me and I realized that the opportunity I had to meet her had turned into a responsibility not to fail her, or my country.”

Discussing her experience meeting her peers and Mrs. Obama, Mariana said: “First, I learned from [Michelle Obama’s] story that it is possible to achieve our goals without being part of the elite that defines an unfair society, and second, I also learned that our youth and the opportunity to go to university means that we have the greatest chance to change our reality and the enormous responsibility to create a different country.” She continued, “We shared our identity as young Mexican men and women looking for a better country; it was such a great opportunity to be seated at the same table with these intelligent and proactive young people because we had the chance to know each other and start to work together.”

USAID supports partnerships between U.S. and Mexican higher education institutions to promote a common development agenda between the U.S. and Mexico by enhancing the capacity of these institutions to examine mutual development problems, work in strategic alliances to develop solutions, and further strengthen Mexico’s competitiveness.

SUCCESS STORY

Online Specialization Offers Improved Training to ESL Teachers

Ministry of Education approves distance-learning course created by TIES scholars



Photos: Teresa Muñoz

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

“I can definitely say that my teaching practice is now more methodological”

— César Maldonado-García



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

The USAID funded partnership between the Universidad Pedagógica Nacional (UPN) and Georgia State University (GSU) addresses the needs in teacher training and create the specialization “English Language, Learning and Teaching.” The first module of the online pilot course is already in use by 10 students enrolled from Mexico City, the state of Mexico, and the state of Tabasco.

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

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

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

Since 2001, the USAID’s TIES (Training Internships Exchanges and Scholarships) Program has supported 78 partnerships between U.S. and Mexican higher education institutions that have collaboratively addressed common concerns and advanced Mexico’s competitiveness and development.



SUCCESS STORY

Higher Education Partnership Supports Historic Changes in Mexico's Criminal Justice System

Mandated Oral Trial Advocacy Curriculum Enhances Mexico's Capacity to Implement Judicial Reforms



Photo: Karen Sigmond

From left to right: Dean Mario I. Álvarez Ledesma (Tec de Monterrey), Dean Harold Krent (Chicago-Kent), Director, Karen Sigmond (Tec de Monterrey), Professor Iliana Rodríguez Santibañez (Tec de Monterrey), Judge David Erickson (Chicago-Kent), Professor Juan Francisco Gutierrez (Tec de Monterrey).

“Now it is my responsibility to transmit everything I learned to the Mexican students that are willing to learn and who are conscious that this knowledge is going to have a vital importance for every lawyer and judge in Mexico in just a couple of years.”

—Karla Loranca, alumna of the LLM in Chicago-Kent

By the year 2016, a Constitutional Reform in Mexico requires the transformation of the current inquisitorial criminal justice system to an oral adversarial system aiming at making justice more transparent and efficient. This ambitious change requires lawyers to develop specific skills to present their cases in open court.

Under the TIES (Training, Internship, Exchanges and Scholarship) Program, USAID funded a university partnership between the *Instituto Tecnológico y de Estudios Superiores de Monterrey* (ITESM) and the Chicago-Kent College of Law at the Illinois Institute of Technology. This partnership helped develop an Oral Trial Advocacy Program at ITESM, which has been incorporated into the curriculum at all 10 ITESM law campuses around Mexico, representing a major advancement in towards achieving the goal of adopting the new criminal justice system.

Through the Oral Trial Advocacy Program, ITESM law students entering the school as of August 2011 are required to take classes that focus on direct examination, cross examination, and opening and closing arguments – new concepts in Mexico under the adversarial justice system. This coursework prepares students to uphold elements of this new system, in which defense attorneys and prosecutors conduct trials in open courtrooms that ensure greater fairness and transparency. To lay the foundation for this new education, the partnership sent Mexican students to Chicago-Kent to learn about the United States' adversarial system. Karla Loranca, an alumna of the Master of Law degree program, reflects positively on her experience: “I feel very happy and accomplished because I had the chance to learn from people who have been working in this system their whole life.” Loranca now teaches oral advocacy to law students in the ITESM system, drawing on the knowledge she acquired at Chicago-Kent to prepare future attorneys. “Now it is my responsibility to transmit everything I learned to the Mexican students who are willing to learn and that are conscious that this knowledge is of vital importance for every lawyer and judge in Mexico in just a couple of years,” Loranca explains.

Judge David Erickson, director of the university partnership at Chicago-Kent, believes that adopting the new system will be an ongoing process for Mexico, but believes the work invested in the Oral Trial Advocacy Program will pay off because the school and students are “invested in it, and they want change.”

Since 2001, USAID's TIES (Training Internships Exchanges and Scholarships) Program has supported 78 partnerships between U.S. and Mexican higher education institutions that have collaboratively addressed common concerns and advanced Mexico's competitiveness and development.



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