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HIGHER EDUCATION FOR DEVELOPMENT (HED)

Knowledge, Partnership, Results

ANNUAL SUMMARY PROGRESS REPORT

To: The U.S. Agency for International Development

For: LWA (AEG-A-00-05-007-00)

October 1, 2011 – September 30, 2012



The Leader Cooperative Agreement is managed by USAID's Bureau for Economic Growth, Education and the Environment (E3), and serves as a resource to Missions and Bureaus across the Agency's technical sectors to address any strategic objective or performance plan for which investments in tertiary education institutions would be an asset. HED partnerships provide USAID with a high degree of flexibility for investment in higher education programs that directly support key strategic objectives, program components, or technical sector interests at the Mission, Bureau, or Agency-wide level. HED develops higher education partnerships through the core LWA mechanism and through Associate Awards, as deemed most appropriate by USAID. Associate Awards may support complex HED consortia partnerships in a country or region or clusters of partnerships with a more limited range of support, as well as the traditional one-on-one U.S./host-country higher education partnerships. E3 may elect to match funds from Missions and Bureaus to catalyze needed investments. (Source: American Council on Education, AID- AEG-A-00-05-007-00).

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

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

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List of Acronyms

AACC	American Association of Community Colleges
AASCU	American Association of State Colleges and Universities
AAU	Association of American Universities
ACE	American Council on Education
ALO	Association Liaison Office for University Cooperation in Development
AOTR	Agreement Officer's Technical Representative
APLU	Association of Public and Land-grant Universities
BMENA	Broader Middle East and North Africa
CAFTA-DR	Dominican Republic-Central America-United States Free Trade Agreement
CONACYT	Consejo Nacional de Ciencia y Tecnología
D&G	Democracy and Governance
DCHA	Bureau for Democracy, Conflict and Humanitarian Assistance
DoS	U.S. Department of State
E3	Bureau for Economic Growth, Education and the Environment
EE	Europe and Eurasia
EGAT/ED	Bureau for Economic Growth, Agriculture and Trade, Office of Education
EMBA	Executive Master of Business Administration
FAO	Food and Agriculture Organization of the United Nations
HBCU	Historically Black College and University
HCN	Host-Country National
HEALTH	Higher Education Alliance for Leadership Through Health
HED	Higher Education for Development
HEI	Higher Education Institution
HSI	Hispanic-serving Institution
ICAA II	Initiative for Conservation in the Andean Amazon, Phase II
ICT	Information and Communications Technology
JOBS	Job Opportunity for Business Scale-up
LAC	Latin America and the Caribbean
LIPHEA	Leadership Initiative for Public Health in East Africa
MCC	Millennium Challenge Corporation
M&E	Monitoring & Evaluation
MENA	Middle East and North Africa
MEPI	Middle East Partnership Initiative
MoE	Ministry of Education
MoU	Memorandum of Understanding
MSI	Minority-serving Institution
NAICU	National Association of Independent Colleges and Universities
NGO	Non-Government Organization
NRM	Natural Resource Management
OMEP	Office of Middle East Programs
PEPFAR	U.S. President's Emergency Plan for AIDS Relief
PD	Partnership Director
PI	Principal Investigator
PRIME	Partnership Results and Information Management Engine
Q1	Quarter One (October 2011 to December 2011)
Q2	Quarter Two (January 2012 to March 2012)

Q3	Quarter Three (April 2012 to June 2012)
Q4	Quarter Four (July 2012 to September 2012)
RFA	Request for Application
RF	Results Framework
SSA	Sub-Saharan Africa
SBDC	Small Business Development Center
TCU	Tribal College and University
TIES	Training, Internships, Exchanges and Scholarships program
ToT	Training of Trainers
USG	United States Government
UNEP	United Nations Environment Programme
USAID	United States Agency for International Development
WID	Women in Development

Executive Summary

Funded by USAID's Bureau for Economic Growth, Education, and the Environment (E3), USAID's Bureaus and worldwide Missions, and the U.S. Department of State, Higher Education for Development (HED) mobilizes the expertise and resources of the higher education community to address global development challenges by facilitating and managing higher education partnerships. These partnerships provide training, applied research, program evaluation, policy analysis, and program implementation, which are critical to furthering the U.S. government's foreign assistance goals. In FY12, HED managed a total of 70 active partnerships in 37 countries.

This report highlights partnerships activities and results for the April 1, 2011–September 30, 2012 reporting period, as well as the annual results for FY12, during which HED partnerships:

- offered admission to academic programs to 11,618 individuals, of which 53 percent were individuals from disadvantaged and/or underserved groups.
- reported implementation of 177 outreach/extension activities reaching a total of 18,039 persons.
- carried out 16 joint research projects.
- applied, replicated or took to market 12 research findings.
- revised 45 curricula, of which 23 were revised with public/private sector input and/or on the basis of market research.
- adopted 17 new access policies.
- trained 2,185 host-country institution individuals.
- supported 491 individuals affiliated with host-country institutions to complete long-term training programs to strengthen their qualifications.
- facilitated the enrollment of 134 host country faculty and/or teaching staff in tertiary education programs lasting at least six months in duration.

In addition to documenting progress toward human and institutional capacity building at the host-country institutions, further analysis presented in this report highlights three important themes that characterized HED's portfolio management during FY12: monitoring and evaluation, partnerships, and research.

Monitoring and Evaluation. FY12 marked the first full year of using the Partnership Results and Information Management Engine (PRIME) to collect, monitor, analyze and report data. Following USAID's M&E guidance, HED developed PRIME not only to meet governmental regulation, but also to engage the increasingly complex realities in the field, through a robust, interrelated group of M&E tools. As a part of this M&E focus, HED ensured that each new or recently established partnership fully develops these tools as part of its project planning and implementation using PRIME for information management and HED staff for technical assistance.

A key procedure HED implemented this year was the baseline data collection practice which takes place during a 90-day start-up period. This new practice is important because it brings U.S. and host-country partners together early in the game to discuss and work through financial, legal and M&E compliance. It also allows for structural flexibility and the ability to adapt to new situations without losing sight of partnership goals and objectives. Stakeholder reaction has been supportive, validating HED's commitment to connect and engage partners at inception to establish a firm foundation for sustainable and meaningful human and institutional capacity development.

HED tracked 21 newly developed indicators in FY12, in addition to the eight standard indicators required by USAID in order to better understand and manage the complex dynamic of higher education

partnerships. PRIME's built-in capacity to provide a structured analytical framework allows HED to conduct comprehensive analyses of progress reports and data, providing a wider and deeper analytical perspective than has been possible up to now. This HED capacity will add value to USAID's knowledge management that will increase as PRIME accumulates data over time.

Partnerships. HED's program composition and complexity is changing. HED closed out 30 partnership awards in FY12 and initiated a series of major new efforts in the latter part of 2012 and early 2013. A review of these partnerships reveals a transition in the partnership model: from smaller awards and shorter periods of performance, to a larger, more complex partnership model. HED's Women's Leadership Program, for example, represents a new program area covering a range of sectors (agriculture, education, leadership development) with a common program goal. This offers the opportunity to measure impact at both the partnership level, in each of the four countries in which these partnerships are located, and at the program level, looking at responsiveness of all five partnerships to the common program framework. The ICAA II partnership brings together higher education institutions from four Latin America and the Caribbean countries to engage environmental challenges in preserving the Andean Amazon's biodiversity. Two new partnerships, each with multiple partners, are working with host-country institutions to improve human rights in Colombia. As mentioned above, these partnerships not only differ in complexity and scale, but also in grant award value. The 10 RFAs designed in FY12 will result in 19 partnerships implemented in FY12 and FY13 ranging in total award amount from \$436,000 to \$4.2 million per partnership award (see Appendix A).

Research. FY12 is also marked by an increased research-based examination of the role of higher education in development. Pursuing this research question becomes more important to HED as the development world changes because of structural long-term institutional shifts at the host countries, or as a result of rapidly-evolving social developments such as the Arab Spring (Currently, HED's works with 17 partners in the Middle East, and approximately 20 in sub-Saharan Africa). Those trends and shifts make it necessary for HED to better understand the role of higher education in development. In FY12 HED brought together HED staff and research experts from the higher education community to work on a literature review and synthesis of existing approaches to measuring the benefits and impacts of investments in institutional capacity development, and a Delphi study that will identify the development goals to which higher education partnerships aim to contribute.

The following report illustrates the strength, vitality and the hard work carried out by HED's partners, and their significant contribution toward alleviating poverty and promoting economic growth through global education investments.

Section 1—About HED Partnerships

Higher Education for Development (HED) mobilizes the expertise and resources of the higher education community to address global development challenges. Through a competitive process which provides USAID with access to a wide range of expertise within the higher education community, HED identifies institutions well suited to partner with institutions in developing nations. HED operates with the advice and counsel of the six major higher education associations: the American Council on Education (ACE), the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the Association of American Universities (AAU), the Association of Public and Land-grant Universities (APLU), and the National Association of Independent Colleges and Universities (NAICU).

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. These partnerships provide training, applied research, program

evaluation, policy analysis, and program implementation, which are critical to furthering the U.S. government's foreign assistance goals.

Under the current Leader with Associate Award (LWA) managed by USAID's E3 office and ACE, (AEG-A-00-05-007-00), HED operates under the following performance objectives:

1. HED will work with higher education institutions and USAID Missions, Bureaus, and technical sectors to design RFAs resulting in 10 or more collaborative partnerships (four to eight solicitations annually—Leader and Associate Awards).
2. HED will widely distribute RFAs and conduct fair and transparent application review, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community.
3. Partnerships between U.S. and host-country higher education institutions will result in improved institutional capacity to offer technical assistance for addressing development goals in host countries.
4. Partnerships between U.S. and host-country higher education institutions will result in improved human capacity of higher education professionals' to address teaching, research, and public service resulting in measurable effects on regional and national development goals.
5. HED will secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions, and technical sectors' strategic objectives.
6. HED will sponsor/promote a series of research studies, roundtables, and conferences related to global development issues resulting in:
 - State-of-the-art research and practices shared with USAID and the higher education community worldwide.
 - Shared innovations in development practice.
 - Opportunities for international development collaboration among USAID, NGOs, higher education, foundations, and other relevant organizations.
7. During the cooperative agreement's fourth year, HED will design and implement a valid and reliable research study to measure the degree of impact on development goals resulting from higher education partnerships' contributions to poverty reduction, economic growth, and social advancement.

HED partnerships contribute directly to realization of Goal 2 of USAID's Education Strategy: *Improved ability of tertiary and workforce development programs to produce a workforce with relevant skills to support country development goals by 2015.*

For more information on Higher Education for Development, please visit www.hedprogram.org.

Section 2—Overview of Active Partnerships

2.1 Active Partnerships under the Leader Award, Funded by Associate Awards, and Funded under Cooperative Agreements

Between October 1, 2011 and September 30, 2012, HED managed 70 active partnerships in 37 countries. Twenty four of those partnerships were funded under the Leader (LWA) Award, of these 24, three were funded by the U.S. Department of State for partnerships in the Latin American and Caribbean Region (LAC). Forty-five partnerships were funded through Associate Awards with Missions and Bureaus. The

U.S. Department of State funded one partnership directly under a cooperative agreement with HED. In total, these 70 partnerships involved 83 host-country and 57 U.S. institutions of postsecondary education.

The entire HED portfolio value for this reporting period totaled \$40,724,222¹, with an average award amount of \$581,775 per active partnership regardless of whether it was funded through the Leader Award or an Associate Award. At the HED portfolio level, individual partnership awards ranged between \$134,329 and \$2,145,764. It should be noted that partnerships funded through Associate Awards represented more than half of HED's portfolio or active partnerships in FY12. Associate Awards exhibit a greater range of variability in partnership award amounts. (The average award funded through Associate Awards was \$617,970, with the median award amount of \$399,525.) Given the large number of new partnerships awarded in FY12 and their projected size, HED expects the average value of partnership awards in FY13 to increase substantially to an estimated \$836,428².

A complete list of the partnerships that were active in FY12 under the Leader Award, under Associate Awards, and Cooperative Agreements appears in Appendix A. Narratives about partnerships active in FY12 can be found in Appendix B.

Thirty partnership awards closed during FY12. Among the partnerships that completed funded activities in FY12, about the same number (nine and eight, respectively) focused on the environment/natural resources or on democracy/governance/public policy/journalism, while four focused on education, three each focused on economic opportunity/business or on workforce/ entrepreneurship development, and one each focused on health/population/nutrition/HIV/AIDS or on agriculture/agribusiness/animal science. The majority of the partnerships that closed in FY12 were located in Latin America and the Caribbean (21 partnerships)³ and fewer were in sub-Saharan Africa (six partnerships), the Middle East and North Africa (two partnerships) or in Asia (one partnership). The closed partnership awards include those between the following institutions:

- University of Arizona - Bahir Dar University (Ethiopia)
- Florida International University - CIIDIR-Oaxaca (Mexico)
- State University of New York-Buffalo - University of KwaZulu-Natal (South Africa)
- Eastern Mennonite University - University of Hargeisa (Somalia)
- Ohio University - University of Guyana (Guyana)
- University of Michigan William Davidson Institute - University of Johannesburg (South Africa)
- University of Florida - Tshwane University of Technology (South Africa)
- Utah State University - University of Jordan/University of Petra (Jordan)
- State University of New York-Albany - Uganda Martyrs University (Uganda)
- University of Texas at El Paso - Universidad Autónoma de Ciudad Juárez (Mexico)
- Virginia Polytechnic Institute - Tribhuvan University (Nepal)
- Virginia Polytechnic Institute - Ecole Supérieure d'Infotronique d'Haiti (Haiti)
- University of Florida - Faculté d'Agronomie et de Médecine Vétérinaire (Haiti)

¹ The "Portfolio Value" is defined as the annual estimated value of partnership sub-cooperative agreements between ACE/HED and higher education partners. It represents a snapshot of value of partnership sub cooperative agreements that were active in a given fiscal year. Please note that partnership sub cooperative agreements are multi-year awards with periods of performance of three to five years.

² This is a projected value that incorporates awards that have not been executed at the time when this report was written.

³ The large number of closed partnership awards in Latin America is mainly due to a close out of the TIES program, a 10 year-long effort in Mexico which closed due to USAID forward.

- Western Illinois University - Universidad Tecnológica de la Selva/Universidad Autónoma de Querétaro (Mexico)
- Ohio State University - Colegio de Postgraduados en Ciencias Agrícolas (Mexico)
- University of Southern Maine - American University of Sharjah (UAE)
- Alamo Colleges - UT-Ciudad Juárez (Mexico)
- Emory University School of Law - Universidad Panamericana (Mexico)
- Illinois Institute of Technology - ITESM-Mexico City (Mexico)
- Illinois Institute of Technology - (Merida) - ITESM-Mexico City-(Merida) (Mexico)
- University of Nebraska-Lincoln - Universidad Nacional Autónoma de México (Mexico)
- University of San Diego School of Law - Universidad Autónoma de Baja California, Mexicali (Mexico)
- Arizona State University - Institute of Ecology at Universidad Nacional Autónoma de México (Mexico)
- Michigan Technological University - Instituto Tecnológico del Valle de Oaxaca, Colegio de la Frontera Sur (Mexico)
- University of Colorado Boulder - Universidad de Guanajuato (Mexico)
- University of Florida - Universidad Veracruzana (Mexico)
- Appalachian State University - Universidad de las Américas Puebla (Mexico)
- Duquesne University - Universidad Autónoma de Nuevo León (Mexico)
- University of California, San Diego - El Colegio de la Frontera Norte (Mexico)
- Colorado State University - Universidad Iberoamericana (Mexico)

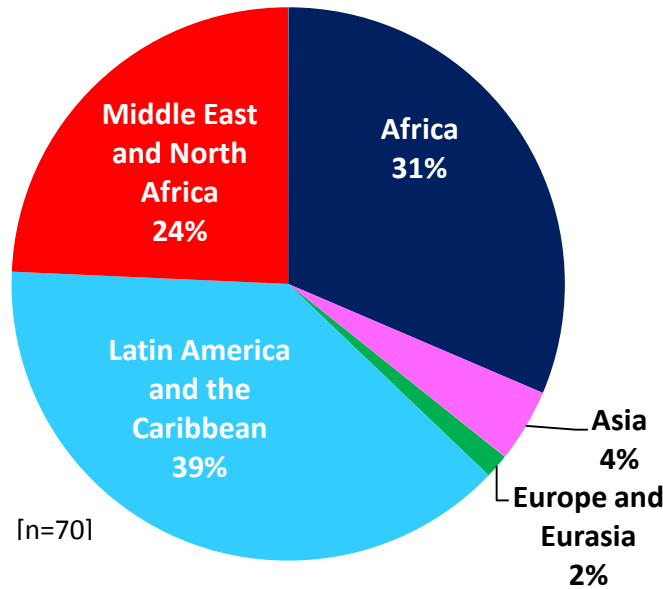
During FY12, 11 new higher education partnerships were initiated spanning 15 countries and four regions (seven in Middle East and North Africa, two in Latin America and the Caribbean, and one each in Asia and in sub-Saharan Africa). These new partnerships mainly focused on workforce/entrepreneurship development (eight partnerships), while environment/natural resources (two partnerships), and health/population/nutrition/HIV/AIDS (one partnership) were the other USAID sectors covered by new partnerships.

11 HED Partnerships Launched in FY12

- Gateway Technical College - Ecole Supérieure de Technologie Oujda; Université Mohammed I Oujda (Morocco)
- Middlesex Community College - École Normale Supérieure de l'Enseignement Technique de Rabat/École Normale Supérieure de l'Enseignement Technique de Mohammedia (Morocco)
- Washtenaw Community College - Al Quds College (Jordan)
- Nassau Community College/Monroe Community College/North Country Community College /Onondaga Community College - Al-Kafaat Foundation Schools (Lebanon)
- Indiana University - University of Liberia (Liberia)
- Columbia University - University of the West Indies (Barbados)
- University of Hawai'i - Southern Christian College (Philippines)
- Illinois Institute of Technology / New York Institute of Technology - Tecnológico de Costa Rica, Instituto Tecnológico de Santo Domingo, "José Simeón Cañas", and Universidad San Ignacio de Loyola (Costa Rica, Dominican Republic, El Salvador, Guatemala, Honduras, Nicaragua, and Peru)
- University of Colorado Boulder - Institut Supérieur des Études Technologiques de Sidi Bouzid (Tunisia)
- University of Colorado Boulder - Institut Supérieur des Études Technologiques de Tataouine and Institut Supérieur Des Études Technologiques de Médenine (Tunisia)
- Central Community College - Bahrain Polytechnic (Bahrain)

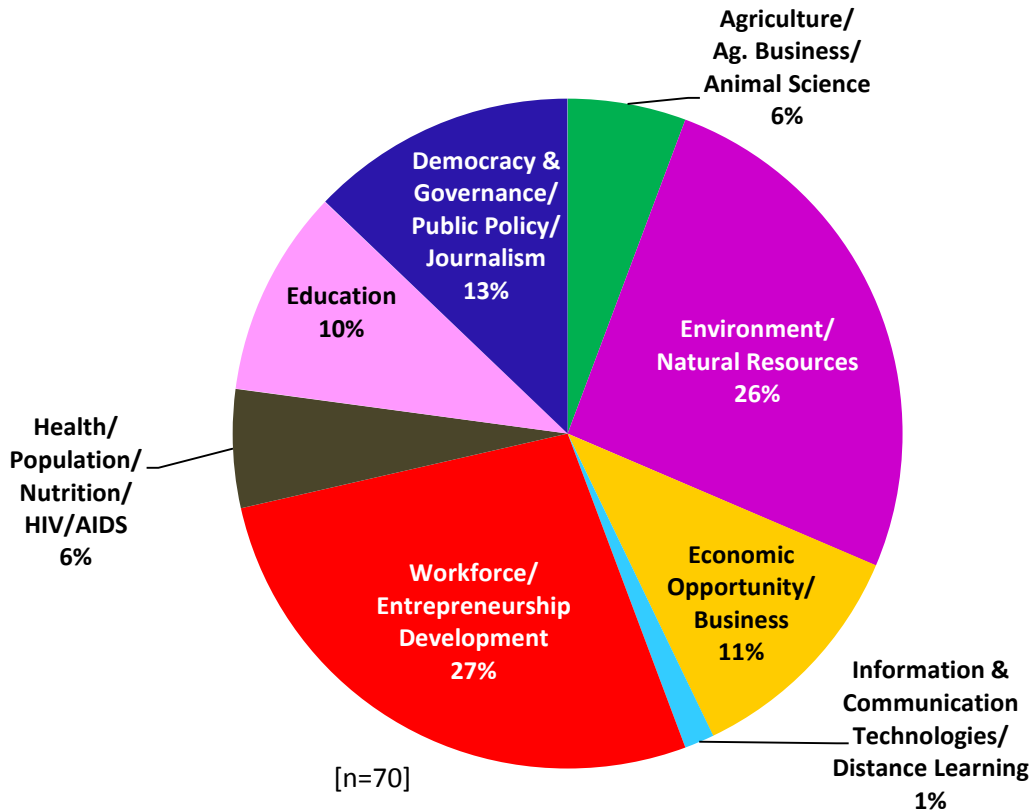
In FY12, HED managed active partnership awards in all five regions of the world where USAID provides assistance. Thirty-nine percent (n=27) of the active partnerships were in Latin America and the Caribbean (LAC), 31 percent (n=22) were in Africa, 24 percent (n=17) were in the Middle East and North Africa (MENA), 4 percent (n=3) were in Asia, and another 2 percent (n=1) were in Europe and Eurasia (EE). Refer to Figure 1 for a chart illustrating active partnerships by global region for this reporting period.

Figure 1. Percent of HED Partnerships, by Global Region: FY12



In FY12, HED continued to manage active partnerships in diverse sectors, as illustrated in Figure 2. The largest percentage of HED active partnerships focused on workforce/entrepreneurship development (27 percent; n=19). The second largest percentage of HED active partnerships during this reporting period focused on the environment (26 percent; n=18). Thirteen percent of partnerships (n=9) worked in the area of democracy and governance, while 11 percent worked in economic opportunity/business development (n=8) and 10 percent in education (n=7). HED managed fewer partnerships focusing on agriculture (6 percent; n=4), health/population/nutrition/HIV/AIDS (6 percent; n=4) and on communication technologies/distance learning (1 percent; n=1).

Figure 2. Percent of HED Partnerships, by Primary USAID Sector: FY12

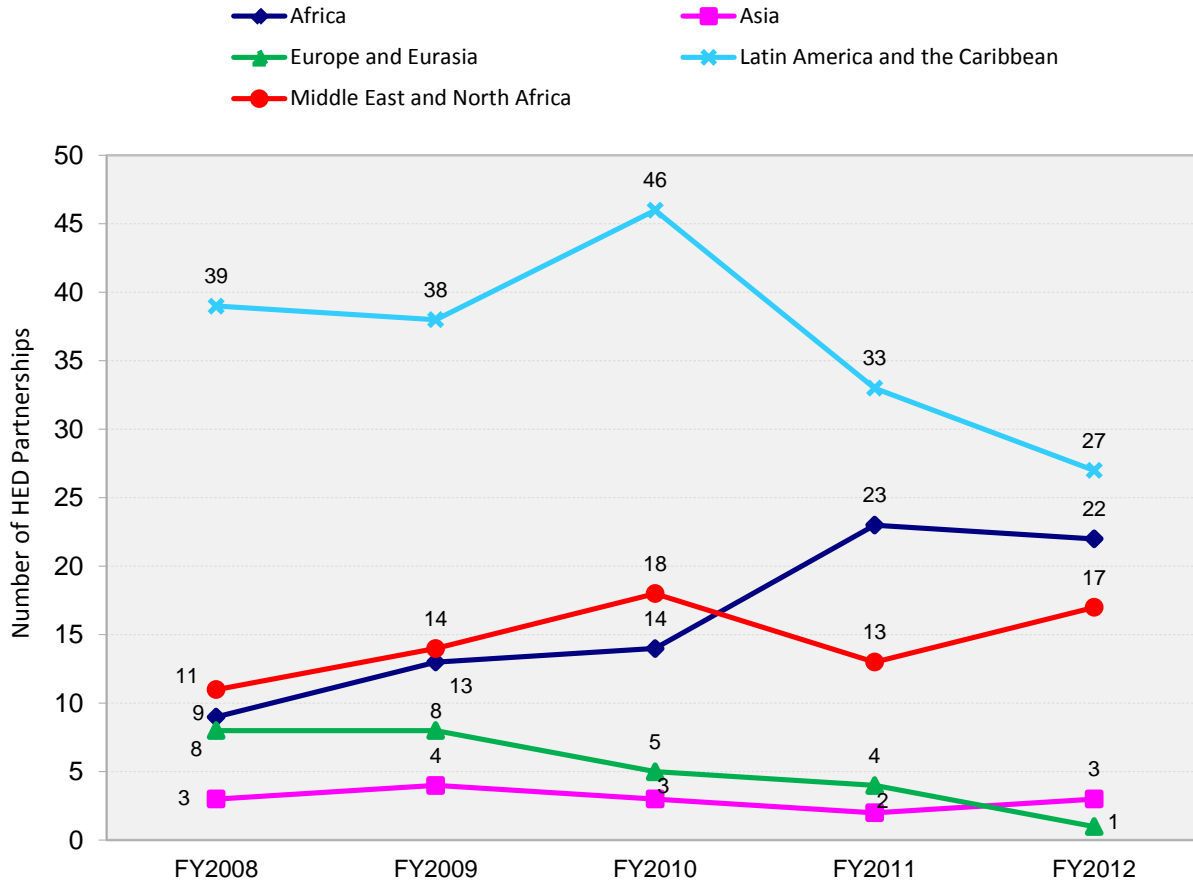


2.2 Portfolio Trends over Time

2.2.1. HED Partnerships by Global Region

The overall distribution of active partnerships by global region has varied slightly since FY08. Since 2008, HED has managed the largest number of active partnerships in Latin America and the Caribbean and the smallest number of active partnerships in Asia and Europe and Eurasia. Since FY08, HED's LAC portfolio has seen a drop in the number of active partnership awards in FY12, however this number is expected to increase again significantly in FY13. Refer to Figure 3 for trends in active partnerships by global regions for FY08 to FY12.

Figure 3. Number of HED Partnerships, by Global Region: FY08 to FY12

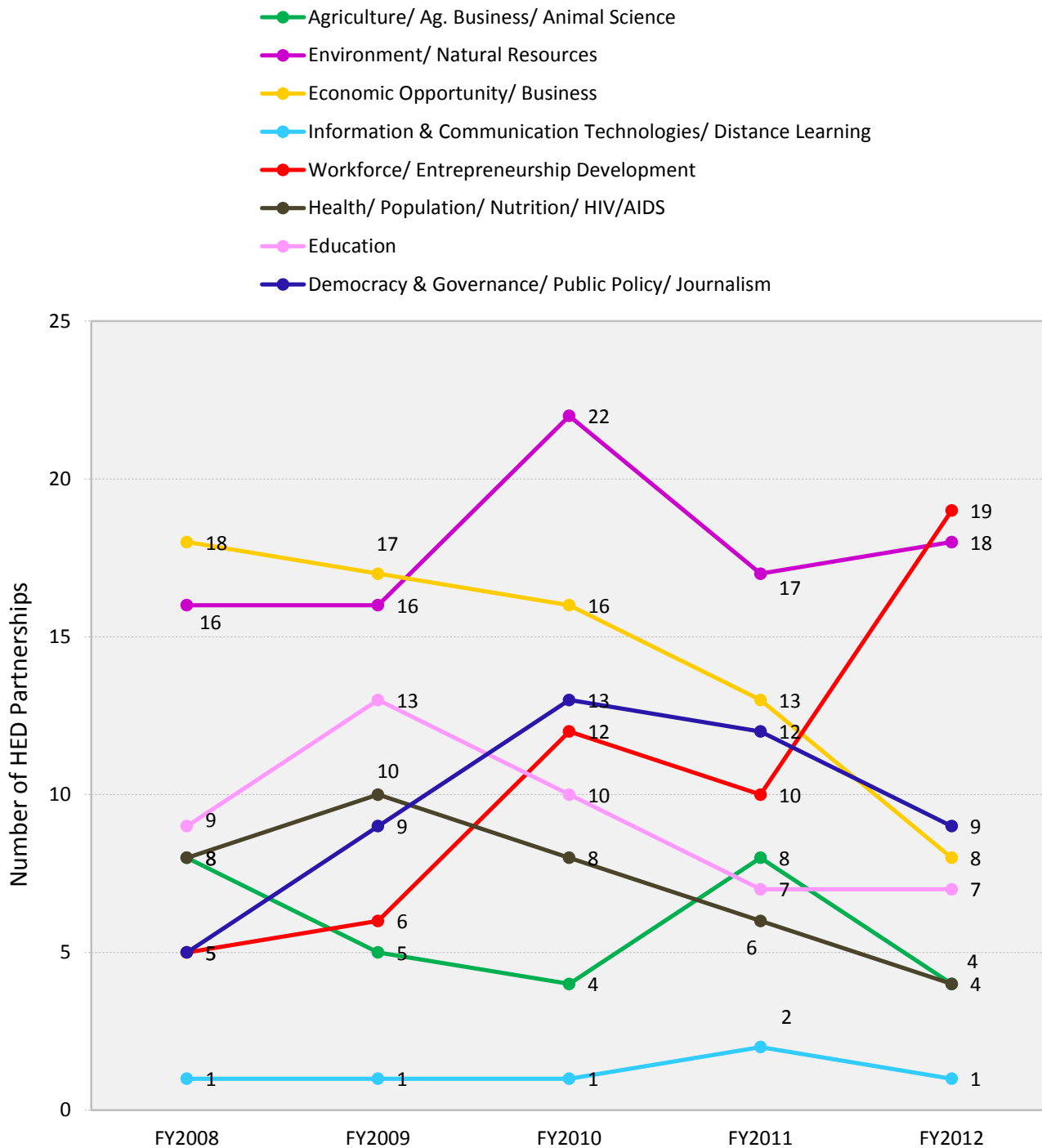


2.2.2. HED Partnerships by Primary USAID Sector

Over the past five fiscal years, there have been significant shifts in the number of partnerships that focus on economic opportunity, entrepreneurship and workforce development, and democracy and governance. The number of partnerships that focus on economic opportunity has steadily decreased from 18 in FY08 to eight in FY12, while the number of partnerships that focus on entrepreneurship and workforce development has nearly quadrupled from five partnerships in FY08 to 19 partnerships in FY12. While the number of partnerships that focus on democracy and governance increased from five to 13 partnerships between FY08 and FY10, the number has now decreased to nine in FY12.

Refer to Figure 4 for more detail regarding the trends in active partnerships by sector for FY08 to FY12.

Figure 4. Number of HED Partnerships, by Primary USAID Sector: FY08 to FY12

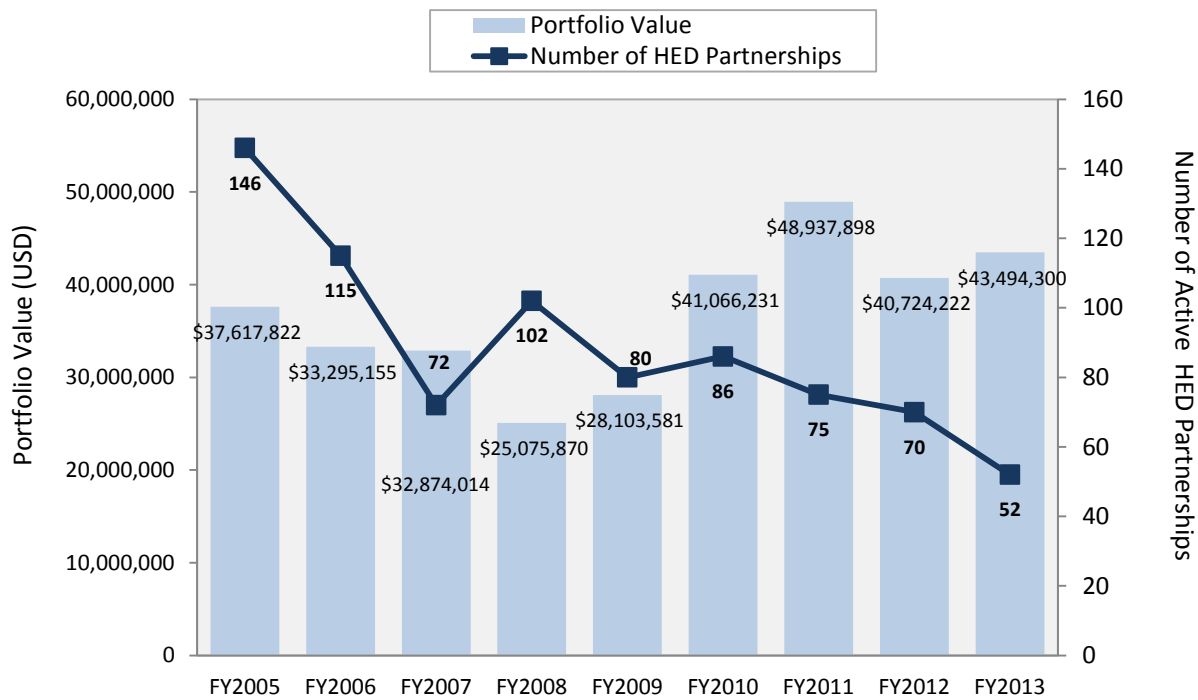


2.2.3 HED Portfolio Value

Reflecting the USAID policy direction of concentrating resources to maximize impact, HED now manages fewer partnerships that have higher value awards. The total HED portfolio value has increased nearly 8 percent from \$37,617,822 in FY05 to \$40,724,222 in FY12, while the number of partnerships HED managed during this same time period has decreased from 146 to 70 (see Figure 5). The number of

partnerships is expected to decrease further in FY13 as HED continues to see a trend toward fewer but larger and more complex higher education partnerships.

Figure 5. Number of Partnerships, by Portfolio Value Versus Number of Partnerships: FY05 to FY13⁴

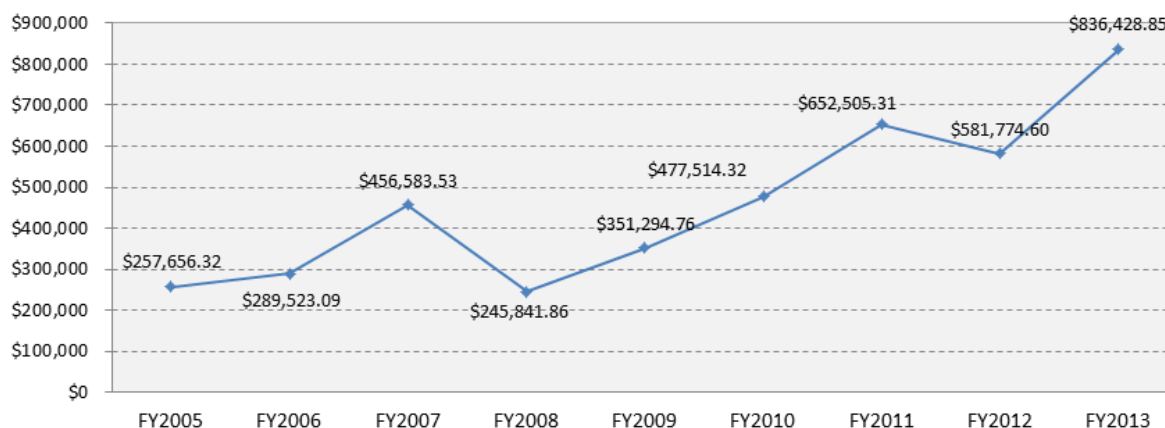


The data in Figure 5 illustrate a shift from funding smaller and more varied partnership awards to providing larger and more focused partnership awards. As depicted in Figure 6, the average partnership award amount has more than doubled—from \$257,656 in FY05 to \$581,775 in FY12, and is expected to peak in FY13 at an estimated \$836,428.⁵

⁴ The “Portfolio Value” is defined as the annual estimated value of partnership sub-cooperative agreements between ACE/HED and higher education partners. It represents a snapshot of value of partnership sub cooperative agreements that were active in a given fiscal year. Please note that partnership sub cooperative agreements are multi-year awards with periods of performance of three to five years.

⁵ These data are subject to change.

Figure 6. Average Award Amount of HED Partnerships: FY05 to FY12



Section 3 — Results for HED’s LWA PMP Objectives

This section provides detailed information about the progress made in FY12 on key performance indicators toward the seven performance objectives outlined in the LWA⁶.

HED collects and analyzes data to track progress on 29 performance indicators, eight of which are USAID standard higher education indicators that are intended to measure progress toward institutional and human capacity building at the host-country partner institutions with which HED and its U.S. partners work. The remaining 21 indicators were developed by HED and are intended to measure progress toward HED portfolio management.

3.1 LWA PMP Objective 1: RFA Design

HED’s LWA Performance Objective 1 is to “*work with higher education institutions and USAID Missions, Bureaus, and technical sectors to design RFAs resulting in 10 or more collaborative partnerships (four to eight solicitations annually-Leader and Associate Awards.*”

For this indicator, an RFA is considered designed when its major components (e.g., program description, Results Framework, etc.) received approval from the donor agency (E3, USAID Mission, U.S. Department of State) during the reporting period. Design does not necessarily include issuance/posting of an RFA. In FY12, HED finalized the design of 10 RFAs (see Table 1). Between October 1, 2011 and March 31, 2012, HED finalized the design of five RFAs for the following new partnerships:

- Tunisia JOBS
- JOBS for Mindanao
- Caribbean Region Climate Adaptation
- Women’s Leadership Program: Paraguay
- Women’s Leadership Program: Rwanda (Agriculture)

Between April 1, 2012 and September 30, 2012, HED finalized the design of an additional five RFAs for the following new partnerships:

⁶ For an at-a-glance review of all FY12 results, HED targets, percent progress toward HED targets, and percent variance for each indicator, please refer to Appendix D.

- Women’s Leadership Program: Armenia
- Women’s Leadership Program: South Sudan Higher Education Initiative for Equity and Leadership Development (SSHIELD)
- Colombia – U.S. Human Rights Law School Partnership Program
- Women’s Leadership Program: Rwanda (Education)
- Initiative for Conservation in the Andean Amazon II (ICAAII) Higher Education Partnership Program

Table 1. RFAs Designed – FY12 Results

Indicator for LWA Objective 1	FY12 Results		
	Quarter 1 & Quarter 2	Quarter 3 & Quarter 4	All FY12
Number of RFAs designed	5	5	10

3.2 LWA PMP Objective 2: RFA Distribution and Application Review

HED’s LWA Performance Objective 2 is to “widely distribute RFAs and conduct fair and transparent application review, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community.” To track performance for Objective 2, data were collected and reported on seven indicators:

- Number of contacts through which an RFA was advertised.
- Number of applications received.
- Number of peer reviews organized and completed.
- Number of peer reviewers.
- Number of applications recommended for funding.
- Number of collaborative partnerships funded.
- Number of higher education institutions supported through HED.

3.2.1 RFA Advertisement

In FY12, HED publicized its RFAs to more than 99,000 contacts (see Table 2). HED reached more than 41,000 contacts between October 1, 2011 and March 31, 2012 and over 57,000 contacts between April 1, 2012 and September 30, 2012.

Table 2. RFA Advertisement - FY12 Results

Indicator for LWA Objective 2	FY12 Results		
	Quarter 1 & Quarter 2	Quarter 3 & Quarter 4	All FY12
Number of contacts through which RFA was advertised	41,283	57,756	99,039

With the release of an unprecedented 10 RFAs in FY12, HED recognized the need for an outreach strategy that was comprehensive, targeted and timely in order to promote its funding opportunities to a

wide, diverse higher education audience. HED publicized its RFAs through a variety of communication channels including its master list of subscribers, higher education list serves, grant directories, women’s centers, professional associations, and online newsletters. HED also identified sponsored-research office representatives and academic deans at U.S. colleges and universities to expand its outreach even further. Additionally, HED incorporated social media into each publicity campaign through the use of Twitter, Facebook and LinkedIn. HED received a record number of applications in FY12 (see Table 3). The response from the higher education community was impressive and represented a major accomplishment for the program. It is believed the strategic outreach HED conducted was a major contributor to that achievement.

3.2.2 Applications Received

In FY12, HED received 67 applications for its 10 RFAs.

Table 3. Applications Received - FY12 Results⁷

Indicator for LWA Objective 2	FY12 Results		
	Quarter 1 and Quarter 2	Quarter 3 and Quarter 4	All FY12
Number of applications received	<i>Total:</i> 18	<i>Total:</i> 49	<i>Total:</i> 67
	<i>By Association:</i>	<i>By Association:</i>	<i>By Association:</i>
	<i>AACC:</i> 0 <i>AASCU:</i> 1 <i>AAU:</i> 7 <i>ACE:</i> 16 <i>APLU:</i> 12 <i>NAICU:</i> 3	<i>AACC:</i> 0 <i>AASCU:</i> 15 <i>AAU:</i> 20 <i>ACE:</i> 45 <i>APLU:</i> 37 <i>NAICU:</i> 9	<i>AACC:</i> 0 <i>AASCU:</i> 16 <i>AAU:</i> 27 <i>ACE:</i> 61 <i>APLU:</i> 49 <i>NAICU:</i> 12
	<i>By Minority-serving Institution:</i>	<i>By Minority-serving Institution:</i>	<i>By Minority-serving Institution:</i>
<i>HBCU:</i> 0 <i>HSI:</i> 1 <i>TCU:</i> 0	<i>HBCU:</i> 1 <i>HSI:</i> 8 <i>TCU:</i> 0	<i>HBCU:</i> 1 <i>HSI:</i> 9 <i>TCU:</i> 0	

Between October 1, 2011 and March 31, 2012, HED received the following number of applications for the corresponding RFAs:

- Cleaner Production – 4
- Tunisia JOBS – 8
- JOBS for Mindanao – 1
- Caribbean Climate Adaptation - 5

Between April 1, 2012 and September 30, 2012, HED received the following number of applications for the corresponding RFAs:

- Women’s Leadership Program: Armenia – 6
- Women’s Leadership Program: Rwanda (Education) – 11
- Women’s Leadership Program: Rwanda (Agriculture) – 5
- Women’s Leadership Program: Paraguay – 8
- Colombia-U.S. Human Rights Law School Partnership Program – 5

⁷ U.S. higher education institutions could be members of one or more higher education associations.

- Initiative for Conservation in the Andean Amazon II (ICAAII) Higher Education Partnership Program - 14

3.2.3 Peer Reviews and Recommendations for Funding

In FY12, HED organized 10 peer reviews in which 51 peer reviewers participated. In nearly all of the peer reviews, the peer review panel believed that more than one applicant could meet the partnership goals and objectives outlined in the RFA and recommended multiple applications to the funding agency for consideration. As a result, 26 applications were recommended for funding.

Table 4. Peer Reviews, Peer Reviewers and Applications Recommended for Funding FY12 Results

Indicator for LWA Objective 2	FY12 Results		
	Quarter 1 & Quarter 2	Quarter 3 & Quarter 4	All FY12
Number of peer reviews organized and completed	4	6	10
Number of peer reviewers	<i>Total: 21</i>	<i>Total: 30</i>	<i>Total: 51</i>
	<i>By Affiliation:</i> <i>Academia: 15</i> <i>USAID: 4</i> <i>Other: 2</i>	<i>By Affiliation:</i> <i>Academia: 18</i> <i>USAID: 6</i> <i>Other: 6</i>	<i>By Affiliation:</i> <i>Academia: 33</i> <i>USAID: 10</i> <i>Other: 8</i>
	<i>By Sex:</i> <i>Females: 6</i> <i>Males: 15</i>	<i>By Sex:</i> <i>Females: 23</i> <i>Males: 7</i>	<i>By Sex:</i> <i>Females: 29</i> <i>Males: 22</i>
Number of applications recommended for funding	8	18	26

3.2.4 Collaborative Partnerships Funded and Higher Education Institutions Supported

In FY12, HED managed 70 active partnerships throughout the world. One hundred forty higher education institutions (83 host-country and 57 U.S. institutions) were involved in these partnerships.

Table 5. Partnerships Funded and Higher Education Institutions Supported - FY12 Results

Indicator for LWA Objective 2	Actual Achievement in FY12		
	Quarter 1 & Quarter 2	Quarter 3 & Quarter 4	All FY 12
Number of collaborative partnerships funded	64	62	70
Number of higher education institutions supported through HED	<i>Total: 127</i>	<i>Total: 126</i>	<i>Total: 140</i>
	<i>By Institution:</i> <i>Host-country Institutions: 73</i> <i>U.S. Institutions: 54</i>	<i>By Institution:</i> <i>Host-country Institutions: 75</i> <i>U.S. Institutions: 51</i>	<i>By Institution:</i> <i>Host-country Institutions: 83</i> <i>U.S. Institutions: 57</i>

3.3 LWA PMP Objective 3: Institutional Capacity Development

HED’s LWA Performance Objective 3 states that “Partnerships between U.S. and host-country higher education institutions will result in improved institutional capacity to offer technical assistance for addressing development goals in host countries.”

In FY12, HED’s diverse partnership portfolio contributed to USAID’s development efforts in higher education with a range of institutional capacity development activities. Specifically, to track performance for Objective 3 for this reporting period, data were collected and reported for seven indicators:

- F INDICATOR: Number of USG-supported tertiary education programs that adopt policies and/or procedures to strengthen transparency of admissions and/or to increase access of underserved and disadvantaged groups.
- F INDICATOR: Number of new USG-supported tertiary education programs that develop or implement industry recognized skills certification.
- F INDICATOR: Number of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners.
- F INDICATOR: Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers’ input or on the basis of market research.
- F INDICATOR: Number of USG-supported research initiatives whose findings have been applied, replicated or taken to market.
- Number of higher education institution outreach/extension activities in the host-country community.
- F INDICATOR: Number of U.S.-host country joint development research projects.

3.3.1 Access – Policies

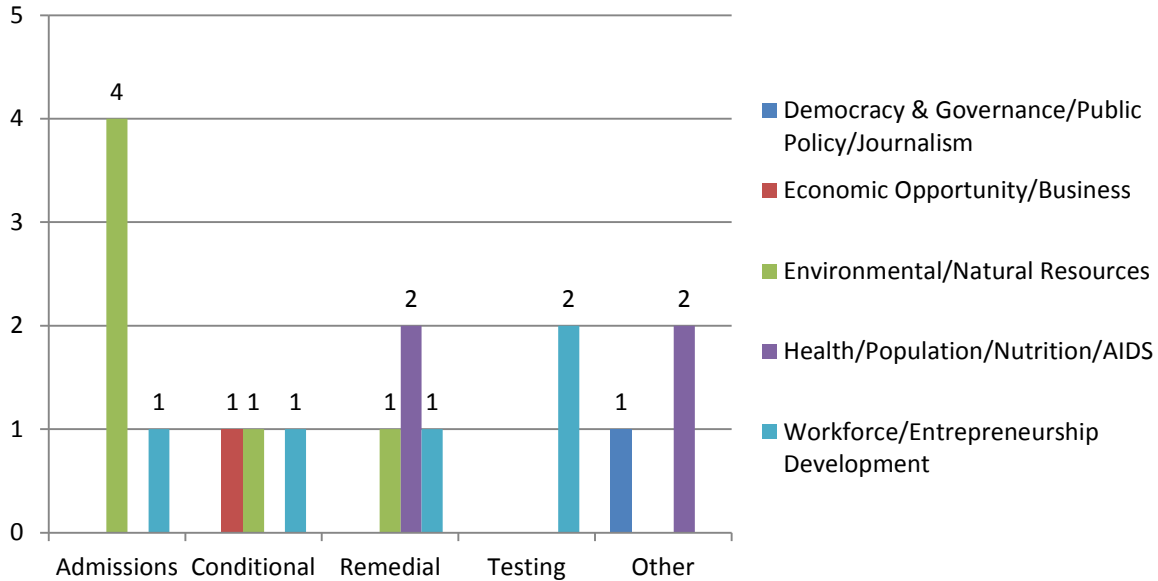
**Table 6. Indicator Tracking for Access - Policies
(LWA Objective 3): FY12 Results**

Indicator	FY12 Results
Number of USG-supported tertiary education programs that adopt policies and/or procedures to strengthen transparency of admissions and/or to increase access of underserved and disadvantaged groups	11

In FY12, 11 HED partnerships reported the implementation of new or improved policies and procedures that support increased access of underserved and/or disadvantaged groups to certificate and/or other academic degree programs. According to the definition of this indicator, a policy/procedure toward increased access has to be written down, official and implemented in order to be reported.

The 11 HED partnerships that reported progress toward this result adopted 17 new policies in FY12. As shown in Figure 7, five policies/procedures (approximately 30 percent) were admissions-related policies and four (23 percent) were remedial. The largest number of new or improved policies and procedures that support increased access of underserved and/or disadvantaged groups were reported in the environmental/natural resources sector (n=6), followed by the workforce/entrepreneurship sector (n=5), and the health/population/nutrition sector (n=4). No new policies and procedures were implemented in the education, agriculture, or information communications sectors.

Figure 7: Policies - by Type and Sector



Below are examples of partnerships that developed new policies and procedures in FY12 by policy type.

Remedial: The partnership between the International Institute for Water and Environmental Engineering (2iE) in Burkina Faso and Tuskegee University in Alabama developed a remedial policy in order to admit more females into 2iE academic and research programs. The Institute and Ecole Polytechnique Feminine (EPF) of France signed a new agreement which provides tuition and living expenses to female students so that they may participate in a two-year remedial program, the completion of which will allow the students to compete for admissions at the top engineering schools in France and Africa, including 2iE.

Admissions: New policies this year at Al-Huson University College/Al-Balqa Applied University in Jordan developed in collaboration with Red Rocks Community College in Colorado, ensured transparent and fair admission procedures which allow all students who applied for the solar program to receive career assessment and advising services before and upon enrollment in the program. This approach of allowing for continuous planning and advising procedures between and during semesters helped students stay on track toward graduation. By focusing on economically disadvantaged populations through this policy, the university was able to offer students the opportunity to enroll by ensuring fair and transparent admission procedures based on academic record.

Testing: In order to maximize the efficiency of matching student with the right classes, the partnership between Al-Kafaat Foundation Schools in Lebanon and Nassau Community College/Monroe Community College/North Country Community College/Onondaga Community College in New York has implemented testing procedures for English classes. Spending time with faculty, staff and students and learning more about the program and the population, they devised a testing plan to place students into the four possible levels of English language education at Al-Kafaat. To date, approximately 300 students have been tested.

Another result of this new policy is the establishment of a new learning center, where students receive basic help in a variety of academic areas. Currently, the learning center is run by a staff member at the university, and is assisted by peer tutors. The learning center serves approximately 10-20 students daily, and the goal is to expand by hiring more staff in the future.

3.3.2 Programs – New

Table 7. Indicator Tracking for Programs – New (LWA Objective 3): FY12 Results

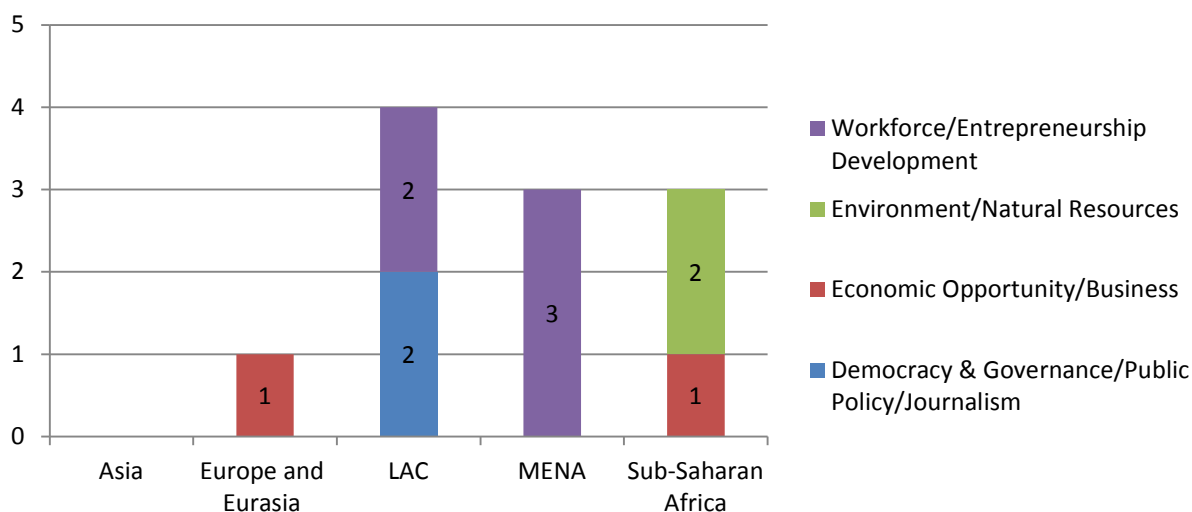
Indicator	FY12 Results
Number of new USG-supported tertiary education programs that develop or implement industry recognized skills certification	11

In FY12, 11 partnerships reported the implementation of new academic programs. According to the definition of this indicator, an academic certificate and/or degree program is a structured course of study, based on defined curricula in a specific discipline, resulting in a granting of a postsecondary degree or certificate.

Of the 11 partnerships that reported offering new academic programs in FY12, nearly half of them offered new certificate degrees (n=5) and nearly one-third (n=3) offered master’s degrees. In addition, more than half of the new programs (n=8) were in the workforce/entrepreneurship sector, while there were four each in the sectors of democracy and governance, environmental/natural resources, and economic opportunity.

Most of the new education programs that HED partnerships offered in FY12 were in LAC, MENA and sub-Saharan Africa. Complete data about the regions in which the new education programs are offered are presented in Figure 8.

Figure 8: New Programs – by Region and Sector



Below are examples of partnerships that implemented new programs in FY12, presented by degree type.

- Certificate:** The partnership between Universidad Iberoamericana in Mexico and Colorado State University developed a nine-week (360 hour) Green Construction Certificate program at Universidad Iberoamericana. Offered for the first time in the spring semester of 2012, the program uses an experiential learning approach that focuses on effectively managing people, materials, and resources.
- Associate Degree:** The partnership between Al-Huson University College/Al-Balqa Applied University in Jordan and Red Rocks Community College in Colorado developed and launched a

new academic associate degree program in solar energy technology. Al-Huson had enrolled 120 students by the end of the fiscal year.

- **Master’s Degree:** The partnership between University of Mentouri Constantine in Algeria and the University of Michigan William Davidson Institute developed a new master’s degree program in General Management. The program was approved by the Algerian Ministry of Higher Education and began admitting students in the Fall of 2011. Classes began in October. Eighty-eight students have been enrolled into the program thus far.
- **Doctoral:** The partnership between Bahir Dar University (BDU) in Ethiopia and Cornell University in New York offered a new PhD program in Integrated Water Management in the School of Civil and Water Resources Engineering at Bahir Dar University. The new program was inspired by Cornell University’s MPS program and is a joint program involving BDU and Cornell personnel. BDU leads the program administratively, and Cornell assists with teaching courses and advising students.

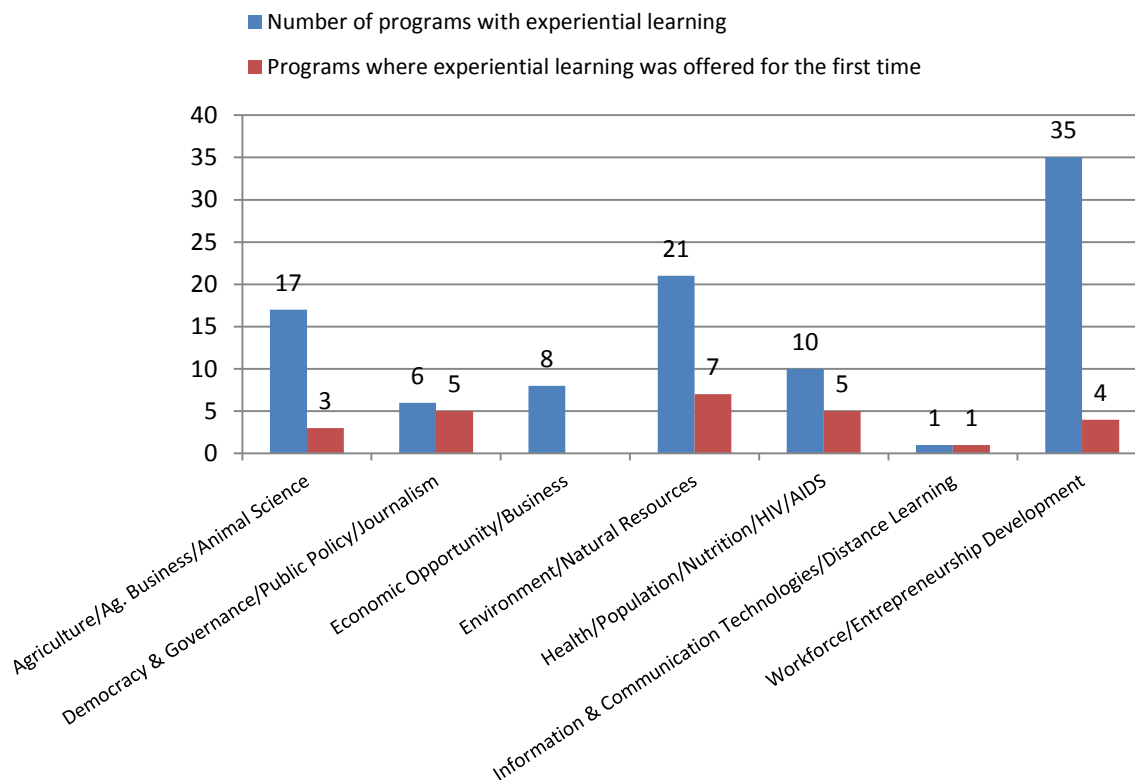
3.3.3 Experiential/Applied Learning

**Table 8. Indicator Tracking for Experiential/Applied Learning
(LWA Objective 3): FY12 Results**

Indicator	FY12 Results
Number of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners (<i>for the first time</i>)	16

Recognizing the importance of experiential learning for students, higher education partnerships in HED’s portfolio offered 98 academic programs with experiential learning in various sectors in FY12, of which 16 (25 percent) were offered to students in the host-country institutions for the first time.

Figure 9: Experiential/Applied Learning- by Sector

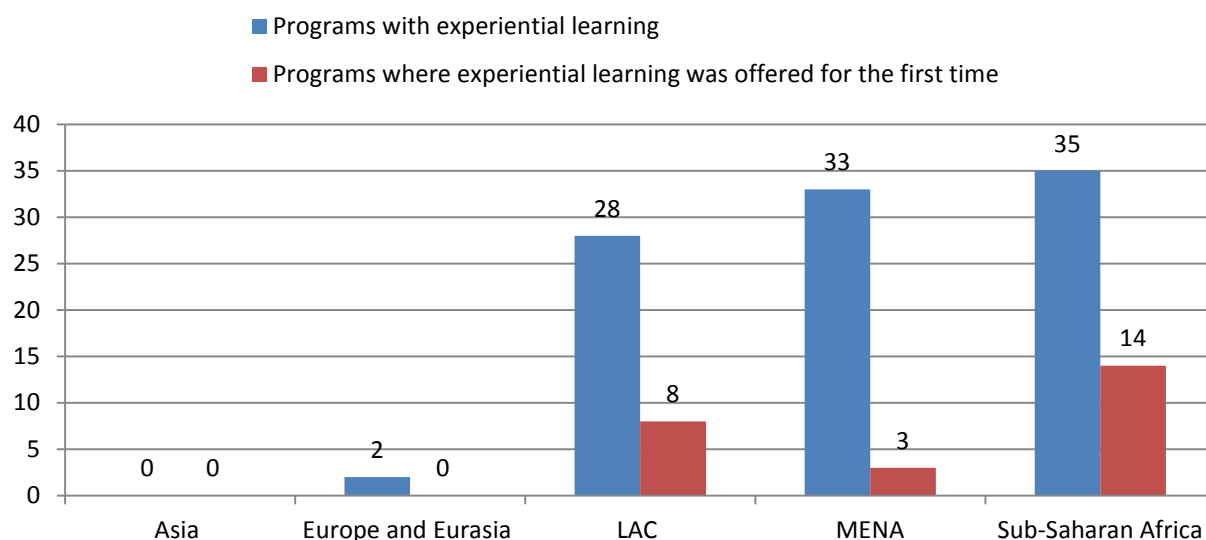


According to the definition of this indicator, experiential learning is an educational practice of supplementing the classroom setting with work experience in the real world, and applied learning provides opportunities to apply classroom knowledge and skills to real world situations. The experiential/applied learning component provides students with a critical opportunity to acquire real-life experience and learn from the field by applying their newly acquired skills.

Nearly one-third (n=7) of the programs that included experiential learning for the first time were in the environment/natural resources sector. Figure 9 shows the scope and variety of sectors covered by those initiatives.

As shown in Figure 10, HED programs in sub-Saharan Africa held the largest proportion of academic programs that introduced experiential/applied learning for the first time (40 percent). In LAC, 28 percent of the programs introduced experiential/applied learning for the first time, and 9 percent of HED programs in the MENA region introduced this component for the first time in FY12. No program in Europe/Eurasia or Asia offered experiential learning for the first time in FY12.

Figure 10: Programs with Experiential/Applied Learning and Programs where Experiential Learning Was Offered for the First Time – by Region



Below are examples of partnerships that offered experiential/applied learning in their programs for the first time, presented by sector.

Health: The newly established community extension program of the AIDS Academic Partnership between the University of Ghana (UG) and Brown University in Rhode Island has four objectives: 1) Opportunity for students to participate in HIV/AIDS activities being offered on site; 2) Observe closely the roles of various health workers in the teams for critical review; 3) Observe and study the chain of supply of communities relevant to tasks performed; and 4) Offer suggestions on how HIV education can be improved in schools based on experience in community.

Representing three UG College of Health Sciences schools (Nursing, Allied Health Sciences, and Medical), six out of 19 student applicants completed community extension programs at three district hospitals: Apam Catholic Hospital, St. Dominic Hospital in Akwatia, and Asamankese Hospital.

Environment/Natural Resources: Experiential/applied learning is an integral part of the new curriculum in Sustainability Science developed by the Institute of Ecology at the Nacional Autónoma de México (UNAM) in partnership with Arizona State University. In support of that initiative, the partnership implemented a pedagogy training workshop in April 2012 on problem-based learning and teamwork to support faculty capacity to teach, using real-world cases and problems.

The Jalisco Summer Institute also focused on developing a proposal to involve both graduate students at UNAM and ASU in a collaborative learning experience (summer school) as part of both graduate degree programs.

Workforce/Entrepreneurship Development: The Optics program at Mataria Technical College in Egypt, in partnership with Highline Community College in Washington, shared curriculum and an advisory committee provided opportunities for work-based learning through internships and enhanced lab experience on site. The Mataria Optics program is partnering with Margrube Eye Hospital for improved competency alignment and employment opportunities for program graduates.

Agriculture/Ag. Business/Animal Science: For the first time the Université Gaston Berger (UGB) in Senegal in partnership with The Ohio State University, allowed students to participate in internships, working with farmers in the field. After receiving classroom training, students were able to apply their

new knowledge in the villages. Over the course of three weeks, 84 students spent time working with farmers twice a week. The internship was a success and will be replicated in the upcoming academic year.

3.3.4 Curricula New and/or Revised

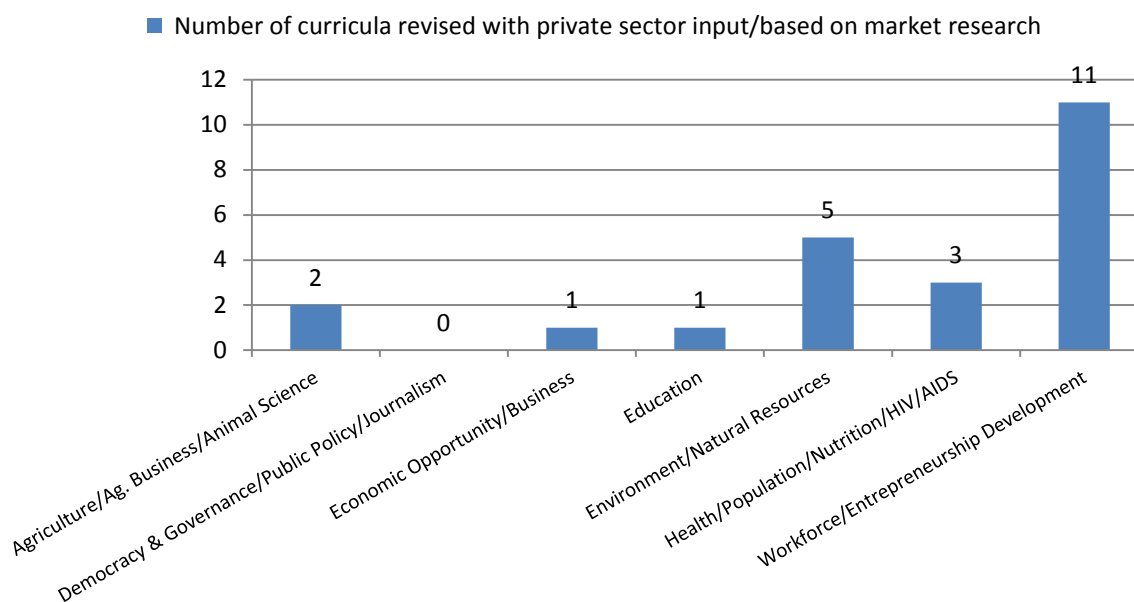
Table 9. Indicator Tracking for Curricula New/Revised (LWA Objective 3): FY12 Results

Indicator	FY12 Results
Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers' input or on the basis of market research	17

In FY12, 17 HED partnerships revised their curricula with public/private sector input and/or on the basis of market research. According to the definition of this indicator, private or public sector employers' input signifies a substantive involvement with tertiary curriculum developers to assure labor market needs are taken into account. A curriculum is a set of all courses that a student must complete in order to obtain an academic certificate or degree offered at a host-country institution.

In FY12, HED partnerships revised a total of 45 curricula, of which 23 were revised with public/private sector input and/or on the basis of market research (51 percent). The sector with the highest number of curricula that were revised with private sector input was Workforce/Entrepreneurship, with 11, representing 48 percent of the total. The second largest number of revised curricula based on private market input was in the Environment/Natural Resources sector, with five, representing 22 percent of the total. The third largest sector was Health/Population/Nutrition/AIDS with three, representing 13 percent of the total of curricula that were revised with private sector input.

Figure 11: Curricula Revised with Private and/or Public Sector Employers' Input or on the Basis of Market Research – by Sector



Below are examples of curricula that were revised with private and/or public sector employers' input or on the basis of market research - by sector.

Health: The partnership between the University of Ghana and Brown University in Rhode Island brought faculty together in Accra on April 23-25 to plan on site and online curricula changes. Representatives from the Schools of Medicine, Nursing, Public Health, and Allied Health Sciences (Dietetics and Medical Lab Sciences) reviewed and finalized core competencies for a comprehensive HIV/AIDS curriculum.

Those sessions helped identify resources to develop HIV courses. The partnership invited stakeholders including representatives from the National AIDS Control Program to one of these meetings to receive outside stakeholder input about the curriculum.

Environment/Natural Resources: The first phase for this partnership between Universidad Iberoamericana in Mexico and Colorado State University in Colorado in planning its curriculum was to focus on developing the Green Construction human development component. Upon forming an advisory board with representatives from government agencies, non-governmental organizations, construction companies and the community, the program was examined in the context of the cultural and technical realities in Mexico, to ensure that the program meets the needs of the market, and that graduates possess the necessary skills to successfully transition into the construction workforce.

Workforce/Entrepreneurship Development: Mataria Technical College in Egypt in partnership with Highline Community College in Washington revised its curricula this year in their culinary, automotive and appliance repair programs. The automotive program was revised in partnership with BMW motors. Having fostered a collaborative relationship with BMW, the college trustee led to the development and revision of curriculum for the automotive program and enhanced its capacity by offering internships to selected students.

3.3.5 Research – Applied, Replicated, Taken to Market

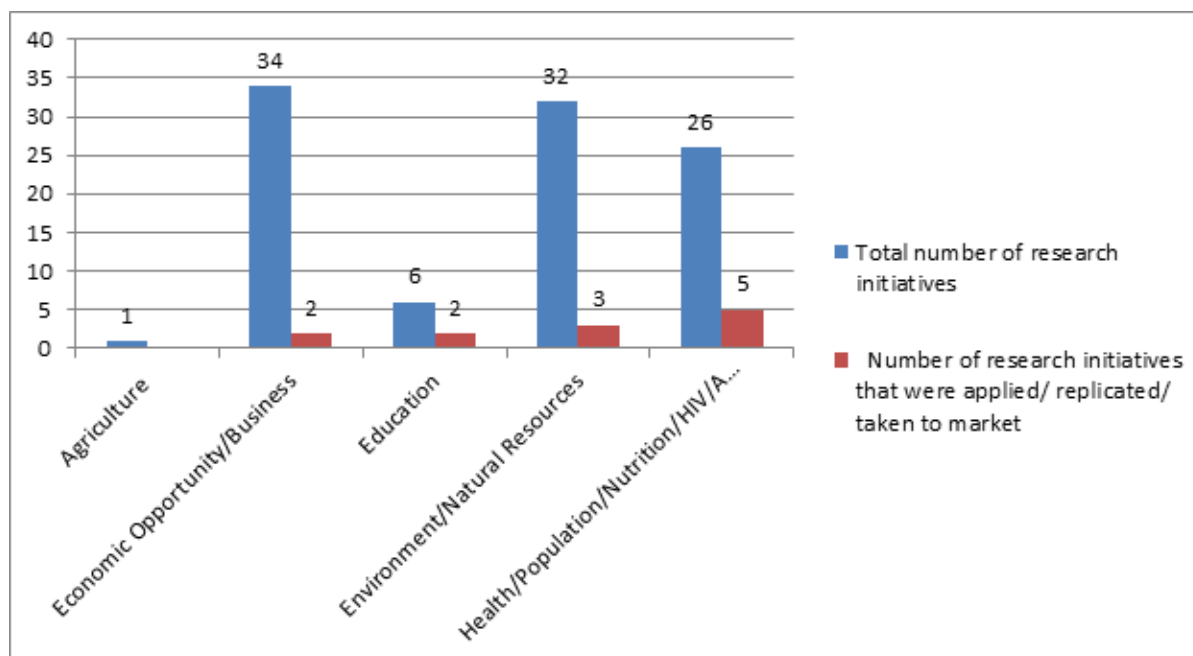
In FY12, 12 HED partnerships reported the implementation of research initiatives whose findings have been applied, replicated or taken to market. This indicator considers structured and systematic investigations to establish novel facts, solve new or existing problems, prove new ideas, or develop new theories, using a scientific method.

Table 10. Indicator Tracking for Research – Applied, Replicated, Taken to Market (LWA Objective 3): FY12 Results

Indicator	FY12 Results
Number of USG-supported research initiatives whose findings have been applied, replicated or taken to market	12

The largest number of research initiatives whose findings were applied, replicated, or taken to market register in the Education, Economic Opportunity/Business, and Health sectors. For more information on all research by sectors, refer to Figure 12.

Figure 12: Research Initiatives whose Findings were Applied/Replicated/ Taken to Market – by Sector



The 12 reported research initiatives that were applied/replicated or taken to market took place in sub-Saharan Africa (10) and LAC (one).

Included herein is an example of research initiative whose findings were applied/replicated/taken to market:

International Institute for Water & Environment Engineering - Tuskegee University: Research on solar energy, including solar intensity monitoring for solar energy utilization has been accepted and adopted. A solar monitoring and data collection center has been installed in IAMGOLD - Essakane Mine in Burkina Faso.

3.3.6 Outreach/Extension Activities

HED partnerships reported in FY12 implementation of 177 outreach/extension activities reaching a total of 18,039 individuals. According to the definition of this indicator, research/ extension activities are defined as activities that bring the work, experience, knowledge, information, inventions, etc., of the higher education institution into the community with the purpose of extending knowledge to address local needs.

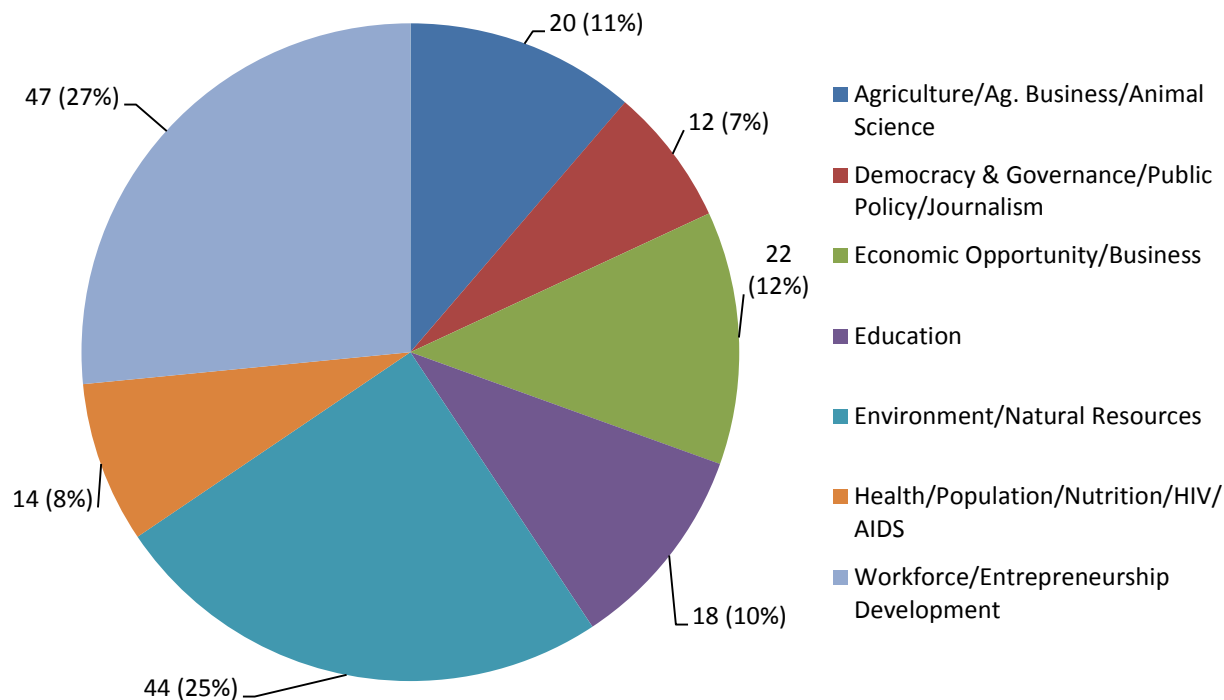
HED partnerships carried out most of their outreach/extension activities in the Workforce/ Entrepreneurship sector, representing 27 percent with a total of 47 activities.

Table 11. Indicator Tracking for Research – Applied, Replicated, Taken to Market (LWA Objective 3): FY12 Results

Indicator	FY12 Results
Number of higher education institution engagement/outreach activities in the community	177

Partnerships conducted 43 activities in the Environment/Natural Resources sector representing 24 percent of the total number of activities, followed by the Economic Opportunity/ Entrepreneurship (13 percent), Agriculture/Ag. Business (11 percent) and Education sectors (10 percent).

Figure 13: Outreach/Extension Activities by Sector - Number/Percentage



Approximately half (48 percent) of outreach activities carried out by HED partnerships this year took place in the LAC region, reaching 4,247 individuals as shown in Table 13 below.

Table 12: People Reached through Outreach/Extension Activities by Region - Percentage

	People Reached - Total Number	People Reached Percentage	Total Number of Outreach/Extension Activities	Outreach /Extension Activities Percentage
Asia	350	2%	6	3%
Europe/Eurasia	219	1%	3	2%
LAC	4,247	24%	84	48%
MENA	7,972	44%	17	10%
Sub-Saharan Africa	5,251	29%	67	37%
Total	18,039	100%	177	100%

Below are examples of outreach/extension activities, presented by sector.

Workforce/Entrepreneurship Development: Mentouri University Constantine in Algeria and the University of Michigan William Davidson Institute held the Career Center's annual career fair that

brought together students, university faculty, employers, and media outlets to foster networking, collaboration and extending knowledge regarding the needs of the local and national labor market.

Agriculture/Ag. Business/Animal Science: Université Gaston Berger (UGB) in Senegal in partnership with The Ohio State University conducted two major outreach/extension activities at UGB. The first activity took place on April 11, 2012, bringing together 22 young farmers from the Gandiaye/Diama village to address issues related to edible peanut production, a high-value cash crop in Senegal.

The second extension activity took place at Pont Gendarme village on May 17, 2012 to address problems in tomato and onion production during the past dry and cool growing season.

Health/Population/Nutrition/HIV/AIDS: The partnership between the University of Ghana and Brown University in Rhode Island hosted three major Outreach/Extension activities during this reporting period:

- **Knowledge FIESTA:** A continuing medical education training session was planned by the partnership in Accra, Ghana in collaboration with the national “Medical Knowledge Fiesta 2012,” chaired by Dr. Elijah Painsil. The partnership planned a half-day HIV Update and reached 260 practitioners. The Knowledge Fiesta was co-sponsored by: Ghana College of Physicians and Surgeons; Ghana Physicians and Surgeons Foundation of North America; Africa Partners Medical; and Korle-Bu Neuroscience Foundation. The ultimate goal of the event was to provide continuing medical education and to develop UG's capacity to produce high quality educational seminars.
- **HIV Seminar at UG Scientific Conference:** The University of Ghana-Brown partnership sponsored a scientific session as part of the 6th Annual Scientific Conference hosted by the College of Health Sciences at the University of Ghana. The Scientific Conference was held on September 26-28, 2012 under the theme, “Lifestyle Changes and Non-Communicable Diseases.” These sessions were attended by faculty of the college of health sciences and health care professionals. In addition, the partnership also presented four posters on pilot research done by students who participated in the community extension program. A poster about curriculum development work performed by the partnership was also presented and was named Best Poster at the conference.
- **eMTCT Symposium:** A national symposium was developed and planned for April 25-26 (with collaboration from NACP, GAC, Ghana Health Services, and the Ministry of Health). The “Elimination of Mother-to-Child Transmission of HIV Summit 2012” drew academic stakeholders, as well as researchers, practitioners, activists, non-governmental and community-based organizations, policy makers, developmental partners, politicians and persons living with HIV. The summit addressed successes and challenges in eliminating pediatric HIV by 2015 in Ghana.

Democracy & Governance/Public Policy/Journalism: ITESM-Mexico City-(Merida) and the Illinois Institute of Technology in Illinois conducted several outreach/extension activities during this reporting period. An evening session on human rights was held at the ITESM Toluca Campus, where an audience of over 40 people attended a series of presentations on expert testimony, standards for admitting expert testimony, and areas of concern about the reliability of some proffered experts and their opinions. The session ended with two of Merida's grant LL.M. students giving demonstrations of opening and closing arguments based on a factual scenario.

Economic Opportunity/Business: Ecole Normale Superieure de l'Enseignement Technique of Rabat/Ecole Normale Superieure de l'Enseignement Technique of Mohammedia in Morocco and Middlesex Community College in Massachusetts conducted an institution-wide Entrepreneurship Day highlighting the advantages of pursuing one's dreams of starting a business, providing students with

resource information such as the Regional Enterprise Centers and discussing the risks and rewards of entrepreneurship. A total of 441 students and faculty attended the events at both institutions.

3.3.7 Research – Joint Projects

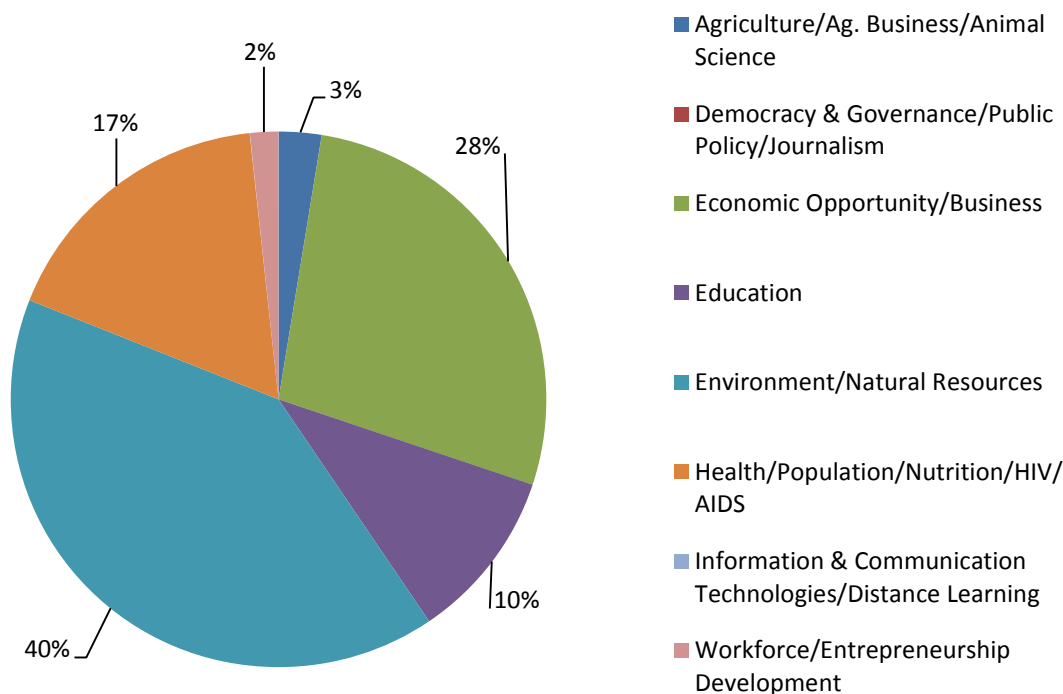
HED partnerships implemented 116 joint research projects in FY12, most of which (70 percent) took place during the first semi-annual period. According to the definition of this indicator, joint research projects are considered as such when they are designed to contribute to the host country's local and/or national development goals and should be beyond the stage of proposal development.

Table 13. Indicator Tracking for Research – Joint Projects (LWA Objective 3): FY 12 Results

Indicator	FY12 Results
Number of U.S.-host country joint development research projects	116

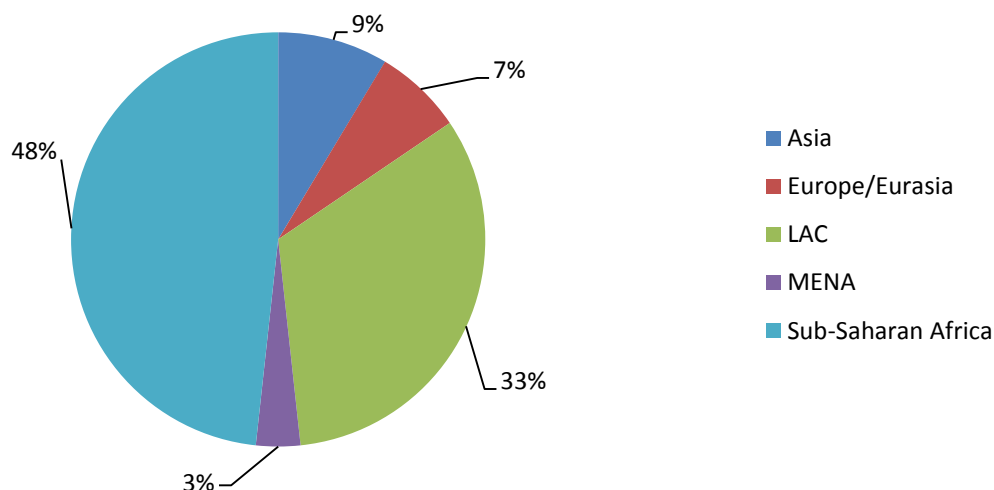
HED partnerships implemented almost half (40 percent) of joint research projects in the Environmental/Natural Resources sector. Roughly one-third (28 percent), of the total number of joint research projects were implemented in the Economic Opportunity/Business sector, and 17 percent were implemented in the Health sector. Smaller percentages were noted in the Education, Agriculture and Workforce sectors with 10 percent, 3 percent and 2 percent, respectively, as shown in Figure 14 below.

Figure 14: Research – Joint Project - Percentage



HED partnerships implemented half (48 percent) of their joint research projects in Africa's sub-Saharan region in FY12. The second largest number of joint research projects was noted in the LAC region, with 38 projects, representing 33 percent of the total. Smaller percentages were registered in Asia, Europe/Eurasia, and MENA with 9 percent, 7 percent and 3 percent, respectively.

Figure 15: Research Joint Projects – by Region



Examples of joint research projects include:

University of Juba/Catholic University of South Sudan and Virginia Polytechnic Institute and State University: This partnership is researching the effect of fertilizer application rates and irrigation on different varieties of crop, and testing applicable control measures against disease and pest problems.

Makerere University in Uganda and North Dakota State University: The Makerere University-North Dakota State University partnership conducted a baseline survey instrument for trans-boundary animal disease surveillance systems, and a gender auditing survey that was implemented in collaboration with MSU, Columbus State University (CSU) and Makerere University.

International Institute for Water & Environment Engineering in Burkina Faso and Tuskegee University in Alabama: During this fiscal year, this partnership has engaged in numerous joint research projects all of which are aimed at solving regional and national industrial problems in Burkina Faso, such as climate change impacts on regional agriculture, water resources and the environment.

Host-country institution personnel also conducted research training at Tuskegee University on the application of climate modeling to study the impact of climate change on agricultural productivity (specifically cotton production) in Burkina Faso. Other ongoing research projects focus on renewable energy production, solar heating and air conditioning, and the prediction of adverse climatic conditions such as flash flooding and droughts in the Sahel region of sub-Saharan Africa.

Universidad Autónoma de Ciudad Juárez in Mexico and University of Texas at El Paso: The goal of this partnership's joint research is to explore the psychological and socio educational similarities and differences between the populations of youth along the U.S.-Mexico border between Ciudad Juárez and El Paso.

3.4 LWA PMP Objective 4: Human Capacity Development

One of the key foci of HED's international higher education partnerships is the sustainable development of human capacity. HED's LWA Performance Objective 4 states that "Partnerships between U.S. and host-country higher education institutions will result in improved human capacity of higher education professionals' to address teaching, research, and public service resulting in measurable effects on regional and national development goals."

In FY12, HED’s diverse partnership portfolio contributed to USAID’s development efforts in higher education with a range of human capacity development activities. Specifically, to manage for results and track progress toward Objective 4 of LWA, HED collected and reported data across its portfolio on the following six indicators:

- F INDICATOR: Number of individuals from underserved and/or disadvantaged groups accessing tertiary programs.
- F INDICATOR: Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education partnerships.
- Number of host-country individuals (excluding faculty) who completed USG-funded long-term programs resulting in academic degrees or professional or technical certificates (Long-term qualifications strengthening – excluding faculty/teaching staff).
- Number of host-country individuals who completed USG-funded short-term training or exchange programs involving higher education institutions (Short-term qualifications strengthening - ALL individuals).
- Number of host country individuals who completed USG-funded short-term training or exchange programs involving higher education institutions (Short-term qualifications strengthening - all individuals).
- Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs for qualifications strengthening [Training – Long Term (Enrolled)].

3.4.1 Access – Students

In FY12, HED partnerships offered admission to academic programs to 11,618 individuals of which 53 percent were individuals from disadvantaged and/or underserved groups as defined by each partnership. Out of 6,206 host-country individuals from underserved or disadvantaged groups that were offered admission to tertiary education programs this year, more than half (3,313 individuals) were female and 2,893 were male.

Table 14. Access – Disadvantaged FY12 Results

Indicator for LWA Objective 4	FY12 Results		
	Quarter 1 and Quarter 2	Quarter 3 and Quarter 4	All FY12
F INDICATOR: Number of individuals from underserved and/or disadvantaged groups accessing tertiary programs	<i>Total:</i> 1,042	<i>Total:</i> 5,164	<i>Total:</i> 6,206
	<i>By Sex:</i> <i>Males:</i> 245 <i>Females:</i> 797	<i>By Sex:</i> <i>Males:</i> 2,648 <i>Females:</i> 2,516	<i>By Sex:</i> <i>Males:</i> 2,893 <i>Females:</i> 3,313

The majority of reported admissions were at the certificate level with a total of 3,234 new admissions reported this year. Ninety-five percent of these individuals are from underserved and/or disadvantaged groups, out of which males account for 63 percent. HED partnerships offered more than 2,000 admissions to individuals from underserved and or disadvantaged groups at the associate, bachelor and master’s degree levels.

Table 15. All Individuals Offered Admission and Individuals from Disadvantaged and/or Underserved Groups Offered Admission: FY12 Results

Level of Program	All Individuals Offered Admission			Individuals from Disadvantaged and/or Underserved Groups Offered Admission			Individuals from Disadvantaged and/or Underserved Groups Offered Admission among All Individuals Offered Admission		
	Female (n)	Male (n)	Total (N)	Female (n)	Male (n)	Total (N)	Female (%)	Male (%)	Total (%)
Certificate	1,218	2,016	3,234	1,140	1,928	3,068	94%	96%	95%
Associate	1,300	948	2,248	1,281	575	1,856	99%	61%	83%
Bachelor	1,486	1,267	2,753	256	208	464	17%	16%	17%
Master's	1,540	1,737	3,277	621	173	794	40%	10%	24%
PhD	40	66	106	15	9	24	38%	14%	23%
Overall	5,584	6,034	11,618	3,313	2,893	6,206	59%	48%	53%

The data show that a greater number of underserved/disadvantaged students gained admission at the associate degree level (83 percent of the students reported), while 17 percent of the students gained admission to bachelor level academic programs. Twenty-four individuals from underserved and/or disadvantaged groups were offered admission to a PhD program; of which 15 were female. The gender ratio between males and females from underserved and/or disadvantaged groups who were offered admission also varies among academic levels; the largest representation of females was at the associate degree level. More than 66 percent of all males from underserved and/or disadvantaged groups were enrolled in certificate programs; enrollment of males from underserved and/or disadvantaged groups steadily declines at higher academic levels.

Partners applied innovative solutions to enable and improve access to academic programs for underserved and disadvantaged groups ranging from remedial and preparatory programs to online and flexible learning platforms. A few examples illustrating the range and significance of these efforts toward Goal 2 of the USAID Education Strategy are presented below.

University of Guyana and Ohio University: This partnership enabled the creation of a distance learning platform to provide education to students in rural and hard to reach areas. This platform allows the delivery of an online course in Strategic Communication. There is a significant deficit of trained professionals in this field, and the learning platform directly fills a demand from employers. The workshop infrastructure was acquired by Ohio University (OU) and sent to Guyana. OU also provided technical support and curriculum advice for the project implementation and ongoing mentoring of faculty and staff responsible for its delivery and maintenance.

University of Nairobi in Kenya and Colorado State University: Outreach and enrollment efforts targeted pastoralists and hunter-gatherer groups from dry land regions. While many pastoralists conduct some agricultural activities in addition to herding, they differentiate themselves from more traditional agricultural communities and are historically more educationally disadvantaged. This partnership also focused on increasing access to females from dry lands as there are significant gender disparities between males and females in these regions of Kenya. The partnership also considers individuals from rural dry lands to be more under-represented than urban dry land individuals, so special consideration in admission procedures and enrollment was given to these groups as well.

Al Quds College in Jordan – Muscatine Community College and Eastern Iowa Community College District: This partnership targeted females, an underserved population, for admission in Jordan. Women rarely become entrepreneurs in Jordan because it is not culturally typical for a women to own and operate her own business. While women may develop a business plan and/or new business concept typically a husband or brother would be the owner and operator. Also girls are encouraged to enter more traditional

careers such as teachers or administrative assistants instead of becoming small business owners. By offering this program to women the partnership is encouraging them to change the face of the business world in Jordan so women will have the same opportunities as men.

3.4.2 Training – Long Term (Faculty Enrolled)

In FY12, HED Partnerships enrolled 134 faculty and/or teaching staff in tertiary education programs lasting at least six months in duration. More than the two-thirds of them were male.

Table 16. Indicator Tracking for Training – Long Term (Faculty Enrolled) FY12 Results

Indicator for LWA Objective 4	FY12 Results		
	Quarter 1 and Quarter 2	Quarter 3 and Quarter 4	All FY12
Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs for qualifications strengthening	<i>Total: 66</i>	<i>Total: 68</i>	<i>Total: 134</i>
	<i>By Sex:</i> <i>Males: 34</i> <i>Females: 32</i>	<i>By Sex:</i> <i>Males: 54</i> <i>Females: 14</i>	<i>By Sex:</i> <i>Males: 88</i> <i>Females: 46</i>

Only three of the faculty members who were enrolled in long-term training programs in FY12 began their bachelor degree studies. More than half of those enrolled in long-term degree programs (68 faculty members) started their master’s degree level training, and 35 faculty started doctoral degree programs. Of the 46 female faculty enrolled in academic programs this year, more than half of them started a master’s degree program.

Table 17. Supplementary Data for Training – Long Term (Faculty Enrolled) FY12 Results

Type of Degree Program	Host-country Institution Faculty and/or Teaching Staff		
	Who Enrolled in Long-term Training Programs		
	Female (n)	Male (n)	Total (N)
Certificate	0	0	0
Associate	0	0	0
Bachelor	2	1	3
Master's	27	41	68
PhD	9	26	35
Other	8	20	28
Overall	46	88	134

Partners provided qualitative information about these programs including the field, type, and the location of long-term training programs in which faculty and/or teaching staff were enrolled. Each partnership report also includes an overview of the U.S. partners’ contributions toward qualifications strengthening. Two examples illustrating these efforts toward human capacity development through long-term training enrollment are presented below.

University of Liberia and Indiana University: Six fellows were chosen from University of Liberia's life science faculty to obtain advanced degrees and attend Kwame Nkrumah University of Science & Technology in Ghana, a secondary partner institution. Once they complete their program of study, they will receive the following degrees: MSc Analytic Chemistry, MSc Genetics, MSc Health Services Planning and Management, MSc Entomology, MPH Public Health, and MSc Plant Pathology.

University of Ghana and Brown University in Rhode Island: Three faculty members have engaged in PhD degree programs supported by this partnership and Fogarty AIDS International Training and Research Program (AITRP). Having three host-country institution faculty pursuing advanced degrees and training is key to enhancing and developing academic leadership at the University of Ghana.

3.4.3 Training – Long Term (Completed)

In FY12, 491 individuals affiliated with host-country institutions completed long-term training programs to strengthen their qualifications. These long-term trainings lasted at least six months in duration and encompassed certificate programs, associate degree programs, bachelor degree programs, master's degree programs, or PhD degree programs. Males and females pursued long-term training opportunities fairly equally (236 males, 255 females).

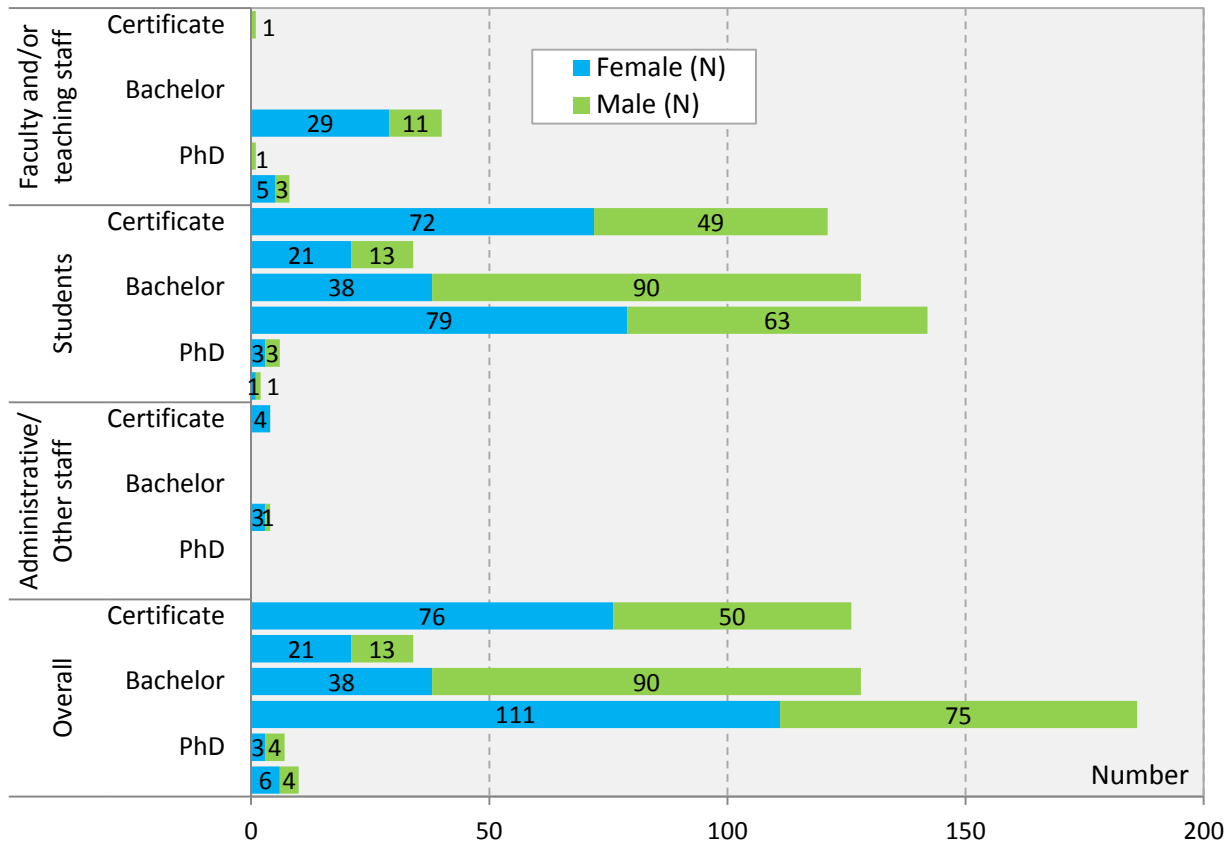
Host-country institution faculty and/or teaching staff represented approximately ten percent of the total number of individuals who completed long-term training; more females than males (34 females, 16 males). The remaining 441 individuals who completed long-term training programs were students or administrative or other staff with comparable levels of participation between males and females (220 males, 221 females).

Table 18. Indicator Tracking for Training – Long Term (Completed) FY12 Results

Indicator for LWA Objective 4	FY12 Results		
	Quarter 1 and Quarter 2	Quarter 3 and Quarter 4	All FY12
F INDICATOR: Number of tertiary institution <u>faculty or teaching staff</u> whose qualifications are strengthened through USG-supported tertiary education partnerships.	<u>Total:</u> 24	<u>Total:</u> 26	<u>Total:</u> 50
	<u>By Sex:</u> <u>Males:</u> 8 <u>Females:</u> 16	<u>By Sex:</u> <u>Males:</u> 8 <u>Females:</u> 18	<u>By Sex:</u> <u>Males:</u> 16 <u>Females:</u> 34
Number of host-country institution individuals other than faculty and/or teaching staff who completed long-term training programs for qualifications strengthening	<u>Total:</u> 282	<u>Total:</u> 159	<u>Total:</u> 441
	<u>By Sex:</u> <u>Males:</u> 149 <u>Females:</u> 133	<u>By Sex:</u> <u>Males:</u> 71 <u>Females:</u> 88	<u>By Sex:</u> <u>Males:</u> 220 <u>Females:</u> 221

Refer to Figure 16 for information about long-term training completed by type of host-country individual (faculty/teaching staff, students, and administrative/other staff) and by gender.

Figure 16. Number of Host-country Institution Individuals Who Completed Long-term Training Programs, by Type of Individual, Program, and Gender: FY12 Results



Qualification strengthening of faculty and teaching staff as well as students through long-term training programs represents a significant contribution toward a human capacity of the host country. To illustrate some of these efforts represented in numbers above, an example from a partnership in Albania is provided here.

Agricultural University of Tirana in Albania and University of Hawai’i at Manoa: FY12 marked the third year that the Master Course program, introduced through the partnership, took place. Among the students who showed interest in this program were a number of young faculty members just starting their work at the Faculty of Economy and Agribusiness. The number of faculty members completed this Master course stood at 15 females and seven males. All course attendees followed six modules: Applied Economics, Research Methodology, Quantitative Methods, Risk Management in Business, Strategic Management and International Trade. These new, higher quality master courses have been introduced to the host-country institution’s curriculum as well as alternative teaching strategies. This has resulted in improved faculty teaching, increased learning capacity of faculty and students, and the introduction of new knowledge into the field.

3.4.4 Training – Short Term

During FY12, HED partnerships provided numerous short-term training options in the duration of less than six months to host-country individuals. A total of 2,185 host-country institution individuals, faculty, teaching and administrative staff, students and other host-country affiliated individuals, completed these trainings in FY12. To understand the scope and significance of short term training opportunities offered

through HED partnerships, trainings are tracked and disaggregated by their relative duration and presented as totals for trainings that are longer than one week and less than six months in duration as well as trainings that last more than one day but less than three. Significant majority of those who completed short-term training programs through HED partnerships in FY12 (68 percent) spent more than one full week in training. On average, shorter training opportunities attracted more males than females with a ratio of approximately six males to four females.

Table 19. Indicator Tracking for Training – Short Term (LWA Objective 4): FY12 Results

Indicator for LWA Objective 4	FY12 Results		
	Quarter 1 and Quarter 2	Quarter 3 and Quarter 4	All FY12
Number of host-country individuals (faculty and/or teaching staff, students, and administrative/other staff) affiliated with the host-country institution who completed short-term training programs (<u>longer than one week and less than six months</u>)	<u>Total: 819</u>	<u>Total: 676</u>	<u>Total: 1,495</u>
	<u>By Sex:</u> <u>Males: 499</u> <u>Females: 320</u>	<u>By Sex:</u> <u>Males: 437</u> <u>Females: 239</u>	<u>By Sex:</u> <u>Males: 936</u> <u>Females: 559</u>
Number of host-country individuals (faculty and/or teaching staff, students, and administrative/other staff) affiliated with the host-country institution who completed short-term training programs (<u>longer than a day and less than a week</u>)	n/a	<u>Total: 690</u>	<u>Total: 690</u>
		<u>By Sex:</u> <u>Males: 455</u> <u>Females: 235</u>	<u>By Sex:</u> <u>Males: 455</u> <u>Females: 235</u>

A major focus of short-term training programs in FY12 was on capacity building of faculty and students. A total of 1,900 individuals (90 percent of all participants) who benefited from short-term training programs came from these categories. In addition, HED partnerships offered short-term training opportunities to 266 administrative and other staff as well.

Table 20. Supplementary Data for Training – Short Term (LWA Objective 4): FY12 Results

Type of Host-country Institution Individual	Number of Host-country Institution Individuals Who Completed Short-term Training		
	Female (n)	Male (n)	Total (N)
Faculty and/or teaching staff	342	616	958
Students	344	598	942
Administrative/other staff	102	164	266
Overall	788	1,378	2,166

HED reporting documentation captures the duration and number of participants for each short-term training, as well as narrative descriptions that describe the topic, type, and location of the trainings that host-country institution individuals completed. In addition to these details, partners also reported information about supplemental funding sources secured to support implementation and expand

admission coverage and U.S. partners' contribution in the context of short-term trainings. Several illustrative examples showing the significance of partnership efforts toward human capacity development through short-term training are presented below.

Colorado State University and University of Nairobi in Kenya: The partnership conducted in FY12 short-term trainings for 34 students (15 males, 19 females), and one faculty member. The three courses offered by the Centre for Sustainable Dryland Ecosystem and Societies were held at University of Nairobi's Kabete Campus: Situation Assessment and Systems Thinking for Collaborative Research that was geared toward PhD students and conducted by Stacy Lynn, CSU; Participatory Research for undergraduate students by Brett Bruyere, CSU; and Agent-based Modeling geared toward graduate students and faculty by Randy Boone, CSU.

The Situation Assessment course was one day in length. This course, while short, provided an important introduction to the concept of systematic approach to drylands management for graduate students. Students participated in exercises to apply systems thinking to their proposed research projects, and to carry out a preliminary situation analysis and the development of a collaborative research plan specific to their unique situations. The goal was to give the students an opportunity to critically assess their knowledge of the system, their gaps in knowledge, and ways in which they can ensure that the project is as participatory, collaborative, and meaningful as possible.

The Participatory Research course was a daylong course for undergraduate students. Brett Bruyere (CSU) presented to students about participatory research methods which are proven to be useful in involving the community in the research process based on a Samburu case study. The purpose of participatory research methods was to identify conservation priorities and capacity-building needs in the region studied. In addition, the presentation included the overview of the changing culture of pastoralism in Samburu as youth are less likely to be tending to livestock in adolescence and more likely to be in school with potential positive/negative consequences in terms of knowledge of the local ecosystem.

The Agent-based Modeling course was a full two-week course aimed at introducing the PhD student participants to the principles of agent-based modeling and equipping them with skills needed to create their own models for solving research problems using the accessible NetLogo platform.

Université de Bambey in Senegal and Fairfield University in Connecticut: Twenty students from Lambaye and 10 from Bambey in Technology, Information, Communication were selected to participate in short-term trainings. Over the course of training preparation, additional five students were admitted, resulting in a total of 35 participants. Attendees were divided into six mixed gender groups, one for each of the six campuses. One U.S.-based student was assigned to each group to assist with facilitation. The purposes of these trainings were two-fold: training of trainers and the use of technology to teach health topics.

University of Malawi and Michigan State University: The partnership offered a short course at Lilongwe University of Agriculture and Natural Resources on agro-ecology for faculty, graduate students, NGO, and private and public sector personnel. The course was facilitated by four faculty members (one from each partner institution). It was attended by 40 participants (seven females and 33 males), including faculty and graduate students from LUANAR and Chancellor College as well as representatives from 12 NGO, public, and private stakeholder organizations.

Makerere University in Uganda and North Dakota State University: Several workshops were held, geared toward short-term professional training for faculty and staff. The workshops were facilitated by several partner institutions and covered various topics: Analysis Using R software (more than 50 participants); Risk Analysis (about 30 participants); Service Learning (42 participants); and Rabies Diagnostics (about 20 participants). In addition, a summer course was organized in Uganda. Six students (three females and three males) attended together with 12 individuals (four females and eight males) from ECA sponsored by RESPOND. An additional five students (4 NDSU undergraduate students and one

veterinary medicine student from Washington State University) also participated in the summer course (all females).

3.4.5 Direct Beneficiaries

HED believes that by empowering faculty/teaching and administrative/other staff, students, individuals from partner organizations, or community members from the host country and equipping them with knowledge and skills in a wide range of academic and practical fields, they will be better able to address development challenges and contribute to social and economic progress in their own countries. In FY12, HED partnerships have directly benefited over 8,500 people, of which 5,173 were males and 3,403 were females. Direct beneficiaries included a diverse range of individuals who have participated in short- and/or long-term training or outreach/extension activities supported through the partnerships, or any individual from the host country who has been directly involved in or received support from other partnership activities (e.g., scholarship recipients, users of a library established by the partnership, recipients of school supplies or other material goods, etc.), regardless of location in which the partnership activities were carried out.

**Table 21. Indicator Tracking for Direct Beneficiaries
(LWA Objective 4): FY12 Results**

Indicator for LWA Objective 4	FY12 Results
Number of direct beneficiaries	<i>Total:</i> 8,576
	<i>By Sex:</i> <i>Males:</i> 5,173 <i>Females:</i> 3,403

3.5 LWA PMP Objective 5: Advisory Assistance and Expertise

3.5.1 Technical Assistance Requests and Field Visits

Table 22. Technical Assistance Field Visits FY12 Results

Indicator for LWA OBJECTIVE 5	FY12 Results		
	Quarter 1 and Quarter 2	Quarter 3 and Quarter 4	All FY12
Number of technical assistance requests from USAID Missions received	<i>Total:</i> 15	<i>Total:</i> 4	<i>Total:</i> 19
	<i>By Agency:</i> <i>From USAID Missions:</i> 15 <i>From Other Bureaus/ Agencies:</i> 0	<i>By Agency:</i> <i>From USAID Missions:</i> 2 <i>From Other Bureaus/ Agencies:</i> 2	<i>By Agency:</i> <i>From USAID Missions:</i> 17 <i>From Other Bureaus/ Agencies:</i> 2

In FY12, HED supported USAID with technical assistance field visits to USAID Missions to provide higher education expertise and technical support to Mission and Bureau staff on various tasks such as institutional capacity and needs assessments, higher education system reviews or strategic program planning and design efforts for new higher education partnerships in host countries. This year brought a significant increase in the demand for HEDs technical input resulting in 19 requests, which is almost five times more than the number of requests received in FY11 (n=4). The majority of technical assistance requests came from USAID Missions.

To adequately respond and support USAID with the needed higher education expertise, HED assembled 16 teams of experts and staff to provide field-based assistance. The purpose of most of these visits was to conduct needs assessments and facilitate the participatory design and development of high-quality RFAs for international higher education partnerships. As a result of these visits, 13 innovative partnerships were created for the following programs:

- Women's Leadership Program;
- Colombia Human Rights Law School Partnership;
- Tunisia JOBS; and
- Initiative for Conservation of the Andean Amazon (ICAA II).

The RFAs for these partnerships were developed through participatory, field-based design visits that produced partnership descriptions that were rooted in a clearly articulated theory of change and conceptually, well-designed results frameworks. These detailed partnerships descriptions provided interested higher education institutions with clearly articulated contextual background and other programmatic information, so that the interested institutions could propose creative and strong solutions to the development problems that the anticipated partnerships would address.

This fiscal year HED also was asked to provide support to USAID missions with bi-lateral review and development of larger higher education strategies, such as in the case of El Salvador and India.

El Salvador: HED's Executive Director, Tully Cornick traveled to El Salvador to participate in a USAID E3/ED led design visit to USAID Mission in country to develop a results framework and a program design for a large higher education Annual Program Statement (APS) to strengthen Salvadoran higher educational institutions in the areas of work force development, research and innovation, and teaching English as a second language. The team produced both a results framework and scope of work for the APS.

India: Two HED staff, Tully Cornick and Noopur Vyas traveled alongside a representative from USAID E3/ED to India on a scoping exercise to provide feedback to USAID/India and the Government of India (GOI) on the GOI Ministry of Human Resources Development's (MHRD) proposal titled "Capacity Building of Teacher Educators in India: An Indo-U.S. Initiative. (IN-STEP)." Prior to the field visit, HED compiled information on teacher education programs in the United States, as well as materials on HED-managed partnerships focused on teacher education. The USAID-HED team helped the Mission and MHRD refine the proposal, come to a decision on the funding mechanism, and start thinking about structure of the RFA. The USAID-HED team was responsible for providing the following deliverables to USAID/India:

- detailed comments/annotation of the MHRD IN-STEP proposal
- list of key decisions/questions for the Mission
- draft of USAID-HED Higher Education Partnership Toolkit
- link to South Sudan RFA

As a result of this effort, future technical field visits will benefit greatly from the U.S. teacher education briefing book prepared by HED. The following table provides a detailed breakdown of all technical assistance field visits in FY12.

Table 23. Technical Assistance Field Visits to USAID Missions – FY12 Results

	Number of Field Visits	Field Visit	Semiannual Period
Technical assistance field visits: 16	1	South Africa: Discussion of results and debrief on lessons learned from three U.S.-South Africa partnerships	1 st semi-annual period
	1	Armenia: Women's Leadership Program - Design visit to Armenia	1 st semi-annual period
	2	Colombia: ICAA II - Design visit to Colombia	1 st semi-annual period
		Colombia: Design assessment visit to Colombia for Human Rights RFA development	1 st semi-annual period
	1	Bolivia: ICAA II- Design visit to Bolivia	1 st semi-annual period
	1	Ecuador: ICAA II - Design visit to Ecuador	1 st semi-annual period
	3	Peru: Technical assistance at ICAA II preceding conference in Lima	1 st semi-annual period
		Peru: ICAA II - Design visit to Peru	1 st semi-annual period
		Peru: ICAA RFA: Design visit to Lima	1 st semi-annual period
	2	El Salvador: 1 st visit - Discuss potential for CAFTA-DR (Tulane) partnership collaboration with environmental law stakeholders	1 st semi-annual period
		El Salvador: 2 nd visit - HED's participation in USAID/3E led design team to El Salvador to develop a results framework and a program design for a large higher education annual program statement to strengthen Salvadoran higher educational institutions in the areas of work force development, research and innovation, and teaching English as a second language.	2 nd semi-annual period
	1	Rwanda: Women's Leadership Program - Rwanda AG and ED: Design of two partnerships (one in Agriculture with the National University of Rwanda and one in Education with the Kigali Institute of Education)	1 st semi-annual period
	1	South Sudan: Women's Leadership Program - Education RFA Development	1 st semi-annual period
	1	Paraguay: Women's Leadership Program - Design visit to Paraguay	1 st semi-annual period
	1	Tunisia: Pre-Implementation visit for Tunisia JOBS program	2 nd semi-annual period
	1	India: Teacher Education scoping exercise to provide feedback to USAID/India and the Government of India (GOI) on the GOI Ministry of Human Resources Development's (MHRD) proposal entitled "Capacity Building of Teacher Educators in India: An Indo-U.S. Initiative. (IN-STEP)"	2 nd semi-annual period

3.6 LWA PMP Objective 6: Research Studies, Roundtables, Conferences

3.6.1 Technical Presentations

Table 24. Technical Presentations FY12 Results

Indicator for LWA OBJECTIVE 6	FY12 Results		
	Quarter 1 & Quarter 2	Quarter 3 & Quarter 4	All FY12
Number of technical presentations given by HED staff at higher education and international development conferences or institutions/organizations	12	4	16

HED staff shared lessons learned and best practices at 16 conferences and assemblies of U.S. and international higher education, including the American Association of Community Colleges (AACC) Annual Convention, NAFSA: Association of International Educators Annual Conference, Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) third Biennial Conference, Consortium for Northern America Higher Education Collaboration 2011 Conference, Hispanic Association of Colleges and Universities Annual Conference, Association of International Educators Administrators Conference, the USDA National Institute of Food and Agriculture's (NIFA) Center for International Programs, Community Colleges for International Development (CCID), the American Council on Education Annual Meeting and two USAID education events. Highlights from some of these events are included here.

NAFSA: Association of International Educators) Annual Conference, May 2012. HED chaired a panel titled: "Deepening Campus Internationalization: Partnering with Universities in Developing Countries." The panel featured partnership directors/coordinators from three former and current HED partnership projects: Virginia Tech/Nepal, Rochester Institute of Technology/ Kosovo, and University of Louisiana at Lafayette/Qatar. Panel members discussed how their partnership projects contributed to the internationalization of their respective campuses and also provided tips on successful grant writing.

American Association of Community Colleges (AACC) Annual Convention, April 2012. HED staff held a session titled, "Paving the Path for Workforce Development and Entrepreneurship through International Higher Education Partnerships." The objective of the session was to share about how U.S. community colleges are contributing to international development through partnership programs with Middle Eastern community and technical colleges. In this session HED shared information about its programs and invited community college partners to discuss their international experiences.

Audience members learned about:

- HED and the kinds of capacity building partnerships it funds through USAID and the Department of State.
- Community college partnerships working in the Middle East region.
- International partnership experiences in the field of workforce development and entrepreneurship capacity building.

Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) Third Biennial Conference, September 2012. The main objective of the conference was to provide a platform for agricultural research for development stakeholders in Africa and beyond to actively exchange findings and experiences, while at the same time learning lessons toward improving performance of the agricultural sector and ultimately people's livelihoods. HED showcased its Africa Initiative partnerships, particularly those focused on agricultural sciences and engaged in sharing and lessons learned events at the conference. The meeting attracted over 300 participants from more than 30 countries representing all

continents. The biennial conference is RUFORUM's most comprehensive meeting for the diversity of stakeholders in agriculture. It is especially dedicated to graduate students and their supervisors, grantees in RUFORUM member universities and alumni. It is a platform for peer review, quality control, mentorship, networking and shared learning.

Major takeaway lessons from the conference included the following:

- There is an increasingly encouraging understanding that higher education institutions have critical role in addressing development challenges and recognition of the value of higher education partnerships in solving societal and development challenges - partnerships are mutually beneficial and win-win arrangements.
- Partnerships and collaborations need to develop success stories to personify impact and showcase their values and the crucial role higher education plays.
- There is a need to scale-up and scale-out outcomes and impacts resulting from higher education partnerships under the RUFORUM program and others in order to improve agricultural research, education and outreach in Africa.
- There is a need to strengthen tracking mechanisms and emphasize on measuring success and disseminating results focusing on application and impact.
- Partnerships should encourage and embark on leveraging additional resources to ensure cost effectiveness and sustainability of collaborations.
- Regional organizations, such as RUFORUM, were encouraged to create mechanisms for better understanding and awareness by vice chancellors in Africa of national and regional policies and strategies and incorporate those in their work plan and strategies.
- Higher education institutions and partners should recognize the African youth as key to revamping the current human resource shortages and also most importantly as a succession strategy toward sustainability.
- Institutions should emphasize the need for mentoring programs to improve the number of female students, professors and institutional leaders in African universities.

Presentation at Morgan State University's 'International Education Week' program in Baltimore, November, 2011. Gary Bittner (USAID/3E) and Teshome Alemneh (HED) gave a presentation focused on how USAID and HED work together and how institutions can write winning proposals. The session was attended by approximately 18 faculty and administrators of Morgan State University. Bittner spoke about the 2011 USAID Education Strategy and the mechanisms of funding by USAID (solicited and unsolicited proposals)--important points to consider when responding to Requests for Applications (RFAs). He also informed participants on new opportunities, such as the Tunisia Job Opportunities for Business Scale-up (JOBS) RFA and the Women's Leadership Program. Alemneh's presentation covered topics related to what HED is and does, how it develops RFAs, how it convenes peer reviews and the decision-making process, and how it manages partnerships. It also emphasized the most critical evaluation criteria that applicants should focus on. The importance of timely submission of applications, the need for universities to argue for support to higher education as a mechanism/tool (through its research, education, and outreach and/or extension activities) to address development challenges, such as primary education, health, agriculture, or other disciplines, the need to emphasize that partnership are for mutual benefits were also emphasized in these presentations. Participants were encouraged to periodically check websites of USAID, HED, Department of State, and other potential funders for RFAs and new developments and opportunities.

3.6.2 Roundtables and/or Conferences

Table 25. Roundtables/Conferences Organized by HED - FY12 Results

Indicator for LWA OBJECTIVE 6	FY12 Results		
	Quarter 1 & Quarter 2	Quarter 3 & Quarter 4	All FY12
Number of roundtables and/or conferences organized by HED	3	0	3

In FY12, HED organized three roundtables and/or conferences: USAID Indicator Roundtable (October 2011), hosted a widely attended international partners' conference in Addis Ababa, Ethiopia under the Africa-U.S. Higher Education Initiative (February 2012), and had a session with BMENA-U.S. Community College Initiative partners at the Community Colleges for International Development Annual Convention in New Orleans, Louisiana (February 2012).

Roundtable on Modeling International Partnership Impact: Under the sponsorship of USAID, HED convened a two-day roundtable discussion on October 25-26, 2011 in Silver Spring, Maryland, on modeling the impact of higher education partnerships for international development. Twenty-nine thought leaders from higher education institutions and government agencies and individuals from non-governmental organizations, higher education associations, and HED assembled with the intent to advance the ability of HED to respond to the evolving policy framework of USAID regarding the measurement of development impact. The primary objective of the meeting was to develop a renewed common understanding of what a successful international higher education partnership looks like in order to better capture success stories, and demonstrate the impact of higher education in international development. Participants provided recommendations and delineated next steps to address “Telling the HED Story,” partnership models, strategic alignment, and capturing impact.

Session at the Community Colleges for International Development Annual Conference in New Orleans, Louisiana, in February 2012: The conference session included BMENA I and BMENA II partners and focused on results-based management. HED Director of Program Quality and Impact Azra Nurkic gave a presentation that described HED's results-based management approach, as related to the 2011 USAID Education Strategy, Evaluation Policy, and Higher Education Standard Indicators. During the training session, she provided a detailed overview to ensure consensus on the purpose of the results framework, introduced the baseline data collection process, and outlined HED partnership reporting expectations. HED staff then convened individual partnership meetings to discuss monitoring and evaluation with partnership directors. This session helped provide partners with a deeper understanding of results-based management, the tools that HED has developed for their use, and how their reporting ties into overarching USAID strategy. Individual meetings allowed HED to share partnership-specific feedback with partners and answer their questions.

Africa-U.S. Higher Education Initiative Partners Meeting in Addis Ababa, Ethiopia, February 13-15, 2012: About 90 participants from several organizations participated in the three-day meeting. The meeting accomplished its goals of sharing experiences and lessons, providing opportunities for networking and exchange of ideas, facilitating better understanding of USAID regulations and requirements, as well as exploring modes of elevating the 11 partnerships into a regional program-level collaboration.

BMENA Partners Meeting: In early FY12, HED had secured a location and meeting planner for the BMENA partners meeting which was scheduled to take place in Jordan, as well as Jordanian ministry interest and enthusiasm for the event. During the second quarter, due to geopolitical security concerns and limitations that USG personnel would not be able to attend our meeting if it were to be held in Jordan, it was necessary to identify an alternate location for the meeting. HED prepared a detailed analysis of potential locations and determined that Tunis would be the best choice. This decision was strongly

supported by USAID and the U.S. Embassy Tunis. However, after protests in early September, the Department of State issued a travel warning for American citizens, which precluded HED from continuing with the meeting in Tunis.

Given the critical importance of this meeting, the decision was made for HED to continue with planning and preparation for the BMENA Partners Meeting honoring the same dates (scheduled for October 27-30, 2012), but to shift the venue to Istanbul, Turkey. This conference was designed to provide an opportunity for HED higher education partners in the BMENA region to come together to build and inform a common community of practice. The goal of the meeting was to better enable higher education partnerships in the BMENA region to increase opportunities for youth and promote sustainable economic and workforce development in the region.

The following are specific objectives that the meeting achieved:

- Explored solutions to challenges that higher education partnerships face in increasing opportunities for youth and promoting sustainable economic and workforce development.
- Identified strategies that enable higher education partnerships to increase opportunities for youth and promote sustainable economic and workforce development.
- Highlighted promising practices for partnership sustainability and partnering beyond the HED award.

The meeting was also an opportunity to discuss new and current USAID/HED tools and procedures related to implementing results-based partnership management through the use of monitoring and evaluation tools, and better understanding of financial and budgetary requirements and regulations, branding and marking guidelines, and the J-1 Visa acquisition process.

3.6.3 Technical Resources

Table 26. Technical Resources HED FY12 Results

Indicator for LWA OBJECTIVE 6	FY12 Results		
	Quarter 1 & Quarter 2	Quarter 3 & Quarter 4	All FY12
Number of new technical resources or other related materials that HED created for the higher education community	2	3	5

In FY12, HED developed five new technical resources for partners:

- The Partnership Results and Information Management Engine (PRIME) Reporting Platform.
- Partnership Results and Information Management Engine (PRIME) Partnership Management Platform Database.
- PRIME User Guide 1 and 2.
- Higher Education Partnership Toolkit (HED draft).

HED’s New PRIME Reporting System. HED partnerships are carefully designed to address development challenges through higher education interventions and are strategically managed to achieve sustained impact—building institutional and human capacity in a way that sets the stage for ongoing improvement in the course of and beyond the partnership. The higher education community recognizes the importance of the results-based management to achieving a sustained impact. Hence, HED has put into place a system for effective results-based management of partnerships and ongoing monitoring and

evaluation (M&E) efforts. As part of this process, HED tracks performance of its higher education partnerships across a set of custom indicators specifically developed for each partnership and a set of standard indicators on human and institutional capacity development that are derived both from Goal 2 of the 2011 USAID Education Strategy and HED's experience in higher education partnerships for development.

Effective monitoring and evaluation for results goes beyond tracking performance solely based on measuring inputs and outputs. It also involves accurately assessing progress toward determined, significant human, cognitive, or behavioral changes at checkpoints along a partnership lifespan. Following an internal review of HED's M&E system and capacity during the second semiannual reporting period of FY 2011, five strategic priorities were outlined for FY 2012-2015 and among them, HED set an ambitious goal to strengthen its systems with an aim to "operate with efficient, decentralized, and accountable M&E and project management processes and systems." To that effect, HED has designed and developed a new comprehensive, nimble, and user-friendly web-based reporting and management tool called Partnership Results and Information Management Engine (PRIME). PRIME was used to generate data, conduct analysis and produce data reports for this reporting period.

PRIME consists of four core functionalities that support a comprehensive results-based management of HED partnerships: HED Portfolio Management, Partnership Reporting, Partnership Monitoring and Evaluation, and Partnership Performance Management. For this reporting period, HED released a reporting function of PRIME that is compliant with the version of USAID's Automated Directive System (ADS), chapter 203, guidelines on Assessing and Learning, issued in February 2012. PRIME integrates HED's Performance Management Plan (PMP) and allows for disaggregated reporting and complex data analysis needed for successful results based management. To ensure full compliance with USAID reporting requirements, remediate recommendations from the Office of Inspector General's audit of HED Program (released March 29, 2012) and ensure incorporation of best practices in assessment and learning approaches, PRIME was designed to systemically address the need for highest standards of data quality (validity integrity, reliability, precision, and timeliness) and ensure completeness and streamlined data verification process.

Built on Social Solutions' ETO Software platform, PRIME is a robust system that offers a variety of tools, with the overarching purpose of making informed strategic decisions about managing partnerships for results. PRIME's M&E tools started being released in phases. The first phase was finalized in March 2012. Partners were asked to submit their partnerships' data for this past semiannual reporting period. This PRIME performance report not only included actual achievement data for standard and custom performance indicators, but also annual targets for this fiscal year, success stories, and additional information encompassing stakeholders, implementation progress and challenges, lessons learned, or upcoming events. Data submitted were both quantitative and qualitative in nature. PRIME also allowed that substantiated documents be uploaded to accompany the actuals data submitted.

PRIME User Guides: In order to assist partners in transitioning to this new PRIME system, two HED Partners' PRIME User Guides were developed. The purpose of these documents is to provide HED partners with a user's manual to PRIME. The first version of the User Guide was disseminated in April 2012 and it contained basic operational instructions for partners on how to access the system and submit their report information in PRIME. Version 2, distributed to HED staff on September 27, 2012, includes several new sections on how to:

- Complete the FY targets, custom indicators, quarterly reports, closeout checklist, additional questions, and success stories assessments.
- View progress toward completion of required assessments via the Assessment Completion Report located on the dashboard.

- Access their consolidated semi-annual and annual partnership reports (through the Custom Reports page).

Higher Education Partnership Toolkit: In support of USAID's E3/ED initiative to develop a comprehensive resource for USAID staff engaged in the higher education globally, HED worked to produce a draft toolkit that will guide field education officers and other USAID staff in their work with higher education institutions. partnership design, solicitation, award, implementation, and evaluation.

3.7 LWA PMP Objective 7: Results-based Management, Monitoring, Evaluations/Impact Assessments, and Research

3.7.1 Evaluations and Impact Assessments

Table 27. Evaluations/Impact Assessments FY12 Results

Indicator for LWA OBJECTIVE 7	FY12 Results		
	Quarter 1 & Quarter 2	Quarter 3 & Quarter 4	All FY12
Number of evaluations/impact assessments carried out whose findings have been published or widely distributed	2	2	4

During FY12, four evaluations of HED partnerships were conducted:

- A final external evaluation of the partnership between the Bahir Dar University in Ethiopia and the University of Arizona.
- An internal evaluation of the partnership between the University of Johannesburg in South Africa and the University of Michigan William Davidson Institute.
- An external evaluation of the partnership between the Agricultural University of Tirana in Albania and the University of Hawai'i at Manoa.
- An impact assessment of the consortia partnership Leadership Initiative for Public Health in East Africa (LIPHEA).

A summary of the findings of each evaluation is presented below.

Bahir Dar University in Ethiopia and the University of Arizona. The partnership between Bahir Dar University in Ethiopia and the University of Arizona, supported through an HED partnership award from 2007 to 2012, created a national research center in disaster risk management and sustainable development at Bahir Dar University with help from the private sector and non-governmental organizations (NGOs), as well as DPPA, the Ethiopian government agency responsible for disaster prevention and mitigation. By combining theoretical and methodological training with practical application for the Ethiopian context, the partners positioned the research center to develop into a Center of Excellence for the entire Horn of Africa. The evaluation noted that curricular revisions for the Master of Science in Disaster Risk Management Science and Sustainable Development (DRMSD) were highly relevant and timely. Through the partnerships new post-graduate courses on pastoralist livelihoods, natural-resources based conflict management, and food security analysis were developed and offered. Bahir Dar University continues to collaborate with the University of Arizona to exchange senior research scholars and develop joint research projects of international/regional importance as BDU develops its Institute for Disaster Risk Management.

University of Johannesburg in South Africa and the University of Michigan William Davidson Institute. The final evaluation of the South Africa Logistics Excellence Transportation Training Initiative

(SALETTI) was conducted by Ravi Anupindi of the William Davidson Institute and was submitted to HED in November 2011. SALETTI was a three-year (2009-2011) partnership between the University of Michigan William Davidson Institute and the University of Johannesburg. It strengthened the preparation of higher education graduates for transportation careers and built capacity for training in logistics and transportation management in South Africa. The external evaluation of SALETTI determined that the partnership was able to achieve its objectives, namely, assist in capacity building at the University of Johannesburg and train existing and prospect leaders in supply chain management, logistics, and transportation. Additionally, links were created between industry and academia thereby encouraging innovative, business-focused educational approaches.

Leadership Initiative for Public Health in East Africa (LIPHEA). Initiated in October 2005, LIPHEA was a five-year partnership among Muhimbili University of Health and Allied Sciences, School of Public Health and Social Sciences (MUHAS/SPHSS) in Tanzania, Makerere University School of Public Health (MUSPH) in Uganda, and Johns Hopkins University Bloomberg School of Public Health (JHU), with additional support from Tulane University and George Washington University. The partnership ended in March 2011. The purpose of this assessment was to determine the extent to which LIPHEA met its goals and targets for strengthening the human and institutional capacities of the host-country institutions, the perceived impact of the program on its multiple stakeholders, and the observable impact the program has had on national and regional public health developments. The assessment team used a mixed-method approach to support formulation of findings and conclusions. The assessment team described LIPHEA overall as “a highly productive and consequential program” and that “it was successful to a large degree in its activities engaging other universities, governmental organizations, and NGOs.”

Agricultural University of Tirana in Albania and University of Hawai’i at Manoa. The goal of the Albania-Hawai’i Higher Education and Economic Development (AHEED) Partnership was to increase institutional capacity in Agricultural Economics at the Agricultural University of Tirana. The evaluation was conducted on site by Robert Parsons of the University of Vermont and included key informant and stakeholder interviews with the Albanian partners, USAID, Ministry of Agriculture, and other stakeholders. The evaluation concluded that the partners achieved substantial success toward meeting its original objectives and provides recommendations aimed at improving practice. The evaluation particularly highlights the importance and of the proposed establishment of an Institute for Research Policy at Agricultural University of Tirana.

3.7.2 Monitoring Visits

As a result of a range of interventions to strengthen partnership management procedures at HED there was a significant increase in the number of monitoring visits conducted this fiscal year. In FY12, HED staff conducted 30 monitoring visits to active partnerships in its portfolio: 12 in Africa, two in Asia, seven in LAC and nine in MENA. A detailed country list is included below:

Table 28. Indicator Tracking for Monitoring Site Visits (LWA Objective 7): FY12

Indicator for LWA OBJECTIVE 7	FY12 Results		
	Quarter 1 & Quarter 2	Quarter 3 & Quarter 4	All FY12
Number of monitoring visits across HED portfolio	<i>Total:</i> 8	<i>Total:</i> 22	<i>Total:</i> 30
	<i>By Region:</i>	<i>By Region:</i>	<i>By Region:</i>
	<i>Africa:</i> 3	<i>Africa:</i> 9	<i>Africa:</i> 12
	<i>Asia:</i> 0	<i>Asia:</i> 2	<i>Asia:</i> 2
	<i>EE:</i> 0	<i>EE:</i> 0	<i>EE:</i> 0
<i>LAC:</i> 3	<i>LAC:</i> 4	<i>LAC:</i> 7	
<i>MENA:</i> 2	<i>MENA:</i> 7	<i>MENA:</i> 9	

HED instituted a new and improved monitoring protocol guiding program staff in preparation for, delivery of, and reporting on monitoring visits to partnerships which also encourages staff to combine multiple country visits and increase cost effectiveness of its monitoring efforts. As a deliverable from each monitoring visit, HED staff prepared a detailed report outlining the proceedings, findings, recommendations and action steps agreed upon during the visit. Some examples from monitoring visits conducted this year are included here.

Barbados. In May 2012, HED staff traveled to Barbados on a monitoring visit to the Indiana University/University of the West Indies partnership. Staff met with both U.S. and host-country partners to assess the progress of the implementation process. Partners noted that the start-up process took more time than they had expected. It was concluded that more time was needed when trying to assimilate two institutions with fairly different cultures, work and communication styles. The partners also mentioned, however, that the various difficulties and additional time spent in working out administrative differences have also forced them to enhance their capacity to flesh out ideas and revisit their own assumptions with respect to partnership activities and expected outcomes.

Overall, the visit provided a unique opportunity for HED's partnership manager to get to know the members of the JOBS team from both institutions; better understand each partner's perspective regarding challenges and expectations; and enhancing her personal understanding of what the partnership seeks to accomplish in Barbados and the Organization of Eastern Caribbean States. This enhanced understanding will be helpful in better managing any difficulties that may come up in the future as the partners continue to move forward.

Senegal. In June 2012, HED conducted a monitoring visit to The Ohio State University/ Université Gaston Berger (UGB) partnership in Senegal during which it conducted document review, implementation progress assessment and facilitated discussions about lessons learned and challenges faced by partners during implementation. Monitoring visits are demonstrated to be useful mechanisms of interacting with partners and USAID Mission staff, understanding partners' challenges in terms of implementation and building relationships, communicating HED expectations and ways of supporting partners and also verifying data and information submitted through reports. This monitoring visit yielded several key lessons learned:

- Partners often conduct multiple valuable activities within their work plan, but do not report them in a compelling manner to show results they are achieving in the short term and the potential for long-term impact. One example could be the practical training that UGB does with its students and faculty providing extension support in crop protection, fertilizer application, etc., to a newly started farm owned by young farmers who were originally trained by UGB through a different program.
- HED learned that it needs to standardize the way it conducts Data Quality Verification (DQV).
- Partners seem to see semi-annual reports and other requests for information, as a means by which HED tries to enforce compliance. HED learned that it needs to do more to convey a clearer message that this information is needed not only to meet requirements of agreements, but most importantly to support and advocate these partnerships. It is imperative for HED to work toward alleviating the perception that it is merely the administrator of awards and show value added in provided development guidance and management for results.

Kenya and South Sudan. In February 2012, HED conducted a monitoring visit to Kenya for the Kenyatta University-Syracuse University and the University of Nairobi-Colorado State University partnership. HED also visited South Sudan for the Virginia Polytechnic Institute and State University-Catholic University of South Sudan partnership

Mexico and the Dominican Republic. There were two visits to Mexico, the first a monitoring visit to Chiapas in October 2011 and the second a visit to USAID/Mexico in December 2011 to plan for the

closeout of the Associate Award supporting U.S.-Mexico partnerships. A monitoring visit to the Dominican Republic in October examined the extension of the Small Business Development Center partnership developed by the University of Texas at San Antonio and the Universidad Veracruzana in Mexico to Central America and the Caribbean.

3.7.3 HED Performance Management Processes

Table 29. HED Performance Management Processes - FY12 Results

Indicator for LWA OBJECTIVE 7	FY12 Results		
	Quarter 1 & Quarter 2	Quarter 3 & Quarter 4	All FY12
Number of updated and/or new HED performance management processes	6	0	6

FY12 marked an extensive systemic review and upgrading of the performance management processes aimed at ensuring program quality and alignment with donor requirements. The following six performance management processes were developed or updated this year:

- Updated Portfolio Review Processes.
- Peer reviewer database (first, through the Survey Monkey online tool, then through a user registration form on the HED website).
- Quarterly desk audits of partnerships invoices.
- Data Quality Verification Protocol.
- Monitoring Visit Protocol.
- Online RFA Tool and Management System.

Some highlights from the review and revision of performance management processes are included here.

Updated Portfolio Review Process. HED evaluated its portfolio review process and restructured it to allow for a balanced assessment of partnership progress relative to stage of implementation using a standardized scorecard (portfolio snapshot). The scorecard requires assessment and scoring on a set of determined progress questions. Scoring is done using a four-point scale ranging from “Does Not Demonstrate Achievement” to “Exceeds Expectations.” Performance percentage is calculated as a result of this scoring that allows partnership progress comparisons across the portfolio.

Online RFA Application Tool. HED introduced an online application process in January 2012 as part of its redesigned website. This online application system replaced the traditional paper and postal method for the submission of applications in response to HED RFA(s). The tool allows applicants to provide their contact information, a synopsis of their proposal, and upload all the required documents securely online, thus reducing submission time and costs. Recognizing that this is a departure from the paper method, HED provided technical support to the applicants who needed guidance. The application tool also allows potential peer reviewers register in HED’s database for future peer reviewer opportunities. This functionality has contributed to increased transparency and widening access to technical resources and expertise for the higher education community.

Data Quality Verification (DQV) Protocol. To keep with the highest standards of practice in data quality, HED initiated in November 2011 the establishment of a more rigorous procedure for verifying the data our partners report in their progress reports. Beginning in this reporting period, HED program officers and specialists completed a formal DQV process following a set of formalized steps articulated in

the DQV Protocol to examine for accuracy, consistency, and completeness of their reports and supporting documentation. The review incorporates a desk review, phone conferences between HED staff and partnership directors and M&E specialist (when applicable), as well as spot checking and request for data substantiation for indicators on which the partnership has reported.

Monitoring Visits Protocol. To strengthen and improve the structure of monitoring visits to HED partnerships, HED issued a revised Monitoring Visit Protocol in December 2011. This Monitoring Visit Protocol guides program specialists and other travelers on monitoring trips through the steps of before-travel preparation, in-country data and documentation review, description of findings of the implementation progress review, and subsequent monitoring visit reporting. This protocol standardizes HED's monitoring visits processes and reporting and results in a more focused and structured monitoring effort.

3.7.4 Research Activities

In FY12, HED brought together HED staff and research experts from the higher education community to work on a literature review and synthesis of existing approaches to measuring the benefits and impacts of investments in institutional capacity development, and a Delphi study that will identify the development goals to which higher education partnerships aim to contribute.

Section 4—Lessons Learned

4.1 From HED

In FY12, HED implemented a systemic reform to its approach to monitoring, evaluation, and reporting integrating results based management throughout the lifecycle of higher education partnerships between US and host-country tertiary educational institutions. In order to increase overall program quality and impact and operate with efficient, decentralized and accountable M&E and project management processes and systems, in FY12 HED introduced new policies, procedures and developed new system solutions. As part of that effort, HED ensured that each new or recently established partnership has a fully developed Results Framework (RF), Partnership Management Plan (PMP) and results-based Partnership Implementation Plan (PIP). In addition, HED developed a consolidated project management information system called *Partnership Results and Information Management Engine (PRIME)*, updated and strengthened its M&E templates, procedures and protocols. Under the guidance of the new policies and procedures, and using PRIME for information management, HED program staff managed the performance of their partnerships in FY12 through a structured process of periodic and regular performance reviews, monitoring visits and data quality assessments. Lessons learned from that process include:

- Structuring RFAs around clear articulation of results that partnerships are expected to achieve during the course of implementation and grounding partnership descriptions in the theory of change results in better quality applications. Even though HED's new RFAs required from interested applicants significantly more groundwork and effort to prepare all mandatory components for submission, HED witnessed a spike in interest in its solicitations and experienced high volume of submissions and generally higher quality applications.
- Centering partnership management and reporting on results as articulated in Results frameworks and detailed monitoring and evaluation plans, enabled better measurement, tracking and reporting of progress toward results. This also enabled HED and partners to better articulate, manage for and show contribution toward Goal 2 of USAID Education Strategy.
- Increased focus on M&E presents challenges for implementation, especially among older and existing partnerships. HED experienced a significant resistance in rolling out enhanced and

rigorous metrics, so bringing partners on board and creating a sense of ownership within the higher education community takes longer than initially anticipated.

- Design, build-out and roll-out of PRIME was an intensive process and required significant investment in terms of time and effort. However, benefits derived from using the system were immediately visible and brought a great value to HED, USAID and the partners.

Lessons learned from this process include:

- Using a consolidated project management and monitoring and evaluation database significantly increased HED's ability to produce robust output reports and statistical analyses based on specific information needs and reporting requirements of HED and USAID.
- PRIME accessibility features such as real-time collaboration on report and DQVs increased significantly three-way communication flow between HED, U.S. and host-country partners. This increases transparency and reduces misunderstandings and misinterpretation of partnership data.
- Change management plan should be developed each time a system like PRIME is being developed as some of the challenges with the rollout stem from people's varying level of comfort with and knowledge of new technologies and software. It is necessary to invest significant time and effort in training partners on how to use PRIME. Training materials need to include multi-media as well as written guides in order to better map to adult learning styles.
- HED and USAID are facing a critical challenge due to scarce human resources at the USAID Mission level that are available for design and management of higher education partnerships. This year, HED worked with USAID E3/ED to provide a much more robust response to technical assistance requests coming from the Missions and worked on putting together a toolkit that will be useful to address this gap. HED's ability to promptly resource and field professionals to help USAID Missions better develop and design partnerships has proven to be of great value to both USAID and future implementers.
- Better start-ups provide better foundations for development of equal partnerships and achievement of results. In FY12, HED instituted a 90-day start-up period during which partners collect baseline data, conduct context analysis and engage in structured conversations with in-country stakeholders, HED and USAID. Even though it is still early to evaluate these efforts, preliminary results from the experiences in the field show a great value added of this approach. HED also learned that bringing U.S. and host-country partners together early on a post-signing conference to discuss financial and legal compliance and work through M&E components, RF and prepare for the baseline is a promising practice.

4.2 From Partners

During each reporting period, HED asks partnership directors to identify lessons learned. In a review of the partnership reports, HED identified several main categories around which the lessons learned seemed to converge: collaboration, communication, flexibility, planning and community support. Below are some examples of lessons learned for each of these categories.

Collaboration. An important aspect of the lessons learned was collaboration between institutions. Partnerships focused on working together to achieve shared program goals. Cross-cultural and institutional collaboration are most frequently mentioned in the lessons learned.

- **University of Southern Maine and American University of Sharjah in United Arab Emirates.** "It is possible for western feminists and Islamic feminists to find common ground and work together to advance women's rights, and research related to women's status."

- **University of Hawai'i at Manoa and Agricultural University of Tirana in Albania.** “The book preparation has taken more time than expected. All the chapters have been edited and reviewed several times. AUT faculty has never written a book chapter in English so this is a major challenge. In most chapters, an Albanian faculty is matched up with a foreign staff, a researcher or already trained AUT faculty. Although the process has taken quite a while, in the end, it is a worthwhile endeavor. This is truly a collaborative partnership between AHEED's trained faculty and foreign faculty and staff who also learned a lot about Albanian agriculture in the process.”
- **University of California San Diego and El Colegio de la Frontera Norte in Mexico.** “With a limited budget we were able to meet our goals for the project in large part due to the solidarity of non-profits such as Centros de Integracion Juvenil, Agencia Familiar Binacional, Prevencasa and Programa Compañeros. All of these institutions contributed their time and expertise to helping students complete their practicum module with limited or no compensation. An important lesson learned was to involve more local NGOs in the planning stages of any training program. This gave more options for students and was followed by community buy-in. Additionally, the benefits of the collaboration of community NGOs and Academic institutions is long lasting. Specifically, for post graduate studies with student researchers working directly with community institutions and identifying research needs early on in their training.”

Communication. Effective and open communication is key to the success of the partnerships. For example, in times of political unrest, it is important to find ways to communicate openly and efficiently with partners and stakeholders. Good communication helps to make decisions, overcome language barriers, enhance transparency and maintain strong partnership relationships.

- **Gateway Technical College in Wisconsin and Ecole Supérieure de Technologie Oujda in Jordan.** “The pre-training in language is crucial to the success of the project. The barriers of language make communication and understanding difficult. It is important to allocate additional time for these barriers in communications.”
- **Nassau Community College/Monroe Community College /North Country Community College /Onondaga Community College in New York and Al-Kafaàt Foundation Schools in Lebanon.** “Communication is crucial to the success of the partnership, particularly when the political climate of the region is uncertain and there are incidences of unrest.”
- **Highline Community College in Washington State and Mataria Technical College in Egypt.** “In order to assure an ongoing productive and respectful relationship, we support cross cultural communication and relationship building. Highline Community College is fortunate to have Arabic speakers working on this project and a staff and faculty who enjoy being part of a multicultural learning community. More than 40 faculty and staff participated in partnership work. Having a broad based interest in our Egyptian partnership helped us be responsive and meet a wide range of needs. We found it important to provide consistent and multiple forms of communication to keep partners informed and active in decision making, moving initiatives forward and in providing support and shared expertise via email, Skype, Facebook, telephone, and using the project website. Leadership and faculty partners needed to maintain communication.”
- **University of Hawai'i and Southern Christian College in the Philippines.** “The numerous focus group discussions with various stakeholders (government agencies, NGOs, local businesses, out-of-school youth and Southern Christian College faculty and staff) represented pivotal information exchange forums for the project planning and development. Each stakeholder focus group discussion, facilitated by the UPLOAD JOBS team, provided feedback on the objectives of the project, potential challenges, additional background information and ideas for collaboration (dependent on the stakeholder and related activities). Furthermore, government agencies and NGO's also discussed their experiences working with out-of-school youth (OSY)

providing insight on how to approach OSY related programs and how to approach successful implementation. The discussion with OSY and local businesses provided additional baseline information of the needs of OSY as well as that of local businesses. By accumulating such significant primary data from all stakeholders allows for greater success in implementing partnership activities. Moreover, as the UPLOAD JOBS project involves team members from Southern Christian College and University of Hawai'i, the inauguration of the project as well as execution of activities required the UPLOAD JOBS UH and Southern Christian College team to work closely alongside each other, creating a stronger partnership and bond as a team that will further be influential when it comes to implementing partnership activities.”

- **The Ohio State University and Université Gaston Berger (UGB) in Senegal.** “Initially there was some suspicion among the UGB faculty about the project and how the money is being spent. The UGB management team adopted a rotating administrative team made of UGB Agronomy faculty and a policy of transparency. Because of the transparency and the value the faculty has seen in the OSU study tours and other project initiatives there is now complete buy-in on the project. This shows the importance of communication and effective leadership.”

Flexibility. Several respondents mentioned flexibility as an important part of a productive partnership. All of the partnerships took place in a dynamic environment, where flexibility was essential for problem solving and adjusting to changing circumstances.

- **Highline Community College in Washington State and Mataria Technical College in Egypt.** “Flexibility has been paramount to remaining optimistic. We have experienced a revolution through the eyes of our partners. With the county and higher education in transition there is a combination of anxiety and hopefulness that has fueled the Highline-Mataria partnership positively. We have had to change plans, make plans, and do spur of the moment workshops without electricity. All of these experiences have helped us continue a trusting relationship and recognize a college and a country ready for change.”
- **Appalachian State University in North Carolina and Universidad de las Americas Puebla in Mexico.** “Flexibility is very important in implementing any project. Quick response and adjustment of program activities is necessary when confronted with new information whether positive or negative.”
- **University of Nebraska and Universidad Nacional Autónoma de Mexico.** “Be flexible. When our initial plans did not work out, we had to reassess what we could realistically accomplish and revise our proposed projects to conform to the new reality.”
- **State University of New York-Albany and Martyrs University in Uganda.** “Participant training programs require both a good, well-thought out program to ensure results are achieved, but also a flexible and adaptive approach to take maximum advantage of opportunities and synergies that arise.”
- **University of Massachusetts-Boston and State University of Haiti -National Institute of Administration, Management and International Studies (INAGHED).** “Starting over in the middle is not easy to do. It requires staying focused on the end goal. It also requires flexibility and even a relaxation of one's usual expectations.”

Planning. The need for advanced planning was mentioned by several partnerships. Due to obstacles such as bureaucracy, multi-stakeholder dynamics, and social unrest, planning is a key element in making sure that time-intensive activities are completed on time.

- **University of Nebraska and Universidad Nacional Autónoma de Mexico.** “We found that scheduling trainings during the late afternoons and evenings are the best times to hold those trainings. Most UNAM professors are also practicing lawyers, and starting the training sessions in

the late afternoon and running into the evening is the best way to accommodate professors' schedules, and tends to maximize attendance.”

- **University of Michigan William Davidson Institute in Michigan and University of Mentouri Constantine in Algeria.** “Future projects in Algeria need to take the national labor culture into account. During the past six months our partnership has encountered unnecessary delays due to labor strikes and other disruptions.”
- **Tuskegee University in Alabama and International Institute for Water & Environment Engineering in Burkina Faso.** “Partnerships need to plan at least a month or two ahead of any travel between the U.S. and Africa. All activities should be given a three to six months of lead time in order to avoid implementation problems, particularly those involving immigration and laboratory activities.”
- **Brown University in Rhode Island and University of Ghana.** “In working with technology-based systems (e.g. Tufts University's Sciences Knowledgebase), adhering to and ensuring correct specifications can be a challenge but is necessary for collaborative success. Procurement systems at University of Ghana and in Ghana can be slow and bureaucratic, so early planning is necessary to adhere to timelines.”
- **University of Florida and Namibia Polytechnic.** “Coordination of multiple authors from various countries is time intensive. Also, scheduling of potential write shop dates can be problematic to incorporate all authors. Bottom line is to plan early and be persistent.”
- **Georgia State University and Cairo University in Egypt.** “Planning ahead works well. The training programs were a result of demand driven approach. Both training programs were devised with close consultation with Cairo University faculty. The feedback was very positive and they were considered successful by the participants.”
- **Gateway Technical College in Wisconsin and Ecole Supérieure de Technologie Oujda in Jordan.** “The greatest challenge for the project has been the finalization of the Monitoring & Evaluation documentation. During the budget process, the human resources allocated based on labor expectations did not match the human resources documentation required by HED. The process was far more labor-intensive than anticipated. Therefore, the time required to complete the documentation was not adequately budgeted during the planning process.”
- **Middlesex Community College in Massachusetts and Ecole Normale Supérieure de l'Enseignement Technique of Rabat (ENSET) in Morocco.** “Do not underestimate the time required to translate documents especially when the vocabulary of the documents is new to the translators. For example the term "cash flow" is not a common term in French therefore the concept and the translation needed additional thought.”
- **Illinois Institute of Technology and Cleaner Production Consortium in Central and South America.** “While the partners have joined this project enthusiastically we realize that ours is a complex partnership, with so many partners, different schedules and profiles. Therefore, it is necessary to have realistic expectations for timelines and deliverables. We have learned the importance of clearly communicating to all partners all the goals and deadlines. For example, we are implementing a two-week timeframe for receiving sub-reports prior to when they are due to HED in order to have time to consolidate all sub-reports and have some buffer time if one of the partners is late submitting its report.”
- **State University of New York–Albany and University of KwaZulu-Natal in South Africa.** “The primary lesson learned in this reporting period (not mentioned in the final report) was that it would have been better to schedule capstone events, such as the faculty retreats, earlier. That way, when student unrest erupted, we would have been able to offer those retreats at a later date, which we were unable to do since the funding period ended.”

Community Support. Activities that strengthen local communities were perceived as healthy for the partnerships. These situations create win-win situations for all stakeholders.

- **University of Texas at San Antonio and Central America Consortium.** “The Centro America SBDC hosted at institutions of higher education will greatly strengthen the local community as they will improve the competitiveness of the small and micro sector by providing counseling and training services that create economic impact. The newly formed centers will also link the efforts and resources of the economic development community, state and local government with existing university human resources such as professors and students interns and capital resources such as offices, furniture, research resources, IT support, etc.

“More countries throughout Latin America implementing the Small Business Development Centers model are creating new and adapted ways of helping local small business communities and sharing these best practices is enriching other countries that now count not only with the U.S. SBDC model background but with information and tools developed in countries more related to them such as Mexico or El Salvador to complement their assistance services to local businesses.”

- **State University of New York – Albany and Makerere University in Uganda.** “Student involvement in project activities not only benefits the students but also benefits the respective communities.”

“Providing communities with several options for addressing water, sanitation and hygiene challenges such as boiling water and household chlorination ensures better practices.”

“Working with village health team members in project implementation has been influential in project activities as they are always available and well known by their respective communities.”

Section 5 – Moving Forward

Human and Institutional Capacity Building. In FY13, HED anticipates to reach the following targets for a set of key standard indicators for Human and Institutional Capacity Building.

Table 30. FY13 Targets for Standard Indicators

Indicator	FY13 Targets
F INDICATOR: Number of USG-supported tertiary education programs that adopt policies and/or procedures to strengthen transparency of admissions and/or to increase access of underserved and disadvantaged groups.	12
F INDICATOR: Number of new USG-supported tertiary education programs that develop or implement industry recognized skills certification.	15
F INDICATOR: Number of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners.	22
F INDICATOR: Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers’ input or on the basis of market research.	21
F INDICATOR: Number of USG-supported research initiatives whose findings have been applied, replicated or taken to market.	12
Number of higher education institution engagement/outreach activities in community.	219
F INDICATOR: Number of U.S.-host-country joint development research projects.	83
F INDICATOR: Number of individuals from underserved and/or disadvantaged groups accessing tertiary programs.	6,981

Indicator	FY13 Targets
F INDICATOR: Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education partnerships.	112
Number of host country individuals (EXCLUDING faculty) who completed USG-funded <u>long-term</u> programs resulting in academic degrees or professional or technical certificates (Long-term qualifications strengthening - EXCLUDING faculty/teaching staff).	698
Number of host-country individuals who completed USG-funded <u>short-term</u> training or exchange programs involving higher education institutions (Short-term qualifications strengthening - ALL individuals).	1,516
Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs for qualifications strengthening [Training - Long Term (Enrolled)].	275

Partnerships – New Partnerships: A total of 14 new partnerships will be initiated in FY13. The majority of those (nine partnerships) are located in Latin American and the Caribbean, three are in sub-Saharan Africa, one is in Europe and Eurasia and one is in the BMENA region. Four of these new partnerships (29 percent) focus on environment/natural resources, and another four focus on education. Three of the partnerships are in democracy and governance/public policy/journalism, two are in workforce/entrepreneurship development, and one is in the agriculture/agribusiness/animal science sector. Table 30 below lists all of HED’s new partnerships in FY13.

Note: Two of the new partnerships shown below are still in the sub-award negotiation process and cannot be disclosed in full.

Table 31. New Partnerships in FY13

U.S. Institution(s)	Host-Country Institution(s)	Region	Country	Primary Sector	Effective Date	End Date	Subaward Amount
Arizona State University	Yerevan State University	Europe/Eurasia	Armenia	Education	9/1/2012	6/30/2015	\$1,305,000
University of Florida	National University of Asunción	LAC	Paraguay	Education	10/1/2012	6/30/2015	\$811,363
American University	Pontificia Universidad Javeriana Cali, Universidad Santiago de Cali	LAC	Colombia	Democracy & Governance/ Public Policy/ Journalism	10/19/2012	6/30/2015	\$1,000,000
University of Florida	Universidad del Norte, Universidad de Magdalena	LAC	Colombia	Democracy & Governance/ Public Policy/ Journalism	10/19/2012	6/30/2015	\$757,179
University of California, Los Angeles	Kigali Institute of Education	SSA	Rwanda	Education	11/1/2012	6/30/2015	\$1,079,996
Michigan State University	National University of Rwanda	SSA	Rwanda	Agriculture/Ag. Business/ Animal Science	11/1/2012	6/30/2015	\$1,280,000
University of Minnesota	Universidad de Medellín, Universidad de Antioquia	LAC	Colombia	Democracy & Governance/ Public Policy/ Journalism	11/19/2012	6/30/2015	\$1,250,000
University of North Carolina	Universidad San Francisco de Quito	LAC	Ecuador	Environment/Natural Resources	12/1/2012	6/30/2015	\$749,915
University of Florida	Universidad Amazonica de Pando	LAC	Bolivia	Environment/Natural Resources	12/1/2012	6/30/2015	\$749,880

U.S. Institution(s)	Host-Country Institution(s)	Region	Country	Primary Sector	Effective Date	End Date	Subaward Amount
Florida International University	Pontificia Universidad Javeriana, Universidad de la Amazonia de Florencia	LAC	Colombia	Environment/Natural Resources	12/1/2012	6/30/2015	\$749,961
University of Texas San Antonio	Centro Regional de Promoción de la MIPYME (SBDC #2)	LAC	Central America	Workforce/Entrepreneurship Development	11/30/2012	11/30/2014	\$1,076,754
University of Richmond	Universidad Nacional de Ucayali	LAC	Peru	Environment/Natural Resources	12/1/2012	6/30/2015	\$749,998
		SSA	South Sudan	Education	FY12	FY15	\$4,275,000
		MENA	Yemen	Workforce/Entrepreneurship Development	FY12	FY15	\$435,999

Partnerships closing: A total of 20 partnerships are scheduled to close between October 1, 2012 and September 30, 2013. The majority of these (14 partnerships) are located in sub-Saharan Africa, three are in Latin American and the Caribbean, three are in the Middle East and North Africa, and one is in Europe and Eurasia. Seven of these closing partnerships (35 percent) focus on environment/natural resources, and another five partnerships (25 percent) focus on economic opportunity/business. Fewer of those closing partnerships are in workforce/entrepreneurship development (2), health/population/nutrition/HIV-AIDS (2), education (2), or in democracy and governance/public policy/journalism (1) or agriculture/agribusiness/animal science (1).

U.S. Institution(s)	Host-Country Institution(s)	Country	Region	Primary Sector	Effective Date	End Date	Sub-award Amount
University of Hawai'i at Manoa	Agricultural University of Tirana	Albania	Europe /Eurasia	Economic Opportunity/Business	8/27/2008	12/31/2012	\$399,948
Tulane University	Universidad Iberoamericana/Universidad Rafael Landívar/Univ Paulo Freire	Dominican Republic; El Salvador; Guatemala; Nicaragua	LAC	Democracy & Governance/Public Policy/Journalism	7/15/2010	3/28/2013	\$592,768
University of Massachusetts-Boston	State University of Haiti-National Institute of Administration, Management and International Studies (INAGHEI)	Haiti	LAC	Economic Opportunity/Business	7/29/2008	3/30/2013	\$521,167
University of Texas San Antonio	Central American University Consortium	Costa Rica; Dominican Republic; El Salvador; Guatemala; Honduras; Nicaragua	LAC	Workforce/Entrepreneurship Development	9/15/2011	9/15/2013	\$545,000
University of Michigan William Davidson Institute	Mentouri University Constantine	Algeria	MENA	Workforce/Entrepreneurship Development	10/7/2009	10/31/2012	\$674,595
Georgia State University	Cairo University-BEPSA	Egypt	MENA	Economic Opportunity/Business	7/30/2007	6/30/2013	\$700,000
Georgia State University	Cairo University (Dept. of Economics)	Egypt	MENA	Economic Opportunity/Business	9/29/2008	8/31/2013	\$399,525
University of Connecticut	Addis Ababa University	Ethiopia	SSA	Environment/Natural Resources	1/14/2011	12/15/2012	\$1,100,000
North Dakota State University	Makerere University	Uganda	SSA	Health/Population/Nutrition/HIV/AIDS	2/15/2011	2/14/2013	\$1,100,000
University of Cincinnati	University of Cape Town	South Africa	SSA	Economic Opportunity/Business	2/21/2011	2/28/2013	\$1,100,000
Syracuse University	Kenyatta University	Kenya	SSA	Education	4/1/2011	3/31/2013	\$860,701
Tuskegee University	International Institute for Water & Environment Engineering	Burkina Faso	SSA	Environment/Natural Resources	3/15/2011	4/1/2013	\$1,100,000
Michigan State University	University of Malawi	Malawi	SSA	Environment/Natural Resources	4/5/2011	4/4/2013	\$880,000
South Carolina State University	Ngozi University	Burundi	SSA	Agriculture/Ag. Business/Animal Science	2/9/2009	5/31/2013	\$529,641
Colorado State University	University of Nairobi	Kenya	SSA	Environment/Natural Resources	4/1/2011	6/20/2013	\$1,100,000
University of Florida	Polytechnic of Namibia/Namibia University of Science and Technology/University of Botswana/Sokoine University	Botswana; Namibia; South Africa; Tanzania	SSA	Environment/Natural Resources	5/4/2009	6/30/2013	\$600,000
Brown University	University of Ghana	Ghana	SSA	Health/Population/Nutrition/HIV/AIDS	7/1/2011	6/30/2013	\$1,100,000
Cornell University	Bahir Dar University	Ethiopia	SSA	Environment/Natural Resources	1/4/2010	8/31/2013	\$295,246
Fairfield University	Université de Bambey	Senegal	SSA	Education	10/1/2010	9/30/2013	\$299,607
State University of New York-Albany	Makerere University	Uganda	SSA	Environment/Natural Resources	2/9/2010	9/30/2013	\$299,736

Broader Middle East and North Africa Partnership Workshop (BMENA). HED plans to organize a follow-up workshop to the Broader Middle East and North Africa Regional Partners Meeting held in Istanbul, Turkey. This event will gather partners from all active HED awards in the Middle East and North Africa region to support and advance a higher education community of practice that increases opportunities for youth and promotes sustainable economic and workforce development throughout the region.

Eastern European and Eurasia Impact Assessment. HED conducted impact assessments in most of the world's major geographic regions. An area where the legacy effect of HED's partnerships has not been analyzed is in Eastern Europe & Eurasia. In FY13, HED will continue to develop plans from FY12 and prepare for an impact assessment of partnerships in Eastern Europe & Eurasia. The assessment will follow the guidelines set forth in USAID's Evaluation Policy to determine the long-term effects these partnerships had in the region. HED will plan for a team consisting of HED staff and external consultants to conduct this assessment. This assessment will examine what happens after the partnerships have been closed and will allow the team to identify the long term effects of the partnership, specifically, its impact. In addition, the assessment will review the sustainability of the programs established and the effects they have had on higher education in the host country. The team will also visit the U.S.-based institutions and assess the effect these partnerships had on staff and programs and the degree to which the partnerships with the host-country institutions have been sustained over time.

Monitoring and Evaluation. HED will continue to implement a robust results-based program management of its portfolio of partnerships. In FY12, HED began to implement a comprehensive FY12-15 monitoring, evaluation, and reporting strategy. The strategy is based on USAID's requirements, and a detailed review that was in response to the new USAID Evaluation Policy released in January 2011 and the 2012 Office of Inspector General audit recommendations to HED. The HED monitoring and evaluation plan continues to focus on system strengthening and capacity building and program quality management.

Much of the evolution in HED's partnership portfolio follows from the external evaluation recommendations, as well as from conventional wisdom within the higher education community, that longer and better financed partnerships will have greater long-term and transformational impact in the strengthening of human and institutional capacity building in higher education institutions in developing countries. There is little comparative empirical work to date, however, that actually substantiates that programs can move from a transactional to a transformational development mode through the provision of greater program resources and longer time for program implementation. HED is in a position to begin to do a comparative analysis of this commonly held perception. It is expected that this initial comparative assessment of partnership length, funding levels, and complexity will create a foundation for addressing the testing of this perception in a more methodologically rigorous fashion in the future.

Program Quality Management: Partnership monitoring visits-HED program staff will manage the performance of the project through a structured process of performance reviews, monitoring visits, and data quality assessments. The performance reviews will include semiannual portfolio reviews with the HED senior management team that identify issues, demonstrate progress, and assess effectiveness. HED staff also will conduct periodic monitoring visits to both U.S. and overseas partner institutions, to collect evidence of progress towards performance objectives and partnership impact that relate to higher education human capacity building and institutional capacity strengthening. Following each monitoring visit, HED staff will prepare and submit monitoring visit reports to USAID that outline the assessment of the performance and contain information on key areas of implementation supplied by the lead partner institutions to adequately support and monitor implementation of partnership activities. HED planned 22 monitoring visits in FY13. In addition, HED planned several outreach trips to USAID Missions and to U.S. institutions of higher education.

Project performance assessments and data quality verification-HED staff will conduct data quality verification and performance quality control reviews on all reports submitted to HED following the semiannual reporting schedule. These reviews follow HED's data quality verification procedure established in FY12 and include reviews of monitoring and evaluation systems in place in these partnerships, monitoring practices, and assessment of data quality on all data quality standards (as per ADS 203).

HED will continue to share knowledge and results by participating in key national and international conferences and renewing its memberships with groups such as the International Institute for Impact Evaluation (3IE) and the Network of Networks on Impact Evaluation (NoNIE).

Research. In FY13, HED will continue to examine the role of higher education in development and conduct preliminary research related to understanding the impact of higher education capacity building on national and regional development. In FY12, HED convened a small working group composed of HED staff and research experts from the higher education community who specialize in international education partnerships and/or studied the impact of higher education institutional capacity building domestically or overseas. The working group will continue its research through to completion of the following activities in FY13.

- **A literature review and synthesis of existing approaches to measuring the benefits and impacts of investments in institutional capacity development:** The literature review will examine studies of institutional capacity development interventions in higher education institutions in the United States and overseas as well as effects of organizational change interventions in other industries.
- **A Delphi study that will identify the development goals to which higher education partnerships are assumed to contribute:** Identification of these variables will enable HED to develop a proposal for rigorous research study across a wide geographical and institutional sample.

Appendix A

**Active Awards under the Leader Award, Associate Awards,
and Cooperative Agreements, FY12**

Funding Mechanism	Program Name	Region	Country	U.S. Institution(s)	Host Country Institution(s)	Partnership Title	Primary USAID Sector	Effective Date	End Date	Subaward Amount
Associate Award	Africa Initiative	Sub-Saharan Africa	Ethiopia	University of Connecticut	Addis Ababa University	Sustainable water resources: capacity building in education, research and outreach	Environment/Natural Resources	1/14/2011	12/15/2012	\$1,100,000
Associate Award	Africa Initiative	Sub-Saharan Africa	Ghana	Brown University	University of Ghana	University of Ghana – Brown University academic partnership to address HIV/AIDS in Ghana	Health/Population/Nutrition/HIV/AIDS	7/1/2011	6/30/2013	\$1,100,000
Associate Award	Africa Initiative	Sub-Saharan Africa	Kenya	Syracuse University	Kenyatta University	Capacity through Quality Teacher Preparation	Education	4/1/2011	3/31/2013	\$860,701
Associate Award	Africa Initiative	Sub-Saharan Africa	Kenya	Colorado State University	University of Nairobi	Centre for Sustainable Drylands: A University Collaboration for Transforming Higher Education in Africa at the University of Nairobi	Environment/Natural Resources	4/1/2011	6/20/2013	\$1,100,000
Associate Award	Africa Initiative	Sub-Saharan Africa	Liberia	Indiana University	University of Liberia	Increasing Availability of Well-Trained Health Care Workers	Health/Population/Nutrition/HIV/AIDS	10/1/2011	9/27/2015	\$2,145,764
Associate Award	Africa Initiative	Sub-Saharan Africa	Malawi	Michigan State University	University of Malawi	Agro-Ecosystem Services: Linking Science to Action in Malawi and the Region	Environment/Natural Resources	4/5/2011	4/4/2013	\$880,000
Associate Award	Africa Initiative	Sub-Saharan Africa	Senegal	Ohio State University	Université Gaston Berger	Development of agronomy and crop production academic programs, research, and need based extension programs for sustainable food production in Senegal	Agriculture/Ag. Business/Animal Science	12/21/2010	9/30/2015	\$1,100,000
Associate Award	Africa Initiative	Sub-Saharan Africa	South Africa	University of Cincinnati	University of Cape Town	Nano Power Africa	Economic Opportunity/Business	2/21/2011	2/28/2013	\$1,100,000

Funding Mechanism	Program Name	Region	Country	U.S. Institution(s)	Host Country Institution(s)	Partnership Title	Primary USAID Sector	Effective Date	End Date	Subaward Amount
Associate Award	Africa Initiative	Sub-Saharan Africa	South Sudan	Virginia Polytechnic Institute and State University	University of Juba/Catholic University of South Sudan	Rebuilding higher education in agriculture to support food security, economic growth and peace efforts in South Sudan	Agriculture/Ag. Business/Animal Science	2/7/2011	9/30/2015	\$1,470,396
Associate Award	Africa Initiative	Sub-Saharan Africa	Uganda	North Dakota State University	Makerere University	Capacity building in integrated management of trans-boundary animal diseases and zoonosis	Health/Population/Nutrition/HIV/AIDS	2/15/2011	2/14/2013	\$1,100,000
Associate Award	Algeria	Middle East and North Africa	Algeria	University of Michigan William Davidson Institute	Mentouri University Constantine	Recruiting Employable Students at the University with Management Education (RESUME)	Workforce/Entrepreneurship Development	10/7/2009	10/31/2012	\$649,661
Associate Award	Barbados-JOBS	Latin America and the Caribbean	Barbados	Indiana University	University of the West Indies-CHSB	Barbados: Supporting Entrepreneurs through the JOBS Initiative	Workforce/Entrepreneurship Development	2/28/2011	6/30/2014	\$1,349,692
Associate Award	Burundi Collaborative	Sub-Saharan Africa	Burundi	South Carolina State University	Ngozi University	Strengthening Rural Agriculture Development	Agriculture/Ag. Business/Animal Science	2/9/2009	5/31/2013	\$529,641
Associate Award	CAFTA-DR	Latin America and the Caribbean	Dominican Republic; El Salvador; Guatemala; Nicaragua	Tulane University	Universidad Iberoamericana/Universidad Rafael Landivar/Universidad Paulo Freire	CAFTA-DR Environmental Law Capacity Building Initiative	Democracy & Governance/Public Policy/Journalism	7/15/2010	3/28/2013	\$592,768
Associate Award	Clean Water	Sub-Saharan Africa	Ethiopia	Cornell University	Bahir Dar University	Improved Drinking Water Resource Utilization through Integrated University Research, Planning, and Training Initiatives in the Lake Tana Region Ethiopia	Environment/Natural Resources	1/4/2010	8/31/2013	\$295,246
Associate Award	Clean Water	Sub-Saharan Africa	Uganda	State University of New York-Albany	Makerere University	Drinking Water Supply, Sanitation, and Hygiene Promotion: Health Interventions in Two Urban Communities of Kampala City and Mukono Municipality, Uganda	Environment/Natural Resources	2/9/2010	9/30/2013	\$299,736

Funding Mechanism	Program Name	Region	Country	U.S. Institution(s)	Host Country Institution(s)	Partnership Title	Primary USAID Sector	Effective Date	End Date	Subaward Amount
Associate Award	Egypt ECON	Middle East and North Africa	Egypt	Georgia State University	Cairo University (Dept. of Economics)	Enhancing Capacity for Research in Economics	Economic Opportunity/Business	9/29/2008	8/31/2013	\$399,525
Associate Award	Egypt EMBA	Middle East and North Africa	Egypt	Georgia State University	Alexandria University-EMBA	Executive Master in Business Administration in Alexandria, Egypt	Workforce/Entrepreneurship Development	10/27/2008	9/30/2012	\$1,499,500
Associate Award	Guyana Collaborative	Latin America and the Caribbean	Guyana	Ohio University	University of Guyana	Guyana Strengthening Mass Communications and Journalism	Democracy & Governance/Public Policy/Journalism	10/27/2008	12/31/2011	\$299,646
Associate Award	Haiti	Latin America and the Caribbean	Haiti	University of Florida	Faculté d'Agronomie et de Médecine Vétérinaire	Delivering High Quality Academic Programming in Agribusiness	Agriculture/Ag. Business/Animal Science	3/31/2008	8/31/2012	\$297,433
Associate Award	Haiti	Latin America and the Caribbean	Haiti	University of Massachusetts-Boston	State University of Haiti-National Institute of Administration, Management and International Studies (INAGHEI)	The UMass Boston/INAGHEI University Partnership	Economic Opportunity/Business	7/29/2008	3/30/2013	\$521,167
Associate Award	Haiti	Latin America and the Caribbean	Haiti	Virginia Polytechnic Institute	Ecole Supérieure d'Infotronique d'Haiti	Partnership to Strengthen Computer Science Capabilities at ESIH	Information & Communication Technologies/Distance Learning	2/8/2008	9/30/2012	\$921,685
Associate Award	JOBS for Mindanao	Asia	Philippines	University of Hawaii	Southern Christian College	University Partnership Linking Out-of-School Youth to Agri-Entrepreneurship Development to Promote Job Opportunities for Business Scale-up for Mindanao (UPLOAD JOBS for Mindanao)	Workforce/Entrepreneurship Development	6/15/2012	6/30/2015	1,070,495
Associate Award	Jordan Collaborative	Middle East and North Africa	Jordan	Utah State University	University of Jordan/University of Petra	Strengthening Early Childhood Education in Jordan	Education	10/31/2008	10/15/2011	\$450,000

Funding Mechanism	Program Name	Region	Country	U.S. Institution(s)	Host Country Institution(s)	Partnership Title	Primary USAID Sector	Effective Date	End Date	Subaward Amount
Associate Award	South Africa Collaborative - Math Education	Sub-Saharan Africa	South Africa	State University of New York-Buffalo	University of KwaZulu-Natal	Enhancing Secondary Mathematics Teacher Education	Education	10/13/2008	2/29/2012	\$224,034
Associate Award	South Africa Collaborative - Tourism	Sub-Saharan Africa	South Africa	University of Florida	Tshwane University of Technology	Partnership to Strengthen Teaching, Research, Service & Faculty Development in Tourism Management	Economic Opportunity/Business	1/5/2009	12/31/2011	\$250,000
Associate Award	South Africa Collaborative - Transportation	Sub-Saharan Africa	South Africa	University of Michigan William Davidson Institute	University of Johannesburg	SALETTI: South Africa Logistics Excellence and Transportation Training Initiative	Workforce/Entrepreneurship Development	12/18/2008	12/31/2011	\$249,930
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	Arizona State University	Institute of Ecology at the National Autonomous University of Mexico	Managing Biodiversity Under Climate Change: Enhancing Capacities in Mexico for Conservation Planning, Decision-Making and Sustainability Assessment	Environment/Natural Resources	1/25/2010	6/30/2012	\$134,329
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	University of Colorado at Boulder	Universidad de Guanajuato	Promoting Sustainable Energy Efficiency Technologies for Buildings	Environment/Natural Resources	2/12/2010	6/30/2012	\$147,351
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	Ohio State University	Colegio de Postgraduados en Ciencias Agricolas	Building Human Capital for Microfinance Institutions in Order to Increase Competitiveness and Reduce Rural Poverty in Mexico	Economic Opportunity/Business	8/1/2007	8/31/2012	\$181,320
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	Illinois Institute of Technology-(Merida)	ITESM-Mexico City-(Merida)	Chicago-Kent and ITESM-Mexico City Partnership-Merida	Democracy & Governance/Public Policy/Journalism	11/1/2010	6/30/2012	\$185,000
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	Western Illinois University	Universidad Tecnologica de la Selva/Universidad Autonoma de Queretaro	Capacity Building in Southern Mexico	Economic Opportunity/Business	10/17/2006	8/31/2012	\$202,551

Funding Mechanism	Program Name	Region	Country	U.S. Institution(s)	Host Country Institution(s)	Partnership Title	Primary USAID Sector	Effective Date	End Date	Subaward Amount
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	Colorado State University	Universidad Iberoamericana	Green Construction Human and Institutional Development Program	Workforce/Entrepreneurship Development	7/1/2011	6/30/2012	\$230,923
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	Appalachian State University	Universidad de las Americas-Puebla	Renewable Energy, Energy Efficiency and Competitiveness	Environment/Natural Resources	1/15/2010	6/30/2012	\$239,999
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	Duquesne University	Universidad Autónoma de Nuevo León	Expanding Knowledge, Curricula and Research for Mexican Students, Faculty and Professionals to Enhance Competitiveness in Renewable Energy and Energy Efficiency	Environment/Natural Resources	12/21/2009	6/30/2012	\$240,000
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	Florida International University	CIIDIR-Oaxaca	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	Environment/Natural Resources	12/1/2008	3/31/2012	\$246,486
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	Michigan Technological University	Instituto Tecnológico de la Valle de Oaxaca, Colegio de la Frontera Sur	Enhancing the Capacity for Sustainable Forest Management and Ecosystem Service Provisioning in Chiapas and Oaxaca	Environment/Natural Resources	2/16/2009	6/30/2012	\$249,998
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	University of Florida	Universidad Veracruzana	Bridging Academia and Practice: Integrative Leadership for Biodiversity Conservation in Managed Landscapes	Environment/Natural Resources	12/24/2009	6/30/2012	\$266,758
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	University of Nebraska-Lincoln	Universidad Nacional Autónoma de Mexico	UNL-UNAM Rule of Law Partnership	Democracy & Governance/Public Policy/Journalism	6/22/2010	6/30/2012	\$287,281

Funding Mechanism	Program Name	Region	Country	U.S. Institution(s)	Host Country Institution(s)	Partnership Title	Primary USAID Sector	Effective Date	End Date	Subaward Amount
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	Illinois Institute of Technology	ITESM-Mexico City	Chicago-Kent and ITESM-Mexico City Partnership	Democracy & Governance/Public Policy/Journalism	6/2/2009	6/30/2012	\$314,504
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	Alamo Colleges	UT-Ciudad Juárez	Partnership to Improve Workforce Productivity of Maquiladora Workers along the Texas/Mexico NAFTA Corridor	Workforce/Entrepreneurship Development	9/4/2010	8/31/2012	\$315,401
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	Emory University School of Law	Universidad Panamericana	Emory and Panamericana University Partnership to Establish a Mexican Institute for Trial Advocacy	Democracy & Governance/Public Policy/Journalism	11/2/2009	6/30/2012	\$403,919
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	University of San Diego School of Law	Universidad Autonoma de Baja California, Mexicali	USD-UABC Legal Education Program	Democracy & Governance/Public Policy/Journalism	12/21/2009	6/30/2012	\$435,670
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	University of California, San Diego	El Colegio de la Frontera Norte	A Binational Training Program to Improve Social Justice in the Mexico-US Border Region	Health/Population/Nutrition/HIV/AIDS	7/22/2010	6/30/2012	\$887,991
Associate Award	TIES (USAID/Mexico)	Latin America and the Caribbean	Mexico	University of Texas at El Paso	Universidad Autónoma de Ciudad Juárez	SABEMOS II (Science/Literacy Across Borders for Educators in Mexico to Promote Outstanding Schools)	Education	9/15/2010	8/30/2012	\$982,158
Cooperative Agreement	Pathways to Cleaner Production in the Americas: Educating Future Professionals	Latin America and the Caribbean	Costa Rica; Dominican Republic; El Salvador; Guatemala; Honduras; Nicaragua; Peru	Illinois Institute of Technology / New York Institute of Technology	Instituto Tecnológico de Costa Rica, Instituto Tecnológico de Santo Domingo, Universidad Centroamericana Jose Simeon Canas, Universidad San Ignacio de Loyola	Pathways to Cleaner Production in the Americas: Educating Future Professionals	Environment/Natural Resources	6/15/2012	6/14/2015	758,991
Leader-AEG	Africa Initiative	Sub-Saharan Africa	Burkina Faso	Tuskegee University	International Institute for Water & Environment Engineering	Africa-US Network of Centers of Excellence in Water and Environmental Science & Technology	Environment/Natural Resources	3/15/2011	4/1/2013	\$1,100,000

Funding Mechanism	Program Name	Region	Country	U.S. Institution(s)	Host Country Institution(s)	Partnership Title	Primary USAID Sector	Effective Date	End Date	Subaward Amount
Leader-AEG	BMENA I	Middle East and North Africa	Egypt	Highline Community College	Mataria Technical College	Leveraging Community College Workforce Development Expertise: Creating Educational Pathways to High Skills Employment at Mataria Technical College	Workforce/Entrepreneurship Development	9/1/2010	3/31/2015	\$572,494
Leader-AEG	BMENA I	Middle East and North Africa	Morocco	Gateway Technical College	Ecole Supérieure de Technologie Oujda	Automotive Diagnostics Partnership and Scale-Up	Workforce/Entrepreneurship Development	8/15/2010	3/31/2015	\$537,246
Leader-AEG	BMENA I, BMENA I Scale-Up	Middle East and North Africa	Jordan	Red Rocks Community College	Al-Huson University College / Al-Balqa Applied University	Expanding Jordan's Green Collar Workforce: An International Partnership to Establish an Associate Degree Program in Solar Energy Technology (SET)	Workforce/Entrepreneurship Development	8/1/2010	12/31/2014	\$486,633
Leader-AEG	BMENA I, BMENA I Scale-Up	Middle East and North Africa	Jordan	Eastern Iowa Community College District - Muscatine Community College	Al Quds College	Economic Empowerment through Entrepreneurship	Workforce/Entrepreneurship Development	7/1/2010	3/31/2015	\$491,399
Leader-AEG	BMENA II	Middle East and North Africa	Bahrain	Central Community College	Bahrain Polytechnic	Bahrain Entrepreneurship Project	Workforce/Entrepreneurship Development	4/1/2012	3/31/2015	\$458,806
Leader-AEG	BMENA II	Middle East and North Africa	Jordan	Washtenaw Community College	Al Quds College	Community College Entrepreneurship: Integration to Incubation	Workforce/Entrepreneurship Development	1/1/2012	12/31/2014	446,938
Leader-AEG	BMENA II	Middle East and North Africa	Lebanon	Nassau Community College/Monroe Community College /North Country Community College /Onondaga Community College	Al-Kafaat Foundation Schools	SUNY Community College Consortium	Workforce/Entrepreneurship Development	1/1/2012	12/31/2014	461,151

Funding Mechanism	Program Name	Region	Country	U.S. Institution(s)	Host Country Institution(s)	Partnership Title	Primary USAID Sector	Effective Date	End Date	Subaward Amount
Leader-AEG	BMENA II	Middle East and North Africa	Morocco	Middlesex Community College	Ecole Normale Supérieure de l'Enseignement Technique of Rabat / Ecole Normale Supérieure de l'Enseignement Technique of Mohammedia	Linkages for Entrepreneurship Achievement Project (LEAP)	Workforce/Entrepreneurship Development	1/1/2012	12/31/2014	\$460,852
Leader-AEG	BMENA II	Middle East and North Africa	Morocco	Gateway Technical College	Ecole Supérieure de Technologie Oujda; Université Mohammed I Oujda (I)	Collegiate Entrepreneurship and Collaborative Strategies	Workforce/Entrepreneurship Development	3/1/2012	9/30/2014	461,575
Leader-AEG	Caribbean Region: Climate Adaptation Partnership Initiative	Latin America and the Caribbean	Barbados	Columbia University	University of the West Indies	Building Capacity to Manage Climate Risk and Water Resources in the Caribbean	Environment/Natural Resources	7/15/2012	6/30/2015	682,197
Leader-AEG	Central America Small Business Development Centers (SBDC)	Latin America and the Caribbean	Costa Rica; Dominican Republic; El Salvador; Guatemala; Honduras; Nicaragua	University of Texas San Antonio	Central American University Consortium	Central American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development (SBDC) Model throughout Central America	Workforce/Entrepreneurship Development	9/15/2011	9/15/2013	\$545,000
Leader-AEG	Egypt BESP	Middle East and North Africa	Egypt	Georgia State University	Cairo University-BEPSA	Egypt: Business Education and Private Sector Alignment (BEPASA)	Economic Opportunity/Business	7/30/2007	6/30/2013	\$700,000
Leader-AEG	Ethiopia Collaborative	Sub-Saharan Africa	Ethiopia	University of Arizona	Bahir Dar University	Institutional Capacity Building in Disaster Risk Management and Sustainable Development at Bahir Dar University	Environment/Natural Resources	9/26/2007	3/31/2012	\$411,823
Leader-AEG	Hawaii Collaborative	Europe and Eurasia	Albania	University of Hawai'i at Manoa	Agricultural University of Tirana	Increasing Institutional Capacity in Agricultural Economics	Economic Opportunity/Business	8/27/2008	12/31/2012	\$399,948

Funding Mechanism	Program Name	Region	Country	U.S. Institution(s)	Host Country Institution(s)	Partnership Title	Primary USAID Sector	Effective Date	End Date	Subaward Amount
Leader-AEG	Job Opportunities for Business Start-ups (JOBS) USAID	Middle East and North Africa	Tunisia	University of Colorado Boulder	Institut Supérieur Des Etudes Technologiques de Sidi Bouzid	Promoting Water Management, Energy Efficiency, Renewable Energy Technologies in the Agricultural Sector of Tunisia	Workforce/Entrepreneurship Development	6/1/2012	6/30/2015	\$500,000
Leader-AEG	Job Opportunities for Business Start-ups (JOBS) USAID	Middle East and North Africa	Tunisia	University of Colorado Boulder	Institut Supérieur Des Etudes Technologiques de Tataouine and Institut Supérieur Des Etudes Technologiques de Médenine	Promoting Sustainable Energy Technologies in the Industrial Sector of Tunisia	Workforce/Entrepreneurship Development	6/1/2012	6/30/2015	\$500,000
Leader-AEG	MEPI	Middle East and North Africa	United Arab Emirates	University of Southern Maine	American University of Sharjah	UAE Gender and Women's Studies Consortium: Reforming Higher Education in the UAE by Integrating the Role of Women in Society, Equity and Social Inclusion, Family/Child Rights, and Women's Rights into the Curriculum	Education	1/8/2008	8/31/2012	\$284,895
Leader-AEG	Nepal Collaborative	Asia	Nepal	Virginia Polytechnic Institute	Tribhuvan University	Creating a Center of Excellence to Strengthen Capacity in Forestry and Natural Resource Conservation	Environment/Natural Resources	9/21/2007	9/30/2012	\$600,000
Leader-AEG	Pakistan Collaborative	Asia	Pakistan	California State University Fullerton	Fatimah Jinnah Women University / Sardar Bahadur Khan Women University	Partnership for Women in Science and Technology in Pakistan	Education	3/3/2008	12/31/2013	\$199,999
Leader-AEG	Senegal Collaborative	Sub-Saharan Africa	Senegal	Fairfield University	Université de Bambey	Use of ICT and Service Learning to Develop Health Curricula	Education	10/1/2010	9/30/2013	\$299,607
Leader-AEG	Somalia Collaborative	Sub-Saharan Africa	Somalia	Eastern Mennonite University	University of Hargeisa	Center for Conflict Resolution and Peace Building at the University of Hargeisa	Democracy & Governance/Public Policy/Journalism	12/17/2007	12/31/2011	\$399,649

Funding Mechanism	Program Name	Region	Country	U.S. Institution(s)	Host Country Institution(s)	Partnership Title	Primary USAID Sector	Effective Date	End Date	Subaward Amount
Leader-AEG	Southern Africa Community-Based Natural Resource Management	Sub-Saharan Africa	Botswana; Namibia; South Africa; Tanzania	University of Florida	Polytechnic of Namibia/Namibia University of Science and Technology/University of Botswana/Sokoine University	Transforming CBNRM Education in Southern Africa	Environment/Natural Resources	5/4/2009	6/30/2013	\$600,000
Leader-AEG	Uganda Collaborative	Sub-Saharan Africa	Uganda	State University of New York-Albany	Uganda Martyrs University	Uganda Parliamentary Research and Internship Program (PRIP)	Democracy & Governance/Public Policy/Journalism	1/22/2008	9/30/2012	\$556,360

APPENDIX B:

Partnership Program and Associate Awards Narratives: FY12

Entrepreneurship and Workforce
Development

Agriculture

Education

Health and Nutrition

Human Rights

Gender Equality and Female
Empowerment

Climate Change and Adaptation

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Please note that 18 partnerships active in FY12 were supported through the Associate Cooperative Agreement between the American Council on Education/HED and USAID/Mexico (Agreement 523-A-00-06-00009-00). This award closed June 30, 2012. The final report can be found in Appendix C (submitted separately via CD).

Entrepreneurship and Workforce Development

1. ISET Sidi Bouzid and University of Colorado Boulder: Water Management and Renewable Energy Technologies in Tunisia (JOBS)

Award Description: Managed under HED Leader Cooperative Agreement: Leader AEG	
Award Number: AEG-A-00-05-00007-01	Period of Performance: 9/30/2005 – 9/29/2015
Partnership Award: \$500,000	Period of Performance: 6/1/2012 – 6/30/2015

Overview: The University of Colorado Boulder and the Institut Supérieur des Etudes Technologiques de Sidi Bouzid (ISET Sidi Bouzid) will collaborate on series of courses with practical information and procedures in design, evaluation, implementation, water management, energy efficiency, and renewable energy projects for the agricultural sector. These courses will lead to the development of advanced academic training programs at ISET Sidi Bouzid that will focus on state-of-the-art knowledge and applied research opportunities. The partnership also will work with the International Center for Appropriate and Sustainable Development Communities to create a Center for Sustainable Solutions for agriculture that will help to engage local businesses and communities and act as a vehicle to find relevant internships for students. Throughout the partnership, the Center for Sustainable Solutions will be constantly engaged in conducting a series of seminars, short-courses, workshops, and demonstration projects to reach local communities.

2. ISET Tataouine and ISET Médenine and University of Colorado Boulder: Sustainable Energy in the Industrial Sector of Tunisia (JOBS)

Award Description: Managed under HED Leader Cooperative Agreement: Leader AEG	
Award Number: AEG-A-00-05-0000-02	Period of Performance: 9/30/2005 – 9/29/2015
Partnership Award: \$500,000	Period of Performance: 6/1/2012 – 6/30/2015
Award Description: Managed under HED Leader Cooperative Agreement: Leader AEG	
Award Number: AEG-A-00-05-0000-02	Period of Performance: 9/30/2005 – 9/29/2015
Partnership Award: \$500,000	Period of Performance: 6/1/2012 – 6/30/2015

Overview: The University of Colorado Boulder, the Institut Supérieur des Etudes Technologiques de Médenine (ISET Médenine), and the Institut Supérieur des Etudes Technologiques de Tataouine (ISET Tataouine) will collaborate to enhance the ISETs curriculum and professional training by creating a series of courses with practical information and procedures in the design, evaluation, implementation, and financing of energy efficient and renewable energy projects for the industrial sector. The partners will develop advanced academic training programs with state-of-the-art technical knowledge and applied research. The partnership will engage the International Center for Appropriate and Sustainable Development Communities to create a Center for Sustainable Solutions for industries. The Center for Sustainable Solutions will conduct seminars, short-courses, workshops, and demonstration projects to reach local communities.

FY 2012 Results Highlights for Tunisia JOBS: Following the launch of the partnerships in June 2012, the remainder of FY2012 activities focused on executing institutional and community needs assessments, conducting baseline assessments and revising the results frameworks that reflect objectives and expected outcomes for the partnerships. The results of these activities include Partnership Implementation Plans and Performance Management Plans. A team from the University of Colorado Boulder and the International Center for Appropriate and Sustainable Development Communities visited Tunisia again in September 2012 in support of these activities.

In FY 2013, HED will work with the partners, USAID, and the U.S. Embassy in Tunis to incorporate the findings of the needs assessments into the Partnership Implementation Plans, Partnership Management Plans, and results frameworks. With these guiding materials in place, curriculum design and revision will begin, along with establishment of the three centers for sustainable solutions at each of the ISETs which will help engage local businesses and communities to find relevant internships for students to work on solving community problems. The centers will also conduct seminars, short courses, workshops, and demonstration projects to reach local communities.

3. Centro Regional de Promoción de la Micro y Pequeña Empresa en Centroamérica (CENPROMYPE) and the University of Texas at San Antonio: Central America Small Business Development Centers (SBDC) and

Award Description: Managed under HED Leader Cooperative Agreement: Leader AEG	
Award Number: AEG-A-00-05-00007-00	Period of Performance: 9/30/2005 – 9/29/2015
Partnership Award: \$545,000	Period of Performance: 9/15/2011 – 9/15/2013

Partnership Overview: Working in the Central American countries of Costa Rica, Dominican Republic, Honduras and Panama, the collaboration seeks to leverage the SBDC model to foster the development of micro and small enterprises, thus addressing some of the underlying issues that fuel regional challenges.

SBDCs throughout Central America will be linked with each other as well as with existing SBDC programs in the United States, El Salvador, Mexico and Colombia. They will share best practices and connect their clients with international trade opportunities.

FY 2012 Results Highlights: During 2012, partners advised target Central American governments on how to adapt, implement and establish SBDC networks in their respective countries through a diplomado training program, which transfers the methodology of the SBDC model and prepares future SBDC staff on how to operate a center that produces economic impact. To help ensure host-country government participation and commitment to the implementation of the SBDC model, partners hosted policy delegation visits to San Antonio and Washington, DC. During these visits, Central American ministry of economy officials met with the U.S. Small Business Administration, the U.S. Congress, and U.S. Department of State to learn about structuring appropriate policy and legal frameworks that will enable the development of a sustainable SBDC network in their respective countries.

4. BMENA-U.S. Community College Initiative Partnerships

Award Description: Managed under HED Leader Cooperative Agreement: Leader AEG	
Award Number: AEG-A-00-05-00007-00	Period of Performance: 9/30/2005 – 9/29/2015
Partner Institutions:	
<i>BMENA I Small Grants Partnerships</i>	
Partnership 1: Jordan: Al Quds College and Eastern Iowa Community College District and,	
Partnership Award (including scale-up): \$491,399	Period of Performance: 7/1/2010 – 3/31/2015
Partnership 2: Morocco: Ecole Supérieure de Technologie, Oujda and Université Mohammed I Oujda and Gateway Technical College	
Partnership Award (including scale-up): \$537,246	Period of Performance: 8/15/10 – 3/31/2015
Partnership 3: Egypt: Mataria Technical College and Highline Community College	
Partnership Award (including scale-up): \$572,494	Period of Performance: 9/1/2012 – 3/31/2015
Partnership 4: Jordan: Al-Huson University College, Al-Balqa Applied University, and Red Rocks Community College	
Partnership Award (including scale-up): \$486,633	Period of Performance: 8/1/2010 – 12/31/2014
<i>BMENA II Entrepreneurship Grants Partnerships</i>	
Partnership 5: Bahrain: Central Community College and Bahrain Polytechnic	
Partnership Award: \$458,806	Period of Performance: 4/1/12 – 3/31/15
Partnership 6: Yemen: Tulsa Community College, Sana'a Community College and Eastern Iowa Community College District	
Partnership Award: Under Negotiation	Period of Performance: TBD
Partnership 7: Morocco: Ecole Supérieure de Technologie, Oujda and Université Mohammed I Oujda and Gateway Technical College	
Partnership Award: \$461,575	Period of Performance: 3/1/12 – 9/30/14
Partnership 8: Morocco: Ecole Normale Supérieure de l'Enseignement Technique of Rabat, Ecole Normale Supérieure de l'Enseignement Technique de Mohammedia, Middlesex Community College and Bristol Community College	
Partnership Award: \$460,852	Period of Performance: 1/1/12 – 12/31/14
Partnership 9: Lebanon: Al-Kafaàt Foundation Schools, Nassau Community College, Monroe Community College, and North Country Community College	
Partnership Award: \$461,151	Period of Performance: 1/1/12 – 12/31/14
Partnership 10: Jordan: Al Quds College, Washtenaw Community College, and William Davidson Institute at the University of Michigan	
Partnership Award: \$446,938	Period of Performance: 1/1/12 – 12/31/14

Overview: The Broader Middle East and North Africa–U.S. Community College Initiative is composed of four partnerships under the Broader Middle East and North Africa – U.S. Community College Small Grants Initiative (BMENA I) and six partnerships under the Broader Middle East and North Africa – U.S. Community College Entrepreneurship Grants (BMENA II). These partnerships are improving local workforce skills through new higher education efforts that increase entrepreneurship opportunities and bridge the gap between the classroom and employment. The 10 partnerships grew out of four short-term small grants and six proposal development grants managed by HED beginning in 2010 and 2011, respectively. Despite their initial short performance period, the grantees accomplished major objectives and laid the ground work for expansion and curriculum development opportunities in areas such as solar technology, entrepreneurship, automotive diagnostics, mechatronics, and business plan development. BMENA I partnerships were scaled up for expanded implementation and BMENA II partnerships were awarded their longer-term implementation grants during the second quarter of the fiscal year. Originally funded by the U.S. Department of State with the involvement of the

U.S. Department of Education, the longer-term partnerships are now funded primarily by USAID. The initiative spans six countries in the region and involves community and technical colleges from nine U.S. states.

FY 2012 Results Highlights: Across the initiative HED worked with partners throughout the past fiscal year to lay the groundwork for ongoing results-based management through negotiation of partnership results frameworks, implementation plans, and monitoring plans, and collection of baseline data. Following this planning work, a number of notable partnership activities and outcomes were accomplished during the year:

- **Partnership 1:** *Al Quds College* (AQC, Jordan) and *Eastern Iowa Community College District* (EICCD) trained one AQC administrator and one faculty member through two different U.S.-based short-term training activities—the Eastern Iowa Great Teachers Workshop and the National Association of Community College Entrepreneurship annual conference. Following the trainings, these participants began planning to institute an AQC Teaching and Learning Institute in summer 2013 for AQC faculty based on these learnings. In addition, the eight students enrolled in the newly developed AQC entrepreneurship certificate program continued their studies. Finally, partners began planning for the Institute for Future Entrepreneurs Exchange program, which will provide opportunities for AQC students to travel to EICCD in 2013 for practical career and technical training linked to employment opportunities.
- **Partnership 2:** As part of the automotive diagnostics scale-up partnership, *Ecole Supérieure de Technologie, Oujda* (EST, Morocco) began reaching out to colleges in Morocco that are interested in attending a train the trainer session that will be offered in Oujda in January 2013. EST also began identifying instructors to receive multi-meter, anti-torque and advanced automotive diagnostic training. *Gateway Technical College* will train these instructors to be regional experts for the certification programs. A delegation from Morocco that will include economic development partners, ministry of education officials, and administrators from EST also began preparing for travel to the United States in February 2013 for a benchmarking tour.
- **Partnership 3:** Nine *Mataria Technical College* faculty and administrators visited *Highline Community College* for 13 days in October 2011 for professional development focused on teaching innovation and demand driven workforce education with industry and business partnerships. Mataria also revised curricula in its culinary, automotive and appliance repair programs. The automotive program was revised in partnership with BMW motors. The college trustee fostered a partnership with BMW that led to curriculum support and revision of the automotive program and internships for selected students.
- **Partnership 4:** *Al-Huson University College* (HUC), part of *Al-Balqa Applied University* (Jordan), and *Red Rocks Community College (RRCC)* experienced significant interest from students in the HUC Solar Energy Technology associate degree program throughout the past year. Fifty-four students continued their studies in the program, and a new cohort of 66 students enrolled – all from economically disadvantaged communities in Jordan. Partners procured scholarships from the Jordanian Technical & Vocational Education & Training Fund for more than half of the students in the first cohort and all students in the second cohort. Students and faculty at HUC worked together in a training with a RRCC professor to install a Solar Energy Laboratory on the campus of HUC. They also installed series of solar arrays that powers the lab as a hands-on learning activity. In addition, 11 Solar Energy

Technology students were placed in internships within local energy-related businesses. For the first time at HUC, external industry experts were brought in to participate in teaching of courses and labs in the Solar Energy Technology program. Partners began work on designing the new Health Safety and Environment program in conjunction with the Consolidated Contractors Company and convened a local industry advisory board for the program.

- **Partnership 5:** *Bahrain Polytechnic* and *Central Community College* focused on planning and outreach to local partners for collaboration in entrepreneurship. The partnership supported the participation of seven Bahrain Polytechnic staff in the InfoDev Business Incubation Management Training two-day program designed for business incubation stakeholders designed to increase understanding of the business incubation process. Curriculum development for the incorporation of entrepreneurship teaching began. Bahrain Polytechnic undertook a complex local approval process for the institutional partnership required by the Bahrain Ministry of Foreign Affairs, in addition to the USAID required approval process. These processes have contributed to significant delays in partnership start up.
- **Partnership 6:** *Sana'a Community College* (SCC, Yemen) faced a period of significant administrative changes. With the help of the U.S. Embassy and HED, the partners from *Eastern Iowa Community College District* and *Tulsa Community College* were put in touch with new leadership at SCC to reinitiate partnership-building toward the implementation of their peer review recommended and USAID-approved proposal "Economic Empowerment through Entrepreneurship (Yemen)."
- **Partnership 7:** The *Ecole Supérieure de Technologie, Oujda* (EST, Morocco) and *Gateway Technical College* entrepreneurship partnership began training EST instructors on the Biz Squad model. Biz Squad teams are comprised of cross-disciplinary students who work in collaborative problem-centric learning groups to work on real life problems in industry. Outreach to Moroccan businesses was conducted to start the training process for the instructors who will implement and integrate the Biz Squad training within the programming at EST. Partners also prepared for the English language training coursework, which started in October 2012. A pre-test was administered, which will be followed by a post-test to measure learning. A total of 22 assessments were conducted.
- **Partnership 8:** *Ecole Normale Supérieure de l'Enseignement Technique of Rabat* (ENSET Rabat) and *Ecole Normale Supérieure de l'Enseignement Technique de Mohammedia* (ENSET Mohammedia, Morocco) collaborated with *Middlesex Community College* and *Bristol Community College* to initiate Entrepreneurship Days during Global Entrepreneurship Week at University Hassan II and Mohammad V University to provide students with resources and begin creating a culture of support for entrepreneurship as a pathway to employment. Partners undertook a curriculum review of ENSET offerings, and developed and instituted a survey to assess the knowledge of faculty planning to participate in professional development trainings and entrepreneurship teaching. Based on survey results, partners created faculty professional development training curricula in Business Plan Development, Marketing for the Entrepreneur, and Accountancy for the Entrepreneur and prepared for delivery to ENSET faculty in October 2012.
- **Partnership 9:** *Al-Kafaat Foundation Schools* in Lebanon with *Nassau Community College*, *Monroe Community College* and *North Country Community College* worked to hire an English as a Second Language (ESL) program director to work full time at Al-

Kafaat. This individual joined the Al-Kafaat community and immediately began the research and design of a pilot ESL program for the EUROPA Campus of Technology (ITK), hired five English language faculty members, and implemented pedagogical training. Partners also created and instituted a testing system for English language proficiency and placement and initiated the ESL pilot program for ITK students. Partners also worked to create a learning center, an additional resource, for Al-Kafaat students, which is run by a staff member, assisted by peer tutors, and serves 10-20 students daily.

- **Partnership 10:** In June 2012, two *Washtenaw Community College* (WCC) faculty members and one administrator conducted a workshop at *Al Quds College* (AQC) in Jordan, titled “Being an Entrepreneurial Teacher,” which was attended by 27 AQC faculty members. WCC faculty began work on the development of four toolkits to be implemented in AQC classrooms in conjunction with AQC faculty. Partners also continued to foster and support the student entrepreneurship club at AQC and host awareness-raising events such as the Queen Rania Center for Entrepreneurship workshop for students in April 2012. Students in the club completed research on entrepreneurial institutions in the region to contact and visit them in order to learn from their experience. Partners also focused on hiring a manager to accelerate in order for activities related to the student business incubator.

5. Cairo University and Georgia State University: Business Education and Private Sector Alignment

Award Description: Managed under HED Leader Cooperative Agreement: Leader AEG	
Award Number: AEG-A-00-05-00007-00	Period of Performance: 9/30/2005 – 9/29/2015
Partnership Award: \$700,000	Period of Performance: 6/30/2007 – 6/30//2013

Overview: Georgia State University (GSU) is partnering with Cairo University (CU) to contribute to Egypt’s economic growth by improving the quality of market-oriented business education at CU to better meet the needs of the business community. Specifically, this partnership is improving the capacity of CU’s Faculty of Commerce in the areas of curriculum innovation, teaching, research, administration, program sustainability, and service.

The partners have created a four-year, undergraduate English-language business administration degree program with concentrations in marketing, finance, and accounting. The partnership also has established a board of advisors to provide strategic direction and support for faculty development and student placement and created an active sustainability committee to establish relationships with businesses and raise funds for the program.

FY 2012 Results Highlights: Six CU faculty members who traveled to GSU for two months of faculty development training in early 2012 are currently teaching in the program. In September 2012, the Bachelor’s in Business Administration program graduated 26 bachelor’s degree recipients. The BBA graduates also received a certificate from Georgia State’s Robinson College of Business. In an effort to welcome new students in the program, an orientation day was held and the recent graduates shared their experiences along with speeches from the dean, project director and professors involved with the program. CU received 182 student applications for the BEPSA program. Students and faculty at CU also worked together to host a

breast cancer awareness day and collect donations, which were sent to the Breast Cancer Foundation in Egypt.

6. Alexandria University and Georgia State University: Executive Master’s in Business Administration in Alexandria, Egypt

Associate Award Description: Associate Award with USAID/Egypt	
Associate Award Number: 263-A-00-08-00027-00	Associate Award Amount: \$1,908,724
Associate Award Period of Performance: 5/5/2008 – 12/31/2013	Number of Partnerships: 1
Partnership Award: \$1,499,500	Partnership Period of Performance: 10/27/2008 – 9/30/2012

Overview: The partnership between Georgia State University (GSU) Ross School of Business and Alexandria University is improving the quality of business managers in the Egyptian private sector by developing a quality Executive MBA program at Alexandria University, with campuses in Alexandria and Cairo.

The partners are reviewing and revising the curriculum for the Executive MBA program and enhancing faculty expertise through an ongoing teaching, research and advisory relationship between the partners.

The Executive MBA degree program began accepting approximately 25 students per year in 2009. The partners also implemented intensive faculty development opportunities at GSU, as well as international residency programs in Atlanta for each cohort of Executive MBA students.

The partners receive input from an advisory council of local business representatives.

FY 2012 Results Highlights: In March 2012, 28 students from Alexandria University third cohort of students visited Atlanta for two weeks for international residencies. A second international residency program took place in Atlanta in September 2012. Twenty-five students from Alexandria University’s fourth cohort visited Atlanta for two weeks. The graduation ceremony for the first and second cohorts was held in late June 2012. Communications between the partners and with USAID/Egypt have been quite challenging in FY 2012. HED is working actively to improve the working relationship and restore progress toward results.

7. University of Mentouri, Constantine Algeria and University of Michigan WDI: Recruiting Employable Students at the University with Management Education (RESUME)

Associate Award Description: Associate Award with USAID/OMEP	
Associate Award Number: 263-A-00-09-00011-00	Associate Award Amount: \$811,000
Associate Award Period of Performance: 2/25/2009 – 12/31/2012	Number of Partnerships: 1
Partnership Award: \$674,595	Partnership Period of Performance: 10/7/2009 – 10/31/2012

Overview: The William Davidson Institute (WDI) at the University of Michigan, in partnership with the Stephen M. Ross School of Business and the English Language Institute, is collaborating with the University of Mentouri, Constantine (UMC) to build capacity for effective teaching, curriculum, and research in English and Management.

Using a strategy that combines experiential learning, knowledge creation, and real-world experience, RESUME has created a career center and is developed an English-language training curriculum. Together, the partners are enhancing the capacity of the faculty to develop and teach a modern Management curriculum that actively engages the private sector to integrate key skills and knowledge that students need to succeed in the workplace.

FY 2012 Results Highlights: The career center held its third annual career fair, which was attended by more than 6,000 UMC students and 20 employers. The Career Fair was widely advertised on Algerian television and radio stations, and representatives from the U.S. Embassy in Algeria participated in the event. WDI’s Senior Field Coordinator visited UMC twice, in April and in September, to assess the status of the Career Center, its integration into UMC’s organizational structure, and its plan for sustainability; draft an Action Plan; and conduct a final evaluation. WDI English Language Institute experts traveled to UMC in April to evaluate the English for Specific Purposes Program and make recommendations for improving the program in the future.

The Master’s in Business Administration degree was launched in October 2011. Eighty-eight students were enrolled and began taking courses during this reporting period. The Master’s in Tourism Management program will be launched in October 2012. Twenty-five students were offered admissions to the program in September 2012.

During this reporting period, one HED’s senior executive and a senior program specialist also conducted a May 12-15, 2012, site visit to Algeria to meet with officials from the U.S. Embassy in Algiers, USAID’s Office of Middle East Programs, and the Ministry of Education as well as representatives from WDI and UMC to review the progress of the Career Center.

8. The U.S.-Haiti Higher Education Partnership Program

Award Description: Associate Award with USAID/Haiti with scale-up funding managed under HED Leader Cooperative Agreement: Leader AEG	
Award Number: 521-A-00-07-00006-00	Period of Performance: 6/6/2007 – 6/30/2013
Award Number: AEG-A-00-05-00007-00	Period of Performance: 9/30/2005 – 9/29/2015
Associate Award Amount: \$2,333,348	Scale-Up Funding Amount: \$300,000
Partner Institutions:	
Partnership 2: State University of Haiti – Faculté d’Agriculture et de Médecine Vétérinaire and the University of Florida	
Partnership Award: \$297,433	Period of Performance: 3/21/2008 – 8/31/2012
Partnership 3: State University of Haiti National Institute of Administration, Management and International Studies (INAGHEI) and the University of Massachusetts-Boston	
Partnership Award: \$521,166	Period of Performance: 7/29/2008 – 3/31/2013
Partnership 4: Ecole Supérieure d’Infotronique d’Haïti (ESIH) and Virginia Polytechnic Institute and State University (Virginia Tech)	
Partnership Award: \$621,685	Period of Performance: 2/8/2008 to 9/30/2012
Scale-Up Award: \$300,000	Period of Performance: 11/1/2010 – 9/30/2012

Overview: Through the creation of higher education partnerships between Haitian and U.S. higher education institutions, the U.S.-Haiti Higher Education Partnership Program is contributing to economic growth and employment in Haiti by training university faculty and students in high-demand fields in the Haitian economy and strengthening the capacity of selected Haitian universities to deliver quality degree programs.

The U.S.-Haiti Higher Education Partnership Program is supported through an Associate Award with USAID/Haiti that was executed in June 2007. Four partnerships have been established as part of the program, of which three partnerships were active during FY 2012.

FY 2012 Results Highlights: A number of notable partnership activities and outcomes were accomplished during the past 12 months.

Under the Virginia Polytechnic Institute and State University (Virginia Tech) and Ecole Supérieure d’Infotronique d’Haïti (ESIH) partnership, Virginia Tech delivered a two-day training workshop on e-learning to ESIH faculty and staff. The gender workshop team, led by Dr. Maria Elisa Christie of Virginia Tech, also conducted online survey, interviews, and focus group discussions to collect information. In support of the “ESIH in Distance Learning and English as a Second Language” project, Virginia Tech sent a faculty member from their Language and Culture Institute to ESIH to conduct several training courses during a three week period. In December 2012, Benoît Bernedel graduated with a master's degree in computer science from Carnegie Mellon University in December 2011. He is now a doctoral student in computer science in France and plans to return to Haiti after graduation. The other four Haitian students continued their graduate studies at Virginia Tech, with three graduating in May 2012.

The State University of Haiti - Faculté d’Agriculture et de Médecine Vétérinaire (FAMV) and the University of Florida conducted a one-day Agribusiness Symposium attended by 233 students, faculty, and agribusiness professionals including officials from USAID/Haiti, the Ministry of Agriculture, Natural Resources and Rural Development, the State University of Haiti deans, and local entrepreneurs from the private sector. Partners also conducted career development

workshops for students on finding a job and workshops for FAMV faculty members on teaching and learning, entrepreneurship and curriculum content, and gender roles in Haitian agribusiness.

The University of Massachusetts-Boston (UMass-Boston) and the State University of Haiti National Institute of Administration, Management and International Studies (INAGHEI) focused on re-engaging the partnership in FY 2012. Prolonged and disruptive student unrest as well as the departure of the partnership director at UMass-Boston made this re-engagement a priority. UMass-Boston sent a two-member team that included the new UMass-Boston partnership director to visit the INAGHEI campus in Haiti in May 2012 to meet with administrators, faculty, and students to gain their perspectives on the partnership’s successes and failures from INAGHEI’s perspective as well as the desired outcomes moving forward.

9. The University of the West Indies and Indiana University: Supporting Entrepreneurs in Barbados through the JOBS Initiative

Associate Award Description: Associate Award with USAID/Barbados	
Associate Award Number: AID-538-LA-11-00001	Associate Award Amount: \$1,696,464
Associate Award Period of Performance: 10/27/2010 – 9/30/2014	Number of Partnerships: 1
Partnership Award: \$1,349,692	Partnership Period of Performance: 2/28/2011-6/30/2014

Overview: This partnership focuses on supporting the growth of an entrepreneurial culture and diversifying the service oriented economies in the Eastern Caribbean region. The partnership activities will create new business opportunities in Barbados and neighboring countries, with an emphasis on young adults. The partnership will also work to establish the University of the West Indies Cave Hill School of Business (CHSB), as the hub for innovative business training. Cave Hill is collaborating with Indiana University Bloomington’s Kelley School of Business to cultivate an entrepreneurial mindset in the region through updated degree and certificate programs focused on alternative energy initiatives, high-tech ventures, social entrepreneurship, and entrepreneurship in cultural industries.

FY 2012 Results Highlights: A modification to the sub-award agreement between HED and Indiana University was executed in August of this reporting period. Important elements of this amendment include a six-month no-cost extension that makes June 30, 2014 the new end date of this partnership; a revised work plan that reflects the adjustments made based on a partnership “re-scope,” and a modification to the originally approved budget to support these adjustments. Through the re-scope, activities for the remaining duration of the partnership will more substantially focus on three “pillars” that the partners believe more adequately respond to the economic and entrepreneurial needs of Barbados and neighboring countries: faculty development; entrepreneurship training and services; and youth program initiatives.

HED also conducted the first monitoring visit to the partnership in May 2012. A detailed report on the findings of this monitoring visit was submitted to USAID/Barbados on June 15, 2012. In September 2012 HED again met with the CHSB partnership director and other members of the Job Opportunities for Business Scale-up (JOBS) team during a separate visit to Barbados conducted to support another partnership at the University of the West Indies.

Highlights of partnership activities and results during this reporting period include:

- The partnership re-scope proposed by IU and CHSB was approved by HED;
- HED conducted its first partnership monitoring visit in May 2012;
- A work plan for a virtual incubator network supported through the partnership was developed jointly by the partners;
- Two “Train the Trainer” workshops on entrepreneurship were conducted in Barbados and St. Vincent; and
- Four Cave Hill faculty and staff attended capacity-development conferences and webinars in the United States.

10. Southern Christian College, and the University of Hawai'i: Job Opportunities for Business Scale-up (JOBS) for Mindanao

Associate Award Description: Associate Award with USAID/Philippines	
Associate Award Number: AID-492-LA-11-00002	Associate Award Amount: \$1,350,000
Associate Award Period of Performance: 9/30//2011 – 9/29/2015	Number of Partnerships: 1
Partnership Title: University Partnership Linking Out-of-School Youth to Agri-Entrepreneurship Development to Promote Job Opportunities for Business Scale-up for Mindanao/JOBS for Mindanao (UPLOAD-JOBS)	
Partnership Award: \$1,070,495	Partnership Period of Performance: 6/22/2012 – 6/30/2015

Overview: There are as many out-of-school youth (OSY) as in-school youth in the conflict-affected areas in Mindanao. Without appropriate skills, OSY, as unemployed drop-outs, become easy targets for recruitment into counterproductive activities, particularly in conflict-affected areas in Mindanao.

The overarching development goal of the University of Hawai'i (UH) and Southern Christian College (SCC) partnership is to enhance the livelihoods of OSY and the larger farming community in Central Mindanao through the training and capacity building of educators and participants in the agricultural entrepreneurship program at SCC. This collaboration is focused on OSY who are residents of Central Mindanao between 15-30 years of age and are not formally enrolled in school (kindergarten through 12th grade) or college.

The four specific objectives of the partnership are to:

- Establish a well-functioning Center for Agricultural and Farmland Entrepreneurship at SCC as a center of excellence which will engage and empower OSY and the larger community to achieve sustained income growth through training, one-on-one consulting, and advising;
- Establish sustainable networks and partnerships through Center for Agricultural and Farmland Entrepreneurship to promote agricultural entrepreneurship, improve workforce skills, create job opportunities for OSY, and collaborate with regional investors;
- Enhance and develop program curricula and extension/outreach modules; and

- Enhance SCC's human and institutional capacity to deliver training and workshops through outreach programs for OSY, local and regional businesses, and the broader community.

FY 2012 Results Highlights: The sub-award agreement authorizing UH and SCC to begin activities was executed on June 22, 2012. The initial three-month implementation period was marked by a two-week baseline and needs assessment visit by four representatives of UH to SCC. An HED representative accompanied the UH team for one week of the visit to facilitate the assessment and to participate in a pre-assessment meeting at USAID/Philippines.

The baseline/needs assessment visit included focus group discussions with OSY, SCC faculty and staff, local businesses, NGOs, and government agencies. The partners jointly identified these stakeholders as key groups that can help the partnership successfully attain its goals. The businesses are critical to the mentor-mentee program that is planned for the OSY. Government agencies and businesses will be linked to offer joint programs for OSY. The partnership will build upon the work that NGOs are doing for OSY to ensure that the partnership reduces duplication of efforts and maximizes its resources in the areas that need the most assistance.

Other activities during this initial period included an extensive review of entrepreneurship certificate programs in the United States towards the identification and development of appropriate courses and training materials for OSY and the development of initial marketing materials for the Center for Agricultural and Farmland Entrepreneurship.

Agriculture

1. Ngozi University and South Carolina State University: Strengthening Rural Agriculture Development in Burundi

Associate Award Description: Associate Award with USAID/Burundi	
Associate Award Number: EDH-A-00-08-00028-00	Associate Award Amount: \$613,394
Associate Award Period of Performance: 9/26/2008 – 5/31/2013	Number of Partnerships: 1
Partnership Award: \$529,641	Partnership Period of Performance: 2/9/2009 – 5/31/2013

Overview: The partnership has enhanced Ngozi University faculty pedagogical skills, revised the curriculum in agriculture and enhanced faculty research capacity. The partners established experimental research stations and increased Ngozi University’s outreach capacity by providing extension services to local farmers and communities.

Research and outreach allow Ngozi University to produce and disseminate newly tested seeds for rice, fruits, and vegetables to small-scale farmers. These activities support improved nutrition, food security, and overall quality of life of the local farming communities. The partners are training trainers to enhance the skills of the extension agents who work with farmers, including a number of women farmers.

The Agribusiness Program at Ngozi University represents the first agribusiness program in Burundi. Three Ngozi University students are enrolled in South Carolina State University’s MBA program and, upon graduation, will return to Burundi to teach and further develop the new curriculum.

FY 2012 Results Highlights:

- Eighty-three farmers and paraprofessionals received training in good agricultural practices and new agricultural methods, taking advantage of the experimental research stations established by the partnership.
- On-going research at the five partnership-established research stations for fruits and vegetables and the three pre-existing research stations for rice, including the verification of factors which cause irreversible damage to genetic purity or seed health.
- Partners met with over 63 NGOs in Ngozi Province and 20 in Kirundo Province to discuss and consult on matters related to rice and vegetables.
- Partners distributed more than 5,000 kg of rice seeds and over 50 kg of vegetable seeds to rural communities and agro-entrepreneurs.
- Partners provided 16 varieties of rice and vegetable seeds for representatives from six local and international organizations.
- Partners provided: training for 20 (eight female, 12 male) Ngozi students in data collection, tabulation, and analysis; training for 222 farmers on techniques of wetlands drainage; and workshops for members of local farmer associations.

2. Université Gaston Berger and the Ohio State University: Development of Sustainable Food Production in Senegal

Associate Award Description: Associate Award with USAID/Senegal	
Associate Award Number: 685-A-00-11-00023-00	Associate Award Amount: \$5,094,580
Associate Award Period of Performance: 11/1/2010 – 10/31/2015	Number of Partnerships: 1
Partnership Award: \$1,100,000 (Phase 1)	Partnership Period of Performance: 12/21/2010 – 9/30/2015

Overview: This partnership between the Ohio State University (OSU) and Université Gaston Berger (UGB) aims to develop an innovative agronomy and crop production degree program at UGB and improve faculty and staff training through joint collaborative research and teaching. The partners have established an agricultural research and development center at UGB to provide services to and strengthen connection with the local community, non-governmental organizations and other stakeholders.

FY 2012 Results Highlights: OSU partners met in June with the only two weed agriculture scientists in of Senegal. They agreed to serve as the Senegalese mentors for the training of a UGB PhD weed scientist candidate who will begin his studies at OSU in January 2013. His training is crucial for agriculture in Senegal as Senegalese farmers have reported that weeds are one of their top concerns for crop management.

Eighty-four UGB Agronomy students participated in the first internship program in June 2012. A training workshop for the students was followed by their deployment to local villages to apply what they had learned. Outreach and extension was enhanced as UGB faculty initiated extension activities at the Partnership for the Development of Agricultural Markets (PDMA) Pilot Program site with content based on focus sessions with farmers last year. Of highest concern to the farmers are pest control, salinization, and postharvest management. The farmers and UGB faculty met throughout the summer, twice a month. The partners expect to begin developing community training modules to address the farmers’ concerns and to begin on-farm research in November.

An important contribution to institutional strengthening took place in August, when OSU hosted UGB rector, agronomy faculty dean, and the UGB partnership director. The purpose of the visit was to provide an opportunity for the Senegalese team to observe at the administrative level how OSU manages agricultural academics and outreach programs of a university-based agricultural development center. OSU also organized study tours for by four UGB faculty members and offered a workshop for 21 UGB faculty and students on “Teaching Weed Ecology through Field Exercise” as part of the collaboration to develop an MS degree program in Extension, Agricultural Education, and Communication, which is expected to be reviewed and revised in FY 2013.

3. University of Nairobi and Colorado State University: Centre for Sustainable Dryland Ecosystems and Societies

Associate Award Description: Associate Award with USAID/Kenya	
Associate Award Number: AID-623-LA-11-00004	Associate Award Amount: \$1,374,806
Associate Award Period of Performance: 3/8/2011 – 6/7/2013	Number of Partnerships: 1
Partnership Award: \$1,100,000	Partnership Period of Performance: 4/1/2011 – 6/7/2013

Overview: The marginalization of the dryland pastoral and agro-pastoral communities in Kenya inhibits the development of appropriate solutions to poverty and food insecurity. This partnership has established a Centre for Sustainable Dryland Ecosystems and Societies (CSDDES) at the University of Nairobi (UON) to address the challenges of sustaining Kenya’s underdeveloped drylands.

The Center will enhance university capacity in teaching, research, and outreach so that students and faculty can work with dryland communities, civil society, the private sector and government to ensure sustainability and productivity of dryland ecosystems. These actions will, in turn, foster the development of food security for pastoral society in the region.

FY 2012 Among the activities planned for this partnership are: new courses on dryland development, training for University of Nairobi students on the geographic information system (GIS), faculty mentorships for graduate students, research grants, remodeling of a nearby field station, workshops, and development of a database to store information about dryland sustainability/development researchers.

FY 2012 Results Highlights: During the second half of FY 2012, the partners jointly published eight papers, including in journals such as *Population Ecology* and the *International Journal of Sustainable Development and World Ecology* as well as a book: Savannas of our Birth: People, Wildlife, and Change in East Africa.

The partners submitted four grant proposals to organizations including the National Science Foundation and the Christensen Fund and gave numerous local and international presentations about partnership activities and research findings which has resulted in the leveraging of additional resources and instigated new joint collaborative activities.

The director of CSDDES and the Mapala Research Center jointly leveraged \$100,000 from the Meeker Family Fund to expand their collaboration on dryland development and leveraged \$15,000 from the Citizen Network for Foreign Affairs through the Kenya Livestock Development Project for three PhD students (\$5,000 each) to conduct fieldwork.

A CSDDES Seminar Series was inaugurated this year, featuring speakers who made sustainable drylands-related presentations in front of large audiences of faculty and students at UON. Additional engagement of students and faculty included a visit by staff of CSDDES to the Loita Cultural and Resource Centre to explore partnership opportunities for the two centers and participation by UON and CSU field course students who worked one day with students from a secondary school in Samburu to build connections between the students, giving the university students an opportunity to mentor the secondary students in both dryland science and

opportunities in higher education. The center continued its impressive community engagement by organizing eight stakeholder meetings with nearly 100 dryland community members and practitioners in the Kibwezi, Samburu, and Isiolo areas to elicit views on higher education in the drylands and to explore the future development of e-learning curricula in and for the drylands using a participatory approach. The partners have benefitted from continued close collaboration with a number of stakeholders, including the NGOs such as Mercy Corps and Practical Action, the Kenya Agricultural Research Institute, and the National Museums of Kenya.

4. University of Malawi, Michigan State University and Lincoln University: Agro-Ecosystem Services: Linking Science to Action

Associate Award Description: Associate Award with USAID/Malawi	
Associate Award Number: 674-A-00-11-00030-00	Associate Award: \$1,100,000
Associate Award Period of Performance: 4/5/2011 – 4/4/2013	Number of Partnerships: 1
Partnership Award: \$880,000	Partnership Period of Performance: 4/5/2011 – 4/4/2013

Overview: More than 80 percent of Malawi’s population lives in rural areas. The partners are building university capacity in the area of agro-ecosystem services (AgESS), focused on agriculture-led economic growth.

The partnership is providing advanced training for identified faculty, developing of AgESS-related courses and modules, enhancing library resources, updating training for librarians, and improving online library access.

In addition, the partners will develop the University of Malawi research capacity by building skills in the areas of grant proposal writing and financial management. The partners will also strengthen outreach, connecting with AgESS-related businesses, non-governmental organizations (NGOs), government agencies, and extension agents.

FY 2012 Results Highlights: The partnership carried out extensive professional development and training in FY 2012. Two University of Malawi professors (one male and one female) continue to work on the doctoral program at Michigan State University. Thirty-five trainees (faculty and graduate students) attended the grant identification and grant writing short courses offered at Bunda College of Agriculture in Lilongwe, Malawi. Additionally, 15 participants including financial officers from Chancellor College, Bunda College of Agriculture, and the University of Malawi Central Administration attended the grants financial management program.

Through the competitive undergraduate scholarship programs six (6) students from Chancellor College and five students at Bunda College were identified during the current reporting period. The project has established an undergraduate student scholarship program that targets women students enrolled in BS and BA programs in AgESS-related disciplines. This activity addresses the gender disparities and the low number of women in these fields of study at the University of Malawi’s Bunda and Chancellor Colleges. Bunda and Chancellor College conducted an application and selection process on each of their respective campuses and selected a total of 11 women students (six at Chancellor, five at Bunda) to receive partial scholarships.

Joint research was another area in which the partners made good progress. Five focal areas for potential collaborative research were identified; six collaborative grant applications were submitted to support collaborative activities related to this project; short courses in grant identification and grant writing for faculty, graduate students, NGO, private and public sector personnel and grants financial management for the colleges' financial officers. The partners initiated and began to implement three joint research projects between MSU and UNIMA/LUANAR related to the AgESS partnership: USDA/USAID Trilateral Capacity Building Partnership (for a university-capacity building partnership among MSU, Tamil Nadu Veterinary and Animal Sciences University, and LUANAR); NSF/USAID Partnership for Enhanced Engagement in Research grant linking with an MSU LTER NSF project in crop and soil sciences and USAID Malawi Integrating Nutrition in Value Chains. MSU faculties are consulting on this partnership.

Another objective of the partnership focuses on curriculum development. Partners reviewed the syllabi of existing AgESS-related courses for gender content and identified two AgESS modules to be developed. In addition, the partnership has begun acquiring e-books, e-journals, hard copy books and journals to address AgESS book and journal shortage. In order to address gender disparities, the partnership developed two three-week gender course modules (gender, agriculture, and development; gender, environment, and development) with one semester-long gender-focused course (gender, social differentiation, and development) and compiled an annotated bibliography that will be made available to faculty members, staff, and students in the college libraries.

5. University of Juba and Virginia Tech: Rebuilding Higher Education in Agriculture to Support Food Security and Peace Efforts in South Sudan (RHEA)

Associate Award Description: Associate Award with USAID/South Sudan	
Associate Award Number: 650-A-00-11-00303-00	Associate Award: \$10,544,527
Associate Award Period of Performance: 2/7/2011 – 9/30/2015	Number of Partnerships: 1
Partnership Award: \$1,470,396 (Phase 1)	Partnership Period of Performance: 2/7/2011 – 9/30/2015

Overview: Virginia Polytechnic Institute and State University (Virginia Tech) and Catholic University of South Sudan/University of Juba are implementing a comprehensive plan to restore higher education curriculum and research capacity in agriculture to help post-conflict South Sudan to confront and resolve its severe food security problems.

This partnership will:

- Produce high-quality graduates in agriculture, using program review, faculty exchange and advanced degree training programs; as well as distance and distributed learning (DDL) across universities;
- Generate knowledge through relevant, high-quality research; and
- Create an effective university-based outreach program.

FY 2012 Highlighted Results:

- Twenty students in their fourth year at Catholic University of South Sudan completed a ten week summer internships with AGRA/MAF, International Fertilizer Development Center (IFDC), and the FARM project. The internship program improved the coaching, mentoring and training environment for the next generation of South Sudanese agriculturists by improving their skills and hand-on experience with the latest technologies, with emphasis on Good Agricultural Practices, agribusiness skills, micro enterprise and entrepreneurship experience opportunities.
- Experimental field trials were initiated at the Catholic University of South Sudan in Wau, South Sudan. Students are now engaged in experiential learning and agricultural laboratory experiments: test of germination and determination of seed rate, types of weeds and their characteristics, types of soils and soil profile, demonstration of pest and diseases that affect crops in the area.
- Three faculty members from the University of Juba applied for graduate studies in the United States and for a FY2013 faculty study tour to the United States.
- The RHEA project also made significant improvements to the University of Juba agricultural library through the acquisition and installation of the 2010 update of The Essential Electronic Agricultural Library (TEEAL) collection of electronic agricultural journals.

Education

1. Université de Bambey and Fairfield University: Service Learning to Deliver Health Curricula in Rural Senegal

Award Description: Managed under HED Leader Cooperative Agreement: Leader AEG	
Agreement Number: AEG-A-00-05-00007-01	Period of Performance: 9/30/2005 – 9/29/2015
Award Amount: \$299,607	Period of Performance: 10/1/2010-9/30/2013

Overview: Fairfield University and Université de Bambey (UB) are collaborating to integrate service learning, health education for middle school students, and teacher training in educational technology at UB. The primary objectives of the partnership are to: (1) establish a service learning program at UB using a train-the-trainer approach; (2) develop French-language written and video materials for service-learning training; (3) develop French-language written and video materials for health education; (4) provide training for middle school teachers at target Senegalese schools in using technology to deliver health education; (5) develop a virtual environment or website for partner institutions to collaborate, communicate, and access materials related to the partnership and community service programs; (6) provide professional development opportunities for UB faculty, including participation at a conference at Fairfield; and (7) creation of a new graduate course at Fairfield on international digital equity and collaboration and expansion of Fairfield’s own service learning program into West Africa.

FY 2012 Results Highlights: The partners engaged in a number of important capacity-building activities over the course of FY 2012, including: visit by two UB professors to Fairfield to participate in a curriculum redesign workshop; extensive consultation for the design of intra- and inter-campus Internet connectivity across the four UB campuses; design of survey instruments for assessing the efficacy of training; on-going incorporation of service-learning into courses at UB; sabbatical by the U.S. partnership director in Senegal to conduct on-site training in service learning and curriculum design; and training of 30 students and school teachers from Lambaye and Ngoundiane and 40 students, faculty, and schoolteachers from Diourbel and Bambey in digital story telling.

2. Cairo University and Georgia State University: Enhancing Capacity for Research in Economics

Associate Award Description: Associate Award with USAID/Egypt	
Associate Award Number: EDH-A-00-08-00013-00	Associate Award Amount: \$549,338
Associate Award Period of Performance: 9/12/2008 – 9/11/2013	Number of Partnerships: 1
Partnership Award: \$399,525	Partnership Period of Performance: 9/29/2008 – 8/31/2013

Partnership Overview: Georgia State University (GSU) Andrew Young School of Policy Studies is collaborating with Cairo University to expand the capacity of the Department of Economics, Faculty of Economics and Political Sciences (DOE-FEPS) in economics research. The department aims to become a regional hub for teaching, research, and technical assistance in economics in Egypt and the Middle East.

This partnership is working to enhance the quality of economics teaching and research at Cairo University to serve a variety of stakeholders; think tanks, development agencies, the Egyptian government, civil society, the private sector, and government policymakers. To this end, partners are strengthening the academic, outreach and applied research capacities of DOE-FEPS through a series of training programs, joint research projects and faculty exchanges.

FY 2012 Results Highlights: During the first half of the fiscal year one DOE teaching assistant began a GSU graduate program in public policy, two GSU-led training courses were held for a total of 50 junior faculty at DOE-FEPS, and one joint research paper entitled “Macroeconomic Policies and Growth in Egypt: Policy Options” was completed by a team of faculty from CU and GSU and presented in Cairo.

In the second half of the fiscal year, the graduate student at GSU continued his course of study and also participated in an internship at the International Center for Public Policy. It is expected that he will complete his program in early August 2013, after which he will rejoin CU DOE-FEPS as a faculty member upon his return to Cairo.

Two joint research projects between CU and GSU faculty members are in continued development and partners expect that they will be completed at the beginning of the 2013 fiscal year. It is anticipated that the partnership will host a dissemination conference for faculty to present the findings of their joint research in Cairo in spring 2013.

3. University of Cape Town and University of Cincinnati: Nano Power Africa

Associate Award Description: Associate Award with USAID/South Africa	
Associate Award Number: 674-A-00-11-00018-00	Associate Award Amount: \$1,374,806
Associate Award Period of Performance: 2/18/2011 – 2/28/2013	Number of Partnerships: 1
Partnership Award: \$1,100,000	Partnership Period of Performance: 2/21/2011 – 2/28/2013

Overview: In places where resources are scarce and distance creates barriers to conventional electrification methods, solar power holds great promise. Small-scale, highly localized solar power can power electronics, heat food, and provide lighting. However, the high cost of conventional silicon crystal photocells prohibits the spread of solar technology in places like rural sub-Saharan Africa. The partners at the University of Cape Town (UCT) in South Africa and the University of Cincinnati (UC) are using a nanotechnology to create a more affordable solar cell.

The partnership has established a Nano Technology Center at UCT which will serve as a hub for entrepreneurial centers at two other partner universities in Africa (Kigali Institute of Technology in Rwanda and Haramaya University in Ethiopia) in the development of indigenous solar panel technology. The partners are setting up student research exchanges between the institutions, studying models for research capacity and developing technical models for the solar energy devices.

FY 2012 Results/Highlights: The partners engaged in a number of activities which will contribute to achieving the partnership's objectives related to human and institutional capacity development at UCT, other partner African higher education institutions, and beyond.

In the area of human capacity development, the partnership has made good progress in FY 2012. Training of faculty for sub-Saharan African Universities will have a direct impact on human and institutional capacity of the African institutions. Two individuals are being trained at a doctorate level. Three individuals were offered admission to a master's degree program, two of those being female and representing underserved or disadvantaged groups. Thirty students from the partnering institutions (United States South Africa, Ethiopia, Botswana, and Rwanda) participated in the web-based interactive course that linked five campuses in Africa with the University of Cincinnati. Under the exchange program, two extended visits to UCT and three visits to UC, Argonne and Oak Ridge were made for Haramaya University, Kigali Institute of Education and Rhodes University faculty.

Seeking support for ongoing collaborative research, the partners developed and submitted proposals for funding from different sources, including National Science Foundation (NSF), African Union local University Research Offices, USAID Mission and the U.S. Embassy. Partners developed and submitted 10 proposals for additional funding to organizations including USAID, the U.S. Department of Energy, NSF, the U.S. Embassy in Ethiopia, and the Haramaya University Research Office. The partners received funding from the latter two entities this reporting period.

A number of joint research projects involving faculty from all participating partner institutions were implemented, including in the areas of (a) Screen Printed photovoltaic systems, (b) Reel to Reel coating photovoltaic systems, (c) Conductive titania nanoparticles, (d) ZnO Nanoparticles, (e) Silicon Nanoparticles by commutation and by CVD processes, (f) Printed Medical Temperature Sensors, (f) Printed Agricultural Water Sensors, (g) photovoltaic roofing materials at the Oak Ridge National Laboratory (ORNL), and (h) Organic photovoltaic thin films. One publication has been accepted by a peer reviewed journal. Partners have submitted two research articles on silicon nanoparticles to peer-reviewed journals for publication.

The Rotary Club of Cincinnati has provided invaluable support to mentor and host visiting Africa scientists. Through its extensive network, it has helped the partners seek opportunities for additional funding and in-kind resources for partnership activities. The Club has been instrumental in arranging contacts with local Rotary Clubs in Addis Ababa and Cape Town, which can help with the development of technology-based business plans.

Partners also conducted a visit by Kigali Institute of Education, Haramaya University, and Rhodes University scientists to UCT and UC for research-related activities; visit by U.S. and African scientists to Eclipse Film Technology for the development of reel-to-reel technology; visit by UC, ORNL, and Argonne National Laboratory scientists to a new partner site at the University of Botswana and the Botswana Technology Centre in Gabarone; 1 percent improved efficiency of the printed solar cell; and completion of the synthesis lab at ORNL. Continuation of assistance by the Rotary Club of Cincinnati

Partners developed a chemical synthesis laboratory at ORNL for the benefit of visiting African partner faculty. Partners also established a reel-to-reel processing laboratory and production of reel-to-reel processed films at Eclipse Film Technology in Cincinnati by the U.S. and African partner scientists.

Other achievements in FY 2012 include:

- Cooperative project between UC and Haramaya University undergraduates to install solar panels in rural Ethiopia has been institutionalized.
- Partners won “Best in Show” award at the Printed Electronics conference in Silicon Valley, California.
- Meetings by the U.S. partnership director with representatives from Solar Light for Africa, the Cincinnati Rotary Club, Duke Energy, Procter & Gamble Corporation, and the Village Life Outreach Project explored possibilities for collaborative activities and leveraging additional resource, both cash and in-kind. Discussions were also held with other U.S. universities for expansion of the U.S. network (Louisiana State University, Purdue, Rutgers) in proposals for further funding from NSF, USAID, and other sources.

4. Kenyatta University and Syracuse University: Quality Teacher Preparation in Kenya

Associate Award Description: Associate Award with USAID/South Africa	
Associate Award Number: 674-A-00-11-00018-00	Associate Award Amount: \$1,374,806
Associate Award Period of Performance: 3/18/2011 – 6/18/2013	Number of Partnerships: 1
Partnership Award: \$860,701	Partnership Period of Performance: 4/1/2011 – 3/31/2013

Overview: The partners are collaborating to strengthen Kenyatta University (KU) capacity in teacher education, academics and research so that the university can effectively respond to Kenya’s deep need for quality teachers and educational programs, particularly at the secondary school level.

The partnership will work to improve secondary-school teacher education by strengthening the capacity of the teacher education faculty at KU and building the education programs research capacity. The partners will design and implement professional development programs, standardized teaching assessments and mentoring programs to prepare the teacher in training, support the novice teacher, and foster continual growth in the experienced teacher.

FY 2012 Results Highlights: In FY 2012, the partners continued to focus on faculty development, especially through the implementation of professional development workshops at KU and two scholar exchanges, with plans for 16 more in the coming six months. The partners also continued to make upgrades to KU’s Teacher Education curriculum based on their analysis of data collected from both experienced and novice teachers who are graduates of the KU program.

- A total of 59 individuals received short term training-- KU faculty members participated in a two-month scholar exchange to Syracuse and others attended technology workshops and workshops for students with visual impairments.
- The partners collected and analyzed data related to teacher education and curriculum development. Reports on the data analyses have been completed and have informed the revisions of courses as well as the overhaul and improvement of the entire teacher

education curriculum. The analysis also informed the development of a teaching practice mentoring program for pre-service teachers.

- National ICT Innovation and Integration Centre representatives and the partners worked closely together to design and plan the technology workshops which were held at KU in June 2012. Project members also conducted an initial assessment of several spaces in the department for planning for design for a digital classroom and flexible learning space.
- Partners reported three jointly conducted research projects. One research team is examining student teacher, cooperating teacher, principal, and area supervisor perceptions of the current KU teaching practice experience. Another team is examining Kenyan secondary teachers' integration of technology into their classroom activities. A third is working on establishing English language norms at the second.
- Partners reported a total of 42 direct beneficiaries from the host country: 40 individuals who participated in professional development and two who participated in a “sandwich” degree program.
- The capacity for research has been strengthened through working visits by 12 KU and seven Syracuse faculty members to plan and implement joint research projects, including field studies of teachers' knowledge in areas of supporting all learners, information technology skills, content, and pedagogical content knowledge.
- The partners have also dedicated considerable effort to curriculum reform, beginning with an analysis of KU graduate data. The resulting report led to a curriculum improvement action plan. As a first step, the partners are developing multimedia case studies for teacher training. To that end, they have filmed, edited, and published eight case studies thus far. The partners are also developing a mentoring program for pre-service teachers in teaching practice.

Health and Nutrition

1. University of Ghana and Brown University: Partnership to Address HIV/AIDS in Ghana with The Miriam Hospital, Tufts University, and Yale University

Associate Award Description: Associate Award with USAID/Ghana	
Associate Award Number: AID-641-LA-11-00001	Associate Award: \$1,374,805
Associate Award Period of Performance: 5/16/2011 – 7/31/2013	Number of Partnerships: 1
Partnership Award: \$1,100,000	Partnership Period of Performance: 7/1/2011 – 6/30/2013

Overview: The partners are addressing the need for more health care workers and improved training and resources for those providing care for people with HIV in Ghana. The partners are collaborating to enhance University of Ghana (UG) educational programs and increase research and community engagement, resulting in improved response to HIV/AIDS challenges in Ghana. The partners are developing training via distance learning, short-term training courses, and university outreach as well as mentoring, exchanges, and research grants. A key element of the partnership is training for 130 UG students, faculty, and staff in Tufts University Sciences Knowledgebase (TUSK), which will serve as a means of ongoing, knowledge sharing, collaboration, and sustainability.

FY 2012 Results Highlights: This has been a high-performing partnership in FY 2012. In the area of human capacity development, three UG faculty members began their long-term PhD training. (One of the students has begun PhD in Nursing at University of Western Cape, South Africa, looking at the use of mobile phones to improve treatment adherence. The second has begun PhD in Nutritional Epidemiology at Tufts University and the third a PhD in Pharmacology at Stellenbosch University in South Africa.) The partners also conducted extensive short-term training, including a week-long Tufts University Sciences Knowledgebase (TUSK) training at Tufts University for two UG IT staff. Three UG faculty members were awarded Fogarty AIDS International Training and Research Program (AITRP) funding to attend Brown's six-week Summer Institute on Clinical and Translational Research. The course provided the skills necessary for clinical research and measurement and evaluation. In addition, four faculty members from the University of Ghana and the Kwame Nkrumah University of Science and Technology (KNUST) attended Brown International Advanced Research Institutes (BIARI) for two weeks.

The partnership implemented six joint research projects. These included three HED developmental grants and four Center for AIDS Research grants. These projects were submitted to the Internal Review Board at UG and Brown. The faculty researchers chosen for these developmental grants are promising leaders in their respective disciplines at UG. The process of applying, receiving approvals, analyzing data, and submitting abstracts and publications builds faculty leadership and institutional capacity at the UG.

- Six different stakeholders (National AIDS/STI Control Program, Ghana AIDS Commission, Ministry of Health/Ghana Health Service, Apam Catholic Hospital, Asamankese district hospital and St. Dominic Hospital in Akwatia) were involved in partnership activities during this reporting period. These stakeholders have partnered with the project to organize national symposia as well as to facilitate/serve as a resource for some of the trainings.

Some have partnered with the project to host students to undertake the community attachment program.

- Tufts University Sciences Knowledge (TUSK) base servers were procured at UG and operating system was installed and re-installed.
- Successful in-person curriculum meetings were held in Accra with representatives from four schools finalized core competencies for a comprehensive HIV/AIDS curriculum. Courses, faculty, and available resources were identified.
- A continuing medical education training geared at health care professionals was conducted in collaboration with the national “Medical Knowledge Fiesta” and has reached 260 practitioners in its half-day HIV update. Three U.S. faculty members presented on various topics related to elimination of mother-to-child transmission of HIV. The UG-Brown partnership sponsored a scientific session (two sessions on pediatric HIV, four posters on pilot research done by community attachment students and a poster about curriculum development work done by the partnership) as part of the 6th Annual Scientific Conference hosted by the UG College of Health Sciences.
- At the Elimination of Mother-to-Child Transmission of HIV Summit in April 2012, partners drew stakeholders from the academia, practitioners, community-based organizations, and politicians. The Summit attended by 100 participants addressed successes and challenges in eliminating Pediatric HIV in 2015 in Ghana. The vice president of Ghana accepted an invitation to speak, and national representatives from the National AIDS Control Programme, the Ghana AIDS Commission, the Joint United Nations Programme on HIV/AIDS and USAID Mission were invited.
- In addition to USAID funding, the partnering universities were also able to successfully leverage additional non-USAID funding to meet objectives and goals, particularly in the area of faculty development and long-term training. While master’s and PhD trainings are not available in the partnership budget, the UG-Brown partnership successfully leveraged funds for long-term training through the Fogarty AITRP at Brown, funded by the U.S. National Institutes of Health.

2. University of Liberia and Indiana University: Increasing Availability of Well Trained Health Care Workers With the University of Massachusetts School of Medicine

Associate Award Description: Associate Award with USAID/Liberia	
Associate Award Number: AID-669-LA-11-00001-00	Associate Award Ceiling: \$8,019,057
Associate Award Period of Performance: 9/27/2011 – 9/27/2013	Number of Partnerships: 1
Partnership Award: \$1,100,000 (Phase 1)	Partnership Period of Performance: 10/1/2011 – 9/27/2015

Overview: This partnership seeks to address the challenges that the University of Liberia (UL) and its sister public institution, the Tubman National Institute of Medical Arts, face in supplying health care workers equipped to address Liberia health care needs. Estimates indicate that Liberia underserved population of more than three million urgently needs 8,000 more doctors, nurses, and midwives.

The U.S. partners will share expertise in a variety of ways, from collecting and sending current textbooks in biology, chemistry, mathematics, nursing, and other courses to providing six-week summer study tours for Liberian faculty in the United States. In addition, the partnership will create a new two-year Core Health and Life Science Undergraduate Program and begin planning for a joint four-year bachelor's program in nursing science. Partners will also work together to improve instructional quality in introductory science courses, develop upgrades to the preclinical science curriculum at the University of Liberia's Medical and Pharmacy Colleges, and modernize the University of Liberia's teaching and learning resources.

FY 2012 Results Highlights:

- Indiana University's School of Nursing provided two faculty fellowships to Liberia's Tubman National Institute of Medical Arts (TNIMA). The fellows began advanced studies in Bloomington, Indiana in January 2012. In addition to the two faculty, during the April – September 2012 reporting period, six fellows were chosen from University of Liberia's life science faculty to obtain advanced degrees and attend Kwame Nkrumah University of Science & Technology in Ghana (August 2012). They will receive the following degrees: MSc in Analytic Chemistry, MSc in Genetics, MSc in Health Services Planning and Management, MSc in Entomology, MPH in Public Health, and MSc in Plant Pathology. These fellows have signed agreements obligating them to return to UL as faculty in the health and life sciences.
- The partnership trained a total of 35 individuals in different short-term training programs. In the October 2011 – March 2012 reporting period, a total of 22 UL staff and faculty received short term training. Two TNIMA faculty nurses at IU School of Nursing completed the American Academy of Pediatric Neonatal Resuscitation Program and are now certified as Neonatal Resuscitation Program providers/instructors. Seven A. M. Dogliotti School of Medicine library staff was trained in materials processing and cataloguing using a computer-based system known as SHELVEIT!. Thirteen nurses at TNIMA participated in nurse leadership programs and received certificates to serve as preceptors.
- Thirteen anatomy students at the A. M. Dogliotti School of Medicine received intensive cadaver dissection laboratory training. Nurse Leadership and Preceptorship Training was also conducted.
- Center for Excellence in Health and Life Sciences (CEHLS) purchased copyrights to the Beginning College Survey of Student Engagement and the National Survey for Student Engagement, finalized and created plan for administering the Liberian Beginning College Survey of Student Engagement (LBCSSE) and the Liberian Survey for Student Engagement (LSSE).
- The partnership initiated the design of the LBCSSE and LSSE to educate UL administration about the direction of future policies and procedures regarding admissions, corruption, academic advising, and career development initiatives. The surveys are based on instruments developed by the National Survey of Student Engagement Institute at Indiana University. Similar tests are being used nationally and internationally to inform university administrations about academic and co-curricula experiences of their students.
- A new Bachelor of Science degree program in nursing has been developed, recommendations for life sciences, and new public health certificate proposals and articulation plans were submitted. These need to go through proper approval by UL administration, Ministry of Health, and other public input (such as nursing board) before implementation. Implementation will include faculty support from CEHLS (see above)

partners and partnering organizations (such as Peace Corps, universities with memorandums of understanding, etc.).

- The University of Massachusetts School of Medicine donated laptops for use at UL: three were donated to the A. M. Dogliotti School of Medicine library for catalogue search, two for faculty use. The Sabre Foundation donated and shipped 7,500 textbooks and reference materials representing 500 new titles for the UL medical library and TNIMA.

3. Makerere University and North Dakota State University: Management of Trans-boundary Animal Diseases and Zoonoses in East Africa

Associate Award Description: Associate Award w USAID/Uganda	
Associate Award Number: AID-617-LA-11-00001	Associate Award Amount: \$1,374,806
Associate Award Period of Performance: 1/27/2011 – 1/28/2013	Number of Partnerships: 1
Partnership Award: \$1,100,000	Partnership Period of Performance: 2/15/2011 – 2/14/2013

Overview: The partners are developing a coordinated surveillance system that will enable the risk assessment and reduction of diseases that endanger food security, trade and human productivity in Uganda and surrounding region.

The partners will establish centers as focal points for this surveillance system. These centers will conduct research and develop solutions in the area of assessment, communication and response to trans-boundary pandemic zoonotic and vector-borne diseases as well as endemic zoonotic and production-limiting animal diseases that jeopardize food security.

FY 2012 Results Highlights:

- Six individuals were enrolled in the MS program in Infectious Disease Management (MS-IDM) and are expected to complete the MS program in May/June 2013. Four individuals from Uganda completed the MS-IDM final exams and passed. All four have fulfilled the NDSU graduate school requirements for graduation likely in November 2012.
- A total of 154 individuals received short term training through this partnership.
- A Global Health Policy course was offered for the first time in May 2012. Experimental summer course curriculum was enhanced with new modules, including one health, service learning, data analysis, and rabies diagnosis. Partners from Columbus State University, Michigan State University (MSU), University of Minnesota, Washington State University, University of Saskatchewan, Kansas State University and University of Pretoria participated in the experiential learning. During the summer 2012 course, six MS IDM students were sponsored and attended the course. In collaboration with EPT-RESPOND, an additional 12 individuals from Eastern and Central Africa institutions were sponsored (\$60,000) for the summer 2012 course.
- Five master’s students implemented a community engagement project on Rocky Mountain spotted fever in Arizona. AFRISA community activities in collaboration with Conservation through Public Health, offered courses to 60 dairy farmers in Mbarara and 60 in Kisoro districts on Hygiene and safety along the milk value chain and screened at least 200 goats

and 134 cattle on a selected breeder farm for Brucellosis in Lyantonde district. Partners also screened two more farms (152 cattle) for Brucellosis in Mpigi district.

- Partners at Columbus State University facilitated two service learning community engagement activities (on leadership skills and Rabies vaccination and public health information sharing) in collaboration with Makerere University. Undergraduate, graduate and veterinary students from the College of Veterinary Medicine and Animal Resources and Biosecurity (Makerere) participated in the leadership skills (32 males and 10 females) and rabies vaccination and public health information sharing (22 males and five females) activities. Students practiced leadership skills in Kiswa, and the vaccination activities took place in a local community (Mbuya Primary school, Kampala). This is a classic example of an outreach project to a community to address a problem using students who will be serving while learning.
- Three ongoing joint research projects are implemented by partners. Partners also developed a gender auditing survey that was implemented in collaboration with MSU and Makerere University.

Human Rights

1. Colombia-U.S. Human Rights Law School Partnership Program

Associate Award Description: Associate Award with USAID/Colombia	
Associate Award Number: AID-514-LA-12-00001	Associate Award Amount: \$4,200,000
Associate Award Period of Performance: 12/29/2011 – 9/28/2015	Number of Partnerships: 3
Partner Institutions:	
Partnership 1: Universidad de Medellín, Universidad de Antioquia, Universidad Pontificia Bolivariana and Universidad Católica de Oriente and the University of Minnesota	
Partnership 1 Award: \$1,250,000	Partnership 1 Period of Performance: 10/19/2012 – 06/30/2015
Partnership 2: Pontificia Universidad Javeriana Cali, Universidad Santiago de Cali and American University	
Partnership 2 Award: \$1,000,000	Partnership 2 Period of Performance: 10/19/2012 – 06/30/2015
Partnership 3: Universidad del Norte and Universidad del Magdalena and the University of Florida	
Partnership 3 Award: \$760,000	Partnership 3 Period of Performance: 10/19/2012 – 06/30/2015

Overview: The partnerships under this Associate Award support the ongoing initiatives of the Government of Colombia and USAID/Colombia to improve respect for and protection of human and basic rights. The initiative will strengthen the capacities of Colombian law schools in the outlying areas of the country to provide formal and non-formal training in human rights and will enable law school graduates, civil society groups, and Colombian government agencies supporting human rights respect and compliance to better serve marginalized and vulnerable populations with limited access to and understanding of the Colombian legal system. HED is supporting three partnerships involving eight Colombian law schools in three key regions: Antioquia, Valle del Cauca and the Caribbean Coast.

FY 2012 Results Highlights: During FY 2012, HED conducted an initial institutional assessment of Colombian law schools to select the host-country institutions and develop a program design outlining the opportunities for creating and/or strengthening law school human rights programs. Following the assessment, HED developed a Request for Applications (RFA) in close consultation with USAID/Colombia that was used to identify the U.S. institutions best positioned to accomplish the goals of the Colombia-U.S. Human Rights Law School Partnership by collaborating with the selected Colombian universities. HED convened a panel of technical and regional experts in the area of human rights law and education in August 2012, to review applications and make recommendations for funding to USAID/Colombia. As a result, three partnership awards were made and their corresponding sub-award agreements were negotiated and executed by ACE/HED in October 2012.

A partner’s kick-off meeting took place in Washington, DC during the first quarter of FY 2013 to brief partners on administrative and logistical award requirements; provide guidance regarding the baseline assessment to be conducted by the partners during the start-up phase; and provide a space for initial collaboration.

Gender Equality and Female Empowerment

1. Fatima Jinna Women's University and Sardar Bahadur Khan Women University with California State University Fullerton: Partnership for Women in Science, Technology, and Engineering in Pakistan

Award Description: Managed under HED Leader Cooperative Agreement Leader AEG	
Associate Award Number: AEG-A-00-05-00007-00	Period of Performance: 9/30/2005 – 9/29/2015
Partnership Award: \$199,999	Partnership Period of Performance: 3/3/2008 – 12/31/2013

Overview: Together these three partners are collaborating to increase access for women in Pakistan to academic opportunities at the undergraduate and master’s level in fields related to science, technology, and engineering (STE), and to increase the opportunities open to women to participate in STE research in Pakistan.

The partnership focuses on increasing:

- The number of high school/junior college girls entering universities and choosing fields of STE;
- The capacity of the two partner universities in Pakistan to attract and train more women in the fields of STE;
- Internship and employment opportunities for women graduating in the STE from the partner universities in Pakistan; and
- Research and curriculum development collaboration between California State University Fullerton (CSUF) and the two universities in Pakistan in the fields of STE.

The partnership aims to provide graduate students with scholarships to earn their Master’s degrees in STE fields from CSUF. Additionally, by the December 31, 2013 end date, the partners will have provided 10 full graduate scholarships and 80 partial undergraduate scholarships for Pakistani women to complete degrees in STE at FJWU and SBKWU.

FY 2012 Results Highlights: At the beginning of the fiscal year five faculty members from Sardar Bahadur Khan Women University (SBKWU) and four from Fatima Jinna Women University (FJWU) were enrolled in graduate programs of study in STE fields funded by the partnership. These students have completed their masters programs. All four students affiliated with FJWU have rejoined the university as faculty members, while two affiliated with SBKWU have joined the university, one has yet to rejoin the university, and two others have embarked on PhD studies in their field.

Two joint research projects took place during the year between CSUF and FJWU– one in the area of computational electromagnetic field plots, which is expected to be developed into a technical paper to be presented at a conference during summer 2013, and the second a proposal for funding to develop laboratory-less science experiments for grade level science education.

Partners aimed to provide one graduate student from SBKWU with a scholarship to earn her master’s degree in an STE field from CSUF but there was no suitable candidate available for this opportunity. Partners redesigned this element in order to equally enhance faculty capacity at SBKWU and requested a one-year no-cost extension to implement the revised plan. The no-cost extension was granted, extending the partnership end date to December 31, 2013, and two SBKWU faculty members in STE will travel to CSUF for a semester-long visiting scholar opportunity to engage in collaborative research activities.

2. American University of Sharjah and University of Southern Maine: Gender and Women’s Studies Consortium

Award Description: Managed under HED Leader Cooperative Agreement Leader AEG	
Associate Award Number: AEG-A-00-05-00007-00	Period of Performance: 9/30/2005 – 9/29/2015
Partnership Award: \$284,895	Partnership #2 Period of Performance: 1/8/2009 – 8/31/2012

Overview: The University of Southern Maine (USM) Women and Gender Studies Program is working collaboratively with the American University of Sharjah (AUS) and faculty in several United Arab Emirates universities to develop the UAE Gender and Women’s Studies Consortium (GWSC). Consortium members include faculty from the following UAE institutions: AUS (Sharjah, UAE), Dubai School of Government (Dubai), The UAE University (Al-Ain, UAE), and Zayed University (Abu Dhabi, UAE). USM professors are working with UAE faculty to develop women’s studies courses and curriculum relevant to the Gulf Region and sensitive to the rich cultural traditions of Islam. At the same time, UAE professors are helping USM to better integrate material on gender in the Gulf Region into USM Women and Gender Studies Program courses.

The overall objectives of the partnership are to:

- 1) Strengthen emerging courses and course components focused on gender and women’s studies at all Consortium institutions;
- 2) Create a vibrant network of gender and women’s studies scholars in the UAE;
- 3) Support research focused on gender and women’s studies at all Consortium institutions; and
- 4) Provide post-baccalaureate opportunities to UAE students interested in the connection between gender studies and education.

The partnership will build and strengthen the Consortium so that it will be institutionalized across the UAE higher education landscape, thereby permitting ongoing activities relating to women’s studies programming after award funding ends.

This partnership represents the last active partnership in the U.S.–Middle East University Partnerships Program, which was supported by funds from the U.S. Department of State’s Middle East Partnership Initiative with the goal to contribute to broader democratic reform efforts in the Middle East and North Africa (MENA) region.

FY 2012 Results Highlights: In the partnership’s final year of implementation partners successfully hosted the partnership’s culminating event – a conference titled “Gender and Women’s Studies in the Arab Region” that brought together more than 150 individuals from around the MENA region, Europe, North America, and Australia to the AUS campus. During this three-day event, 89 research papers were presented during 22 panel sessions by scholars (primarily female) in a variety of disciplines related to gender and women’s studies in the Arab world. Following the conference, partnership directors began compiling a conference volume of selected papers to be published. The directors are working on a joint research project that involves developing a new theoretical framework for understanding the developmental level of gender and women’s studies in the Arab Region.

In summer 2012 one AUS professor traveled to Maine to receive professional development support from content-area professors and education professors at USM through developing and co-teaching a course titled "Women in the History and Politics of the Middle East," with the aim of developing a women and gender studies course for Arab region in service teachers. Also as a result of this partnership, three AUS faculty and one at Abu Dhabi University have integrated new material relating to gender and women's studies into several courses at their institutions.

As a final activity, in August 2012 the partnership hosted a two-day workshop in Amman, Jordan, which focused on enhancing the design of the UAE Gender and Women’s Studies Consortium to become a broader, regional initiative with expanded involvement. Fourteen attendees from across the BMENA region discussed and planned for the launch of the “Arab Region Gender and Women’s Studies Consortium” and strategies for its funding and sustainability.

3. Paraguay: Women's Leadership Program

Award Description: Managed under HED Leader Cooperative Agreement Leader AEG	
Award Number: AEG-A-00-05-00007-01	Period of Performance: 10/1/2005 – 9/30/2015
Partner Institutions: the National University of Asuncion and University of Florida	
Partnership Title: “Women’s Leadership Project in Paraguay (WLPP)”	
Partnership Award: \$811,363	Partnership Period of Performance: 10/1/2012 – 6/30/2015

Overview: The main objectives of this partnership are to promote and support women's access to the National University of Asuncion (UNA) with a focus on developing leadership skills, to strengthen UNA's School of Agricultural Sciences’ capacity to produce strong female leaders through training in workforce leadership skills, and to develop sustainable alliances between UNA, civil society, and the public and private sector that promote the emergence of female leaders. The partners strive to accomplish these objectives through gender and leadership training for faculty, curriculum revision and incorporation of gender-inclusive components and materials, and the promotion of policies that create a favorable environment for gender inclusion and female access to higher education. The partners are also prioritizing agricultural extension work as a means to provide students with applied learning opportunities while reaching rural, underserved communities.

FY 2012 Results Highlights Competition, peer review and selection took place in FY 2012. After completing a design visit to Paraguay in February 2012, HED, in cooperation with

USAID/Paraguay, jointly determined the content, scope and timelines for the issuance of a Request for Applications (RFA). HED also created a targeted dissemination strategy for the RFA and organized an online information session for interested applicants. The RFA was released on March 30, 2012. Following a merit-based, peer-review process, the University of Florida was selected, with the concurrence of USAID/Paraguay, to receive the partnership award. This partnership will begin implementation in FY 2013.

4. Rwanda: Women's Leadership Program in Education

Award Description: Managed under HED Leader Cooperative Agreement Leader AEG	
Award Number: AEG-A-00-05-00007-00	Period of Performance: 9/30/2005 – 9/29/2015
Partner Institutions: Kigali Institute of Education and University of California Los Angeles	
Partnership Title: “Rwanda: Promoting Gender Equity and Female Empowerment”	
Partnership Award: \$1,079,996	Period of Performance: 11/1/2012 – 6/30/2015

Overview: The KIE-UCLA partnership will strengthen the capacity of KIE and its affiliated Teacher Training Colleges to take the lead in promoting gender equity and female empowerment in education. The project will also work on designing and building strategies to sensitize and motivate female and male students to enter the teaching profession. The partnership will accomplish these objectives through a series of programs focused on bringing about gender balance and equity in access, research and instruction. Activities will include developing targeted outreach and recruitment programs, curriculum re-design, and professional development opportunities for institute staff, faculty, trainees, and in-service educators. The activities will identify and begin to address the barriers, both social and institutional, that prevent women from accessing not only programs at KIE and its affiliated colleges, but in society at large. Moreover, this project will have the added benefit of preparing trainees to integrate gender sensitivity and balance in their classrooms in order to increase female retention and completion rates. Over time, this will bring about greater gender balance in the classroom and provide an opening for more women to pursue advanced credentials, consequently increasing representation of women in the teaching profession.

FY 2012 Results Highlights: Competition, peer review and selection took place in FY 2012. After completing a design visit to Rwanda in February 2012, HED, in cooperation with USAID/Rwanda, jointly determined the content, scope and timelines for the issuance of a Request for Applications (RFA). HED also created a targeted dissemination strategy for the RFA and organized an online information session for interested applicants. The RFA was released on April 20, 2012. Following a merit-based, peer-review process The University of California, Los Angeles, with the concurrence of USAID/Rwanda, was selected to receive the partnership award. This partnership will begin implementation in FY 2013.

5. Rwanda: Women's Leadership Program in Agriculture

Award Description: Managed under HED Leader Cooperative Agreement Leader AEG	
Award Number: AEG-A-00-05-00007-01	Period of Performance: 9/30/2005 – 9/29/2015
Partner Institutions: National University of Rwanda and Michigan State University	
Partnership Title: “Rwanda: Women’s Leadership Program in Agriculture”	
Partnership Award: \$1,280,000	Period of Performance: 11/1/2012 – 6/30/2015

Overview: The overarching aim of this program is to strengthen the capacity of NUR to advance women’s leadership in the field of agriculture. The partners strive to strengthen Rwanda’s agricultural sector by addressing the gaps that NUR identified in their agribusiness training and research capacity. Interventions include developing a gender-sensitive masters of science in agribusiness with an emphasis in export agriculture to train highly employable agribusiness professionals with strong analytical and business development skills. The graduate program will prioritize accessibility to women and mid-career professionals, incorporate extensive experiential learning opportunities, and focus on producing graduates with highly employable knowledge and skills. Furthermore, this program will prepare women for leadership and entrepreneurial roles as well as promote engagement with local underserved communities.

FY 2012 Results Highlights: Competition, peer review and selection took place in FY 2012. After completing a design visit to Rwanda in February 2012, HED, in cooperation with USAID/Rwanda, jointly determined the content, scope and timelines for the issuance of a Request for Applications (RFA). HED also created a targeted dissemination strategy for the RFA and organized an online information session for interested applicants. The RFA was released on March 29, 2012. Following a merit-based, peer-review process, Michigan State University was selected, with the concurrence of USAID/Rwanda, to receive the partnership award. This partnership will begin implementation in FY 2013. A challenge to timely implementation occurred when USAID/Rwanda requested that Michigan State develop a different Master’s degree program (in agricultural economics) from what it had proposed (phyto sanitation and crop protection). This prolonged negotiation of the agreement and has required a major plan change for the partners.

6. Armenia: Women's Leadership Program

Associate Award Description: Managed under HED Leader Cooperative Agreement and an Associate Award with USAID/Armenia	
Award Number: AEG-A-00-05-00007-00	Leader Funding Amount: \$600,000
Associate Award Number: AID-111-LA-12-00001	Associate Award Amount: \$ 1,000,000
Associate Award Period of Performance: 7/27/2012 – 7/31/2015	Number of Partnerships: 1
Partner Institutions: Yerevan State University and Arizona State University	
Partnership Title: “Advancing Gender Equality and Women’s Empowerment in Armenia”	
Partnership Award: \$1,305,000	Partnership #1 Period of Performance:

Overview: The purpose of WLP-Armenia is to promote gender equality and female empowerment in Armenia through the creation of a three-year higher education partnership between Yerevan State University and a U.S. higher education institution that will enhance the ability of Yerevan State University to advance women’s leadership. Totalling \$1,600,000, funding support for WLP-Armenia comes from USAID/E3/ED and USAID/Armenia. USAID/E3/ED is providing \$600,000 in funding support under HED’s Leader with Associates Award Cooperative Agreement, and USAID/Armenia is providing \$1,000,000 in funding support through a Cooperative Agreement.

FY 2012 Results Highlights: After undertaking a design visit to Armenia in January/ February 2012, HED, in cooperation with USAID, jointly determined the content, scope and timelines for the issuance of a Request for Applications (RFA). The RFA was released on April 16, 2012. Following a competitive application process, Arizona State University (ASU), with the

concurrence of USAID/Armenia, was selected to receive \$1,305,000 to implement a partnership to improve the capacity of Yerevan State University to further women’s leadership in Armenia.

During this reporting period, HED also created a targeted dissemination strategy for the RFA and organized an online information session for interested applicants. In response to a Request for an Application for an Associate Agreement issued by USAID/Armenia, HED drafted and submitted an application for an Associate Cooperative Agreement to USAID/Armenia. In addition, HED conducted a peer review of applications received, submitted a recommendations memo to USAID/Armenia outlining the peer review committee’s recommendations, and notified ASU that it had been selected for funding. Based on feedback from the peer review committee and USAID/Armenia, HED began negotiating a formal agreement of cooperation with ASU and authorized pre-award spending.

7. South Sudan Higher Education Initiative for Equity and Leadership Development (SSHIELD) Program

Associate Award Description: Associate Award with USAID/South Sudan	
Associate Award Number: AID-668-LA-12-00004	Associate Award Amount: \$ 4,761,336
Associate Award Period of Performance: 7/3/2012 – 9/30/2015	Number of Partnerships: 1
Partner Institutions: University of Juba, University of Upper Nile and Trustees of Indiana University	
Partnership Award: \$4,275,000	Partnership Period of Performance: (TBD)

Overview: The SSHIELD Program is a higher education partnership among one higher education institution in the United States, the University of Juba in Juba, South Sudan, the Upper Nile University in Malakal, South Sudan and the Ministry of Higher Education, Research, Science and Technology (MoHERST), South Sudan. The purpose of the partnership will be to support South Sudanese national and local development goals that promote gender equality and female empowerment within the education sector.

FY 2012 Results Highlights: In FY 2012, in response to a Request for an Application for an Associate Agreement issued by USAID/South Sudan, HED drafted and submitted an application for an Associate Cooperative Agreement to USAID/South Sudan. After undertaking a partnership design visit to South Sudan in January/ February 2012, HED, in cooperation with USAID, jointly determined the content, scope and timelines for the issuance of a Request for Applications (RFA) for a partnership award to include the University of Juba and the University of Upper Nile. The RFA was released on August 10, 2012.

HED created a targeted dissemination strategy for the RFA and organized an online information session for interested applicants on August 28, 2012. Four applications were submitted for the RFA of the SSHIELD Program by the application deadline of October 15, 2012. Following a merit-based, peer-review process, two applications were recommended to USAID/South Sudan for funding as equally ranked by the peer review panel: the application from Syracuse University and the application from the Trustees of Indiana University. The application from the Trustees of Indiana University was selected by USAID/South Sudan and received the partnership award. This partnership will begin implementation in FY 2013.

Climate Change and Adaptation

1. International Institute for Water & Environment Engineering (2IE), and Tuskegee University: Centers of Excellence in Water and Environmental Science & Technology

Award Description: Managed under HED Leader Cooperative Agreement Leader AEG	
Award Number: AEG-A-00-05-00007-00	Period of Performance: 9/30/2005 – 9/29/2015
Partnership Award: \$1,100,000	Partnership Period of Performance: 3/15/2011 – 9/30/2015

Overview: The partnership between Tuskegee University and Burkina Faso’s International Institute for Water and Environment Engineering (2iE) will establish a network of centers of excellence in water and environmental science and technology in three higher education institutions in Africa. 2iE will serve as the principal African partner, with other centers located at the University of Mines and Technology in Ghana and the University of Benin in Nigeria.

The partners will focus on faculty and curriculum development, mobilizing African Diaspora scientists, developing technology and problem solving capacity; creating linkages with private, public and non-government organizations, and raising the quality of facilities and equipment at the participating African institutions.

FY 2012 Results Highlights:

- Two MS degree students are currently undergoing their thesis research training at Tuskegee University; two 2iE faculty members are registered for PhD studies at the Kwame Nkrumah University of Science and Technology in Ghana.
- Twenty-one students completed MS degree programs in Sustainable Management of Mines (SMM) at 2iE in Burkina Faso (three out of the 21 students were females).
- Two male faculty members from 2iE spent two months at Tuskegee University from August to October, 2011 being trained in research. In addition, two male faculty members at 2iE continue their collaborative training on topical research subjects.
- The partnership also provided short-term training to two faculty members who each completed two months doing research training at Tuskegee University, two students are currently undergoing research thesis training at Tuskegee University, and two 2iE administrators attended a training workshop at Tuskegee University.
- The partnership conducted outreach extension activities in form of training workshops within Burkina Faso and also targeted other regional organizations. The partnership trained 10 participants at Sadiola Mine Engineers in Mali and initiated discussions with Anglo Gold Ashanti Corporation in Mali for training of their operations engineers at 2iE. Both U.S. and African partnership directors visited the mine to initiate the training discussions. A memorandum of understanding (MoU) is currently being negotiated to concretize and execute the effort. 2iE faculty visited Morilla Mining Company in to conduct field assessment and staff training and partnership negotiations. An MOU between 2iE and Morilla Mining is being developed. Another MoU has been signed between IAM GOLD Essakane Mine in Burkina Faso for training of company staff, installation of a solar energy and climate monitoring and data collection facilities at the mine. Partners are discussing a special

outreach program in partnership with Ecole Polytechnique Feminine of France (EPF) to support a remedial program for females in science and engineering. The outreach program would provide funding and remedial training to females who are able to enroll at Science and Engineering Schools after two years of training.

- The partnership participated in various research topics and some of the research activities included: Biological assessment of health risks associated with the reuse of wastewater and human excreta treated during gardening. This is a three-year PhD thesis research project to be conducted at 2iE but jointly supervised; Solar air-conditioning in Africa through radiant energy control. This project will explore the possibility of redesigning building systems in Africa with the aim of reducing building heat loads, while employing solar air-conditioning; monitoring and data collection station for solar energy, energy efficiency, and climate research in Burkina Faso and computational modeling and prediction of solar intensity and precipitation in relation to the prediction of climate change induced adverse weather events.
- The partnership participated in research on solar energy including solar intensity monitoring for solar energy utilization has been accepted and adopted to install a solar monitoring and data collection center in IAMGOLD - Essakane Mine in Burkina Faso. Partnership initiated research on estimation of meteorological drought index over West Africa has been replicated by the Lawrence Livermore National Laboratory for joint studies with a view to applying the results for drought preparedness in West Africa in the future.
- The partnership participated in the development of policies that support and strengthen 2iE's ability to conduct enhanced outreach activities that are specifically aimed at attracting female students for admissions into all 2iE academic, research, and training programs.
- New curriculum for MS degree in Sustainable Management of Mining (SMM) was developed and implemented at 2iE and the MS degree program in SMM includes a term of industrial internship that allows students to participate in experiential and applied learning before graduating. Gender-focused policies were developed.

2. Namibia Polytechnic and University of Florida with the Namibia University of Science and Technology, the University of Botswana and Sokoine University: Transforming Community based Natural Resource Management (CBNRM) Education in Southern Africa

Award Description: Managed under HED Leader Cooperative Agreement Leader AEG	
Award Number: AEG-A-00-05-00007-00	Period of Performance: 9/30/2005 – 9/29/2015
Partnership Award: \$600,000	Partnership Period of Performance: 5/4/2009 – 6/30/2013

Overview: The goal of this multi-country, multi-institution partnership is to develop Community Based Natural Resources Management (CBNRM) curriculum, tools and materials. These tools and curricula will be institutionalized at the African partner universities to support training at graduate, undergraduate, and vocational levels in the region.

The partner institutions are responding to a critical lack of teaching materials in CBNRM by writing four books on CBNRM and supporting these books with faculty-developed teaching materials and methods. Faculty at partner institutions exchange natural resource management materials, such as publications and materials on best practices through regional workshops and

an online Web portal. Partners will also present their community-based approach to regional policy makers.

Additional partners include: World Wildlife Fund, Wilderness Safaris, African Wildlife Foundation, World Conservation Society, Rhodes University, University of KwaZulu Natal, Tshwane University of Technology, University of Namibia, University of Pretoria, University of Zimbabwe, Bindura University, and South Africa National Parks.

FY 2012 Results Highlights: Eight African scholars spent four months during the Fall 2011 academic semester at the University of Florida to participate in a tailored training program with respect to Community-Based Natural Resource Management (CBNRM) education organized by the Center for African Studies.

3. University of the West Indies and Colombia University: Managing Climate Risk and Water Resources in the Caribbean

Award Description: Managed under HED Leader Cooperative Agreement Leader AEG Funded by the U.S. Department of State	
Award Number: AEG-A-00-05-00007-01	Period of Performance: 9/30/2005 – 9/29/2015
Partnership Award: \$682,197	Partnership Period of Performance: 07/15/2012 – 06/30/2015

Overview: This partnership seeks to build additional permanent, local capacity in the area of climate adaptation at University of the West Indies/Centre for Resource Management and Environmental Studies (UWI/CERMES) in Barbados. The partnership will focus on research and policy and will result in tangible products such as: expanded research; outreach to policy makers; short courses for academic, public and private sector audiences; and an enhanced community of practice that informs work at the intersection of climate and water-related issues in the Caribbean. The partnership will support UWI/CERMES as it leads the way in utilizing the latest data collection and analysis techniques to inform policy and address the many climate adaptation challenges facing the Caribbean region. In addition to CERMES, this partnership is also supporting the Caribbean Institute for Meteorology and Hydrology (CIMH), a research institution affiliated with UWI. Specifically, the partnership will support the enhancement of CIMH’s capacity to develop high-quality, customizable seasonal climate forecast products and to meet the needs of the Caribbean community for information and knowledge related to the management of climate-related risk.

FY 2012 Results Highlights: Following the selection of Columbia University’s International Research Institute for Climate and Society (IRI) as the recipient of this partnership award, HED negotiated and executed the sub-award agreement with Columbia University in July 2012. Shortly thereafter, ACE/HED received scale-up funds for this partnership from the U.S. Department of State. HED facilitated discussions regarding scale-up activities among the partners during the baseline assessment trip conducted in September 2012. The baseline visit allowed representatives from IRI, CERMES, CIMH and HED to work together on collecting baseline data and refining the partnership strategy. The scale-up support will allow the partnership to more substantially support the role of CIMH as a provider of climate-related products and training services to the region. An amendment to ACE/HED’s sub-award to reflect

the scale-up activities and funding is currently being prepared and will be completed in the second quarter of FY 2013.

4. Universidad Iberoamericano, Universidad Rafael Landivar, Universidad Paolo Friere and Tulane University: Central America Environmental Law Capacity Building Initiative

Associate Award Description: Associate Award with USAID/LAC	
Associate Award Number: EDH-A-00-08-00029-00	Associate Award Amount: \$900,893
Associate Award Period of Performance: 9/29/2008 – 3/28/2013	Number of Partnerships: 1
Partnership Award: \$592,768	Partnership Period of Performance: 7/15/2010 – 3/28/2013

Overview: Tulane University, the Universidad Iberoamericana (Dominican Republic), the Universidad Rafael Landivar (Guatemala), and the Universidad Paulo Freire (Nicaragua) – with the participation of nine other regional universities – are collaborating to strengthen the teaching and implementation of environmental law in three Central America Free Trade Agreement-Dominican Republic (CAFTA-DR) partner countries: Guatemala, Nicaragua and the Dominican Republic.

The partners are training 18 future environmental law trainers (six from each of the partner countries) through a four-part project that includes a thorough needs assessment, comprehensive environmental law training workshops, and the joint creation and pilot implementation of a *diplomado* (certificate program) in Environmental Law. The partners are implementing these *diplomados* with the plan to establish a master's program in Environmental Law, either locally in at least one of the three countries or at the regional level.

The partners are also developing a training manual for the inter-disciplinary *diplomado* which will include clinical and internship/externship features. This *diplomado* will be available through the Central American University Environmental Law Network.

FY 2012 Results Highlights: In February 2012, at the invitation of the AOR at the USAID Regional Mission, the U.S. partnership director and two representatives from HED traveled to San Salvador, El Salvador to share overall program objectives, major partnership results to date, planned future activities, and expected impacts to better ensure that efforts by other USAID-funded stakeholders working in the CAFTA-DR region in the area of environmental law – namely, the Central American Commission for Environment and Development (CCAD) – are not duplicated. Over the course of the visit, the AOR arranged for a meeting at the Instituto Tecnológico Centroamericana (ITCA), a local technical institution seeking to incorporate a more robust environmental awareness component into its various curricula and potential new collaborator in the partnership. The AOR stated his keen desire to see the CAFTA-DR partnership expand its *diplomado* program into El Salvador as well as possibly Panama as a means of capitalizing on the \$120,000 in supplemental funds serendipitously made available to the partnership due to a significant reduction in ACE's indirect costs.

In August 2012, USAID/El Salvador approved a six-month no-cost extension to ACE/HED's Associate Award through March 28, 2013 and ACE/HED, in turn, executed a six-month

\$120,000 cost extension to Tulane’s sub-agreement, also through March 28, 2013. Tulane and its CAFTA-DR partners have accordingly readjusted their schedules to focus 100 percent on the full development and refinement of the Environmental Law *diplomado* curriculum and instructional and training manuals for the remainder of the partnership project. The expectation is that the partners will begin rolling out the *diplomado* programs in the Dominican Republic, El Salvador, Guatemala, Nicaragua, and Panama in Fall 2012.

Other major activities and accomplishments during FY 2012 included:

- Two three-day *diplomado* training workshops for environmental law teachers and professors in conjunction with local project partners in Guatemala and Nicaragua.
- An impromptu two-hour workshop on environmental law at the Universidad Mariana Galvez (UMG) in Guatemala for 27 (nine women) students and faculty from the UMG, Universidad Rafael Landivar, and Universidad Paulo Friere. UMG now plans to make the *diplomado* a required component of their master’s degree programs in Environmental Law and Environmental Management, a fortuitous development unanticipated by the partners.
- On-going work on the translation and refinement of hundreds of pages of materials for the *diplomado* instructional and training manuals and successfully “test-driving” them in partnership countries.
- Commitment from the vice rector of Universidad San Carlos, Guatemala’s largest university, to implement the *diplomado* program there in early 2013.

5. South America: The Initiative for Conservation in the Andean Amazon II (ICAA II) Higher Education Partnership Program

Associate Award Description: Associate Award with USAID/LAC	
Associate Award Number: AID-OAA-LA-11-00005	Associate Award Amount: \$3,999,536
Associate Award Period of Performance: 7/1/2011 – 6/15/2015	Number of Partnerships: 4
(Note that partnership awards and periods of performance are pending as of the end of the reporting period.)	
Partnership 1: Universidad Nacional de Ucayali, Peru and the University of Richmond	
Partnership 2: Universidad Amazónica de Pando, Bolivia and the University of Florida	
Partnership 3: Pontificia Universidad Javeriana, Colombia and Florida International University	
Partnership 4: Universidad San Francisco de Quito, Ecuador and the University of North Carolina	

Overview: This higher education partnership program will improve the capacity of institutions of higher education in four targeted countries: Bolivia, Colombia, Ecuador, and Peru as part of the ICAA II Higher Education Partnership Program (HEPP). Partners will collaborate to conduct applied research, train faculty and students, and work in public service/extension in support of the conservation of biodiversity and maintenance of the Andean Amazon Biome as part of the Initiative for Conservation in the Andean Amazon (ICAA).

Each of four partnership awards will be \$750,000 for a duration of three years.

After undertaking field visits to the Andean Amazon region in early 2012, HED, in cooperation with USAID, jointly determined the content, scope and timelines for issuance of the HEPP Request for Applications (RFA). The HED RFA was released on April 26 and fourteen proposal

applications were received by the submission deadline of June 28. HED convened a peer review panel, which included USAID participation, for the consideration of all HEPP applications. Based on the results of the peer review, USAID selected an awardee for each of the respective Andean countries and HED is currently in sub-award negotiations with each awardee.

6. Makerere University and SUNY Albany: Drinking Water Supply, Sanitation, and Hygiene Promotion in Uganda

Associate Award Description: Associate Award with USAID/E3	
Associate Award Number: EPP-A-00-09-00005-00	Associate Award Amount: \$775,000
Associate Award Period of Performance: 9/22/2009 – 12/31/2013	Number of Partnerships: 1
Partnership Award: \$299,736	Partnership Period of Performance: 2/9/2010 – 9/30/2013

Overview:

This partnership targets the communities of Kalerwe and Ngandu, where the State University of New York-Albany and Tuskegee University are collaborating with Makerere University improve the inhabitants' health status and decrease the spread of disease.

The partners are building human and institutional capacity at Makerere University so that its faculty has the skills and knowledge to promote safe drinking water throughout Uganda. Using new lab and field equipment, the partners are surveying water sources and sanitation facilities in the two communities, collecting data on the incidence and effects of diseases commonly transferred by water and contact with human waste. The partnership actively involves Makerere students in documenting the unique features of both communities, and encourages them to develop problem-solving and observational skills.

This partnership also strives to build capacity among the community inhabitants to address water and sanitation issues themselves, and empower them to transfer their knowledge to other communities.

FY 2012 Results Highlights:

- Nineteen community members were trained in a two-day course on Water, Sanitation and Hygiene (WASH). The trainees were mainly community health workers (including Village Health Team members), local leaders and youth. The training covered topics aimed at improving the WASH status in the two study communities. Some of the topics covered are water safety, waste management, human excreta management, and food hygiene and vector control. The training was conducted in Kampala and Mukono (Uganda) and facilitated by faculty of Makerere University School of Public Health and local health departments. These trainees have gone on to train several other community members on aspects of water, sanitation and hygiene.
- The partnership promoted sanitation and hygiene in two primary schools (Kikulu and Lweza) through conducting health education trainings, demonstration of hand washing facilities and drawing competitions among health club members. The sessions were on various topics including hand washing, personal hygiene and sanitation at households.

- The project continued promoting the 'tippy-tap' technology of hand washing. This was done through health education and carrying out demonstrations in the community. During the reporting period, more than 100 community members were taught how to make and use the 'tippy-tap' for hand washing. Members have made and installed many 'tippy taps' near their toilets.
- Community members in Kampala and Mukono were trained on sanitation and hygiene. This activity involved Makerere University students who received guidance from project staff. Village Health Team members trained by the project continue training community members as it is an ongoing activity.

7. Bahir Dar University and Cornell University: Improved Drinking Water in the Lake Tana Region Ethiopia

Associate Award Description: Associate Award with USAID/E3	
Associate Award Number: EPP-A-00-09-00005-00	Associate Award Amount: \$775,000
Associate Award Period of Performance: 9/22/2009 – 12/31/2013	Number of Partnerships: 1
Partnership Award: \$295,246	Partnership Period of Performance: 1/4/2010 – 8/31/2013

Overview: In the arid Horn of Africa, where the water supply is extremely unreliable, water is the keystone to survival. This partnership between Cornell University and Bahir Dar University in Ethiopia trained a cadre of young professionals in integrated watershed management.

The partners' activities focused on the Lake Tana Basin near Bahir Dar University. Partners provided interdisciplinary training to 100 students on better management of existing natural resources through enhancing their research skills and capacity for statistical analysis.

Among the significant results from this partnership was the piping of safe, drinkable water to a local health clinic and a school where previously no safe drinking water was available.

FY 2012 Results Highlights:

- A new curriculum of study was developed for the Bahir Dar University Integrated Water Management PhD Program.
- Seven students in the master's program completed their thesis and received their degrees in January 2012.
- Five new students have been admitted into the new PhD program operated by Bahir Dar University.
- One faculty member from Bahir Dar University has completed all requirements to receive a PhD from Cornell University.

8. Central American Institutions and Illinois Institute of Technology: Pathways to Cleaner Production in the Americas

Associate Award Description: Associate Award with U.S. Department of State	
Associate Award Number: S-LMAQM-11-CA-1014	Associate Award Amount: \$1,376,000
Associate Award Period of Performance: 8/11/2011 – 8/31/2015	Number of Partnerships: 1
Partner Institutions: Insitituto Tecnológico de Costa Rica, Instituto Tecnológico de Santo Domingo, Universidad Centroamericana José Simeón Cañas, Universidad San Ignacio de Loyola, Universidad de San Carlos de Guatemala, Universidad Nacional Autónoma de Honduras, Universidad Nacional de Ingeniería and the Illinois Institute of Technology	
Partnership Award: \$758,991	Partnership Period of Performance: 6/15/2012 – 6/14/2015

Overview: The Pathways to Cleaner Production Higher Education Partnership seeks to increase and utilize the capacity of higher education institutions to contribute to cleaner production practices in participating countries. The purpose of this initiative is to further environmental cooperation in Latin America and contribute to improved performance of small and medium size enterprises (SMEs) and supply chains in energy efficiency, water conservation, pollution and material resource-use reduction, and cost savings.

Through this program, the Illinois Institute of Technology will work with the New York Institute of Technology and higher education institutions in Costa Rica, Dominican Republic, El Salvador, and Peru, in partnership with National Cleaner Production Centers (NCPs), the World Environment Center (WEC) and the private sector. Countries will work together to strengthen technical courses on cleaner production, share best practices in curriculum development, facilitate practical learning experiences for students with SMEs, and enhance students' ability to succeed in an economic environment increasingly focused on sustainability, resource efficiency, and energy efficiency. The World Environment Center will help engage teams of students and professors to work with selected SMEs on the introduction of cleaner production practices.

FY 2012 Results Highlights: In FY 2012, the U.S. Department of State provided additional funding to expand the Pathways to Cleaner Production higher education partnership model to three additional Central American institutions/countries: the University of San Carlos in Guatemala, the National Autonomous University of Honduras and the National University of Engineering in Nicaragua. At the end of the fiscal year, from September 4- 7, all of the partners (both original and new) gathered together in San Jose, Costa Rica for a series of kick-off meetings as well as a public launch of the higher education initiative. The partnership launch provided a forum for representatives from the higher education community, WEC, the U.S. Embassy in Costa Rica, the Costa Rican National Council of Science and Technology, and the Chamber of Commerce to address the crowd and offer their public support for the exciting new program. During the working meetings, the partners had the opportunity to finalize the baseline assessments for the original cohort of institutions, formally welcome and incorporate the new partners into the initiative, and discuss best practices for the administrative and logistical management of the program. Furthermore, the partners finalized details for the first full year of implementation including: expectations related to the experiential learning component, critical content areas for the pilot cleaner production courses for spring 2013, and a needs assessment for the faculty training program.

9. Addis Ababa University and University of Connecticut: Sustainable Water Resources in Ethiopia

Associate Award Description: Associate Award with USAID/Ethiopia	
Associate Award Number: AID-663-LA-11-00001	Associate Award Amount: \$2,874,806
Associate Award Period of Performance: 12/15/2010 – 9/29/2015	Number of Partnerships: 1
Partnership Award: \$1,100,000	Partnership Period of Performance: 1/14/2011 – 12/15/2012

Overview: Water management is a key factor in food security and agricultural productivity. It is also an essential element in addressing challenges of recurring droughts and floods, land degradation, waterborne diseases, poor health conditions, and low energy production. Added pressure from population growth and climate change means that water resource management needs to play a top role in development efforts.

To address the shortage of highly trained professionals in the water sector, this partnership will:

- Establish an Institute of Water Resources to coordinate education, research, and community service and strengthen connections to national and local policymakers;
- Enhance the capacity of the five Ethiopian institutions to improve teaching, training, and applied research; increase access; and foster strategic partnerships; and
- Develop integrated water resources post graduate programs and promote transatlantic academic collaboration and exchange in teaching and research.

Additional partners include Hawassa University, Mekelle University, Bahir Dar University, and Arba Minch University (all in Ethiopia) and Alabama A&M University.

FY 2012 Results Highlights: Major activities and accomplishments during FY 2012 included: development of a new Water and Health graduate curriculum for the second phase of the collaboration; development of a training manual for water professionals; organization and implementation of an international seminar by the partnership-established Ethiopian Institute of Water Resources (EIWR); a weeklong training session for extension agents at Mekelle University; participation of 92 undergraduate students in a community outreach program organized by the partners; assessment of irrigation challenges at the Haiba and Berki irrigation schemes–USAID projects in integrated water resource management–by two teams of local faculty; four community outreach meetings at Haiba and Berki which attracted a total of 227 participants, including 163 females; establishment of a hydroinformatic lab at the Water Institute; and the implementation of the first high school water sciences fair which attracted the participation of 100 top-performing 11th graders from throughout Ethiopia.

- A total of 40 students are receiving long term (MSc and PhD) training through this partnership. Twenty-one male and two female students remained enrolled in the Water Resources Engineering and Management WREM MSc program and 15 male and two female students remained enrolled in the WREM PhD program. Twenty-seven of these students are sponsored by the Ministry of Education.
- Graduate students attended 12 weekly seminars and were trained on Geographic Information Systems technology. Students of the program participated in three

international conferences. The partnership implemented a three-week Winter Research Workshop training 42 graduate students on data analysis, proposal write-up, and research thematic areas. Research advising was provided to 18 faculty members (of these, two women) from seven Ethiopian universities enrolled for MSc training and to 12 faculty members (of these, two women) from eight Ethiopian universities enrolled for PhD training.

- A total of 42 individuals received short-term training during the April–September reporting period. Thirty-nine development agents (nine women) attended a training session. Also during this period, one representative from EIWR and one representative from the Ministry of Water and Energy of Ethiopia (MoWE) participated in water governance training in Boston while another representative from MoWE traveled to Sweden to participate in the “World Water Week” conference.
- EIWR was formally inaugurated on February 15, 2012. Partners established a hydroinformatic lab at the Water Institute.
- Partners developed a new Water and Health graduate curriculum for the second phase of the collaboration and a training manual for water professionals.
- Partners implemented the first high school water sciences fair which attracted the participation of 100 top-performing 11th graders from throughout Ethiopia.
- Partners have conducted several outreach activities related to field assessment, short term training, undergraduate summer outreach and high school water science training and partners’ workshop. Partners developed a new Water and Health graduate curriculum for Water, Sanitation and Hygiene (WASH); and developed a training manual for water professionals; organized and implemented an international seminar EIWR.
- Partners organized a week-long training session for extension agents at Mekelle University; facilitated participation of 92 undergraduate students in a community outreach program; and assessed irrigation challenges at the Haiba and Berki irrigation schemes–USAID projects in integrated water resource management–by two teams of local faculty.
- Partners held four community outreach meetings at Haiba and Berki which attracted a total of 227 participants, including 163 females.
- All of the currently enrolled 17 PhD and 23 MSc students in the WREM program launched their thesis research projects during the previous reporting period. The partners have developed a student selection policy to ensure that 50 percent of the admitted students are female and 10 percent come from underserved regions (Afar, Benishangul, Somali, and Gambella) for the upcoming WASH program.
- EIWR produced newsletter, brochures, five video clips, and two posters on sustainable water resource management. The partnership developed and submitted grant proposal to National Science Foundation-Partnerships for International Research and Education (NSF-PIRE) and identified funding agencies including USAID’s Partnerships for Enhanced Engagement in Research for funding for supplementary budget for the NSF-PIRE project; and the African Union.

APPENDIX C: HED FY12 CLOSEOUT REPORTS

FY12 PARTNERSHIP CLOSEOUT REPORTS

(October 1, 2011 – September 30, 2012)

1. University of Arizona - Bahir Dar University (Ethiopia)
2. State University of New York-Buffalo - University of KwaZulu-Natal (South Africa)
3. Eastern Mennonite University - University of Hargeisa (Somalia)
4. Ohio University - University of Guyana (Guyana)
5. University of Michigan William Davidson Institute - University of Johannesburg (South Africa)
6. University of Florida - Tshwane University of Technology (South Africa)
7. Utah State University - University of Jordan/University of Petra (Jordan)
8. State University of New York-Albany - Uganda Martyrs University (Uganda)
9. Virginia Polytechnic Institute - Tribhuvan University (Nepal)
10. Virginia Polytechnic Institute - École Supérieure d'Infotronique d'Haiti (Haiti)
11. University of Florida - Faculté d'Agronomie et de Médecine Vétérinaire (Haiti)
12. University of Southern Maine - American University of Sharjah (UAE)

Institutional Capacity Building in Disaster Risk Management and Sustainable Development at Bahir Dar University, Ethiopia

USAID/HED Institutional Partnerships Program

FINAL REPORT

Partnership Overview

This final report describes an institutional collaborative partnership developed over the period 2007-11 between the Bahir Dar University in Ethiopia and the University of Arizona. The original period of the partnership was for three years, but it was extended twice with additional funds to assure the sustainability of the partnership outcomes.

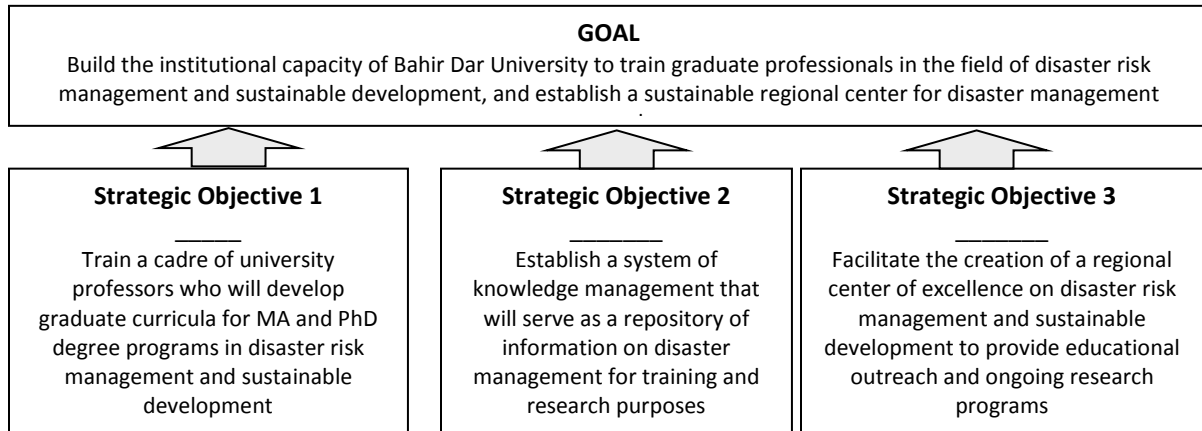
Bahir Dar University is located in Bahir Dar, the capital city of Amhara Province in the central highlands of Ethiopia. BDU is a large university with almost 46,000 students (17,000 of them resident) and over 1000 faculty and staff. As a national university, Bahir Dar draws both its student body and faculty from the entire country of Ethiopia. In this nation of an estimated 93 million people, 83 percent of households are located in rural areas and gain their sustenance from agricultural and livestock activities. As such, the population is particularly vulnerable to the vagaries of climate, both drought and climate, and famines have occurred with unfortunate regularity over recent decades. Beside the environmental pressures faced by Ethiopians, parts of the country have also been afflicted by both regional conflicts and during the 1990s border wars with neighboring countries. Such conflict imposes extreme hardships on local households creating the conditions for food security disaster. Within this context of regional and national human disasters—caused by both environmental variability and social conflict—Bahir Dar University launched an academic program in disaster risk management in the College of Agriculture and Environmental Sciences. This undergraduate program was inaugurated 2005 with its first cohort of 240 students. In 2007, it was decided that a master's level course in disaster management and sustainable development should be developed in order to meet the national demand for governmental and non-governmental expertise in this critical area. At this point, the University of Arizona was awarded the contract to establish a partnership with BDU, the result of which would be a sustainable master's program in disaster management.

Partnership Objectives

The UA-BDU partnership was constructed around three central objectives consistent with the priorities of the Government of Ethiopia, the USAID mission, and BDU administration. As depicted in Figure 1, the overall goal was to help build the institutional capacity of Bahir Dar University to train professionals in the field of disaster risk management and to create a center of excellence in disaster risk management that would reflect the mission of US land grant institutions by providing services in instruction, research, and outreach. Under this overall goal, the first objective was to develop the graduate curriculum and train a cadre of university professional who would management the master's of science program. The second objective was to create knowledge management system that would contain the largest repository of disaster management and sustainable development information in the country. The third

objective was to assist in the establishment of a national center of excellence in disaster risk management that would provide the leadership in research, training, and outreach for Ethiopia and the region of the Greater Horn of Africa.

Figure 1. Goal and objectives of the BDU-Arizona collaborative partnership



To meet these objectives, the University of Arizona compiled an interdisciplinary team that included expertise and experience in the agricultural sciences, in disaster management, and in the social sciences. In addition, the Arizona team engaged two private sector partners—one, TANGO International, with wide experience in both vulnerability and Ethiopia; and, two, Ferguson-Lynch, a specialist firm in knowledge management that had developed the USAID natural resources portal. In its entirety, the team provided both the academic and technical support to the objectives above.

Project Activities

As stated above, the partnership was originally designed for a period of three years but was subsequently extended to five years. Throughout this duration, there was an expected process of maturation as challenges were addressed and adjustments were made; and, to some extent, the sequence of project activities reflects this reality. The core Arizona team was interdisciplinary

Year 1: The partnership was initiated with a visit by the Arizona team to BDU for the purpose of strategic planning with BDU and USAID counterparts. In the original proposal (Appendix A), it was stipulated that over the first two years, four current instructors would be targeted for training in the new Master’s in Disaster Risk Science and Sustainable Development (DRSSD), after which these four would take over the Master’s program. In meetings with the Dean and Vice-Rector of BDU, however, it was decided that a full first year class would be admitted—15 students—through a national competition organized at the level of the Ministry of Education. It was necessary to make adjustments in the strategic plan, since the one-on-one mentoring contemplated in the original proposal could no longer be implemented. Accordingly, during the first year, the following activities were carried out:

- Start-up visit (as described above) and revision of the strategic implementation plan;
- Development of a four-semester Master’s of Science curriculum, including a master’s level thesis requirement;

- Establishment of the information and knowledge sharing system (by Ferguson-Lynch) using the USAID Natural Resources Portal (www.rmportal.net). This is the system that provides the virtual library and access to the BDU Work Group;
- Introduction of a Learning Management System (LMS) linked to the Portal. This is the distance-learning tool that uses a “moodle” platform to manage the virtual classroom in which the instructors and students interact;
- Identification of the 15-member pioneer cohort (15 males, no females) that began the program during the first year; and
- A face-to-face visit by the Arizona team (including TANGO) to conduct seminars and workshops that complement the on-line learning.

Years 2-3: During the second year of the partnership, further adjustments were required in the face of major administrative changes at BDU. The Dean of the College of Agriculture and Environmental Sciences, as well as the Rector and Vice-Rector of BDU were replaced. In addition, the four instructors, including the Head of the Department of Disaster Risk Management and Sustainable Development (the undergraduate program), did not compete for slots in the MSc program, thus were included in the first cohort. The major administrative challenge came as the Head of the Department decided not to participate in the graduate program, thus creating a counterpart crisis in that the Arizona instructors had no effective counterparts and the program came entirely under the responsibility of the Arizona team. In part to alleviate this situation, the Arizona team contracted an Arizona graduate student doing dissertation fieldwork in the neighboring province (Tigray) as a part time coordinator of the partnership in Bahir Dar. As she finished her work in the field and left Ethiopia, the partnership identified another senior graduate student with field interests in Ethiopia to assume the field coordination duties. In effect, this person became the direct face-to-face liaison between the Arizona team and the first cohort. Toward the end of the third year, a new Head of the Department was appointed and the counterpart relationship improved significantly.

The activities of the partnership for Years 2-3 can be summarized as follows:

- Arizona instructors taught each semester of the approved curriculum, complementing the on-line learning with in-personal workshops at least twice each year;
- In accordance with the strategic learning plan, two instructors came from Addis Ababa to conduct week-long seminars on topics of their respective expertise areas—the household economy approach (the Livelihoods Unit from USAID) and the disaster policy context in Ethiopia (from the director of Oxfam-Canada);
- In coordination with the Dean’s Office at BDU, faculty mentors were identified for each student in the first cohort;
- Under joint mentorship from Arizona and BDU, thesis proposals were prepared, reviewed, and approved (for 14 of 15), and fieldwork for the thesis was initiated;
- At the middle of the third year, the first 14 students graduated with the MSc in Disaster Risk Science and Sustainable Development;
- A second cohort was recruited from national competition organized under the Ministry of Education. Under advisement from Arizona, a special effort was made to include female in the cohort and the class of 2008 (14 student) had four females;
- A Lynch-Ferguson team of consultants went to Bahir Dar to design a system that could compensate for unstable power supply and irregular connectivity issues. A permanent

repository of DRSSD materials was created so that all students would have ready access to learning materials even in the absence of web access;

- The UA/BDU partnership participated in the International Conference on Disaster Risk Management held in Addis Ababa in December 2008. The new Rector of BDU, the first female leader of an Ethiopian university, presented the partnership program in a keynote address to the conference;
- Arizona instructors taught the on-line curriculum for the first year to the second cohort, again complementing distance learning with specific in-person seminars.
- Arizona faculty teamed with BDU faculty to provide mentorship to the second cohort as they began developing their thesis proposals;
- With the new department head at BDU, a partnership proposal was prepared for the National Science Foundation (NSF) in 2009 to review the past three years of the partnership, to assess the current curriculum in light of advances in disaster risk science thinking, and to present the 5-year strategic plan for the partnership, including transition of the program into the hands of BDU faculty. NSF funded this proposal and the work shop was carried out in early 2010; and
- Partnership was represented at the 2009 International Conference on Disaster Risk Management held in Addis Ababa in December 2009.

Years 4 and 5: With new leadership in the Department of Disaster Risk Management and Sustainable Development at BDU, a more consistent counterpart relationship emerged. At the NSF workshop held at Bahir Dar in early January, 2010, a widely respected group of international and national experts in disaster management (See Appendix B for workshop proceedings) gathered for two days to review the progress of the partnership and to review the 5-year strategic plan for BDU. Small levels of additional funding were provided the partnership from HED and the USAID mission in order to work toward sustainability of the program. Specific activities included:

- One Arizona instructor participated on the examining board as thesis reviewer for a candidate for the degree of Master's of Science at Cape Town University in South Africa. This candidate was trained under the USAID-funded Periperi U program and is now on the faculty of Bahir Dar in the Department of Disaster Risk Management and Sustainable Development;
- Arizona instructors continued to teach the on-line courses in the curriculum complemented by in-person seminars once in each year;
- With the support of both BDU and Arizona faculty the second cohort completed their theses and presented them to the BDU examining board. First 7 then 6 more students of the second cohort successfully defended their theses and were granted the degree of MSc. All four females finished their degree;
- Arizona instructors delivered the first year curriculum to the third cohort of students, 11 students including 2 females;
- Arizona instructors worked with several of the third cohort in preparing their thesis proposals;
- Arizona team members worked with the Department Head to revise the 5-year Strategic Plan for the Department, including the creation of the Center of Excellence;
- A recognized Ethiopian expert in disaster management was contracted to carry out the final evaluation of the partnership (Appendix C). This evaluation was successfully completed in late 2011;
- The Transition Workshop was held in March 2012 as a two-day event at Bahir Dar University including representatives of the USAID mission, Arizona, Bahir Dar, Government of Ethiopia, and the national disaster risk community; and

- As an outcome of the workshop, a plan of continuing collaboration between Arizona and BDU, and this plan is currently being implemented.

Most Significant Achievements

Over the time period described above, the Partnership faced many challenges which in retrospect make the partnership achievements all that more remarkable. To summarize, there was unreliable connectivity for an on-line learning system; electric power was sporadic; real-time conferencing was not possible for lack of facilities; the partnership did not have a position (or budget) for a field coordinator; instead of a targeted four students in the first cohort, there were 15 (and 14 in the second cohort); and, most problematically, for two years there was no effective counterpart at BDU with whom to collaborate (and no instructors for the MSc program). These challenges notwithstanding, the most significant achievements are as follows:

- Two cohorts of students have received the MSc degree as a direct result of this partnership: 27 newly-minted MSc professionals, four of them female. The third cohort is about to finish this year, indirectly supported by the Partnership;
- The MSc professionals have transitioned into positions of significant influence with regard to disaster management and sustainable development within the public sector (as government officials), within the non-governmental sector (as senior management of national and international NGOs in Ethiopia), and within the academic sector as faculty. Three of these students are now appointed faculty at Bahir Dar University, two of them in the Department of Disaster Risk Management and Sustainable Development;
- Two new faculty have arrived in the Department at BDU—one from Cape Town (see above) and the other from Japan (with a Ph.D. degree). Two other faculty with Ph.D. training are expected to join the Department this year. Although these faculty were not trained under the Partnership, they received orientation from Arizona in the curriculum, the use of the IT tools and the web-based learning system, and are using the Partnership approach;
- All responsibility for instruction and mentoring in the MSc program is now in the hands of BDU faculty, and the fourth cohort has been recruited for this current academic year.

One can say with confidence that the transition to BDU of the MSc curriculum and learning management system, including the virtual library, BDU was successful and that the target of sustainability was reached. Related achievements include:

- The Center of Excellence did not yet become a reality because of the lack of institutional capacity, infrastructure, and leadership at BDU. This was, in retrospect, an unrealistic goal within the 3-year timeframe in the original proposal. Nonetheless, over the last two years, the Partnership working with the Department leadership did succeed in designing a 5-Year Strategic Plan in which the objectives, activities, and investment needs are carefully specified. The Department has proposed internally to gain the status of an “Institute” which within the Ethiopian university bureaucracy implies more independence and the ability to procure sponsored funding. The Institute status decision is pending; however, planning has gone on and the “center for excellence” in one form or another will likely become reality. There is a specified role for the University of Arizona as a partner in this effort;

- BDU has achieved a national reputation as the national academic center of training and knowledge-building in the area of disaster risk science. This reputation is a direct result of partnership involvement;
- Another positive sign of sustainability is that BDU has revised the MSc curriculum to include an emphasis on Food Security. It has also proposed a significant research agenda in food security for the Institute.
- Because of its reputation in disaster risk management, BDU is negotiating an agreement with the Government of Ethiopia to provide the basic disaster management training for its incoming staff in the Disaster Risk Management and Food Security Sector of the Ministry of Agriculture and Rural Development. This training will become part of the normal preparation of all public staff working in disaster management.
- BDU, as part of the Periperi U network, has also achieved a regional reputation in the Horn of Africa as an important source of information and training in disaster management. BDU has received funding from this program which is being used to support Institute activities. The partnership supported the Periperi involvement in multiple ways (e.g. combined workshops, participation on student committees).

Host Country Impacts

It is often difficult, of course, to actually measure the impacts of educational skill-building on national well-being over the short run. Over five years, the partnership trained 27 professionals and ushered them through the process of obtaining an MSc degree in an area that is of critical and urgent relevance to the country as a whole. These MSc professionals are now in government positions at the local, regional, and national level, in academia as instructors in the field or related fields, in UN agencies as technical staff, and in non-governmental positions as senior managers. One is leading an international NGO program in South Sudan; one is the national director of a well-respected and well-funded national NGO; one is a regional director for a prominent international NGO. The impact of this enhancement of human capital is significantly positive, even if difficult to quantify. At the same time, the partnership directly supported the first year activities of the third cohort, which has recently completed its program under the tutelage of BDU staff.

In the third year of the collaboration, the partnership established a national committee, called the Special Advisory Committee, consisting of representatives of government, civil society, and academia. This committee met at least twice annually and performed a number of critical functions. It reviewed the program curriculum, helped raise funds for thesis research projects, offered internships to students, and helped identify employment possibilities in disaster risk management and sustainable development. More importantly, however, the committee focused a national spotlight on the BDU program and highlighted its importance nationally to addressing disaster management. This committee remains active and meets regularly. It is headed by a recognized authority in disaster management and the national director of an international NGO.

The other impact of the partnership lies in knowledge creation. Each of the 27 students in the first and second cohorts designed original research projects, conducted the fieldwork, did the analysis and write-up, and presented the results within the appropriate academic venue. These theses represent a corpus of knowledge about Ethiopia, its development challenges, and its vulnerability to disasters. These theses are national in coverage and broad in scope of topic and approach, but they are all empirically based on actual research. There are theses on the impacts of regional conflict in Afar province, perceptions of child nutrition in Amhara, studies of the impacts of climate change, impacts of flooding

among vulnerable neighborhoods in Addis Ababa and Bahir Dar city, assessments of the model farmer program, evaluations of the flagship national policy, the Productive Safety Net Program, and studies of the vulnerabilities of herder communities in the southern states, among others. This accumulated work will become the cornerstone of the library in the projected Institute at Bahir Dar University, and many of these theses are of publishable quality.

In sum, the national impact of this partnership is assessed in terms of three components. It has created a sustainable program that trains highly skilled professionals who contribute to national development goals of Ethiopia. These are professionals who understand the process of research and the value of knowledge. They occupy positions in which they generate knowledge, assess information, and make important and relevant decisions that affect the lives of others. Second, the partnership has produced an enabling environment in which research on disaster management and sustainable development can be carried out and disseminated. There is now a central location (BDU) in Ethiopia where one can look for original research on disaster management, where a repository of knowledge exists, and where expertise is being built. Finally, the partnership has brought national attention and prominence to BDU, making it the applied academic institution prepared to help solve critical problems of disaster preparedness, preparation, and response within the context of Ethiopia and the Greater Horn. This momentum has propelled BDU onto a path where international donors now seek out the Department to support its strategic goals.

Funding for the Partnership

The original proposal was budgeted at just under \$372,970 for three years: \$200,000 requested from HED, Arizona cost share at \$144,575, and Bahir Dar University cost share at \$28,395. The actual expenditure over the five years is summarized in Table 1.

Table 1. Partnership Expenditures

	HED Funds	UA/BDU Cost Share	Total
Partnership Proposal (2007-09)	\$200,000	\$172,970	\$372,970
Total Project (2007-2011)	\$408,482	\$182,113	\$590,595

This project was significantly underfunded over the first three years. Major efforts were engaged to find supplemental funding throughout the donor community and the Government of Ethiopia, but without success. Consequently, the Arizona team—including TANGO and Ferguson-Lynch—contributed significant amounts of time and resources that went uncompensated and unaccounted for in cost share. In the absence of BDU faculty to assume control of the MSc program, it was necessary for the Arizona team to continue to provide instruction and other academic services to the partnership beyond the anticipated 3-year project life. Additional funding was thus forthcoming from both HED and the mission in order to reach the critical threshold of sustainability. In terms of leveraging, the major item was the NSF-funded international workshop carried out at Bahir Dar in 2010. This activity was funded at \$30,000, which paid international and domestic travel as well as for workshop operational expenses.

Partnership Results

As stated above and in the final evaluation (see Appendix C), the partnership collaboration achieved three major key results. First of all, it established a Master's of Science degree in Disaster Risk Science and Sustainable Development as the only postgraduate degree in this academic area throughout the higher education system in Ethiopia. Even the prestigious Addis Ababa University does not offer a similar degree. This program has been successfully handed over to the Department staff at BDU; the instructional staff itself has expanded with the arrival of new professors with postgraduate degrees, who are teaching the curriculum using the IT platforms and the resources established through the partnership; the Ph.D. staff member who recently arrived from Japan has assumed the leadership of the Department and is now working with the last out-going department head to revise the curriculum and create the new Institute described above; and additional Ph.D. level staff are expected this year. The third cohort (of 11 with 2 females) is now completing their thesis defenses, and the fourth cohort is beginning the program. It is accurate to say that the Master's of Science in Disaster Risk Science and Sustainable Development is now a sustained reality.

Second, the MSc program has now begun to direct a stream of highly trained professionals in disaster risk management and sustainable development into Ethiopian society, where they occupy positions of management and leadership in government, academia, and civil society. This direct impact of enhancing the human capacity in the disaster risk sector has not been measured, but it is expected to be significant for the overall ability of the country to fulfill its disaster and development agenda. No other institution of higher learning in Ethiopia is providing this pool of trained professionals.

With the active participation of the national Special Advisory Committee and the initial steps toward creating the Institute of Disaster Management and Food Security (Center of Excellence), BDU has assumed a national (and international) reputation as the institutional center for research, outreach, and training in disaster management. BDU is on the "disaster map", and this is an extremely important impact of the partnership effort. The leadership at BDU now recognizes this fact and presents itself nationally as such; national media seek out BDU to provide insights on disaster management activities; and international networks of disaster management (viz. Periperi U) have integrated BDU as the Ethiopian representative. This in turn has generated a momentum that attracts donor interest and resources, invitations to international events, and solicitations for Institute services, such as the training of government staff. In addition, the theses of the graduating cohort represent the first repository of original research in the area of disaster risk management and disaster science, upon which further research activities can be based.

There were major challenges that were encountered in the implementation of the partnership. First the "scope of work" were significantly revised during the start-up visit when it was decided that the first cohort would be 15, not 4, students, that the current instructors in the undergraduate program were not to be included in the first cohort, and that there would be no instructor counterparts at BDU. The budget level was so modest in the contract that additional resources for UA instructional support was not possible; thus, the workload of each UA instructor was multiplied, particularly with regards to the grading of papers and exams, advising of students, and, most critically, in the individual mentoring of students through the thesis preparation process. This challenge was addressed by UA instructional faculty increasing their individual and uncompensated contributions to the development of the program.

Second, there was not leadership present at BDU when the program began. The titular head was the Dean of the Faculty of Agricultural and Environmental Sciences, and the then-Head of the Department was not interested in the partnership. Consequently, ownership of the MSc program resided almost entirely in the hands of the UA team. The team adjusted by using scarce project funds to support a senior graduate student from Arizona doing Ph.D. fieldwork in Ethiopia as a field coordinator for four months. Then another Arizona graduate student in Ethiopia was appointed field coordinator for around one year, in part using scarce non-partnership funds. This solution at least provided a liaison between students, the BDU Dean's Office, and UA instructors. When the leadership of the Department was changed, the counterpart problem was eased and gradually the sense of BDU ownership of the MSc program was increased.

The third challenge was the lack of adequate funding for the partnership. The team recognized soon into the project that more face-to-face time was needed to correct for the deficiencies in the on-line pedagogy, and there was no budget for a full-time field coordinator. It was thus necessary to readjust existing resources to maximize the number of UA instructor trips to BDU, sacrificing exchange trips of BDU colleagues to Arizona or to other international venues for conferences, workshops, etc. In several cases, the partnership took advantage of the travel of a UA instructor to Ethiopia on other projects to increase time with the students at BDU.

Other less constraining but nonetheless important problems affected implementation:

- Limited access to the internet and poor connectivity meant that the original plan for real-time face-to-face contact through Access Grid would not be possible. Furthermore, many students did not have personal computers or access to the web, so they were forced to rely upon private providers ("cybercafés"), which were expensive. This issue was resolved when BDU allocated a room for the partnership in which a computer lab was installed, so that students could have access to a computer at the University. The connectivity problem was further eased when Ferguson-Lynch staff installed a hard drive in the partnership room and downloaded all the readings onto a local area network.
- Language is a continuing problem in Ethiopian universities, including BDU. English is the language of instruction at universities but many students are not prepared for the rigor of academic life in English, particularly at the graduate level. Low English proficiency meant increased faculty time in mentoring and in grading written assignments. The problem varied greatly from student to student.
- The lack of leadership (thus a counterpart) at the Department for more than two years meant that the Center for Excellence did not receive this attention that was required. In effect, there was no one to place into a Center for Excellence. Beginning with the change in leadership in the third year, more attention was given to creating a disaster management vision for the Department, which has led to a 5-year strategic plan and the design for an Institute.

Conclusions

Lessons Learned

This partnership demonstrated a high and satisfying level of success, but success that did not come easily. As one reflects upon this 5-year partnership, the following lessons learned are synthesized in the following key components of any successful partnership.

Flexibility: The Arizona/BDU collaboration exemplifies the overriding principle that things are never as they seem, or more to the point, that the reality of collaboration never completely unfolds as it was designed. Unanticipated constraints, bureaucratic barriers, and faulty assumptions are as predictable as sunrise, and success then depends upon the ability to adjust, reallocate, and revise. Flexibility is demanded not only of the implementing University (in this case, the UA), but also the USAID mission and HED in Washington. Program design is built on a culture of rationality in which US universities pride themselves; but the reality of collaboration is often determined by other factors, internal to the partner institution, internal to the local culture and value system. In sum, success will depend upon the ability to reallocate (or expand) resources, readjust goals and objectives, and revise activities.

Patience: The second component of a successful partnership is patience...in the form of quiet persistence. The key challenge of the partnership, as in other development interventions, is to achieve shared ownership. Shared ownership, it must be realized, is not a natural state of affairs...indeed, in most development contexts the recipient institution (e.g. BDU) feels obliged to conform and defer to the donor institution (e.g. UA). It takes great patience to gradually create the enabling environment in which ownership can be transferred. The tendency of the US partner is to dictate, but patience demands listening, agreeing, empowering.

Respect: It is extremely important to demonstrate professional respect for partnership team members. There is a tendency (that must be resisted) to question the logic and the rationale of partner institution decisions and to perhaps not agree with the values behind these decisions, but it is imperative that respect be shown at all times. Respect does not preclude disagreement nor does it sanction capitulation, but it does require that the partners and their institutions are open to express their opinions and defend their perspectives. Respect is highly valued in most cultures and it is the lubricant by which successful communication is achieved.

Adequate Resources: Partnerships with lofty goals such as this one—create a sustainable MSc program, the first one in the nation—can be under-resourced due to an inconsistency between the optimism in the design (proposal) and the reality of practice (implementation). This partnership would have benefited tremendously from a more regular or frequent presence of UA instructors at BDU; but the budget did not allow for it...even with adjustments. It is noted that subsequent HED partnerships have been more amply funded to allow for a wider range of activities.

Public-Private Partnerships: The team approach from the Arizona side, which included two private-sector firms—TANGO International and Ferguson-Lynch—was a very beneficial collaboration. Ferguson-Lynch brought the IT/learning system technology to the partnership with a lasting contribution that has been fully integrated into the MSc program; while TANGO provided not only its expertise in development practice but a deep knowledge of Ethiopia and the major national actors in disaster management. Most HED projects do not emphasize the value of these private sector collaborations, but

they are a tremendous source of creativity and provide a pool of expertise not always found at US universities.

Leveraging: The level of funding for this partnership limited the amount of leveraging that was possible to expand the provisioning of services to the partnership. Nonetheless, a certain amount of leveraging was possible...without the use of project funds. The ability to leverage is important to the overall partnership but it is directly related to the perceived value of the partnership output (e.g. trained professionals). In the case of this partnership, the Arizona team was able to recruit experts from other USAID projects to contribute short courses and seminars to the MSc cohorts, with funding from the projects themselves. BDU also contracted several professors from Addis Ababa to complement the curriculum or modules within individual courses, again using funds from internal sources. Some of the funding for thesis fieldwork and research came from NGOs that saw value in the research output. These forms of creative leveraging should be encouraged and promoted, but are possible only when the reputation of the program reaches a credible level.

Impacts on Policies and Practices

In Ethiopia, as mentioned previously, BDU now enjoys a reputation as the premier academic institution for disaster risk professionalization, training, research and outreach in Ethiopia. There is no doubt that this national and international reputation is fruit that the partnership yielded. The creation of the Special Advisory Committee, whose members represent the most respected disaster risk experts in both government and civil society, has effectively placed BDU at the policy table nationally. Government staff are being trained at BDU; students of the MSc program are generating a systematic stream of original research that feeds directly into the policy-making process; and NGOs now turn to BDU as an organization that can carry out critical baseline and end-of-project evaluations, evaluate programs, and conduct vulnerability and resilience assessments.

With regard to the University of Arizona, the partnership has provided UA faculty the opportunity to develop its capacity in disaster risk management. A new Master's in Development Practice (MDP) at Arizona has an elective track in disaster management, and graduate students are beginning to focus on disaster and climate change as dissertation research topics. Thus the impact of the partnership has been felt in instructional activities and the curriculum of certain programs as well as in research programs.

Continued Collaboration

The 5-year Strategic Plan (see Appendix D) for BDU is the organic road map for the Department of Risk Management and it explicitly lays out targeted areas of continued collaboration. Specifically, the partnership has a defined role for support of the new Institute (see above), and proposals are being prepared to procure continued funding. This specific support for the new Institute will take the form of collaborative research on disaster risk and sustainable development, and the preparation of short courses to be administered by UA faculty. In addition, the Master's in Development Practice program at Arizona requires a 3-month supervised practicum for each student, and BDU is one of the sites that will receive these students, who then participate in actual development activities, such as vulnerability assessments. There remains from the partnership a strong sense of collaboration and mutual respect, and both partners (UA and BDU) are in regular communication.

Sustainability of Partnership Outcomes

There is little doubt from the perspective of the partnership that the 5-year project has resulted in a major increase in institutional capacity at BDU. In the case of instruction, research, and outreach, the new programs and the structures that emerged during the implementation of the partnership are fully a part of Bahir Dar University. The impacts of the partnership show all evidence of being long-lasting, substantial, and relevant to the development of Ethiopia.

Appendices

- A. **Partnership Proposal**
- B. **Proceedings from the NSF Workshop**
- C. **Final Evaluation**
- D. **Five-year Strategic Plan—Department of Disaster Management and Sustainable Development, Bahir Dar University**

Appendix A: Partnership Proposal

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III. APPENDICES

 1. Proposed Work Plan

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 3. Supporting Letters and CVs

 4. Supporting Budget Letter (UA Routing Sheet - Sponsored Projects)

I. ABSTRACT

The University of Arizona (UA), in close collaboration with Bahir Dar University (BDU) in Ethiopia, proposes a three-year partnership that is intended to establish BDU as a pre-eminent center of excellence in the field of disaster risk management for the Greater Horn and East Africa regions. The objectives of the proposed project are to (1) train a cadre of university professors who will develop postgraduate curricula for MA and PhD degree programs in disaster risk management and sustainable development; (2) establish a system of knowledge management that will serve as a repository of information on disaster management for training and research purposes; and (3) facilitate the creation of a regional center of excellence on disaster risk management and sustainable development to provide educational outreach and ongoing research programs. The University of Arizona (UA), a land grant research university will create a long-term collaborative partnership with Bahir Dar University (BDU) in the College of Agricultural and Environmental Sciences, where the graduate program on disaster risk management is located. Other collaborating partners will include Ferguson-Lynch, an informatics firm in the US that provides technical management for knowledge systems, TANGO, Intl., a US-based private firm with extensive experience in Ethiopia in food security, relief to development, and disaster management, Save the Children/Canada, which has an institutional relationship to Bahir Dar, and DPPA, the governmental agency responsible for disaster prevention and mitigation. The proposed project will provide MSc graduate training for four faculty at BDU through a combination of face-to-face interaction with UA counterpart faculty and distance-learning through a web-based portal, owned by USAID and co-managed by the UA. The proposed strategy for this project is to combine theoretical and methodological training with practical application within the reality of Ethiopia and in cooperation with NGO and government stakeholders. The major activities throughout the life of the project include the development of a

12 module graduate curriculum that will be designed in a participatory manner with BDU counterparts and then introduced over the first two years. The project will establish a distance-learning platform that is complemented by faculty exchange between Arizona and BDU. The portal will be used to manage the knowledge resources needed for the successful completion of the graduate program. In the third year, three faculty will advance to PhD level studies and pursue their dissertation research in collaboration with UA faculty counterparts in corresponding areas of expertise. At the same time, the UA will provide major capacity-building support for the Disaster Risk Management and Sustainable Development Center (DRMSD) at BDU. UA faculty will integrate the mission of DRMSD into the graduate program developing annual internships for the graduate faculty. In addition, the project will help develop the ability of the DRMSD to offer a range of short-courses for community leaders and for disaster management specialists from government and the NGO sector. There will be two major workshops in Ethiopia in the first two years, and an exchange visit from BDU faculty in Years 1 and 3. In Year 3, the PhD candidates will have an extended stay at the UA working with faculty counterparts on their individual dissertation topics. In Year 3, there will be a major national and international conference held at BDU, which brings the new center into a national limelight and provides the opportunity to present faculty research. The major outcomes of this project will be the creation of a distance-learning capacity at BDU, the development of 12 critical modules on disaster management that constitute the graduate MSc curriculum, four MSc degrees will be awarded, and three PhD candidates will conduct the research leading to their dissertations. At the same time, a dynamic research center linked both to the development of skilled faculty and to the outreach needs of larger society will be established and functional. DRMSD will, by Year 3, have conducted short courses on disaster management and issued its own certificates of

completion. Finally, the end-of-project conference will have established BDU's credentials as a leader in both disaster prevention and mitigation and in distance and web-based learning. A monitoring and evaluation plan is proposed that will establish baseline indicators during an initial assessment, then identify in collaboration with BDU colleagues a set of milestones that will mark project progress. End-of-semester evaluations will be carried out, including written evaluations of the course modules. In Year 2, a midterm evaluation will be carried out by the counterpart collaborating team, including UA, BDU, and in-country collaborators (Save the Children, DPPA, etc.). A final evaluation by an outside consultant is envisioned at the end of Year 3. The plan actively seeks the participation of institutional partners and the regular assessment of progress. The overall cost of the project is \$372,000. The amount requested from the award is \$200,000, while the UA is providing \$144,575 in cost share, and the BDU is providing \$28,095 in cost share. Further funding, especially for computer equipment, is already being solicited from the ICT sector, and it is expected that such support will be obtained.

II. Program Description

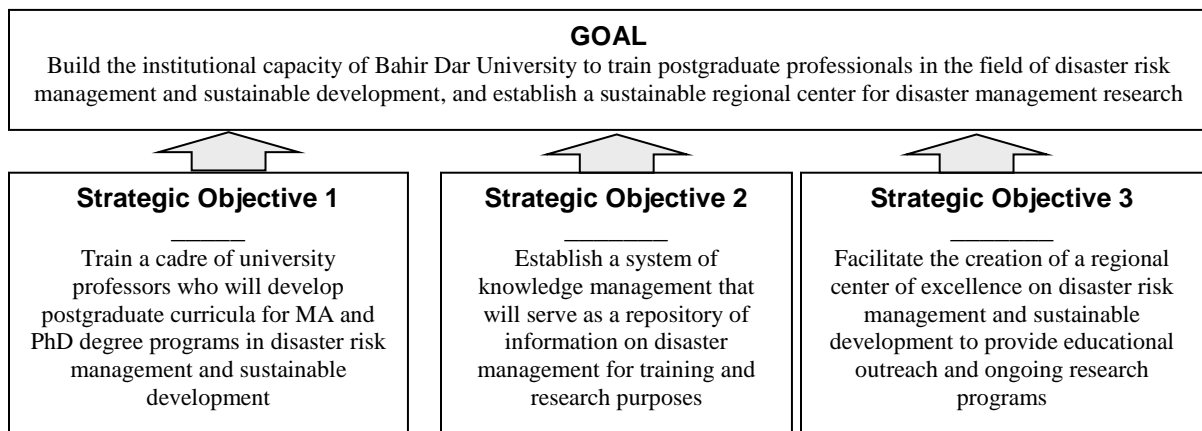
1.1 Project Goals and Objectives

The University of Arizona (UA), in close collaboration with Bahir Dar University (BDU) in Ethiopia, proposes a three-year partnership that is intended to establish BDU as a pre-eminent center of excellence in the field of disaster risk management for the Greater Horn and East Africa regions. This initiative directly supports the USAID Ethiopia mission Five-year Integrated Strategic Plan for 2004-2008: *“Foundation established for reducing famine, vulnerability, hunger, and poverty.”* In particular, support to Bahir Dar University through faculty training, creation of knowledge-based communities of practice (COP) via a USAID-funded web portal, and facilitation of a regional center for Disaster Risk Management and Sustainable Development (DRMSD) will reinforce three of the five mission Strategic Objectives (SOs) to include: 1) *SO 13: Capacity to Anticipate and Manage through Shocks Increased;* 2) *SO 14: Human Capacity and Social Resiliency Increased;* and 3) *PSO 17: Knowledge Management Coordinated and Institutionalized.*

Furthermore, the UA-BDU partnership in human resource development will feed into the broader institutional mission of the Emergency Preparedness Support Program (EPSP), jointly funded by USAID/OFDA and USAID/Ethiopia, to provide training and technical assistance to the Government of Ethiopia (GOE) lead institution on disaster management, the Disaster Prevention and Preparedness Commission (DPPC). The UA-BDU alliance will work closely with the DPPC to improve human capacity by raising the skill levels of DPPC staff and collaborators through short-course training and curriculum development on disaster management to be run through the DRMSD Center at BDU. It is anticipated that the DPPC will participate as part of a virtual team, alongside the UA, BDU, the USAID Ethiopia mission, and other interested

parties to form a community of disaster management practitioners promoting knowledge management through the USAID-supported Resource Management Portal (rmportal.net). The UA-BDU partnership will also seek to link training of BDU faculty in disaster management through the DRMSD Center to larger regional and national initiatives supported by the USAID mission, such as the Ethiopia Public Health Training Initiative (EPHTI) launched in 1997 by the Carter Center. This initiative is building curriculum and human resource development among public health practitioners through a network of seven Ethiopian universities, and includes the placement of students in relevant community-based internships in drought affected areas throughout the country. Most importantly, the UA will build upon previous work sponsored under the UN/ISDR (International Strategy for Disaster Reduction) with support from CIDA and Save the Children Canada to expand upon a BA curriculum in Disaster Management at BDU, and set up a postgraduate degree program with a research arm and public outreach component housed in the DRMSD Center.

The UA-BDU partnership, supported by three strategic objectives, is based on the following project goal and objectives:



1.2 Partnership Design, Collaboration and Potential Results

1.2.1 Institutional Partner Profiles

The University of Arizona (UA) and Bahir Dar University (BDU) will serve as the lead partner institutions, working in close consort with a public-private nexus of supporting institutions, to include the GOE DPPA and Save the Children Canada in Ethiopia, and two private sector consulting firms in the US – TANGO International, and Ferguson-Lynch. The UA team is comprised of three faculty and two graduate students (PhD and MA candidates) across three academic departments – 1) the Bureau of Applied Research in Anthropology (BARA), 2) the Office of Arid Land Studies (OALS), and 3) Agricultural and Biosystems Engineering (ABE).

BARA - The Bureau of Applied Research in Anthropology is an academic action research unit within the College of Social and Behavioral Sciences at the UA. BARA supports PhD and MA programs in the Department of Anthropology and related social science disciplines. BARA offers key analytical capabilities in the application of a food and livelihood security framework and effectively employs the framework across a diverse range of sector programs in the context of natural hazards, conflict and post-conflict situations, and economic collapse. Recently, BARA has developed expertise in designing and managing social protection programs that entail the direct transfer of cash resources to communities severely affected by extreme climate events such as drought, and the instability of market forces such as access to agricultural commodities. BARA has developed a complex tool set to address the vulnerability of human populations that face high disaster risk. Such vulnerability assessments have been carried out across several African countries and are used to design both prevention and mitigation interventions. BARA has also combined participatory methods with GIS-based vulnerability methods to establish an innovative ‘vulnerability mapping’ methodology for drought planning at the local level in Northeast Brazil.

OALS - The Office of Arid Lands Studies is a multidisciplinary research, instruction, and knowledge transfer unit in the College of Agriculture and Life Sciences at the UA. OALS addresses issues surrounding the sustainable use of drylands, both in Arizona and throughout the world. OALS personnel have conducted a wide variety of activities, both within the United States and in over 50 other nations focused on the following program areas: Information Dissemination, Knowledge Transfer, and Education (in particular, Remote Sensing and GIS), Decision Support Systems Development, Food Security Assessment and Agricultural and Natural Resources Monitoring. OALS has specific strength in the management of drought, desertification, erosion, wild fire, and invasive species. OALS is in the process of developing a Disaster Risk Science Unit to monitor the impact of accelerating global change on a wide range of natural hazards and their impact on society.

ABE - The Department of Agricultural and Biosystems Engineering is affiliated with the College of Agriculture and Life Sciences and the College of Engineering and offers BS, MS, and PhD programs ABE has a nationally and internationally recognized program in water resources development and management for agricultural use. The faculty has experience in the application of geospatial technologies such as GIS and remote sensing for efficient utilization of soil and water resources for arid and semi-arid environments. Faculty have collaborated with engineers and scientists in different countries in Africa, the Middle-East, Europe, and Asia in such areas as drought preparedness, climate shocks, reuse of municipal waste water for irrigation, soil and water conservation practices, and irrigation water management. The department is a leader in the use of technology for distance learning. Two faculty members offered a three unit real-time distance learning course on the use of reclaimed municipal waste water for the Civil Engineering Department at Jordan University of Science and Technology

under USAID funding. ABE was also involved in project design for two USAID projects in Morocco, the Barrge Collinare Project and the Tadla Resources Management Project as part of the Irrigation Support Project for Asia and the Near East (ISPAN).

TANGO Intl. - TANGO International has extensive experience in providing short- and long-term institutional and technical support to organizations engaged in efforts to alleviate hunger, poverty and discrimination. TANGO has developed a professional concentration in food and livelihood security with extensive international experience in more than 40 countries world wide. TANGO works on all aspects of food aid programming, from targeting criteria and selection processes to design of food for assets programs. Coupled with experience in food aid programming, TANGO employs a Household Livelihood Security (HLS) framework for program analysis, design, monitoring and evaluation. TANGO executes about 80 specialized technical assistance contracts with 15 to 20 international development organizations each year. TANGO has carried out approximately 20 food security, development relief, and livelihoods Title II program activities in 20 countries, and has implemented over 900 contracts since its inception in 2000, including tsunami recovery baseline surveys in Indonesia and the Consortium for the Southern Africa Food Security Emergency Final Evaluation Surveys for the Commodities Management Unit, Lesotho, Zambia, and Zimbabwe, funded by USAID. Currently TANGO has been conducting a study to contribute to policy dialogue on how practical, grassroots-level livelihoods programming can maximize the synergies available from horizontal linkages with GOE development efforts under the FSP and PSNP. The study uses a livelihood framework and is expected to define a “self-resiliency threshold” for different livelihood categories of chronically food insecure households with recommendations on the “package of inputs” to build upon and to complement the activities of the GOE PSNP, in enabling communities and households to achieve self-resiliency.

Ferguson-Lynch – Ferguson-Lynch is an informatics consultancy firm focusing on knowledge management services including website and portal development, internet applications, distance learning, online workflow solutions, data analysis and database development, online research applications, network architecture, interactive video and television production, online conferences and meeting rooms, co-laboratories, and e-solutions for business and research processes. Dr. Rose Hessmiller, CEO, has taught a wide range of classroom and online information technology courses featuring information technology theory and application, online instructional design, virtual business solutions, and computer-mediated communications. Sample clients include: PBS, NASA, USAID, and the Center for Disease Control. Dr. Hessmiller also has experience as an administrator of special projects, distance education, telemedicine, and behavioral health for the University of New Mexico’s Division of Continuing Education and Community Services. More recently, she has worked with USAID missions in Brazil and Panama and has adapted online portal infrastructure to meet the needs of low bandwidth capacity in many developing countries.

Ethiopian Partners – The UA public-private consortium will work in a closely integrated, participatory fashion with Bahir Dar University’s Department of Agriculture and Environmental Sciences and the GOE DPPC and Save the Children Canada, who will coordinate faculty and student summer internship placements within GOE and NGO community-based projects such as the Productive Safety Net Program (PSNP) that address disaster prevention and food security and livelihoods needs at the community level.

2.0 Project Design

This proposal bases its support of the graduate program at Bahir Dar University on a specific approach to disaster risk management that covers both curriculum content and training strategy.

The growing literature on disasters agrees that disaster and disaster risk is a function of both exposure to a natural hazard and the varying vulnerabilities of affected communities. The hazard creates risk but vulnerability creates disaster, as has been widely recognized. We thus propose that the graduate curriculum at BDU be structured broadly to have both a proactive component that develops the skill to assess underlying vulnerabilities of different livelihood systems and a reactive component that addresses disaster response and recovery. With this comprehensive perspective on the curriculum content of a disasters management program, our approach to graduate training also applies the following principles:

- Both the content and the pedagogy of the graduate program will integrate theory and practice, so that all concepts are grounded in the context of Ethiopia (and elsewhere) and that the graduate students will practice their newly acquired concepts and methods in actual settings that contribute to broader disaster management policies and strategies.
- The UA-BDU partnership will create an innovative and dynamic learning environment based on continual access to shared knowledge and communication through a combination of face-to-face contact, distance-learning, and the use of a natural resources web portal co-managed at BARA.
- All learning will be achieved within a participatory framework in which all programmatic strategies are developed collaboratively and peer-to-peer learning is maximized.
- The graduate program and research center will contribute to both the growing international focus on disaster management and to the national effort to reduce the impacts of disaster in Ethiopia.

Applying these principles to the reality of BDU, we present three major objectives of our UA-BDU partnership.

Objective 1. *Train and support a cadre of university professors who will develop postgraduate curricula for MSc and PhD degree programs in disaster risk management and sustainable development at BDU.*

We propose below a logical flow of interrelated activities designed to build MSc-level skills in disaster management over two years, then to develop a follow-on PhD tract focused on enhancing applied research skills. The outcomes of this objective will be the constitution of a highly-trained professional faculty ready to take the graduate program forward.

Activity 1.1. To initiate the UA/BDU partnership, a core faculty from the UA will spend 10 days at BDU to assess curriculum and training needs of the graduate program. During this activity, the project team will conduct a two-day workshop during which a proposed approach to the graduate training of disaster risk management (one day on concepts, one day on methods) will be presented and discussed with BDU faculty in order to set short and medium-term project goals and milestones and to strategically plan for project implementation. It is proposed that individual BDU faculty members link with UA counterparts who share similar expertise, thus creating small faculty partner teams in relevant content areas (see Activity 1.3). During this assessment, the teams will also devise a participatory monitoring and evaluation system comprised of specific indicators and progress milestones.

Activity 1.2. During the first year, following the assessment activity, Arizona faculty will establish a distance learning component that uses a BARA-managed USAID portal as the learning platform. The component will feature a set of twelve course modules (4 credits each) to be offered over four semesters. These modules will cover the range of relevant course material specifically related to disaster prevention and management—for example, livelihoods and vulnerability analysis, theories of sustainable development, disaster theories, adaptation and resilience, natural resources management, GIS mapping, disaster planning, community-based

disaster management, public health, and others. Each course module will include faculty presentations, a comprehensive literature set, an opportunity for commentary and discussion, practical learning applications and student evaluation and course evaluation. Portal presentations will be adjusted to connectivity constraints, and IT cost-sharing will be sought to improve communication infrastructure at BDU. The BARA portal currently has a low bandwidth version for access in countries with slow server capacity and weak ICT infrastructure. The distance-learning component will be evaluated upon completion and adjusted as needed.

Activity 1.3. In the second half of Year 1, four faculty and the BDU Project Director (Academic VP) will spend 10 days at the UA to meet with content team counterparts and to access disaster management resources on campus, including the technologies and methods designed to reduce vulnerabilities and mitigate impacts. During face-to-face meetings, content team counterparts will review each of the long-distance modules from the first semester and will develop learning plans for following two semesters, including the identification of potential thesis topics. BDU faculty will also visit state agencies where disaster management plans are in place, and participate in one day intensive technical learning seminars at the Office of Arid Lands, BARA, and TANGO International. The purpose of this activity is to promote the face-to-face interaction within the academic setting of the university, to provide exposure to the outreach activities of the university as a possible model for the research center at BDU, and to provide a collaborative environment in which further participatory learning can effectively occur.

Activity 1.4. In Year 2, the six course modules will form the core of the curriculum, three in each semester. Arizona content team counterparts will use the web portal and distance learning platform to communicate with their faculty partners at BDU. The second semester modules assume a certain level of theoretical understanding and basic skill among the faculty counterparts

and thus emphasize the transition to the applied research part of the curriculum. At this time, three counterpart faculty from UA will spend 10 days at BDU, during which time a short course on research methodology and proposal preparation will be offered. The content of the short course will include both quantitative methods (e.g. survey methods, sampling) and qualitative methods (e.g. focus group discussions, PRA) as well as the elements of research design, principles of action research, and the relationship between research and outreach. As an output, faculty internships with local institutional partners (Save the Children/ Canada, DPPA, etc.) will be designed for the upcoming summer after the fourth semester. During this time, the UA team will work with BDU counterparts to devise a research and outreach program for the Disaster Risk Management and Sustainable Development Center (DRMSDC). A needs assessment for the center will also be carried out and possible funding sources identified.

Activity 1.5. In Year 3, the proposed program will graduate the four MSc level faculty, and three (of six, including the two returning from Cape Town) will spend 60 days at UA working on their PhD dissertation topics with counterpart partners. The BDU faculty will attend classes, have access with library collections and laboratories (e.g., GIS), as they structure their research questions and advance on dissertation planning. At this point, the MSc faculty will have completed their theses, and the PhD faculty will be well advanced on their individual programs.

Objective 2. *Establish a system of knowledge management that serves as a repository of information on disaster management for training and research purposes and as a platform for distance-learning.* This objective seeks to establish a cyber environment that enables a continual link between all partner institutions. It is critical to a capacity-building effort that adequate and relevant resources—both content-specific and more broadly pedagogical—be made available to

Bahir Dar faculty and to the institutions with which they collaborate in training and research activities.

Activity 2.1. To achieve this objective, BARA will employ a web-based portal platform (www.rmportal.net) to create a disaster risk management network for Bahir Dar, bringing together the university partners and providing access to national and international institutional resources. BARA already co-manages this portal for USAID. In Year 1, Arizona counterparts will provide a two-day training for Bahir Dar faculty to establish familiarity with the portal functionality including access to a broad disaster-based library, use of “training rooms,” real-time “question and answer” sessions, and the management of class materials. This portal will become the major resource center (literature, training materials, class notes, etc.) for the activities listed in Objective 1 and will allow the BDU faculty to build and share their own resources on the portal with their national and international partners (e.g. Save the Children/Canada). Arizona partners from the IT sector will provide both hardware and the technical assistance to adapt the portal to the connectivity constraints of the region.

Activity 2.2. This knowledge management system will provide the platform for the distance learning activities described in Activity 1.2. Arizona counterpart teams will offer 12 curriculum modules over the first two years—which will form the core learning content of the program, complemented by areas of individual specialization. Arizona counterparts will feed content into the portal as determined jointly by the partner counterpart teams in specific content areas. Arizona will also compile a comprehensive set of web-based links that will provide BDU faculty gateways to all relevant literature on disaster risk management in its many theoretical and practical dimensions. By Year 3, it is proposed that BDU faculty will be able to offer its own set of distance learning modules and will have incorporated the use of the portal as daily routine.

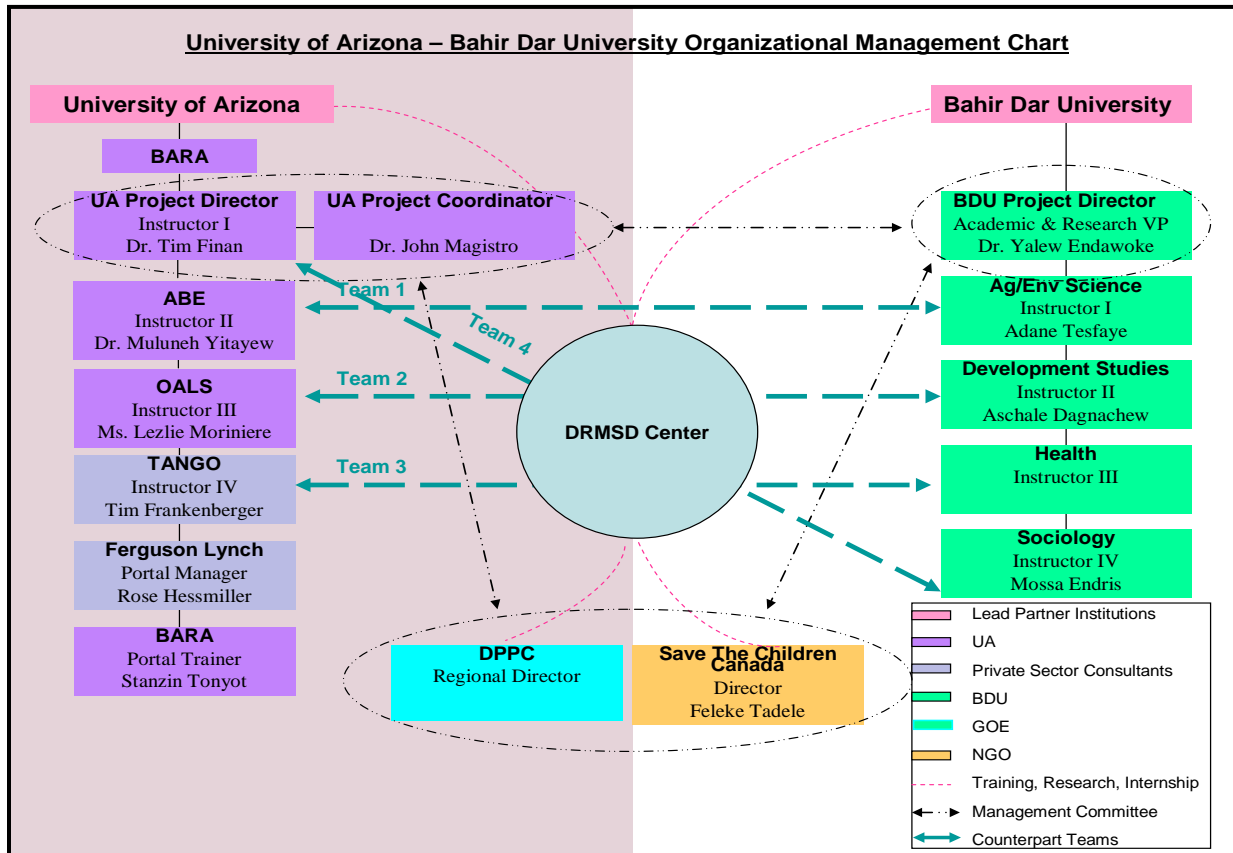
Objective 3. *Facilitate the creation of a regional center of excellence on disaster risk management and sustainable development (DRMSD) to provide educational outreach through distance learning, and ongoing research programs.* Our proposal perceives the mission of the center to be twofold— (1) to provide a dynamic academic environment where action research and outreach on the many facets of disaster management can be carried out in problem-solving contexts; and (2) to train students, government, and NGO partners in practical research skills, offering them opportunities to develop theses and dissertations that explore relevant questions concerning the nature, prevention, and mitigation of disasters. BARA’s experience is that active research is a fundamental element in the success of a broader student-training program.

Activity 3.1. In Year 1, Arizona will assess the resource needs to support DRMSD and help develop a strategic plan for identifying relevant research and outreach activities in Ethiopia. The plan will become the research “blueprint” for Arizona and BDU counterpart teams to establish respective research agendas that will be carried out in Years 2 and 3 through both summer internships and thesis and dissertation research. Each research agenda will be developed in a manner that external funds could be sought for financing. During this activity, the procedures for generating MS theses and PhD dissertations through the DRMSD will be created. During Year 3, counterpart teams will collaborate with BDU colleagues on the development of short course certificate programs which the Center can offer to its outreach clients, such as government agencies, NGO staff, and community leaders. BDU faculty will begin teaching these short courses in Year 3 with close mentoring support from their UA counterparts.

Activity 3.2. In Year 3, the Arizona-BDU team will sponsor a national and international conference on disaster risk management at DRMSD bringing together private and public stakeholders involved in disaster management, including donors to share the results of research

and identify urgent research needs. This activity will highlight the progress made during the previous three years and present an opportunity to contribute to the national dialogue on disaster policy.

2.1 Role of Collaborating Institutions and Management Structure



The organizational chart above illustrates the alliance of public-private partners and the governance mechanism (Project Management Committee) to be established among the two lead institutions, UA and BDU, with the GOE DPPC and Save the Children Canada. Overall project management will be jointly assumed by the UA Project Director, Dr. Timothy Finan, and the BDU Academic and Research VP, Dr. Yalew Endawoke, both with senior management and international leadership experience (resumes attached). Day-to-day project coordination, communications, logistics, and monitoring, reporting and evaluation will be carried out by Dr. John Magistro, Research Associate in BARA. Dr. Magistro has extensive experience and familiarity with USAID protocol and reporting procedures, dating back to 1985 (USAID-funded

doctoral research), a USAID/Africa Bureau AAAS Fellowship (1994-96), and management of five USAID-funded capacity building and microenterprise development grants while with an NGO from 2000-2006. As noted in the project design section above, the UA-BDU faculty will work closely together in disciplinary counterpart teams to share equally in design, management, implementation, and monitoring/evaluation procedures for the project. UA private sector collaborator TANGO Intl will participate as a counterpart training institution with particular strength in HIV/AIDS programming (reference resume). Ferguson-Lynch will play a pivotal role in portal management and technical assistance with the distance learning component of the project. The DPPC and Save the Children Canada will serve as the nexus to link BDU faculty and students to ongoing governmental programs (PSNP, FSP, etc) for summer practicum placement and field experience. Percentage time of each collaborator is delineated in the attached cost proposal with level of effort relatively equal for the lead partners, and additional time allocated for project coordination and management by BARA. Consortium governance noted in the diagram will take the form of a Project Management Committee made up of the BARA Project Director and Coordinator, the BDU Academic VP, and the Regional Director of the DPPC and lead representative of Save the Children Canada. Collectively, this team will meet annually in Bahir Dar, in addition to the UA-BDU Directors attendance at the annual HED Conference in Washington. The Committee will conduct an annual review of all aspects of project management, finance, curriculum design, work plans, and monitoring progress, to be carried out jointly by all members. However, the UA and BDU will have final authorization on any proposed amendments in annual budget, project design, and administration, with approval of the USAID mission. BDU will have full autonomy in the admission of postgraduate students to the DRMSD program, and in the selection of faculty and students for summer practicum

placement. The UA, DPPC, and Save the Children Canada will serve in an advisory capacity in the review of candidate applicants to the postgraduate program and for summer internships. However, final decision-making on candidate selection will reside with the BDU administration, according to their institutional guidelines on admission and selection criteria.

2.2 Institutional Commitment, Capacity Building, and Sustainability

UA has undertaken extensive phone and email communications to assess the programmatic needs of the BDU Academic and Research VP and Department Head of Ag/Environmental Science concerning their future vision for the DRMSD program. UA has also spoken with Dr. Feleke Tadele of Save the Children Canada and reviewed the framework assessment document identifying the needs of BDU to establish a leading program in disaster risk management¹. Thus, the project interventions in this proposal build upon the initial momentum already gained from the STC Canada ISP assessment. As noted, the overall approach is to establish disciplinary counterpart teams who will work collaboratively to build curriculum content that is tailored to the unique contextual setting and needs of the lead educational and governmental administrators in Ethiopia. Learning among all project partners will be facilitated through use of the Resource Management Portal (rmportal.net) to assure a seamless flow of interaction and information exchange among team members on a regular weekly basis. A logical progression of twelve instructional modules taught over four semesters will enable BDU faculty to acquire pedagogical skills and content knowledge around disaster risk management that will progress from theoretical formulation in Year 1, to more applied, empirical case study readings, supplemented by field practicum experience gained in Year 2. The UA will also facilitate and mentor the evolution of four MA faculty candidates in Year 2 who will conduct thesis research in a community setting,

¹ *Curriculum Framework for Bachelor of Science Degree in Disaster Risk Management and Sustainable Development for Bahir Dar University, September 2005.*

and also begin to apply their knowledge gained in Year 1 toward the creation of a short course certificate curriculum designed for community outreach training at the end of Year 2. In Year 3, three MA candidates will progress toward completion of a PhD and receive intensive educational instruction at the UA in the final year.

Discussions between UA and BDU administrators have been highly encouraging and reveal mutual levels of interest and expectation to build a long term vision of sustainable institutional collaboration. Many of the environmental features of the American Southwest (water scarcity, frequency of drought, climate vulnerability, etc) have many parallels and applications to the Ethiopian context that extend beyond the immediate parameters of this application, and could allow for broader institutional linkages and collaborations in the future. The degree of institutional commitment to the UA-BDU alliance is confirmed by a substantial number of letters of institutional support emanating from the key partners in this proposal (see attached).

This initiative will seek to proactively establish linkages with other major USAID, UN, and other bi/multi-lateral initiatives noted in Section 1.A of this proposal. The UA consortium has the advantage of having one supporting partner (TANGO Intl) that has been extensively involved with the GOE Productive Safety Net Program, and direct contact with the DPPC and other administrative bodies over the past year. This linkage will enable UA to assist BDU in integrating their educational mission and strategy into ongoing governmental programs on food security and disaster risk management. UA will coordinate and work closely with other BDU university partners from the US and Europe that are currently, or planning in the near future, to assist BDU in building their capacity in DRMSD, to carry out a gap analysis to assure that parallel efforts are synergistic and complementary in nature, rather than duplicative or redundant.

UA will also seek to work closely in leveraging the support of these institutions who may eventually be invited into the UA-BDU consortium to grow the national and international presence and capacity of BDU as a regional center of excellence in DRMSD in Africa. While UA proposes a clear transfer of capacity to BDU noted in the work plan (attached) and exit strategy in terms of direct curriculum development and training over a three-year time frame, UA envisions an ongoing long term relationship with BDU in which future faculty and student exchanges, and degree granting opportunities may emerge. The natural resources portal is one important mechanism that will enable an ongoing interchange of ideas and learning to take place between the institutions beyond the life of the project, and to build a larger community of practice (COP) of DRMSD professionals, thereby raising BDUs visibility as a center of excellence in the international development community. The UA is particularly interested to invest in the long term development and evolution of the DRMSD Center with an ongoing involvement in the support of the facility. Efforts are now underway by the UA to proactively seeking ICT infrastructural support for the Center from Gateway Foundation, Shuttleworth Foundation, Google, Cignex, Hewlett Foundation, and other sources.

3.0 Budget Summary and Cost Share

The UA requests a total of \$200,000 to carry out the program over a three-year period. The requesting funding is higher in Year 1 for start-up activities, but then is reduced Years 2-3. The total grant award will be matched by an 86% cost share contribution, with additional monies leveraged by the UA and BDU amounting to \$172,670. Matching funds, when disaggregated by category, are concentrated in Personnel and Fringe contributions (\$115,590), and some travel support for lodging and M&I to be absorbed by BDU (\$28,095). The UA and its partner, Ferguson-Lynch are currently pursuing cost share funds through various ICT foundations and

private sector sources to acquire computer lab equipment, a multi-media station, and additional support for Personnel and Fringe. These solicitations amount to around \$100,000. Total project award costs are weighted largely in support of Personnel and Fringe (32 %), Travel (31%), and Other Direct Costs (14%).

4.0 Monitoring and Reporting Plan

UA proposes a plan for the monitoring and evaluation of the program success that combines several reinforcing strategies for measuring progress and impacts. As a principle, we intend that the monitoring and evaluation process will be participatory in the sense that the indicators of success will be jointly determined with the BDU counterpart team. In the interim, a monitoring & reporting plan is presented below that will undergo some revision after being vetted with BDU lead counterparts during the start-up partnership session in Year 1. During the first visit to BDU, the institutional partners will conduct a baseline assessment of the current situation in order to establish the starting points for the chosen indicator metrics. These indicators will be publicly decided and will form the standards against which program progress will be measured. The end of each semester is a natural point to conduct a participatory evaluation of the progress of the definitive indicators. One of the monitoring activities will be module course evaluations filled out by each BDU faculty. After the second semester of Year 2, a midterm evaluation exercise will be carried out at BDU by the institutional counterpart team during which time the indicator progress will be reviewed. Stakeholder institutions, such as Save the Children/Canada, will be invited to participate in the one-day evaluation. Proposed indicators (the final set will be defined in loco) are summarized in the Proposed Performance Measurement Framework (PMF) table below and are organized according to objectives.

Objective 1: Train a cadre of university professors who will develop postgraduate curricula for MA and PhD degree programs in disaster risk management and sustainable development

Activities	Baseline	Output Measure (Indicator)
1. Assess BDU curriculum and postgraduate training needs in DRMSD	<ul style="list-style-type: none"> Current level of knowledge in DRMSD 	<ul style="list-style-type: none"> 1 assessment report of BDU training needs
2. Design distance learning modules for training of BDU faculty in DRMSD	<ul style="list-style-type: none"> Quantity and quality of current training modules 	<ul style="list-style-type: none"> 12 distance learning modules created
3. Train 4 BDU faculty in 6 distance learning modules in Year 1	<ul style="list-style-type: none"> Current level of knowledge in 6 learning modules 	<ul style="list-style-type: none"> Successful completion of 6 learning modules in Year 1
4. Train 4 BDU faculty in 6 distance learning modules in Year 2	<ul style="list-style-type: none"> Current level of knowledge in 6 learning modules 	<ul style="list-style-type: none"> Successful completion of 6 learning modules in Year 2
5. 4 BDU faculty conduct MA thesis summer field research in DRMSD in Year 2	<ul style="list-style-type: none"> Number of MA theses in DRMSD at BDU 	<ul style="list-style-type: none"> 4 MA theses in DRMSD completed at BDU
6. 4 BDU faculty design short course curriculum and certificate program for DRMSD Research Center	<ul style="list-style-type: none"> Current number of certificate short courses at DRMSD Research Center 	<ul style="list-style-type: none"> N certificate short courses designed by BDU faculty at DRMSD Research Center
7. Establish 2 month curriculum at UA for 3 BDU PhD candidates	<ul style="list-style-type: none"> UA course curriculum offerings in DRMSD 	<ul style="list-style-type: none"> DRMSD curriculum designed
8. Mentor 3 BDU PhD candidates in DRMSD	<ul style="list-style-type: none"> Identify UA mentors in DRMSD 	<ul style="list-style-type: none"> 3 BDU faculty complete PhD curriculum at UA

Objective 2: Establish a system of knowledge management that will serve as a repository of information on disaster management for training and research purposes

Activity	Baseline	Output Measure (Indicator)
1. Train BDU faculty in use of rmportal	<ul style="list-style-type: none"> Current knowledge, capacity, access to ICT infrastructure in Ethiopia 	<ul style="list-style-type: none"> 4 BDU faculty trained in functionality, use of rmportal
2. Facilitate BDU faculty use of distance learning modules in rmportal weekly	<ul style="list-style-type: none"> Distance learning content on rmportal 	<ul style="list-style-type: none"> BDU faculty access distance learning modules on rmportal x per week
3. BDU faculty develop short course learning modules and lessons plans for use on rmportal	<ul style="list-style-type: none"> BDU use of rmportal 	<ul style="list-style-type: none"> BDU faculty post learning modules for short course instruction

Objective 3: Facilitate the creation of a regional center of excellence on disaster risk management and sustainable development to provide educational outreach and ongoing research programs

Activity	Baseline	Output Measure (Indicator)
1. Assess infrastructural and content needs of the DRMSD Center	<ul style="list-style-type: none"> Current financial, physical, infrastructural state of DRMSD Center 	<ul style="list-style-type: none"> Assessment report on needs of the DRMSD Center
2. Equip DRMSD Center with hardware and software equipment needs	<ul style="list-style-type: none"> Current state of hardware, software inventory at DRMSD 	<ul style="list-style-type: none"> X hardware, software systems operating at DRMSD Center
3. Establish research capacity of DRMSD Center	<ul style="list-style-type: none"> Current research activities at DRMSD Center 	<ul style="list-style-type: none"> X research projects completed at the DRMSD Center

5.0 Project Results

Project results here are summarized in terms of final outcomes. The overall objective of the UA-BDU collaboration is three-fold: 1) to build capacity of BDU faculty to train postgraduate students in DRMSD at the MSc and PhD level; 2) to enable BDU faculty to engage in sustained dialogue, dissemination of knowledge, and ongoing access to state-of-the-art information in DRMSD through participation in virtual communities of practice such as the natural resources portal; and 3) to engage in ongoing research and public outreach training and knowledge dissemination through the DRMSD Center. Narrative reporting on progress toward performance benchmarks will be prepared on a semi-annual basis, in addition to normal quarterly financials and cost share reporting per required USAID reporting procedures. A final narrative report will be prepared documenting cumulative results and overall achievements in relation to stated benchmarks and objectives. Beyond the formal reporting mechanisms of USAID, the project team will engage in an ongoing exercise of group learning and documentation of lessons learned and best practices, to be posted and shared in the project portal. The portal will serve as a tool for virtual project management, reporting, and evaluation, and will enable the team to establish a thematic working group on DRMSD with promising potential to recruit other institutions and practitioners in the DRMSD community to engage in a learning dialogue, and to expand the membership base well beyond the immediate contours of this project to other national and regional initiatives throughout Africa and globally. The project also aims to hold a final national conference on DRMSD that will produce professional papers for publication and broader dissemination via the portal and other e-forums. Finally, an external consultant will be contracted by USAID to carry out a thorough EOP evaluation. Funds have been budgeted for an evaluator

to carry out a 3-day visit to the UA, followed by a 5-day visit to BDU to interview relevant stakeholders and to gather project data necessary to compile a final evaluation.

III. Appendix

1. Proposed Work Plan

Objectives	Year 1 Semester I Sept 15 – Jan 15	Year 1 Semester II Feb 15 – June 15	Year 2 Semester III Sept 15 – Jan 15	Year 2 Semester IV Feb 15 – June 15	Year 3 Semester V- VI Sept 15 – June 15
1. Provide support to graduate program	-3 course modules finished -Counterpart teams established, learning plans developed	-3 course modules finished -four faculty successfully complete Year 1 examination	-3 course modules finished - visit to UA completed for 5 faculty -four internship plans developed	-3 course modules finished - 4 faculty begin thesis research -4 faculty research plans completed	-4 faculty finish MSc degree - 3 faculty begin PhD - PhD curriculum completed - 3 faculty complete visit to UA
2. Build knowledge management system	-Distance learning system established and functional -Portal library accessible	-Portal actively used by all counterpart faculty	- BDU faculty fully functional in portal		--Faculty develop 4 distance learning modules on the portal
3. Support the DRMSDC	-Needs assessment completed	-Support work plan developed - Center fully established on the portal	- 6 training modules are developed with all supporting materials - GIS capability is established	6 short courses are conducted with GOE/NGO/ community stakeholders	- Major international and national conference successfully organized -6 short courses run by MSc faculty

Appendix B: NSF Workshop Proceedings

**Risk Science Scholarship and Sustainable Development:
Building Educator-Practitioner Networks
in Africa**



January 11-15, 2010
Bahir Dar, Ethiopia



USAID
FROM THE AMERICAN PEOPLE

Preliminary Workshop Proceedings

Amdissa Teshome (Moderator)

John Magistro (Workshop Coordinator)

Ryan Freeman (Workshop Recorder)

Nelson Cronyn (Workshop Recorder)

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Background

Bahir Dar University (BDU) in Ethiopia and the University of Arizona (UA) in the US were awarded a three-year grant from USAID/HED to run from October 1, 2007 to September 30, 2010. The objectives of the award are three-fold: (1) build a new MSc curriculum and train a cadre of university instructors in disaster risk science and sustainable development; (2) establish a system of knowledge management that will serve as a repository of information on disaster management for training and research purposes; and (3) facilitate the creation of a regional center on disaster risk management and sustainable development to provide educational outreach and ongoing research programs to the service of mid-career professionals and others working in the field of disaster risk science and management. The program is now in its third year of operation, and the first entering class of 15 MSc candidates has just completed three semesters of course instruction.

The award has led to a strong partnership between BDU and UA with an aim of mutually reinforcing post-graduate education capacity for each institution, expanding faculty and student interaction, and enhancing the scholarship and research capabilities of each institution in the field of disaster risk science and management.

Workshop Objectives

A five-day workshop was hosted by Bahir Dar University on January 11-15, 2010². The workshop brought together participants from both institutions and others to accomplish the following objectives:

- To review and strengthen the curriculum of the recently established MSc program in Disaster Risk Science and Sustainable Development (DRSSD) at BDU as part of a joint BDU-UA higher education capacity building program funded by USAID;
 - As a supplementary objective, the participants were also required to identify elements of the BDU-UA curriculum that can be incorporated into a new, emerging online distance education Masters degree in Development Practice (MDP) to be instituted by UA in the near future;
- To review regional capacities, synergies, and thematic foci in the Horn, East, and Southern Africa with a view to assisting the creation of a DRSSD Research Center³ at BDU with a well-defined technical competency area and clarity of public mission; and
- To expand and strengthen a growing international educator-practitioner network of professional cohorts in US, African, and European institutions devoted to human resource development and capacity building of a new generation of risk science and management educators, researchers, and administrators in Africa.

There is an urgent need to ground theoretical models and approaches to risk reduction in context-driven and situation-relevant development praxis. Therefore, the workshop was also expected to

² The original proposal was to hold the workshop in August 2009.

³ Creating a “Centre of Excellence” was very much the motive at the beginning of the workshop. However, for reasons discussed later in this report, the use of this terminology to refer to such a Centre was debated and left open for future review and consideration towards the end of the workshop.

spur dialogue among participants in academic institutions, non-academic international humanitarian assistance organizations, and government and civil society bodies with the aim of finding common ground between scholarly discourse and practical application of risk science theory and principles in empirically grounded field settings.

Pre-workshop Activities

Participant Selection and Disciplinary Diversity

The complex and multifaceted nature of risk contexts necessitates that the professional composition of workshop participants reflect an integrated and interdisciplinary approach to analysis, planning, and management of a broad spectrum of risk profiles. Academic disciplines as diverse as anthropology and urban planning, hydrology and climate science, and public health and nutrition all have an instrumental role to play in advancing multi-disciplinary perspectives and approaches to problem solving of human-induced and naturally triggered risk events.

BDU and UA academic staff and students represented a key portion of the participants of the workshop. Participants also included well established and highly regarded professionals who have extensive experience in some aspect of research or development practice that has some bearing on risk phenomena, including natural and human-induced risk events. These individuals have careers that have spanned many years if not decades working in Africa, with many of them having direct field experience in the Horn, East, or Southern Africa regions. Most importantly, the panel composition brought together both academic and applied development practitioners and reflected the overarching goal of the workshop to find common ground between theory and praxis in the growing field of risk science and management in Africa. In addition to African participants, a balance of disaster risk specialists were represented from the United States and Europe.

Contributions of Host Institution and Other Partners

The DRSSD program at BDU is housed in the Faculty of Agriculture and Environmental Sciences, and managed by Dr. Zeleke Mekuriaw, Assistant Professor of Animal Science and Faculty Dean. Dr. Zeleke served as workshop co-facilitator alongside the three co-PIs from UA, Dr. Timothy J. Finan, Dr. Muluneh Yitayew, and Dr. John V. Magistro.

Dr. Mekuriaw established a Workshop Planning Committee in charge of all pre-workshop coordination of logistics, administration, finance, and communications. He also serves on a Steering Committee with Dr. Finan, Dr. Yitayew and Dr. Magistro, and assisted with the program design and content of all panel sessions. The Steering Committee is responsible for all reporting requirements to the National Science Foundation (NSF), including preparation and submission of workshop proceedings, and all follow-on outputs from the workshop.⁴

⁴ Towards the end of the workshop, it was suggested that there might be a possibility of editing and submitting the presentation for group publication in a special volume or peer-reviewed journal relating to risk science and higher education.

Mr. Feleke Tadele of Oxfam Canada provided support to BDU and UA in providing recommendations on composition of the two committees. Mr. Tadele also identified a professional facilitator, Mr. Amdissa Teshome, in Addis Ababa to assist in guiding the workshop discussions and assuring that all goals, objectives, and outputs are addressed in a timely and efficient manner during the working session.

Workshop Proceedings

As indicated above, the workshop was conducted over a five-day period, from 11-15 January, with a mid-week rest and visit of area cultural sites of interest to the participants. The activities and outputs for each day are described as follows.

Day 1

Session I. Workshop Overview

The day was divided into four sessions. In the opening session, Dr. Yeshimebrat Mersha, President of BDU, gave an opening speech in which she re-affirmed the commitment of not only BDU but also of the Regional Government to the BDU-UA partnership in general and the DRRSD programme in particular.

Dr. Zeleke Mekuriaw, Faculty Dean and host country program manager of the BDU-UA partnership, outlined the progress made so far and indicated that the workshop is timely and hoped it will generate recommendations that will strengthen the programme.

Following these opening remarks, the workshop proper began. In the proposal for the workshop, it was stated that the working sessions will be comprised of content experts from a range of academic disciplines in the physical and social sciences, and draw upon educators and development practitioners from the United States, Europe, and Africa. It was also anticipated that critical national needs for research facilities, data sharing strategies, educational exchange programs, and training and mentoring needs will be identified. These are believed to be useful to the scientific community, stakeholders, and policy makers in Ethiopia.

1.1 Identifying Capacity Building Needs and Gaps in Disaster Risk Science and Management (DRS/M) in Ethiopia

In the initial session, only one presentation was made due to the absence of a government representative from the national program office on Disaster Risk Management and Food Security Sector (DRMFSS). Therefore, the first presentation was from the Regional Food Security and Disaster Prevention Coordination Office (FSDPCO). In his presentation, Ato Amare Kinde provided an overview of the food security programme in the region and outlined the successes and challenges in implementing the programme. He also described the collaboration with BDU for the realization of DRM & SD in the Region. The regional government has recognized that disaster management is a pressing issue for development and should be undertaken on a comprehensive basis covering prevention, mitigation, preparedness, response and recovery. The

trend in the DRM & SD arena has shifted from disaster response to a more proactive approach to DRM. Disaster risk management strategies now include vulnerability and risk assessments.

It is with this understanding that the regional government took the initiative to institutionalize disaster management training at BDU in 2005. Since the introduction of the BSc and MSc programs, the FSDPCO has:

- Introduced Disaster Risk Management courses for Development Agent (DAs);
- Allocated 18,000 ETB for study tours for the first batch students of Disaster Risk Science and Sustainable Development (DRSSD);
- Incorporated DRM & SD qualifications during a new phase of Business Process Re-engineering (BPR);
- Recruited 16 graduates from BDU to work in food secure woredas as Early Warning and Food Security experts.

Finally, Ato Amare re-affirmed that the FSDPCO is committed to strengthening its partnership with BDU particularly in the areas of (i) scaling up existing Disaster Risk Management capacity; (ii) early warning systems; (iii) vulnerability assessments; (iv) nutritional surveillance, and (v) capacity building.

Presentation 1 Summary, - Ato Amare Kinda

Ethiopian Government Needs – Disaster Risk Management and Food Security Sector (DRMFSS)

- Overview of region (population, food insecurity, maps)
- Chronic and acute food insecurity (FI) - more severe with drought
- List of factors contributing to FI
- Federal food security (FS) strategy in place since 1997
- Components of food security program (FSP): safety net, resettlement, etc.
- Success measured by number graduating from FS program, increased household assets, land rehabilitation
- Challenges: drought, dynamic food needs at the household level, emergency response not effective/timely
- Involvement of BDU, opportunities for collaboration
- Multidisciplinary approach to DM strategy required
- FSDCPO interested in continuing collaboration with BDU

1.2 The Disaster Risk Context in Ethiopia: Shocks and Vulnerability

Following this mapping of the regional requirements, three MSc students from the BDU DRSSD program presented a review of the nature and types of hazards in Ethiopia. The three speakers focused on natural hazards, socio-technological hazards, and the nature of vulnerability in Ethiopia, drawing on a wide range of literature and their own MSc field research. These presentations demonstrated that the DRSSD program is building the capacity of a new generation of regional experts in disaster risk science and management (DRSM).

Presentation 1 Summary – Ato Tafesse Kassa The Nature of Natural Hazards in Ethiopia

- Main hazards, spatial distribution of hazards, general household vulnerability, etc.
- Background: Ethiopia is highly vulnerable (poverty, limited DM skills, weak institutional capacity), agriculture of particular concern (85% of the population is sensitive to climate change)
- Vulnerability map of Ethiopia (from FEWS-NET)
- Land degradation features
- Economic growth is a function of rainfall variability
- Historical profile of major hazards: long history of drought and famine ("kifu qen" worst in history), also floods, epidemics, livestock disease, extreme weather, etc.
- Average of one drought every six years 1874 - 2005
- Map of "hotspot" areas for FS (WFP, 2008)
- Graph of food insecure people, i.e. requiring external food aid, average of 5 million/year
- Drought dominant climate-related hazards
- Maps of drought risk, drought hazard frequency
- Meteo station data and use
- Flood is also a major hazard with increased frequency in past 10 years
- Table of the affected and displaced due to floods
- Perceptions of hazards/disasters: coming from God due to people's sin
- Overview of issues addressed in BDU MSc DRSSD thesis proposals

Presentation 2 Summary – Ato Techan Teferra

The Nature of Socio-Technical Hazards in Ethiopia

- Economic hazards/shocks: mainly due to the nature of the agriculture sector
- Graph of rapidly increasing consumer price index: Jan - Mar 2008
- Social/legal/political shocks: vague land tenure, political prisoners, resettlement (forced), ethnic tensions, lack of good governance, conflicts, population pressure, gender inequality, land/environmental degradation, lack of accomodating diversity, daily environmental health issues
- Technological hazards/shocks due to the prevalence of illegal movies that can promote bad societal values
- Poverty is the main source of many hazards/shocks
- Maps of hazard risk, land degradation, and epidemics (human and livestock)
- Knowledge gaps: questionable perceptions (e.g. hazard due to sin), poor early warning, lack of humanitarian response, weak disaster response capacity

Presentation 3 Summary – Ato Getenew Zewdu

The Nature of Vulnerability in Ethiopia

- Definition of vulnerability and relationship to risk
- Overview of Ethiopian facts (on vulnerability, affected peoples, some disaster and frequency notes)
- Most vulnerable communities are smallholders and pastoralists

- Demographic Survey 2005 data on the malnourished, stunted, and undernourished
- Causes of vulnerabilities and related factors
- Without appropriate information transfer, institutions will not change/adapt to new conditions or circumstances
- Shifts in Ethiopian government institutions – organizational restructuring
- Main elements of vulnerability (relief response, non-food needs)
- Geography of vulnerable populations (Amhara, Oromia, SPNN, and Tigray region details)
- Map of food insecurity (chronic vs. "high" vulnerability)
- Evolution in recent past and trends in vulnerability to chronic food insecurity, and graph of transitory food insecurity (affected or loss of population in millions 1974-2003)
- Chart of top 8 disasters in Eth 1999-2009 (disasters and impacts- droughts and floods)
- Vulnerable people and dependency
- Current gaps in understanding (chronic vs. transitory, urban vulnerability, viable livelihood options for drought prone peoples/areas, DRR vs. long term development)
- Focus of government and donor programs and institutions
- Graph of ODA sources and donor breakdown by sector (rural development, roads, etc.)

Session II. The State of Knowledge and Practice in DRS/M in Africa

2.1 Global/Regional Initiatives in Disaster Risk Reduction, Prevention, Preparedness and Response

Two presentations were held before lunch sharing experiences on collaboration between higher education institutions from Africa, United States and the United Kingdom on disaster risk reduction. These included one presentation by Dr. Teshome Alemneh, Program Officer for Higher Education and Development (HED), a US NGO in Washington, D.C., supporting US bilateral initiatives in higher education in Africa; and Dr. Stephen Edwards, program representative for the Aon Benfield UCL Hazard Research Centre, University College London, on UK bilateral initiatives supporting DRS/M in Africa. Summary presentations (ppt) of these participants are found in the appendix section to this report.

Presentation 1 Summary – Dr. Teshome Alemneh HED Partnerships for Capacity Building

- Definition of HED and brief description of mission and goals along with some partnerships already created
- HED applications are peer reviewed and merit based
- HED Partnerships (range from \$50,000 to several million in grant funding) - SSA vs. North African HED partnerships
- Graph of HED partnerships around world

- List of HED partnership targets/topics
- A few regional and Africa-wide successful HED partnerships, egs, LIPHEA (The Leadership Initiative for Public Health in East Africa), RUFORUM, Worcester Polytechnic Institute: Polytechnic of Namibia, SWEEP
- Review of strategic objectives of the BDU-UA partnership, along with some successes (female students, number of students, etc.)
- Africa -US HED Initiative - Overview of objectives and goals ("HED is a tool to address all other areas of policy")
- Review or applications and fields of focus, and awards for African institutions

Presentation 2 Summary – Dr. Stephen Edwards

Africa – Europe DRR and Higher Education - Practitioner Initiatives

- Long association between Europe and Africa, EU biggest export market for African products, much project funding from EU
- Examples of Africa -UK initiatives in higher education: British Council, Association of Commonwealth Universities, DfID, UK Collaborative on Development Sciences (focused on natural disasters and climate change)
- UK higher education disaster relief project - born out of difficulties of academics and researchers trying to help practitioners with tsunami relief
- ELRHA - Enhancing Learning & Research for Humanitarian Assistance program: links UK academics and researchers with development practitioners - share knowledge, skills and expertise; undertake research to reduce disaster risk, build relationships between higher education and humanitarian communities, especially in Africa and Asia
- Humanitarian Futures Programme (HFP): bring climate scientists and practitioners together.
- Aon Benfeld - UCL Hazard Research Center: forecasting and early warning, knowledge exchange related to DRR
- Higher education essential to DRR

Discussion/Q&A Summary

- Why are there failed partnerships between universities in LDC's and universities in developed countries? Is it due to economic/political priorities?
 - Having African universities' buy in is important
 - Long-term commitment by donors critical - HED is now trying to get minimum five-year partnerships
- Why is DRR missing from the list of focus areas of HED?
 - Not possible to address all areas - social sciences are also noticeably lacking.

- Concerns regarding relationships between HE institutions and international NGOs - not enough work/focus on local NGOs. Is there any effort to establish collaboration between universities and local NGOs?
 - ELRHA is specifically geared towards UK universities, but working with African universities through UK universities
- How to create linkages between universities and NGOs?
 - Both sides need to agree that it is worth working together, then they need to trust one another, and have the resources to work together;
 - Challenge of funding is weak in the current economic climate: need long-term relationships/funding
- What is your operational definition of "disaster"?
 - Disaster is a situation that exceeds the capacity of a community to respond to a hazard without external assistance
 - USAID definition: the product of a hazard and vulnerability situation
 - What are the indicators to demonstrate when capacity is overwhelmed?
 - Standard definitions focus on numbers of people killed/affected – the main point is that disasters are relative and definitions need to be set to allow for variations in scale.

Session III. The State of Knowledge and Practice in DRS/M in Ethiopia

3.1 Ethiopian Initiatives in Disaster Risk Reduction, Prevention, Preparedness and Response

The afternoon session began with presentations on multilateral and NGO experience in disaster response in Ethiopia. Ato Feleke Tadele, Country Representative for Oxfam Canada, presented the response activities of Oxfam and the evolution of NGO disaster response in Ethiopia. This was followed by a presentation by Ato Ahmad Shah Shahi, who presented the disaster response program activities of the Vulnerability Analysis and Mapping (VAM) Unit in the World Food Program (WFP).

Presentation 1 Summary – Ato Feleke Tadele

NGO Programming in DRM in Ethiopia

- Brief history of NGOs and INGOs
- Graph of NGO and DRM engagement in 2005 (by sector – food security, education, HIV AIDS etc.)
- Investment by Sector and Regions 1997-2001 (food security, education, HIV AIDS etc.)
- Key national policies/strategies since 2005 (productive safety nets, humanitarian response, institutional capacity building, food security, environment, agricultural extension)
- Review of some NGO partnerships NGO in DRM (USAID-DFID, Irish Aid etc.)

- Key achievements/critical contributions of INGOs (life saving and humanitarian responses, piloting and scaling up of PSNP, EWS and other disaster preparedness measures)
- Challenges of NGO DRM partnerships
- A response map for Ethiopia with respect to regions and hazards

Presentation 2 Summary - Ato Ahmad Shah Shahi
World Food Programme DRM Programming in Ethiopia

- WFP main activities/programmes in Ethiopia
- Safety net component overview
- Relief component overview (main objectives, government's relief programme highlights)
- Graph of food distribution trends (2003 was highest year followed by 2004, then 2000)
- Targeted supplementary feeding component overview
- Urban HIV/AIDS component overview
- Purchase for progress component overview
- Map of WFP's Relief, PSNP, MERET, and TSF programs, and refugee operational areas
- Overview of vulnerability assessments, special studies, EWS and weather insurance, food security monitoring
- Map of hazards and areas of concern from December, 2009

Discussion/Q&A Summary

- Strategies for developing job opportunities, capacity building, and advising?
- How recently passed laws on NGO's impacts on-the-ground activities?
- Explain LNGOs situations and their evolution: what's their part in development?
- To what level can we assume a set of structures to fully take advantage of expertise, knowledge, employment opportunities, and greater coordination and relationships?
- Explain multi-lateral cooperation and relationships?
- "New strategies for engagement and pragmatic approaches"
- Learning from past approaches to create relevant research to enhance relationships that will improve coordination between donors, universities, actors, etc.
- Create strong professional communication and enhance local country voices - from individual professionals, and regional, national, and local organizations.
- Acknowledge regional, national, and local organizations, and share responsibilities and resources to increase accountability and reduce areas of uncertainty.

Session IV. HED Contributions to DRS/M in Africa

4.1 Building a Multidisciplinary Framework for DRS/M Curriculum in Africa

The last session of the day focused on various multidisciplinary frameworks and approaches to understanding disaster risk exposure in Africa. Dr. Ailsa Holloway of Cape Town University presented in an interactive way a version of her paper entitled “Crafting Disaster Risk Science: Environmental and Geographical Science Sans Frontiers” which was circulated among participants prior to the workshop. The presentation challenged participants to think ‘outside of the box’ in merging disciplinary perspectives to better understand the nature of risk exposure. Distinctions were made between inter- and multidisciplinary approaches to DRS/M and then compared with new research and discourse on concepts of “transactional space” and “transdisciplinarity.”

The rest of the presentations demonstrated the relevance of several aspects of the social and natural sciences as they relate to disaster risk reduction. This included a presentation by Dr. Charles Teller from the Population Reference Bureau on the demographic, nutrition and health, and socio-ecological aspects of disaster risk exposure; a discussion of the physical parameters of disaster risk science by Dr. Aondover Tarhule (University of Oklahoma); the nature of climate change and variability in relation to disaster risk by Dr. Christopher Oludhe (University of Nairobi); and the urban dimensions of disaster risk exposure by Mr. Benedict Malele (Ardhi University, Tanzania).

Presentation 1 Summary – Dr. Ailsa Holloway

The Role of Higher Education in Disaster Risk Reduction and Management

- Higher Education and DRM is limited by:
 - Homogenous perceptions of Africa as disaster-prone
 - Large disaster events delinked from development
 - Practitioner focus on being applied, hands on, response and relief
 - Higher education de-linked from development, not applied, little engagement in DRR/M
- Need to ‘think outside the box’ - reconfigure with higher education in the middle, serving as a link between disaster risk (diverse, complex, highly dynamic), practitioners, and institutional focus (that reconnects risk management to development)
 - Recognize practitioners as thinking do'ers (rather than just do'ers)
 - Thinking outside the box – definition of transdisciplinarity, discussion and exchange
 - More relevant/applied research outputs

Presentation 2 Summary – Dr. Charles Teller

Demographic and Socio-Ecological Dimensions of Vulnerability, Capability and Response in Africa

- Theories: demographic transition and multi-phasic responses
- Conceptual frameworks: both macro and micro responses to drought-related food insecurity
- Build local capacity for rigorous demographic socio-ecological research and evaluation used for policy and practice

- Theoretical approaches to demographic-socio-economic development
 - Demographic transition (macro) stages: high fertility and mortality, etc.
 - Multi-phasic responses
- Need to distinguish between macro population vulnerability, environmental hazards/shocks, and micro demographic responses for adaptive risk reduction and human capabilities
- Methods: information systems undeveloped due to reliance on one-off surveys performed by consultants
- Mixed demographic responses to chronic shocks
- Big micro-demographic inequities within the country
- Vulnerability profiles available on-line
- SERA vulnerability
- Recommendations for HED curriculum in DRS in Ethiopia: understand root causes, evidence-based policy, etc.
- Summary - demographic, socio-ecological dimensions of DRS can be neither Malthusian or Boserupian

Presentation 3 Summary – Dr. Aondover Tarhule

Climate Change and Risk Issues for Consideration in a DRSM Curriculum

- Generalized approach to disasters/hazards
 - Science (curriculum)
 - Information and technology
 - Politics (mostly outside the realm of academics)
- Implications
 - How to equip students
 - Not all topics can be taught in a curriculum
- Review of Hyogo framework
- UNEP graphic of people affected by natural disasters 1971 - 2000; why is Ethiopia disproportionately affected by drought (as compared with other drought-prone countries)?
- Need to establish drought variables in order to model early warning triggers
- What is the nature of the problem?
- ‘Drought’ may be a technological problem, e.g. Jos-McMaster project in which water table was not deep but local well technology was not sufficient to tap water table
- Many areas of the world experience specific types of disasters/risks, therefore develop a high level of expertise - e.g. Oklahoma and tornadoes
- "No money" for DRR/M - but disasters cost a great deal more than pro-active/prevention
- Coordination critical
- Food for thought: disaster management requires content specific knowledge? What are limits? What knowledge must students have?

- List of suggested skills: statistics, critical thinking, GIS, modeling and simulation, database design and management, climate science, hydrology and water resources

Discussion/Q&A Summary

- Without political will, how does one invest in DRR? Politicians are sensitive to "saving the day", while not averting far-off disasters
 - People don't feel impact due to success rates, very difficult to remind/portray successful preventions: populations might see efforts as wasteful. Attempts to educate and proactively engage communities to enhance understandings of disasters in both prevention and management.
- Role of population pressure on natural resources, impact on frequency and intensity of disasters - if more people, might there be better management of natural resources? (Boserup)
 - More productive bulge needs to overcome two demographic challenges: technology and urbanization. If these two challenges are overcome, Ethiopia could receive a demographic bonus. Ethiopian cultural resilience is far greater/richer than in Germany, though structural resilience may be declining and lowering Ethiopian capacities.
- What are the distinctions between multi-, inter-, and trans-disciplinarity?
 - Multidisciplinarity - engaged disciplines are not obliged to cooperate or connect to each other. (ex. flood, each discipline will approach the topic differently - "stand alone chapter" different view from different disciplines- lack of inclusion of other disciplines
 - Interdisciplinarity - two hierarchical disciplines will coordinate with other disciplines.
 - Transdisciplinarity - transcends disciplinary boundaries completely - cannot be defined as one discipline at all; a very powerful eclectic way of thinking. (e.g. walls of a house as separate disciplines - outer and inner are two different disciplines, and the door is very hard to find. Difficult to find space/move between discourses or disciplines) Creation of definitions/language that can work/be accepted across disciplines and discourses.

Presentation 4 Summary – Dr. Christopher Oludhe

Integrating Climate Change Research in Disaster Risk Science/Management

- IGAD/ICPAC climate prediction and applications centre
- ICPAC participating countries in Africa
- Increase of climate related events though reasons are not completely clear
- Examples of climate hazards
- Graph of occurrence of hydro-meteorological hazards 1991-2005
- Graph of increase in distribution by type 1900-2005

- Chart of 50 great "disasters"
- Possible climate change scenarios (shift in mean temp., variation = climate change)
- IPCC confirmations (GHGs, air and ocean temperature increases, precipitation variations and reductions)
- Future projections - 2100 temperature will rise 1.8-4 C, sea-level rise, oceans will become more acidic, increasing intensity for cyclones/typhoons/hurricanes; areas of concern and areas of future research/management topics
- Sectors impacted by climate
- Windstorms and road blockage/removal... natural hazard risks need to be accounted for and incorporated into sustainable development strategies.
- Climate risk assessment- we need systematic observation to classify and determine nature, location, threat, vulnerability
- Example of risk assessment and identification of the stages of risk assessment
- Chart to link climate change to hazard/risks - need to coordinate national, regional agencies to provide data for analysis. This data and cooperation is essential for effective monitoring/predicting, etc.
- All hazard approach and cost benefit analysis of threats, impacts, and inclusion of all the "appropriate" organizations to help efficiency and productivity.
- The need to identify innovations into making DRR a priority and increasing awareness along with capacity, especially in key sectors.

Presentation 5 Summary – Mr. Benedict Malele

Urban Planning Issues in the DRS/M Curriculum: Ardhi University Experience

- "Aim at achieving a coherent and conducive living and working built environment"
- Residential and industrial sectors vs. internal and external availability (impacts from aesthetics and functionality)
- Challenges, high rent of organizations, 1990-2001 urban growth in SSA reached as high as 7 percent annually, though economic growth was less, thus creating a large margin between the two.
- Urbanization under poverty: high rate of urbanization with poor economic performance
- Ardhi's disaster masters programmes with concentrations – egs., MDRM = master of science in DRM; master of science in DRM and engineering. Three semester approach (semester one basic DRM courses). Each masters program has a description with an overview of course title, course description and course requirements (significant addition of urban planning components into the curriculum).

Discussion/Q&A Summary

- To what extent does the ICPAC framework ICPAC allow each country to be accountable? Secondly, how can we ensure that countries/actors are responsible for all material presented and produced?

- Enhanced coordination between actors, increase of meetings acknowledging the various actors
- How to convince politicians of the importance of climate change and the increase in vulnerability? How to capture politician's attention and continued support when climate change forecasts/predictions are varied with "amounts of uncertainty?" Are these forecasts too expensive to be operationalized or used?
 - Scenarios vs. predictions. Try to determine best and worst case scenarios and take the mean and present it to portray average temperature or other factors. Avoidance of overly scientific jargon in reports to help politicians into the process. Make additional presentations directly to politicians to increase awareness and understanding of complex material.
 - Politicians are contributors to "most" problems in urban areas due to poor planning or use of plans that weren't made with the "real world" in mind or actually applicable on the ground.
- Health as a component of public planning - pollution and epidemics - how important are these factors? Why were they left out?
 - It is important to take a comprehensive, all hazard approach.
- How do we link education with policy relevant practice? How do we influence decision makers? What do students need to know? What is the range of knowledge of DRS/M?

Day 2

Session V. Workshop Objective 1: BDU-UA DRSSD MSc Curriculum Review

5.1 Theoretical and Conceptual Foundations of DRSSD

The second day focused on the first objective of the workshop - to review and strengthen the curriculum of the recently established MSc program in DRSSD at BDU. To begin, Dr. Zeleke Mekuriaw presented the progress made to date in the DRSSD program. He stated that the BSc curriculum was developed by a joint committee of experts from BDU, SC-UK, SC-Canada and DPPC. Two BSc batches have graduated in 2008 and 2009, and the MSc postgraduate program, funded under the auspices of USAID and HED, was introduced in October 2007.

Presentation 1 Summary - Dr. Zeleke Mekuriaw

Educational Context of the DRSSD Program at BDU

- Historical background and current status of the program (strong national and regional need to build human capacity; BDU started an undergraduate initiative in 2005 to help satisfy this need)
- Post-graduate program launched in 2007-08 - all students are mid-career with practical experience

- Overview of achievements - completion of course, thesis (13/15 students) and field work
- Distance learning opportunities - downloading content, modules, material - challenge due to lack of "face to face" classroom instruction. Students have had major challenges with distance/online course delivery. Other challenges included a shortage of qualified local staff to run programs, facilities and IT capabilities.

An overview of the MSc curriculum was first presented by Dr. John Magistro, Program Coordinator at UA. This was followed by presentations on the curriculum modules taught by the UA team instructors during the first semester on the theoretical and conceptual foundations of DRSSD. The UA team highlighted the relationship between risk and vulnerability, and the chronic, structural nature of poverty that underpins exposure to disasters, and emphasized the importance of bridging conceptual frameworks on disaster risk with a theoretical understanding of the development process. Day 2 presentations of the DRSSD curriculum are found in the report addendum.

In addition, a brief presentation of the project portal (rmportal.net) platform and learning management system (LMS) was made by Mr. Joe Orona, founder of Retis Technologies. Mr. Orona has assisted Dr Rose Hessmiller (founder of Ferguson Lynch) who is the chief architect in building the project portal and the IT distance learning capability that links the UA team to the BDU students and project administrators. Mr. Orona's presentation summary addressed the following features of the portal:

- Purpose of the portal - multi-lingual global communication portal for resource management and development issues
- Portal manager: Dr. Rose Hessmiller and her background/experience
- Assessment and platform testing in BDU 2007 - connectivity after 5pm was best and fastest.
- Faculty/staff moodle training spring 2008
- 2008 creation - Hardware purchased/deployed, software installed and systems configured...
- Adaptations: CD/DVDs were a challenge to classroom interaction. BDU needed more technical devices (LAN, supplemental hardware)
- Slides covering portal modifications from semester to semester
- DRSSD IT successes - completion of courses and new adaptations to enhance "smoothability" - generator to provide access and power capacities for BDU and lab work.

In Semester 2, students are equipped with the methodological foundation for DRSSD courses. A combination of quantitative and qualitative methods is taught because both are relevant to disaster risk assessment. Semesters 3 and 4 are devoted to student research project. Two MSc students presented on their progress focusing on how the topics were selected and research methods used.

A number of issues and challenges were highlighted in designing and implementing the DRSSD programme in BDU. The University underlined that (i) managing diverse modes of delivery; (ii) an underdeveloped computer network system; (iii) shortage of qualified staff; (iv) inadequate financial and material support; and (v) sustainability, were the major and challenges faced over the last five years. The following were mentioned as challenges by all sides:

- Distance learning (what can and can't be taught at a distance?)
- Student profiles (fulltime professionals , majority living outside Bahir Dar)
- Standards (English as a second or third language, writing and plagiarism)
- Lack of opportunity for real-time disaster assessment
- With respect to student projects (Semesters 3, 4), sensitivity of project proposals and validity of research methods were regarded as important issues.

Discussion/Q&A Summary

- Dr. Stephen Edwards provided clarification on DRS - perspective and content within program. DRR and SD need to be integrated in a holistic approach; what about water security in curriculum?
- Should capacity development focus on components of SD, or on vulnerability and other aspects?
- Is there a process to update new information on terrorism, the new world order, and concepts like these in the curriculum?
- Challenges of program - what are new strategies and plans for building capacity of BDU itself, and what about beyond that? How do we institutionalize the program within Ethiopia and fully maximize and utilize resources? Are organizations like ILRI and IFPRI involved or unconnected?
- How do we define policy? Land/demographic/public policies - are they included or accounted for in the curriculum? How do we change or address the closed border mindset of disasters, what are avenues of collaboration between universities, organizations, NGOs, and governments in a region? Identification of cross border shocks/hazards?
- Is the conceptual approach of the program driven first by available expertise, then by actual needs? - clarification and information needed on this separation.
- Thoughts on innovations in engineering language and strategies are incorporated?
- How do we incorporate any local/indigenous knowledge?
- Is there any way to incorporate in the modules the activities and implications of the government?
- How long is the thesis write up, and what is the process exactly?

In the afternoon participants formed three working groups to identify and discuss key aspects of the DRSSD curriculum. Discussion questions were provided to ensure concrete outputs were obtained. The groups (i) identified core competencies that students should demonstrate at the end of their courses; (ii) emphasized the need for pre-requisites or common courses/modules prior to

taking the DRSSD courses; and (iii) outlined outreach/dissemination strategies primarily for student research outputs. These generated lively discussions.

Three breakout groups were given the following questions to discuss and summarize for presentation to the plenary after a 1.5 hour work session:

I. Key Questions

A. Theory, and Method

- What are the core competencies that students need (theory, concepts)?
- What skill sets do students need (methodology – quantitative, qualitative)?
- Justify why they need these competencies and skills

C. Pedagogy

- How can DRS/M curricula be better taught in an online, virtual distance learning environment?
- What pedagogical approaches can be introduced for students to gain practical skills in DRS/M research, management, and policy analysis (egs. Internships, field practicums, stakeholder-driven risk assessments)?

C. Policy and Practice

- How can knowledge generated from a DRS/M curriculum be better translated into policy and public outreach and the needs of diverse stakeholder groups?
- How do we navigate the policy domain and influence political decision-makers?
- Should these skills be integrated or taught in a DRS/M curriculum?
- If so, how?

In addressing these questions, take into account the following factors:

Theory, Method and Praxis

- New kinds of knowledge (egs., climate change, adaptation, risk theory)
- Breadth and depth of knowledge and skills
- Level of integration vs specialization of theory, method and public policy praxis/outreach (multidisciplinary, interdisciplinary, transdisciplinary approaches)

Pedagogy

- Co-production of knowledge (participatory learning, other)
- Instructional modalities (classroom, virtual, field-based learning, etc.)
- Information knowledge management and exchange (egs., Communities of DRS/M Practice)

The summary points generated by the three working groups are presented here.

Working Group Summary Notes

Working Group 1

1. Core skills

A. Indicators of risk: "construct and analyze"

- Statistical indicators (numerators & denominators)

- Impact evaluations & monitoring
- B. Focused relationships
- Focus on specific area/discipline, but be able to connect to related disciplines/actors
 - Sense of what you do and how it relates to others - "interconnectivity" of ideas/concepts and approaches
- C. Communication skills
- Must be able to present data/research "due to ambiguity of DRS/M subject"
 - Agreed upon terminology/language - understood at regional, national, and international levels
- D. Contextualize concepts and theories
- Understand shocks/hazards (Ethiopian context)
 - Livelihood understanding of vulnerability (Ethiopian context)
- E. Competency
- Have a skillset that identifies a student as a DRS/M specialist, not a geographer, anthropologist, etc.
 - Key point - need to identify and separate the discipline and creation of an identity
 - Tech-savvy person who can critically analyze situations with a sound methodology
 - Program design, critical evaluations, methodology (sound vs. unsound approaches), management (program cycle management as a requirement)
 - Key point - gaps of experience due to varying age and occupancy of incoming students (undergraduates vs. mid-career incoming students) What are ways to enhance exchanges (not only teacher to student but also peer to peer exchanges)?
2. Required experience or practicum/apprenticeship
- Create internships as a separate, long-term component?
3. Both qualitative (research design) and quantitative skills
- Short-term vs. long-term time frames (acute vs chronic)
4. Balance social and physical dimensions of DRS/M (comment was to remove physical)
5. Political economy/ecology
- Recognition of perceptions/interpretations of disaster by government, politicians
6. Remedial courses for incoming graduate students if necessary
7. Prerequisites at the undergraduate level (common modules required)
- Statistics
 - Writing/communications
 - Development theory
 - Environmental science
8. Strategic planning

- Inventory of possible funding/grants for potential topics/theses by donors/actors, etc.
- Bigger picture for HED facilities (job opportunities, funding, national policies)

9. Online/distance learning

- Limitations - lack of direct interaction, discussion; need for more face to face contact
- High interest in video lectures and creation of visual aids/lessons/resources
- Locally accepted images to help clarify and explain concepts; balance of exchanging skills vs. different medium for course content (showing tsunami vs. overview of documents/lectures)

10. New knowledge

- Climate change (health hazards from climate change)
- Population change
- Urbanization (urban-rural linkages)

11. Recruiting outside sources/resources

- Incentives: involved in faculty research agenda and publications
- Creation of partnerships or "parental links" between universities, professors, students

12. Data/research being better translated in policy and public outreach

- Concluding seminar where students present to policy makers ("increased visibility")
- Invite policy makers to be external analyzers (read theses, analyze and create relationships with students, universities)
- Use key note speakers with student presentations, seminars

13. DRS society

- Maybe a website (Ethiopia-based) for data management especially for disaster related information
- Dissemination workshops
- Presentations of research and theses during national level conferences, seminars

Working Group 2

1. Theory and methods

A. Core competencies (skills)

- Basic computer skills
- Assessment training
- History of DRR/M in Ethiopia
 - Indigenous views of disaster
 - GoE views of disaster
- Understanding of biological hazards (e.g. livestock and crop pests)
- Hazard mapping
- Mapping and GIS
- Economics of DRR/M

- Market analysis (e.g. FEWSNET)
- Contingency planning
- Climatology and climate change

B Pedagogy

- Private sector partnership
- Non-thesis options
- Improve reliability of IT resources
- IT support training
- Automated file distribution system
- Increase frequency of face-to-face meetings
- Provide taped seminars/lectures
- Contact with local tutors
- Weeklong fieldwork sessions

Day 3

Participants were given the opportunity to visit historical and natural/environmental sites while the organisers reviewed the proceedings of the previous two days.

Day 4

Session VII. Workshop Objective 2: Identifying Capacity Building Needs Among DRS/M Research Centers in Africa

On day 4, the second objective of the workshop was the subject of discussion. The objective was to review regional capacities, synergies, and thematic foci in the Horn, East, and Southern Africa with a view to assisting the creation of a DRSSD Research Center at BDU.

7.1 Regional Initiatives and Thematic Capabilities Among DRS/M Centers in Africa

A range of very rich experiences in setting up and managing DRS/M research centres were presented from across Africa. Some of their key features included:

- Identification of a niche or research concentration (marketable ideas or solve pressing national problems). Examples are the African Centre for Food Security in South Africa and the Master of Science degree in Earthquake Engineering in Algeria.
- The need for clear vision and mission emphasised
- Evolutionary (start small, build reputation) – eg, Periperi U program managed by Cape Town University in South Africa
- Core academic and administrative staff necessary
- Ability to serve regional or national needs
- Training, research and consultancy are the principal activities
- Institutional home mainly universities but also other research centers.

The morning session began with a brief overview by Dr. John Magistro, at the University of Arizona, on a key pillar of the BDU-UA project partnership, the establishment of a regional training center in DRS/M to be located at BDU. This was followed by a presentation by Dr. Zeleke Mekuriaw of BDU on the vision, mission and key functions of the envisaged “centre of excellence” in DRS/M.

The key presenters for the session were Patricia Zweig, on the Periperi U initiative, led out of the University of Cape Town; Dr. Muthulisi Siwela, on the African Centre for Food Security at the University of Kwazulu-Natal, Dr. Christopher Oludhe, on the IGAD/ICPAC center in Nairobi, and Dr. Gabriel Kassenga, on training and research capacity in DRM at Ardhi University in Tanzania.

Presentation 1 Summary – Dr. Muthulisi Siwela

African Centre for Food Security (ACFS)

- Overview of terms/language and brief description of center (timeline)
- Vision and mission along with a map of Africa with countries associated with scholarships
- Core values and philosophical approach (linking teaching, research and policy/community engagement)
- "Transdisciplinarity" emphasis
- Four key elements
- Active collaborations (internal, external, students-staff, students-students, students - supervisors - employers)
- Discussion and centers at UKZN followed by some brief information on the programmes
- Teaching profile and curriculum (minor overview: name and credits)
- Main research foci, with supplemental areas/topics
- Comprehensive Africa Agriculture Development Programme (CAADP, www.nepad-caadp.net) regional/national center in food security
 - Coordination with the African Union as the leading center for food security;
 - ACFS is also the SADC center of excellence for Vulnerability assessment and analysis (VAA)
- Area of impact pillars
- Strategic plan - partnering with regional and national institutions and universities - creating a training center with opportunities
- Timeline of major achievements (2001-date).

Presentation 2 Summary – Patricia Zweig

Risk, Science Scholarship and Sustainable Development: Building Educator-Practitioner Networks in Africa

- Presentation of the Periperi U initiative on "partners enhancing resilience of people exposed to risks"

- Goal is to help build human capital in disaster- exposed areas, build local energies and commitments from within Africa
- PPU aims and objectives
 - Context specific capabilities: formal academic education, short course training, local research, risk and vulnerability reduction, and policy advocacy
- Institutionally challenging - non-adoption of "transdisciplinarity,"
- Francophone, lusophone, anglophone university partners; USAID donor
- PPU phase 1: 2006-07
 - Universities in SA, Tanzania, Ethiopia and Algeria
 - Aims: developing active teaching/training capacity, provide short courses in DRR/vulnerability reduction, develop undergraduate/postgraduate programmes, generate multi-national agreements
- PPU phase 2: 2008-11
 - Capacity growth - limit to 10 universities which must contribute 2-4 short courses per year, per institution
 - Undergraduate/post graduate curriculum development
 - Applied research outputs
- Challenges and obstacles
 - Identifying appropriate institutions with an activism/applied research approach
 - Different institutional hierarchical arrangements
 - Short term project durations
 - Diverse content development
- PPU project website at : www.africariskreduction.org
 - Advertisements of short courses, and translated works (three languages)

Presentation 3 Summary: Dr. Christopher Oludhe

Regional Training and Research Capacity in Disaster Risk Science/Management

- IGAD Climate Prediction and Applications Centre (ICPAC - icpac.net)
- ICPAC's strategies and operational activities
- ICPAC's products (decadal vs. monthly and seasonal products)
- ICPAC's contributions for DRR
 - Development of climate data
 - Develop framework for timely availability and dissemination of data, information, and forecasts
 - Multi-disciplinary capacity building
 - Collaborations with all relevant national, regional, and international actors
 - Development and implementation of new training programmes, curriculum
- Examples of products - "translation of climate information into sector specific risks"
- Overview of key challenges

Presentation 4 Summary: Dr. Gabriel Kassenga
Research and Training Capacity on DRM at Ardhi University

- Center details and introduction - Strengthening Tanzania Disaster Response Project (STDRP) in 1998
- DM Training Center (DMTC) created at ARU in May 2002
- Three main objectives and core functions of DMTC
- Organizational structure of DMTC
- Overview of human resources and training facilities along with details of the actual training done at the centre
- Overview of DRM masters degree programmes (M DRM, Ms DRm, Ms DRM-Engineering)
- Overview of short courses (2008-09) along with research projects (2008-09)
 - New research area is on climate change and main focus of DRM is on urban risks and mismanagement of the environment
- List of some research projects (2008-09) - title, topic, author/actor
- Advisory services (2008/09) list of products - title and for whom

Discussion/Q&A Summary

- Where are PhD and Masters students advisors located for the Cape Town program? What disciplines and/or Centers?
 - Only have two permanent members, others are "on loan" from other universities
- Short course funding through fees or alternative methods?
 - Funded by university market based prices, contractual basis for some classes. Market courses by advertising in magazines, among politicians, government authorities, and organizations at regional, national, and international levels
 - Advertise courses and suggest subsidized prices for NGOs, and some government professionals. More aggressive advertising needed to sustain centers, training, and short courses.
 - Demand driven courses should be advertised at the regional, national, and international level among NGOs. Higher prices and fees are needed to provide income/funding to sustain such centers.
- If graduates are tracked after course deployment - is there any external communication between universities/centers for students with future/current employment/opportunities?
- How do you decide to create a program? Should it focus on academics or practitioners? How do you evaluate the effectiveness of the program - how many people are able to obtain employment within the professional field of DRS/M?
 - Graduates are generally hired into private and public sectors, thus leaving a gap for university personnel. Create arrangements with government and development

organizations to ensure a balance in supply and demand – there must be an interface between policy and society (universities, government, development organizations)

- What are the qualifications for a center of excellence vs a regional, national, or international center? What are guidelines for "excellence?"
 - Need based for Southern Africa Development Community
 - Bidding process: presentations for proposals for competition for funding/title
 - Gap and lack of communication due to high turnover rate of graduates or faculty into the private/public sector.
 - BDU-UCT relationship under Periperi U - possible to visit and make visits to other African universities, though largely funding based.
 - UCT has supported two Ethiopian masters graduates along with additional resources to BDU under the Periperi U program.

In the afternoon, participants formed two groups to consider strategic issues for the envisaged centre at BDU. They were provided with discussion questions to ensure that concrete outputs were obtained. The groups presented their results in plenary which generated lively discussion.

The breakout group thematic tasks/questions included the following:

A. Outline the basic elements of a strategic plan for creation of a COE in DRS/M in Ethiopia.

Take into account the following functions of the Center:

1. Public mission and vision of the Center (generalized vs specialized focus; national vs regional; meeting needs: present vs. those anticipated in 2020)
2. Training content and methodology (what - theory, method, policy, management, other)
3. Research strategy and public outreach (how)
4. Pedagogy (distance, online, telecommunication, on-site, off-site, community-based, etc.; duration)
5. Stakeholders (who)
6. Implementation phases (when, how long)
7. Financing and fund mobilization strategy

Working Group Summary Notes

1. Specialized vs. Generalized Center

- Need a broad base due to nature of DRS/M - allow students to find their niche and specialization - bring people to a gathering point for information/data/research
- Inventory of needs - Special Advisory Committee should conduct a needs assessment of stakeholders and establish a strong relationship between SAC and the regional center
- Identify the context of hazards, especially in the context of the region and Ethiopia

2. Strategic Plan Elements

- Giving various training areas - for different actors (government, national and regional actors)
- One university/institute that can monitor/over watch DRM training
- Vision for "area of focus" - lack of coverage of pastoral areas

- Take into account regional resources along with possible stakeholder funding due to interests/partnerships/demands (eg., WFP and urban assessments)
- What kind of activities: management, short courses, research/data dissemination?
 - Build up a cadre of professionals
 - A prevention aspect
 - Short courses/training (especially to meet service needs)
 - ❖ Let the students teach vs. experts from outside the region
 - ❖ Use short courses to gain credibility and attention, then transform these courses/training into a funding mechanism
 - ❖ Scalability to work with undergraduates, post-graduates, and mid-career professionals
 - ❖ Structure short term training/courses with the constraints of mid-career professionals (politicians) in mind
 - ❖ Develop a pilot study - demonstrate transparency to stakeholders (small fees at first while a "work in progress" then increase prices as specialization and effectiveness of the center increases)
 - ❖ Incorporation of "outside" modules as "special or additional short courses through contacts and partnerships with organizations (eg, WFP), government, etc.
 - Short vs. long-term goals
 - ❖ Short-term: BDU ownership of program, minimum staff for functional/operational work, generate funds and gain credibility/attention
 - ❖ Institutional foundation, short course/training development, information trading to increase repository and knowledge capital
 - ❖ Long-term: Tap into Periperi U resources/network, some sustainable funding through short course/training

3. "Center of Excellence" - over what time frame does center get credibility and a reputation?

- Build a reputation - build up from a smaller "unit" into a more focused "center" slowly over time
- Unit - program - project - center (what/how is the transition in scaling up?)
- Unit - needs to be linked with a teaching/learning entity – they need to complement and reinforce each other – an academic entity with an attached parallel "unit" relationship/development
 - Academic training (departmental obligation by academic institution)
 - Vehicle for research/consulting
 - Development of training material - feedback loops for students and field research
 - Creation of related policy documents
 - Align the academic program with the developmental needs
- Creating linkages/partnerships by internal, external, geographical or by sector focus

- Recognizing a repository of DRMFSS (vulnerability profiles, etc.) - as it expands, BDU and SAC need to link up with this database and provide it to students and those who want access
 - DRMFSS has interest to register personnel for short classes/training (WFP, GoE also interested)
 - Inclusion of community knowledge and mobilization for research/data gathering/dissemination - "creation of feedback loops"

4. Fund Mobilization

- External funding for initial investment - short course/training development vs. investment for a "center"
 - Approach funding through short courses/training to bring in funds for creation of a "unit"
- Eventually a "unit" will become a vehicle for income generation/credibility/research
- Long-term stakeholder interest
 - Balance continued cooperation/funding vs. destroying past efforts with immediate cessation of funding
- Creation of a library/collection point of resources that national, regional actors, students, and organizations could use or rent - small short-term income generation
- Somehow manage the strong "pull from Addis" and manage, relocate donors, actors, and professionals

Day 5

The last day of the workshop was divided into two major sessions. In the morning, participants were asked to re-visit the previous days' discussion and identify unfinished business and action items for BDU and UA. The moderator provided highlights of the discussion to help the participants identify gaps. A summary of key discussion points for Objective 1 (review of BDU-UA MSc DRSSD curriculum) and Objective 2 (capacity building needs of DRS/M Research Centers) include:

1. Theory and Concepts

- Develop critical thinking and analysis
- Multiple perspectives/contemporary approaches
- Evolution of theory of risk, disasters, crises
- Standard definition of risk and how to measure it
- Linkage with other disciplines (e.g. hydrology and climate change)
- Measurement and indicator setting

2. Desired Skill Sets

- GIS, remote sensing, mapping, (GPS), statistical software

- 1st semester – basic computer skills, research methods (data collection, analysis and interpretation)
- Cost benefit analysis/managerial skills/project planning skills
- Background, understanding of basic psychology of risk

3. Justification for Theoretical and Methodological Tools

- To understand, evaluate, measure, interpret and communicate
- Comprehend holistic insight on disaster risk related problems and solutions

4. Distance Learning

- Can all/some courses be taught? How?
- Experience from USA/UK Open University
- Portal/Broadcast/webcast
- CD/DVD
- Video conferencing
- BDU or other universities guests
- Electives

5. Group Projects

- Field visits, internships
- Case studies/seminars
- Group interaction (activities)
- Individual research projects

6. Policy and Practice

- Make policy makers understand what you do
- Purpose driven research
- Engage policy makers
- Identify needs
- Use the media producing relevant stories

7. Professional Association

- Use every opportunity to invite members of risk related professional associations
- Encourage ownership of the program by the DRR community
- Promote professionalism/quality

The second session was concerned with Objective 3 - to expand and strengthen a growing international educator-practitioner network of professional cohorts in US, African, and European institutions. Participants were asked to go back to their groups with a set of discussion questions. They were asked to address the following objective, in establishing and strengthening linkages among existing and new educator-practitioner networks in DRS/M:

1. Identify common agendas for transnational collaboration in training, research, and information exchange

The group outputs were presented in plenary and discussed, and included a set of recommendations and action items:.

Working Group 1: Discussion, Recommendations, Action Items

1. External workshop participants
 - Interested in curriculum design, increased awareness of strengths/networks
2. Internal workshop participants
 - Observation of students and presentations was very helpful/informative
 - Need to strengthen official and informal networks (use contact information and continue partnerships/communication)
 - Locally, nationally, regionally, globally
 - Very interested and inspired to work with African workshop participants and colleagues
3. Organization of programs and research linkages
 - Is there any documentation on the process of structuring/evolution/foundation of programs and research centers? "How did they get where they are today?" If not, it could be a future research opportunity to document the organizational process
 - Differentiate between the different phases: "opening of door" (years 1-3), years 5-10, and document needs and interests during these time frames - discussion hasn't been clear about what can be done during each timeframe. "What's feasible to do in each timeframe?"
 - BDU ownership of transformation process of making it a sustainable program and institution; cannot be done by external partners, such as UA
 - Scholastic orientation on data/information gathering vs. client focused needs, were addressed; it is not an either/or approach, these orientations are not mutually exclusive
 - Informal networks are useful through contacts at the workshop and affiliated universities, institutes, and presenters
 - Need to establish correspondence between all participants, to create a core network of DRS/M personnel, a peer group that can assist and interact with others; strengthen the existing DRS/M professional society in Ethiopia; for sharing of research, data dissemination, peer review, collaboration, etc.
 - Need for government funding and buy in - re-energize professional organizations to advocate for government funded resources to support BDU and the existing professional society of DRS/M
4. Networking
 - How do educator-practitioner networks transfer or share resources?
 - PeriPeri U funding (at least one more year) for creation of networks with regional, and national experts through exchange visits

- Discussion of whether Periperi U networks should be utilized to develop a continent-wide conference of professionals interested in DRS/M
- Global risk foundation (next conference in May) - Increase personnel at these conferences who can speak about professional education and capacity building; this is an international opportunity to help organize experts/actors within the region
- What needs to be done to strengthen these networks?
 - Active engagement/encouragement through listservs, internet based translation services, international workshops (2-3 days), publications such as theses in new African journals (eg., JAMBA)

5. Resources

- Should African universities and research centers promote a "package approach" or a specialized, singular DRM approach ?
 - A new network of African institutions has emerged with a variety of specializations as a new approach to funding. Approach funding through educational capacity or technological development (Ford Foundation, Clinton Foundation)
 - Global facility for DRR from the World Bank -two potential tracks for funding/networking
 - Conduct needs assessments for donors as a starting point to locate resources for programs/projects
 - Need for strong links between BDU and government resources and institutions
 - Use the SAC to serve as one coordinating agent to develop awareness
 - Departmental university leadership must take full ownership/control of the program
 - National DRR conference – inform conferees that a strategic plan is being developed soon and indicate/incorporate key personnel in the planning process
 - Explore Carter Foundation as a donor resource
 - Inclusion and active engagement in Prevention Web, the "portal of portals" in DRR (preventionweb.net)

Working Group 2: Discussion, Recommendations, Action Items

1. Networking and capacity building needs
 - More networking /exchange with other African universities with disaster risk expertise
 - Improve distance learning capacity, major growth field, necessity for increasing the number of PhDs
 - Build relationships with other centers of excellence
 - Provide access to the BDU-UA project portal (rmportal.net) – private and public workspaces, extensive library, etc.
2. Expand/strengthen new or existing educator-practitioner networks in DRS/M? If so, how?
 - Establish DRS/M electronic journal of working papers administered by one of the universities in attendance at workshop.
 - MDP program a la Sachs/Columbia – UA planning to establish MDP

3. Identify topical priorities and potential areas for enhancement of training and research, capacity building in DRS/M in Africa. How to prepare a new cohort of African DR managers to face uncertainty in 2020
 - Publications relevant to Ethiopian academics' professional advancement; establish Journal of African Disasters at Bahir Dar? Electronic or hard copy? Start with electronic, use papers from program workshop for inaugural edition?
 - North – South institutional networking and relationships, e.g. British Council's Development Partnerships in Higher Education (DELPHE)
 - Future of DRM program to be determined by linkages established, especially between society (e.g. government, NGO, donors) and BDU; also will need to take active role in cultivating relationships/network with other universities represented at this workshop.
 - Knowledge generation, publications, applied research agendas, networking, community engagement.
 - Community engagement via processes such as the national vulnerability assessment (1997), taken to regional/local level – consultation with regions/stakeholders, establish vulnerability working groups; suggest this type of consultation process with BDU as lead in collaboration with GoE partner. Bring in donors after consultations.
 - How to engage society would be a good publication activity, eg., case study of Ethiopia.
 - Learn from and build upon past experience in DRS/M.
 - Research agenda focused on local (Ethiopian) perspectives of future risk, present the evidence to practitioners/donors
4. Strategies and sources of fund mobilization and donor support to strengthen educator-practitioner networks in DRS/M in Africa.
 - Leverage funding for network based on Peri Peri U model.
 - Build from network established via workshop
 - Demand for rigorous evidence-based impact evaluation.
 - Offer short-courses on demand.
 - Assess risks associated with climate change adaptation at the local level, present to the World Bank for funding.
5. Action items moving ahead, (eg., workshop publications)
 - Electronic journal
 - Access to portal
 - Market evidence-based impact evaluation, short courses
 - Abbreviated version (< 3 pages) of workshop summary disseminated to workshop participants immediately, i.e. in next few days
 - DRR program engage/collaborate with school of journalism

Closing Session

Closing remarks were made by the workshop organizers, and there was an expression of interest among the conference participants to follow up on a number of action items and recommendations listed above for the group. The immediate task will be to organize participants in a thematic working group within the BDU-UA project portal (rmportal.net) and then to begin discussion on a set of action items, including publication of the workshop proceedings and publications, and outreach to other working groups of educator-practitioners and professional associations addressing disaster risk science and management.

Workshop Evaluation Results

The moderator designed an open ended questionnaire and distributed it on the last day of the workshop. Fifteen responses were obtained. This section summarises responses for each question.

The questionnaire was divided into three sections. Section 1 was on workshop organization and process (4 questions); Section 2 on presentations and discussion (7 questions) and Section 3 was on workshop objectives (3 questions).

Workshop Organisation and Process

Most of the respondents expressed that the workshop was organized very well except the confusion over the accommodation (5 participants) and power failures (2 participants).

All respondents were happy with the style of moderation. One respondent commented that attempts were made to encourage active participation by observing from all sides. Another suggested that it may be good to change the moderator for each session.

Time was generally managed well except for (i) the poor starting time (1 participant); and poor time management for group discussion (2 participants).⁵ Only five of the respondents took part in the cultural tour visits and they found the programme relaxing, refreshing, and interesting. One respondent indicated that field visits related to DRS/M and SD would have been more informative and another suggested visits to some government offices (e.g. DPPC, MoARD, MoFED). The visit to BDU arranged by Dr. Yeshimebrat, the President of BDU, has certainly met this expectation.

Respondents had several ideas to make future similar workshops more interesting and educational. Some are listed below:

- Include a few scientific papers pertinent to the theme
- Improved use of PowerPoint presentations – they are not meant to present the full report
- Transparent selection criteria for student presenters. The opportunity should be accessible to all students.
- More use of flip charts
- Include participants from other universities in Ethiopia
- Incentives for local presenters
- Use BDU as a venue and involve BDU in note taking
- One full day break was too long and some momentum was lost. Allow half day break.
- More leadership role for BDU in the organization
- Better context setting on Day 1 (Ethiopia, the project, BDU, and the DRS/M)

Presentations and Discussion

The majority of respondents rated the quality of presentations good or very good. When asked to give examples of presentations that caught their imagination, some respondents cited the following (with rough frequency):

⁵ There are more questions on time allocation for presentation and discussion.

- Moi University presentation (2)
- University of Cape Town (6)
- Dr. Finan's presentation on "original piece of work"
- The Algerian earth quake presentation – its way of presentation, content and scientific explanation (2).
- Oklahoma presentation
- African Centre for Food Security
- IGAD Climate Prediction and Applications Centre (ICPAC)
- PeriPeri U (2)
- Research and training capacity on DRM at Ardhi University - Tanzania (2)

According to the respondents, the time allocated for presentations was generally short or too short; time allocated for group discussions adequate but not managed well; and time allocated to plenary discussion adequate. Respondents found the flow of ideas and interaction among participants both within and outside the workshop to be satisfactory. One commented that in the future "less of a lecture type and more of roundtable discussion format". A variant of this is to reduce the number of presentations and allow for more discussion and group work.

The lack of common understanding on basic disaster related concepts was also raised as one probable factor hindering free flow of ideas. Some respondents also suggested participants should make adequate preparation if they are to engage effectively. Local DRS/M practitioners such as government, NGOs and donors should be adequately represented.

Meeting Workshop Objectives

Broadly speaking, respondents felt that the objectives of the workshop as set out at the beginning of this report have been met. Some of the suggestions made on curriculum review were:

- PhD programme should start soon. The research findings of these scholars will help the development of the field.
- Good balance between science and management should be maintained.
- More frequent and coherent meetings between BDU and UA is necessary
- Elective courses should be considered
- Ethiopian Government policy direction (shift from response to DRM) should receive adequate attention in the curriculum.
- Greater consultation with African partners to share their experience

On capacity needs of DRS/M research and training center, most respondents felt that this is an area that needs further work and made the following suggestions:

- Adapt a step-wise approach: DRM curriculum => research initiative => through post-graduate program
- Clarity on strategic objective of BDU DRS/M
- Ambiguity between academic interest of "scholastic research" and needs of "practice and management". In order to resolve this, there is a need to debate the issue in different forums with extensive involvement of all concerned stakeholders

- There was too much focus on resource mobilization to establish the centre but existing capacity was not well presented and the need for the center not adequately identified.

Respondents indicated that a good start has been made on educator-practitioner networking but more needs to be done to make it a reality. For example, more representation from practitioners (government, local and international NGOs); and build on the PerPeri U model which many consider a good model.

When asked to give any additional comment, some respondents provided the following:

- Discussion initiative often taken by the “western” partners which limited the time for others.
- The Ethiopian disaster policy and strategy not presented and evaluation of past DRM policies could have informed the audience
- BDU should take action based on the ideas generated during the workshop

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Appendix C: Final Evaluation

Report: Final Evaluation

HED/USAID Institutional Partnerships Program

Institutional Capacity Building in Disaster Risk Management and Sustainable Development
at Bahir Dar University, Ethiopia

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for

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November 2011,
Addis Ababa

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I. Acronyms

ACCRA	= Africa Climate Change Resilience Alliance
ANRS	= Amhara National Regional State
BU	= Bahirdar University
CDV	=Center for Disaster and Vulnerability
DMFSS	=Disaster Management and Food Security Sector
DPPA	= Disaster Preparedness and Prevention Agency
DRMSD	=Department for Risk Management and Sustainable Development
GIS	=Geographical Information System
HED	= Higher Education Department
INGOs	=International Non-Governmental Organizations
M Sc	=Masters of Science
OFDA	= Office for Federal Disaster Agency
OXFAM	=Oxford Committee for Famine and Relief
PERIPERI U	=Partners Enhancing Resilience for People Exposed to Risk

PhD	=Doctor of Philosophy
SC-UK	=Save the Children United Kingdom
TOT	=Training of Trainers
UA	=University of Arizona
UCT	=University of Cape Town
UN	=United Nation
UNDP	= United Nation Development Program
USAID	=United States of Aid for International Development

EXECUTIVE SUMMARY

The partnership between the University of Arizona and Bahir Dar University, which began to be operational since 2007, has been an innovative intellectual enterprise that has paved the way for the professionalization of disaster risk management training and research practices at higher learning institutions in Ethiopia.

The institutional capacity of Bahir Dar University project, which was initially intended to train 4-6 faculty members of the Department for Disaster Risk Management and Sustainable Development has exceeded its target and created access for more than 38 post-graduate students to attend their M Sc training in Disaster Risk Management Science and Sustainable Development (DRMSD).

The content of the current M Sc curriculum was found highly relevant to deal with the major types of disasters that Ethiopia has been facing; namely, drought, famine, food insecurity, and environmental degradation. The revision of the current curriculum was felt timely in light of introducing new post-graduate courses on pastoralist livelihoods; natural-resources based conflict management, and food security analysis.

There are growing bodies of knowledge that are being created through the M Sc thesis works. It is important that the Department initiates the publication and circulation of selected MSC thesis series in the spirit of motivating students and young researchers and enhance their participation in the construction of knowledge base for new readers in Disaster Risk Management.

The Department for Disaster Risk Management and Natural Resources is gaining more trust and support from government departments specifically from the Amhara region and the federal DMFSS. This was partly demonstrated through the commissioning of the Department to conduct short-term trainings and have their staff to get trained in the post-graduate training program. The Department has also diversified its institutional linkages with other like-minded universities in Africa and has shown the potential to emerge as a sub continental hub for knowledge power in disaster risk management training and research.

All the institutional preparations by Bahir Dar University indicate that the Department for Disaster Risk Management and Sustainable Development can continue to run the MSC training program even if the current partnership with the University of Arizona comes to an end.

The Department strongly appreciates its current successful partnership with University of Arizona and looks forward to the opening of a new chapter of partnership with the University of Arizona to realize its road map for the establishment of the Institute for Disaster Risk Management. The future partnership with University of Arizona will highly be expected in the areas of exchange of senior research scholars; development and leadership of joint research

projects that may have international/ regional importance as well as in the establishment of the disaster risk management knowledge center.

Had it not been for the generous support of the USAID, all these impressive institutional developments of Bahir Dar University would have been hardly possible. Likewise, the future consideration of support for the Institute of Disaster Risk Management by USAID is appreciated to realize the ambitious plan of Bahir Dar University to upgrade its Department to a full-fledged Institute that aspires to be the premier institute for the training, research and outreach services of disaster risk management in the country and at sub-continental level.

I- Introduction

1.1 The Context

Ethiopia is the second most populous African country with a total population of 84 million in 2011. The population is expected to increase to 94.5 Million in 2015 reaching 106 million in 2020 (World Population Bureau, 2011). Ethiopia was ranked 11th out of 233 countries and other political jurisdictions, in 2010, in terms of its vulnerability to physical climate impacts, and in terms of overall vulnerability (UNDP , 2011). Majority of the Ethiopian population are dependent on subsistence farming (around 75 percent) – almost exclusively small-scale

and rain-fed – and livestock rearing (10 percent). Oxfam,(2010).

Like most other countries in Sub-Saharan Africa, the country is prone to disaster risks of natural and anthropogenic origins. Since the early 1980s, the country has suffered seven major droughts – five of which have led to severe food insecurity – in addition to dozens of local droughts (World Bank, 2010). Common disasters in recent decades include drought that led to famine, diseases, environmental degradation and conflicts, which have disproportionately affected most vulnerable groups such as women, children, elderly and people with disability.

This is further exacerbated by the negative impact of climate change. The global rise in temperature for Ethiopia would mean that already dry areas will become even more arid and have less water availability, leading to decreased food production in areas that already produce too little to sustain their population.

Climate change can also lead to irregular weather patterns, whereby it will translate, for instance, in flooding in places where in the past only droughts were experienced. The normal rainy seasons are becoming less regular and, therefore, less reliable. As a result, farmers and pastoralists would find it increasingly difficult to plan and sustain their livelihoods from agriculture and pastoralism.

Climate change will also contribute to worsening health conditions in Ethiopia. Less food and less water mean less healthy people. Moreover, floods can increase the incidence of malaria and other vector borne diseases. This is especially a challenge for areas that until recently did not encounter floods and malaria and, therefore, have no established coping mechanisms.

In order to deal with these challenges and potential threats, the country has taken significant policy measures to reduce communities' vulnerabilities and increase their capacities to respond, prepared for and mitigate human and natural disasters.

It was against this background that Bahir Dar University, one of the national universities in the northwestern part of the country, took the initiative along with the Amhara Region Food Security Coordination and Disaster Prevention Office and the then Institutional Support Program of Save the Children Canada /SC-UK to develop the first ever undergraduate degree program on Disaster Risk Management and Sustainable Development in 2005. The Department of Disaster Risk Management and Sustainable Development (DRMSD) was instituted under the College of Agriculture and Environmental Sciences which consists of six other Departments including Water Resource Management, Rural Development, Natural Resource Management, Crop Production Management, Animal Production and Technology, Fishery and Wetland Management. Ever since, the Department has conducted training and research through its regular, evening, distance learning and summer course programs for a total of three cohorts of 137 undergraduate students.

The undergraduate program at Bahir Dar University was upgraded in 2007 with the introduction of the Master's degree program through a partnership with the University of Arizona and funding from USAID. The M Sc. curriculum was structured broadly to develop the skill to assess the underlying vulnerabilities of different livelihood systems and contribute to the National Poverty Reduction Strategy and the priority three of the Hyogo Framework for Action. This program has been providing graduate training for faculty at BDU through a combination of face-to-face interaction with UA counterpart faculty as well as distance-learning through a web-based portal, owned by USAID and co-managed by UA. The program has developed a 12-module graduate curriculum and established a distance-learning platform that has been complemented by faculty exchange between UA and BDU. The portal has also been in place to manage the knowledge resources needed for the successful completion of the graduate program.

The partnership agreement will come to an end on December 2011 and this evaluation was commissioned by UA/ USAID to review the results and the outcomes of the partnership, which are outlined as follows.

1.1- The evaluation

The partnership between the University of Arizona and Bahir Dar University was aimed at contributing to the overall goal of building the institutional capacity of Bahir Dar University

by enabling it to be the center for the training of postgraduate professionals in the field of Disaster Risk Management Science and Sustainable Development (DRMSD), and establishing a sustainable regional training center for disaster management research. The partnership has specifically been working towards achieving the following revised change objectives:

- *Develop postgraduate curricula for MA degree programs and facilitate training of Ethiopian scholars in disaster risk management and sustainable development;*
- *Establish a system of distance teaching mechanism and knowledge management that will serve as a repository of information on DRMSD for training and research purposes; and*
- *Facilitate the creation of a regional center of excellence on DRMSD to provide educational outreach and ongoing research programs.*

The M Sc program in Disaster Risk Management and Sustainable Development is institutionally located in and hosted by the Department of Disaster Risk Management under the College of Agriculture and Environmental Sciences, Bahir Dar University. The original curriculum for the M Sc program was designed by the University of Arizona in consultation with Bahir Dar University and other stakeholders as a set of on-line courses administered through a “Learning Management System”, part of USAID-funded natural resources portal (www.rmportal.net). The post-graduate MSc program was set to have a two years duration including its thought course works and thesis based research outcome.

The partnership also envisioned the establishment of a Regional Center of Research and Outreach Services (CROC) in Disaster Risk Management, with strong institutional affiliation to the instructional program.

The design of short-courses and training of disaster management workers serving for government, INGOs and UN agencies was also proposed as an outreach mechanism to maximize outreach and professional services in Disaster Risk Management and Sustainable Development.

USAID and the University of Arizona have commissioned this evaluation as the current terms of partnership in institutional capacity building of Bahir Dar University will come to an end in December 2011.

1.2- Purposes of the Evaluation

The purpose of this final evaluation is to review the history, effectiveness and efficiency of the partnership as well as assess its pedagogical methodology, outcomes of the MSc program and its impact on Ethiopian society. Specifically, the Consultant was entrusted with the responsibilities of identifying the strengths and limitations of the design, the approach, and the implementation of the partnership, particularly in relation to the operation of the MSc program and the Research Center. The Consultant was also requested to provide insights into prospective success of the transition process and identify strategies for growth and funding as BDU assumes full responsibility for the running of the MSc coursework, advising of post-graduate students and operation of the Research Center.

1.3- Evaluation Approaches and Duration

The Consultant employed various approaches to conduct the evaluation. It used **secondary data** sources including the review of the current 5-Year Strategic Plan and the Road Map for the establishment of the Disaster Risk Management documents. The Consultant also reviewed the finished theses works of Cohort One and Two graduates and the thesis proposals for the Cohort three students in pursuit of assessing the quality and professionalism of these outputs.

Focus Groups - Discussions and individual key informant interviews were also conducted with key stakeholders including USAID staff, BDU staff, UA staff, MSc graduates/ students, the Special Advisory Committee, Government of Ethiopia, especially DRMFSS staff and regional DPPO staff, NGOs, and professors from Bangladesh and the Philippines.

Individual/ Key Informant Interviews- In-depth discussions were conducted with prominent individuals within and outside of the Department/ Faculty.

The fieldwork and other data collection processes for the evaluation were carried out from 20 August through 4 October 2011 involving field visit, focus group discussions and individual interviews both at Bahir Dar and in Addis Ababa. Briefing was given to HED/USAID, BDU administration, and the Special Advisory Committee members with the view of nurturing the analysis. The consultant benefited from the comments given during the briefing sessions to nurture his analysis and improve his evaluation report.

II- Analysis, Emerging Issues and Key Findings

2.1- Review of the Masters of Disaster Risk Science and Sustainable Development Training

As explained at the outset, the Masters of Disaster Risk Science and Sustainable Development program is composed of 8 thought courses and a field-based thesis work for a total of 30-credit hours out-laid for four semesters over duration of two years. The details are presented in the following table as follows.

Table 1- Distribution of Courses for Masters of Disaster Risk Science and Sustainable Development

		Year 1, Semester-1	
S.N	Course code	List of Courses	Cr. Hours
1	Drss 601	Conceptual Understanding of Disaster Fundamentals	3
2	Drss 611	Political and Institutional Environment	3
3	Drss 621	Sustainable Development and Conceptual Application	3
		Total Credit hours	9
		Year 1, Semester-2	
S.N	Course code	List of Courses	Cr. Hours
1	Drss 632a	Qualitative Research Methods	3
2	Drss 632b	Quantitative Research Methods	3
3	Drss 642	Methodological Application of Disaster Research	3
4	Drss 652	Management of Disaster Risks	3
		Total Credit hours	12
		Year 2, Semester-1	
S.N	Course code	List of Courses	Cr. Hours
1	Drss 763	Program Design and Proposal Writing	3
		Total Credit hours	3
		Year 2, Semester-2	
S.N	Course code	List of Courses	Cr. Hours
1	Drss 774	Thesis Research	6
		Total Credit hours	6
		Grand Total	30

The consultant has reviewed the relevance, the course delivery mechanism, the impact of the training, and the sustainability of the program. The key findings of the reviews are presented as follows:

2.1.1- Relevance

All the interviewed stakeholders and focus-group discussants agree that the course work under the MSc program in Disaster Risk Science has equipped students with the relevant knowledge and skills required to manage regional and national disaster risks in the country. Interviewed students from all the three cohorts confirmed that the MSc program has enabled them to have the

required knowledge set in contemporary concepts and analytical frameworks, competence in analyzing international and national policy instruments and examining institutional arrangements, as well as skills in qualitative and quantitative research methods.

It was reported that the main focus of the course and the thesis work have so far been on disaster risk related to drought and food famine studies, vulnerability analysis of highland rain-fed subsistence farming and rural livelihoods. While this is, indeed, one of the priorities and relevant subjects of the study in light of the need for managing drought vulnerability and food insecurity in Amhara region and the country at large, all the stakeholders have identified the lack of sufficient contents on courses that deeply deals with pastoralist livelihood systems and human caused disasters (specially natural-based conflict management). Therefore, they have suggested the incorporation of full-fledged courses or modules on pastoralist livelihoods; natural-resources based conflict management, and food security analysis on top of the current courses being conducted by the Department.

It was disclosed by all the respondents that the delivery of master-courses on qualitative and quantitative methods is very critical to master the application of scientific methods and approaches in disaster risk management. Although the course was delivered over two semester periods for a total of six credit hours; all the three cohort students agree that the delivery of the course was not meeting their expectations. Except for the first cohort students, it was disclosed that the course delivery lacked in-depth analysis and application of scientific methods and tools, which are highly relevant and important for the study of famine based food security situations. They pointed out that analysis such as hazard profiling; risk mapping household food analysis, and nutritional survey were not dealt sufficiently, except in the first cohort, during the offering of the courses on both qualitative and quantitative methods. In addition, the use and application of GIS for disaster risk management, basic exposure to the utilization of remote sensing, climate change forecasting and modeling were identified as areas for improvement during the delivery of the research method courses.

Moreover, all the three cohort students have underlined that they would have preferred their research method courses and some of their courses to have been accompanied and backed up with field 'station' works and practical field assignments. This was somehow attempted during the delivery of method course for the Cohort I students but could not be sustained during the 2nd and the 3rd cohort students partly due to shortage or the timely assignment of qualified instructors

who could facilitate field-based and disaster risk oriented methods and equally true was the presence of budget constraints for such tasks under the partnership/ the Department. On a similar front, it is advisable to set criteria for students to take compulsory courses in basic statistics and/or research methods before joining or upon their admissions to this post-graduate training program.

2.1.2- Review of the utilization of the Portal System.

The introduction of the “Learning Management System”, portal (www.rmportal.net), was found highly useful to unlock the gate of knowledge and create access for several post-graduate students who otherwise could have limited opportunities to access post-graduate training due to their remote work locations. The open, distance based, online system has, therefore, resulted in creation of growing demands for the post-graduate training by hundreds of experienced practitioners who annually expressed their motivations and filed their applications for admission. All the interviewed post-graduate students confirmed that the reading materials and additional references, which had been loaded on to the portal system, were diverse in contents and highly relevant for taking the courses (Quizzes, Assignments, Examination) and undertaking first hand research works (including Seminars and Presentations). On the other hand, the interviewed students underlined the importance of updating the list of references and accessing e-documents on regular basis. This shall be given closer attention as the University of Arizona is phasing out from taking direct management responsibility for the administration of the distance learning portal system.

Focused Group Discussants notably the post-graduate students outlined the challenges related to the use and application of the portal system. Most of the interviewed students reported their frustration over the poor internet connectivity and frequent power interruptions, which impeded the timely submission of their assignments and written tests. Although this challenge was out of the control of both universities and it was the reflection of the low-level of the country’s telecommunication and power transmission infrastructural capacity; the students suggested the need for having back-up systems, the introduction of alternative power sources (mainly solar panels) within the Department and the flexibility of the tutors to administer written assignments off-lines as alternative interim measures.

While having the portal system allows the participation of various supervisors and course tutors from several distant locations; the availability and the timely engagement of scholars from various universities including University of Arizona was sometimes and reportedly difficult during the third and the second cohort students than the first cohort students. Although the Department of DRM, Bahir Dar University, has taken progressive steps to identify and assign scholars from within the country for face to face course work and backing-up of the portal course delivery system particularly for the second and the third cohort students; the Department is advised to make a more-proactive work and advance arrangement of teachers/professors than the current pace in order to accomplish the course work and undertake the thesis supervisions within the intended two academic calendars of Bahir Dar University. In this regard, the recent arrival of the PhD graduate instructor and the possibility of having another PhD graduate in 2012 were felt by the Department as positive prospects towards overcoming the shortage of instructors. Exchange or placement of senior scholars from other universities including University of Arizona can be seen as potential collaboration area beyond this partnership period as well.

Another critical point which was identified as the shortfall of using a complete portal-based teaching system was the challenge of maintaining good quality standards in comparison to face to face class-room teaching. It was disclosed that there were some students who have never been shown up to physically attend the face-to-face tutorial courses during the first two cohort periods yet they managed to graduate from the Department. Definitely, these students have missed peer to peer experience sharing, immense academic debates and assignments, which could not have been compensated by sole studies and virtual participations. In order to allow extensive access to those MSc students in need of post-graduate education, on the one hand; and maintain the required quality and standards of the qualification, on the other; focus group discussants suggested that criteria for minimum period of face-to-face class attendance need to be in place. Given the experiences from other universities, it was suggested that a minimum of 6-8 weeks of duration shall be set as a minimum criteria of class attendance over the two years period of the MSC course for a student to qualify as a graduate. In addition, a minimum two years of services before joining the MSC Program was suggested to be set as an additional eligibility criterion for admission to this distance based education system on the ground that those students with practical experiences can reduce the concerns of not maintaining quality.

2.1.3- Review of the Thesis works

It is evident that thesis work is one of the post-graduate academic requirements that can show the intellectual ability of students to undertake research and deal with research problems that have scientific and practical values. It is encouraging to note that one of the main components of the MSc program at Bahir Dar University is the thesis work and the development of professional skills in research, scientific writing, leadership and service. The Department was able to promote post-graduate research to strengthen disaster risk reduction knowledge base to inform local/national policy development as well as humanitarian action. The review of the thesis work was conducted by external and internal examiners against the criteria of conceptual/methodological analysis, professional presentations, and ability of thesis defense.

Review of the MSc thesis of students of Cohort 1 and 2 indicated that the following master thesis were conducted and completed.

- Drought Vulnerability and Public Response in Gidan Woreda of North Wollo Zone
- Investigating Factors that Predict community Vulnerability to Urban Fire: the case of Bahir Dar City
- People's Vulnerability Dimensions to Disaster Risk: the case of Flooding in Adama descript
- Flood Risk Perception in the Low-Lying Kebele's of Libokemkem district, South Gondar Zone
- Vulnerability of Female-Headed Households in Achieving Household Food Security in Amhara region
- The Impact of Awarded Model Farmers on Other Farmers in Achieving Household Resilience
- Spatio-Temporal Nexus Among Changes in Vegetation cover, Drought and temperature in Local Contexts,
- Flood Trends and Household Livelihood Security Risk Assessment: the case of Fogera, ANRS, Ethiopia
- Urban Flood Perceptions in Kebena and Bella, Addis Ababa
- Ethnic Conflicts and their Impacts on Livelihood System: Focus on Frequent Ethnic Conflicts
- Impact of Deforestation on Coffee Based Livelihoods

- Evaluating the Effectiveness of Productive Safety Nets Program in Assuring Food Security

One can note that a range of topics have been dealt through the thesis work so that the prospect for the construction of a knowledge base is already on track. The review of the thesis documents also indicated that most of the students have focused their studies on vulnerability and hazard causes. Only two students have identified topics out of the food security and analyzed urban risks and flood situations. Given the regional and national vulnerability context, the topics can be cited as relevant.

All the thesis works have more tendencies for exploration of site-specific food insecurity situations than examining issues that transcends specific locations. The thesis works are also more descriptive than analytical in their natures. There were limited capacities in relating empirical data to theoretical perspectives and conceptual frameworks.

While it is encouraging to learn about the growing trends of research in disaster risk management themes, the consultant has noted the existence of vast rooms for improving the quality of the thesis works through diversifying the research agendas and priorities, enhancing the collection and analysis of strong empirical data and cross-examination of theories and conceptual frameworks. Various factors were identified to have contributed to the limitation of existing thesis works. First, there were limited funding opportunities for the post-graduate students to undertake in depth and vast research topics although some grants were made available by UNDP and Cord Aid through the Bahir Dar University National Advisory Committee unlike many universities in Ethiopia and even other faculty members within Bahir Dar University. Second, the Department, like most departments in Ethiopian universities, does not have yet developed research strategies and institutional capacity to systematically co-engage the department staff and prospective post-graduate students in research works. Third, it was difficult to find sufficient number of qualified scholars that can easily make their advisory services available for thesis supervisions and examinations of the thesis works. Fourth, neither the Department nor the Faculty have systematic process and the necessary institutional arrangement to define and engage their vast number of stakeholders in identifying research problems, setting research agendas and resourcing research projects. This, inter alia, calls for the creation of the necessary institutional

arrangement, the establishment of small research grants; development of pool of scholars for advising, supervising and examining thesis works.

Another important area for improvement is the fact that the Department needs to work more on the dissemination of these research findings and other related information to relevant stakeholders than its present scale. To this end, the allocation of financial assistance during the design of the Partnership could have been thought in light of enhancing the publication of these materials and their dissemination to other users. At least, the publication and circulation of selected MSc thesis series could have been done in the spirit of motivating students to produce best papers and start the generation of knowledge in reading formats for future researchers in Disaster Risk Management. The publication of thesis paper series and the crafting of disaster risk management regular seminar sessions at the Department level are, therefore, suggested as the potential area for improving the research and knowledge dissemination arm of the Department in the future.

2.1.4- Impact/Meeting the needs

As this program is the first of its kind in a country that has been hit by disasters, it has made a breakthrough in professionalization of the disaster risk management science in Ethiopia. The Program has so far created access to 78 post-graduate students to attend their post-graduate studies with a very nominal cost since its establishment in 2007. According to the Department, 13 (all male) students had graduated in its first cohort in 2009, while most of (10) the post graduate students out of the second cohort (10 male and 4 female) students completed their thesis research works and expected to fully graduate this year. The third cohort (10 male and 1 female) post-graduate students were still in their second year first semester work; while the admission of 20 new post-graduate students (16 male and 4 female) was announced for the fourth cohort program at the write up of this evaluation report.

The impact that the Department has created can also be seen in light of the ever growing and increased demand for prospective students who expressed interest in joining the Department. Focused Group Discussants from the Department revealed that the demands for the MSc Program are growing year after year at the time when the demands for some disciplines even within the Bahir Dar University are gradually diminishing. The Department estimated that it could only admit about 13 percent of the total eligible applicants who were in dire need of attending the MSC course due to its limited capacity. While this pool of demands had created

greater opportunity for the Department to select the best students among the list of applicants; it also recognized that such demands can be one of the sources of motivation for the Department to gradually strengthen its capacity and widen its admission capacity without losing the quality of its teaching and research services.

On the other hand, interviewed post-graduate students and teaching staff members of the Department have disclosed that they have made positive impact within the faculty and the university community in light of promoting the disaster risk management science as a theoretical discipline in its own right. They recalled that significant numbers of faculty and other university members, notably at the inception stage of the program, had wrong perceptions about the subject and they were questioning the importance of such a discipline. There were times when some of their colleagues within the faculty were showing their professional bias to produce plant scientists who are experts in producing crops than disaster management professionals, whom they dubbed them as relief food distributors. It is interesting to observe that considerable number of interviewed faculty and department members reported that this negative professional bias to the graduate of disaster risk management has gradually been withering away within the faculty and the university circles. Even some have begun to appreciate the training, the research and outreach services being conducted by the Department. Interviewed teaching staff also recalled that prior to the inception of the project, only a few number of College and University Staff understood the essence and the added values of Disaster Risk Management science. Ever since the partnership was enacted, there have been strong evidences of improved understanding and increased interdepartmental collaborations within the College of Agriculture and other Facilities at Bahir Dar University.

Another indication of trust and confidence in the resources of the Department has been observed through the outsourcing of assignments to the Department by DMFSS, ACCRA and other INGOs like Cord Aid and Oxfam Canada. These institutions have entered short-term partnership or business deal with the Department to design and offer short-term course modules for their respective staff that are deployed across the country for the implementation of disaster risk management projects at grassroots level.

2.1.5- Reflections on the Research Center and Outreach Services

One of the significant undertakings in the research and outreach services was the conducting of an international conference, which was held at BDU, to bring the new Center into the national limelight and provide the opportunity to present faculty research. Most of the interviewed staff from BDU indicated that this conference has created opportunity to get in touch with other international universities as a national leader in disaster prevention and mitigation and distance/web-based learning. However, this conference did not yield visible results in relation to the research and outreach functions of the Department. Both the Department and the University of Arizona did not set follow-up actions to continue to establish research or outreach links with the scholars in attendance of the conference either at personal or institutional level. Interviewed staff from University of Arizona pointed out that high-turnover of senior academic staff including the Vice Presidents, the Faculty heads and the Disaster Risk Management Department Heads of Bahir Dar University had created a huge rift in leadership that, in turn, slowed down the process for driving the research and out-reach change objectives. It was mostly in the past two years, when the current Department Head came on board, that the University of Arizona could be able to smoothly and consistently get the engagement of Bahir-Dar University.

On a parallel front but with similar mission, the Department seems to have succeeded in strengthening its partnership with other eight USAID/OFDA funded universities across east, central and Southern Africa, notably the University of Cape Town on the establishment and/or development of sustainable capacity to provide short courses related to hazards and risks.

Accordingly, the Department has enabled three of its teaching staff members to attend the TOT for short-courses delivery at UCT. This was found highly relevant to gain experiences and share lessons from other like-minded higher educational institutions in Africa as well as to complement to the strategic aim of this partnership.

Subsequently, it was encouraging to note that the Department has already taken this matter as part of its core-business and it has now a firm plan to enhance the competences of practitioners, managers or development workers to effectively integrate disaster risk management into their development programs and policies.

It was disclosed that the Department has assigned its staff to design and produce short-courses with the intention of enhancing comprehensive approach to disaster risk management, encouraging policy makers and planners to mainstream DRM in their specific sectors, facilitating networking among different DRR actors, promoting public awareness in disaster risk reduction and management methods; and improving the use of modern technologies for hazard/risk forecasting and early warning system.

In addition to the course preparation, the Department has conducted inventory of institutions that offer disaster risk management related trainings and the nature of the course that they offered at national level. It has also conducted stakeholder's training need assessment and begun the development of short-courses and modules.

At a national level, the Department has entered an agreement with Disaster Risk Management and Food Security Sector of the Federal Government of Ethiopia and obtained financial assistance from UNDP to develop training modules on Conceptual understanding of disaster risk management, Disaster Risk Frameworks and Assessment Tools, Disaster Risk Management in Ethiopia, Food Security and Disaster Risk Reduction, Disaster Risk Management and Sustainable Development, and Mainstreaming Disaster Risk Reduction in Development Planning.

Such partnership is a turning point in the history of the Department and even other higher learning institutions in Ethiopia, which demonstrated effective partnership with government and donors on improving human resources capacity in disaster risk management at large. The Department shall strengthen its human resources and technical expertise on this front in view of huge potential needs for short-term training of government and non-governmental staff in the country.

2.2- Sustainability

2.2.1- Institutional linkages and Sustainability

One of the sustainability indicators for the continuation of this partnership is the presence of sustained actions and sense of ownership by the host organization, the Bahir Dar University. Although the University was challenged in the past few years by high-turnover of its senior academic staff including the Vice Presidents, the Faculty heads and the Disaster Risk Management Department Heads, the evaluation disclosed that the current leadership of Bahir

Dar University has expressed its commitment to own and run the MSc training program by already allocating budget for its teaching and administrative support staff and making teaching space available for the post-graduate program. During the evaluation process, the University senior officials including the President have expressed their conviction to even upgrade the Department to an autonomous Research Institute, under the auspicious of the Vice President for Academic Affairs, and make it serve as a premier higher learning institution that can lead the training, research and outreach services of disaster risk management in the country. To this end, a road map was drafted and some discussions were underway to develop a concrete plan for the establishment of the Institute of Disaster Risk Management(IDRM). The proposed IDRM will be a non-profit academic and research institute for encouraging, sponsoring and promoting multi-disciplinary academic, basic and action research aimed at promoting and sharing the comprehensive knowledge on the risks, hazards and vulnerabilities of disaster- affected people of Ethiopia and other African countries. The Institute will also address the challenges and risks of marginalized groups. In addition, it will promote world standard academic knowledge, research activities, and outreach services in preventing, managing and mitigating risks of disasters as well as building coping and adaptive capacities to address vulnerabilities in a more meaningful and scientific way. Moreover, it will act as the ‘think tank’ for the policy makers, planners and programme implementors on DRM.

Though much remains to be done in the realization of this initiative, the intention is marvelous in a sense of putting the disaster risk management training, research and outreach services at the right location to mobilize interdisciplinary team and work for center of excellence in disaster risk management at a country and Horn of Africa levels. The Department, Bahir Dar University and the University of Arizona in collaboration with USAID and other potential development partners shall see this as the new horizon of their partnership and need to work in common spirit to elaborate, fund and implement the road map.

2.2.2- -The Presence of Support Group for the Department

A national advisory committee that consists of NGOs, UN agencies, USAID and DMFSS was established to give institutional support and facilitate linkages with the Department for Disaster Risk Management and Sustainable Development.

Although the committee did not conduct its regular sessions as it hoped, the members think that it has played significant role in creating greater visibility for the Department at a national/ federal level. It has also created the necessary linkages to facilitate the availability of thesis research funding notably for the Cohort II students, who were under difficult funding situation to complete their thesis works.

Interviewed committee members still believe that the committee will have greater added value for the Department in the implementation of its future road mapping particularly by facilitating the active engagement of donors, policy makers and INGOs in technical and financial mobilizations. Such institutional arrangement shall, therefore, play positive roles and serve as a spring board for linking the Department / BU level to policy makers, practitioners and donor communities in the near future, too.

2.2.3- Presence of Institutional Plan for Engaging the Department for Disaster Risk Management and Sustainable Development

There are evidences that demonstrate that the Federal Government of Ethiopia/ Ministry of Agriculture, Disaster Risk Management and Food Security Sector has already contracted BU to work on the design and delivery of short-term training modules. This is a new trend and an encouraging move for fostering effective partnership with government and improves human resources capacity at large.

The consultant observed that both the Amhara region and the Federal DMFSS eye on the Department and consider it as the first and sole resource center for professionalization of disaster risk management and sustainable development work in line with the National Disaster Risk Management Framework.

While such good intentions are positive sign posts for partnership, the Department for Disaster Risk Management and Sustainable Development at Bahir Dar University shall strive to meet the level of expectations raised by DMFSS through maintaining quality professional services and handing the deliverables within agreed timetables. This may require the Department to look inwards and strengthen itself in relation to the composition and the profile of its team members, who have been engaged in the designing and writing up of the modules for short-courses and the delivery of these short-term courses to experienced disaster risk management workers.

2.2.4- Presence of Institutional Linkages and Affiliations with other universities

In the course of this partnership period, the Department for Disaster Risk Management at Bahir Dar University, notably through its current Head of the Department, has managed to diversify its collaboration with different universities within and outside of Africa. In this regard, the partnership between Bahir Dar University and the University of Cape Town was elevated to a higher level due to PERIPERI U (Partners Enhancing Resilience for People Exposed to Risk) Project and the subsequent signing of a memorandum of understanding in 2009. The PERIPERI Project, funded by USAID/OFDA, has had an overall objective of building sustainable and multifaceted capabilities of the Department and enabling it to contribute towards reducing disaster risk and vulnerability in the country. The specific focus areas of the Project were reportedly to enhance the capacity for the Bahir Dar University to provide at least one-two short courses annually (in disaster risk management, community based disaster risk management, and food/livelihood security); establish and/or develop within each unit/programme of either undergraduate and/or graduate modules related to reducing/managing the risk and vulnerability profile of the country; and generate applied research outputs by each unit/programme related to the risks and vulnerabilities of the country.

Furthermore, the partnership with PERIPERI U created scholarship opportunities for two graduate assistants to attend their master's degree training in Disaster Risk Management at the University of Cape Town. The newly graduated professionals have completed their studies and returned back to the Department at Bahir Dar University. The interviewed teaching staff have expressed their satisfaction with the scholarship arrangement and underlined their key role in filling the gap of teaching and research staff.

It was disclosed that the creation of partnership with other universities through this project has strengthened collaboration and enhanced exchange of knowledge among professionals. For some of the teaching staff and the senior management members of the University, the project was an eye opener and a first exposure to the subject of disaster risk management.

The Department has also developed the Framework of Collaboration with Universitat Jaume I (UJI) in late December 2010 to strengthen the Centre for Research and Community Service in Disaster Risk Management, thereby, to improve food security and agricultural productivity in the Amhara National Regional State. The signed cooperation framework is also aimed at assisting the Department in the establishment of a disaster risk science and food security research and training institute.

The Department has also reached agreement with the Centre for Disaster and Vulnerability Studies in Dhaka University, Bangladesh and the Philippine Association of Tertiary Level Institutions in Environmental Protection and Management which is a Consortium of Universities in the Philippines to collaborate in the Establishment of the Institute of Disaster Risk Management at Bahir Dar University.

In light of the above institutional arrangements and the presence of diversified linkages with other institutions, there is a strong indication for the sustenance of the MSc Program, which has been initiated by University of Arizona even if the current project comes to an end. There are newly emerging collaboration areas that can expand the horizons of partnership with the University of Arizona and USAID in the future. In this context, Bahir Dar University seeks to strengthen its institutional linkages with the University of Arizona in the realization of the Road Map for the establishment of the Institute for Disaster Risk Management. This is highly pronounced in the areas of exchange of senior research scholars, leadership in coordination of research projects that have international recognition and the management of disaster risk management knowledge center.

2.2.5- Financial Sustainability

It is imminent that even if there are good institutional arrangements, they cannot be translated to practice and could not bear fruit without the necessary financial resources. In this regard, the

evaluation disclosed that there is a commitment from the senior figures of the university to allocate budget for salary and the day-to-day activity of the staff. However, shortage of experienced expertise in the subject area, collaborative relations and assistances are very crucial to start-up of the program, which financially would cost as much as 650,000 USD annually for the coming three years of the establishment period if the newly proposed Institute for Disaster Risk Management to be realized. It is encouraging to note that Bahir Dar University/ the Department has recognized their financial constraints and intended to mobilize funding for their different program components through diversifying their sources of partnership with different donors and institutional funders notably creating strategic alliance with USAID and expand areas of collaborations with UNDP and other INGOs. This plan needs to be further crystallized and materialized. The development of a fund raising strategy and solid project proposal for partnership needs to get underway without further delays.

3-- Conclusion and Recommendations

The partnership between the University of Arizona and Bahir Dar University was initiated in 2007 to contribute to the overall goal of building the institutional capacity of Bahir Dar University and enable it to be the center for the training of postgraduate professionals in the field of Disaster Risk Management Science and Sustainable Development (DRMSD), and establish a sustainable regional training center for disaster management research.

As this program is the first of its kind in a country that has been hit by disasters, the Partnership with the University of Arizona has made a breakthrough in professionalization of Disaster Risk Management Science at a Master's degree level not only at BU level but also at a country and even sub-continental level in Africa.

The Partnership was instrumental to strengthen the institutional base of the Department to offer MSC training through long-distance and portal supported system.

The Department has made positive impact within the faculty and the university community in light of promoting the disaster risk management science as a thought discipline in its own right.

The content of the current curriculum was found highly relevant to the disaster risk profile and type of vulnerabilities that the country has been facing. The MSc program has enabled post-graduate students to have the required knowledge set in contemporary concepts and analytical

frameworks, competence in analyzing international and national policy instruments and examining institutional arrangements, as well as skills in qualitative and quantitative research methods.

Critical research topics have been identified, studied and dealt through the thesis work so that the construction of a knowledge base is in progress.

There are indications of trust and confidence in the professional services of the Department as the Department has been commissioned assignments by DMFSS, ACCRA and other INGOs like Cord Aid and Oxfam Canada.

The current phase of the partnership has created a fertile ground for the BU to network with other like-minded universities across Africa and to cultivate its institutional ambition to emerge as a sub regional hub in disaster risk management field with more focus on food security and rural vulnerabilities. The BU also acknowledges the emerging specialization of other universities like Conflict Management in Uganda and Urban Risk Management in South Africa, the University of Cape Town. These specializations will enhance purposeful complementarities across the universities in the continent of Africa.

All the institutional preparations indicate that the Department will continue and sustain the initiative of the BDU in delivering the MSc program by availing the required staff and relevant curriculum even if the current partnership with the University of Arizona comes to an end.

The draft road map for the establishment of the Institute of Disaster Risk Management is a marvelous idea in excelling the disaster risk management training, research and outreach services at a country and sub-continental levels.

The BU advisory committee has been serving as a support group for the Department in the implementation of its future road mapping particularly by facilitating the active engagement of donors, policy makers and INGOs in technical and financial mobilizations.

Nonetheless, the Department has not been without challenges. All the stakeholders have identified the insufficiency of contents on courses that deeply deal with pastoralist livelihood systems and human caused disasters.

The offering of the MSc course , arguably after the first cohort of students, lacked in-depth application of the scientific methods and tools relevant for the study of famine based food security analysis such as hazard profiling, risk mapping, household food analysis, and nutritional survey.

The Partnership did not go that far in relation to delivering concrete research and outreach functions except holding an international conference that brought international experts from different walks of life.

The road map for the establishment of the Institute for Disaster Risk Management needs further elaboration, detailed implementation plans and serious financial back-up.

Recommendations:

In light of maximizing the impact and ensure the sustainability of current partnership, the Department at Bahir Dar University is advised to:

1. Undertake a review of its current courses in light of introducing new courses on pastoralist livelihoods; natural-resources based conflict management, and food security analysis.
2. Introduce the use and application of GIS for disaster risk management, enhance the utilization of remote sensing, strengthen climate change forecasting and modeling in the delivery of the research method courses.
3. Strengthen the current research method courses delivery through more field ‘station’ works and practical field assignments.
4. Ensure the continued utilization and administration of the portal system being hosted by USAID when the University of Arizona ceases its partnership.
5. Assure the quality of the distance based MSc distance course by setting, a minimum time limit for post graduate students to attend compulsory class. In addition, the enforcement

of a minimum of two years work services before joining the MSC Program as one of the eligibility criteria for admission to this distance based education system on the ground that those students with practical experiences can reduce the concerns of not maintaining the required quality.

6. Initiate the publication and circulation of selected MSC thesis series in the spirit of motivating students to produce best papers and start the construction of knowledge base for new readers in Disaster Risk Management.
7. Continue and strengthen its strategic partnership with the University of Arizona and USAID in light of the realization of the Road Map for the establishment of the Institute for Disaster Risk Management. The future partnership with University of Arizona needs to be cultivated in the areas of exchange of senior research scholars, development and leadership of joint research projects that may have international/ regional importance as well as in the establishment of the disaster risk management knowledge center.
8. Step up its efforts to mobilize scholars primarily from the country and transitionally from outside of the country to sustain the training, research and outreach services tasks at international standard level and cope with the ever increasing demands for such services by different stakeholders.
9. Elaborate department staff led implementation plan, design a comprehensive fund raising strategy and craft an investment plan to translate the road map for the establishment of the Institute of Disaster Risk Management.
10. Assign a liaison officer who can shuttle between Addis Ababa, Bahir Dar and other important locations to promote the profile the work of the department, increase its visibility and strengthen its rapport with federal government offices, particularly DMFSS, the NGO community, UN agencies and other development partners.
11. Work towards the establishment of the Society for Disaster Risk Management Professionals that can serve as hinge pins for the popularization of the discipline of the

Disaster Risk Management Science, the deployment and scholarly engagement of graduate students and constructive development of the discipline.

Likewise the University of Arizona is advised to:

-Work with Bahir Dar University in strengthening of its research and outreach service capacities as well as the management of its knowledge centers. This may include, but not limited, to the placement or exchange of senior researchers who can work on the strengthening of research and outreach service capacities, systematic identification of research problems, setting up of joint research agendas and resourcing of collaborative research projects through various mechanisms such as the establishment of research grants, development of pool of international scholars and publication as well as dissemination of research findings and other related information on international scale.

On a similar front, USAID is advised to :-excel its current level of partnership and enhance its unique technical and financial contributions to the realization of the road map for the establishment of the Institute for Disaster Risk Management, IDRM, through approving strategic grants for the placement / exchange of senior scholars, improving the information base and IT infrastructure for the knowledge center, facilitation of institutional linkages with University of Arizona and other US based academic institutions as well as outsourcing or commissioning of relevant studies, assessments or reviews, as feasible, to the future Institute.

Annex 1: Literature and Documents Consulted

- Bahir Dar University- DDRMSD- Five Years Strategic Plan Document (Unpublished report)
- Bahir Dar University- Curriculum for Disaster Risk Science Masters Program
- DDRMSD. The Road Map for the Establishment of the Disaster Risk Management (Unpublished report)
- MOU for BDU and UoCT partnership on Periperi U programme management.
- Oxfam (2010). Country Context Analysis (Unpublished Report)
- Project Proposal for Partnership in Capacity Building in Disaster Risk Management and Sustainable Development of Bahir Dar University
- UNDP (2011). Human Development Index Report. www.undp.com, accessed on Nov 11, 2011
- World Bank(2010). Ethiopia Country Report : www.worldbank.com, accessed on Nov 11, 2011
- World Population Bureau, Global Population Data 2011. www.worldpopulationatlas.com, accessed on Nov 11 , 2011

List of Thesis

Name	Thesis Title
Agizew Hidar	Drought Vulnerability and Public Response in Gidan Woreda, of North Wollo Zone
Gashawtena Belay	Investigating Factors that Predict community Vulnerability to Urban fire: The Case of Bahir Dar City
Gemechis Gudina	People's Vulnerability Dimensions to Disaster Risk: The case of Flooding in Adama District, East Shewa Zone, Oromia Region
Getenew Zewdu	Flood Risk Perception in the Low-Lying Kebele's of Libokemkem District, South Gondar Zone
Getnet Ewnetu	Vulnerability of Female-Headed Households in Achieving Household Food Security in Amhara Region: The Case of Libokemkem Woreda
Melkie Tadese	The Impact of Awarded Model Farmers on Other Farmers in Achieving Household Resilience in Dera and Ebinat Districts, Amhara region, Ethiopia
Mulugeta Worku	Spatio-Temporal Nexus Among Channels in Vegetation cover, Drought and temperature in Local Contexts: Case of Northern Ethiopia
Muluken Ahmed	Flood Trends and Household Livelihood Security Risk Assessment: The case of Fogera, ANRS,
Tewodros Zelalem	Urban Flood Perception in Kebena and Bella, Addis Ababa
Techan Tefera	Ethnic Conflicts and their Impacts on Livelihood System: Focus on Frequent Ethnic Conflicts Occurring in the Border Areas of Amhara and Afar Regions
Worku Kebede	Impact of Deforestation on Coffee Based Livelihoods: Case of Zegie Peninsula, Ethiopia
Yibeltal Yeshaneh	The impact of Promoting Cooperative-Modeled Small-Scale Enterprise on Urban livelihood Outcomes: A Focus on Integrated Housing Development Program in Bahir City
Yirgalem Mohamed	Evaluating the Effectiveness of Productive Safety Nets Program in Assuring Food Security in Amhara Region : The Case of Waraillu and Jama Woreda

Annex 2: List of Persons and Organizations Consulted

- University of Arizona, Project Team Members
 - Dr Muluneh Yitayew
 - Mr Tim Frankenberger
 - Prof Tim Finan
- Bahir Dar University- Department and Faculty Members
 - Dr Bylie Damitie
 - Dr. Zeleke Mekuriaw
 - Mr. Tarekegn Ayalew
 - Mr. Mihret Jember
 - Mr. Tesfahun Asmamaw
 - Mr. Adane Tesfaye
- Post-graduate students
 - Mr. Asamnew Abebe
 - Mr. Eyob Gugusa
 - Mr. Getnet Tadele
 - Mr. Mulugeta Worku
 - Ms. Selamawit Sileshi
 - Mr. Amare Dagneu
 - Mr Misganaw Teshager
 - Mr. Tewodos Getachew
 - Mr. Tafesse Kassa
 - Mr. Worku Kebede
 - Mr. Hiwote Simachew
 - Ms. Harole Yosef
- Amhara Region- FSDPP
 - Mr. Amare Kinde, Department Head
 - Mr. Sileshi Temesgen, Head of Regional FSDPP
- Federal Government- DMFSS
 - Mr. Mateows Hunde, Director
 - Mr. Tadesse Bekele, Deputy Director
- Bahir Dar University Advisory Committee/ Donor Group
 - Mr. Ton Haverkort, Cord Aid
 - Mr. Takele Teshome, UNDP
 - Mr. Zemen Haddis, USAID
 - Mr. Demeke Eshetie, USAID
 - Mr. Andy Scott, USAID

BAHIR DAR UNIVERSITY



Department of Disaster Risk Management and Sustainable Development (BDU-DRMSD)

Five Years Strategic Plan (2010-2015)

MAY 2010

BAHIR DAR

1. Introduction

1.1 Background

Ethiopia is prone to various natural and human induced hazards, vulnerabilities and disaster risks. The government and its partners have made wide-ranging efforts to address the root causes of vulnerability; through policies and strategies, programs and frameworks. Despite years of experience, in disaster response, professionals did not well understood strategies that focus on risk reduction and risk management within the development context.

By assessing the previous relief oriented interventions; the National Policy on Disaster Prevention and Management (NPDPM 1993) has recognized the gaps in institutional capacity building and the importance of training/research organizations in the fight against disaster risks. This brings the need to link higher education and disaster risk management aiming to share knowledge, skills and expertise; undertake research and training to reduce disaster risks and develop professional disaster risk managers. It was against this background that the Department of Disaster Risk Management and Sustainable Development at Bahir Dar University was established.

The Department of Disaster Risk Management and Sustainable Development (DRMSD) was founded in 2005 by a joint partnership of Bahir Dar University, Save the Children Canada and Food Security Coordination and Disaster Prevention Office, as a response to an identified need to build resilient communities to all hazards through strengthened capacity and sustainable development in Ethiopia.

By strengthening and expanding the undergraduate program at Bahir Dar University, a USAID funded interdisciplinary Disaster Risk Science and Sustainable Development Masters program was created in 2007, in collaboration with the University of Arizona. The MSc. curriculum is structured broadly to have both a proactive component that develops the skill to assess the underlying vulnerabilities of different livelihood systems, contributing to the National Poverty Reduction Strategy and the priority three of the Hyogo Framework for Action.

The department is launching undergraduate courses in regular, evening, distance and summer programs and postgraduate trainings. Three cohorts of 137 undergraduate students (36 in 2008, 38 in 2009 and 63 in 2010) were graduated. In addition 13 MSc. Students in 2010 were produced.

1.2 Staff profile

The department has 4 PhD students, 7 MSc/MA. lecturers and 4 graduate assistances.

Table 1: Academic Staff in DRMSD

Specialization	Number of lecturers	Level of Qualification	Expected date of graduation	Remark
Poverty and Food Security	1	PhD Student	2012	On study leave
Poverty and development	1	PhD Student	2014	On study leave
Pest Management	1	PhD Student	2013	On study leave
Environmental technology	1	PhD Student	2015	On study leave
Social Anthropology	1	MA		On duty
Risk Crisis & Disaster Management	1	MSc		On duty
Reg. & Local Development Studies	1	MA		On duty
Development Studies	1	MA		On duty
Environmental Science	1	MSc		On duty
Environmental and Geographical Science	2	MSc		On duty
Disaster Risk Management & Sustainable Dvt	3	Msc. students	2012	On study leave
Disaster Risk Management & Sustainable Dvt	1	BSc		On duty
Total	15			

1.3 Strategic Plan

Currently, the Country in general and Bahir Dar University in particular is on transformation processes, through the Business Process Re-engineering (BPR). Moreover, the development of the new national policy on Disaster Risk Management has created conducive environment for the department to design its strategic plan.

1.3.1 Vision

To be a leading training and research institute for future professionals and leaders in disaster risk management in Ethiopia;

1.3.2 Mission

To serve as a center of excellence for disaster risk management training and research by providing quality and action-oriented undergraduate and postgraduate training and research in disaster risk management.

2. Major Stakeholders

- **Students (regular, evening, summer, distance)**, who want to receive high quality education so that they will become competitive in the job market;
- **Teachers**, who want to provide quality education and needs to be equipped with high levels of subject matter and professional knowledge and skills through further education and in-house training;
- **Community**, who wants to be benefited from the educational, consultancy, and social services of the department;
- **Local and Federal Governmental, and Non-Governmental organizations**; who want the department to train and produce multidisciplinary disaster risk management professionals capable of integrating disaster risk management into national and international policies and strategies.

3. Strengths and Weaknesses

Bahir Dar University, in collaboration with the University of Arizona has conducted an international workshop that focussed on “Building Educator-Practitioner Networks in Africa” and the workshop has identified its strengths, weaknesses, opportunities and threats.

3.1 Strengths

- The first to be established in Ethiopia, with the objective of producing skilled technicians in the field of disaster risk management and sustainable development;

- The department has experienced professionals that can deliver courses for the undergraduate program and short-trainings;
- The staffs of the department and the university officials have strong commitment to strengthen the program.

3.2 Weaknesses

- Shortage of teaching-staff for the postgraduate program;
- Limited research practices in the field of disaster risk management ;
- Inadequate library, laboratory and classroom facilities;
- More dependency on external funding and manpower without a mechanism to transfer the skill and designing a phasing out strategy.
- Shortage of advocacy and promotion works.

3.3 Threats

- Limited vacancy for undergraduates due to inadequate mainstreaming of DRR in development sectors;

3.4 Opportunity

- High demand for postgraduate studies;
- High demand for postgraduate students both in governmental and non-governmental organizations, the civic society;
- High support from the government side to strengthen disaster risk management in higher education;
- High priority given by donor and non-governmental organizations to support the department;

- Existence of national and international supportive policies and strategies such as the National Policy on Disaster Risk management, Poverty Reduction Strategy, Rural Development Policy, the Hyogo Framework for Action.

4. Core Strategic Activities

The overall goal of the program is to assist the poverty reduction efforts of the country through formal and informal training, research and social services, policy advocacy and experience sharing in the field of disaster risk management and sustainable development.

The International Conference held at Bahir Dar, 11-15 January 2010, acknowledged the need for a strategic plan that focuses on the following core activities:

- Revising the undergraduate curriculum
- Enhancing the postgraduate program (MSc.)
- Establishing a research centre and Development of Short Course Trainings

4.1 Revising the Undergraduate Curriculum

Core Activities

The department is on a process of revising the undergraduate curriculum. A consultative workshop will be held for further revision of the curriculum. The conference will take place with the stakeholders, the undergraduate and postgraduate students. Based on the information to be obtained from the workshop, the curriculum will be revised and the number of students to be registered each year will be agreed.

4.2 Enhancing the postgraduate program

4.2.1 Goal of the MSc. Program

The overall goal of the interdisciplinary masters program in Disaster Risk Science and Sustainable Development is to train and capacitate the human capital necessary to address the major challenges of disaster risks in Ethiopia, as well as to the broader African and International scenes.

4.2.2 Curriculum Development and Core Courses

The postgraduate program curriculum was developed by Bahir Dar University, the Amhara Food Security Coordination and Disaster Prevention office in collaboration with the University of Arizona in 2008, funded by USAID.

The course in Disaster Risk Science and Sustainable Development aims at achieving an integrated understanding of disaster risks and its implication for sustainable development in Africa with a specific focus on Ethiopia. The course delivery is based on two semesters of eight course works and thesis writing.

Table 2: List of Main Courses

Course code	COURSE TITLE	Cr .Hrs
Drss 601	Conceptual Understanding of Disaster Fundamentals	3
Drss 611	Political and Institutional Environment	3
Drss 621	Sustainable Development: Concepts and Applications	3
Drss 632 a	• Qualitative methods of Research Part I	3
Drss 632 b	• Quantitative Research Method	3
Drss 642	Methodological Application of Disaster research	3
Drss 652	Managing Risk And Disaster	3
Drss 762	Program Design and Proposal Writing	3
Drss 774	Thesis writing	6
	Total	30

4.2.3 Challenges

At the inception of the project, there was an agreement that the masters program should be led by an interdisciplinary team from the University of Arizona for the first three years (2008-2010). In the meantime, it was agreed that the BDU-staff will be capacitated to takeover the program.

However, the capacity building program was not well organized and implemented and thus the department is not yet capacitated enough to takeover the MSc. program. Educational materials, such as books, laboratory equipments (computers, photocopiers, etc) were major constraints.

4.2.4 Recommendations

The masters program is conducted in collaboration with University of Arizona, funded by USAID. The project is about to terminate in September 2010. Thus the following measures, but not limited to, are recommended to alleviate the problem:

- Further effort should be made to raise funds for the program with the involvement of the Federal Disaster Risk Management and Food Security Sector (DRMFSS),
- Ways should be designed to further extend the collaboration between Bahir Dar University and University of Arizona;
- Undertake inventory of local staff for teaching and research in collaboration with the staffs' of BDU;
- Assess international universities that offer Doctor of Philosophy in Disaster Risk Science and Food Security and look possibilities of training BDU staff at PhD level.

4.3 Establishing a Research Centre and Development of Short Course Trainings

4.3.1 Development of Short Course Trainings

4.3.1.1 Goal

The goal of the training program is to provide comprehensive disaster risk management knowledge and skills to enhance the capabilities of practitioners, managers or development workers to effectively integrate disaster risk management into their development programs and policies.

4.3.1.2 Expected outcome

After completing the BDU-DRMSED short courses, participants will be able to:

- Enhance comprehensive approach to disaster risk management,
- Encourage policy makers and planners to mainstream DRM in their specific sectors,
- Facilitate networking among different DRR actors;
- Promote public awareness in disaster risk reduction and management methods;
- Improve use of modern technologies for hazard/risk forecasting and early warning system;

4.3.1.3 Core Activities

- Conduct inventory of institutions that offer disaster risk management related trainings and the nature of the course that they offered at national level.
- Share experiences and lessons from training institutions in Ethiopia and the Periperi U partners
- Conduct stakeholder's training need assessment;
- Develop draft training curriculum and modules;
- Conduct stakeholders' workshops to evaluate the curriculum and module;
- Conduct at least two short-course trainings per year for participants which will be drawn from governmental and non-governmental organization;

4.3.2 Establishing a Research Centre

Currently, there is no specialized national institution in the country responsible and able to undertake research on different aspects of vulnerability reduction and food/livelihood security. Governmental and non-governmental organizations and professionals believed in that establishment of such a centre that can give academic and technical solution to problems related to disaster risk reduction and sustainable food/livelihood security. Taking in mind the problem, Bahir Dar University is on the process of establishing a Disaster Risk Science Research Center.

4.3.2.1 Goal

The goal of the research center is to undertake multidisciplinary research, generate information, knowledge, methods and deposit the already existing information that will assist the country in future planning for disaster risk management and hasten development.

4.3.2.2 Core Activities

The research will intend to focus on: Indigenous knowledge; resilience to disasters/hazards; disaster risk management policy issues; climate change adaptation; hazard and vulnerability mapping, and conflict resolution.

The center will also deal with community based risk assessment and develop disaster risk management tools and methods that can be used in the fighting against disaster impacts on lives and livelihoods of the population.

The following research center activities will be conducted:

- Development of research thematic areas;
- Gathering of information on the identified thematic areas;
- Document review and conducting workshops,,
- Conduct applied and basic research as per the identified thematic areas;
- Establishing journal of disaster risk science;
- Dissemination of information and techniques from the research center;

5. Human Resource and Management

The Research and Training Centre will have its own management system with a formal link with the learning-teaching activities. The researchers and the trainers will be staffs from College of Agriculture and Environmental Sciences. However, special subjects/courses can be outsourced based on the nature of the courses and the needs of the stakeholders, which cannot be covered by the BDU staffs.

6. Financial Resource Needs and Program Timeline

6.1 Financial needs

Bahir Dar University can allocate budget for salary and the day-to-day activity of the staff. However, shortage of experienced expertise in the subject area, collaborative relations and assistances are very crucial to start-up the program. So, to cover the major program costs the following budget is suggested.

Table 3: Financial Resource Needs (2011-2015)

No	Core Activities	Total Budget Required (USD)	Budget source
1	Undergraduate Program	16,000	
	Conducting Curriculum Workshop	8000	BDU,
	Curriculum Revision		BDU
	Awareness Raising	5,000	BDU,
	Books	3,000	BDU,
2	Postgraduate Program	514,800	
	External Professors	120,000	BDU/donors
	National Professors	30,000	BDU/donors
	International Conference	30,000	BDU/donors
	PhD Scholarship Support	300,000	BDU/Partners
	MSc. thesis research	10,000	BDU/Partners
	Books	10,000	BDU/Partners
	Computers with Printers	12,000	BDU/Partners
	LCD Projector	1500	BDU/Partners
	Photocopier	800	BDU/Partners
	Scanner	500	BDU/Partners
3	Research and Training Center	104,350	
	Information Management	12500	BDU/Partners
	Experience Sharing and Short visits	8000	BDU/Partners
	National Conference	50,000	BDU/Partners
	Short Course Training	18,000	BDU/Partners
	Computers with Printers	12,000	BDU/UCT
	LCD Projector	750	BDU/Partners
	Photocopier	800	BDU/Partners
	Scanner	800	BDU/Partners
	Office Facility	1500	BDU
	Total	635,150	

6.2: Human Resource Needs (2011-2015)

Table 4: Human Resource Need and Program Time-Line

No	Core Activities	Time-line					Remark
		2011	2012	2013	2014	2015	
1	MSc. Candidates Recruit.	10	10	15	20	20	
2	MSc. training for the Dpt	3	2	2	2		
3	Lecturers from abroad	2	2	1	1		
4	Lecturers from nationals	2	2	2	1	1	
5	Lecturers from BDU	3	4	5	6	7	
6	Development of PhD curriculum	*					
7	Proposition of PhD project	2	3				
8	Conduct PhD Program	*	*	*	*	*	
9	Equipment facility	5	2	1	1	1	



Higher Education for Development
Knowledge, Partnerships, Results



Institutional Partnerships Program

FINAL Partnership Report
SUNY-Buffalo and the University of Kwa-Zulu Natal

Partnership Dates: October 13, 2008 – February 29, 2012

Due: 3/31/12

INTRODUCTION

HED administers a cooperative agreement between the United States Agency for International Development (USAID) and the American Council on Education, with five other higher education associations. The agreement (AEG-A-00-05-00007-00) seeks to mobilize the resources of American higher education in support of international development. One portion of the agreement supports partnerships between higher education institutions in the United States and in cooperating countries to demonstrate how they can apply their expertise collaboratively to global, regional, and local development challenges.

Final reports for **HED** Institutional Partnerships should reflect the ways in which the partnership has contributed toward institutional and development goals. The report should summarize partnership activities and development results **in the host country**. Final reports will be shared with USAID colleagues who will, in turn, share them with other interested parties in the development community. The reports are an important tool for disseminating information about partnership activities and promoting the contribution of higher education to international development. We would, therefore, expect the report to be of professional quality and appearance.

When answering the following questions, we encourage you and your partners to be creative in producing substantive, informative, and aesthetically appealing reports for broad dissemination.

PARTNERSHIP INFORMATION

Partnership Title: Enhancing Secondary Mathematics Teacher Education

Development Area/Sector of Focus: Teacher Education

U.S. Institution(s): SUNY-Buffalo

U.S. Partnership Director(s): Deborah Moore-Russo, dam29@buffalo.edu, 716-645-4069, 566 Baldy Hall, Dept. of Learning and Instruction, University at Buffalo, Buffalo, New York, USA 14260-1000

Host Country Institution(s): University of Kwa-Zulu Natal (South Africa)

Host Country Partnership Director(s): Vimolan Mudaly, mudalyv@ukzn.ac.za, +27-31-2603682, Faculty of Education, University of KwaZulu-Natal, Private Bag X03, Durban, KwaZulu-Natal South Africa 3605

Partnership Web Site (if any): None

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED by the due date. It is also the U.S. partner's responsibility to translate responses to English.
- Please include as much concise information as necessary to answer the questions completely.
- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.
- Please submit *one hard copy* of your final report, and an *electronic copy on CD* to your primary contact at:

Higher Education for Development
One Dupont Circle NW Suite 420
Washington, DC 20036

In addition, partnership directors are encouraged to send copies of the final report to their international partners, congressional representatives, the president of their institutions, and other colleagues who have been involved in partnership activities or would be interested in its results, e.g., NGOs, private sector organizations, government agencies.

PARTNERSHIP PROFILE

In approximately **one page**, please provide an executive summary of your higher education partnership, including:

- Key **development issue(s)** which were addressed;
- Overall **objective(s)** of the partnership;
- Primary **activities** of the partnership;
- **Results or Outcomes**;
- **Serendipitous (unexpected) outcomes**.

Enhancing Secondary Mathematics Teacher Education is a partnership between the University of KwaZulu-Natal in Durban, South Africa and the University at Buffalo – State University of New York that addresses the shortage of teachers qualified to teach Mathematics at the Further Education and Training (FET, i.e. Grades 10-12) level in South Africa. The lack of qualified teachers is particularly acute among the Black African population, so that group is the focus of the project's activities. The primary activities of the partnership include the development of an Advanced Certificate of Education (ACE) in FET Mathematics comprised of 8 modules (i.e. courses), which are based on South Africa's relatively new mathematics curriculum. The program and its modules received academic approval, and all eight modules have been developed and delivered.

The original goal of the partnership was to develop the ACE and deliver it to a pilot cohort of 35-50 in-service teachers, but the partnership leveraged resources made available by the KwaZulu-Natal provincial Department of Education to fully support approximately 350 teachers in the ACE FET Mathematics. This represents a tenfold increase in the size of the project as compared with the original proposal.

By early 2012, 150 students had satisfied all requirements for the ACE and were cleared to graduate in 2012. Of them, 8 students, who had attained an overall average above 75% with a minimum of 68% in every module, received their certificates with distinction. A small number of additional students have opportunities to write supplementary exams, and to join the first cohort to graduate if they pass. Students will have further opportunities in subsequent terms to retake modules and successfully complete the ACE. Many (106) of those who did not pass all 8 modules are planning on returning this year and/or next year depending on when the needed module is offered) to ensure that they graduate in 2013 or 2014. Of the 106 students who will return to campus, 68 started 1 semester late, all of whom have done relatively well and most of whom are expected to attain certification by the end of June 2012.

PROGRAM INFORMATION

Original Partnership Objectives [list here]:

- Objective 1: Implement recruitment process that addresses the needs of the historically disadvantaged.
- Objective 2: Provide flexible delivery mechanisms for B.Sc. courses in mathematics and pedagogy.
- Objective 3: Design innovative materials and methods that teachers can quickly implement.
- Objective 4: Conduct educational research on the mathematical reasoning and communication of teachers.

1. Did these objectives change during the life of the partnership, and if so, how?

The first two of the partnership's original objects were changed in the first year of the project. The need for the first objective was obviated by the fact that the KZN Department of Education decided that it would fully fund the participation of 350 in-service teachers (rather than a pilot cohort of 30 to 50) and that it would take responsibility for the recruitment of the participating teachers. The second objective specifically mentions "B.Sc. courses" in mathematics and pedagogy, because this language was included in the RFP. However, the UKZN partners decided that the immediate need for teachers to be qualified to teach FET (Grades 10-12) mathematics could be and should be met by developing and offering an Advanced Certificate of Education (ACE) for teachers who were formerly trained in three-year postsecondary teachers colleges rather than universities. The ACE coursework is at university level, but it is not part of a B.Sc. degree program

2. What has been the partnership's greatest successes?

The partnership's greatest success has been its greatly expanded scope. With funding from the KZN Department of Education, the project has involved approximately 350 in-service teachers instead of a pilot cohort of 30-50 as was originally planned. To date, approximately 150 in-service teachers have successfully completed all requirements of the ACE, and over 75 teachers are expected to complete the ACE later in 2012 with another 25-50 teachers are expected to finish in 2013 or 2014. This includes teachers who joined the ACE after the first term it was offered, and teachers who will retake exams or modules taken earlier. Implicit in this success is the fact that the program is not a one-shot deal, but that modules are to be continued after funding.

The partnership has also had great success in facilitating research in teacher education based on faculty and students' experiences in the ACE. Two joint UB-UKZN reports have been presented at international research meetings, and a number of articles for academic journals have been proposed, produced, and/or published. Details regarding this have been sent in the semi-annual reports.

3. Briefly describe any **programmatic challenges** the partnership faced and how they were addressed.

Some challenges involved setting up the ACE many more teachers than originally planned. Rather than one teacher educator having a new course preparation, that teacher educator now became a course coordinator in charge of the curriculum as well as the tutors who actually offered the course at multiple sites across a large geographic region.

4. Outline the partnership's **planned activities/expected outcomes** beyond the HED funding period.

UKZN and UB partners expect to continue their joint research projects based on experiences of faculty and students in the ACE.

The possibility of disseminating the ACE to other parts of the province of KwaZulu-Natal and other provinces of South Africa are being explored.

5. If this partnership has received or were to receive follow-on funding, how was/would it be used?

We would continue the partnership between UB and UKZN with further and deeper research on the effects of the in-service education provided in the ACE FET Mathematics. We would also look for opportunities to replicate the ACE in other parts of the Province of KwaZulu-Natal and in other provinces of South Africa. The multi-campus, off-site model has allowed teachers in rural areas, that areas with the greatest needs, to be involved in the ACE program. Such a model would benefit many of the other regions in South Africa as well as in other countries. Dissemination of this model through multiple vehicles would be the priority.

6. Did your partnership receive a no-cost extension?

Yes.

If yes, why was the extension granted?

The extension was granted since we did not spend the funding allotted for the in-service teachers (due to the additional leveraged funds). With the extension, we were able to spend more than was originally allocated for development of research capacity and dissemination of the resulting research.

7. In your opinion, what will be the impact of this partnership on national development goals?

In the short term, this partnership has increased the number of teachers qualified to teach FET (Grades 10-12) Mathematics in KwaZulu-Natal. In the medium term it will increase the number of FET students who will be able to take the FET Mathematics course which is a key gateway course into further education and eventual employment in Science, Technology, Engineering, and Mathematics (STEM) fields.

8. In your opinion, the overall partnership outcomes, as stated in the sub-cooperative agreement:

Exceeded expectations

Met expectations

Did not meet expectations

Other: _____.

9. Include one or two well-crafted **success stories** related to your partnership. Please include a high resolution photograph for each, if available. (See attached success story template.)

10. Provide one or two **lessons learned** related to your partnership.

The first lesson learned could be summed up by the saying “be careful what you ask for.” When the UB partners made their first visit to UKZN, representatives from the KZN provincial Department of Education attended a meeting at which the partners from both universities outlined their hopes and expectations for the project that would provide in-service teacher education for teachers who wanted but did not yet have adequate preparation to teach the mathematics at the FET (Grades 10-12) level. The partners reported that funding available was sufficient to offer the program to a pilot cohort of 30 to 50 teachers and asked for the Department’s help in identifying and recruiting those who would participate. A short time later, officials of the Department met with UKZN academic staff and offered to provide full funding for the participation of 350 teachers and to take over the responsibility for recruiting those teachers. Although the UKZN partners were pleased with the offer of funding, and with the fact that it would not be necessary for them to develop a recruitment and selection process, it was obvious that a great deal more work would be required of them to accommodate the tenfold increase in the scale of the project. To their credit, the UKZN partners have consistently demonstrated over the past three years that they are able and willing to accomplish that work, and to continue it beyond the formal end of the UB-UKZN partnership

The second lesson learned has been that there are always tradeoffs to consider when considering complex decisions. This principle applies to the situation when the UKZN partners faced the task of obtaining academic approval of the proposed new teacher enhancement program. It was clear to them that proposing it as an Advanced Certificate of Education (ACE) was desirable because there were other ACEs already being offered, in particular the ACE Mathematical Literacy, which is similar in that it is focused on a mathematics course, but quite different because the level of mathematics in the ACE for FET Mathematics is so much more advanced than that in the ACE for Mathematics Literacy. For this reason they initially proposed that the ACE FET Mathematics consist of more modules (i.e. courses) in mathematics content and fewer courses in mathematics education and educational foundations than in the ACE Mathematics Literacy. When the argument for more mathematics content courses did not prevail in the committees and offices responsible for program approval, the UKZN partners reluctantly decided to offer the ACE FET Mathematics following the precedent that had been established by the FET Mathematics Literacy.

11. We invite you to share any additional information or comments about your partnership.

Leveraged Contributions Made During the Entire HED Funding Period

Contributions	Name of Contributor	Type of Contributor **	Description of Contribution	Estimated Dollar Value of Contribution
<p>Leveraged Contributions not reported as official or proposed cost share.</p> <p><i>(See Glossary for definitions)</i></p>	KZN Education Department	KZN Provincial government department	Funding for 350 in-service teachers to participate in the ACE FET mathematics	Over \$100,000

***e.g. Public sector (host country), Public Sector (U.S.), NGO (host country), NGO (U.S.), Private sector (host country), Private sector (U.S.).*

GLOSSARY OF TERMS

Capacity: Usually considered mental and/or physical ability to produce and/or perform; learning, improving; human capacity strengthening focuses on the development of people, not things. Institutional capacity strengthening focuses on institutional changes that will improve the operation of the institution.

Community Institutions - Examples:

- *Government agencies and ministries*
- *Private for profit groups/businesses*
- *Not-for-profit non-government organizations (NGO)*

Cost Share Contributions: Cash and in-kind contributions that are: 1) verifiable from the applicant's records, i.e., auditable; 2) not included as contributions for any other federally-assisted program; 3) reasonable for the accomplishment of partnership objectives; and 4) not paid by the federal government under another grant.

Exchange: An institutional visit by a representative from a host country or U.S. institution for a partnership-related activity (excludes scholarships, internships, and training).

Internship: This service learning activity complements a participant's academic study, training or research and may take place in the U.S., Mexico, or a third country. It is not defined as training.

Leveraged Contributions:

Additional financial or in-kind donations received as a result of an HED partnership beyond the originally anticipated cost share.

Non-Degree Training:

A learning activity taking place in the U.S., the host country or in a third country in a setting predominantly intended for teaching or imparting knowledge and information to the participants with designated instructors or lead persons, learning objectives, and outcomes, conducted fulltime or intermittently. Non-degree training can consist of short or long-term technical courses in academic or in other settings, non-academic seminars, workshops, on-the-job learning.

Objective Statement:

An objective statement contains two parts that answers two questions: 1) what major activities will occur, and 2) what is expected as the outcome or to change as a result of these activities.

Example:

University partnership faculty from the U.S. and Mexico will recruit and train eight long-term degree scholarship recipients for graduate degrees in natural resource management (NRM) resulting in 75% of the recipients returning to full-time teaching positions in a newly established NRM program at Universidad de Vasquez.

Outcome/Result: Terms are used interchangeably—an expected change as a consequence of an activity.

Scholarship: Scholarships are tallied in units of two graduate-level academic semesters completed by a single participant; no half scholarships may be counted. (N.B.: An individual who studies three academic semesters is counted as one scholarship; if an individual completes four academic semesters, it is counted as two scholarships.) Summer sessions that are equivalent to a semester at the institution where they are undertaken may be counted toward scholarships.



Higher Education for Development
Knowledge, Partnerships, Results



Institutional Partnerships Program

Final Partnership Report

Collaborative Partnerships: Eastern Mennonite University and the University of Hargeisa

Partnership Dates: December 17, 2007 – December 31, 2011

Due: 1/31/12

INTRODUCTION

HED administers a cooperative agreement between the United States Agency for International Development (USAID) and the American Council on Education, with five other higher education associations. The agreement (AEG-A-00-05-00007-00) seeks to mobilize the resources of American higher education in support of international development. One portion of the agreement supports partnerships between higher education institutions in the United States and in cooperating countries to demonstrate how they can apply their expertise collaboratively to global, regional, and local development challenges.

Final reports for **HED** Institutional Partnerships should reflect the ways in which the partnership has contributed toward institutional and development goals. The report should summarize partnership activities and development results **in the host country**. Final reports will be shared with USAID colleagues who will, in turn, share them with other interested parties in the development community. The reports are an important tool for disseminating information about partnership activities and promoting the contribution of higher education to international development. We would, therefore, expect the report to be of professional quality and appearance.

When answering the following questions, we encourage you and your partners to be creative in producing substantive, informative, and aesthetically appealing reports for broad dissemination.

PARTNERSHIP INFORMATION

Partnership Title: Collaborative Partnerships: Eastern Mennonite University and the University of Hargeisa

Development Area/Sector of Focus: Conflict Resolution and Peacebuilding

U.S. Institution(s): Eastern Mennonite University

U.S. Partnership Director(s):

Janice Jenner
Eastern Mennonite University
1200 Park Road
Harrisonburg, VA 22802

jennerjm@emu.edu; 540-432-4238

Host Country Institution(s): University of Hargeisa

Host Country Partnership Director(s):

Adam Haji Ali Ahmed (as of January 1, 2012)

aadamhaji@gmail.com

Partnership Web Site (if any): huniversity.net/2011/index.php?option=com_content

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED by the due date. It is also the U.S. partner's responsibility to translate responses to English.
- Please include as much concise information as necessary to answer the questions completely.
- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.
- Please submit *one hard copy* of your final report, and an *electronic copy on CD* to your primary contact at:

Higher Education for Development
One Dupont Circle NW Suite 420
Washington, DC 20036

In addition, partnership directors are encouraged to send copies of the final report to their international partners, congressional representatives, the president of their institutions, and other colleagues who have been involved in partnership activities or would be interested in its results, e.g., NGOs, private sector organizations, government agencies.

PARTNERSHIP PROFILE

In approximately **one page**, please provide an executive summary of your higher education partnership, including:

The **key development issue** addressed in this partnership has been Conflict Resolution and Peacebuilding. The citizens of Somaliland are justly proud of the peace and stable governance that has prevailed there since the mid 1990s, in stark contrast to the ongoing violence and continued disintegration of other parts of Somalia. However, Somaliland is also aware of the fragility of their stability, and many, including those at the University of Hargeisa, understand clearly the needs for increased knowledge and skills in the area of conflict resolution and peacebuilding. It is in the development of a university structure and capacity to provide access to these skills and knowledge on which this partnership has been built.

The **overall goal** of the partnership has been to increase the capacity of the people of Somaliland to promote peace and stability within the society through enhanced ability to understand and respond to conflict in culturally appropriate ways, using traditional conflict resolution mechanisms supplemented by global conflict resolution understandings and best practices.

The four **objectives** under this overall goal four objectives for the partnership included:

1. To create a School of Conflict Resolution at the University of Hargeisa (later modified to the creation of an Institute for Peace and Conflict Studies that offers a post graduate degree in peace and conflict studies).
2. To document indigenous conflict resolution mechanisms in Somaliland.
3. To critically analyze the three different justice systems currently in use in Somaliland - traditional, Islamic, and secular/state.
4. To supplement traditional Somaliland mechanisms of conflict resolution with other methods used globally to provide more options appropriate within the current Somaliland context.

The **primary activities** of the partnership that led to the successful outcomes of the objectives have included:

1. The Institute for Peace and Conflict Studies has been developed at the University of Hargeisa, offering a post-graduate certificate in peace and conflict studies.
2. EMU faculty consulted with UOH faculty and taught several Institute courses during the initial development of the Institute and its faculty.
3. EMU and UOH faculty worked together to develop the Institute curriculum and pedagogical methodology ensuring a blend of global and contextual understandings and methodologies..
4. A joint research project included the documentation of indigenous conflict resolution methods, A workshop for traditional elders worked on the intersection between traditional and more "modern" conflict resolution methods.
5. The premier edition of *The Somaliland Journal of Peace and Development* was published in October, 2012, with seven articles on a variety of issues relating to Somaliland.
6. A learning tour of ongoing peacebuilding processes on the Kenya/Somalia border acquainted UOH faculty with peacebuilding work in the wider Somali cluster, and raised awareness among peacebuilding practitioners there of the resources that can be provided by the Institute for Peace and Conflict Studies at UOH.
7. Several hundred books were purchased for the Institute library.

The overall **outcomes** of the project were achieved, in spite of a number of logistical and programmatic difficulties throughout the life of the project.

1. The Institute has been established, and 78 students have graduated in the first two cohorts, with an additional 36 expected to graduate in February, 2012.
2. The research project that documented indigenous conflict resolution mechanisms and analyzed the three justice systems in Somaliland, jointly authored by Dr. Barrett Hart of EMU and Muhyadin Saed of UOH, was published in the *Africa Peace and Conflict Journal*, December 2010.
3. The elders workshop in September, 2011, and several articles in the *Journal* also discussed traditional conflict resolution in Somaliland.
4. The Institute continues to work to bridge the divides and harmonize traditional and global/modern peacebuilding understandings and knowledge.

One **unexpected outcome** has been the connections made with Somali peacebuilding practitioners and institutions within the greater Somali cluster, as well as with the Somali diaspora. The visits to the Kenya/Somali border work resulted in a number of peacebuilding practitioners from Kenya and South Central Somalia expressing interest in enrolling in the course offered by UOH, and UOH is becoming known as an academic resource for peacebuilding and conflict resolution in the Somali cluster. The call for paper and subsequent publication of the *Journal* has created interest among several ethnic Somali academic in the diaspora who are interested in teaching at the Institute.

PROGRAM INFORMATION

Original Partnership Objectives [list here]:

The four **objectives** under this overall goal four objectives for the partnership included:

1. To create a School of Conflict Resolution at the University of Hargeisa.
2. To document indigenous conflict resolution mechanisms in Somaliland.
3. To critically analyze the three different justice systems currently in use in Somaliland - traditional, Islamic, and secular/state.
4. To supplement traditional Somaliland mechanisms of conflict resolution with other methods used globally to provide more options appropriate within the current Somaliland context.

1. Did these objectives change during the life of the partnership, and if so, how?

Although the activities to achieve these objectives changed during the course of the partnership, the only objective that actually changed was the first. The University of Hargeisa determined that it was better to develop an Institute offering a post-graduate diploma rather than the undergraduate school that was originally planned.

2. What has been the partnership's greatest **success(es)**?

By far the greatest success is the development and ongoing functioning of the Institute for Peace and Conflict Studies (IPCS). The first cohort of 33 students graduated in 2010, the second group of 45 in 2011, and 36 additional will graduate in February, 2012. The alumni and current students represent a cross-section of Somaliland society, including strategically-placed government and civil society figures. IPCS has struggled with representation of women in the course, but is working to increase the number of women enrolled in the program.

Other successes include:

- The publication of the Somali Journal of Peace and Development, in October, 2012. The call for submissions was publicized in March, 2011. Sixteen responses were received; eight articles were originally accepted for publication, and seven were ultimately published in the first edition.
- A research article, carried out jointly by Dr. Barry Hart of EMU and Muhyadin Saed of UOH, was published in *Africa Peace and Conflict Journal* in December, 2010. The article, "Integrating Practices of Customary Law, Conflict Transformation and Restorative Justice in Somaliland" explored the relationships between three legal systems currently in practice in Somaliland: traditional Somaliland governance, Islamic law, and State law.
- An elders workshop
- held in September 2011, with more than 30 traditional elders explored the intersection between their traditional understanding of peace and justice, and state and global understandings and activities.
- Three UOH faculty members and the EMU project director visited peacebuilding organizations funded by USAID in ethnically-Somali Northeastern Kenya working at cross-border peacebuilding processes in July, 2011. In addition to providing the UOH faculty with new insights about community peacebuilding processes, this activity connected UOH/IPCS with other peacebuilding organizations and actors working in the Somali cluster, and has led to relationships of support and potential joint work.

- Several hundred academic publications were purchased for the IPCS library, providing basic resource material for the IPCS students and faculty.

3. Briefly describe any **programmatic challenges** the partnership faced and how they were addressed.

The programmatic challenges were numerous. Major challenges are described below:

- Immediately after the program was initiated, UOH determined that they needed to institute a graduate-level program, instead of the undergraduate school that was originally planned. This led to a need to re-strategize how to build the capacity of instructors, most of whom had only bachelor's degrees. A three-way partnership with the UN Peace University led to four faculty receiving masters degrees at UPeace, while EMU provided an increased number of instructors at UOH while the UOH faculty were in Costa Rica.
- One of the central activities planned for the partnership was participation by UOH faculty in EMU's Summer Peacebuilding Institute, during which they would gain the specific knowledge needed to teach at IPCS. A scholar-in-residence program at EMU and an MA scholarship for one faculty member were also planned. Other than three of four faculty members receiving visas for the first year, 2008, at SPI, no other visas were granted during the entire duration of the program, leading once again to the need to re-strategize how to shape the activities. EMU professors spent more time in Hargeisa than originally planned, working with faculty there, in addition to the services provided by UPeace.
- The project ran into issues relating to concerns regarding terrorism. There was 24-hour surveillance of the three UOH participants at SPI during their entire time of study at EMU in May-June, 2008; in 2010, two faculty members were detained for several days by Djiboutian authorities when they traveled there to apply for US students visas in anticipation of entering the graduate program at EMU.
- There was frequent turnover of key staff at UOH. During the course of this project, there were four university presidents and four directors of IPCS. This led to a loss of continuity, and in some cases, major changes in vision regarding the purpose of IPCS and the partnership.
- Many logistical problems made administration of the project difficult. These were such things as the difficulty in electronically transferring funds to UOH without long delays and exorbitant charges, and the need for EMU faculty to hand-carry all library resources to UOH because of the insecurity and very high costs of shipping.

While there were times of discouragement for both UOH and EMU faculty and staff while some of these difficulties were encountered, the determination of the UOH faculty, the support of both the UOH and EMU administration, and the flexibility of HED and USAID, all worked together to make this partnership succeed against sometimes long odds.

1. Outline the partnership's **planned activities/expected outcomes** beyond the HED funding period.

There are no formal planned activities beyond this funding period. Both HED and EMU continue to be interested in working at issues of peacebuilding within the Somalia cluster, and there is the possibility of joint work in collaboration with USAID and other funded projects, particularly along the Kenya-Somalia border.

2. If this partnership has received or were to receive follow-on funding, how was/would it be used?

- To further develop the capacity of faculty members, particularly with funding for PhD studies.
- To continue the publication of the *Somali Journal of Peace and Development*
- To expand the curriculum to a full Masters' degree
- To expand the library resources and to add an electronic library component
- To further the reputation of, and services provided by, the IPCS throughout Somaliland, Puntland, Somalia, Kenya, and Ethiopia.

3. Did your partnership receive a no-cost extension?

Yes, from 12/31/10 to 12/31/12

If yes, why was the extension granted?

The difficulties encountered in carrying out the proposed activities (as noted above) and the subsequent need for several major changes in the partnership activities necessitated the extension.

7. In your opinion, what will be the impact of this partnership on national development goals?

8. In your opinion, the overall partnership outcomes, as stated in the sub-cooperative agreement:

Exceeded expectations

Met expectations

Did not meet expectations

Other: _____.

9. Include one or two well-crafted **success stories** related to your partnership. Please include a high resolution photograph for each, if available. (See attached success story template.)

10. Provide one or two **lessons learned** related to your partnership.

1. The University of Hargeisa operates under constraints – financial, structural, political – that would seem insurmountable to most US universities. It would have been very easy to focus only on what is lacking and miss the abundant human capital and determination that exists in the administration, faculty, and students at UOH and within the Somaliland population generally.
2. Working within conflict and post-conflict countries is always tenuous at best. Adding in the global war on terrorism and the designation of Somalia as one of the states that sponsor terrorism adds a new layer of uncertainty to the ability to carry out activities in partnership. This leads to the need for flexibility, determining ways to work around obstacles to get to the objective, and remaining proactive and optimistic.

11. We invite you to share any additional information or comments about your partnership.

Leveraged Contributions Made During the Entire HED Funding Period

Contributions	Name of Contributor	Type of Contributor **	Description of Contribution	Estimated Dollar Value of Contribution
Leveraged Contributions not reported as official or proposed cost share. <i>(See Glossary for definitions)</i>				

**e.g. Public sector (host country), Public Sector (U.S.), NGO (host country), NGO (U.S.), Private sector (host country), Private sector (U.S.).

GLOSSARY OF TERMS

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Objective Statement:

An objective statement contains two parts that answers two questions: 1) what major activities will occur, and 2) what is expected as the outcome or to change as a result of these activities.

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University partnership faculty from the U.S. and Mexico will recruit and train eight long-term degree scholarship recipients for graduate degrees in natural resource management (NRM) resulting in 75% of the recipients returning to full-time teaching positions in a newly established NRM program at Universidad de Vasquez.

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Higher Education for Development
Knowledge, Partnerships, Results



Institutional Partnerships Program

Final Partnership Report
Partnership Name

Partnership Execution Date-End of Partnership Activities

Due: 1/31/12

INTRODUCTION

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When answering the following questions, we encourage you and your partners to be creative in producing substantive, informative, and aesthetically appealing reports for broad dissemination.

Partnership Title: Strengthening Mass Communication and Journalism

Development Area/Sector of Focus:

U.S. Partner Institution(s):

Scripps College of Communication, Ohio University

U.S. Partnership Director(s):

Name: Dr. Vibert Cambridge

Telephone: 740-593-9178

E-mail: cambridg@ohio.edu

Host Country(ies):

Guyana

Host Country Partner Institution(s):

Center for Communication Studies (CCS), University of Guyana

Host Country Partnership Director(s):

Name: Dr. Paloma Mohamed

Telephone: 011 592 674 8800

E-mail: bluvid@yahoo.com

Partnership Web Site (if any):

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED by the due date. It is also the U.S. partner's responsibility to translate responses to English.
- Please include as much concise information as necessary to answer the questions completely.
- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.
- Please submit *one hard copy* of your final report, and an *electronic copy* to your primary contact at:

Higher Education for Development
One Dupont Circle NW Suite 420
Washington, DC 20036

In addition, partnership directors are encouraged to send copies of the final report to their international partners, congressional representatives, the president of their institutions, and other colleagues who have been involved in partnership activities or would be interested in its results, e.g., NGOs, private sector organizations, government agencies.

PARTNERSHIP PROFILE

In approximately **one page**, please provide an executive summary of your higher education partnership, including:

The partnership addressed two major development issues in Guyana:

1) At the point at which the partnership began in 2008, the Center for Communication Studies (CCS) had been closed due to lack of faculty, teaching resources and the burden of highly negative public perceptions of the institution. The main objective of the partnership was therefore to change the structure and quality of offerings at the Centre for Communication Studies at the University of Guyana. This included administrative restructuring of the CCS, curriculum upgrade, staff upgrades, provision of teaching supplies, staff exchanges and infusion of new techniques and teaching methodologies from Ohio University's Scripps College of Communication—a Center of Excellence in Culture and Societal Transformation for the state of Ohio.

2) Perhaps as a natural consequence of the inadequacy of the training institution which was supposed to feed it, the media in Guyana had been described as weak, unregulated, generally untrained and at times quite chaotic. As a result, the content of Guyanese mass media had been below par. Since the CCS is the only institution in the country which trains media practitioners (journalists, managers, public relations, producers, directors etc.) strengthening it was seen as critical to re-shaping the national media environment. This task required working with owners, managers and regulators in developing a relevant curriculum for training practitioners and transforming the structure of media operations and policies in Guyana.

Over the life of the partnership (2008 – 2011) the project continuously and consciously restructured the administrative structure of the CCS creating a semi-autonomous unit committed to excellence and led by a Director; with a business model oriented to income generation; an advisory board comprising of eight key players from the local and international media and business environment. Over the three years, the center's 30 year old curriculum was revised to ensure domestic relevance. This re-structuring of CCS was based on a national audience satisfaction survey, objective analysis of data on the media and their own feedback, as well as national and international imperatives. The restructuring was supported by the provision of the teaching supplies with which were required to adequately implement the new curriculum. A major part of this project was raising the educational level of teaching staff in the CCS from 25% (1 person) with an advanced degree to 75% (4 persons) with advanced degrees. The project actually saw 85% as three CCS faculty graduated from Ohio University and a student who graduated when the project began also graduated with a Masters from another university and joined the faculty in 2011.

Over the duration of the partnership, four workshops were held for practicing media workers and media owners. These workshops conducted by faculty from Ohio University became known as the “summer clinics” ---in that they were designed to “fix” problems which were identified by both project directors and the media themselves. These workshops were in (a) television news production (conducted by Mary Rogus, Associate Professor, E.W. Scripps School of Journalism), (b) print production (conducted by Alan Miller, Ohio University alumnus, News Director, *The Columbus Dispatch* and member of the Advisory Board of the E. W. Scripps School of Journalism), (c) documentary production (conducted by Eric Williams, Director, School of Media Arts and Studies), and (d) narrative film production (conducted by Brian Zahm, School of Media Arts and Studies). Over the life of the project about 400 persons benefitted from these workshops directly. Participation in prior media workshops sponsored by U.S.-based agencies had tended to be treated apathetically, even disdain in many quarters. However, due to the participatory methods used by the Ohio University project director, which involved visiting each media house at the outset with the Guyana-side Director to explain the project and encourage buy-in and ownership led to the reversal of this stance. More than 400 hundred benefitted directly from the “summer clinics.” The workshops provided contemporary curricula and encouraged production collaboration among professionals from the state-owned and privately-owned media outlet. In some cases, the impact of these workshops was direct and immediate. For example techniques in production and delivery of news and other genres of television programming learned during the “summer clinics” were immediately applied. The results of these workshops received good domestic and international media coverage. This positive visibility has raised the profile of the CCS within the University of Guyana and wider society. This has had a multiplier effect--attracting more and high caliber students to the CCS, more faculty to the CCS as well as other forms of support from local and international organizations. The end result is a stronger CCS which is poised to play a major role in the changing national media landscape which it, under this project has also helped to improve.

Affecting the way in which the media in Guyana does business is no easy task, there are entrenched interests, attitudes and practices which have become the “culture” given the length of time they have been in force. However, there have been some good indications of a shift since more journalists and other media practitioners are now reaching to CCS for training, and more owners are allowing their journalists time off to study. Over the past three years, the CCS has conducted the first media performance and satisfaction survey in Guyana in 15 years and has emerged as an “honest broker” in the Guyanese media environment. As a result, the center has sat at the helm of important major national developments: the first is the formation of Guyana Media Proprietors Association--an organization of media proprietors which was established in 2011; the Director of the CCS is also chairing a committee which is drafting a General Media Code of Conduct for All Media in Guyana; and the creation of CineGuyana—a mechanism for catalyzing the film industry in Guyana. Through its ongoing study of the media in Guyana the center has established and is nurturing a research agenda for the faculty and students of the CCS. To this end annual public seminars/symposia on student research have been held during the past 3 years culminating in the partnership-supported publication *Virtual Politics: The Internet and Guyana’s General Elections 2011- Student Research* in December 2011. Moreover the CCS ever cognizant of the realities of working journalists and other media practitioners in a geographically challenging and urban-centric country has developed and is now testing its Distance Education platform which will offer flexibility and accessibility of some CCS programmes to students geographically remote areas.

The output model now dubbed as the “rapid low input- high output model” (RLiHo Model) of content creation can be seen as a serendipitous outcome of the project. In fact the many output items created in the project workshops can be viewed as unexpected outcomes. The project has produced 12 documentaries, 8 films, 1 book and 1 distance education delivery system over its life as direct tangible outcomes. Moreover, the Ohio University faculty who taught and produced these outcomes have described their experiences in Guyana as “amazing”, “unbelievable” “technically impossible”, “inspirational” , “hugely rewarding” and “life changing” Similar sentiments have been expressed by the Ohio University students (both undergraduate and graduate) and alumni who participated in the delivery of this partnership. In other words they did in Guyana what they thought was impossible. Recently the new government of Guyana ended a 50 year radio monopoly in Guyana. Though the CCS has not been granted a license yet, it is the only institution in the country capable of training practitioners to manage the 12 new stations set to start operations in the next 12 months. In doing so it will affect in a large way not only what the nation hears but how it hears it and from whom.

The net effect of this partnership then has been to demonstrate by intention, word and action that it is possible to raise the bar of journalism and mass communication education in Guyana and to do it in a short time with success. The effect of this new professionalism in the wider society, because it’s a small society, is not to be diminished if the media is the fourth estate and a major socializing force.

PROGRAM INFORMATION

Original Partnership Objectives [Inserted by HED]:

The partnership has five main goals. The partnership will: 1.) enhance and upgrade the curriculum and course content at CCS with particular emphasis on evident curricular shortcomings, findings of a baseline needs assessment, and the importance of practical journalism and media skills and the interaction of media, ethics and society; 2) upgrade the education, skills and experience of CCS faculty through master's degrees, professional development workshops, and other opportunities; 3) upgrade the education, skills and experience of Guyanese journalists and media professionals, including working students and practicing journalists, through online courses, in-country workshops and annual communications conferences; 4) develop a mixed-mode service (Internet, radio and postal service) to deliver mass communication and journalism education and training to students and journalists in rural and hinterland regions; and 5) upgrade the experience for CCS students to include more structured interactions between students and faculty and local media professionals through joint activities such as co-teaching, internships and applied research projects.

1. Did these objectives change during the life of the partnership, and if so, how?

No they didn't.

2. What has been the partnership's greatest success(es)?

- Flexibility: willingness to respond to opportunities, challenges and changing realities
- The extensive reach of the project: it has touched faculty and students at Ohio University and the University of Guyana: it has supported external institutions and hundreds of media practitioners outside of the formal UG arena, it has captured local and international attention and it therefore is expected to have radial effects. The successes of the partnership are to be shared at the 2012 annual meeting of the Association of International Education Administrators. The Guyana experience is being featured on a panel dealing with "two critical challenges that affect developing countries: "brain drain" and faculty professional development and retention."
- Faculty exchange where OU students or faculty replaced CCS faculty who were away on scholarship at OU. This not only diversified the classroom and content at UG but also allowed invaluable teaching, research and cultural opportunities of growth for OU faculty. The exchanges also enriched classrooms and curricula at Ohio University.
- Reaffirmation Ohio University's commitment to international education through mutually beneficially partnerships.

3. Briefly describe any **programmatic challenges** the partnership faced and how they were addressed.

- Small staff at the Center for Communication Studies, University of Guyana to implement complex programmes.
- Time needed to make some complex changes proposed by the project was sometimes too short.

4. Outline the partnership's **planned activities/expected outcomes** beyond the HED funding period.

- There has been a new MOU signed by the University of Guyana and Ohio University on December 17, 2011

- There is a project which will develop a strategy to archive all the audio materials in Guyana's National Communication Network. This project will be headed by Eddie Ashworth a professor in Ohio University's School of Media Arts and Studies. This project is to be funded by an 1804 Grant from the Ohio University Foundation.
- CCS is currently in dialogue with Ohio University's Institute for International Journalism on developing a student mobility program.
- There is also the possibility of research collaboration between CCS and OU faculty in the future as CCS orients its research agenda.

5. If this partnership has received or were to receive follow-on funding, how was/would it be used?

To strengthen the CCS research agenda for both staff and students

To create further staff development; there are still 3 faculty members teaching with Bachelor's degrees

To Strengthen the Distance Education Programme

To develop scholarships, better student internships and learning /teaching opportunities; students have pointed this out as a deficiency in the prior programme.

To procure more teaching supplies (the wear and tear on CCS equipment is heavy given the small number of items and the large number of students.)

To provide more Direct Media Training –clinic style (Though the media in Guyana are improving there is much still to be done at the media outlet level.)

To create and support community/children's/youth media (this is a deficient area nationally. Given the importance of youth to any nation's future this area should not be neglected. Today's children are tomorrow's adults.)

To support changing the existing CCS infrastructure (The current CCS building was a canteen which was expended to create a teaching space to house about 50 students and 3 faculty. It was built on reclaimed swampland and has been sinking at a rate of 1 inch per year; because of its location it attracts wildlife and mold which is not good for humans or equipment; the building is old and constantly needs repairs, it is not able to handle the electrical load of new technologies being used in CCS teaching and is not adequate for the 9 faculty members and 300 students who now are expected to be housed in the building. The CCS in collaboration with students of the Architecture Department at the University of Guyana created designs for a new CCS building. ***A new building is now imperative to the programmes sustainability and growth.***)

6. Did your partnership receive a no-cost extension?

If yes, why was the extension granted? NO

7. In your opinion, what will be the impact of this partnership on national development goals?

Present impact:

1) It will raise the status of the CCS thereby allowing it to attract more and better human and material resources;

2) Practicum training in CCS new programme and summer workshops allows the University to directly contribute to the development of relevant and quality content for all aspects of the national media environment.

3) CCS has supported the formation of important regulatory bodies – GAMPA; IMAG; Code of Conduct: Elections Code of Conduct. CCS has also contributed to the dialogue on Broadcast legislation and other regulatory issues such as the now broken radio monopoly.

4) The Distance Education programme is expected to mitigate geographic and work challenges of journalists and media practitioners in rural and hinterland regions of Guyana and to provide CCS with a mechanism to serve regional and international communities

5)The CCS will contribute to the delivery of formal, non-formal, and informal education in Guyana through its relationships with The Learning Channel—the national educational television channel. The Director of CCS is a member of the board of this state-owned institution;

6) In the context of an open radio environment CCS will provide trainers for this as well as staff. In the future its own broadcast will join the palette if a license is eventually granted;

7) The creation of the CineGuyana set of 8 films will undergird a renewed film industry with job opportunities and positive international presence for Guyana. The CineGuyana Organization of Guyanese Filmmakers was also formed under the guidance of the CCS.

8) The CCS is set to become a major research institution in Guyana given the return of graduates with advanced degrees from Ohio University and other universities to complement the 1 PhD on staff. This research conducted by staff and students has already begun to provide opportunities for introspection, public dialogue, reference material, baseline from which to grow and the possibility of additional earnings for staff and the CCS;

9) The return to CCS of old students to teach and as well as graduate faculty ---makes a Master's programme at CCS possible. This will not only allow a degree of specialization since the current diplomas and degrees offered are not specialized. It is also expected to lead to higher levels of national competency in areas of media and sustainability of CCS.

10) As an “honest broker” contribute to the democratization of the Guyanese media environment and the nurturing of an ethos of participatory communication.

8. in your opinion, the overall partnership outcomes, as stated in the sub-cooperative agreement:

X Exceeded expectations

Met expectations

did not meet expectations

Other: _____.

9. **Include one or two well-crafted success stories related to your partnership.** Please include a high resolution photograph for each, if available. (See attached success story template.)

Success Story 1

Rise Phoenix....

X (Nelsonia Persaud, winner of the Chancellor Medal (in glasses) and CCS graduating class of 2010)

In 2007 Nelsonia Persaud had been expecting to graduate from the Centre for Communication Studies with a *Diploma in Public Communications*. Instead, she was told that her graduation would be delayed indefinitely as the school that she was enrolled in at the University of Guyana was closed due to a lack of staff. Nelsonia and her cohort would have to wait until the University found lecturers to teach the courses the students needed to complete.

On October 24, 2010 Nelsonia graduated the second best student in the entire University of Guyana acquiring a GPA of perfect 4.0 in her Degree programme and 3.98 in her Diploma.

She received the Chancellor's medal for this achievement. Moreover, of the 12 in her cohort who read for the new Degree in Communication Studies, 8 received distinctions and two passed with credit.

How did these students move from not knowing if or when they would graduate to graduating at the very top of the University's 2010 graduates?

X Composite pics- CCS students outside the CCS and inside the CCS Teaching TV Lab provided through support of partnership and a prior USAID grant.

In the early fall of 2007, a young PhD, Dr. Paloma Mohamed who had been an alum of the Centre for Communication Studies (CCS) read about the problem and returned to Guyana with the precise aim of helping students like Nelsonia to graduate. At the same time, several other alum of the CCS offered their services to the University. The programme was able to begin again in October 2007.

Nelsonia remembers “back then we had nothing ---really---really. We were so ...disadvantaged because I now know that the quality of education that I received at the CCS and that of the new students is like chalk and cheese. They are so lucky ! We are so envious!”

A United States Department of Higher Education Grant which was part of an overall project to revolutionize Journalism Education in Guyana developed by the new staff of the CCS called “Project Phoenix” radically transformed the CCS and conditions there between 2008 and 2011

. The HED grant was won by Professor Vibert Cambridge of Ohio University (OU) in 2008 from 5 competing Higher education institutions in the US. The grant which among other things provided for 3 scholarships to staff who were teaching with Bachelor’s Degrees to complete Masters Education at OU, a revamping of the CCS curriculum and a series of summer workshops run largely by OU faculty to help upgrade the quality of output of practicing journalists in Guyana as well as the introduction of an advisory board and distance education platform.

X Carolyn Walcott at the OU Convocation Ceremony, June 2010

Carolyn Walcott became the first CCS faculty member to graduate with a Masters in Communication and Development Studies from OU in November 2010.

She was joined by Denise Hopkinson in 2011 and Alexis Stephens who is expected to complete in 2012. They have rejoined the CCS staff along with Nelsonia Persaud and another student Taij Rampersaud who was also one of the students waiting to graduate in 2007. Taij obtained a Masters from Deli University in Television production in 2010. *X(Denise Hopkinson front far right in green T shirt)*

This development now allows the CCS to be one of the few departments at the University of Guyana with an 68% graduate faculty. This also allows the CCS to begin advanced degree programmes of its own to ensure a steady supply of faculty for itself in the future. Additionally, the quality of education that the CCS is can now provide because of this is higher.

Success Story 2

Visioning Guyana for Guyanese

What do Professor Eric Williams and his student Brian Zahm have in common apart from being from Ohio University? They both created visual history in Guyana during the recently concluded HED-OU_UG partnership which supported journalism education in Guyana.

Eric Williams in 2010 brought three students to Guyana (two undergraduates and one graduate). His task was to teach Guyanese television practitioners how to make documentaries. Among his students was Brian

Zahm who he said was phenomenal film maker. The rest as they say now forms a tidy bite of Guyana's recent visual media history.

Williams workshop was the second of 4 workshops for media practitioners planned as part of the HED Ohio University and Center for Communication Studies University of Guyana' collaborative project to support journalism education in Guyana between 2008 and 2011. Prof. Mary Rogus of Ohio University conducted the first workshop in 2009 on television news production. This was highly successful and what the appetite of Guyanese for more. They asked for training in television documentary production. So Eric Williams, a prize winning documentarian, and current Director of the School of Media Arts & Studies was asked to come to Guyana.

Over the summer of 2010, Eric Williams and his 50 Guyanese students along with the three he brought from OU produced 12 documentaries of an average 12 minutes in length on various aspects of Guyanese life. These topics ranged from Guyanese myths to prostitution and homelessness. Williams himself produced two pieces *Margaret* about domestic abuse and *Road to Lethem* about what happened when their bus bound for the Guyanese interior was stranded in the jungle for a day.

The series of three half-hour *Sixty Minutes* –like programmes was called *Guyana Pepperpot* complete with a theme song composed by gifted young musician and student of the CCS Tiffany Vasquez. X
Pepperpot is the national Amerindian dish which is a peppery stewed mix of many things.

When the workshop ended with a closed screening of the programmes, Eric Williams said “this has been a life changing experience “because he “never knew that this much could be done with so little”.

Guyana Pepperpot is the first project of its kind to be implemented in Guyana. It is the production of fifty television practitioners from all across Guyana working together.

X

The next year, Brain Zahm (recently graduated with an MFA from OU's School of Film) who had wished to return to Guyana got his wish granted. He was asked to teach Guyanese to make narrative films. According to Zahm, his goal was to deliver an MFA program in three months. And he did. He along with most others involved survived this journey of immense national importance with many battle stories over which they triumphed. Director of the Centre for Communication Studies, Dr. Paloma Mohamed, who is the Guyana side Director of our HED-OU-UG partnership was also the Director of the *President's Endowment Fund* which helped to finance the project. Zahm and Mohamed, but mostly Zham, designed the programme over a series of emails and Skype conversations while he was still in the US nursing a dying father. Two days after his father's death Brain landed in Guyana and began to work immediately. Students who benefitted from the 3-month project have been high in praise of it. Noting that it is a “*once in a lifetime*” opportunity. They worked like they believed this.

Professor Vibert Cambridge, Ohio University's Project Director of the partnership worked with several persons from USAID-Guyana, Ohio University, and HED Washington including then Mission Director Carol Horning, Ohio University's Office of Research and Sponsored Programs Thea Arocho, and HED's Jennifer Sisane to support the narrative filmmaking project. “*We recognized this as an important moment in Guyana's media and cultural history. With the HED project ending in just a few months, if this opportunity had passed now, it many never have happened again.*” And he was right.

What emerged after 3 months was a set of 8 short films by new Guyanese filmmakers now known as the CineGuyana set. The films have since premiered in Guyana, New York and London to enthusiastic responses. One of them *Backyard* was selected to compete in the 2011 African International Film Festival.

More information and shorts can be found at CineGuyana.com on YouTube and the CineGuyana Facebook page. (645 words)

X Brian Zham demonstrating low angles. Pix by Denise Harris. Copyright Centre for Communication Studies. Permission to reproduce granted.

X CCS students Faizal Deo and Yaphet Jackman on set. . Pix by CCS. Copyright Centre for Communication Studies. Permission to reproduce granted.

X Actress Tencia Defreitas on the set of "Backyard".

The net effect of the work of OU's Williams and Zahm has been to transform the way in visual medium of video has been used by Guyanese practitioners. The public response has been highly appreciative of both the improved technical quality and the sensitivity with which their stories are reflected back at them. Both Peppercot and CineGuyana are positive unexpected outcomes of the partnership's summer clinics.

10. Provide one or two **lessons learned** related to your partnership.

- **Mutual respect & Time:** the project was based on the CCS's own internal Project Phoenix- a multistage envisioning paper of what the CCS needed to do from short to medium term. The OU –CCS project took direction from this document and tried to incorporate many items which were recorded there. A major challenge of the project was the relatively short time in which so much was expected to be achieved, the reality of small resources at the host country institution (both human and material). For instance the Distance Education project was slow in getting off the ground because of administrative challenges at the University of Guyana. The need to pass through several committees and to get approvals from each of them makes the introduction of new programmes quite tendentious at times. At best it is not a quick process.
- **Output oriented:** The importance of mixing theory with practice to create a comprehensive and engaging curriculum has been cornerstone of the new curriculum and the "summer clinics." Further, the new curricular orientation and the inputs from the US government, Ohio University, the faculty of CCS and the administration of UG demanded measurable outputs. To this end, pedagogically, we had to create conditions whereby students who may not be theoretically inclined could learn through application. They would learn by doing and what they did would be a demonstrable outcome for themselves, trainers, donors and all interested parties. This has worked with the number of tangible products and people success stories the project has produced. In other words training input is measurable by intangible and tangible outputs. We believe this curricular and pedagogical strategy did much to create the confidence expressed by the project's various stakeholders

11. We invite you to share any additional information or comments about your partnership.

This has been an amazing project. The ability of the managers to respond to questions, challenges, new ideas and possible opportunities has created something special in Guyana. The Centre for Communication Studies and the University of Guyana wishes to record its gratitude to the United States Agency for International Development (USAID); Higher Education for Development (HED); Dr. Roderick McDavis, President, Ohio University, the faculty and staff of Scripps College of Communication and the Center for International Programs for their unselfish support during the life of this partnership to upgrade journalism and mass communication in Guyana.

Leveraged Contributions Made During the Entire HED Funding Period

Contributions	Name of Contributor	Type of Contributor **	Description of Contribution	Estimated Dollar Value of Contribution
<p>Leveraged Contributions not reported as official or proposed cost share.</p> <p><i>(See Glossary for definitions)</i></p>	Government of Guyana	Public Sector Host Country	Support to the Narrative Film Project	US\$50,000
	USAID	Public Sector US	Equipment Grant (TV equipment)	US\$3500
	UNESCO	NGO International	Equipment Grant (radio equipment)	US\$23,000
	Faculty, Scripps College of Communication, Ohio University	Private sector(USA)	Books and other teaching materials	US\$12,000

***e.g. Public sector (host country), Public Sector (U.S.), NGO (host country), NGO (U.S.), Private sector (host country), Private sector (U.S.).*

GLOSSARY OF TERMS

Capacity: Usually considered mental and/or physical ability to produce and/or perform; learning, improving; human capacity strengthening focuses on the development of people, not things. Institutional capacity strengthening focuses on institutional changes that will improve the operation of the institution.

Community Institutions - Examples:

- *Government agencies and ministries*
- *Private for profit groups/businesses*
- *Not-for-profit non-government organizations (NGO)*

Cost Share Contributions: Cash and in-kind contributions that are: 1) verifiable from the applicant's records, i.e., auditable; 2) not included as contributions for any other federally-assisted program; 3) reasonable for the accomplishment of partnership objectives; and 4) not paid by the federal government under another grant.

Exchange: An institutional visit by a representative from a host country or U.S. institution for a partnership-related activity (excludes scholarships, internships, and training).

Internship: This service learning activity complements a participant's academic study, training or research and may take place in the U.S., Mexico, or a third country. It is not defined as training.

Leveraged Contributions:

Additional financial or in-kind donations received as a result of an HED partnership beyond the originally anticipated cost share.

Non-Degree Training:

A learning activity taking place in the U.S., the host country or in a third country in a setting predominantly intended for teaching or imparting knowledge and information to the participants with designated instructors or lead persons, learning objectives, and outcomes, conducted fulltime or intermittently. Non-degree training can consist of short or long-term technical courses in academic or in other settings, non-academic seminars, workshops, on-the-job learning.

Objective Statement:

An objective statement contains two parts that answers two questions: 1) what major activities will occur, and 2) what is expected as the outcome or to change as a result of these activities.

Example:

University partnership faculty from the U.S. and Mexico will recruit and train eight long-term degree scholarship recipients for graduate degrees in natural resource management (NRM) resulting in 75% of the recipients returning to full-time teaching positions in a newly established NRM program at Universidad de Vasquez.

Outcome/Result: Terms are used interchangeably—an expected change as a consequence of an activity.

Scholarship: Scholarships are tallied in units of two graduate-level academic semesters completed by a single participant; no half scholarships may be counted. (N.B.: An individual who studies three academic semesters is counted as one scholarship; if an individual completes four academic semesters, it is counted as two scholarships.) Summer sessions that are equivalent to a semester at the institution where they are undertaken may be counted toward scholarships.



Higher Education for Development
Knowledge, Partnerships, Results



Institutional Partnerships Program

Final Partnership Report

South Africa Logistics Excellence and Transportation Training Initiative (SALETTI)

Partnership Dates: December 18, 2008 – December 31, 2011

Due: 1/31/12

INTRODUCTION

HED administers a cooperative agreement between the United States Agency for International Development (USAID) and the American Council on Education, with five other higher education associations. The agreement (AEG-A-00-05-00007-00) seeks to mobilize the resources of American higher education in support of international development. One portion of the agreement supports partnerships between higher education institutions in the United States and in cooperating countries to demonstrate how they can apply their expertise collaboratively to global, regional, and local development challenges.

Final reports for **HED** Institutional Partnerships should reflect the ways in which the partnership has contributed toward institutional and development goals. The report should summarize partnership activities and development results **in the host country**. Final reports will be shared with USAID colleagues who will, in turn, share them with other interested parties in the development community. The reports are an important tool for disseminating information about partnership activities and promoting the contribution of higher education to international development. We would, therefore, expect the report to be of professional quality and appearance.

When answering the following questions, we encourage you and your partners to be creative in producing substantive, informative, and aesthetically appealing reports for broad dissemination.

PARTNERSHIP INFORMATION

Partnership Title: South Africa Logistics Excellence and Transportation Training Initiative (SALETTI)

Development Area/Sector of Focus: Transportation/Trade

U.S. Institution(s):

- The William Davidson Institute at the University of Michigan (WDI)
- The University of Michigan's Ross School of Business, Master's of Supply Chain Management Program
- The University of Michigan Transportation Research Institute

U.S. Partnership Director(s):

Name: Khalid Al-Naif , WDI

Telephone: (734) 615-9614

E-mail: kalnaif@umich.edu

Host Country Institution(s):

Department of Transport and Supply Chain Management
University of Johannesburg, South Africa

Host Country Partnership Director(s):

Name: Jacobus Walters

Telephone: 27115592088

E-mail: jwalters@uj.ac.za

Partnership Web Site (if any): www.uj.ac.za/transport

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED by the due date. It is also the U.S. partner's responsibility to translate responses to English.
- Please include as much concise information as necessary to answer the questions completely.
- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.
- Please submit *one hard copy* of your final report, and an *electronic copy on CD* to your primary contact at:

Higher Education for Development
One Dupont Circle NW Suite 420
Washington, DC 20036

In addition, partnership directors are encouraged to send copies of the final report to their international partners, congressional representatives, the president of their institutions, and other colleagues who have been involved in partnership activities or would be interested in its results, e.g., NGOs, private sector organizations, government agencies.

PARTNERSHIP PROFILE

The key development objective of the SALETTI project was to build capacity in logistics and supply chain management in South Africa. This was addressed through the introduction of a new Master's in Business Management program with focus on Supply Chain Management, new teaching methods, the involvement of the private sector in course evaluation as well as student research projects, faculty and student exchange and the offering of workshops at the University of Johannesburg in South Africa.

The overall objectives of the partnership were to *Strengthen Higher Education Preparation for Transportation Careers* and *Build Capacity for Tourism and Transportation Management in South Africa*. WDI designed and proposed the SALETTI project to achieve the above objectives within the provided budget. The SALETTI Project achieved all of its proposed goals by successfully completing all of the activities proposed in the work plan.

The two main activities of the partnership were the introduction of a new Master's in Business Management with focus on Supply Chain Management program to build the capacity of future leaders in the logistics and supply chain management sectors in South Africa and its neighboring countries, and the capacity building through faculty and student exchanges. As a scarce skills area in the country, this project addressed a major developmental need of South Africa that will undoubtedly benefit the country and its surrounding states in the short and long run.

Thanks to the SALETTI project, as Sub-Saharan Africa's first and only taught Master's in Business Management program with focus on Supply Chain Management, the University of Johannesburg now has the new degree program firmly launched and stands ready to share the experience with other universities in both South Africa and neighboring countries. Educational barriers to providing educational best-practices in course delivery and student assessment were dismantled to allow the University of Johannesburg's Department of Transport and Supply Chain Management (UJ DTSCM) to become a true global center of excellence.

SALETTI's successes led to serendipitous results beyond the proposed activities of the Project. The University of Johannesburg's DTSCM generously invested its own financial and personnel resources in building capacity of its faculty well beyond the norm of standard cost-share contributions.

PROGRAM INFORMATION

Original Partnership Objectives [list here]:

The overall objectives of the partnership were as follows:

- a) **Strengthening Higher Education Preparation for Transportation Careers**
- b) **Building Capacity for Tourism and Transportation Management in South Africa**

1. Did these objectives change during the life of the partnership, and if so, how?

The original objectives of the project remained constant throughout the life of the project. However, as the SALETTI project made progress towards the objectives, opportunities to move beyond the objectives presented themselves. For example, the mid-term evaluation conducted in February 2011 revealed the need for the follow-on project to build upon the successes of the MCom program and its course delivery structure, the University of Johannesburg expressed interest in creating a clinic for case study writing, which would solidify the nascent image of UJ being the pioneer in industry and educational institutions outreach.

The University of Johannesburg proactively took advantage of every intervention on SALETTI and moved its cost-share contributions well beyond the standard input required from a partner university. For instance, in order to multiply the benefits of the faculty exchange program in 2011, UJ voluntarily covered the costs of an additional DTCSM faculty member to travel to the US on the SALETTI faculty exchange program so she may join the other faculty member whose visit is paid for by the project. UJ generously contributed the time and resources of DTCSM before and after the faculty exchange program so that the department benefited from the experience of not one but two exchange faculty members.

SALETTI has resulted in a significant “mind shift”, a change in the way teaching and research in the new MCom program is undertaken at UJ. The structure of the new program is unique for South Africa; it now addresses the needs of a modern marketplace so fundamentally dependent on a well-functioning logistics sector. It has resulted in a new program in Supply Chain Management which will significantly enhance teaching and research output over the years, while also addressing the lack of specific skills at the executive level in logistics and transportation sectors of business.

2. What has been the partnership’s greatest success(es)?

Major successes are as follows:

- The introduction of the Master’s in Business Management (MCom) is the SALETTI Project’s most valuable tangible success throughout the project life. SALETTI changed the entire structure of the MCom program, which is now offered according to international best practices standards. With the help of the new MCom program, University of Johannesburg will train future leaders in transportation and supply chain management for generations beyond the life of the Project to positively contribute the South African economy, and the neighboring countries’.
- The SALETTI Project changed how university-level courses are assessed throughout all universities and across all subject areas in South Africa, an achievement that reaches well beyond the scope of the SALETTI project. By working with the Council for Higher Education (CHE), course level assessment methods will be changed to closely resemble the University of Michigan’s Ross School of Business assessment model. Previously, students throughout all universities in South Africa had been assessed by a short dissertation, a requirement set by the CHE, the governing body of educational standards in South Africa. Adopting the Ross School of Business’ assessment model allows for action-based learning by permitting students to collaboratively work in teams across disciplines as part of the dissertation requirement. Discussions are currently taking place in this regard between

UJ and the CHE. Should this be approved, it will be an additional major breakthrough in pedagogy and the applicability of graduates' skill sets in the workplace as a result of the SALETTI Project.

- Individual human capacity development attained through SALETTI's faculty exchanges and student study tours was also a major achievement of the project. Students and faculty alike witnessed the work of Michigan's supply chain industry giants (like Ryder, Con-Way, and Wal-Mart) first-hand, which enhanced a deeper understanding of the transportation and supply chain management. Additionally, all faculty exchange program participants were present at the Ross School of Business' classes, and are subsequently influential in changing the teaching philosophy at the MCom level, as well as undergraduate's. Promoting student interaction during lectures has been at the forefront of SALETTI. University of Michigan's action-based learning techniques to advance practical learning have been well received by both UJ faculty and students. The exchanges resulted in more dynamic teaching and thus, better equipped students leaving the educational system.

3. Briefly describe any **programmatic challenges** the partnership faced and how they were addressed.

SALETTI's greatest programmatic challenges were found in the institutional barriers that impeded international best practices to allow for practical group course assessment. Group work encourages students to seek input from fellow students, and do research across multiple disciplines. Listening to opinions and taking them into consideration when making a decision simulates a real life experience in the workplace more closely. This, in turn, results in deeper and more sophisticated dissertations. By working with the Council for Higher Education, course level assessment methods were changed to closely resemble the Ross School of Business assessment model. Now this model can be adapted by universities across the entire country of South Africa.

4. Outline the partnership's **planned activities/expected outcomes** beyond the HED funding period.

The planned activities and expected outcomes beyond the HED funding period include the sustainable continuation of the MCom program. Further collaboration to learn ways to develop new locally relevant case study materials, and methods of work with industry to remain current with course materials is part of UJ's additional funding request. See #5 below for more information about the additional funding and its potential benefits.

The new MCom was structured as an inter-departmental/multi-disciplinary Master's program which will allow the program to be more rigorous and sustainable. Departments with a certain focus on a discipline, such as DTSCM, could not have offered this Master's program without assistance from within UJ. In general, high costs associated with implementation of a Master's program, in addition to relatively low enrolment numbers in such departments, would not attract potential students as it would not be affordable. Sustainability is also influenced by the faculty's ability to teach the programs. In order to build internal capacity, UJ's faculty attended the two courses offered by WDI Consultant and Ross Professor Ravi Anupindi, and will offer the same modules once the Project comes to an end. Additional South African educators have been identified to develop course materials to be used in the remaining MCom SCM modules. It is noteworthy to mention that an independent research and consulting firm headquartered in Johannesburg, PMR.Africa, completed an annual national survey on Accredited Business Schools offering the MBA/MBL degrees in South Africa (Appendix A). The respondents (employers) rated the graduates and students in the workplace representing accredited Business Schools across 19 attribute (academic knowledge, application of knowledge in the workplace, ethical business conduct, leadership skills/abilities, etc.). MCom Business Management at the University of Johannesburg received a mean score of 8.10 out of possible 10.0, with the highest score at 8.29. The study has emphasized the great success of UJ graduates in the workplace with employers, highlighting the immediate applicability of the graduates' skill sets.

5. If this partnership has received or were to receive follow-on funding, how was/would it be used?

In 2010, the University of Johannesburg requested additional funding to create a clinic for case study writing, to further build on existing SALETTI success. The case study writing clinic would also serve as the hub for the industry outreach program housed in the School of Management at the University of Johannesburg. The School now has the institutional capacity to launch the clinic with the know-how gained through faculty exchange

programs under the SALETTI project. Additional technical assistance trips to provide training for industry outreach programs, case-study co-development, case-study writing, and logistics training would be a significant part of the proposed follow-on project.

Additionally, the School of Management could have an international Transport and Supply Chain Management expert serve on its advisory board. The ideal candidate would be an expert who had been previously involved in the conceptualization of the new MCom program. The immediate benefit to the program would be in the expert's continuous involvement, easier access to his/her expertise and advice, and being able to address issues as they arise.

6. Did your partnership receive a no-cost extension?

No.

7. In your opinion, what will be the impact of this partnership on national development goals?

The SALETTI partnership spurred USAID's economic growth goals for South Africa by addressing the project's objectives, namely: the partnership strengthened higher education preparation for transportation careers by providing the international best practice tools and approaches to effectively teach students, new leaders in logistics and transportation in South Africa. The new MCom program is creating advanced logistics workforce skills by providing a new option for South African students who wish to pursue a Master's degree in Transportation. Results in the South African logistics sector are realized immediately as most MCom Supply Chain Management graduates are currently employed by many top logistics companies throughout the country. The skills taught as a result of the SALETTI project are immediately applied to the workforce, thus further building capacity for tourism and transportation management sectors in South Africa.

8. In your opinion, the overall partnership outcomes, as stated in the sub-cooperative agreement:

Exceeded expectations

Met expectations

Did not meet expectations

Other: _____.

9. Include one or two well-crafted **success stories** related to your partnership. Please include a high resolution photograph for each, if available. (See attached success story template.)

Success Story #1



Pilot course taught by Professor Ravi Anupindi launched at the University of Johannesburg's Department of Transport and Supply Chain Management

University of Johannesburg's Department Of Transport and Supply Chain Management launches the Master's of Commerce pilot course taught by Professor Ravi Anupindi of the University of Michigan's Ross School of Business Master in Supply Chain Management program and the William Davidson Institute (WDI)

Professor Ravi Anupindi of the University of Michigan travelled to the University of Johannesburg in August of 2010 to launch the pilot course for the new Master's of Commerce (MCom) program at the University of Johannesburg. The course titled "Supply Chain Operations Management: A Business Process Approach", is the first of five specialization courses of the MCom program to be officially offered at the University of Johannesburg in 2011. The new MCOM program will be the first Master's program to specialize in Supply Chain Management throughout the entire African continent.

Anupindi helped to design the MCom program with special emphasis on the case-study teaching methodology, a method that is well adopted throughout top US higher education institutions. Students who received the case-study training found it to be most useful in applying it to their careers.

Success Story #2

University of Johannesburg's Department Of Transport and Supply Chain Management Bachelor's of Commerce Honors students Refiloe "Fifi" Moloi and Francois Van der Walt visit the William Davidson Institute at the University Of Michigan

Two Logistics Management honors students Refiloe "Fifi" Moloi and Francois Van der Walt from the University of Johannesburg's Department of Transport and Supply Chain Management, visited the University of Michigan's Ross School of Business's William Davidson Institute and Master in Supply Chain Management and the University of Michigan Transportation Research Institute for a two week period in April 2010.



The tour immersed the students into academic and real world experiences of logistics management processes and supply chain operations. During week one the visiting students participated in several supply chain and business management courses at the Ross School of Business, as Francois notes "The classes were a great opportunity to experience both the differences and similarities in study approaches, between those of UJ and those of UM. The second week enabled the visiting students to leave the classroom and head for Corporate America to observe and experience real world applications of logistics and supply chain processes. Visits were made to the Anheuser-Busch Inc., brewery in Columbus, OH, Con-Way Freight's corporate headquarters in Ann Arbor, MI and regional distribution center in Romulus, MI and the Ford Rouge Plant in Dearborn, MI where the best selling F-150 truck is produced. Both Francois and Refiloe appreciated the tour of the brewery as Refiloe commented after the visit "it was fascinating to see how beer is made and the different types of machinery used, the various stages and the

actual brewing process. What was also interesting to see was the fact that their warehouse is totally automated, that was WOW!” Overall, the tour was an immense success in fulfilling the objectives of exposing the visiting students to state-of-the-art practices and principles of supply chain and logistics management. “This trip was an amazingly educational and self enriching experience“, a comment by Francois that nicely concludes how the students felt after the tour.

Success Story #3

South Africa Ready to Grow

Africa, and South Africa in particular, is poised for economic growth and a larger role in the global economy despite some obstacles, two University of Johannesburg (UJ) faculty members said during a talk at WDI on Sept. 27.

Gert Heyns and Cynthia Celliers, two faculty members from the University of Johannesburg (South Africa) visited WDI and the University of Michigan as part of the Institute’s consulting project to build capacity within the University of Johannesburg’s Department of Transport and Supply Chain Management. In addition to the lecture, the two audited two Ross School of Business classes – Strategic Sourcing and Supply Chain Management, and visited Wal-Mart facility in Coldwater, Mich., and the Ryder facility in East Lansing, Mich.

Mr. Heyns and Ms. Celliers, both lecturers at UJ’s Dept. of Transport and Supply Chain Management, said GDP growth should average 5 percent annually through 2015. Some of the reasons for this include South Africa’s abundant supply of natural resources, a large workforce, and significant growth potential. A few of the hurdles to continuing steady growth, the two professors said, are a shortage of skilled workers, a small market size, and a weak infrastructure.



Taking a larger view, the two said the African continent is poised for growth. There is more political stability across the continent, more stable economies, deregulation, and better business conditions.

“There is growth,” Heyns said. “Yes, it is growth from a lower base but there is good economic growth happening in those countries.”

When it comes to attracting foreign investment, South Africa, Nigeria, Angola, Ethiopia, and Kenya are the “Big 5” in Africa, Heyns said. Still, less than 5 percent of foreign direct investment is spent in Africa. One country that is investing in Africa is China, who is attracted to the continent’s abundant natural resources and cheaper labor costs.

Celliers said some of the industry challenges Africa faces includes a very small retail market, very low critical mass volume, and red tape at customs. The logistical challenge includes that the intermodal model concept is not well developed and the sea-land port corridors are lacking. The challenge to doing business in sub-Saharan Africa, which includes South Africa, are access to finance, corruption, inadequate infrastructure, government bureaucracy, tax rates, tax regulations, and an uneducated workforce. South Africa, Celliers said, was rated high in two studies as a potential new gateway to emerging markets. In South Africa’s favor was the easy access to credit, protecting investors, paying taxes, and financial market performance. Seen as weaknesses in South Africa was government bureaucracy, an uneducated workforce, crime and theft, labor regulations, corruption, and inadequate infrastructure.

The two then fielded questions from the audience on South Africa’s high unemployment rate, entrepreneurship training, and South Africa’s role as a political peacemaker for the rest of Africa. Heyns said South Africa is a wonderful country that has a bright future, and encouraged U-M students to visit.

The two UJ faculty members’ visit is part of WDI’s South Africa Logistics Excellence and Transportation Training Initiative (SALETTI). The project includes faculty and student exchange programs, executive education workshops, experiential learning projects, and baseline assessment of the department's programs in order to

expand and improve what is currently offered. The project also calls for the conceptualization, development, and launch of a Master's program in Supply Chain Management at UJ in 2011.

WDI's Development Consulting Services (DCS), in partnership with U-M's Transportation Research Institute (UMTRI), the Ross School of Business, and U-M's African Studies Center, is implementing the SALETTI project. The project is funded by the U.S. Agency for International Development (USAID) and administered by Higher Education for Development (HED).

10. Provide one or two **lessons learned** related to your partnership.

The greatest lesson learned from the SALETTI project was the importance of practical learning in the MCom curriculum to the South African students and educators. Case study teaching is now an integral part of the curriculum, not only in the Supply Chain courses, but across all the courses that constitute the new MCom program. This is a major departure from previous practice at UJ. Establishing the Supply Chain Experiential Learning Program (SCELP), the equivalent to the Multidisciplinary Action Projects (MAP) at the University of Michigan (more information available at <http://www.bus.umich.edu/MAP/Dev/WhatisMAP.htm>), has required many adaptations to SALETTI's initial program design due to South African Higher Education Authority and UJ regulations. These regulations did not allow collaboration between students on minor dissertations at the Master's level. This has now been overcome and will be introduced for the first time in 2012. Agreement has been reached with one of the major employers in logistics in South Africa to work with the University of Johannesburg to roll out this part of the project, while other employers are also being canvassed.

Another lesson learned was a result of delays in processing J1 visas for the faculty exchange and student study tour participants, which was an unforeseen obstacle. The participants' J1 visas were delayed despite the fact that the faculty and students had applied for the visas well in advance. However, the slow processes at the Consulate only allowed for the faculty and students to start on logistical arrangements days before their departure. Upon approval of the J1 visas, WDI was able to quickly regroup and offer a rigorous agenda to the participants, confirming UM faculty and Michigan businesses' availability. The situation highlighted the importance of staying flexible and preparing a back-up plan on the project.

11. We invite you to share any additional information or comments about your partnership.

A Word of Thanks from Professor Jacobus Walters, Department of Transport and Supply Chain Management at the University of Johannesburg

"The DTSCM, on behalf of the University of Johannesburg, would like to thank the partners to the SALETTI agreement – WDI, RSB, UM and HED for their generous support and commitment to develop and implement the program objectives. A special word of thanks to Professor Ravi Anupindi of the Ross School of Business for his personal commitment to the success of the program and the many hours that we could spend with him discussing the structure, content and offering type of the program. We would also like to thank Dr Oliver Page for his involvement in the project whilst still in the employ of UMTRI. Lastly, we would like to thank the many staff at WDI that guided us so diligently through the intricacies of the management of a program of this nature. We have certainly learnt a lot about project management and living up to project deliverables.

Without the generous funding of USAID this project would also not have been possible. We would therefore also like to thank the USAID office in South Africa that first approached our department for possible involvement in a logistics and supply chain management program to enhance the capacity of South African logistics and supply chain managers. We believe that this program will, over the years to come, make a marked difference in high caliber skills in this very important sector of the South African economy.

Professor Jacobus Walters, DTSCM at UJ"

Appendix A

PMR.Africa Survey 2011

Accredited Business Schools in South Africa Offering MBA/MBL Degrees

PMR.africa has completed its annual national survey on Accredited Business Schools offering the MBA/MBL degrees in South Africa.

The respondents (employers) rated the MBA/MBL graduates and students in the workplace representing accredited Business Schools across 19 attributes, namely:

- Academic knowledge
- Application of knowledge in the workplace
- Communication skills/abilities
- Emotional intelligence
- Entrepreneurial skills/capacity/abilities
- Environmental awareness
- Ethical business conduct
- Financial management
- Human resource management
- Implementation of corporate governance
- Information management
- Innovation
- Insight into sound sustainable development
- International perspective
- Leadership skills/abilities
- Marketing management
- Operational management
- Quantitative abilities/skills
- Strategic management

The respondents were also asked to nominate and rate the individual in the business school fraternity in South Africa doing most to enhance and develop the relevancy of business schools during the past 12 months.

The ratings are based on the perceptions of the respondents.

Accredited Business Schools in South Africa offering MBA/MBL Degrees

	MEAN SCORE
The University of Pretoria's Gordon Institute of Business Science (GIBS)	8.29
University of Stellenbosch Business School (USB)	8.18
Wits Business School – University of the Witwatersrand	8.10
University of Cape Town Graduate School of Business (GSB)	8.05
Graduate School of Business University of KwaZulu-Natal	7.99
Nelson Mandela Metropolitan University Business School	7.95
Milpark Business School	7.85
Henley Management College	7.82
Rhodes Business School	7.76
Potchefstroom Business School (PBS)	7.74
University of South Africa (UNISA) Graduate School of Business Leadership (SBL)	7.65
Management College of Southern Africa (MANCOSA) (offering distance learning only)	7.60
School of Management – University of the Free State	7.52
Turfloop Graduate School of Leadership	
University of Limpopo	7.49

Individual in the Business School fraternity in South Africa doing most to enhance and develop the relevancy of business schools

Professor Nick Binedell,
Director: Gordon Institute
of Business Science

Diamond Arrow Award

Other specialist degrees

	MEAN SCORE
MCom Business Management (University of Johannesburg)	8.10

Leveraged Contributions Made During the Entire HED Funding Period

Contributions	Name of Contributor	Type of Contributor **	Description of Contribution	Estimated Dollar Value of Contribution
Leveraged Contributions not reported as official or proposed cost share. <i>(See Glossary for definitions)</i>				

**e.g. Public sector (host country), Public Sector (U.S.), NGO (host country), NGO (U.S.), Private sector (host country), Private sector (U.S.).

GLOSSARY OF TERMS

Capacity: Usually considered mental and/or physical ability to produce and/or perform; learning, improving; human capacity strengthening focuses on the development of people, not things. Institutional capacity strengthening focuses on institutional changes that will improve the operation of the institution.

Community Institutions - Examples:

- *Government agencies and ministries*
- *Private for profit groups/businesses*
- *Not-for-profit non-government organizations (NGO)*

Cost Share Contributions: Cash and in-kind contributions that are: 1) verifiable from the applicant's records, i.e., auditable; 2) not included as contributions for any other federally-assisted program; 3) reasonable for the accomplishment of partnership objectives; and 4) not paid by the federal government under another grant.

Exchange: An institutional visit by a representative from a host country or U.S. institution for a partnership-related activity (excludes scholarships, internships, and training).

Internship: This service learning activity complements a participant's academic study, training or research and may take place in the U.S., Mexico, or a third country. It is not defined as training.

Leveraged Contributions:

Additional financial or in-kind donations received as a result of an HED partnership beyond the originally anticipated cost share.

Non-Degree Training:

A learning activity taking place in the U.S., the host country or in a third country in a setting predominantly intended for teaching or imparting knowledge and information to the participants with designated instructors or lead persons, learning objectives, and outcomes, conducted fulltime or intermittently. Non-degree training can consist of short or long-term technical courses in academic or in other settings, non-academic seminars, workshops, on-the-job learning.

Objective Statement:

An objective statement contains two parts that answers two questions: 1) what major activities will occur, and 2) what is expected as the outcome or to change as a result of these activities.

Example:

University partnership faculty from the U.S. and Mexico will recruit and train eight long-term degree scholarship recipients for graduate degrees in natural resource management (NRM) resulting in 75% of the recipients returning to full-time teaching positions in a newly established NRM program at Universidad de Vasquez.

Outcome/Result: Terms are used interchangeably—an expected change as a consequence of an activity.

Scholarship: Scholarships are tallied in units of two graduate-level academic semesters completed by a single participant; no half scholarships may be counted. (N.B.: An individual who studies three academic semesters is counted as one scholarship; if an individual completes four academic semesters, it is counted as two scholarships.) Summer sessions that are equivalent to a semester at the institution where they are undertaken may be counted toward scholarships.



Higher Education for Development
Knowledge, Partnerships, Results

Institutional Partnerships Program



FINAL Partnership Report

University of Florida and the Tshwane University of Technology



Partnership Dates: January 5, 2009 – February 29, 2012

PARTNERSHIP INFORMATION

Partnership Title: University of Florida and Tshwane University of Technology: Partnership to Strengthen Teaching, Research, Service & Faculty Development in Tourism Management

Development Area/Sector of Focus: Tourism

U.S. Institution(s): University of Florida

U.S. Partnership Director(s):

Name, E-mail, Telephone and Address

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Host Country Institution(s): Tshwane University of Technology (South Africa)

Host Country Partnership Director(s):

Name, E-mail, Telephone and Address

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Partnership Web Site (if any): www.africa.ufl.edu/research/tourism/tourism.html

PARTNERSHIP PROFILE

In approximately **one page**, please provide an executive summary of your higher education partnership, including:

- Key **development issue(s)** which were addressed;
- Overall **objective(s)** of the partnership;
- Primary **activities** of the partnership;
- **Results or Outcomes**;
- **Serendipitous (unexpected) outcomes**.

Tourism is a very important industry for the economy of South Africa. However, tourism growth is dependent on a number of factors, notably, developing a trained and skilled labor force. Capacity building and institutional development through training is a key component for the vitality and sustainability of the tourism industry in South Africa. The purpose of this project is to formulate a partnership between the University of Florida (UF) in Gainesville, United States and Tshwane University of Technology (TUT) in Tshwane/Pretoria, South Africa to strengthen its teaching, research, service and faculty development initiatives in tourism management.

Based on the identified needs of TUT, there were three major objectives identified for the three years partnership: 1) Update and develop new curriculum; 2) Develop a tourism research center and foster industry networks; and 3) Enhance and strengthen faculty development. For the first objective, the curriculum of the recently approved Diploma in Event Management was evaluated and updated based on international standards. Two new programs were created: Diploma in Aviation Operations and a Diploma Casino Resort Management. Based on extensive consultation with public and private stakeholder groups, curriculum was developed based on international standards. However, final approval for implementation is still pending but has been cleared by numerous committees and structures internally and externally to TUT. Given the change in the National Qualifications Framework (NQF) in SA, this had a dramatic impact on the qualifications offered by the previous Technikons, now Universities of Technology. The impact of this change is significant, not only for TUT but all higher education institutions in South Africa, with Universities of Technology the most severely affected. Since the programs are new to South Africa, documents had to be revised in order to align the two newly developed Diplomas with the new Higher Education Qualifications Framework (HEQF) and the South African Qualification Authority (SAQA). Hence, lengthy delays were encountered. However, approvals have been finally moving forward as the bulk of the major paperwork bureaucracy has now been approved. If everything goes according to plan, it is anticipated that all approval for implementation will be finalized by August/September 2012. Given that new curriculum is being developed for the first time in South Africa and Africa, there is tremendous amount of support from the multiple stakeholders that represent the government, private, and non-governmental sectors. All contacted individuals and organizations have expressed support in various ways such as further networking, endorsement, student internships, employment, and research partnerships with TUT. Being a relatively new university, such linkages are necessary to promote the programs. In addition to the diplomas, short vocational courses are in the offering but are tied to the approval of the new programs. Since these programs will be offered for the first time in Africa, it is anticipated to attract students within and outside of South Africa.

For the second objective, a new Center for Sustainable Tourism has been approved by TUT's Faculty Senate on the 5th of March 2011. Since new policy and guidelines were established, this new proposed Center was the first test case and encountered delays due to additional paperwork. The new Center is an important step in the right direction with respect to teaching, research, service and outreach. This Center will be one of the first to have a major focus on tourism issues. The new Center will be an important unit for TUT and the country as tourism has been used as a vehicle of economic development. For the third objective, various initiatives were conducted to enhance and strengthen faculty development. Two major research projects (2010 FIFA World Cup, and Vredefort Dome World Heritage Site) were jointly undertaken by both universities and resulted in participation by numerous students and lecturers. Both projects extensively leveraged contributions to the existing partnership. Other activities have included faculty exchange visits to both partner institutions as well as educational study tours to various tourism businesses, attractions, and destinations in both countries. Overall, the composition of the team with respect to background, knowledge and expertise were instrumental in accomplishing the objectives and strengthening the partnership between UF and TUT.

PROGRAM INFORMATION

Original Partnership Objectives [list here]:

Based on the identified needs of TUT, the following activities were proposed to accomplish (updates noted) the identified 3-year partnership objectives:

I. TEACHING: (Year 1 and 2)

- a. Update existing curriculum
- b. Develop new curriculum
- c. Higher education opportunities at UF
- d. Develop short courses training certificates

II. RESEARCH: (Year 2 and 3)

- a. Focus on sustainable tourism
- b. Establish the Center for Sustainable Tourism

III. SERVICE: (Year 2 and 3)

- a. Increase industry networking and community outreach
- b. Target and enroll disadvantaged population

IV. FACULTY DEVELOPMENT: (Year 3)

- a. Enhance capacity and collaboration in tourism research
- b. Provide faculty and/or lecture exchanges
- c. Field visits

1. Did these objectives change during the life of the partnership, and if so, how?

1. TEACHING

1.1 *Update Existing Curriculum*

This has been completed with respect to Diploma in Event Management.

1.2 *Develop New Curriculum (Diploma in Aviation Operations and Casino Resort Management)*

This is still ongoing with significant progress being made with respect to approvals. Documents had to be revised in order to align the two newly developed Diplomas with the new Higher Education Qualifications Framework (HEQF) and the South African Qualification Authority (SAQA). Exit Level Outcomes, Specified Outcomes and Assessment Criteria had to be reformulated to comply with Outcomes Based Education terminology. Both newly proposed Diplomas had to be realigned to meet the Diploma Structure offered at Universities of Technology. A number of new documents also had to be developed to meet both internal (Business Plans) and external (Department of Higher Education and Training (DHET) forms and the online Higher Education Quality Committee (HEQC) documents requirements.

1.2.1 **Diploma in Aviation Operations (see Appendix A)**

The following committees/structures approved this program:

1.2.1.1 **Internal Approvals**

The business plan for this program was approved at the following internal committees at TUT:

- Departmental Subject Head Meeting.
- Faculty Executive Committee.
- Faculty Board.
- Academic Committee.
- Faculty Senate – approved 5th September 2011.

1.2.1.2 External Approvals

- Department of Higher Education and Training (DHET) form was submitted to approve the subsidy for this program – October 2011. Was returned as DHET raised concerns regarding suitably qualified staff to offer subjects in this program. A detailed plan of staff development was submitted and now awaiting approval.
- DHET document is 100% complete and submitted, and the South African Qualification Authority (SAQA) document has been revised and signed off by Curriculum and Support (CDS) and Directorate Quality Promotion (DPQ). The Higher Education Quality Committee (HEQC) document is completed but Curriculum and Support (CDS) and Directorate Quality Promotion (DPQ) still needs to provide the final approval. The latter documents only served at external stakeholders.

1.2.1.3 Outstanding Approvals

- South African Qualification Authority (SAQA) registration.
- Higher Education Quality Committee (HEQC).
- If everything goes according to plan it is anticipated that the external approvals will be finalized by August/September 2012.

1.2.1.4 Impact of Degree Qualification

- 1st of its kind on the African continent.
- There is enormous industry and government interest in this qualification.
- Expect students from other African countries to enroll in this program.

1.2.1.5 Challenges

- To include the diploma in the TUT's Program Qualification Mix (PQM) and the alignment of program to the Higher Education Qualifications Framework (HEQF).
- Academic staff meeting the minimum Higher Education Quality Committee (HEQC) requirements to teach certain subjects in this program.

1.2.1.6 Future Cooperation

- Aviation Accreditation Board International (AABI) accreditation with the assistance from Jacksonville University, FL – a partner institution in the project.
- Sabbatical - 1 staff member to visit Jacksonville University and other institutions that offer Aviation Management programs in the US – scheduled for the fall semester of 2012, pending approval of funding.
- Study abroad program – Jacksonville University students to visit TUT.

1.2.2 Diploma in Casino Resort Management (see Appendix B)

All documents for this program have been developed. The business plan for this program was approved at the following internal committees at TUT:

1.2.2.1 Internal Approvals

- Faculty Executive committee – 15th September 2011 – approved.
- Faculty Board – 29th September 2011 – approved.
- Academic Committee – 18th October 2011 – approved.
- Faculty Senate – approved 7th November 2011.

1.2.2.2 External Approvals

Department of Higher Education and Training (DHET): Submitted November 24, 2011 and approved on January 19, 2012.

1.2.2.3 Outstanding Approvals

- South African Qualification Authority (SAQA) registration.
- Higher Education Quality Committee (HEQC).
- If everything goes according to plan it is anticipated that the external approvals will be finalized by August/September 2012.

1.2.2.4 Impact of Qualification

- 1st of its kind on the African continent.
- There is industry interest in this qualification.
- Expect students from other African countries to enroll in this program.

1.2.2.5 Challenges

- To include the diploma in the TUT's Program Qualification Mix (PQM) and the alignment of program to the Higher Education Qualifications Framework (HEQF).
- Academic staff meeting the minimum Higher Education Quality Committee (HEQC) requirements to teach certain subjects in this program.

1.3 *Higher Education Opportunities: University of Florida*

- Staff members to enroll at UF in the PhD program – Department of Tourism, Recreation & Sport Management.
- Opportunities offered but lacked candidates at this stage.

1.4 *Develop Short Courses Training Certificates*

- A compilation of outlines for new and updates of old courses have been completed. The short vocational courses are tied to the approval of the diploma programs. However, the current revenue sharing scheme formulated by TUT does not appear to be financially feasible to offer short courses. University policy is under review as it has still not reached consensus by faculty.
- Destination Management Organization Workshop – proposal submitted to the Ministry of Tourism to seek support and resources to facilitate a 3-day session for delegates from national, provincial and local governments. Based on funding, the workshop will be co-hosted by TUT and UF in September 2012.

2. RESEARCH

2.1 *Focus on sustainable tourism*

- Leveraged on existing partnership and co-hosted with the Mbombela Municipality - International Conference on Sustainable Tourism in Mbombela/Nelspruit, South Africa (November 15-19, 2010).
- Approximately 200 papers were presented by delegates from more than 30 countries.
- The first conference of this nature in South Africa- not funded by this partnership, but was a spin-off activity.
- Integration and participation with another UF's HED/USAID project – Transforming Community Based Natural Resource Management (CBNRM) in Southern Africa- a spin-off activity.
- Staff participation in two workshops in South Africa, and one staff visited UF during Aug-Dec 2011 to collaborate with Southern African scholars on a textbook entitled - Foundations of CBNRM.

2.2 *Establish the Center for Sustainable Tourism*

The business plan for the research center was approved by the following internal committees at TUT:

2.2.1 Internal Approvals

- Departmental Research and Innovation Committee.
- Faculty Executive Committee.
- Faculty Board.
- Central Research and Innovation Committee.
- Senate approved on March 5, 2012.

2.2.3 Challenges

- This is the 1st application for a Center under the new Center policy at TUT.
- The process was delayed as the additional documentation was required.
- Revenue sharing from offering short courses will determine development and delivery.

2.2.4 Infrastructure

- Venue for the Research Center has been identified and will be operational by April 2012.

3. SERVICE

3.1 *Increase industry networking and community outreach*

- This has been completed and ongoing.
- TUT-UF team has met and networked with numerous individuals, businesses, and public agencies (more than 50) over the past three years. Being located in the nation's capital has been advantageous to meet a variety of stakeholders in the public, private, and non-government sector.

3.2 *Target and enroll disadvantaged population*

- The majority of the students at TUT are from previous disadvantage backgrounds and the interventions are ongoing. All 1st year students are included in the tracking system to allow lecturers to identify at risk students earlier. English and Life Skills programs are now compulsory for all 1st year students and are scheduled on their timetables. The faculty has also appointed a Life Coach who works with students that demonstrate slow progress. Additional classes are scheduled for subjects with low success rates.

4. FACULTY DEVELOPMENT

4.1 *Enhance capacity and collaboration in tourism research*

- This has been completed and will continue to evolve.
- Two major research projects were conducted by UF-TUT team.
- Both projects leveraged other contributions to the existing partnership project.

4.1.1 FIFA World Cup Project (see Appendix C)

- R500,000 (US\$ 67,000) by TUT
- R200,000 (\$27,000) by the host city of Tshwane/Pretoria.
- US\$ 35,000 in cost sharing by UF with respect to participation by three faculty members.
- US\$ 7,000 in travel costs by UF for two faculty members to visit TUT.
- Project consisted of 3 phases - a resident survey in five host cities (pre and post World Cup), and a visitor survey during the World Cup at all nine host cities.

4.1.2 Research Outputs

- Three project reports completed for Tshwane/Pretoria and Ministry of Tourism.
- Six international conference papers delivered.
- Two manuscripts submitted to accredited journals.
- More conference papers and four additional manuscripts in accredited journals are expected.

4.1.3 Capacity Building

- Nine staff members and approximately seventy students were involved in the project.

4.2.1 Vredefort Dome World Heritage Site Project (see Appendix D)

- TUT R66,000 (US\$ 8,500) by TUT.
- Research is currently ongoing with respect to tourism and conservation issues at the Vredefort Dome World Heritage Site.
- This site is considered as the oldest, largest, and most deeply eroded complex meteorite impact structure in the world.

4.2.1 Research Outputs

- Two international conference papers are expected.
- Two manuscripts in accredited journals are expected.

4.2.2 Capacity Building

- Two staff members and ten students are involved in this project.

4.3.1 Post-Graduate Workshop

- Post-graduate research seminar formulated and implemented.
- All post-graduate students now have to attend a departmental workshop on research project proposals (Research Methods) before registration of their studies.

4.2 *Provide faculty and/or lecture exchanges*

- This has been completed as numerous introductions (beyond the project team members) and exchanges between UF and TUT faculty have occurred in South Africa and Florida.
- The Project Director has visited TUT beyond the number of visits as required by the project work plan since he has other projects in the southern Africa region.
- Other project partners from Jacksonville University and East Carolina University have also visited TUT on two different occasions and offered expertise and guidance.
- TUT team visited UF and Jacksonville University in January 2012.
- Current negotiation with TUT to send one staff member to Jacksonville University for 6 months (sabbatical) during the fall 2012 semester.
- One staff member has applied for a South Africa's National Research Foundation Grant to visit Jacksonville University in 2012 for his sabbatical.

4.3 *Field visits*

- UF team along with partners from Jacksonville University and East Carolina University made numerous field visits to various sites, businesses, attractions and destinations as part of an educational process (curriculum development and center establishment) as well as to increase networking.
- TUT team visited various sites and networked with numerous individuals as part of an educational process to understand the tourism industry in Florida.

2. What has been the partnership's greatest success(es)?

- Given that new curriculum is being developed for the first time in SA and Africa, there is tremendous amount of support from the multiple stakeholders that represent the government, private, and non-governmental sectors. All contacted individuals and organizations have expressed support in various ways such as further networking, endorsement, student internships, employment, and research partnerships with TUT.
- Based on meetings with multiple stakeholders, UF team has continued to strengthen TUT with the tourism industry, non-governmental and governmental sectors. Relationships and partnerships for student internships/employment, and research initiatives have been explored and utilized. Being a relatively new (restructured from a Technikon) university, such linkages are necessary to promote the programs.
- The project has provided synergy with various tourism stakeholders in South Africa: Tshwane/Pretoria Tourism, Gauteng Tourism Authority, Ministry of Tourism, Ministry of Environment, and Tourism Enterprise Program. With the creation of the new Center for Sustainable Tourism, further strengthening of relationship/partnership is envisioned.
- Further engagement assisted in solidifying the partnership with TUT and the city of Tshwane/Pretoria Tourism Board. In fact, the Center has already been a recipient to new tourism research projects for the city. It is envisioned that all tourism related research for the city will be coordinated by the new proposed center.

3. Briefly describe any programmatic challenges the partnership faced and how they were addressed.

- Curriculum approvals have been a major challenge largely due to the timing as well as internal and external bureaucracy.
- The National Qualifications Framework (NQF) has changed in South Africa. This has had a dramatic impact on the qualifications offered by the previous Technikons, now Universiteit of Technology. The impact of this change

is significant, not only for TUT but all higher education institutions in South Africa, with the Universities of Technology as the most severely affected. The 1st phase of realignment of all programs to the New Higher Education Qualifications Framework (HEQF) required all Universities and Universities of Technology to have their Program Qualification Mix (PQM) approved by the DHET. The new curriculum materials were initially unable to be submitted until they were approved on the PQM. The 2nd phase of the process was to categorize all programs in Category A, B and C and to submit to SAQA (South Africa Qualifications Authority). Category A programs require minor changes, Category B programs require more than 50% change and category C is entirely new programs. Since the new diploma programs were within the C category, lengthy delays were encountered. However, approvals have been finally moving forward as the bulk of the major paperwork bureaucracy has now been approved. If everything goes according to plan it is anticipated that the external approvals will be finalized by August/September 2012.

- The proposed new Center also was a lengthy process given the timing of the application at TUT. The university has now created new policy and guidelines with respect to the creation of new research centers. The proposed center by this project was the first test case with respect to the new policy mandate and approval processes. Since this was the first application, a hierarchy of approvals was required. Final approval was granted on March 5, 2012 and the Center will open in April 2012.
- Vocational program offerings at TUT has been a challenge due to internal administrative changes which are still being implemented. The short vocational courses are tied to the approval of the diploma programs. Initially, there was a moratorium with respect to vocational program offerings at TUT. However, now with respect to the new guidelines and policies, current revenue sharing structures do not appear to be feasible to offer short courses at this time. University policy is under review as it has still not reached consensus by the general faculty.

4. Outline the partnership's planned activities/expected outcomes beyond the HED funding period.

- A key funding stream for the new Center is via vocational program (short/certificate courses) offerings, and a business plan has been submitted for approval with TUT. The team intends to get approval and buy-in (especially to the issue of revenue sharing schemes) from TUT administration to facilitate the offerings of vocational courses. Once approved, offerings of short vocational courses will include the standard operating procedures given the department's prior experience in this arena.
- Currently, the Department of Tourism at TUT does not have the specialized faculty to teach all the courses in the newly developed program areas. However, TUT higher administrators have assured that new faculty will be hired in those respective disciplines. This will be vital for total implementation of all developed courses.
- Current negotiation with TUT to send one staff member to Jacksonville University for 6 months (sabbatical) during the fall 2012 semester. One staff member has applied for a South Africa's National Research Foundation Grant to visit Jacksonville University in 2012 for his sabbatical.
- Joint research collaborative initiatives will further enhance research capacity among TUT faculty.

5. If this partnership has received or were to receive follow-on funding, how was/would it be used?

- All new program areas are dramatically growing and there is a need to train human resources to work in these sectors. There is a lack of a pool of qualified lecturers in South Africa. Currently, there has been some willingness by existing staff to move into the new program areas, while recruitment of their subsequent vacant positions in the existing programs will be easier due to the larger pool of lecturers throughout the country. TUT has also identified industry experts who will be employed on a part-time basis to teach in the new program areas. Overall, capacity development of the current staff will be essential to ensure the success of the new programs. Development of staff

can be facilitated by sabbaticals and other training programs such as workshops, short courses, and degree programs outside South Africa.

- Funding to develop and deliver the new proposed short courses following overall approval of the diploma programs. In addition to site-based courses, it will be essential to develop such short courses on a distance education online platform in order to have wider reach and dissemination throughout Africa.
- Since these programs will be offered for the first time in Africa, it will be essential to recruit students within and outside of South Africa. Opportunities to attend via scholarships will be important to facilitate enrollment and have a wider reach.

6. Did your partnership receive a no-cost extension?

Yes

If yes, why was the extension granted?

The TUT team could not visit UF during the fall 2011 semester (last quarter of the grant) and requested to visit in the Spring 2012 semester. The team visited Florida during January 2012. The extension was granted for two months (Jan-Feb) to accommodate travel as well as compile paperwork related to close out procedures.

7. In your opinion, what will be the impact of this partnership on national development goals?

- The development of the new program areas are vital as there is a dire need to train human resources to work in the respective sectors. Also, these program areas are currently not offered as degree programs in South Africa or continental Africa. The opportunity to be the leader in Africa in these new program areas will be an asset to the country and the continent. Also, such programs will be repackaged to offer as short certification courses (on-site and possibly also as distance education) as part of vocational training programs in the future.
- Development of a new Center is an important step in the right direction with respect to teaching, research, service and outreach. This Center will be one of the first to have a major focus on tourism issues. The new Center will be an important unit for TUT and the country as tourism has been used as a vehicle of economic development.
- Research partnerships beyond the project's goals are instrumental in developing as well as enhancing tourism research capacity for the country, which is evidently lacking.

8. In your opinion, the overall partnership outcomes, as stated in the sub-cooperative agreement:

- Exceeded expectations
- Met expectations
- Did not meet expectations
- Other: _____.

9. Include one or two well-crafted success stories related to your partnership. Please include a high resolution photograph for each, if available. (See attached success story template.)

- At this stage, specific successful stories based on the format/guidelines requirements is not available. However, success stories will be submitted following approvals and implementation of programs. This would provide a more meaningful story to promote.

10. Provide one or two lessons learned related to your partnership.

- Curriculum approvals are not an easy task internally and externally in South Africa. While the project team was ambitious to implement and evaluate the new programs within the three years of the partnership, this was not fulfilled largely due to external constraints beyond what the team could have done. However, the timing was a major detriment given the changes in the National Qualifications Framework (NQF) which had a dramatic impact on the qualifications offered by the previous Technikons, now Universities of Technology. The impact of this change is significant, not only for TUT but all higher education institutions in South Africa, with Universities of Technology the most severely affected. We did not envision this change to occur during the launch of this project.
- Internal and external bureaucracy with respect to paperwork and approval processes was a major challenge. It is important to network with the highest administration authorities (Vice-Chancellor, Deputy Vice-Chancellors, and Deans) and involve as well as update them periodically throughout the partnership process. More importantly, it is critical to get their support from the beginning with respect to new curriculum and research initiatives in order to facilitate the partnership.

11. We invite you to share any additional information or comments about your partnership.

- This has been a very productive and mutually rewarding endeavor for all team members in the United States and South Africa. The networks created at the national, provincial, and local governments as well as the private and non-governmental sectors will be invaluable to further strengthen and enhance the partnership objectives and initiatives in the future. More importantly, the partnership will continue beyond the end of this project with respect to implementation, research and outreach activities.

Leveraged Contributions Made During the Entire HED Funding Period

Contributions	Name of Contributor	Type of Contributor **	Description of Contribution	Estimated Dollar Value of Contribution
<p style="text-align: center;">Leveraged Contributions not reported as official or proposed cost share.</p> <p style="text-align: center;"><i>(See Glossary for definitions)</i></p>	Tshwane University of Technology, South Africa: Deputy Vice-Chancellor for Research and Innovation	Public sector (host country)	<ul style="list-style-type: none"> • Examine the concepts of event legacy, national and ethnic identity, social capital, and quality of life based on the perceptions and experiences of South African residents about the 2010 World Cup prior to and following the event (5 host sites/cities). • Investigate visitors (i.e., fans) perceptions and experiences of the 2010 World Cup and South Africa during the event (all 11 host sites) 	SA Rand 500,000 (US\$67,000)
	Tshwane/Pretoria- 2010 Host City	Public sector (host country)	<ul style="list-style-type: none"> • World Cup Study – Residents and Visitor Perspectives 	SA Rand 200,000 (US\$ 27,000)
	University of Florida	Public sector (U.S.)	<ul style="list-style-type: none"> • 3 UF Faculty (non project members but part of the 2010 World Cup project) have and continue to provide assistance to the research project and products 	(US\$ 35,000) cost share
	University of Florida	Public sector (U.S.)	<ul style="list-style-type: none"> • 2 UF Faculty (non project members but part of the 2010 World Cup project) visited South Africa and TUT 	(US\$ 7,000)
	Tshwane University of Technology, South Africa: Department of Tourism Management	Public sector (host country)	<ul style="list-style-type: none"> • Research is currently ongoing with respect to tourism and conservation issues at Vredefort Dome World Heritage Site, SA 	SA Rand 66,000 (US\$ 8,500)

***e.g. Public sector (host country), Public Sector (U.S.), NGO (host country), NGO (U.S.), Private sector (host country), Private sector (U.S.).*

GLOSSARY OF TERMS

Capacity: Usually considered mental and/or physical ability to produce and/or perform; learning, improving; human capacity strengthening focuses on the development of people, not things. Institutional capacity strengthening focuses on institutional changes that will improve the operation of the institution.

Community Institutions - Examples:

- *Government agencies and ministries*
- *Private for profit groups/businesses*
- *Not-for-profit non-government organizations (NGO)*

Cost Share Contributions: Cash and in-kind contributions that are: 1) verifiable from the applicant's records, i.e., auditable; 2) not included as contributions for any other federally-assisted program; 3) reasonable for the accomplishment of partnership objectives; and 4) not paid by the federal government under another grant.

Exchange: An institutional visit by a representative from a host country or U.S. institution for a partnership-related activity (excludes scholarships, internships, and training).

Internship: This service learning activity complements a participant's academic study, training or research and may take place in the U.S., Mexico, or a third country. It is not defined as training.

Leveraged Contributions:

Additional financial or in-kind donations received as a result of an HED partnership beyond the originally anticipated cost share.

Non-Degree Training:

A learning activity taking place in the U.S., the host country or in a third country in a setting predominantly intended for teaching or imparting knowledge and information to the participants with designated instructors or lead persons, learning objectives, and outcomes, conducted fulltime or intermittently. Non-degree training can consist of short or long-term technical courses in academic or in other settings, non-academic seminars, workshops, on-the-job learning.

Objective Statement:

An objective statement contains two parts that answers two questions: 1) what major activities will occur, and 2) what is expected as the outcome or to change as a result of these activities.

Example:

University partnership faculty from the U.S. and Mexico will recruit and train eight long-term degree scholarship recipients for graduate degrees in natural resource management (NRM) resulting in 75% of the recipients returning to full-time teaching positions in a newly established NRM program at Universidad de Vasquez.

Outcome/Result: Terms are used interchangeably—an expected change as a consequence of an activity.

Scholarship: Scholarships are tallied in units of two graduate-level academic semesters completed by a single participant; no half scholarships may be counted. (N.B.: An individual who studies three academic semesters is counted as one scholarship; if an individual completes four academic semesters, it is counted as two scholarships.) Summer sessions that are equivalent to a semester at the institution where they are undertaken may be counted toward scholarships.

APPENDIX A
Aviation Operations Curriculum
Subject Descriptions

1. Aviation History I
2. Aviation History II
3. Aeronautics I
4. Aeronautics II
5. Aviation Industry Management I
6. Aviation Industry Management II
7. Aviation Industry Management III
8. Aviation Traffic and Safety Management

1. Aviation History I

a. Abstract:

An examination of those aspects of aviation that has contributed to its rapid growth. A review of aviation from the Montgolfier Brothers to the Space Shuttle. Special emphasis will be placed on technological advancements. Political and geographical contributions to aviation will also be stressed.

b. Course Outcomes:

- To define and establish a fundamental foundation of aviation history
- To analyze and evaluate key figures in aviation history and their impacts on the industry
- To comprehend the relationship between advancing technology and the progression of aviation

c. Topic Areas:

- Early Aviation
- Wright Brothers
- First Flights
- World War I
- Peacetime Aviation
- Golden Age of Aviation
- World War II
- Cold War
- Space Age Aviation
- Modern Aerospace
- South African Aviation

2. Aviation History II

a. Abstract:

A review of the evolution of international aviation. Special emphasis will be placed on the air transport industry, regulations, business environment and business strategies. The course will also examine the collaboration between the aviation and tourism industry. Regional Case Studies will be administered.

b. Course Outcomes:

- To define and establish a fundamental foundation of aviation and its link to the tourism industry
- To analyze and evaluate key businesses in aviation history and their impacts in their designated region
- To comprehend the relationship between aviation business practices and their regional successes or failures

c. Topic Areas:

- International Aviation
- Commercial Success
- Chicago Conference
- Industry Growth
- Profits
- Liberal Markets
- Carbon Emissions
- Twenty-First Century Airspace
- Leisure travel
- Tourism and Aviation Policy
- Airline Issues for leisure Travelers
- Airport Requirements for Leisure Travelers
- Economic and Environmental Impacts

3. Aeronautics I

a. Abstract:

A general overview of the basic concepts and knowledge of the aviation and airplanes. Terminology, acronyms, and current issues will be discussed. A special emphasis will be placed on the rules and regulations established by the South African Civil Aviation Authority.

b. Course Outcomes

- To define and evaluate the basic concepts in the aviation industry
- To analyze and apply aviation terminology to the industry
- To demonstrate basic knowledge of the South African Civil Aviation Authority's aviation regulations

c. Topic Areas:

- Introduction to Flying
- Aircraft Structure
- Aerodynamics of Flight
- Flight Controls
- Aircraft Systems
- Flight Instruments
- Flight Manuals and Other Documents
- Airport Operations
- Airspace Operations
- Aeronautical Decision-Making
- CAA Part 12
- CAA Part 61
- CAA Part 91
- CAA Part 139

4. Aeronautics II

a. Abstract:

An overview of basic aircraft operations, performance, aerodynamics and design. Examines the civil aviation rules and regulations needed for private pilot operations. Discusses weather theory, formation and weather patterns. Weather observations, forecasts, and reports are interpreted and explained. The course prepares the student for the CAA Private Pilot License knowledge test.

b. Course Outcomes:

- To define and evaluate the basic concepts to obtain a PPL
- To analyze and apply aviation weather concepts to the aviation industry
- To demonstrate basic knowledge of the South African Civil Aviation Authority's aviation regulations

c. Topic Areas:

- Principles of Flight
- Air Navigation
- Civil Aviation Regulations
- Radio
- Airmanship
- Airframes and Engines
- Flight Instruments
- Aerospace Medicine
- Aviation Meteorology

5. Aviation Industry Management I

a. Abstract:

Acquaints the students with a general overview of the air transport industry. Discusses historical perspective, regulators and associations, aerospace industry and the general aviation industry. The structure, economics, and managerial aspects of the airlines are also introduced.

b. Course Outcomes:

- To define and evaluate the air transport industry
- To analyze and apply managerial concepts in all facets of the aviation industry
- To comprehend the relationships between the air transport, the aerospace, and the general aviation industries.

c. Topic Areas:

- The Aerospace Industry
- The Air Transportation Industry
- Issues before US Deregulation Act
- Post-deregulation
- South African Aviation Regulators
- Major Aviation Associations
- General Aviation Industry- supports and users
- Airline Industry Structure
- Industry Agreements
- Air Cargo Overview
- Air Freight Rates
- Factors in Fleet Planning
- The Fleet-planning Process
- Airline Relations
- Airline Unions
- Airline Financing
- Cash Management and Financial Planning
- International Aviation Overview

6. Aviation Industry Management II

a. Abstract:

Acquaints the student with a general overview of basic concepts of airport land-side and air-side management. Master planning and the regulatory environment that the airport operates in are discussed. The course also examines general aviation businesses and sound business practices for them.

b. Course Outcomes:

- To define and recognize modern airport structures and operations
- To determine airports planning and cash flows
- To evaluate fixed based operators and importance to the industry
- To define cash flows of traditional fixed based operation

c. Topic Areas:

- Airports and Airport Systems
- Airport Organizations
- The Airfield
- Terminals
- Ground Access
- Airport Security
- Financial Management
- Political and Social Roles
- Airport Planning
- Fixed Based Operators
- Profits, Cash Flow, and Financing
- Human Resources
- Ground Operations
- Flight Operations
- Aviation Maintenance
- Safety, Security, and Liability
- Physical Facilities

7. Aviation Industry Management III

a. Abstract:

Acquaints the student with basic concepts of airline management, budgets, cash flow, business strategies, operations and finance. General marketing techniques are also discussed. An airline business simulation will accompany the course.

b. Course Outcomes:

- To identify management and marketing techniques used in the airlines
- To interpret data of airlines to justify market segments
- To predict trends in a simulated environment to compare and contrast product, price, place, and promotion strategy changes for an airline

c. Topic Areas:

- The Market for Air Transport Services
- Aviation Marketing Environment
- Airline Business Strategies
- Product Analysis
- Pricing and Revenue Management
- Distributing the Product

- Brand Management
- Relationship marketing
- Airline Selling, Advertising, and promotional Policies
- Airline Financial Analysis

8. Aviation Traffic and Safety Management

a. Abstract:

An overview of the basic concepts pertaining to air traffic control management. Introduces international air traffic management agreements and operations. The course also introduces safety management. The history, current status, and future of both issues are examined.

b. Course Outcomes:

- To define and evaluate the air traffic control management
- To analyze and apply safety management system concepts into the different facets of the aviation industry
- To comprehend the relationships between air traffic control and safety management in the aviation environment

c. Topic Areas:

- Global Air Traffic Control
- How ATC Works
- Evolution of ATC
- ATC in Mature Aviation Markets
- Australia, New Zealand, Canada, United Kingdom, and Europe
- Emerging Aviation Markets
- Challenges of Air Navigation in Developing Countries
- Russia, China, India, and Africa
- Air Traffic Management in the US
- Challenges to the FAA
- Safety Management Systems Overview
- Evolution of Safety
- Quality Management
- Hazards and Risks
- Controls
- Taxonomies
- Process Based Safety Risk Management
- Managing the SMS
- Tools and Analysis Methods
- Implementing a Safety Management System

APPENDIX B
Casino Resort Management Curriculum
Subject Descriptions

1. Casino Games, Probabilities, and Controls
2. Casino Organization
3. Casino Marketing
4. Development of Gaming and Casinos
5. Social Issues in Gaming
6. Casino Accounting and Finance
7. Casino Service Management
8. Casino Laws and Regulations

1. Casino Games, Probabilities, and Controls

a. Abstract:

This course provides a fundamental understanding of casinos by exploring the games which are the heart and product of the casino. Each game has rules. However some rules are basic to the game, while others are changed depending on the jurisdiction. The rules alter the probabilities or the chances of winning. Therefore, understanding probabilities is essential to the casino manager. Finally, controlling the games also controls the profits. Cheating, whether by employees, customers, or outsiders, must be analyzed and blocked at every opportunity. This begins with the dealer of the games and progresses through levels of management and the security department on the casino floor. The “eye in the sky” or surveillance oversees the entire facility recording and tracking movements of potential problems.

b. Course Outcomes:

- To define and evaluate the rules of each game for the best profitability
- To analyze and apply the laws of probabilities to the games
- To comprehend the relationships between the games management personnel, security operators, and surveillance observers

c. Topic Areas:

- Introduction to Casino Gaming Methods
- Casino Slot Operations
- Slot Performance
- Table Games Department
- Table Games Performance and Analysis
- Casino Mathematics
- Bingo and Keno: Beginnings, Basics, and Beyond
- Roulette – The Little Wheel
- Blackjack
- Poker – The Quintessential American Game
- Baccarat
- Craps
- Security and Surveillance
- Drawing the Royal, Making the point, or the Last Hand: The Conclusion

2. Casino Organization

a. Abstract:

There are two major aspects of a casino organization: organizational structures and organizational culture. Organizational structure identifies the tasks, relationships and authority within a casino. The structures identify who reports to whom and which department is responsible for which aspect of the business. On

the other hand, the organizational culture is the shared values and norms that make an organization unique. It sets the tone for how people relate to one another. If a casino is having difficulties, evaluating these relationships is the first step to modification.

b. Course Outcomes:

- To identify the different aspects of a casino structure
- To compare and contrast different casino structures
- To comprehend an organizational culture
- To assess different corporate cultures and its impact on the employees
- To comprehend how different managers create unique cultures

c. Topic Areas:

- An Introduction to Casino Organization and Culture
- Management Companies
- Organizational Structure of a Facility
- Casino Departments and Functions
- Casino Careers
- The Casino Hotel
- Casino Hotel Careers
- Food and Beverage
- Meetings, Conventions, and Entertainment
- Casino Culture
- Lifestyle Impact
- Human Resource Issues in Casino Operations
- Responsible Gambling and Addictive Behaviors
- The Casino as a Community Neighbor

3. Casino Marketing

a. Abstract:

Casino marketing begins by assessing the external environment to the casino for strengths, weaknesses, opportunities, and threats. Once a strategic plan is in place, the guests of the casino are segmented so that the casino can position itself to its optimal profitability. One casino is similar to another except for its organizational culture and the way it treats its employees and guests. This product definition along with a discussion on revenue management, location/transportation, and promotions allows a casino to plan how it will navigate the opportunities and threats in the external environment.

b. Course Outcomes:

- To identify external factors
- To interpret data of guests to justify market segments
- To predict trends in the external environment to compare and contrast product, price, place, and promotion strategy changes

c. Topic Areas:

- Introduction to Marketing
- Strategic Planning
- External Environments
- Consumer Markets
- Meetings and Conventions
- Market Research
- Segmentation and Positioning

- Apply the Service Profit Chain
- Branding
- Revenue Management
- Place/Transportation
- Promotions

4. Development of Gaming and Casinos

a. *Abstract:*

This course is designed to give an overview about the history of gambling and casinos on a worldwide basis. Understanding the development of gambling and the social cycles that have occurred throughout history, aid students in understanding what stigmas are placed on gambling and what has been done in the past. It also allows the students to understand how South African casinos fit in the worldwide industry and the pitfalls and possible solutions as the industry grows.

b. *Course Outcomes:*

- To identify key events in worldwide gaming that shaped its reputation and future
- To comprehend the different cycles of the legalization of gambling
- To interpret how gambling around the world impacts South African casinos
- To compare and contrast the pros and cons of regulating casinos

c. *Topic Areas:*

- Discover of Gambling
- The Ancient Origins of Gambling
- From Classical to Medieval Times
- Cards Come Into Play
- The Science of Chance Creates Professional Gambling
- Is Gambling a Crime or Virtue?
- Why Are There Rules?
- Gambling's Global Spread
- Asian Gambling
- Europeans Gamble at Home and Abroad
- The British Come to Play
- The Birth of American Gambling
- Mercantile Gamblers Create the Casino
- Gambling Takes to the Sea
- Australian Casino Development
- The Cost and Benefits of Legalized Gambling
- Economic Benefits
- Acceptance of Gaming
- South Africa's Gambling History
- The Rise of South African Casinos

5. Social Issues in Gaming

a. *Abstract:*

This course is designed as a special topics course to cover new trends and issues in casino gambling. Currently, the issue continues to be concern about social issues that are related to casinos like gambling addiction, underage gambling, suicide, bankruptcy, and crimes. Responsible gambling is the response of the casinos to work with these issues.

b. Course Outcomes:

- To define and recognize gambling addiction issues
- To distinguish between myth and reality factors in order to evaluate the social issues
- To synthesize both sides of the issues in order to create new productive ways for casinos to identify policies and procedures to improve conditions and to work with other organizations

c. Topic Areas:

- Pathology and Profit
- Values and Choices
- From Local to Global Gambling Cultures
- Grand Illusions
- Community Satisfaction
- Gambling, The Law, and Regulations
- Addiction Debate
- Challenge to Public Policy
- Psychological and Environmental Factors
- Ethical and Philosophical Issues

6. Casino Accounting and Finance

a. Abstract:

This course is directed at non-financial students who need to know the basics of casino financial controls. Money exchanges hands at gaming tables and at the cage. Employees assume responsibility for banks and chip racks. Extending credit and issuing comps have an effect on the profitability of casinos. Money is everywhere and controls must be in place to avoid theft and embezzlement.

b. Course Outcomes:

- To recognize the need for controls in a casino
- To know the history of financial controls and how this relates to current control procedures
- To evaluate how the central importance of cash in a casino affects the nature of its controls
- To define the unique terms that are used in the casino industry
- To identify the traditional and accounting financial controls
- To identify the comps and credit financial controls

c. Topic Areas:

- Terminology
- Hold Percentage
- Controls in Place
- Paper Trail of Revenue and Payouts
- Conversion of Financial Data into Financial Statements
- Analysis of Financial Statements
- Purpose and History of Comps and Credit
- Criteria for Issuing Credit
- Criteria for Offering Comps
- Impact of Comps and Credit on Financial Results

7. Casino Service Management

a. Abstract:

This course begins with a holistic view of corporations to examine how businesses create the corporate cultures that dictate service levels. Because managers help create the culture, it is important to understand

that students develop their management and communication styles long before they are promoted. Therefore, a discussion of management and communication styles that shape organizations along with conflict management and problem resolution round out the discussion.

b. Course Outcomes:

- To comprehend the nature of services
- To compare the basic differences between service and non-service organizations
- To evaluate various management principles
- To demonstrate an understanding of the issues facing service firms in their quest for quality

c. Topic Areas:

- The Basics of Wow! The Guest Knows Best
- Meeting Guest Expectations through Planning
- Setting the Scene for the Guest Experience
- Developing the Hospitality Culture: Everyone Serves
- Staffing for Service
- Training for Service
- Serving with a Smile: Motivation and Empowerment
- Involving the Guest: Co-production
- Communicating for Service
- Delivering the Service
- Waiting for Service
- Fixing Service Problems
- Serving Perfectly
- Service Excellent: Leading the Way to Wow!

8. Casino Laws and Regulations

a. Abstract:

This course looks at the different casino laws and regulations around the world and compares them to the different legal environments in South African provinces.

b. Course Outcomes:

- To identify and recognize South African gambling laws
- To identify and recognize South African casino legislation
- To compare South African legislation to other countries around the world
- To evaluate which legislation is effective and which needs modification

c. Topic Areas:

- National Gambling Act, 1996
- Eastern Cape Gambling and Betting Act, 1997
- Free State Gambling and Racing Act, 1996
- Gauteng Gambling Act, 1995, as amended
- KwaZulu-Natal Gambling Act, 1996
- All regulations promulgated under the above Acts
- Mpumalanga Gambling Act, 1995
- The North West Casino, Gaming and Betting Act, 1994
- Northern Cape Gambling and Racing Act, 1996
- Northern Province Casino and Gaming Act, 1996
- Western Cape Gambling and Racing Law, 1996
- Lotteries Act, 1997

APPENDIX C
Summary of Research Projects
2010 FIFA World Cup - South Africa: Tshwane University of Technology - University of Florida

Technical Reports

Thapa, B., Gibson, H., Kaplanidou, K., Walker, M., Berdychevsky, L., Bell, H., Karadakis, K., Geldenhuys, S., & Coetzee, W. (2011). 2010 FIFA World Cup: International Visitors Perspectives. Final research report. *Prepared for Ministry of Tourism, Tshwane/Pretoria, South Africa, 55 pp.*

Thapa, B., Kaplanidou, K., Walker, M., Gibson, H., Karadakis, K., Geldenhuys, S., & Coetzee, W. (2010). 2010 FIFA World Cup: Visitor Perspectives from Tshwane/Pretoria. Final research report. *Prepared for Tshwane Tourism Board, Tshwane/Pretoria, South Africa, 44 pp.*

Thapa, B., Walker, M., Kaplanidou, K., Gibson, H., Geldenhuys, S., & Coetzee, W. (2010). 2010 FIFA World Cup: Tshwane/Pretoria Residents' Perspectives Prior to the Event. Final research report. *Prepared for Tshwane Tourism Board, Tshwane/Pretoria, South Africa, 28 pp.*

International Conference Presentations

Walker, M., Heere, B., Gibson, H., Thapa, B., Geldenhuys, S., & Coetzee, W. (2012). The power of sport to unite a Nation: The social value of the 2010 South African World Cup. *Paper presentation accepted at the North American Society for Sport Management Conference. Seattle, Washington. May 22-26.*

Coetzee, W., Geldenhuys, S., Kaplanidou, K., Thapa, B., Gibson, H., & Walker, M. (2011). Residents' perception on the legacy of the 2010 World Cup: City of Tshwane. *Paper presentation at the International Tourism Sustainability Conference: Embracing Social and Environmental Change: The Influence and Role of Tourism. Port Louis, Mauritius. September 21-24.*

Gibson, H., Kang, S., Walker, M., Kaplanidou, K., Thapa, B., Geldenhuys, S., & Coetzee, W. (2011). Four sport tourist fan types: 2010 World Cup, flow-on tourism and other attributes. *Paper presentation at 19th Conference of the European Association for Sport Management. Madrid, Spain. September 7-10.*

Gibson, H., Walker, M., Kaplanidou, K., Thapa, B., Geldenhuys, S., & Coetzee, W. (2011). The perceived social impact of the 2010 FIFA World Cup: Resident perceptions from one host city. *Paper presentation at the International Sociology of Sport Association World Congress: Sport and the Winds of Change. Havana, Cuba. July 10-17.*

Kaplanidou, K., Gibson, H., Karadakis, K., Walker, M., Thapa, B., Geldenhuys, S., & Coetzee, W. (2011). Quality of life as a mediator between event impacts and mega event support among South African residents: The 2010 FIFA World Cup. *Paper presentation at the 42nd Annual Travel and Tourism Research Association Conference. London, Ontario, Canada. June 19-21.*

Coetzee, W., Geldenhuys, S., Thapa, B., Gibson, H., Kaplanidou, K., & Walker, M. (2010). International Visitors Perspectives at the 2010 FIFA World Cup: City Tshwane. *Paper presentation at the National Tourism Research Meeting. Tshwane, South Africa. March 14.*

Academic Journals

Walker, M., Kaplanidou, K., Gibson, H., Thapa, B., Coetzee, W., & Geldenhuys, S. (in second review). "Win in Africa, With Africa": Social responsibility, event image, and destination benefits. The case of the 2010 South Africa FIFA World Cup. Submitted to *Tourism Management*.

Herre, B., Walker, M., Gibson, H., Thapa, B., Geldenhuys, S., & Coetzee, W. (in first review). Power of sport to unite a Nation: The social value of the 2010 FIFA World Cup in South Africa. Submitted to *Journal of Sport Management*.

Four manuscripts are currently being finalized for submission to academic journals.

2010 FIFA WORLD CUP: Tshwane/Pretoria Residents' Perspectives Prior to the Event

EXECUTIVE SUMMARY

- The primary method of data collection was in-person survey (i.e., questionnaire) intercept. Data collection was conducted among Tshwane residents on April 6th, 2010, administered at two major areas, namely Church Square in the Central Business District and Menlyn Shopping Center located in the east region of the city. At each respective location, a random sample of residents were intercepted and requested to complete a questionnaire. Every fifth person or group was targeted and only one adult from each travel party was identified (alternating male and female) and requested to participate at the designated site.
- Data collection began at 9 a.m. and ended at 6 p.m. with a total of N=361 responses.
- Majority of the respondents were males (64.3%); consisted of largely young and middle age individuals between 25-34 (43.3%) years of age, and one third (33.3%) had a secondary education.
- An overwhelming majority of respondents identified themselves as Black (83.1%), and numerous occupations were reported that ranged from being a student (22.7%) to a business owner (7.6%).
- Respondents were asked to indicate their household income level from all sources in the year of 2009. Almost one-third (30.6%) reported less than R9, 999, while 16.3% noted R210, 000 and above.
- Household size varied with 39.9% of respondents noted 2-3 individuals, and 23.6% noted two individuals in their household were under 18 years of age.
- Just over 15% (15.2%) reported that they worked in the tourism industry in South Africa and the same percentage (15.2%) indicated they were working with a government department responsible for the delivery of the World Cup and a further 8.3% said they worked for the 2010 FIFA World Cup organizing committee.
- The vast majority of residents (89.9%) were not Small, Micro and Medium-Sized (SMME) business owners.
- About one-third (34%) had registered to volunteer for the World Cup at the time of the data collection. Those who had not registered noted reasons such as: Distance, Expensive, No Interest, No Time, Not Qualified, Uniformed, and Work Obligations.
- Majority of the respondents (68.4%) had planned to attend at least one match during the 2010 FIFA World Cup. Those that did not plan to attend noted reasons such as: Crowded, Distance, Expensive, No Time, No Interest, Ticket Process, Travel, Television, and Work Obligations.
- Respondents agreed (20.8%) as well as strong disagreed (21.6%) that that the 2010 FIFA World Cup tickets were priced correctly. Also, only 17.3% agreed that tickets were accessible for all.
- Overall, residents perceived that the 2010 FIFA World Cup will benefit tourism and improve sport and non-sport related infrastructure, as well as enhance the image of South Africa worldwide.
- Sixty-eight percent of residents strongly agreed that hosting the World Cup would improve tourism infrastructure such as hotels and attractions. Residents also strongly agreed that the World Cup will bring people together (54.9%), increase community spirit (45.8%) and national pride (49.4%), and assist with the development of sport participation in the future (46.2%).
- Residents did not demonstrate strong convictions that the World Cup would reduce racial segregation (28.5%) and 33.9% felt that hosting the World Cup would increase the crime rate. However, only 24.6% strongly agreed that the construction of facilities for visitors associated with the World Cup was a waste of tax payers' money.
- Overall, residents were supportive of hosting but only modestly supportive of the associated impacts perceived to be received from the event.
- Perceived quality of life preceding the 2010 FIFA World Cup identified that residents were happy did not want to move away from South Africa, and strongly believed that the future of the country was bright. They generally felt that their quality of life would improve due to the World Cup.

- Generally, residents were supportive of their government. However, respondents also noted that they either strongly disagreed or disagreed with issues such as government's competency, trust and representation of people's interest.
- Respondents noted the following as the biggest challenge that faces South Africa: Crime, Economy, Employment, Politics, Racism, Transportation, Health, Infrastructure, Youth, Terrorism, Xenophobia, Education, Services, Tourism, and the Environment. Also, 55.4% responded that hosting the 2010 FIFA World Cup would not resolve these challenges, while 23% noted otherwise.
- The vast majority, (90.7%) noted that South Africa was the Nation they identified with most strongly. Residents' evaluations of both national and ethnic identity were between 5 and 6 (on a 7 point scale), which shows the degree to which they identify with their nation and their ethnic group. Respondents identified more strongly with South Africa than their respective ethnic groups.
- With regards to social capital, residents' perceptions were around the middle of a five point scale. The overall mean for items related to collective action was 3.54, for trust and safety 3.18, for social connections 3.71, for tolerance and diversity 3.66 and for value of life 3.90. Compared with the means for the other concepts measured, all of these are quite low.
- The individual questionnaire items measuring social capital provide some good insights. Just over 40% report that they volunteer at least sometimes in their community. Over half (56.5%) indicated that their community feels like home to them and 49.8% rated their communities as somewhat safe. Over 40% reported they could get help from a friend when they needed it and 51.8% said that they had spoken with friends on the telephone over the past week. In terms of tolerance of diversity 62.4% at least somewhat agreed that multiculturalism made life in their community better and 71.2% generally enjoyed living with people with different lifestyles. Just over 65% somewhat agreed that they felt valued by society and 72.1% generally valued the society that they live in.

2010 FIFA WORLD CUP: Visitors Perspectives from Tshwane/Pretoria

- An onsite survey was used to collect visitor information regarding travel patterns, experience, satisfaction, event behavior, and expenditures. An onsite intercept survey was conducted during the event in the city (June 13-25, 2010). There were a total of 1005 respondents approached, of which 986 agreed to participate in the study yielding a 97% response rate.
- The sample consisted of largely males (72.7%), and the respondents' overall mean age was 35 years.
- More than half (56.1%) of the respondents held a university degree.
- Respondents reported various occupations; however, the largest groups were representative of students (13.6 %) and teachers (7.2%).
- With regards to household size, the mean number of individuals in a household was 4.19.
- With respect to nationality, the largest percentages were South African (11.8 %), American (10.6 %) and Spanish (8.9 %).
- Similarly, the largest percentage (13.4%) indicated that South Africa was their place of permanent residence, followed by the United States (11%), and Argentina (8.7%).

The summary results below include only non-South African respondents:

- The majority of respondents (97.4%) indicated that South Africa was the primary destination of their trip and 90.7% also indicated that attending the World Cup was the primary purpose of their trip. Most respondents indicated that this was their first trip to South Africa (91.4%). When asked about their "trip phase", the majority (68.7%) indicated that they were at the mid-point of their trip.
- With respect to trip planning, 42.7% reported they had decided a year ago (or more) to visit South Africa. Also, Internet websites were reported as the information source most often used (43.8%).
- Travel groups consisted of friends (28.7%) and friends and family (20.7%), with average size travel groups of 5 people (M=5.42).
- Respondents traveled primarily without children, and the majority (80.2%) of travel groups did not include anyone under the age of 18 years of age.
- The majority of respondents (89.5%) indicated that media coverage of the risks associated with South Africa did not affect their plans to attend the 2010 World Cup.
- The main mode of transportation to South Africa was commercial airlines (97.2%).
- The most popular activities were attendance at the World Cup Games (94.1%), followed by General Sightseeing (68.6%), Shopping (55.3%), visiting National Parks (48.1%) and Historical Sites and Museums (40.2%).
- When asked to indicate what best described the characteristics of South Africa as a destination, 50.7% of the respondents "strongly agreed" that "beautiful parks and natural attractions" best described South Africa as a destination followed by "interesting cultural and historical sites" (50.1%). However, safety and security was a concern for some respondents (33.5% strongly agreed). Overall, respondents were very positive about the quality of the South African tourism attributes.
- Based on their visit, respondents were also asked to indicate what they liked the most and least about their trip. About one-third of the respondents (31.6%) indicated that they liked "the people" the most followed by "attractions" (11.5%), while "crime" was regarded as the least favorite (19.4%).
- Regarding word-of-mouth recommendations, 94.4% either "agreed" or "strongly agreed" with the statement that they would encourage friends and family to visit South Africa, while 89.6% "agreed" or "strongly agreed" that they would recommend South Africa as a vacation destination.

- In addition, respondents reported strong intentions to revisit South Africa as well as other countries on the African continent for future vacations. For example, 80.5% “agreed” or “strongly agreed” that they would likely plan a visit to other countries on the African continent for a vacation, and 83.4% “agreed” or “strongly agreed” they would likely revisit South Africa in the next three years.
- With respect to the overall image perceptions of South Africa, the majority of respondents had “somewhat positive” (54.2%) or “very positive” (39.8%) perceptions of South Africa as a vacation destination. Additionally, on a scale from 1 to 10 (with 10 being a perfect trip), respondents reported a mean of 7.55 for their overall experience.
- Respondents estimated that their overall mean expenditure for their trip to South Africa was R67,113.13. Of this, their largest expenditure was transportation to and from South Africa R29,783.50, followed by lodging during their stay in South Africa R13,557.58.

The summary results below include all respondents (South African and non South African):

- Most respondents (88.9%) were visiting the World Cup host city of Tshwane/Pretoria for the first time. The majority of respondents (68.5%) indicated that their visit to the host city was overnight, while 31.5% reported for the day. Almost half of the respondents (48.0%) stayed in hotels, and 38.5% indicated that they had used or would use a rental vehicle to travel within South Africa.
- The majority of the respondents (76.2%) had not previously attended a World Cup before the 2010 event in South Africa.
- The majority of respondents (88.1%) indicated that they planned to attend an average of 2-3 matches (40.7%) during the 2010 World Cup in South Africa. They also indicated that the team they would support first was South Africa (14.7%), followed by Brazil as their second (17.7%) and third (17.5%) choices.
- When asked to describe their level of being a football fan, the majority (52.9%) indicated they liked football and planned to attend some matches, but they were also interested in visiting other tourist attractions.
- Regarding the overall image of the 2010 World Cup the majority of respondents (60%) reported the image was “somewhat positive”. In addition, (61.8%) indicated that they were “likely” or “extremely likely” to attend the 2014 World Cup in Brazil.
- With regards to familiarity with FIFA’s social responsibility programs, 66.8% indicated they were “familiar” or “very familiar” with FIFA’s program to “Develop the game of football in Africa”, 64.3% were “familiar” or “very familiar” with the program “Build a better future for Africa,” and 63.1% were “familiar” or “very familiar” with the program “Touch the Continent of Africa.”
- Regarding attitudes towards FIFA, 60.4% of respondents “agreed” or “strongly agreed” that they like FIFA as an organization, 57.9% “agreed” or “strongly agreed” that FIFA is involved with the communities where they sponsor events, 57.5% “agreed” or “strongly agreed” that FIFA’s genuine desire to touch the world guided their decision to host in South Africa, 57.4% “agreed” or “strongly agreed” that FIFA’s contributions benefit global football events, and 56% “agreed” or “strongly agreed” that FIFA is committed to sharing profits to help communities where they sponsor events.

2010 FIFA WORLD CUP: International Visitors Perspectives - Nationwide

Demographics

- An onsite intercept survey was used (June 11th, 2010 - June 25th, 2010) to collect international visitor information regarding travel patterns, experience, satisfaction, event behavior, and expenditures. There were a total of 6606 respondents from nine cities-Johannesburg, Polokwane, Rustenburg, Cape Town, Pretoria, Bloemfontein, Port Elizabeth, Durban and Nelspruit.
- The sample consisted of largely males (73.2%), and the respondents' overall mean age was 35 years ($M=35.27$, $SD=9.53$).
- More than half (53.4%) of the respondents held a university degree.
- Respondents reported various occupations; however, the largest groups were students (10.9%) and owners (6.9%).
- With regards to household size, the most common response was 4-5 individuals, while the mean number of individuals in a household was 3.89 ($SD=1.69$).
- Regarding nationality, the largest percentages were American (7.84%), Argentinean (6.82%) and Spanish (6.41%).
- Similarly, the largest percentage (8.48%) indicated that the United States was their place of permanent residence, followed by the United Kingdom (6.76%), and Argentina (6.76%).

Travel Patterns and Satisfaction

- The majority of respondents (95.6%) indicated that South Africa was the primary destination of their trip, and 91.4% also indicated that attending the World Cup was the primary purpose of their trip.
- Most respondents indicated that this was their first trip to South Africa (86.5%). When asked about their "trip phase", about half (51.2%) indicated that they were at the mid-point of their trip.
- With respect to trip planning, 44.6% reported they had decided a year ago (or more) to visit South Africa. Also, Internet websites were reported as the information source most often used (41.4%).
- Travel groups consisted of friends (33.8%), family (20.4%), and friends and family (17.2%). The most common size of travel groups was 4 people (16.1%).
- Respondents traveled primarily without children, and the majority (75.8%) of travel groups did not include anyone under the age of 18 years of age.
- The majority of respondents (89.3%) indicated that media coverage of the risks associated with South Africa did not affect their plans to attend the 2010 World Cup.
- The main mode of transportation to South Africa was commercial airlines (92.0%).
- The most popular activities were attendance at the World Cup Games (93.4%), followed by general sightseeing (63.1%), visiting National Parks (50.1%), shopping (49.3%) and World Cup related events (42.2%).
- When asked to indicate what best described the characteristics of South Africa as a destination, 55.5% "strongly agreed" that "beautiful parks and natural attractions" best described South Africa as a destination followed by "interesting cultural and historical sites" (53.7%). However, safety and security was a concern for some respondents (35.3% strongly agreed). Overall, respondents were very positive about the quality of the South African tourism attributes.
- Based on their visit, respondents indicated what they liked the most and least about their trip. About one-third of the respondents (34.19%) indicated that they liked "the people" the most followed by "atmosphere" (8.58%) and "attractions" (8.05%). Almost a quarter (23.56%) chose "nothing" as what they liked least, followed by "crime" (18.73%).

- Regarding word-of-mouth recommendations, 92.6% either “agreed” or “strongly agreed” with the statement that they would encourage friends and family to visit South Africa, while 90.0% “agreed” or “strongly agreed” that they would recommend South Africa as a vacation destination.
- In addition, respondents reported strong intentions to revisit South Africa as well as other countries on the African continent for future vacations. For example, 82.5% “agreed” or “strongly agreed” that they would likely plan a visit to other countries on the African continent for a vacation, and 81.7% “agreed” or “strongly agreed” they would likely revisit South Africa in the next three years.
- With respect to the overall image perceptions of South Africa, the vast majority of respondents had “very positive” (49.5%) or “somewhat positive” (45.4%) perceptions of South Africa as a vacation destination. Additionally, on a scale from 1 to 10 (with 10 being a perfect trip), respondents reported a mean of 7.71 for their overall experience.
- The mean of respondents’ estimated planned expenditures for their trip to South Africa was R49,401.81 per person. Of this, their largest expenditure was expected to be transportation to and from South Africa (R 20,331.95), followed by lodging (R11,286.37) during their stay in South Africa.

World Cup Perceptions and Behaviors

- Most respondents (91.4%) were making their visit to the World Cup host city for the first time. Over three quarters of respondents (76.2%) indicated that their visit to the host city included an overnight stay, with two nights being the most common length of stay (27.4%). Almost half of the respondents (47.4%) stayed in hotels, and two-fifths (40.5%) indicated that they had used or would use a rental vehicle to travel within South Africa.
- The majority of the respondents (72.5%) had not previously attended a World Cup before the 2010 event in South Africa.
- The vast majority of respondents (94.3%) indicated that they planned to attend 2010 World Cup matches, with two thirds (59.9%) attending between two and four matches. They also indicated that the team they would support first was England (8.35%), followed by South Africa as their second (19.14%) and third (16.19%) choices.
- When asked to describe their level of being a football fan, almost two-thirds (59.8%) indicated they liked football and planned to attend some matches, but they were also interested in visiting other tourist attractions.
- Regarding the overall image of the 2010 World Cup, the majority of respondents (55.1%) reported the image was “somewhat positive” and 34.7% felt it was “very positive”. Two thirds of respondents (66.3%) indicated that they were “likely” or “extremely likely” to attend the 2014 World Cup in Brazil.
- With regards to familiarity with FIFA’s social responsibility programs, 54.2% indicated they were “familiar” or “very familiar” with FIFA’s program to “Develop the game of football in Africa,” about half (51.4%) were “familiar” or “very familiar” with the program “Build a better future for Africa,” and just over half (51.4%) were “familiar” or “very familiar” with the program “Touch the Continent of Africa.”
- Regarding attitudes towards FIFA, 58.5% “agreed” or “strongly agreed” that FIFA’s genuine desire to touch the world guided their decision to host in South Africa; 57.6% of respondents “agreed” or “strongly agreed” that they like FIFA as an organization; 56.5% “agreed” or “strongly agreed” that FIFA’s contributions benefit global football events; 54.2% “agreed” or “strongly agreed” that FIFA is involved with the communities where they sponsor events, and 52.1% “agreed” or “strongly agreed” that FIFA is committed to sharing profits to help communities where they sponsor events.

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- With respect to trip planning, 44.6% reported they had decided a year ago (or more) to visit South Africa. Also, Internet websites were reported as the information source most often used (41.4%).
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- The majority of respondents (89.3%) indicated that media coverage of the risks associated with South Africa did not affect their plans to attend the 2010 World Cup.
- The main mode of transportation to South Africa was commercial airlines (92.0%).
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- Based on their visit, respondents indicated what they liked the most and least about their trip. About one-third of the respondents (34.19%) indicated that they liked “the people” the most followed by “atmosphere” (8.58%) and “attractions” (8.05%). Almost a quarter (23.56%) chose “nothing” as what they liked least, followed by “crime” (18.73%).
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- In addition, respondents reported strong intentions to revisit South Africa as well as other countries on the African continent for future vacations. For example, 82.5% “agreed” or “strongly agreed” that they would likely plan a visit to other countries on the African continent for a vacation, and 81.7% “agreed” or “strongly agreed” they would likely revisit South Africa in the next three years.
- With respect to the overall image perceptions of South Africa, the vast majority of respondents had “very positive” (49.5%) or “somewhat positive” (45.4%) perceptions of South Africa as a vacation destination. Additionally, on a scale from 1 to 10 (with 10 being a perfect trip), respondents reported a mean of 7.71 for their overall experience.

- The mean of respondents' estimated planned expenditures for their trip to South Africa was R49,401.81 per person. Of this, their largest expenditure was expected to be transportation to and from South Africa (R 20,331.95), followed by lodging (R11,286.37) during their stay in South Africa.

World Cup Perceptions and Behaviors

- Most respondents (91.4%) were making their visit to the World Cup host city for the first time. Over three quarters of respondents (76.2%) indicated that their visit to the host city included an overnight stay, with two nights being the most common length of stay (27.4%). Almost half of the respondents (47.4%) stayed in hotels, and two-fifths (40.5%) indicated that they had used or would use a rental vehicle to travel within South Africa.
- The majority of the respondents (72.5%) had not previously attended a World Cup before the 2010 event in South Africa.
- The vast majority of respondents (94.3%) indicated that they planned to attend 2010 World Cup matches, with two thirds (59.9%) attending between two and four matches. They also indicated that the team they would support first was England (8.35%), followed by South Africa as their second (19.14%) and third (16.19%) choices.
- When asked to describe their level of being a football fan, almost two-thirds (59.8%) indicated they liked football and planned to attend some matches, but they were also interested in visiting other tourist attractions.
- Regarding the overall image of the 2010 World Cup, the majority of respondents (55.1%) reported the image was "somewhat positive" and 34.7% felt it was "very positive". Two thirds of respondents (66.3%) indicated that they were "likely" or "extremely likely" to attend the 2014 World Cup in Brazil.
- With regards to familiarity with FIFA's social responsibility programs, 54.2% indicated they were "familiar" or "very familiar" with FIFA's program to "Develop the game of football in Africa," about half (51.4%) were "familiar" or "very familiar" with the program "Build a better future for Africa," and just over half (51.4%) were "familiar" or "very familiar" with the program "Touch the Continent of Africa."
- Regarding attitudes towards FIFA, 58.5% "agreed" or "strongly agreed" that FIFA's genuine desire to touch the world guided their decision to host in South Africa; 57.6% of respondents "agreed" or "strongly agreed" that they like FIFA as an organization; 56.5% "agreed" or "strongly agreed" that FIFA's contributions benefit global football events; 54.2% "agreed" or "strongly agreed" that FIFA is involved with the communities where they sponsor events, and 52.1% "agreed" or "strongly agreed" that FIFA is committed to sharing profits to help communities where they sponsor events.

RESIDENTS PERSPECTIVES OF TOURISM DEVELOPMENT IN THE VREDEFORT DOME A WORLD HERITAGE STUDY

South Africa has the potential to become one of the world's great new tourism destinations following its transition to democracy and entry into mainstream economic and political circles, but tourism still plays a relatively small role in the South African economy and it has a long way to go if it is to fulfill its potential to significantly contribute to national income. As South Africa moved into this era of democracy, the nation was captivated by the promise and potential for tourism and the benefits it would bring to the people of this country. However, the World Travel and Tourism Council caution that, although South Africa is a relatively unspoilt destination, the country certainly presents examples of over-exploitation of natural resources. There is also evidence of disruptive impacts of tourism on the local environment and cultural heritage. It is therefore important that tourism stakeholders should realize their responsibility – implying a proactive approach by the tourism sector to the environment through the promotion of balance and sustainable tourism. The goal of this research project is to examine the perspectives and support for sustainable tourism of key stakeholders in the Vredefort Dome (one of the World Heritage sites in South Africa). The research team will examine **local residents'** perceptions and support for sustainable tourism in a World Heritage Sites; analyze **visitors** perceptions and support for sustainable tourism in a World Heritage Sites, and investigate the perceptions of **governmental stakeholders** regarding the World Heritage status of the Vredefort Dome

Current status of the project

Currently questionnaires are hand delivered and distributed (n=250) in the area. According to the fieldworker, residents are not very eager to complete the questionnaire and the reason might be that they are flooded with questionnaires by other universities in the area. The structured interviews (n=10) will commence as a follow-up to the quantitative study as soon as the fieldworker completed the fieldwork.



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Higher Education for Development
Knowledge, Partnerships, Results

Institutional Partnerships Program

Final Partnership Report

Utah State University, University of Jordan and Petra University

October 13, 2008 to October 15, 2011

Due: 11/15/2011

INTRODUCTION

HED administers a Leader with Associate Award Cooperative Agreement between the United States Agency for International Development (USAID) and the American Council on Education, with five other higher education associations. The Agreement (AEG-A-00-05-00007-00) seeks to mobilize the resources of American higher education in support of international development. One portion of the agreement supports partnerships between higher education institutions in the United States and in cooperating countries to demonstrate how they can apply their expertise collaboratively to global, regional, and local development challenges. The Strengthening Early Childhood Education in Jordan Program is supported through an Associate Cooperative Agreement (EDH-A-00-08-00018-00) with USAID/Jordan.

Final reports for HED Institutional Partnerships should reflect the ways in which the partnership has contributed toward institutional and development goals. The report should summarize partnership activities and development results in Jordan. Final reports will be shared with USAID colleagues who will, in turn, share them with other interested parties in the development community. The reports are an important tool for disseminating information about partnership activities and promoting the contribution of higher education to international development. We would, therefore, expect the report to be of professional quality and appearance.

When answering the following questions, we encourage you and your partners to be creative in producing substantive, informative, and aesthetically appealing reports for broad dissemination.

PARTNERSHIP INFORMATION

Partnership Title: Strengthening Early Childhood Education in Jordan

Development Area/Sector of Focus: Education

U.S. Partner Institution(s): Utah State University

U.S. Partnership Director(s):

Name: Vonda Jump, PhD

Telephone: 435-797-3579

E-mail: Vonda.jump@usu.edu

Host Country Partner Institution(s): University of Jordan, Petra University

Host Country Partnership Director(s):

Name: Diala Hmaid, University of Jordan

Telephone: (962)-6-5355000

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Bilal Al-Jayyousi, Petra University

00962 7 77535540

drbilalj@yahoo.com **Partnership Web**

Site (if any):

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED by the due date. It is also the U.S. partner's responsibility to translate responses to English.
- Please include as much concise information as necessary to answer the questions completely.
- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.
- Please submit *one hard copy* of your final report, and an *electronic copy on CD* to your primary contact at:

Higher Education for Development
One Dupont Circle NW Suite 420
Washington, DC 20036

In addition, partnership directors are encouraged to send copies of the final report to their international partners, congressional representatives, the president of their institutions, and other colleagues who have been involved in partnership activities or would be interested in its results, e.g., NGOs, private sector organizations, government agencies.

PARTNERSHIP PROFILE

In approximately **one page**, please provide an executive summary of your higher education partnership, including:

- Key **development issue(s)** which were addressed;
- Overall **objective(s)** of the partnership;
- Primary **activities** of the partnership;
- **Results or Outcomes**;
- **Serendipitous (unexpected) outcomes**.

Key development issues:

The Strengthening Early Childhood Education in Jordan partnership was developed to assist and complement other efforts (such as USAID and the Ministry of Education) that are working towards improving early childhood education. Jordan began providing public Kindergarten education in 1999, and the university programs have been developed to be responsive to the need to prepare kindergarten teachers.

Overall objectives of the partnership:

As with all programs, there is room for improvement, and the overall objective for this partnership is to improve the early childhood education system for training kindergarten teachers at the University of Jordan and Petra University, as well as increasing collaboration between the universities and the Ministry of Education.

Primary activities of the partnership:

These two universities already have strong undergraduate curricula, and the goal is to further improve teaching practices through ongoing training and workshops, translation of important materials for undergraduate students, the implementation of revised practices for student teachers, and ongoing collaboration with the Ministry of Education.

Results or outcomes:

The major anticipated outcome of the partnership has been an enhanced undergraduate curriculum at each university, with specific improvements to the student teaching aspect of education for students. Petra University has changed their focus from a lecture format to a student driven experiential program emphasizing practice. The University of Jordan is also ensuring that students receive experiential opportunities and observation in KG classrooms. Petra University has asked for formal revision to their curriculum and the University of Jordan is considering formal revision. A major goal of the revisions is to ensure that students are able to be in the classroom from the second year forward, and that students are able to teach in Ministry of Education schools as well. Petra University began placing student teachers in Ministry KGs in spring, 2010, and have increased the number of students in Ministry KGs in fall, 2010. The University of Jordan began placing student teachers in Ministry KGS in Spring 2011. The collaboration between the Ministry, UJ, and PU has increased considerably, with the Ministry inviting faculty members to Ministry meetings, and asking faculty from both universities to serve on the early childhood education steering committee, as well as on the training committee for the National Curriculum. Additional outcomes include the completion of the translation of *Developmentally Appropriate Practice* into Arabic; having student teachers placed in Ministry schools; the ongoing collaboration between the Ministry, UJ, and PU; a field supervision conference at the University of Jordan in May, 2010; the planning and development of a proposed student exchange program between PU and USU; the development of a research agenda; the implementation of new teaching practices and activities in the undergraduate classes; a Regional Conference held in Amman, Jordan in October, 2011; assessment of faculty teaching effectiveness; attendance of one faculty member in an Intensive English Institute and daily work in the Child

Development Lab at Utah State University; and attendance at the NAEYC conference for a faculty member at Petra University for an accepted workshop regarding this project.

Serendipitous outcomes:

Unexpected outcomes include the strong friendships that have been developed as a result of this partnership, as well as an amazing team effort put forward by Petra University in hosting the Regional Conference in October. Many team members came together and worked diligently to ensure the conference was a success—their selfless giving and their commitment to the conference was above and beyond what could have been expected. Another unexpected outcome was the acceptance by NAEYC to translate *Developmentally Appropriate Practice* into Arabic. But now this resource will be available throughout the Arabic speaking world as a credible resource for those in early childhood education.

PROGRAM INFORMATION

Original Partnership Objectives [list here]:

- a. Strengthen the existing early childhood education undergraduate programs at two Jordanian universities.
- b. Increase the number of graduates with early childhood theory.
- c. Deliver well-designed practicum experiences for student teachers.
- d. Provide guidance to improve the skills of current kindergarten teachers who mentor students.

1. Did these objectives change during the life of the partnership, and if so, how?

Yes, it was decided early on that students actually do get introduced to early childhood theory, but they don't necessarily get the opportunity to see theory in practice. Thus, a change was made to increase the links between theory and practice so that students could understand how theory is applied. In addition, because the universities work with so many different schools where student teachers are placed, the guidance has been indirect. For example, teachers are often present when field supervisors give feedback to students, and this "mentoring" of teachers is implicit, not explicit. Current kindergarten teachers have been invited to conferences at the University of Jordan and at Petra University. The final objectives agreed upon by the team members were:

- a. To improve the existing curricula and teaching methods at the University of Jordan and Petra University to reflect better training practices for preparing kindergarten teachers.
- b. To increase the appropriateness and effectiveness of student teaching in the practicum year.
- c. To increase the collaboration between the Ministry of Education, the University of Jordan, and Petra University.

2. What has been the partnership's greatest success(es)?

The Strengthening Early Childhood Education in Jordan project has accomplished a number of successes. Faculty development and evolution in thinking has been one of the greatest successes of the project. Faculty members have learned and thought about many issues together, which has at times created debate and disagreement. However, all of the faculty members were engaged in this process, and all (including those at Utah State University) have benefitted from thinking together, resulting in a new teaching paradigm for many members.

Another great success has been the translation of the National Association of Education for Young Children's (NAEYC) *Developmentally Appropriate Practice*, which was translated by Dr. Bilal Al-Jayyousi from Petra University. This translation marks the first time that NAEYC has allowed *Developmentally Appropriate Practice* to be translated into another language. This successful translation took close to a year of negotiation, several months for translation, and several months for actual publication.

In addition, team members have increased the amount of time that students spend in kindergarten classrooms. Instead of only going into kindergarten classrooms for the practicum (during the 4th year at the university), now students at both universities go in their second year at the university, as part of course requirements. This revision is not a standard aspect of either university curriculum as yet, but Petra University has requested a formal change to their curriculum so that student observation and assistance in kindergarten classrooms is a required element in all classes beginning the second year at the university. The new dean at the University of Jordan has stated that he will support such a change as well. It is anticipated that this change becomes permanent at both universities in the near future.

Another success is that a number of student teachers now conduct their student teaching semester in Ministry of Education Kindergartens. Up to 8 students a semester at the University of Jordan and 6 at Petra University have conducted their student teaching in Ministry kindergartens. The proximity of Ministry schools is still a barrier, but not as large as it once was.

The conferences held at the University of Jordan in May 2010 and at Petra University in October 2011 are other successful project activities. The conference at the University of Jordan was organized to obtain Ministry of Education and other feedback regarding the student teacher evaluation process. A new field supervision evaluation form was developed in collaboration with Ministry personnel and other stakeholders, such as field supervisors. Approximately 50 participants attended the conference, which was supported by project funds. The conference at Petra University was organized to highlight various early childhood education practices that are strong at the universities, within the Ministry of Education, in schools, and in the private sector. Another purpose of the conference was to increase dialogue and collaboration among those in the early childhood education arena. Approximately 75 professional and an unknown number of student participants attended the conference, which was supported by project funds.

The development of collaborative ties between the University of Jordan, Petra University, and the Ministry of Education is another project success, as at the beginning of the project, there was much mistrust and tension between the universities and the Ministry. Representatives from each university are now serving on Ministry committees to improve the National Curriculum as well as how Ministry staff members are trained in the curriculum. Two Ministry staff members came to the US in June 2010 to continue to build on team efforts, and two different Ministry staff members came to the US in September 2011 to continue this process. Ongoing collaboration continues with the two staff members who came to the US in June 2010, but there has been little ongoing dialogue with the Ministry staff members who came to the US in September 2011. It is possible that this is because they were not actively collaborating before the trip and had little incentive to continue after the trip.

3. Briefly describe any **programmatic challenges** the partnership faced and how they were addressed.

The turnover in deans at the University of Jordan was particularly challenging, as there were 5 deans over the course of the 3 year partnership. This lack of consistent leadership was difficult for continuity in program objectives work, as the university was continually starting over again with a new dean. Because of the power structure in Jordan, having dean buy-in and commitment is important to the success of any project, and it was difficult to work within a structure where the Jordanian faculty members were having to continually explain what was happening. Luckily, the faculty members at the University of Jordan are very capable and able to be independent as well, and they pushed forward as much as they could.

4. Outline the partnership's **planned activities/expected outcomes** beyond the HED funding period.

USU paid for 2 tickets for Diala Hmaldi (University of Jordan) and Aseel al-Shawareb (Petra University) to travel to Orlando, Florida for the NAEYC conference from November 2-5, 2011 to present the results of our partnership. Dr. Jump discussed this trip and USU's willingness to pay for it with the deans at each university in early October, 2011. Unfortunately, the new Dean at the University of Jordan did not

allow Diala Hamaidi to attend the conference at the last moment and said somebody else should come because Diala (like all of her team members) had missed 2 days of teaching due to presenting at the Petra University conference in October. The problem with this idea was that after the discussion and apparent satisfaction and permission of the Dean, the ticket was purchased two weeks later and was non-refundable. The name Tagreed abu Taleb was forwarded as the UJ nomination, although she was not a person who expressed any interest in actually conducting work on a NAEYC submission. Utah State University lost \$1,826 as a result of this last minute change. Unfortunately, the University of Jordan had no representation at the NAEYC conference as a result.

It has been anticipated that ongoing collaboration will continue with the University of Jordan and Petra University through submitting additional grant submissions. However, with the latest events at the University of Jordan, it is not clear that such an event will be wise on the part of Utah State University, as several goals were not met by the University of Jordan due to turnover in faculty and deans. There will be ongoing discussions with faculty members at the University of Jordan to determine the best course of action, and expectations for standards that must be met to participate. Through introductions to faculty members at other universities as well, it is hoped that the collaborative circle will expand beyond the original two universities, and team members can build on earlier successes as the early childhood education area continues to be a focus. Team members are discussing the possibility of submitting a grant application that specifically deals with the early childhood science and math curriculum as a follow-up project.

5. If this partnership has received or were to receive follow-on funding, how was/would it be used?

The project has not received follow-on funding, but were we to do so, we would continue to build on the success of the Regional Conference held at Petra University October 10-11, 2011, where a number of universities were represented and expressed interest in collaborating to improve the system of early childhood education in Jordan. It is believed that there would be specific interest in revising the practicum system at other universities, based on feedback and discussions held.

6. Did your partnership receive a no-cost extension?

No, the project did not receive a no-cost extension.

If yes, why was the extension granted?

7. In your opinion, what will be the impact of this partnership on national development goals?

Early childhood education continues to be a very important issue for the Kingdom of Jordan, not only because of the young population, but also because of the importance for later success in school. I believe that changes made through this partnership will help to increase the level of preparedness that education students have when they graduate from the university; it is anticipated that when they graduate in early childhood education, they will be prepared to teach in the kindergarten classroom, rather than needing additional preparation. If this is true, it is hoped that teaching effectiveness will increase. In addition, new collaborations have been forged as part of this project, and it is anticipated that these collaborations will continue to strengthen over time so that universities and the Ministry of Education work much more closely on early childhood education issues, for the benefit of all.

8. In your opinion, the overall partnership outcomes, as stated in the sub-cooperative agreement:

_____ Exceeded expectations

__XX__ Met expectations

_____ Did not meet expectations

_____ Other: _____.

9. Include one or two well-crafted **success stories** related to your partnership. Please include a high resolution photograph for each, if available. (See attached success story template.)

A team member came to Utah for one month to attend an English language Institute during July 2011, and during that time, she also worked daily in the Child Development Laboratory at Utah State University. She found her time in the Lab as well as her time discussing the lab with the director, to be very productive. She feels as if has greatly impacted her work with young children, and that it will greatly benefit the students with whom she works (she is the Practicum Director at Petra University). She has already begun to implement what she has learned in her practice with her students. She has also shared lessons from her time in Utah with other faculty members at both Petra Univeristy and the University of Jordan. She has stepped up and become quite a leader over the course of the 3 years in this project. She was told by her Dean at the beginning of the project that her English needed to improve, and she worked diligently to continue to improve her English. When she had the opportunity to come to the US to improve her English and work in the Child Development Laboratory, she jumped and made arrangements with her family so that it was possible (she has 3 sons, one of whom came with her on the trip). She worked hard in her class, and her posttest score was the highest of all participants in the English Language Institute! But for her, the lessons she learned in the Child Development Lab were among the best she had

The developing collaboration with the Ministry of Education and the two universities is another great success story in this project. In meetings in October 2009, there were tense interactions between the two universities and the Ministry of Education. Both of them discussed their mistrust of the other. For example, the university faculty members discussed how they were left out of decisions made by the Ministry in early childhood pedagogy, among other issues. The Ministry representative said that university students were not prepared to teach in kindergarten classrooms when they graduated and needed much additional training to prepare them to teach. The university faculty members were not happy to hear such news, and it appeared as if the discussion was going downhill. After having a chance to air problems with each other, we refocused the discussion to our common goals: to ensure that young children are educated, and to ensure that those responsible for educating them are as well prepared as possible, using evidence-based practices. Ministry staff attended our workshops in the US in June, and the collaboration has flourished since. The Ministry of Education has included the UJ and PU faculty in their discussion of the 1st grade readiness skills of young children, and they have also asked UJ asked for a member from each university to be on the early childhood education steering committee. For their part, UJ and PU faculty members are reciprocating by attending M of E events, agreeing to participate in the steering committee, and attempting to ensure that student teachers are placed in Ministry schools.

10. Provide one or two **lessons learned** related to your partnership.

I learned of the importance of university engagement in the process in order to move a project forward. Petra University had strong support at every level, including faculty, department head, dean, vice President, and President. As a result, much progress was realized, including addition of courses, revision of courses, an increase in the practicum hours, the development of a kindergarten lab facility and resource room for students and faculty, the beginning of the development of a student exchange program between Petra University and Utah State University, the participation of a faculty member in an Intensive English Language course and work in the Child Development Laboratory at Utah State University, and the Regional Conference held at Petra University in October, 2011. In contrast, there was much turnover in the departmental and college administration at the University of Jordan, which made it difficult for faculty members to make as much progress.

I also learned about the beautiful and welcoming culture of Jordan, which has been one of the best lessons from the project for me personally. I have made new friends, learned new realities, and learned to interact in the context of the Jordanian culture. These lessons and friendships will be with me for the rest of my life. I have learned more about how present spirituality is in all aspects of life in Jordan, whether one is Christian, Muslim, or other, and whether one is congregating with colleagues or friends, in schools, or at home. I respect this culture greatly, and feel very fortunate to have been privileged to learn more, and to have been welcomed with open arms by so many people.

11. We invite you to share any additional information or comments about your partnership.

Leveraged Contributions Made During the Entire HED Funding Period

Contributions	Name of Contributor	Type of Contributor**	Description of Contribution	Estimated Dollar Value of Contribution
Leveraged Contributions not reported as official or proposed cost share. <i>(See Glossary for definitions)</i>	Utah State University	Public sector US	Two trips by USU staff to develop student exchanges and university partnerships	\$5,000
	Utah State University	Public sector US	Funding for 2 Jordanian and 1 USU faculty members to attend NAEYC conference.	\$5,500

	Petra University	Private sector Jordan	Remodeling, retrofitting, and rent for Early childhood Resource Center and Kindergarten	\$20,000***this amount has been estimated, as Petra University has not been able to determine total costs.
	University of Jordan	Public sector US	Remodeling, retrofitting, and rent for Early childhood Resource Center and Kindergarten	Has been committed but not achieved as yet. Do not know total funding amount.

***e.g. Public sector (host country), Public Sector (U.S.), NGO (host country), NGO (U.S.), Private sector (host country), Private sector (U.S.).*

GLOSSARY OF TERMS

Capacity: Usually considered mental and/or physical ability to produce and/or perform; learning, improving; human capacity strengthening focuses on the development of people, not things. Institutional capacity strengthening focuses on institutional changes that will improve the operation of the institution.

Community Institutions - Examples:

- *Government agencies and ministries*
- *Private for profit groups/businesses*
- *Not-for-profit non-government organizations (NGO)*

Cost Share Contributions: Cash and in-kind contributions that are: 1) verifiable from the applicant's records, i.e., auditable; 2) not included as contributions for any other federally-assisted program; 3) reasonable for the accomplishment of partnership objectives; and 4) not paid by the federal government under another grant.

Exchange: An institutional visit by a representative from a host country or U.S. institution for a partnership-related activity (excludes scholarships, internships, and training).

Internship: This service learning activity complements a participant's academic study, training or research and may take place in the U.S., Mexico, or a third country. It is not defined as training.

Leveraged Contributions:

Additional financial or in-kind donations received as a result of an HED partnership beyond the originally anticipated cost share.

Non-Degree Training:

A learning activity taking place in the U.S., the host country or in a third country in a setting predominantly intended for teaching or imparting knowledge and information to the participants with designated instructors or lead persons, learning objectives, and outcomes, conducted fulltime or intermittently. Non-degree training can consist of short or long-term technical courses in academic or in other settings, non-academic seminars, workshops, on-the-job learning.

Objective Statement:

An objective statement contains two parts that answers two questions: 1) what major activities will occur, and 2) what is expected as the outcome or to change as a result of these activities.

Example:

University partnership faculty from the U.S. and Mexico will recruit and train eight long-term degree scholarship recipients for graduate degrees in natural resource management (NRM) resulting in 75% of the recipients returning to full-time teaching positions in a newly established NRM program at Universidad de Vasquez.

Outcome/Result: Terms are used interchangeably—an expected change as a consequence of an activity.

Scholarship: Scholarships are tallied in units of two graduate-level academic semesters completed by a single participant; no half scholarships may be counted. (N.B.: An individual who studies three academic semesters is counted as one scholarship; if an individual completes four academic semesters, it is counted as two scholarships.) Summer sessions that are equivalent to a semester at the institution where they are undertaken may be counted toward scholarships.



**Higher Education
for Development**
Knowledge, Partnerships, Results

Final Report: Uganda Parliamentary Research & Internship Program (PRIP)

Implemented by:



CENTER FOR INTERNATIONAL DEVELOPMENT | SUNY/CID
ROCKEFELLER COLLEGE UNIVERSITY AT ALBANY State University of New York

The Research Foundation for the State University of New York
on behalf of
State University of New York – Center for International Development
99 Pine Street, 4th Floor
Albany, New York 12207
518-443-5124
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November 30, 2012

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Annex C – Final Program Evaluation Report Executive Summary

Acronyms:

- **HED – Higher Education for Development**
- **IUIU – Islamic University in Uganda**
- **LSI – Legislative Studies Institute**
- **MP – Member of Parliament**
- **PRIP – Parliamentary Research and Internship Program**
- **SUNY/CID – State University of New York Center for International Development**
- **UMU – Uganda Martyrs University**
- **UNDP – United Nations Development Program**
- **USAID – United States Agency for International Development**

I. Executive Summary

The Uganda Parliamentary Research and Internship Program (PRIP) was a development program sponsored by Higher Education for Development (HED) using funds from the United States Agency for International Development (USAID). In January 2008, HED selected the Research Foundation for the State University of New York's Center for International Development (SUNY/CID) to implement this program. SUNY/CID partnered with three Ugandan universities and the Parliament of Uganda to design and carry out the project. The three partner universities are:

- Uganda Martyrs University (UMU), located in Nkozi;
- Islamic University in Uganda (IUIU), located in M'bale; and
- Nkumba University, located in Entebbe.

The PRIP program was designed to enhance the capacity of several Ugandan universities and the Parliament of Uganda to implement a structured internship program. Under this objective, SUNY/CID engaged in a number of activities during the 56-month tenure of the program. These activities included:

- An internship component consisting of seven cohorts or cycles of 18 interns each, selected from the partner universities;
- Two comparative study tours to the United States for partner university coordinators and relevant heads of department from the Parliament of Uganda;
- Two international legislative fellowships where staff from the Parliament of Uganda participated in a four-month attachment with the New York State Senate;
- A two-month Legislative Studies Seminar for the Ugandan university partners;
- A planning visit by a SUNY Deputy Provost;
- An internship planning consultancy; and
- An end-of-program evaluation.

On balance, PRIP was highly successful in meeting the objective. By the end of the program in August 2012, both our university partners and the Parliament of Uganda saw first-hand the value and benefits of legislative internship programs. All the stakeholders firmly believe that the development and implementation of a sustainable internship program should be a priority for the future.

Additional benefits of the PRIP program include students/alumni who are now far more knowledgeable about the workings of Parliament, and who have developed more marketable skills for future employment. The partner universities now see how a competitive internship program can enhance the student experience and improve their competitive position. Also, the partner universities are now convinced that curricula in legislative studies – at regional, national and local levels – will benefit their institutions. Such curricula are being advanced by all three of the university partners.

PRIP stands as a successful model of how diverse partner universities can team up with elements of the national government to develop programs that enhance human and institutional capacity

development. Internship programs can provide a vital link in this chain with a win-win-win scenario that benefits the student, the institution of higher learning and the government.

II. Introduction and Background

Prior to the PRIP project, the Parliament of Uganda took interns on an ad hoc basis. This includes informal internship programs developed with the assistance of SUNY/CID in earlier parliamentary strengthening programs going back to 1998. Such internships benefited the Parliament and the students. Some of these former interns are now in advanced positions within the Parliament, the government and the non-governmental sector.

While the Parliament had a successful history with student interns, it had no formalized relationships with universities and no standard program to bring interns into the Parliament and maximize their experience and their usefulness. PRIP was designed to foster such relationships via a partnership approach that would provide a model and a platform for a more formalized, standardized and sustainable internship program.

Program Objective:

The objective of PRIP was to enhance the capacity of Ugandan universities to train and support student interns to provide technical support to the Parliament of Uganda. This program is designed to foster partnerships among Ugandan universities and Parliament, as well as between the State University of New York (SUNY) and Ugandan universities. This partnership among US and Ugandan universities contributed to increasing the capacity of Ugandan institutions of higher education to play a more active role in fostering good governance, social and economic development in Uganda. The three Ugandan universities participating in this program are Islamic University in Uganda (IUIU), Ugandan Martyrs University (UMU) and Nkumba University.

PRIP was designed to acquaint students with the legislative process and to give them practical experience with the public policy process and the political environment that are the foundations of effective legislative representation. The world over, students' engagement in the workings of their national legislatures are often "win-win" situations – for the legislature, the students, the universities and the general public. The legislature gains from the utilizing talented, highly-motivated and intelligent young professionals at a low labor cost. This provides an often much-needed support service to understaffed legislatures. It also creates an experienced labor pool that the Parliament may draw on for future employees.

Regardless of their future employment, student interns receive valuable experience in public affairs at the highest levels of their polity. After completion of their assignments in Parliament, these students served as ambassadors of the legislature – explaining to family, friends and colleagues the complex and often enigmatic nature of how parliaments function. This contributes to the broader understanding of the general public regarding the legislative process and an appreciation for the separation of powers in democratic governance.

Technical Approach:

The activities that SUNY/CID and its partners was specifically designed to provide the necessary capacity building to targeted faculty at three Ugandan universities to enable them to successfully administer parliamentary internship programs. A total of approximately 18 students were selected, oriented, supported, placed in parliamentary internships, and evaluated seven times during the four and one-half year period of this program.

SUNY/CID's technical approach rested on three orienting principles:

- Building relationship between US and Ugandan universities to establish communities of learning among scholars and professionals in public administration focusing on legislative development;
- Leveraging current and historical contacts in Parliament to build sustainable relationships between Parliament and Ugandan universities. Principally through the Planning, Development and Coordination Office (PDCO), and secondarily through its contacts in the heads of the Human Resources, Legal, Library & Research, Public Affairs and Clerks departments, SUNY/CID facilitated introductions for the designated professors from the three Ugandan universities and helped identify assignments for students whose interests and expertise match the demand emanating from USAID-targeted committees and caucuses; and
- Utilizing its academic and professional resources and experience in designing and implementing legislative internship programs in the United States and Africa.

Program Duration:

The PRIP project began on January 22, 2008. Its initial term was approximately three years and was slated to end on December 31, 2010. Due to the success of the program, HED and USAID elected to provide additional funding and to extend the program for a further 20 months. The program ended on August 31, 2012.

III. Project Implementation and Activities

Internship Component

The primary activity of PRIP was the internship component. All other PRIP activities were designed to facilitate and enhance this central element of the program. SUNY/CID, along with the three Ugandan university partners and the Parliament of Uganda worked in partnership on the internship cycles throughout the program.

Following start-up of PRIP in February 2008 and the hiring of the Local Program Coordinator, Mr. Hippo Twebaze, stakeholder meetings were held to design the internship component. Design parameters included the following:

- Each internship cohort would consist of 18 students evenly divided between the three partner universities. Thus, UMU, IUIU and Nkumba University would each supply six interns per intake. Additionally, each cohort would endeavor to strike a gender balance of nine females and nine males.
- Partner universities would be responsible for advertising and making initial selections.

- Parliament would work with the Local Program Coordinator and the partner universities on final selection and placement of interns.
- Prior to placement, an orientation would take place to provide student interns with an introduction to working in Parliament and to lay out common expectations for performance. Parliamentary staff would play a key role in implementing the orientation program.
- The partner universities would provide academic supervisors to review and evaluate the performance of the interns.
- The duration of the internship program would be between two and three months.
- PRIP would provide funding to support intern stipends, the orientation program and stipends for academic supervisors.

During the term of PRIP, seven internship cycles were conducted. In all, 125 interns participated in PRIP. The seven cohorts took place during the following timeframes:

Cohort #1 – June to September 2008

Cohort #2 – October to December 2008

Cohort #3 – March to May 2009

Cohort #4 – June to September 2009

Cohort #5 – February to April 2010

Cohort #6 – October to December 2010

Cohort #7 – August to October 2011

Internship Program Specifics:

Selection Process:

The intern selection process was university-based. Participating universities advertised PRIP on campus and provide application guidelines emphasizing the need for students with an above average GPA (grade point average) and interest and proven ability to do in-depth research in the subject areas of interest to Parliament.

Each partner university would short-list from seven to ten students per academic semester and provide written justification along with copies of the students' academic records to the parliamentary internship selection committee. The committee was chaired by the Director of the Human Resources Department of the Parliament and include the Parliament's Directors of Clerks, Library & Research, Public Information, and Legal departments. The PRIP Local Program Coordinator and partner university coordinators would also participate. This committee would then hold a final selection process to select a maximum of 18 candidates.

Intern Orientation:

Each internship cycle began with a multi-day orientation and training program conducted as a group at a central location in Kampala. University professors, Parliamentary staff and current and former Members of Parliament renowned for their knowledge and appreciation of the Parliament's history and role in Uganda's governance structure facilitated this introductory program.

The orientation programs covered the following topics:

- The history of the Ugandan Parliament and the Constitutional framework for the current Parliament;
- The organizational structure of Parliament;
- The House Rules of Procedure;
- The legislative committee system and process;
- The Parliamentary Service, its mission and organizational structure;
- The operations of the various Parliamentary departments where the interns would be placed; and
- The expectations for working in the environment of Parliament, including dress code, attendance policies, use of information technology, security and behavioral norms.

The initial intern orientation consisted of a five-day program held at a hotel in Kampala. Costs for the program were split with the International Republican Institute (IRI), which was also conducting an intern orientation program. The PRIP students were accommodated at the hotel. This orientation was highly effective; however it was felt that a program of this duration, plus the accommodations was unsustainable over the course of the project. As a result, the remaining six orientations were scaled back to three-day programs and a per diem was provided to the students. While not optimal, it allowed for a reasonably effective orientation to Parliament.

Intern Placement:

After the orientation program, the parliamentary interns were assigned to one of the departments of Parliament. Placement decisions were made in coordination with the Office of the Clerk, the Director of PDCO and the Director of Human Resources at the Parliament. It was intended that all interns should have the opportunity to observe committee meetings, floor procedures, debates and votes, and to meet with senior Members of Parliament who serve on the Parliamentary Commission. Due to work schedules, the timing of sessions of Parliament, and individual departmental needs, this did not always take place. Some interns were disappointed by this future program recommendations will include mechanisms to ensure student interns are provided such exposure.

Intern Stipends:

Interns who fully participated in the program received a stipend in the equivalent of US\$250.00 per month, paid in Ugandan Shillings. The SUNY/CID Local Program Coordinator acted as liaison with faculty advisors and parliamentary supervisors to ensure interns were participating fully and fulfilling their obligations to the program.

Intern Development Plans:

An Intern Development Plan (IDP) was intended to be designed for each intern. The IDP was envisioned as a joint effort between the intern and the faculty advisor and parliamentary supervisor to outline specific activities and responsibilities for the duration of the internship. A broad range of possible projects would be available for interns, depending on the interests and skills of the individual and the needs of Parliament. Such projects could include, but not be limited to:

- Assisting the Parliamentary Research Department staff to prepare research reports for use during committee and floor deliberations;
- Drafting bills and amendments for private member initiatives;
- Analyzing bills proposed by the Executive;
- Providing staff support for committee meetings; and/or
- Providing comparative regional and international legislative research and analysis.

The IDP was designed to allow for interns and supervisors to do mid-term and final evaluations of the program. Unfortunately, due to limited time and resources, the parliamentary supervisors were not inclined to participate in this aspect of the program. After initial efforts, the IDP fell out of use. However, interns normally did report to their academic supervisors and provided final reports to the PRIP Local Program Coordinator. This was not optimal and something along the lines of the IDP should be incorporated into future legislative internship programs in Uganda.

Upon the successful completion of the program, the interns received certification of accomplishment as part of a graduation ceremony conducted with the PRIP stakeholders. Efforts were also made to collect contact information for the interns, in particular e-mail addressed to all for contact and networking in the future. On several occasions during the course of the program, former interns were contacted to meet with SUNY/CID, HED and USAID representatives and program evaluators.

Results:

On the whole, the seven internship cycles were effective and successful. Most of the interns enjoyed the experience and learned about the internal operations of the Parliament. They received work experience that better acclimated them to the employment market. Several interns spoke about how they talked with family and friends about their experiences in Parliament and a number of them used such conversations to educate others about this element of the Ugandan governance structure.

None of the PRIP interns were able to secure full-time employment in the Parliament following their internship. A few applied for employment, however, there were not many openings and the Parliament's civil service system was difficult for them to navigate. That said, following each cycle a number of interns were retained by the Parliament on a temporary basis – generally a few weeks to several months – to complete tasks or continue work. While not the same as full-time employment, this demonstrates the value of PRIP as a human resource tool. PRIP interns provided valuable service to the Parliament, both during and after the internships.

Finally, the PRIP interns remain a ready source of labor. They have experience with the Parliament and some may yet find permanent employment with the institution. Those that do not find themselves better adapted and more readily employable in the workforce.

Comparative Study Tours

Albany, New York – March 2009

In March 2009, SUNY/CID organized a study tour for participating Ugandan faculty and select staff of Parliament to the State University of New York and the New York State Legislature, both located in Albany, New York. The trip served to increase the institutional capacity of the Ugandan universities to administer and support interns working at the Parliament; and demonstrated to the Parliamentary department heads that a well-run, structured internship program can provide cost-effective benefits to a legislative institution. During this study tour, the Ugandan delegation also visited SUNY's Rockefeller College of Public Affairs and Policy, along with its various centers and institutes such as the Rockefeller Institute of Government, the Center for Women in Government and Civil Society, and the Center for Policy Research, among others.

The delegation met with their counterparts including faculty members who administer internship programs at the legislature and legislative staff overseeing intern placements. They also participated in workshops on the role of interns in the operations of the New York State Legislature. The study visit was designed to address areas of greatest importance to the Parliament and the Ugandan universities partners.

In addition, the delegation visited the New York State Legislature and observed legislative internship programs operating in a multiparty legislature. Participants had the opportunity to meet with both the Senate and Assembly Internship Program Coordinators, faculty advisors, student interns and with New York State Legislators and legislative staff. The visit provided the delegation with an in-depth overview of both the nuts and bolts of managing legislative internship programs, as well as a vision of how interns can be integrated into the support mechanisms of a legislature. While at the legislature, the delegation also spent time meeting and discussing the role that the Senate and Assembly research offices play in the legislative process and how student interns are involved in such operations.

This first study tour achieved its goals and more. Delegation members came away from the visit with a reinforced notion of the value of parliamentary internship programs as an integral component of building the human capital and student experiences of both the Parliament of Uganda and our partner universities. In fact, the Parliament department heads returned to Uganda and set about designing a multi-step plan to implement their own structured internship program to follow in the footsteps of PRIP.

Washington, DC – May 2011

As noted above, PRIP was extended for a further 20-month period in late 2010. One of the activities requested by Parliament, as part of its multi-step plan to develop its own internship program, was a follow-on study tour to the US. After seeing how legislative internship programs are implemented in New York State, the Parliamentary department heads wished to learn about other internship models.

As a result, SUNY/CID designed a second study tour to Washington, DC and two nearby state capitals (Annapolis, Maryland and Richmond, Virginia) to allow the delegation to analyze and compare legislative internship programs at the federal level in alternative models in other states. This week-long visit included presentations on congressional internships, the Presidential Management Fellowship operated by the US Government's Office of Personnel Management,

and a visit to the research facilities of the Library of Congress. Additionally, the group also visited the state legislatures in Maryland and Virginia, and paid a visit to the HED headquarters to meet with program staff and USAID officials.

These presentations and visits allowed the delegation to see how other intern programs are run, including how selections are made, how institutions of higher learning are involved, how interns are oriented, placed and evaluated. This visit renewed the group's sense of the importance of a formal internship program as a valuable human resource tool. Additionally, the group unexpectedly learned about the page program implemented by the Maryland General Assembly for secondary school students. Several members of the delegation commented that they hoped to bring such a program to the Parliament of Uganda.

International Legislative Fellowships

Since 2005, in cooperation with USAID and the New York State Legislature, SUNY/CID organizes and facilitates the participation of international parliamentary staffers in the New York State Legislative Fellowship program.

The Fellowship program is designed to provide talented and skilled parliamentary staff with first-hand, in-depth knowledge of New York State's governmental structure and processes. Fellows are immersed in the staff work of the Legislature, practicing teamwork, diligence, careful planning, and learning techniques in policy formulation and legislative processes.

As part of the PRIP program, SUNY/CID sponsored two Ugandan parliamentary staffers to participate in separate four-month Fellowship programs. Fellowship placements are on-site in Albany, New York and usually at the office of an elected member of the Legislature. Each Fellow is assigned to a specific office and is expected to function much like a regular staff member responsible to the placement office. Fellows' daily tasks can range from researching and drafting potential legislation, researching and responding to constituent inquiries to preparing the Legislator's daily briefing calendar and attending committee meetings.

Ms. Merina Byamukama – 2009

In January 2009, Ms. Merina Byamukama, an Assistant Clerk at the Parliament, began her Fellowship with the New York State Senate. Ms. Byamukama was placed in the office of State Senator Velmanetta Montgomery of Brooklyn, New York. In her placement, she worked side-by-side with the Senator and her staff and learned the "nuts and bolts" of the legislative process in New York State. Her work included briefing the Senator on pending legislation; performing legislative research; accompanying the Senator to legislative sessions and committee meetings; and responding to constituent inquiries.

The goal of the fellowship included having Ms. Byamukama return to the Parliament of Uganda; utilizing her knowledge and experience to assist in the development of that institution as a vibrant branch of governance. Following her return in May 2009, she was given additional responsibilities within the Clerk's office, including oversight and supervision of PRIP interns assigned to that office. Ms. Byamukama is still working for the Parliament and has put the skills she learned in the New York State Senate to work in her daily assignments.

Following the success of Ms. Byamukama's Fellowship, the Parliament requested the PRIP project sponsor a second Legislative Fellow. This second fellowship was incorporated into SUNY/CID's extension budget and slated for 2012.

Mr. James Angura – 2012

In January 2012, Mr. James Angura, a Senior Legal Advisor in the Parliament, began his Fellowship in the Senate. Mr. Angura was placed in the office of Senator Ruth Hassell-Thompson. During his Fellowship, Mr. Angura performed duties similar to Ms. Byamukama, but also performed legal research and developed legislation for his placement office. Part of his time spent in Albany allowed him to do an in-depth analysis of New York's Legislative Retrieval System (LRS). This is an automated bill tracking and research tool that allows subscribers to access up-to-date bill status information on thousands of bills. LRS also provides for key word searches of bill text and supporting memoranda, which aids in legislative research and drafting tasks.

Mr. Angura sought to learn as much as he could about LRS so he could bring this information back to Uganda. Similar to Ms. Byamukama, he returned to the Parliament and assumed increased duties and responsibilities. His supervisor commented that Mr. Angura was much more productive following his return. He is now working on developing a proposal for a legislative tracking system for the Legal Department of the Parliament.

In both cases, the Legislative Fellowships gave parliamentary staffers the opportunity to see how other legislative bodies operate. Such attachments allow far more in-depth knowledge transfer than a study tour which lasts for a week or two. These fellowships provided key capacity building skills to the Parliament, including increased capacity to understand and supervise parliamentary interns.

Legislative Studies Seminar

In October 2012, the PRIP program sponsored a two-month Legislative Studies Seminar for the Ugandan partner universities. Each of the three universities nominated one faculty lecturer to attend this seminar. The individuals who participated in the seminar were:

- Deogratias Matovu, UMU
- Abdu Kakaire, IUIU
- Solomon Asiimwe, Nkumba University

The seminar, designed by SUNY/CID, took place in Albany, New York and consisted of a mixture of graduate-level coursework (audited due to time constraints), visits to the New York State Legislature, meetings with key public policy and academic institutions, along with comparative visits to New York City (including a visit to the United Nations) and Washington, DC.

The academic coursework included participation in classes in Legislative Administration and African Politics. In the Legislative class, the participants met with the professor on several occasions, who encouraged them to engage in research and readings to allow them to build

curricula in legislative studies. This was one of the primary goals of the seminar. Each of the lecturers also made a presentation of their findings to their class.

The combination of coursework and meetings sparked a real desire in each of the participants to continue the work of curricula development once they returned to Uganda. In each case, they have followed up in substantive ways. Each of their universities is in the process of developing coursework and curricula on some aspects of legislative studies. Prudently, they continue to work together to ensure they do not duplicate each other's efforts. As a result, each partner institution is building a lasting academic legacy from the PRIP program. Additionally, these efforts can be combined with and drawn upon by the Parliament and the Government of Uganda to develop human capacity in the legislative and local governance fields. Such capacity improvements will play a key role in fostering the continued political, economic and social development of Uganda.

SUNY Deputy Provost Visit to Uganda

In February 2010, SUNY Deputy Provost (and former SUNY/CID Director) James Ketterer traveled to Uganda with the PRIP Project Director, James Utermark. Mr. Ketterer's visit focused on meeting with PRIP stakeholders to ascertain program progress to date and to work with the stakeholders on efforts to build sustainability into both the internship program and curricula development efforts.

This visit coincided with a program review visit by the HED Senior Program Manager, Mr. Charles Koo. These visits allowed the PRIP stakeholders to provide feedback to the US partners and to develop concrete plans for moving forward.

Parliamentary Internship Consultancy

One element of the multi-step plan developed by the Parliament was to have PRIP engage an international expert on internship programs to assist in devising an internship strategy for the Parliament. In July 2012, SUNY/CID engaged the services of Professor Robert Compton from the SUNY College at Oneonta. Professor Compton has worked with SUNY/CID in the past, including serving as an academic advisor to previous International Legislative Fellows. He is also an expert in internship programs and has worked with the Model United Nations program.

Professor Compton was paired with Dr. George Okiror of Makerere University. Professor Okiror is an expert on the Ugandan Parliament and provided Professor Compton with local knowledge and background regarding the legislature.

The team met with an array of PRIP stakeholders and former interns. Their report provides insights on how a PRIP-style internship program can be developed and funded by the Parliament, in conjunction with PRIP partner universities, and supported with funding from both the Government of Uganda and international donors.

The consultants also advised how the Parliament could develop a Legislative Studies Institute (LSI) to develop its own human resource capacity. The LSI would be a practical compliment to the academic programs and curricula being developed by the PRIP university partners. A final copy of this report was provided to both the Parliament of Uganda and to the sponsor, HED.

Final Program Evaluation

In August 2012, a final program evaluation was conducted by a local Ugandan consultant, Ms. Carolyn Ndawula. The evaluation included a review of relevant PRIP documents, meetings with stakeholders, and focus group discussions with stakeholders and former PRIP interns. The report found that while there were problems with the implementation of PRIP, the program was an overall success and a benefit to students, partner universities and the Parliament of Uganda. The executive summary of this final program evaluation report is included as Annex C.

IV. Programmatic Successes, Challenges & Lessons Learned

Results:

In terms of direct results, PRIP achieved virtually all of its objectives. Primary amongst these were selecting, orienting, placing and supervising 125 Ugandan student interns. Secondary results include the improved capacity of both the partner universities and the staff of Parliament to attract and manage interns in a more formalized and structured fashion. Additionally, the partner universities have each taken advanced steps toward establishing courses and curricula in the field of legislative studies. Meanwhile, the Parliament now has a plan in place to establish a structured internship program that will encompass all interns from many sources. At this point, what is vitally needed is dedicated funding to allow Parliament to proceed with its plan.

Ultimately, PRIP increased the capacity of both the Parliament and the partner universities to establish and manage legislative internship programs. The program also demonstrated the benefits of internship programs and the importance of close collaboration between the Parliament and partner universities on selection, placement, supervision and evaluation of interns.

The PRIP interns benefited directly from the program, particularly in terms of obtaining “real world” work experience and an improved knowledge of the institution of Parliament. Many interns also benefited from temporary employment with the Parliament following their internship tenure.

Challenges:

The following challenges were encountered during the PRIP program:

1. Initially, insufficient resources were dedicated to the internship orientation programs. This required a budget modification and a re-shuffling of project activities. Fortunately, the 20-month extension and additional funds provided to the program allowed many of these activities to proceed.
2. Developing support for the program with the partners took substantial time and effort. While all stakeholders supported the concept of PRIP, it took a good deal of coordination on the part of the PRIP Local Program Coordinator to get everyone focused on the details of implementation. Additionally, Parliament only became an ardent supporter of the internship concept following the first PRIP comparative study visit to Albany. Following

- that event, Parliament took the initiative to develop its own plan for developing a sustainable internship program to follow PRIP.
3. Funding to support interns prior to the start of the internship was an unanticipated issue. Given that the partner universities were all located outside of Kampala, it was difficult for many students to travel to the capital. Once this was realized, PRIP provided per diems to the students to allow them to attend orientation.
 4. PRIP operated with a part-time Local Program Coordinator and an accountant that worked several days each month. The results of a partially funded field office included delayed payments and sometimes no coordinator present to move activities forward. Future programs along these lines should have a more robust field office presence, even if it requires sacrificing some activities.
 5. Parliament's placement supervisors were unpaid for this additional duty. As a result, they often felt put upon and were reluctant to fully manage assigned interns. PRIP did provide stipend for university academic supervisors, but US government rules prohibited doing this for host nation government staff. This also posed a challenge due to sometimes inadequate coordination between the academic and placement supervisors.
 6. A major challenge to implementation was the payment of honoraria to Parliament staff engaged in developing and implementing the PRIP orientation programs. These individuals would not normally be provided any remuneration for their work due to US government regulations. However, it was critical to have their active participation in the critical orientation phase. Fortunately, SUNY/CID sought and obtained a waiver from the sponsor to pay limited honoraria to these individuals.
 7. Participant activities require a great deal of coordination and timely advanced planning in order to run smoothly. On one or two occasions delays in obtaining participant visas lead to postponement and re-design of PRIP activities.

Lessons Learned:

The following are the primary lessons learned during the course of the PRIP program:

1. Legislative internship programs in Uganda need to be carefully crafted to involve all stakeholders.
2. The timing of internship cycles is critical. Interns should work in Parliament for at least some portion of a legislative session. Additionally, Intern cycles need to be coordinated with the university's academic calendar.
3. An intern cycle of at least three months is most effective.
4. Interns require a sufficient stipend, including an advance payment, in order to be fully prepared to work in a setting like Parliament.
5. Sufficient resources are required to implement an effective intern orientation program. During the course of PRIP, resources had to be shifted to this priority activity. This required reducing or eliminating other ancillary activities. However, this was necessary as the orientation program is a critical element of success.
6. It is very important that liaison between the Parliament and partner universities take place on an on-going basis. Such coordination and communication benefits all aspects of the internship program. Communication and coordination of academic and placement supervisors is also needed to ensure student interns receive adequate supervision and evaluation.

7. The civil service rules applied to Parliament are an impediment to hiring former interns. It is possible that revisions to the rules could be developed to place more importance on direct experience in Parliament similar to that which PRIP interns had.
8. Comparative study tours, long-term attachments (similar to the Legislative Fellowships) and seminars all provided opportunities to disseminate knowledge, build support and enhance the capacity of the PRIP partners.
9. Partner universities are eager to develop new coursework and curricula. However, there is a shortage of resources – particularly text books and other reading materials – that must be overcome to implement new programs along the lines of the legislative studies programs envisioned by UMU, IUIU and Nkumba University.
10. There is great opportunity for the Parliament and Ugandan higher education institutions to work in collaboration on expanded legislative studies education – both on the academic/theoretical end and as a practical training initiative along the lines of the Legislative Studies Institute concept.

V. Recommendations

The overarching recommendation of this program is that a properly funded legislative internship program will be beneficial for the nation of Uganda. Such programs provide substantial benefits to students, institutes of higher education and the Parliament itself. These benefits can be best accrued via a formalized and structured program that is provided with adequate funding. The advantages of such programs come with minimal investment. The resources devoted to PRIP on an annual basis would more than allow for a sustainable program.

Therefore, it is highly recommended that the Parliament and the partner universities continue to collaborate on plans to seek funding from the Government of Uganda, international donors and institutes of higher education. Such funding would allow the successes of PRIP to be continued and reinforced, to the benefit of all the stakeholders. Due to PRIP, the capacity is now in place and only the resources are needed to move forward.

Additionally, it is recommended that the Parliament and the partner universities continue to pursue the programs to educate students and train staff in legislative studies. Such programs will improve the quality of human resources in Uganda and will directly benefit the stakeholders. Properly planned, resourced and implemented, these programs – both practical and theoretical – can become models for the region and a resource of national, regional and international influence.

VI. Conclusion

Overall, the Ugandan Parliamentary Research and Internship Program achieved its primary goals and objectives. All stakeholders found the program to be a benefit to their respective institutions. The PRIP partner universities now have a much better grasp of the important role internships and experiential education can play in the academic realm. Additionally, these partners are now much better equipped to design, implement and manage internship programs. PRIP universities have advanced their abilities to advertise, recruit, select, orient, place and evaluate student interns. This increased capacity improves their ability to attract and graduate high-quality students that will be in demand in the labor force.

Additionally, the PRIP partner universities have all taken concrete steps toward the development of courses and curricula related to legislative studies and governance. Such coursework will advance the theoretical and practical knowledge base of the nation and provide a foundation for improved governance, particularly at the legislative level. The combination of such studies with the practical training of a possible Legislative Studies Institute within the Parliament would be a valuable resource for the people of Uganda, and the larger Great Lakes Region. It could also function as a platform for increased international academic research and partnership.

The Parliament of Uganda has become a believer in the power of internships as a tool of human and institutional capacity development. PRIP “opened their eyes” to the benefits of a structured and sustainable internship program. PRIP activities helped to improve the Parliament’s capacity to incorporate and supervise the work of student interns. This is manifest in the multi-step plan the Parliament developed as a result of PRIP activities. The Parliament is working to move this plan forward with the goal of operating a funded and sustainable PRIP-style internship program.

Another benefit of PRIP is the increased coordination between academic institutions and the Parliament. Prior to PRIP, internships were an ad hoc affair often arranged through personal connections. PRIP introduced the Parliament to the benefits of improved contacts with Ugandan universities, including institutions beyond the scope of PRIP.

Following the 56-month tenure of PRIP, the stakeholders are poised to continue forward with a viable, formalized and sustainable program to provide internship opportunities to students from across Uganda. While that is no discernible direct correlation between PRIP and overall development in Uganda, the program provided benefits and results well in excess of the resources invested.

It is hoped that the Government and Parliament of Uganda, along with international donors and participating universities, will continue to invest resources in such valuable tools for human and institutional capacity development.

ANNEX A – Project Workplans

HED Uganda PRIP - Annual Workplan – Year 1

Timeframe <i>January 22, 2008 – December 31, 2008</i>	Planned Activity	Anticipated Measurable Outcomes	Results
Quarter 1	<ul style="list-style-type: none"> - University Partnership Start-up trip to Uganda (SUNY Partnership Director) 	<ul style="list-style-type: none"> -Initial stakeholder meeting held -ToR for Local Administrator drafted and advertised. - Baseline data parameters established. 	<ul style="list-style-type: none"> - Start up trip conducted Feb 2008 - Met with 3 Universities and Parliament to secure buy-in for PRIP - ToR drafted, 1 candidate interviewed
Quarter 1	<ul style="list-style-type: none"> - Recruitment of Local Administrator - Develop Internship Program Manual 	<ul style="list-style-type: none"> - Local Administrator hired - Internship Program Manual drafted - Development of the interim and final evaluation forms for the students - Baseline data collection underway 	<ul style="list-style-type: none"> - Local Administrator hired May 2008 - Internship Program Materials drafted May 2008
Quarter 1	<ul style="list-style-type: none"> - Advertise Internship program at universities 	<ul style="list-style-type: none"> - Internship Program Manual approved by stakeholders - Program advertised at universities, students send in applications - Cont'd baseline data collection 	<ul style="list-style-type: none"> - LA conducts introductory meetings with University and Parliamentary partners. - Universities advertise for internship program in June 2008
Quarter 2	<ul style="list-style-type: none"> - Begin planning for Study Visit for Ugandan university faculty and parliamentary staff to Albany - Selection Review committee formed 	<ul style="list-style-type: none"> - Selection of trip's participants completed; trip logistics underway. - Baseline data collection completed - First class of students selected, placed and oriented in parliament - Intern development plans drafted 	<ul style="list-style-type: none"> - Study Tour and Fellowship planning begun at August 2008 meeting with LA - Invitation Letters to be sent in October 2008. - Study tour planned for March 2009 - Intern Selection Review conducted

	<ul style="list-style-type: none"> - Placements and Orientation Program - Nomination, Interviews and Selection of parliamentary staffer for International New York State Senate Fellow. 	<ul style="list-style-type: none"> - Program monitoring and data collection begun (continues throughout remainder of year) - Preparations and placement for International New York State Senate Fellow completed. 	<p>June 2008</p> <ul style="list-style-type: none"> - Orientation and Placement conducted July 2008
Quarter 3	<ul style="list-style-type: none"> - Faculty advisors and parliamentary supervisors monitor intern performance 	<ul style="list-style-type: none"> - Intern development plan approved - Programmatic troubleshooting improves performance of interns 	<ul style="list-style-type: none"> - Faculty advisors and parliamentary supervisors meeting with interns – August/September 2008
Quarter 3	<ul style="list-style-type: none"> - Study tour for Ugandan university faculty and parliamentary staff to Albany 	<ul style="list-style-type: none"> - Study visit to Albany results in : improved understanding of value of legislative internship for legislative process; better understanding of nuts and bolts of internship management and administration. - Improved knowledge of legislative research techniques 	<ul style="list-style-type: none"> - Study Tour completed March 2009.
Quarter 3	<ul style="list-style-type: none"> - Faculty advisor meets with parliamentary supervisors and staff undertake interim intern evaluation 	<ul style="list-style-type: none"> - Interim intern evaluations completed 	<ul style="list-style-type: none"> - Completed
Quarter 4	<ul style="list-style-type: none"> - Program monitoring and evaluation - Parliament staffer leaves for fellowship program, receives orientation; begins work. 	<ul style="list-style-type: none"> - Program monitor and evaluation report drafted 	<ul style="list-style-type: none"> - PM&E will be conducted in Spring 2010 to allow several intakes of interns to be completed and assessed.
Quarter 4	<ul style="list-style-type: none"> - Second Internship Class Selection Review committee formed - Placements and Orientation 	<ul style="list-style-type: none"> -Second class of students selected, placed and oriented in parliament -Intern development plans drafted -program monitoring and data collection begun (continues throughout remainder of year) 	<ul style="list-style-type: none"> - Completed October 2008

	Program		
Quarter 4	- Perform needs assessment for Reference Materials at the Parl. Library and Universities	- Needs assessment completed; procurement process started	- Reschedule to Year 3
Quarter 4	- Completion/End of Semester and Certificate Ceremony for the first group of interns.	- Library procurement underway - Final intern evaluations completed - Ceremony and certificates completed	- Reschedule to Year 3 - Completed December 2008

HED Uganda PRIP - Annual Workplan – Year 2

Timeframe <i>January 1, 2009– December 31, 2009</i>	Planned Activity	Anticipated Measurable Outcomes	Results
Quarter 1	<ul style="list-style-type: none"> - Second Intern Class – Faculty advisors meet with parliamentary supervisors and staff undertake interim intern evaluations. - SUNY Legislative Expert, Deputy-Provost Workshop on Legislative Research - Delivery of Library Procurement 	<ul style="list-style-type: none"> - Second Class interim intern evaluations completed. - Improved legislative research and policy analysis skills; informal evaluation completed. - Program Monitoring and data collection begun (continues throughout remainder of the year) - Library procurement completed. 	<ul style="list-style-type: none"> - Completed Fall 2008 Workshop delayed until February 2010 - Data collection on-going Library procurement postponed to year 3
Quarter 2	<ul style="list-style-type: none"> - Completion/End of Semester and Certificate Ceremony for the second group of interns. - Staffer completes program 	<ul style="list-style-type: none"> - Second class final intern evaluations completed - Ceremony and certificates completed. - Staffer applies lessons learned resulting in enhanced capacity to utilize 	<ul style="list-style-type: none"> - Completed Fall 2008 - Completed Fall 2008

	and return to parliament.	interns to strengthen committee and caucuses.	- Completed May 2009
Quarter 3	- Recruitment and selection of third class of interns - Selection of two Ugandan university faculty or administrators for Certificate Program in Legislative Studies at the Rockefeller College	- Third class of students selected, placed and oriented in parliament - Intern development plans drafted. - Enrollment and Preparations for Certificate Program in Albany, NY	- Completed March 2009 - Completed March 2009 - Delete this activity
Quarter 4	- Third intern class--Faculty advisor meets with parliamentary supervisors and staff undertake interim intern evaluation.	- Third class interim intern evaluations completed.	- Completed June 2009

HED Uganda PRIP - Annual Workplan – Year 3

Timeframe <i>January 1, 2010 – December 31, 2010</i>	Planned Activity	Anticipated Measurable Outcomes	Results
Quarter 1	- Selection Review committee formed for fourth intern class	- Fourth class of students selected, placed and oriented in parliament - Intern development plans drafted	- Completed June/July 2009
Quarter 1	- Faculty advisor meets with parliamentary supervisors and staff undertake final intern evaluation - Ugandan faculty travel to Albany, begin certificate program	- Fourth class interim intern evaluations completed	- Completed September 2009 - Delete this activity

Quarter 2	<ul style="list-style-type: none"> - Faculty Exchange One Ugandan Professor as Visiting Lecturer at University at Albany - Faculty advisor meets with parliamentary supervisors and staff undertake interim intern evaluation 	<ul style="list-style-type: none"> - Ugandan lecturer complete exchange - Fourth class final intern evaluations completed 	<ul style="list-style-type: none"> - Delete this activity - Completed
Quarter 3	<ul style="list-style-type: none"> - Selection Review committee formed for fourth intern class - Faculty Exchange One SUNY Professor as Visiting Lecturer at Ugandan Universities 	<ul style="list-style-type: none"> - Fifth class of students selected, placed and oriented in parliament -Intern development plans drafted - SUNY lecturer complete exchange 	<ul style="list-style-type: none"> - To be completed in March 2010. - Delete this activity
Quarter 3	<ul style="list-style-type: none"> - Faculty advisor meets with parliamentary supervisors and staff undertake interim intern evaluation 	<ul style="list-style-type: none"> - Fifth class interim intern evaluations completed 	<ul style="list-style-type: none"> - To be completed
Quarter 4	<ul style="list-style-type: none"> - University Partnership Dean's Visit to Ugandan universities 	<ul style="list-style-type: none"> - Legislative certificate program completed - process to replicate program at Ugandan Universities begins. 	<ul style="list-style-type: none"> - Delete Legislative Certificate Activity - Dean's visit to be completed in Summer 2010
Quarter 4	<ul style="list-style-type: none"> - Certificate Ceremony - Program evaluation 	<ul style="list-style-type: none"> - Final stakeholder workshop held 	<ul style="list-style-type: none"> - To be completed - To be completed

UGANDA PARLIAMENTARY RESEARCH AND INTERNSHIP PROGRAM - ANNUAL WORKPLAN

Year 4 of 5

January 1, 2011 to December 31, 2011

Timeframe <i>(January 2011 to December 2011)</i>	Planned Activity	Responsible Party <i>(name of institution and/or individuals)</i>	Anticipated Measurable Outcomes
Quarter 1	<ul style="list-style-type: none"> • Program planning for Parliamentary Study Tour to Washington, DC 	<ul style="list-style-type: none"> • Local Program Coordinator • Parliament of Uganda • Home Office Project Director and Project Manager 	<ul style="list-style-type: none"> • Plan will be developed for comparative study tour focused on internship programs at state and federal levels.
Quarter 2	<ul style="list-style-type: none"> • Implement Study Tour to Washington, DC 	<ul style="list-style-type: none"> • Project Director/Project Manager • Local Program Coordinator • Parliament of Uganda 	<ul style="list-style-type: none"> • Parliamentary staff will complete study tour with additional options and concepts in mind for structuring and implementing its own internship program. • Develop terms of reference for Parliamentary Internship Consultancy
Quarter 2	<ul style="list-style-type: none"> • Select individuals from University Partners to attend Legislative Studies Seminar 	<ul style="list-style-type: none"> • Project Director/Project Manager • Local Program Coordinator • Partner Universities 	<ul style="list-style-type: none"> • Develop plan for Legislative Seminar for 3 University Faculty • Discuss the development of Legislative Studies curriculum.
Quarter 3	<ul style="list-style-type: none"> • 7th Internship Intake • Faculty Supervisors and parliamentary supervisors monitor intern performance 	<ul style="list-style-type: none"> • Local Program Coordinator • University Partners • Parliament of Uganda 	<ul style="list-style-type: none"> • 18 interns from 3 partner universities will be selected, oriented and placed in Parliament • Periodic evaluation of student interns will take place, coordinated by parliamentary and university supervisors. Feedback will be provided to interns on their performance.
Quarter 3	<ul style="list-style-type: none"> • Selection of Parliamentary Internship Study Consultants 	<ul style="list-style-type: none"> • Project Director • Local Program Coordinator • Parliament of Uganda 	<ul style="list-style-type: none"> • International and local consultants will be recruited to perform study. • Terms of reference will be developed • Interview and final selection of consultants will take place.

UGANDA PARLIAMENTARY RESEARCH AND INTERNSHIP PROGRAM - ANNUAL WORKPLAN

Year 4 of 5 (Continued)

January 1, 2011 to December 31, 2011

Timeframe <i>(January 2011 to December 2011)</i>	Planned Activity	Responsible Party (name of institution and/or individuals)	Anticipated Measurable Outcomes
Quarter 3	<ul style="list-style-type: none"> • Parliamentary Internship Study 	<ul style="list-style-type: none"> • Project Director • Local Program Coordinator • Parliament of Uganda 	<ul style="list-style-type: none"> • Consultancy will take place in Kampala • Consultants will deliver draft and final reports per Terms of Reference
Quarter 3/Quarter 4	<ul style="list-style-type: none"> • Legislative Studies Seminar in Albany, New York 	<ul style="list-style-type: none"> • Project Director • Local Program Coordinator • University Partners 	<ul style="list-style-type: none"> • 3 individuals from our University partners will participate in a semester-long seminar on legislative studies and the development of a legislative studies curriculum. • University partners will have more capacity to teach legislative studies and develop appropriate curricula for such programs.
Quarter 4	<ul style="list-style-type: none"> • Selection/Advance Planning for Parliamentary Fellowship 	<ul style="list-style-type: none"> • Project Director • Local Program Coordinator • Parliament of Uganda 	<ul style="list-style-type: none"> • Parliament, with guidance from PD and LPC, will select staffer to participate in the Fellowship. • Selected Fellow will be provided an orientation prior to departure.

UGANDA PARLIAMENTARY RESEARCH AND INTERNSHIP PROGRAM - ANNUAL WORKPLAN

Year 5 of 5

January 1, 2012 to June 30, 2012

Timeframe <i>(January 2012 to June 2012)</i>	Planned Activity	Responsible Party (name of institution and/or individuals)	Anticipated Measurable Outcomes
Quarter 1/Quarter 2	<ul style="list-style-type: none"> • Parliamentary Fellowship in New York State Legislature 	<ul style="list-style-type: none"> • Project Director • Local Program Coordinator • Parliament of Uganda 	<ul style="list-style-type: none"> • One Fellow will spend 4 months working in the New York State Legislature – observing the operations of the legislature, including its internship program. • Fellow will return to Parliament of Uganda with ideas and plans to make improvements in the staffing structure and operations of the Parliament.
Quarter 2	<ul style="list-style-type: none"> • Project Closeout 	<ul style="list-style-type: none"> • Home Office Project Manager • Local Program Coordinator • Local Accountant 	<ul style="list-style-type: none"> • All project financial transactions will be closed out. • Bank accounts will be reconciled and closed. • Final billings and financial reporting will be completed
Quarter 2	<ul style="list-style-type: none"> • Project Final Report 	<ul style="list-style-type: none"> • Project Director 	<ul style="list-style-type: none"> • Final report will be completed, including successes, challenges and lessons learned; and delivered to sponsor.

ANNEX B – List of PRIP Success Stories

- **February 2009 – “Students Learn By Doing at the Parliament of Uganda”**
- **April 2009 – “International Senate Fellow at Work Learning the “Nuts and Bolts” of the Legislative Process”**
- **April 2009 – “Ugandan University Coordinators and Parliamentary Directors Visit Albany, NY to Discuss Internship Programs”**
- **April 2010 – “New Interns Get “Oriented” for Success!”**
- **April 2010 – “Exploring Legislative Studies Curriculum in Uganda”**
- **April 2010 – “Former PRIP Interns Continuing Parliamentary Work”**
- **May 2011 – “Senior Staff of the Parliament of Uganda Visit the Maryland Legislature”**
- **May 2011 – “Senior Staff of the Parliament of Uganda Visit Congress”**
- **October 2011 – “Partner University Lecturers Come to Albany for Legislative Studies Seminar”**
- **November 2011 – “Partner University Lecturers Visit the New York State Capitol”**
- **January 2012 – “Uganda Parliamentary Staffer Participates in New York State Senate Fellowship”**
- **April 2012 – “International Legislative Fellow Participates in Model Legislative Session”**
- **May 2012 – “Partner University Teams Up with University at Albany on Grant”**
- **August 2012 – “Uganda Parliamentary Internship Program Closes Out on a High Note”**

ANNEX C – PRIP Final Program Evaluation Executive Summary

The overall objective of this review is to assess the impact of activities under the USAID/HED-funded and SUNY/CID-implemented Parliamentary Research and Internship Program (PRIP). The assessment was carried out in line with the following criteria: relevance, effectiveness, efficiency, sustainability and impact.

The primary purposes of the PRIP program were:

- I. Enhance the capacity of Ugandan universities (Uganda Martyrs University, Islamic University in Uganda, and Nkumba University) to train and support student interns in providing technical support to Parliament committees, departments and caucuses;
- II. Promote partnerships among Ugandan universities, Parliament and SUNY to create opportunities for active participation in fostering good governance and economic development.
- III. Acquaint students with the legislative process and to provide them with practical experience in influencing public policy.

Summary of overall performance:

Overall, PRIP made it possible to build synergies between academic institutions and Parliament. As a result of this internship program, participating universities are in advanced stages of introducing courses on legislative studies - especially IUIU and Nkumba University. This will create a wider pool of potential recruits that Parliament can source from. PRIP also exposed students to the legislative process and influenced other students in the participating universities to express interest in being part of the program in the future. This is likely to have a long-term multiplier effect as more students will be able to appreciate the importance of Parliament and its functions and also will possibly view politics in a different light.

Parliament participated in PRIP-facilitated study tours to the United States, including visits to Albany, New York (the headquarters of the SUNY system and home of the New York State Legislature) and Washington, DC (with side visits to Annapolis, Maryland and Richmond, Virginia), where they appreciated the importance of early exposure of students to politics through the internship program.

Strategic Lessons learned and Recommendations:

The following issues were identified by this review, which are likely to have impact on the sustainability of the project outcomes and future delivery of outputs, if it is decided to go beyond the pilot phase.

Project Implementation Lessons and Recommendations

- I. At least two participating universities are in advanced stages of introducing a course on legislative studies as a result of their participation in the program.

- II. The training received by both Parliamentary and university staff enriched the knowledge of the participants on how to effectively manage internship programs, and they are in a much better position to fully appreciate the wider benefits for the country with reference to training interns.
- III. Interns were able to strategically benefit from the contacts they made with individual Parliamentarians, for many of the interns it was the first time to have a form of dialogue with their home Parliamentarians.
- IV. Parliament benefited from the extra resources provided in the form of the interns, which helped bridge the staffing gaps, even if it was for short periods of time.
- V. With regards to acquainting students with the legislative process and giving practical experience with the public policy process, a number of interns were able to gain from the temporary assignments with various departments within Parliament.
- VI. Some interns appreciated the uniqueness of the program in terms of building their capacity for research and sharpening their understanding of the legislative function of the Government of Uganda. However, they noted that the supervisors should ensure that interns are rotated within the different Parliamentary departments throughout the course of the internship to give them a broader understanding of Parliament as a whole.
- VII. The support that interns received from their academic supervisors was highly commended particularly the follow-up mechanism that was designed to ensure that each student supervisor kept in close contact with their assigned interns.

Project Management Lessons and Recommendations

- I. The Project Coordinator was commended for his support to the program and had a satisfactory record of working with the Parliamentarians and the University counterparts. The interns expressed a need to have a dedicated project manager for the future programs in order to ensure that there is full-time assistance to the interns at Parliament.
- II. The general consensus among the interns and the university supervisors was that the management of the program in terms of communication, facilitation and supervision needed further strengthening in order to realise increased benefits. The need for a substantive link between Parliament and the University supervisors was also highlighted as a way of enhancing the value addition.
- III. The Parliamentary supervisors were usually busy and as a result did not adequately avail themselves to the interns. Also, the interaction between the University and Parliamentary supervisors was not as regular as anticipated. Therefore, a training program for the two categories of supervisors could be organized ahead of the commencement of the internships to ensure that there is an explicit understanding of expectations and roles in order to realise the desired goal of the program.

- IV. The program was run during the course of the semester, which was a major inconvenience for both the continuing students and the university supervisors. Interns that were placed in Parliament during recess also felt that they missed out on learning the role of Parliament, which was a primary aim of the internship component. The timing for the internship cycles needed to be favourable for both parties, at a time when Parliament was in session and also ensuring that it does not interfere with the student's and supervisor's academic calendar. This could be very difficult to achieve in light of the role of the legislature, but a common ground could be explored to ensure better gains.
- V. The Program introduced the use of Intern Development Plans (IDP) to provide a basis for the development of intern skills as well as monitor progress. However, these were not adopted by Parliament and as a result, were underutilised. A negligible number of interns played any role in its development.
- VI. There was no feedback from the US partners, with only four visits undertaken by the SUNY/CID Project Director.

Final Report

Natural Resources Conservation Heroes' Memorial Center of Excellence (MemCoE)

By

Dr. A. L. (Tom) Hammett, Professor, Virginia Tech, and MemCoE Partnership Director

September-November 2012

Background

The MemCoE program was difficult to begin in late 2007. The country was just emerging from a 10-year civil war and the political turmoil that followed the armed conflict was just beginning – and continued through out the project period. In many ways the conditions, including the lack of ability to compromise, in Nepal has mirrored the same conditions that have emerged in the US political scene during the past 3-4 years. As I look back on the past five-plus years of our current linkage with and mentoring of the Institute of Forestry (IOF) in Nepal I see many examples of growth and progress. As I write this report, I sense we are at a crossroads. There were many activities completed that we have reported on in the past reports to HED and USAID. But at this time it is best to highlight some key past events, and look to the future. This is meant to be a work in progress as we are still compiling information on the project results.

In MemCoE we have produced scores of documents, pamphlets, newsletters, seminars, workshops, and slide presentations. Many have been mentioned and some were included in previous 6-month reports on the MemCoE program's progress. The Appendix to this report includes examples of MemCoE progress-especially during the past few years.

There have been many milestones along the way, some bumps, and all these events and accomplishments seem small in comparison now that we have been working together under this project for five years. In one sense this report seems anticlimactic! There has been a lot of water under the bridge. And where does one start? I suggest that mentioning a few highlights are best, and then trying to look forward. So, I will focus on three areas: leaving legacy of progress made in fostering the IOF and its sustainability, challenges to growth of the IOF as an institution, and outlook for the future of natural resource education in Nepal.

A legacy of progress in sharing the IOF capability

My legacy with the IOF began with my first visit to campus in 1975. I was a Peace Corps volunteer based near Hetauda and I visited that campus to meet another Peace Corps volunteer who was based there. He was teaching forestry as I remember. I was working in the field of horticulture and soil and water conservation. Later in 1989 I took new Peace Corps trainees to the new Pokhara campus to get orientation to Nepal's forests and natural resources. In 1992, I began a three-year hitch as Chief of Party for the USAID funded Institute of Forestry Project. This experience spread over 3 decades gave me a perspective about the institution not shared by many, and the ability to see changes on the campus and in those who work there. It also means that I can see where the IOF has not changed!

The country does not have the resources to develop the IOF as a regional center of excellence in natural resource education – our aspirations in the 1990s. The IOF needs to develop and reply to the changing landscape, as do all universities in similar situation. Development at the IOF is based in the people. While many are now better trained and have experience outside Nepal that should lead to development

– their “hands are tied” in the sense that they can not change (improve) the IOF with the governance (from within and outside the institution) necessary to sustain and foster the improvements. The Dean who worked with us from March 2008 to March 2012 started out very optimistic about the prospects for improvement, and to defining and achieving excellence. The program started with focus group meetings on both campuses and with stakeholders in Kathmandu – to determine the needs of the IOF and put together strategies to meet those needs. Right away we saw that the need of a few faculty to study in the US would not help the IOF culture and not help us achieve excellence. Students for the first time were involved in this process! When he left his chair he was dejected and critical of many of the systems that he helped set up. The culture of the IOF has been that projects are expected to bring personal benefit to faculty and staff, and not address the needs of the students (as MemCoE made one of its focus areas). All but a few of those who were critical of the programs we conducted would not leave their quarters to attend the regular meetings where programs were envisioned. For instance, many faculty were critical of the programs offered for students, they were not interested in mentoring, and sought per diem to attend meetings! In short, a “what is in it for me” attitude still prevails with some at the IOF. In spite of all the accomplishments under MemCoE! A few IOF faculty stood up at our final conference and criticized MemCoE for all it had done! They ignored that fact that this was not a project bringing long-term training with all its financial benefits, new jeeps or buildings. In short, they missed the point of MemCoE and embarrassed themselves in a very public way. This was not good for the IOF as many representatives of donors and potential collaborators were in the audience.

Over 25 faculty visits from at least 8 universities outside Nepal, primarily in the US, were conducted under this program. All offered opportunities for collaboration, resources, and in some cases offered funding. Several IOF faculty members traveled to the US where they visited and were exposed to excellence at our partner and other institution. These linkages will continue well after MemCoE is finished. In the culture of the IOF all faculty members may not take advantage of these linkages. But these linkages are in place and ready to be of service to the IOF. The leadership at the IOF changed in March 2012 and seems ready to help enable these linkages to benefit the IOF. I look forward to continuing to work with the new Dean to build on our success over the last 6 months of the project. We now have a working MOU with the IOF and other systems in place that will help ensure these collaborations will continue and those at the IOF who wish to work for excellence at the IOF can depend on the assistance offered through these linkages.

Efforts to Increase IOF Sustainability

Much of what we envisioned was based on the need to make the IOF more sustainable. The linkages although difficult to see on the ground and measure their effectiveness, were developed with over 100 organizations - all designed to help the IOF be pulled to excellence. Here are three examples of more concrete ways in which the program helped make the IOF more self-sustaining.

The IOF fiscal qualifications

Over the period of 15 months, our OIRED business manager Jim Foreman and I worked with the IOF financial management personnel to do a “pre-award survey”. Passing of this audit would mean that the IOF would be able to accept and manage funds directly from USAID and other donors. To date, most of the funds coming to the IOF had not been directly routed to the IOF but through other agencies that manage the funds and ensure the management is fiscally responsible. It took several months of diligent work, but we were able to help the IOF to increase its reputation by virtue of passing several assessments in route to the IOF achieving certification. We completed the registration of the IOF in the Central Contractor Registration (CCR), this involved obtaining a Dun & Bradstreet number and a NCAGE

number and working through the requirements of the registration website. The NATO number is the same as the N(NATO)CAGE. All of this took repeated communication with the IOF to mentor them through this process. At one stage we held up sending funds to Nepal as they were not able to get on line to complete the US Government required reporting, nor were they replying our email messages. The net result is that the IOF is now eligible to directly receive federal contracts or grants. Although not in the original proposal we gave three sub-awards to the IOF, which they managed and for which the admin team there reported in such a way that was acceptable to Virginia Tech and the US Government.

Development of overhead policy

Early in my work with the IOF to set up the MemCoE Center we went to a local bank to set up bank account for the Center. None of the staff who were setting up the Center had opened an account for an office or institution in the past. While training the MemCoE staff in proposal writing and budgeting it became apparent that they did not know about overhead accounts (budgeting for indirect expenses). We established a policy with in MemCoE to specify and collect overhead fees on all externally funded grants. To help the IOF learn how to manage the establishment and administrating overhead accounts. MemCoE now has procedure to charge overhead. Virginia Tech in its proposal did not seek to make grants to the IOF. But we did this three times during the 5 years. The purpose of which is to give the IOF a chance to practice using these new accounts. The end result is that the IOF has an overhead account and funds to bridge MemCoE office and programs till other funding mechanisms can be found!

Promotional video

Linking the IOF to outside organizations was important! These organizations serve as “role models” and will help “pull” the IOF to excellence. We developed several methods to link the IOF to outside agencies. One in particular was not in the original proposal and serves as an example of the synergies that we brought to the project. At very little cost to the project Virginia Tech designed, filmed and produced a professional video film about the IOF and its current programs. Much of the film featured MemCoE supported activities. This film is designed to help link IOF and facilitate its development. The video in DVD format, as well as a library of photos and video clips sufficient to produce other films and promotional tools have all been handed over to the IOF. We placed a link to the video on the IOF/MemCoE website so that others could view, and to save the cost of distribution. Already many have viewed and commented on the film. The IOF is presented as a research and teaching institution with many scenes showing faculty meeting with villagers and working on field-based research.

Bridging to the future

The MemCoE program was designed in late 2006, and proposed during 2007. It looks vastly different than what was envisioned. We were responsive to the evolving needs and changing landscape at the IOF. Not many projects would be able to foster these changes.

In closing this chapter of the IOF’s development we fostered the hosting of a major conference in Kathmandu during September 2012. This conference was designed to expose stakeholders and potential collaborators to the IOF, and help plan for the future of the IOF. Over 100 persons were invited. The title of the conference was “Bridging the IOF to the Future”. Dr. Bill Burch and myself were invited to give keynote talks at the conference. Both of us have a long history of working with the IOF and understand its culture. The conference will be a great stepping-stone to the future.

The new leadership at the IOF has already done much to foster good collaboration. It has responded to the advice we have given to build a plan, engage the stakeholders, and focus on providing viable and verifiable results of assistance given. The new Dean fostered the signing of the MOU with Virginia Tech – it had been on the table for four years. Building on the training and resources provided under MemCoE, he has solicited help from Virginia Tech to engage grant-writing advisors to come to the IOF to help faculty and administration move to a more proactive fundraising program. He also has met with the Nepal Fulbright Program to facilitate support for visiting administrative and academic specialists. I am particularly excited that my Virginia Tech study abroad class (focused on the influences of culture, natural resources and agriculture on environment in Nepal) will involve both IOF campuses, IOF faculty and students, and many IOF stakeholders. The potential for hosting other such groups is great. The IOF, with the peace that has prevailed for the past five years in Nepal, now offers an excellent base for training and courses.

Not all my time in Nepal while working on this project has been without challenges and personal cost. I have missed opportunities for promotion while focused on the needs of the IOF. I have spent many months away from my students and my family to help facilitate the IOF's move towards excellence. While we gave gladly as I can't help but realize that there was a cost to me and to some of my colleagues at the IOF. However, my colleague Mr. Abadhesh Singh the coordinator for MemCoE at the IOF and I both know that these costs were well worth it. We know that the IOF has benefitted and will grow beyond the boundaries that existed when we started in late 2007. My colleagues here are more aware of Nepal – some now have projects in Nepal and the region as a result of their involvement in MemCoE. But any progress that we have made is due to the help of my IOF friends – especially my “Singh dai” (older brother)!

I could write more. But much of what I would say has already been written and in use by those who continue both at the IOF and as they start their careers after graduating from the IOF! What follows here are a few documents in the appendix that indicative of some of the activities that we proposed. In a sense this is a “MemCoE highlight film” gleaned from some of the recent bi-annual reports. I chose four for this appendix – many others have been submitted to PRIME and through earlier six-month reports to HED.

1. One of the first steps in establishing linkages is to establish a memorandum of understanding. These are very important to our overseas partners. I have attached the very recently signed MOU that I established between Virginia Tech and the IOF.
2. We established a competitive research grants program. In it we stipulated that the research must be collaborative – involving students and staff and faculty from both campuses.
3. Under MemCoE we set up a visiting scholar program under the original proposed program. The procedures we developed introduced blind evaluation by peers. This will enable the IOF to administer competition for such grants in the future in a transparent and equitable fashion.
4. The list of accomplishments from March 2008 through March 2012 that we have assembled is impressive. I have included the MemCoE staff's list assembled with my urging and guidance. It helps as it highlights many of the programs that we have devised and conducted. While this is a long document, it represents the broad range of activities supported under the project.

**MEMORANDUM OF UNDERSTANDING (MOU)
BETWEEN
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
BLACKSBURG, VIRGINIA, USA
AND
INSTITUTE OF FORESTRY,
POKHARA AND HETAUDA, NEPAL**

The Institute of Forestry (IOF), Nepal and Virginia Polytechnic Institute and State University (Virginia Tech) agree to implement this memorandum of understanding effective as of September 19, 2012.

This agreement is based on the principle of reciprocity and expresses the interest of both parties in exchanging scholars, students, academic information and materials in the belief that the research and educational process at both the institutions will be enhanced and that mutual understanding between the respective scholars and students will be increased by the establishment of such exchange programs.

1. The parties (IOF and Virginia Tech) agree to encourage the development of the following exchange programs based on their respective academic and educational needs:
 - Exchange of faculty and students (undergraduate and/or graduate)
 - Joint supervision of M.S. and Ph.D. students
 - Exchange of academic information and materials
 - Exchange of periodicals and other publications
 - Organization of joint research programs and conferences
 - Organization of joint conferences
 - Organization of other academic exchanges agreeable to both parties

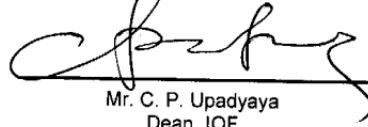
2. The parties recognize that the implementation of any exchange program will depend upon the academic interests and expertise of individual faculty members and upon the availability of financial resources. Accordingly, the implementation of each exchange program based on this agreement shall be separately negotiated and determined by both universities.

3. This agreement is not intended to be a legally binding document. It is meant to describe the nature and to suggest the guidelines of the cooperation described above. Nothing therefore

shall diminish the full autonomy of either institution, nor will any constraints be imposed by either upon the other in carrying out the agreement.

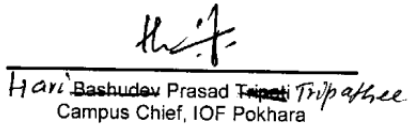
4. The agreement shall become effective on the day representatives of both universities affix their signatures and seals, will be in force for a period of 5 years, and is subject to revision or modification by mutual written agreement. It is also understood that either institution may terminate the agreement at any time, although it is assumed that such action would only be taken after mutual consultation in order to avoid any possible inconvenience to the other institution.

5. For Virginia Tech Dr. A. L. Hammett and for the IOF Dean C. P. Upadhyaya shall serve as liaison officers for this agreement.



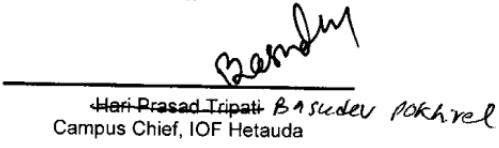
Mr. C. P. Upadhyaya
Dean, IOF
Pokhara, Nepal

Sept. 19, 2012
Date



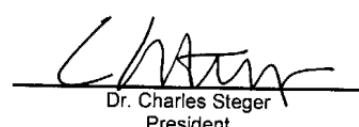
~~Hari Prasad Prasad Tripathi~~
Campus Chief, IOF Pokhara

19th Sept. 2012
Date



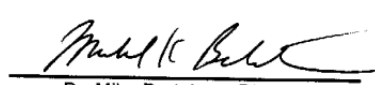
~~Hari Prasad Prasad Tripathi~~ Basudev Pokharel
Campus Chief, IOF Hetauda

19th Sep 2012
Date



Dr. Charles Steger
President
Virginia Tech
Blacksburg, VA, USA

11/2/12
Date



Dr. Mike Bertelsen, Director
Office of International Research,
Education and Development
Virginia Tech

Date



Dr. A. L. Hammett, Professor
Partnership Director, MemCoE
Virginia Tech

Sept 19, 2012
Date

Competitive Research Grants to Support Teaching and Learning
Competed through the Memorial Center of Excellence at the IOF
Guidelines for Submission – approved July 19, 2008

Guidelines:

- Awards can be made to IOF faculty lead Principal Investigators (PIs) from either the Hetauda and Pokhara campuses
- Under-experienced IOF faculty members are encouraged to apply
- At least two faculty from each of the Pokhara and Hetauda campuses; at least two BScF students; and one outside organization is required on each team's proposal
- Involvement of those from disadvantaged groups is encouraged
- Show collaboration with at least one colleague at a US university (i.e., Principia College, Yale University, Virginia Tech, or Paul Smiths College)
- List obtainable outputs (i.e., teaching notes, student project papers, peer-reviewed articles) that will contribute to better teaching and learning at the IOF and memorialize the lost conservation leaders
- MemCoE focus areas are: social inclusion; biodiversity conservation; wildlife management; mentoring; and/or community-based natural resource management in the Nepalese context
- At least two BScF student project papers will be funded from the MemCoE funding for this research project; students will work on the research project and use the data for project paper
- No duplicate funding from other sources for the same research work
- Since this is seed funding, evidence of co-funding or in-kind support from other agencies is encouraged
- Status of the PI regarding their progress on research works funded by other projects will also be evaluated
- See the selection criteria for details on what else to include in your proposal

Proposals will be no more than five and one half (5 1/2) pages (not including the appendix) and will include:

1. Background and Justification (maximum 2 pages);
2. Research Goal and Objectives (max. ½ page);
3. Methodologies Proposed (max. 1 page);
4. Plans for Collaboration (with at least one organization in Nepal outside the IOF and with at least one US University) (max. ½ page)
5. Timeline showing activities, plan for implementing the grant (max. ½ page);
6. List of specific outputs and impacts from the research (i.e., teaching and learning materials, reports, peer-review journals for research results) (max. ½ page); and

7. Summary budget and budget justification (max. ½ page)

Proposals should be electronically submitted. Please use only A-4 format (or paper), only 12 point font, and only 1.5 line spacing throughout.

The appendix will include:

- One-page professional resume from each IOF faculty team member
- Signed letter of commitment addressed to the lead PI from each IOF faculty team member; the letter should outline the work the team member will do on this research project
- Signed letter of commitment from the team's mentor at the US University
- Signed letter of commitment from the collaborating organization in Nepal; the letter should outline the work the collaborating organization will do on this research project
- List of literature cited in the proposal; list of other literature the team may have found and feels relevant to the research (use full citations for both)

Full budget and work plan will be submitted at the time of the award. DSA (i.e., hotel and meals) will be paid by flat rate (faculty NRs. 1,200; research assistants NRs. 500; and local assistants NRs. 300). Transportation costs will be reimbursed as per receipts. All expenditures will be reimbursed on a cost reimbursement basis. The budget should reflect the costs of student assistants and the cost of the project papers. All costs should be justified in the budget justification section. Honoraria, only for persons from collaborating organizations outside the IOF, may be reimbursed from this award.

Five awards will be made of up to \$9,000 each. Ten percent (10%) of each grant made by MemCoE will be taken for overhead. Hence, the investigators will have up to \$8,100 to support the expenses of their research.

The duration of the grants will be two years after approval.

The research team will decide which students will work on their team.

These grants are meant to be seed money. The payments will be outlined at the time of the award. Reimbursement for expenses at the end of first year after will be tied to the submission of an acceptable annual report for year one and presentation of progress report reviewed by the mentor team.

The final reimbursements will be made after the submission of an acceptable final report and copies of all reports, teaching and learning materials, and draft peer-reviewed papers resulting from the research.

To foster the mentoring process, each team will present a progress report to the mentors during a seminar at the IOF at the mid-point of the research. The mentors will give feedback after the seminar to each team.

MemCoe will organize a series of research output seminars. Each team will be required to present to the IOF at least one seminar per year. These seminars will inform the IOF community about the research project progress.

Proposals will be ranked through an anonymous peer-review by a panel of specialists outside Nepal.

MemCoE is committed to providing assistance to faculty proposal formation through the workshops, and to the successful applicants during second year for data analysis and results dissemination. MemCoE will collaborate with those IOF faculty members (PIs) who wish to find additional resources for this work as appropriate and justified.

Proposals are due on or before 5 PM on August 31, 2008 in the Memorial Center of Excellence Partnership Liaison Office at the IOF campus in Pokhara.

Appendix 3. Announcement for the MemCoE Visiting Scholar Program
ANNOUNCEMENT

MEMORIAL CENTER OF EXCELLENCE

UNITED STATES TRAVEL GRANTS FOR INSTITUTE OF FORESTRY FACULTY

The Memorial Center of Excellence is pleased to announce the first round of faculty academic exchanges to the United States and invite Institute of Forestry (IOF) faculty to apply for three travel grants intended to support teaching, mentoring and learning excellence at the IOF.

Background:

One of the central activities of the Memorial Center of Excellence is to provide time- and cost-effective training opportunities for IOF faculty by exposing faculty members to a broad range of teaching, research, outreach, mentoring and student support activities at US universities with a broad range of characteristics. Thus, MemCoE will be investing the limited resources in to support short-term academic exchanges that foster long-term relationships based on mutual interests and strengths of the parties. At least six faculty from the IOF (3 for 2008) will be identified and invited to participate as exchange scholars hosted by Yale University, Principia College, Paul Smith's and Virginia Tech. These visits will serve as a first step in exposing key faculty at the IOF to current trends and state of the art teaching methods and practices in the United States. In addition, these visits will serve as the basis for exposing IOF faculty to current research trends in support of teaching and will establish a basis for long-term collaborative research programs between the IOF and the collaborating institutions.

Visiting scholars will be embedded in pertinent departments and colleges at U.S. institutions six weeks during the first and second years of the project. Visitors will spend a total of six weeks at selected institutions in order to expose them to different academic styles and provide greater exposure to the academic environments in the United States. Each visiting scholar will initially observe various courses (including women-taught) to become familiar with U.S. teaching practices, materials, and technology, and discuss lessons learned with the designated mentors. Scholars will then be expected to develop and give a series of guest lectures to classes in the US in their areas of expertise to provide them with teaching experience. The lectures by the IOF faculty member will be critiqued by US campus mentors, and the experience will serve as an important additional learning opportunity. They will also be exposed to new teaching tools they can take back and use effectively in Nepal.

To further the excellence of the IOF, visiting scholars will work with their host faculty on the preparation of relevant updated teaching materials for their courses at the IOF and a project proposal in conjunction with the U.S. host PI. This opportunity will provide them with first-hand experience working on essential research in support of teaching and learning at an established center of excellence. It will also allow the IOF scholars to expand possibilities for developing collaborative long-term linkages with collaborators outside their usual areas of work. Finally, each visiting scholar will work with U.S. host mentors on the preparation of a scholarly publication centered on some research already completed by

the IOF scholar in Nepal. Colleagues at the U.S. host department will critique the publication and assist the author(s) in targeting a relevant peer-reviewed journal.

Eligibility and application information:

All full-time, permanent faculty who are actively teaching at the IOF

Show evidence of experience or interest in at least one of the following Center of Excellence focus areas: mentoring; social inclusion; biodiversity conservation; wildlife conservation; and/or community forestry in the Nepalese context.

Application components:

Applications consist of three parts:

- Cover sheet - . The cover sheet is included in the current document and includes the Unit Endorsement. The Unit Endorsement provides for the signature of the department head (applicants' supervisor) indicating their support and confirming the importance of a faculty member's training and exchange to the United States. Unit leaders must sign and date the form.
- Curriculum vitae (CV) – Applicants are required to attach
- Narrative – The narrative (1-2 pages) should include the following information:

Application deadline:

Applications are due on July 10, 2008.

Each of these component must be submitted via email in Microsoft Word and/or .pdf format.

Evaluation:

The proposals will be evaluated by a panel of US university faculty hosting visitors, and by one anonymous reviewer, on the basis of English language usage, the relevance of course(s) for which the grant will be used to improve, and the organization and clarity of the application.

Only full and complete proposals can be evaluated

Dates:

It is anticipated that travel for the first awards will begin and be completed during the period August 15, 2008 through December 15, 2008; final reports are due at the Center of Excellence office no later than February 1, 2009. All travel awards will not be awarded in 2008; several may occur in Year 2.

Questions should be addressed to the IOF/HED/Virginia Tech Memorial Center of Excellence partnership office in Pokhara.

Appendix 4 – Representative list of MemCoE organized and supported activities (16 pages follow – they will be added in a later edition of this report)

**Natural Resource Conservation Leaders Memorial Center of Excellence, IOF (MemCoE)
SELECTED ACCOMPLISHMENTS - March 2008 through April 2012**

Date	Activities	Participants
03/14/2008	Inauguration Ceremony of the Natural Resource Conservation Leaders Memorial Center of Excellence—The Center inaugurated by US Ambassador Nancy J Powell Symposium on Excellence and Social Inclusion led by Women Organizing for Change in Agriculture and Natural Resource Management (WOCAN) with participation of IOF faculty, Dept. of Forest representatives, and others on the panel	Dr. Keshar Jung Badal, V.C, Pokhara University, Prof. S. L. Amatya, Rector, TU, Dr. S. K. De Dutta, OIRED/VT, Prof. Bill Burch, Yale University, Representatives from Ministry of Forest and Environment, Department of Forest, faculty members, admin. Staff and students of the IOF
03/19/2008	Workshop focused on connecting research to teaching and learning presented by Prof. Bill Burch, Dr. Tom Hammett and Abadhesh Singh	Faculty members of the IOF Hetauda Campus, Hetauda
03/20/2008	Workshop focused on linking research topics to the Center of Excellence programs presented by Prof. Bill Burch, Yale university	Faculty members of the IOF Hetauda Campus, Hetauda
07/30/2008	Seminar on "Carnivore Conservation : the Ecology of Coexistence" presented by Dr. Marcella Kelly, Dept of Fisheries and Wildlife Science, Virginia Tech, USA	Faculty members of the IOF, Pokhara Campus, Pokhara
01/ 25/2009	Talk on 'gender mainstreaming and social inclusion for development in Nepalese context' delivered by Kanchan Lama from Women Organizing for Change in Agriculture and Natural Resource Management	All faculty members, MSc. and BSc 4 th year students
01/28/2009	Three faculty members—Mr. Shankar P Lakhey, Dept. Park Recreation and Wildlife, Mr Laxman Sundar Shrestha, Dept of Social Forestry an Forest Management, and Mr. Raj Babu Pahadi, Dept. of Silviculture and Forest Biology—were selected for the faculty exchange programs of the MemCoE	
4-13-2009	The Greenery Publication MemCoE Partially funded the publication of the 7 th volume of "The Greenery" by the Self-Help Environment Awareness Camp SHEC), IOF, Pokhara Campus, SHEC is a Government of Nepal registered non-political non-governmental students' organization, run solely by the efforts and inspiration of the students of the IOF, Pokhara Campus. It is actively involved in creating awareness in the field of forest, environment and biodiversity conservation. This volume of the Greenery contains technical articles on biodiversity and environment conservation, NTFP, forest management, wildlife conservation, eco-tourism, remote sensing and GIS with special focus on global warming and climate change. Memorial Center of	

	Excellence contributed NRs. 10.000.00 for this publication.	
04/11/2009 05/21/2009	Faculty Exchange Visit Faculty Members of the IOF Hetauda Campus Shankar Prasad Lakhey, Lakshaman Sundar Shrestha and Raj Babu Pahadi attended training at Virginia Tech, Prinicipia College, Paul Smith's College and Yale University	Faculty Members of the IOF Hetauda Campus-- Shankar Prasad Lakhey, Lakshaman Sundar Shrestha and Raj Babu Pahadi
04/22/2009	39 th Earth Day Commemoration program organized in collaboration with the US Embassy; The program was inaugurated by Nancy J Powell, Ambassador of the USA to Nepal; Keynote speech delivered by Dr. Lhakpa Norbu Sherpa of the Mountain Institute; the program was marked by the presentation of the winning essays of the essay competition, organized by MemCoE and presentation of report on Social Inclusion in the Institute of Forestry—a study supported by the MemCoE	Bill Patterson (USAID), Representatives from different NGOs, INGOs, and government offices, faculty members, administrative staff and students of the IOF
05/ 15/2009	A Talk on "Social Inclusion for Positive Transformation of Natural Resource Management" at Hetauda Campus The major feature of the Mentoring Center inauguration program was a talk on "Social Inclusion for Positive Transformation of Natural Resource Management" by Ram Chandra Lamichhane, Appreciative Inquiry Certification for Positive Business and Social Change.	Dr. Akhileshwor L Karna (BISEP-ST), Chiranjibi P Upadhyaya (Pokhara Campus), DFRS representative, faculty member and Students of Hetauda Campus
06/12/2009	Faiyaz Husain Khan appointed as Office-cum-Technical Assistant from June 15 through the project period	
07/28 2009 to 07/30/ 2009	SPSS Traning for B.Sc. 4th Year Students of Hetauda Campus MemCoE/ Mentoring Center organized an SPSS Traning for B.Sc. 4th Year Students of Hetauda Campus. Mr. Narayan Prasad Gautam was the trainer. The workshop was evaluated by the participants to be successful as it helped them develop knowledge and skills that would be very useful in their research work and help in the development of their professional career. More than 50% respondents rated the workshop “good”, while 33% rated it “very good”, and only 16% rated it “average.”	18 student of the Campus
08/04/2009 to 08/06/2009	SPSS Training/Workshop organized for BSc. IV year students of the IOF Pokhara Campus; resource persons for the workshop were; Narayan P Gautam and Anita Gauchan	All the B.Sc. 4 th Year students
08/23/ 2009	Conducted Need survey for faculty training	
09/08/2009	Financially support the TU Administrative Staff Association's Celebration of 35 th	

	Education Day. On this occasion they recognized the service of the Senior Staff Members, awarded staff's children securing higher marks in the SLC Examination	
10/27/2009	Natural Resource Conservation Leaders Memorial Center of Excellence WEBSITE designed and registered	
02/04/2010	Organized a seminar on 'Current Research on Teaching Excellence' presented by Dr. Gary Fleener from Principia College, Illinois, USA	Faculty members of the IOF Pokhara Campus, admin staff members involved in teaching and M.Sc. students
02/04/2010	Establishment of the Mentoring Center at IOF, Pokhara Campus; the MemCoE /Mentoring Center Organizing Committee consists of Mr. Ashok Kumar Shah as Coordinator and Mr. Prakash Basnet, Mr. Manjit Bista, Mr. Chhatra Bahadur Khadka, Ms. Safalta Shrestha, Mr. Thakur Prasad Magarati, Ms. Hom Kumari Neupane, Ms. Anusha Shrestha, Mr. Ritesh Bhushan Basnet, Ms. Maryada Shrestha, Ms. Pema Sherpa, Ms. Saraswati Aryal, and Ms. Ranita Baral as members.	
02/14/2010 to 02/17/2010	A 4 day intensive workshop on teaching techniques and designing meaningful learning field-based educational experiences—teaching natural resource management through project centered learning; the workshop was presented by Dr. Gary Fleener, Principia College, Illinois, USA and Dr. Tom Hammett, Virginia Polytechnic Institute and State University	22 faculty members from Pokhara and Hetauda Campuses of the IOF
03/25/2010	Books handed over to IOF Pokhara Campus Library Project Based Learning Handbook, Buck Institute for Education 4 Team Based Learning, Larry K Michelsen 4 Engaging Idea, John C Bean 4	
03/28/2010	Books handed over to IOF Hetauda Campus Library Project Based Learning Handbook, Buck Institute for Education 3 Team Based Learning, Larry K Michelsen 3 Engaging Idea, John C Bean 3 Appreciative Inquiry, Dr. Chandi P Chapagain2	
04/14/2010 To 04/20/2010	MemCoE Partially supported Society for Wildlife Research and Conservation (SOWREC), IOF, Pokhara to celebrate Wildlife Week 2067 to disseminate information on Wildlife and create awareness in the high school students and inspires them to participate in conservation through "Pokhara Valley wise Interaction Program" with School Students on Wildlife and Biodiversity.	200 of 5 different schools

04/14/2010 to 04/15/2010	MemCoE supported Bird Watching Training Program at the IOF organized by Bird Conservation Nepal (BCN), Pokhara Branch	65 BCN members (TCL, B.Sc., and M.Sc. level students)
04/ 22/ 2010	40th Earth Day Commemoration MemCoE organized Presentation Program—We and Our Earth-- in collaboration with Self-Help Environment Awareness Camp (SHEAC) on April 22, 2010 in order to aware students about global warming and its impact, to identify the role of students in mitigation of global warming, and to familiarize them with strategies to save the earth.	Faculty and Students of Pokhara Campus
04/ 23/2010 to 04/29/ 2010	SPSS/GPS/GIMIS Training MemCoE/Mentoring centre conducted a Statistical Package for Social Science (SPSS), Global Positioning System (GPS) and Group, Inventory and Mapping Information System (GIMIS) dated from 2067-01-10 to 2067-01-16. The training was focused on the Bsc. Final year students of the Institute of the Forestry. The total numbers of the participants were thirty-two excluding three trainers and one lab assistant. The training program was conducted in co-ordination with the Free Students' Union (FSU), Pokhara under the assistance of the Memorial Centre of Excellence (MemCoE). The total budget expenditure of the program was NRs. 64,000. This report discusses about the problems occurred during the program and its justification, objectives, materials and methods, results and discussion and finally conclusion and recommendations.	32 B.Sc. 4 th year students of Pokhara Campus
05/21/2010 to 05/24/2010	SPSS Training at Hetauda Mentoring Center, with administrative support from the IOF, Hetauda Campus, organized and successfully completed the SPSS Training for the B.Sc. 4 th Year students of the campus. Mr. Yajna Prasad Timilina was the trainer. The training was evaluated to be very successful. It equipped the students with knowledge and skills in statistical data management and analysis required for social research. However, they suggested that at least two more days should be added to the training period to make the training more fruitful.	20 students of IOF Hetauda Campus
07/04/2010 to 07/05/2010	MemCoE organized a two-day workshop on Appreciative Inquiry for Social Inclusion in Natural Resource Management in Nepal. MemCoE was able to get collaboration of Annapurna Conservation Area Project (ACAP) in the form of partial support and participation. The workshop was facilitated by Ram Chandra	Students and some faculty members of the IOF and staff members of ACAP

	Lamichhane, Radha Krishna Lamichhane and Abadhesh Singh	
07/05/2010	Memorial Inclusive Garden Establishment A garden to memorialize the conservation heroes was established on the premises of the IOF Pokhara Campus	
06/05/2010	Inter-School Quiz Contest on the Occasion of World Environment Day MemCoE/Mentoring Center organized Inter-School Quiz Contest on the Occasion of World Environment Day in collaboration with Nepal Bat Conservancy, Bat Friends, Bird Conservation Nepal, Society for Wildlife Research and Conservation, and other Green organizations at the Institute of Forestry, Pokhara Nepal. Realizing the need of raising the level of awareness on environmental issues such as global warming and climate change faced by the earth, MemCoE organized the program to disseminate information and create awareness in the school students of Pokhara valley about ecosystem, climate change and biodiversity and to enhance the capacity of secondary school level students in environment conservation. Educational Materials such as Web Designing Package course, DVD, CDs, dictionary, diary, pens, pamphlets, brochures, and booklets were distributed among the participants. Handouts on environment conservation were also distributed to among the students. The program acted as a strong tool to motivate the secondary school level students about environment conservation.	<ol style="list-style-type: none"> 1. Golden Future Boarding School, Ram Bazar 2. 2. Marigold Higher Secondary School, Nayagaun 3. Bethany Boarding School, Industrial Estate 4. Tops Boarding School, Ramghat, and 5. Social Public School, Buddha Chowk. <p>Mr. Ashok Dhungana, Regional Director, Department of Forest Mr. Prakash Thapa, Coordinator of Nepal Bat Conservancy.</p>
08/01/2010 to 08/04/2010	SPSS Training for M.Sc. II Year Students of the IOF, Pokhara	
09//21/2011	Research grants awarded to 7 B.Sc. students NRs 15000.00 each, for their Project Paper research. The recipients of the grants were: Rakesh Shahi, Safalta Shrestha, Sudip Chhatkuli, and Rajesh Poudel of Pokhara and Asmina Ghimire, Bishal Bhattarai and Bimla Lama of Hetauda. (Bimala accepted the award, but consented to spend the money for Mentoring Center activities. Research Reports Submitted: <ol style="list-style-type: none"> 1. A Comparative Study of Carbon Stock in Core and Buffer Zone Area in Parsa Wildlife Researve –by Bishal Bhattarai 2. 	

11/16/2010	<p>Meeting at USAID</p> <ul style="list-style-type: none"> Information provided: US visits by 3 faculty members; Teaching workshops for faculty; Establishment of mentoring centers, Invited Bill and Netra to MemCoE advisory board meeting Dean Awasthi: Strengthening Graduate Program; 	Bill Patterson, Netra Sharma (Sapkota), Tom Hammett, Keshab D Awasthi, Abadhesh Singh
11/20/2010	<p>Books Delivered to IOF Hetauda</p> <p>Engineering Hydrology, Victor Miguel Ponce..... 1</p> <p>Soil and water conservation for Productivity and Environmental Protection</p> <p>The Practice of Silviculture, David M. Smith, Bruce C. Larson ...1</p> <p>Linkages in the Landscape, Andrew F. Bennett1</p> <p>Taking Sides, Easton T.A.</p> <p>Remote Sensing and Image Interpretation, Lillesand, Kiffer, Chipman ...3</p> <p>Fundamentals of Entomology, Richard J. Elzinga3</p> <p>The Ecology action guide, Gharam C. Hickman 1</p> <p>Ecology and Field Biology, Smith and Smith,3</p> <p>The Complete Guide to the TOFEL test, Bruce Rogers 2</p>	
11/26/2010	<p>Books Delivered to Mentoring Center, Pokhara Campus</p> <p>Master The SAT, Phil Pine, Margaret Moran..... 1</p> <p>Cracking the GRE, Adam Robinson, Karen Lurie.....2</p> <p>Practice Test for IELTS, Vanessa Jakeman..... 1</p> <p>Books Delivered to IOF Pokhara Campus</p> <p>Fundamentals of Entomology, Richard J. Elzinga3</p> <p>Master The SAT, Phil Pine, Margaret Moran.....2</p> <p>Living the Environment, G. Tyler, Scott E. Spoolman.....2</p> <p>Cracking the GRE, Adam Robinson, Karen Lurie,4</p> <p>Practice test for IELTS, Vanessa Jakeman,2</p> <p>Ecology and Field Biology, Smith and Smith,3</p> <p>Principles of Plant Genetics and Breeding, George Acquash..2</p> <p>Ecology concepts and applications, Manual C. Molles Jr. ... 2</p> <p>Remote Sensing and Image Interpretation, Lillesand, Kiffer, Chipman ...3</p> <p>Soil and water conservation for Productivity and Environmental Protection, Frederick R. Troeh, J. Hobbs, R.L. Donahue.....3</p>	

	Physical Geology, Charles Plummer, L. Hammersley,2 Environmental Science, Eldon D. Enger, B.F. Smith.....2 The Complete Guide to the TOFEL test, Bruce Rogers 2 An introduction to GIS, Ian Heywood, S. Cornelius2 The Practice of Silviculture, David M. Smith, Brucer C. Larson ...1 Concepts and Techniques in GIS, C.P. Lo, A.W. Yeung.....2 Physiology of woody plants, Paul J. Kramer, T.Kozlowski1 Engineering Hydrology, Victor Miguel Ponce..... 1 Linkages in the Landscape, Andrew F. Bennett1 Environmental Issues, Thomas A. Easton..... 1 The Ecology action guide, Gharam C. Hickman 1 Forest Science, E.J. Green6 Evolution Lab, Robert Desharnai, Jefrey Bell 3 New Forests, Kulwer Academic Publishers3 Journal of Forestry, Society of American Publishers1	
11/22/2010	MemCoE Advisory Board Meeting convened at WWF-Nepal, Baluwatar, Kathmandu	Dean, IOF; Tom Hammett; Mike Rechlin; Bill Patterson and Netra Sharma, USAID; Dr. I.C. Dutta, Dr. S. L. Amatya, TU; Dr. A. K Das, Dr. R.K. Pokharel, Prof. Mohan Balla, A. Singh, IOF; Bandana Shakya, ICIMOD; Roshan Sherchan, Pajana Pradhan, WWF; representative from Danish Embassy
11/28/2010 to 12/22/2010	MemCoE partially supported “ Mahakali-Mechi Cycle Rally (Yatra) for Bio-Diversity Conservation and Climate Change Awarness-2010 ” Mr. Gopal Khanal and Mr. Dipendra Nath, two students of Technical Certificate Level 2 nd Year, IOF, Pokhara Campus pedaled their bicycles from Mahakali to Mechi (from west end to east end) of Nepal with an objective to raise the awareness among the local community and school students regarding climate change through group discussion and knowledge sharing. MemCoE Provided the cyclists NRs. 10,000.00	
12/15/2010	Financially supported a 15 day long field study of the M.Sc. First Year Students of Biodiversity Conservation and Protected Area Management. This field study helped the students gained hands-on practical experience of protected area management. Specifically, they got familiarized with biodiversity conservation issues, policies	13 students of M.Sc. Forestry, IOF, Pokhara

	and research, and habitat evaluation and management, wildlife census, and biodiversity monitoring techniques. The students were taken to Kathmandu, Langtang National Park, and Chitwan National Park.	
12/15/2010	<p>Meeting with high level delegation from the U.S. State Department. The delegation was led by Ms. Sharon Waxman, Chief of Staff of State Department's Under Secretary for Global Affairs. Mr. Aaron Salzberg, U.S. Government's top water advisor and Ms. Deepa Ghosh, environmental officer for South and Central Asia, Mr. Jay Pal Shrestha from U.S. Embassy, Kathmandu and Mr. Netra Sharma from USAID/Nepal accompanied the U.S. delegation.</p> <p>The purpose of their visit was to take stock of environment, climate change and water issues in Nepal and explore opportunities for U.S. Government engagement in these areas in the South Asian/Himalayan region. Dr. Keshab Dutta Awasthi, Dean of the IOF, informed them about the academic programs of the IOF and available facilities for teaching, learning and research. He emphasized on how the Institute is endeavoring to generate knowledge and to produce human resources for sustainable management and conservation of the natural resources. Abadhesh Singh, MemCoE Coordinator, highlighted goals and objectives of the MemCoE and achievements of the project contributing to the IOF's being a center of excellence in forestry education.</p>	
12/24/2010	<p>Reformation of MemCoE Management Committee; the new Management Committee comprises of:</p> <p>Dr. Keshab D. Awasthi, Dean, IOF..... Chair</p> <p>Mr. Hari Prasad Tripathi, Campus Chief, Pokhara..... Member</p> <p>Mr. Basudev Pokhrel, Campus Chief, Hetauda..... Member</p> <p>Mr. Jeev Nath Pandey, IOF, Pokhara Campus Member</p> <p>Mr. Abadhesh Singh, IOF Pokhara Member Secretary</p>	
12/30/ 2010 To 01/01/2011	Partially supported the field study of M. Sc. Students of Natural Resource and Rural Development in their field study on "Changing Socio-cultural status in Rural Nepal: A Case Study of Bandipur VDC of Tanahun District of Nepal. The Methods of the study included field observation, interview, group discussion, RRA, PRA, etc.	
02/14/ 2011	<p>MemCoE organized a symposium in Conference Hall of the IOF from 10 A.M. to 1 P.M.. MemCoE funded five research teams presented their progress reports and preliminary results.</p> <p>Research projects and Presenters:</p>	IOF, Pokhara Campus faculty members, B.Sc. 4 th and 3 rd year students and M.Sc. students, altogether 40 participants

	<p>Project: 1 Ecology of Common Leopard (<i>Panthera pardus</i>) in Southern Belt of Annapurna Conservation Area (ACA) in Nepal</p> <p>Presenter/s: Raj Kumar Koirala (PI – IOF) and Achyut Aryal (BRTF)</p> <p>Project: 2 Sustainability through Democratic Freedom in Community-Based Natural Resources Management Institutions (CBNRMI) in Nepal</p> <p>Presenter/s: Ms. Puspa K.C (CI-IOF),</p> <p>Project: 3 Comparative study of Community and Collaborative Forest Management from Nepal’s low land (Terai): Stability and Output</p> <p>Presenter/s: Arjun Prasad Bastola (PI-IOF)</p> <p>Project 4: Community Based Litter Management Practice in Community Forests of Nepal</p> <p>Presenter/s: Dr. Balram K Bhatta (PI-IOF)</p> <p>Project 5: Status and Distribution of Snow Leopard (<i>Uncia uncia</i>) and Its Prey Species of Manaslu Conservation Area in Northern Himalaya, Nepal</p> <p>Presenter/s: Thakur Silwal (CI-IOF)</p>	
02/24/2011	Financially supported the Study of “Changing Socio-Cultural Status of Rural Nepal: A case study of Bandipur VDC of Tanahun District, Western Nepal” carried out by the M.Sc. students of Natural resource Management and Rural Development, IOF, Pokhara	
02/25/2011	New Organizing Committee for Mentoring Center Center for Hetauda Campus formed	
03/29/2011	MemCoE submitted a proposal to US Agency for International Development, US Embassy, Kathmandu, for Furnishing Women’s Hostel of the IOF Pokhara Campus	
04/01/2011	Announced Call for Proposals for partial support for PhD field research in Nepal	
04/ 27/2011	Partially supported the Society for Wildlife Research and Conservation and conservation to organize Presentation and talk on the occasion of Wildlife Week 2068	
On Different Dates	<p>Purchase of books for IOF Library and Mentoring Center (Besides those procured through OIRED)</p> <ol style="list-style-type: none"> 1. Village Development Committee Profile of Nepal ...1 copy 	

	<ol style="list-style-type: none"> 2. Democratic Revolutions in Nepal (Nepal ma prajatantrik andolan..... 1 copy 3. History of Democratic Revolutions in Nepal (Nepal ma prajatantrik andolan ko Itihas, 2016 - 2046)....1 copy 4. Tribhuvan University Rules and Regulations ...1 Set 5. Tribhuvan University Autonomy Rules...1 copy 6. Excellent English 5 copies 7. Four Years to Rhinos (Gainda Lai Char Varsa) 4 copies 8. Appreciative Inquiry 5 copies 9. Technical Service Commission: Questions and Answers3 copies 10. Bimba, a journal published by Nepal Students Union, IOF, Pokhara Campus Unit 11. Test, Measurement and Evaluation in Physical Education, Ashok Kumar Jha...2 copies 12. Lok Ramayan, by Kusumakar Neupane ...3 copies 13. Gopichan: Lok Nayak by Kusumakar Neupane....3 copies 	
03/29/2011	Submitted a proposal to USAID Nepal for furnishing Girl Students' Hostel of the IOF, Pokhara Campus, Pokhara	
04/11/2011	Partially supported the Society for Wildlife Research and Conservation (SOWREC) and the Alumni Association for Conservation and Development (AACD), IOF Coordination Committee, Pokhara Campus, in celebrating the Wildlife Week 2068 (April 14 to 20, 2011). The celebration aimed at giving information on present condition of wildlife and their threats and inspiring participants and audience to participate in wildlife conservation. Debate, Quiz Contest, Presentation and talk program, radio program, wall magazine publication, etc were the features of celebration.	Faculty and students of the IOF, Pokhara Campus
04/11/ 2011	Organized Intra-College Quiz Contest at the IOF, during the Wildlife Week in collaboration with Alumni Association for Nature Conservation.	
04/17/2011	Three proposals and applications for PhD Partial support grant were received from Lalit Narayan Das, Jit Narayan Sah and Raj Kumar Koirala	
04/20/2011	Late proposal bend application from Bharat Mahto was received.	
04/20/2011	Dr. Balram Kumar Bhatta Appointed as the Member of MemCoE/Mentoring Center, Hetauda Campus, Hetauda, Dr. Bhatta has replaced Prof. Shankar P Lakhey, who is on sabbatical leave for a year.	The Campus Chief of Hetauda Campus has appointed Dr. Bhatta.
05/16/2011	After reviewing all the four proposals received in response to MemCoE's call for proposals for Partial support for PhD filed research in Nepal, the Management	

	<p>Committee decided to award the announced support to:</p> <ol style="list-style-type: none"> 1. Mr. Raj Kumar Koirala, an IOF faculty registered at Massey University, College of Sciences, New Zealand, for his research on “Tiger-Prey Interaction in Terai Arc Complex, Nepal: Nutritional Ecology of the Principal Prey Base of the Tiger in the Terai Arc Complex, Nepal, 2. Mr. Jit Narayan Sah, an IOF faculty member registered at Forest Research Institute University, Dehra Dun, India, for his research on Chemical Interventions for Conservation and Domestication of Picorhiza Kurrooa, a Threatened Medicinal Plant Species of Nepal 	
06/01/2011 To 06/06/2011	SPSS & Proposal/Report Writing training Schedule for the students of B.Sc., IOF, Pokhara Campus	40 students of IOF, Pokhara Campus; Resource persons: Dr. Bir Bahadur Khanal Cheetir, Mr. Yajna Prasad Timilsina, Mr. A. Singh
06/23/2011	<p>A Training Need Survey Committee was formed by the Dean, IOF, as per the decision in one of our meetings. The committee comprises of Mr. Bishnu P. Shrestha, IOF, Pokhara (Coordinator), Surya Chhetri, IOF, Pokhara (Member Secretary), Mr. Govinda Giri, IOF Dean’s Office (Member), Ananta P. Upadhyaya, IOF Hetauda (Member), Mr. Pradip K. Shresstha, IOF Hetauda (Member).</p> <p>The tasks entrusted to the committee were: to carry out a survey and identify administrative staff’s need for training; to prioritize needed training; and to develop a proposal and submit it to the MemCoE.</p> <p>The committee has submitted the draft of their report, which will be sent separately.</p>	
07/06/2011 to 07/29/2011	Statistical Package for Social Science (SPSS), and Scientific Report Writing Training offered at the Institute of Forestry, Hetauda Campus, Hetauda from.	20 students of IOF, Hetauda Campus; Resource persons: Mr. Yajna Prasad Timilsina, Mr. A. Singh
08/12/2011	Partially supported Training on Bat Capturing, handling, and Species Identification. BSc. and Students of BSc 1 and 1 and second year students were the participants of the meeting. ssemeste	
09/08/2011	Provided Partial Support to Admin Staff Association in organizing the 37 th National Education Day. Efficient and Sincere Admin Staff were honoured and the best student among the children of the staff was awarded a prize in the even.	Dean, Assistant Dean, Campus Chief, majority of faculty members and admin staff had participated in the celebration
09/18/2011 To 09/25/2011	MemCoE Organized training on “Appreciative Inquiry for Capacity building of Administrative Staff of the Institute of Forestry, Pokhara Campus. Dean Dr. Awasthi, Assistant Dean, Campus Chief observed the opening and closing of the training. The Participants evaluated the training to be very good and asserted that the learning from the training will make their personal and professional life more	42 Participants of the Training: Bishnu Prasad Shrestha, Bhim Krishna Shrestha, Jagat Bahadur Thapa, Basanta Udas, Govinda Giri, Shivaji Dhungana, Maheshwor Man Shrestha, Bhola Bahadur K.C, Surya Bahadur Chhetri, Satyanand

	<p>successful and help in the institutional development of the IOF. Facilitators in the Training were: Dr. Puspa Raj Sharma, Dr. Krishna Raj Tiwari, Bishnu Prasad Shrestha, Thakur Silwal, Shrikanta Sharma Khatiwada, Netra Narayan Paudel, Ramji Sharma, Bishnu Kala Bhandari, Surya Chhetri</p>	<p>Jha, Prahlad Mehata, Buddha Kumari Shrestha, Mohan Prasad Sharma, Mahakanta Jha, Kedar Prasad Shrestha, Krishna Giri, Shiva Kumari Thapa, Tirtha Kumar Makaju, Kumar Jha, Ram Chandra Paudel, Dhan Bahadur Thapa, Indra Bahadur Shrestha, Sunita Dhungana, Kedar Nath Paudel, Tara Nath Baral, Sarita Dhungana, Ram Bahadur Baniya, Dev Narayan Yadav, Laxman Prasad Ghimire, Yog Maya K.C., Kalpana Khatiwada, Bala Ram Dhungana, Ram Lal Paudel, Keval Kishor Yadav, Abadh Narayan Chaudhary, Binod Bahadur Thapa, Hit Bahadur Kunwar, Manoj Paudel, Laxmi Neupane, Nanya Dev Khatiwada, Rum Bahadur Khatri, Hari Chandra Tripathi,</p>
09/24/2011	<p>Organized Third National Conservation Day with the theme “<i>Paying Tribute to Our Twenty Four Prominent Conservation Heroes</i>” in collaboration with Union for Nature Conservation (UNC), IOF, Pokhara. The day was observed by organizing a talk, weeding the Memorial Garden, planting more trees in the garden, establishing a Sign Post of the Memorial Garden. The trees planted in the garden are named after the deceased conservation heroes:</p> <ol style="list-style-type: none"> 1. Gopal Rai, Minister of State MFSC Gulmohar : Kadamba 2. Meena Rai, Wife of Mr. Rai : Rudraksha 3. Dr. Harka Gurung, Advisor, WWF Nepal : Rakta Chandan 4. Mingma Norbu Sherpa, WWF – US : Vijaya Sal 5. Dr. Chandra Prasad Gurung, WWF Nepal : Tejpat 6. Yeshi Choden Lama, WWF Nepal : Amala 7. Matthew Preece, WWF- US : Siris 8. Dr. Jillian Bowling Schlaepfer, WWF – UK : Sami 9. Jeniffer Headley, Coordinator, Himalaya/South Program : Pipal 10. Dr. Damodar Parajuli, Acting Secretary, MFSC, Nepal : Neem 11. Tirtha Man Maskey, Former Director General, Dept. of National Park and Wildlife Conservation : Bar 12. Narayan Poudel, Former Director General, Dept. of National Park and Wildlife Conservation : Bel 13. Sharad Rai, Former Director General, Dept. of Forests : Rajbriksha 	<p>Majority of Faculty Members and students participated in the event. As the Memorial Garden was established by MemCoE but had to set up a sign post, it paid the expense of the sign establishment.</p>

	<p>14. Pauli Mustonen, Charge d’Affaires, Embassy of Finland, Nepal : Kalkiphul</p> <p>15. Margaret Alexander, Deputy Director, USAID Nepal : Lapsi</p> <p>16. Dr. Bigyan Acharya , Program Development Specialist, USAID Nepal : Ritha</p> <p>17. Mr. Dawa Tsering Sherpa, Former Chair, KCAMC : Parijat</p> <p>18. Vijaya Shrestha, Federation of Nepalese Chamber of Commerce : Kapur</p> <p>19. Hem Raj Bhandari, Nepal Television : Badhar</p> <p>20. Sunil Kumar Singh, Nepal Television : Chiuri</p> <p>21. Mingma Sherpa, Flight Crew : Tanki</p> <p>22. Klim Kim, Flight Flight Crew : Barro</p> <p>23. Valery Slafronov, Flight Crew : Koiralo</p> <p>24. Guruwar Tandual, Flight Crew : Guava</p>	
09/26/2011	Intra –College Level Essay Writing Competition, organized in Collaboration with Alumni Association for Conservation and Development	MemCoE purchased prizes (3 Oxford Dictionaries) for the winners.
09/ 12/2011 to 09/17/2011	Organized "Conservation Leadership and Proposal Writing Training" in collaboration with Alumni Association for Conservation and Development in co-sponsorship of Rufford Small Grant Project (Sloth Bear Conservation Project, CNP).	15 B.Sc. Forestry Students
09/21/2011	<p>Seven Research Grants awarded to the following B.Sc. students of the IOF:</p> <ol style="list-style-type: none"> 1. Asmina Ghimire, Hetauda Campus Research Topic: Opportunity and Challenges of Urban Forestry in Kathmandu Metropolitan City 2. Bishal Bhattarai, Hetauda Campus Research Topic: A Comparative Study of Carbon Stock in Core and Buffer Zone Area in Parsa Wildlife Reserve (A case study in Parsa Wildlife Reserve) 3. Bimala Lama, Hetauda Campus Research Topic: Population status, distribution and threats of Red panda (<i>Ailurus fulgens fulgens</i>) in Tapethok VDC of Kanchenjunga Conservation Area 4. Rakesh Shahi, Pokhara Campus Research Topic: Community Forests Based Marketing of Non-Timber Forest Products (A case study of two community forests from Jumla District, Nepal) 5. Sudip Chhatkuli, Pokhara Campus Research Topic: Role of Agro-Forestry in Mitigation of Climate Change and Adaptation (A case study from Salayantar VDC of Dhading District) 	

	<p>6. Rajesh Poudel, Pokhara Campus Research Topic: People’s Participation in Community Forestry Program and their Perception on Forest Condition (A case study from two CFUGs of Kaski District Nepal)</p> <p>7. Safalta Shrestha, Pokhara Campus Research Topic: An Assessment of Carbon Accounting in Community Forest of Mid-Hills (A case study of Jaykot Community Forest in Kaski District, Nepal)</p> <p>Bimala Lama accepted the grant but she consented to let the grant money be spent on MemCoE/Mentoring Center activities at Hetauda Campus</p>	
09/23/2011	Helped the Bird Conservation Nepal (BCN), Pokhara Branch, by paying for the flex print of the board of "Birds of Banpale Danda"	
12/06/2011	A talk on “Role of Woman in Technical Field” by Dr. Wilma Mour, Advisor, Hetauda Municipality	IOF Hetauda Campus faculty members and B. Sc. Students
	A talk on “Parthenium: an new Environmental Problem in Nepal” by Dr. Bharat Babu Shrestha	IOF Hetauda Campus faculty members and B. Sc. Students
04/04/2012	Field Visit to Soil Conservation Site (Chhathiwan VDC, Makwanpur) for field based teaching of the IOF and VT Overseas students	Dr. Tom Hammett, A. Singh, Campus Chief, faculties of Hetauda Campus
04/10/2012	Letters to the Campus Chiefs, IOF, Hetauda Campus and Pokhara Campus requesting to get specific strategic needs identified by their six departments for enhanced teaching, learning, research and extension at the IOF so that MemCoE could assist in sustaining the IOF	
04/10/ 2012	<p>“Call for Proposals from Students’ Green Organizations” (including the MemCoE Mentoring Center) of the IOF campuses to support conservation and teaching, learning, and research related activities of these organizations. MemCoE will provide a support to 4 organizations of up to NRs. 10,000.00 each.</p>	
04/05/2012	<p>Workshop on Technicality of Technical Writing and Developing Proposals at IOF Hetauda Campus, Hetauda--- by Abadhesh Singh & Tom Hammett</p> <p>.....</p>	Hetauda Campus faculty members and B.Sc. 4 th year students—Dr. Balram Bhatta, Yogenda Yadav, Menuka Maharjan, Bishnu Hari Wagle,
04/06/2012	<p>Seminar on Sustainable Nature-based Enterprises: What is Green Business? --by Tom Hammett at IOF Hetauda Campus, Hetauda</p> <p>.....</p>	IOF Hetauda Campus faculty members and B.Sc. 4 th Year students --Dr. Balram Bhatta, Yogenda Yadav, Menuka Maharjan, Bishnu Hari Wagle,

04/9/2012	Workshop on Technical writing and Developing Proposals at IOF Pokhara Campus, Pokhara---Presented by Abadhesh Singh & Tom Hammett	Faculty members and B.Sc. 4 th Year students: Bir Bahadur Khanal Chhetri, Jitendra Singh Khadka, Abhinaya Pathak, Shankar Thapa, Rajeev Chaudhary, Ganesh Paudel, Tolak Raj Chapagain, Hom Kumari Neupane, Manoj Ayer, Bishwo Babu Shrestha, Shankar Tripathi, Saroj Pokhrel, Prakash Nepal, Dhruva Bdr. Malla, Man Kumari, Giri, Pramila Tripathi, Bandana Basnet, Sagar Khatiwada, Pritikshya Paneru, Jiwan Paudel, Prakash Basnet, Santosh Chaudhary, Prameshwar Takhochhe, Bir Bahadur Khanal Chhetri, Amrit Gyawali, Binod Gayak, Rajesh Lamsal
04/10/2012	Seminar on Sustainable Nature-based Enterprises: What is Green Business? --Presented by Tom Hammett at IOF Pokhara	IOF faculty members, M.Sc. and B.Sc. 4 th Year students: Abadhesh Singh, Bir Bahadur Khanal Chhetri, Keshab Baral, Amar Adhikari, Nawaraj Thapa, Prales Basnet, Ramesh Silwal, Mun Bahadur Rawat, Hem Lal Neupane, Jitendra Singh Khadka, Abhinaya Pathak, Shankar Thapa, Rajeev Chaudhary, Ganesh Paudel, Tolak Raj Chapagain, Hom Kumari Neupane, Manoj Ayer, Bishwo Babu Shrestha, Shankar Tripathi, Saroj Pokhrel, Prakash Nepal, Shiva Raj Thanet, Dhruva Bdr. Malla, Man Kumari, Giri, Pramila Tripathi, Bandan Basnet, Sagar Khatiwada, Pritikshya Paneru, Jiwan Paudel, Kali Maya Gurung, Prakash Basnet, Santosh Chaudhary, Prameshwar Takhochhe, Smriti Shrestha, Prabhat Pal, Amrit Gyawali, Binod Gayak, Someshwar Das, Rajesh Lamsal
04/20/2012	Publication of “Human-common leopard (Panthera pardus) conflict in lower belt of Annapurna Conservation Area, Nepal” , an article by Raj Kumar Koirala, Achyut Aryal, Arun Parajuli and David Raubenheimer based on the study funded by the Conservation Leaders Memorial Center of Excellence (MemCoE) and supported by Dr. Marcella Kelly (Virginia Tech, USA) as a mentor and Dr. A.L. (Tom) Hammett (Virginia Tech, USA) and Abadhesh Singh (Coordinator	

	MemCoE) in the study.	
04/16/2012	<p>Partial supports of US\$ 1500.00 for PhD for of research in Nepal (second round) granted to:</p> <ol style="list-style-type: none"> 1. Mr. Lalit K. Lal Das, Lecturer, IOF Hetauda Campus, Hetauda, admitted to Ph.D. programme in the Department of Medicinal Chemistry, Banaras Hindu University, India for research on “Chemistry of Non-Timber Forest Products (Medicinal Plants of Nepal) with special reference to Family Solanaceae, genus <i>Scopolia</i> and Two species <i>Anisodus luridus</i> (<i>Scopolia stramonifolia</i>) and <i>Anisodus tanguticus</i> (<i>Scopolia tangutica</i>) under the supervision of Prof. Dr. Mahendra Sahai. 2. Mr. Sanjay Kumar Upadhyaya, Lecturer, IOF Hetauda Campus, Hetauda, admitted to M. Phil/Ph.D. programme in the Center for Economic Studies and Planning, School of Social Sciences, Jawaharlal Nehru University, New Delhi, India under the supervision of Prof. Arun Kumar. 	
04/14/2012	Plantation in the Memorial Gardens at Pokhara Campus, established to memorialize the lost conservation heroes.	Carlie Koo, HED; Tom Hammett, VT; Dean, IOF; Campus Chief, Pokhara Campus; Union for Nature Conservation members, faculty and IOF students
04/15/2012	Plantation in the Memorial Gardens at Hetauda Campus, established to memorialize the lost conservation heroes.	Carlie Koo, HED; Tom Hammett, VT; Campus Chief, Hetauda Campus; faculty, admin staff members and students
	Field Visits to Asia Network for Sustainable and Bio-resources (ANSAB), Federation of Community Forestry Users, Nepal (FECOFUN) Central Office Kathmandu and District Office, Charikot, Dolakha, District Forest Office, Charikot, Dolakha, and a few certified community forests of Dolakha District to teach and demonstrate IOF Hetauda Campus students the Concept of Forest Certification and to collect data on NTFPs Harvesting Methods and attitude of users towards Forest Certification.	Abadhesh Singh and Balram Bhatta along with seven IOF Hetauda Campus Students

Partnership Overview

Description of partnership context and partnership objectives

In December 2007, Virginia Tech was awarded a Cooperative Agreement with Higher Education for Development (HED) through funding from USAID for the implementation of a project entitled “Partnership to Strengthen Computer Science Training in Haiti” focusing on L’Ecole Supérieure d’Infotronique d’Haïti (ESIH) a university in Port au Prince, Haiti. The three-year project is part of an initiative by USAID to build capacity in Haiti’s institutions of higher learning. The aim of the higher education partnership with ESIH was to strengthen the computer science program at ESIH by engaging faculty in training, mentoring, and collaborative research; reviewing ESIH’s curriculum, with corresponding course content modifications and text support; and, training promising young Haitian computer scientists. The specific objectives were:

1. Strengthen the quality of ESIH’s undergraduate degree by providing a series of training
2. Develop new curriculum instructional modules that increase ESIH’s CS program’s relevance to the needs of Haiti’s workforce
3. Create Opportunities for ESIH undergraduates from disadvantaged backgrounds to complete their studies in the United States

Subsequently in November 2010, Virginia Tech and ESIH responded to an HED request to apply for additional support to strengthen our partnership to build capacity within ESIH. The resulting scale-up project “Partnership to Strengthen Computer Science Capabilities at ESIH” began early the following year with the components:

1. ESIH’s Master of Telecom Curriculum Review and Targeted Training
2. Support of ESIH’s Distance Learning plans (Moodle System Technical Support and Training)
3. Support for an ESIH Career Resource Center and English as a Second Language program
4. Support ESIH Social Inclusion - Gender Equity
5. Project coordination and ICT support

Summary of activities and work over the life of the partnership

These two projects are intimately intertwined and regular semiannual reports and success stories for both have been submitted to HED. Highlights from implementation of the project are presented briefly below.

2008 Key Activities

Component 1: Train Computer Science faculty in the United States

- 5 ESIH students (two female, 3 male) selected to receive scholarships to VT based on previously developed scholarship criteria

Component 2: Development of an English as a Second Language Program for students

- A partnership with the English Language Institute at VT resulted in the development of an on-line Undergraduate Academic Writing Course beginning April 14, 2008

Component 3: Exchange Visits and Research Collaboration between ESIH and VT

- Planned VT visit to ESIH topics to be covered: curriculum assessments, evaluation of teaching and learning needs, and the creation of a draft for ESIH faculty trip to VT in July
- Developed a plan for research collaboration in Virtual Reality joining Laval University (France), VT, and ESIH university

2009 Key Activities

Component 1: Train Computer Science faculty in the United States

- 5 ESIH students (two female, 3 male) began orientation, summer courses and fall semester courses in computer science at VT

Component 2: Development of an English as a Second Language Program for students

- A partnership with the English Language Institute at VT resulted in the development of an on-line Undergraduate Academic Writing Course beginning April 14, 2008

Component 3: Exchange Visits and Research Collaboration between ESIH and VT

- VT visited ESIH
- ESIH (Patrick Attie) training trip to VT. Topics covered were the evaluation of Computer Science (CS) curriculum at VT, review of on-going faculty development programs at VT, examination of virtual reality research and other CS research programs at Virginia Tech, plans for ESIH summer faculty training
- Developed a plan for research collaboration in Virtual Reality joining Laval University (France), VT, and ESIH university

2010 Key Activities

Special Program: Post-quake assistance to Haiti

- Handled various personal needs of the students including: visa, travel, mental health, family issues, and financial matters
- Worked with external partners (IBM and Haitian-American organizations) to procure a 50 laptop donation to ESIH.

Component 1: Train Computer Science faculty in the United States

- All five students graduated with B.S. degree in computer science and made the Spring 2010 VT College of Engineering Dean's List. In addition, Benoit Bernadel graduated from Virginia Tech, Cum Laude.
- Four students continued graduate studies at VT, receiving full scholarship from Google Inc. and the fifth in Carnegie Mellon University receiving full merit-based scholarship.

Component 2: Development of an English as a Second Language Program for students

- Started the planning of ESIH eLearning infrastructure in order to improve ESIH's educational capacity after the quake.
-

Component 3: Exchange Visits and Research Collaboration between ESIH and VT

- Welcomed and accompanied the Honorable Raymond Joseph, the Haitian ambassador to the United States, during his visit to Virginia Tech.

Scale Up Program Activities

Component 1: Master of Telecom Curriculum Review and Targeted Training

- ESIH gathered and transmitted relevant documents for ESIH's Master's in Telecom program review to VT ECE department
- VT ECE department started the initial review of ESIH's Mater's in Telecom program

Component 2: Support of ESIH's Distance Learning plans

- VT OIS maintained computer systems for ESIH's Moodle system including server patching, updates, and backup
- VT OIS and OIRED started initial development of Moodle system training program and documentation

Component 3: Support ESIH's New English as a Second Language Program and a Career Resource Center

- VT LCI visited ESIH and conducted a needs assessment of the ESIH EFL Program
- ESIH contacted ETS for physical and technical requirements to give the TOEFL examination at ESIH and applied for approval to become a testing site for TOEFL
- ESIH selected 2 qualified staff to manage and implement the program
- VT LCI and ESIH staff attended TESOL national convention to collect information for ESIH EFL program

Component 4: Social Inclusion - Gender and Equity.

- ESIH selected 5-6 Female students and administrative staff at ESIH to be questioned in individual interviews regarding the Gender issue vis-à-vis English language learning.

Component 1: Train Computer Science faculty in the United States

- Four students completed graduate studies in computer science at VT, and a fifth at Carnegie Mellon University.

2011 Scale Up Program Key Activities

Component 1: Master of Telecom Curriculum Review and Targeted Training

- ESIH recruited Dorothée Morel D'Arleux as the Director of Marketing, Marlène Sam, the Director of International Relations and Partnerships. Sam and D'Arleux participated in a 3-month faculty development training at Virginia Tech summer 2011, under the support of VT-ESIH Scale-up Haiti project funded by USAID/HED.

Component 2: Support of ESIH's Distance Learning plans

- eLearning and English As A Second Language workshop: OIRED in conjunction with VTLCI provided a short term training course on distance education to ESIH staff. LCI has continued to support ESIH on ESL, language lab development, new faculty recruitment. LCI sent a faculty member to Haiti to deliver numerous short term training.
- This partnership graduated 3 master students in computer science. One master's recipient is pending. Supplemental funding from the Google foundation provided the majority of support for their masters' degrees. 3 students graduated from Virginia tech and one student received his masters from Carnegie Mellon University

Component 3: Support ESIH's New English as a Second Language Program and a Career Resource Center

- Over a three week period, a faculty member of the Virginia Tech Language and Culture Institute presented training courses to ESIH on "Online Resources for Independent Learners"; "What is your Learning Style"; "Let's Rejuvenate our Love for Teaching"; "Classroom Management and Teacher Language"; "Lesson Planning"; "Oral Fluency and Speaking Skills" and "Teaching Receptive Skills: Reading and Listening".
- A student success and career center was established. At the close of the project, the center was operating without external funding and staffed by Haitian faculty and staff

Component 4: Social Inclusion - Gender and Equity.

- The partnership helped to strengthen the capacity of our haitian partner's capacity to do gender analysis through both short term training and mentorship between u.S. and Haitian based faculty.
 - Description of partnership's most significant achievements
 - Summary of impact on host-country development and prospects for sustainability
 - Partnership period of performance, funding amount, leveraged funds, and cost share

Partnership Results

2008 was the first year of project. The majority of the project activities were focused on getting the project off to a quick start and creating immediate opportunities for disadvantaged students to complete a US bachelors' degree in Computer Science at Virginia Tech. Five ESIH students were selected March 2008 and joined the Computer Science department at Virginia Tech in June 2008. Much of the early life of the project was also spent analyzing how best to support and sustain ESIH over the course of the project.

2008 Activities and Key Achievements

Component 1: Train Computer Science faculty in the United States	
ACTIVITY	OUTCOME
ESIH selects candidates for CS scholarships at VT	Ten (10) ESIH students selected to compete for the 5 CS scholarships at VT
VT Scholarship criteria development	Scholarship criteria developed: essay and interview rubrics, overall academic evaluation with an emphasis on math and quantitative studies, financial needs, and student focus on the CS needs of Haiti
VT trip to Haiti Feb 28-March 4, 2008	Interviewed 10 ESIH students for scholarships, finalized annual work plan, curriculum assessment planning, introduced plan for English Language Training
Scholarship Selection	Five (5) ESIH students (2 female, 3 male) selected to receive scholarships to VT based on previously developed scholarship criteria
Admission Support	ESIH students submitted applications to complete Computer Science degrees at Virginia Tech
Component 2: Development of an English as a Second Language Program for students	
ACTIVITY	OUTCOME

Development of on-line English Language Course for students	5. A partnership with the English Language Institute at VT resulted in the development of an on-line Undergraduate Academic Writing Course beginning April 14, 2008
Component 3: Exchange Visits and Research Collaboration between ESIH and VT	
ACTIVITY	OUTCOME
7. Faculty Training Selection	7. ESIH selected four faculty members to participate in training at VT in July 2008.
8. Trip Proposal/Agenda for VT Visit to Haiti in April	8. Agenda prepared- VT at ESIH April 20-23; important goals of visit include curriculum assessments, evaluation of teaching and learning needs, and the creation of a draft for ESIH faculty trip to VT in July
9. Trip Proposal/Agenda of ESIH to Visit VT in May	9. ESIH faculty member Patrick Attié will visit May 25-30, 2008; important goals include curriculum assessments
10. Networking, Research and Collaboration	10. Plan for research collaboration in Virtual Reality joining Laval University (France), VT, and ESIH university has been developed

In 2009, the project focused on making sure that the five selected ESIH students were provided with every resource they needed to get off to the right start at Virginia Tech. The scholarship recipients were enrolled in Summer II session as a way to provide an easier transition into student life at Virginia Tech while allowing them to jumpstart their studies. Support to ESIH in Haiti was continued through an exchange of faculty and a specialized training program for ESIH faculty on tailored teaching, research, and computer science.

2009 Activities and Key Achievements

Component 1: Train Computer Science faculty in the United States	
ACTIVITY	OUTCOME
Scholarship recipients begin orientation at VT	Orientation completed, students ready for enrollment at VT
Haitian scholarship recipients enroll in Summer II session at VT	Completion of Summer Courses
Haitian scholarship recipients enroll in Fall semester 2008 at VT	Completion of Fall 2008
Component 2: Development of an English as a Second Language Program for students	
ACTIVITY	OUTCOME
Undergraduate Academic Writing Course-Students	Began April 14, 2008 and will be completed August 4, 2008
Component 3: Exchange Visits and Research Collaboration between ESIH and VT	
ACTIVITY	OUTCOME
Preliminary capacity development plan	Draft plan for faculty training workshops and seminars
Begin review of course contents	Course content recommendations and materials
VT trip to ESIH April 20-23, 2008	Capacity development assessment, faculty needs assessment, evaluation of research opportunities, orientation to VT for scholarship winners, English Language Training for selected students with low TOEFL scores
ESIH (Patrick Attie) training trip to VT May 4-9, 2008	Evaluation of CS curriculum at VT, review of on-going faculty development programs at VT, examination of virtual reality research and other CS research programs at Virginia Tech, plans for ESIH summer faculty training

Component 1: Train Computer Science faculty in the United States

Training program for ESIH faculty begins	Tailored teaching, research, and computer science courses conducted
Meetings between faculty from VT and ESIH	Mentoring relationship began

In 2010, the original project continued to support the Haitian students studying in the U.S, but focus on ESIH shifted due to a major earthquake in January that destroyed much of Port-au-Prince. Emphasis was put on assessing the needs of ESIH post-earthquake. Virginia Tech arranged for the donation of 50 laptop computers to the university and worked with the scholarship recipients to meet their various personal needs in the wake of the disaster. Despite the tragedy, all five students awarded scholarships graduated with a B.S. degree in computer science. The graduation was held in 2010 and the students were offered continued academic support by the university.

2010 Activities and Key Achievements

Special Program: Post-quake assistance to Haiti	
ACTIVITY	OUTCOME
Post-quake assistance to Haitian students	Handled various personal needs of the students including: visa, travel, mental health, family issues, and financial matters
Component 1: Train Computer Science faculty in the United States	
ACTIVITY	OUTCOME
Haitian Student graduation	All five students graduated with B.S. degree in computer science and made the Spring 2010 VT College of Engineering Dean's List. In addition, Benoit Bernadel graduated from Virginia Tech, Cum Laude.
Haitian Student admission to graduate studies	Four students continued graduate studies at VT, receiving full scholarship from Google Inc. and the fifth in Carnegie Mellon University receiving full merit-based scholarship.
Haitian students transition to graduate studies	Secured bridging HED funding for students to transit from graduation to the fall semester and prepared a tailored program to help them transit mentally and academically for their graduate studies.
Fall 2010 semester at VT for Haitian Students	Supported students in selecting appropriate courses and procuring learning materials for their enrollment in the fall semester at Virginia Tech
Mentoring and support of Haitian students	Provided regular academic support to the Haitian students, including advising on their conference presentations on ESIH's eLearning capacity and gender and equity issues in Haiti.

Haitian ambassador's visit	Welcomed and accompanied the Honorable Raymond Joseph, the Haitian ambassador to the United States, during his visit to Virginia Tech.
Component 3: Exchange Visits and Research Collaboration between ESIH and VT	
ACTIVITY	OUTCOME
Faculty development & training	Continued the planning of ESIH faculty development workshops and online training activities using Moodle.
ESIH reconstruction and CS capacity building	Worked with external partners (IBM and Haitian-American organizations) to procure a 50 laptop donation to ESIH.
ESIH eLearning capacity building	Started the planning of ESIH eLearning infrastructure in order to improve ESIH's educational capacity after the quake.

In late 2010, Virginia Tech and ESIH were again contacted by the HED with a request to apply for additional support to strengthen the schools' partnership and to develop capacity within ESIH. Early goals of the scale-up included gathering and transmitting relevant data to for review and providing feedback on the quality of essential components within ESIH's program. The research and review was applied to constructing a learning management system to facilitate the program scale-up through asynchronous online communication.

2010 Scale Up Program Activities and Key Achievements

Component 1: Master of Telecom Curriculum Review and Targeted Training	
ACTIVITY	OUTCOME
ESIH gathered and transmitted relevant documents for ESIH's Master's in Telecom program review to VT ECE department	Increased ESIH's capacity to participate in a program review process
VT ECE department started the initial review of ESIH's Mater's in Telecom program	Provided feedback on ESIH's program in terms of quality of teaching, curriculum and other aspects.
Component 2: Support of ESIH's Distance Learning plans	
ACTIVITY	OUTCOME
VT OIS maintained computer systems for ESIH's Moodle system including server patching, updates, and backup	ESIH continued to have access to the Moodle system
VT OIS and OIRED started initial	Developed the materials to increase the capacity of

development of Moodle system training program and documentation	ESIH to utilize the Moodle system
Component 3: Support ESIH's New English as a Second Language Program and a Career Resource Center	
ACTIVITY	OUTCOME
VT LCI visited ESIH and conducted a needs assessment of the ESIH EFL Program	Needs assessment was completed
ESIH contacted ETS for physical and technical requirements to give the TOEFL examination at ESIH and applied for approval to become a testing site for TOEFL	ESIH learned to prioritize physical and technical requirements and how to apply to become a TOEFL testing site
ESIH selected 2 qualified staff to manage and implement the program	Two members of ESIH staff were given responsibility to manage and implement the TOEFL program
VT LCI and ESIH staff attended TESOL national convention to collect information for ESIH EFL program	ESIH increased their network and support for the ESIH EFL program with partners across Haiti
Component 4: Social Inclusion - Gender and Equity	
ACTIVITY	OUTCOME
ESIH selected 5-6 Female students and administrative staff at ESIH to be questioned in individual interviews regarding the Gender issue vis-à-vis English language learning	Six female students and administrative staff at ESIH were interviewed to better gauge the Gender training needs of ESIH

2011 was the first year of the project after the scale-up. ESIH students successfully completed graduate education, four at Virginia Tech, and a fifth at Carnegie Mellon University. Students also began having classes in one of the newly constructed computer labs at ESIH. Technological infrastructure and many other facilities progressed to a nearly completed state at ESIH.

2011 Activities and Key Achievements

Component 1: Train Computer Science faculty in the United States	
ACTIVITY	OUTCOME
Five computer science students completed graduate education.	Four students completed graduate studies in computer science at VT, and a fifth at Carnegie Mellon University

This year saw the project widening into more specific areas of focus. Several workshops were developed, including an eLearning and English as a Second Language workshop that greatly increased the capacity of ESIH to provide distance education on ESL training. The ESIH gender project team was also formed this year. The group worked with current students to conduct focus

group discussions and interviews to collect information to prepare for a gender workshop for faculty, staff, and other stakeholders at ESIH in June 2012.

2011 Scale Up Program Activities and Key Achievements

Component 2: Support of ESIH's Distance Learning plans	
ACTIVITY	OUTCOME
eLearning and English As A Second Language workshop: OIRED in conjunction with VTLCI provided a short term training course on distance education to ESIH staff. LCI has continued to support ESIH on ESL, language lab development, new faculty recruitment. LCI sent a faculty member to Haiti to deliver numerous short term training.	The capacity of ESIH to provide distance education on ESL training was greatly enhanced.
Component 3: Support ESIH's New English as a Second Language Program and a Career Resource Center	
ACTIVITY	OUTCOME
Over a three week period, a faculty member of the Virginia Tech Language and Culture Institute presented training courses to ESIH on "Online Resources for Independent Learners"; "What is your Learning Style"; "Let's Rejuvenate our Love for Teaching"; "Classroom Management and Teacher Language"; "Lesson Planning"; "Oral Fluency and Speaking Skills" and "Teaching Receptive Skills: Reading and Listening".	The capacity of ESIH to provide distance education on ESL training was greatly enhanced
A student success and career center was established. At the close of the project, the center was operating without external funding and staffed by Haitian faculty and staff	Haitian students now have access to a student success center and career counseling.
Component 4: Social Inclusion - Gender and Equity	
ACTIVITY	OUTCOME

<p>The partnership helped to strengthen the capacity of our Haitian partner's capacity to do gender analysis through both short term training and mentorship between U.S. and Haitian based faculty.</p>	<p>The staff of ESIH is now able to better support Gender themes in their outreach and teaching programs.</p>
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Expanding the impact of initial project funding

This project had great success in securing additional funding to leverage the initial project funding.

- This partnership secured almost \$400,000 in funding from the Google Foundation to fully support the graduate education of 4 Haitian Computer Science students
- IBM donated 50 laptop computers and had them shipped to ESIH in Haiti to help rebuild the computer labs at ESIH after the 2010 earthquake.

Key Outcomes

- This partnership graduated 4 master students in computer science. One master's recipient is pending. Supplemental funding from the Google foundation provided the majority of support for their masters' degrees. 3 students graduated from VT, 1 is pending at VT and 1 student received his masters from Carnegie Mellon University.
- This partnership secured external funding from the Google Foundation to support the education of the Haitian Students
- After the 2010 Earthquake, this partnership secured the donation of 50 laptop computers from IBM to help reequip the computer labs of ESIH
- This partnership established a Student Success and Career Center at ESIH to improve the ability of ESIH to support their students.

Problems and Issues

For the scale-up project, the anticipated level of VT support for the Master of Telecom in ESIH did not materialize and VT impact was minimal. Concerns expressed by VT PIs for their personal safety while in Haiti were among the reasons for not undertaking the anticipated visits. Nevertheless, the Masters program at ESIH did launch in Fall 2012.

The original VT proposal's monitoring and evaluation plan included providing for the services of an independent, external evaluator to work throughout the project to provide objective assessment and feedback in addition to a final evaluation. Subsequent events in Haiti (earthquake) and new full-time employment undertaken by the initial evaluation specialist (Josee Védrine-Pauléus) interrupted the continuing services for this project component. Dr. Védrine-

Pauléus did provide a desk study mid-term review. This was filed with HED. Subsequent to discovering the Védrine-Pauléus was unavailable to do the final evaluation, OIRED contacted the number two candidate from the original evaluator selection matrix. The external consultant was engaged, conducted the relevant interviews at VT and in Haiti, but ultimately did not produce a final assessment and evaluation. This was a major disappointment for VT, ESIH and HED.

Serious reporting difficulties were encountered. These included:

- The requirement to produce separate financial and program progress reports. Although initially told that we could combine the ‘original’ and ‘scale-up’ projects for our reporting, we were subsequently instructed to do so separately. This requirement greatly increased the reporting burden for no apparent gain in reporting accuracy. It is extremely difficult and arbitrary to attribute activities for two highly-related projects to either.
- The Prime reporting software. The requirement imposed during the last two years of the projects to use this software caused enormous confusion among PIs. The learning curve is extremely steep as the software is not at all intuitive or user friendly. Progress reports should be useful for both the implementers and the audience.

Conclusion

Key Lessons Learned and Advice for Future Implementers.

Haiti is a tough environment in which to work. Over the course of this project, we were blessed with intelligent and willing local partners in ESIH. However, we were challenged by the natural and institutional environment of Haiti. We are happy with the success of this project but at key times in the life of the project events occurred that caused us frustration.

The January 2010 earthquake in Haiti changed the project implementation. The earthquake caused ESIH and VT to temporarily focus on helping ESIH recover. VT was able to help ESIH re-equip a computer lab with 50 new laptops through a donation secured by VT from IBM.

This project was able to increase the capacity of ESIH to meet the English language needs of their students. However, the reach of ESIH was limited by their place in the English language teaching landscape of Haiti. Other groups in Haiti were already offering English language training. It was anticipated that our support would improve the quality in ESIH’s teaching capacity and as a result ESIH would receive more students. ESIH did receive more students but their increase was less than initially expected at the start of the program.

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Analysis of how the HED partnership has affected policies and practices at both U.S. and host country partner collaborating institutions.

This project left both ESIH and VT in better positions. The lasting impact on ESIH is easier to measure. They received an increase in their ability to provide ESL courses, improved computer equipment, increased ability to implement distance education, and developed a new Master in Telecommunications program. 5 former ESIH students will soon hold U.S. Master Degrees in Computer Science.

ESIH has a student career center for the first time because this project supported the establishment of this student service. ESIH, with the help of VT, identified the need for a

student career center but had neither the funding nor the knowledge on how to establish this type of center. With the help of VT, the center was established and financially supported without external funding. This center will support the career needs of ESIH students for the foreseeable future.

The impact this project had on VT is harder to measure but is felt none the less. The community of VT was enriched by hosting the 5 Haitian computer science students. Our international office was able to play a small part in helping Haiti recover after the earthquake. Typically, our international work has occurred long after natural disasters. Being involved in Haiti before, during and after the earthquake was a valuable learning experience. Our office is proud of the small role we played in the short-term recovery of ESIH.

Discussion of whether or not your institutions will continue to collaborate and, if so, how.

VT and ESIH are currently looking for future opportunities to work together. The reason for the continued cooperation is not entirely based on the needs of ESIH. The friendships that developed as a result of this project are the real reasons VT and ESIH are looking to continue working together. Both sides of this partnership are hopeful that the end of this project marks only a brief hiatus in the relationship between ESIH and VT.

Appendices

Project Success Stories



SUCCESS STORY: VT-ESIH

Winter 2008 Experiential Learning Trip and visit with the Haitian Diaspora of Atlanta

From Dec. 18-23, 2008, five students from Virginia Tech's exchange program with Ecole Supérieure d'Infotronique d'Haiti (ESIH) travelled throughout the southeastern United States.

The Winter 2008 Experiential Learning Trip, led Patrick Guilbaud, Program Director for IT in International Education at Virginia Tech, allowed the students to connect with members of the Haitian Diaspora in Atlanta, Ga., while providing a broader understanding of the United States' rich history.

As part of the trip, the group visited downtown Charlotte, N.C., the Birmingham Civil Rights Institute and the U.S. Space & Rocket Center in Alabama, and the King Center and the Georgia Aquarium in Atlanta, Ga. While in Atlanta, the scholars also met with members of the Haitian Diaspora and participated in a winter celebration organized by the community.

"The trip allowed us to gain a better understanding on what segregation in the 1960's was like. We are becoming more aware of why Birmingham had a reputation as one of the South's most fiercely segregated cities," one of the students said. "In taking the trip, we also had a chance to be in a place where everything was so familiar: the food, the music, and so on. We got to enjoy the Haiti part and that was nice. We really enjoyed ourselves there."

Another student noted the following in her report about the trip. "This trip was an enjoyable experience. We spent a wonderful and memorable time in Atlanta," the student said. "Certainly, we used to watch documentaries and read books about the American Civil Rights Movement, but the tours of the Birmingham Civil Rights Institute and the Martin Luther King, Jr. National Historic Site enabled us to have a complete and a comprehensive picture of this movement. Therefore, we are looking forward to the day when we will have the opportunity to go back there to perhaps speak directly with people who participated in the movement."

Based on the feedback provided by the students, the trip was a tremendous success. The students overwhelmingly agreed that the experiential learning opportunities helped them round out their knowledge of the United States.

The trip was part of a three-year project that is being executed by Higher Education for Development (HED) through a cooperative agreement with the USAID mission in Haiti. The long-term goal of the project is to build capacity in Haiti's institutions of higher education.

www.oired.vt.edu



Four students from the VT-ESIH program pose for a photo in front of the Georgia Aquarium.



Dr. Patrick Guilbaud, Program Director for IT in International Education at Virginia Tech, talks with two students at the King Center in Atlanta, Ga.

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Success Story: HAITI

VT-ESIH Success Story:

Training and mentoring sessions bring ESIH faculty to Virginia Tech

A major goal of the partnership between Virginia Tech and L'École Supérieure d'Infotronique d'Haïti (ESIH) is capacity development through curriculum evaluation and design. In an effort to help achieve this goal, four ESIH faculty members, along with Patrick Attié, the vice-rector of ESIH, visited Virginia Tech for a series of training sessions in computer science, teaching and learning, English as a foreign language, and collaborative research.

The training, held July 12-24 at the university's campus in Blacksburg, Virginia, paired ESIH faculty members with Virginia Tech faculty members in the fields of virtual reality, formal languages, and networks. The participants in these workshops spent two weeks evaluating ESIH course material, exploring future courses at ESIH, and showcasing current research and trends in their respective fields. The ESIH faculty also had the opportunity to explore the university's graduate programs, witness state of the art research, and form meaningful relationships with the Virginia Tech faculty.

Donfred Choute, a leading faculty member at ESIH, participated in a workshop on instructional design and second language acquisition. The topics for this workshop were based upon the concerns of ESIH's administrative leaders as well the findings from a needs assessment trip made by VT faculty at the onset of the project. The Office of International Research, Education and Development (OIRE) and the English Language Institute (ELI) conducted the workshop.

Faculty members, instructors, and graduate students in OIRE and ELI worked with Choute on current instructional techniques and strategies to help improve teaching and learning at ESIH. In addition, Choute was taught new approaches for teaching English.

In early September, the VT-ESIH partnership launched a distance learning site to help strengthen and develop the training that took place during the summer. The site uses Moodle, an open source Learning Management System application, to allow the ESIH faculty members to continue working with their faculty mentors at Virginia Tech.

Choute notes that he uses the podcasting links offered on Moodle as a way to stay informed of the newest methods for teaching English as a second language. Attié added that the July training, coupled with the distance learning approach, is going a long way towards making capacity development through curriculum evaluation and design a reality at ESIH.



VT and ESIH faculty pose for a group picture after the summer workshop.

Pictured from left to right: Don Back, Director, English Language Institute, Virginia Tech; Dennis Kafura, Professor, Department of Computer Science, Virginia Tech; Bernard Venet, CS Faculty ESIH; Donfred Choute, CS and English ESIH; Patrick Desseliens, CS faculty ESIH; Patrick Guilbaud, Program Director, IT in International Education, Virginia Tech.



Source: CIA factbook

★ = area of project

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Higher Education for Development works in close partnership with USAID to support the involvement of higher education in development issues worldwide. HED funds innovative partnerships that pair U.S. colleges and universities with institutions of higher learning in developing nations.



USAID
FROM THE AMERICAN PEOPLE

Success Story: HAITI

Distance Learning Provides Bridge Between L'École Supérieure d'Infotronique d'Haïti and Virginia Tech

The Virginia Tech-ESIH Higher Education Partnership to Strengthen Computer Science Capacities in Haiti awarded five scholarships to students from L'École Supérieure d'Infotronique d'Haïti (ESIH) to complete their undergraduate computer science degrees at Virginia Tech. The scholarships are funded by Higher Education for Development (HED), in cooperation with the U.S. Agency for International Development's Haiti Mission.

In order to immediately create a meaningful learning community between ESIH's students and the Virginia Tech community, the Office of International, Research, Education, and Development (OIRE) collaborated with the English Language Institute (ELI) at Virginia Tech to develop a distance learning English language course in academic writing for the five scholarship recipients.

The Undergraduate Writing Course created by OIRE and ELI is designed to support international students in writing effective academic papers as well as in support of the Test of English as a Foreign Language (TOEFL) exam. The multidisciplinary nature of the class promotes an awareness of rhetoric, language, and effective written communication. The students will complete 14 modules in a 16 week course, and will cover topics ranging from attribution and plagiarism to learning about the resources of Virginia Tech's Newman Library.

Through this course, Virginia Tech and ESIH aim to provide the students with an environment in which to develop their English writing skills and build personal relationships. The social aspect of the course consists of discussion boards for both academic and social content. The instructors, in order to truly create a community online, created a "social lounge" using a discussion board enabling students to ask questions about Virginia Tech and the United States while also allowing them to share stories about their experiences at ESIH and Haiti.

The course officially began April 14, 2008 and will continue through August 4, 2008.



Photo by Dr. Patrick Guilbaud

Here, four of the five recipients being welcomed to the program in Haiti on April 21. The students were given the Undergraduate Academic Writing textbooks during this meeting.



Source: CIA factbook

★ = area of project

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USAID
FROM THE AMERICAN PEOPLE

Success Story: HAITI

VT-ESIH Success Story:

Sherley Codio in attendance at the Grace Hopper Women in Computing Conference in October 1-4 in Keystone, Colorado

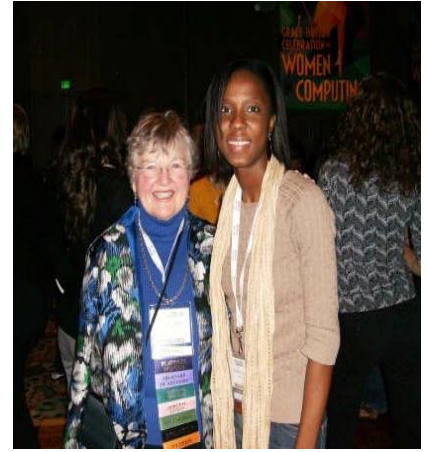
Sherley Codio, one of five students from L'École Supérieure d'Infotronique d'Haïti (ESIH) to receive a full scholarship to Virginia Tech, recently had another dream come true. Codio and several other members of Virginia Tech's Women in Computing Club were selected to represent the university at the prestigious Grace Hopper Women in Computing Conference.

The conference, held October 1-4 in Keystone, Colorado, was founded by the Anita Borg Institute for Women in Technology as a way of honoring Rear Admiral Grace Murray Hopper. Every year the conference showcases the achievements of women in computing and other technical fields as way of inspiring the next generation of women.

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

Codio not only represented Virginia Tech and the Association for Women in Computing, but also her home country of Haiti and the *U.S.-Haiti Computer Science Partnership*. Codio originally came to the U.S. as part of the *Virginia Tech-ESIH Partnership to Strengthen Computer Science Capacities in Haiti*. Since arriving in June of 2008, Codio has made tremendous progress towards completing her undergraduate degree in computer science.

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



Fran Allen and Sherley Codio pose for a picture at the Grace Hopper Women in Computing Conference in Keystone Colorado October 1-4.



Source: CIA factbook

★ = area of project

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SUCCESS STORY : VT-ESIH* Project - 2009 Faculty Development Workshop

2009 Faculty Development Workshop

THE WORKSHOP

In October 2009, Virginia Tech had the opportunity to bring faculty development and training to Haiti. This was part of a major push to reach a broader and more diverse audience of Haitian professionals seeking to enhance their skills in curriculum, instructional design, English, and other major topics related to higher education.

The workshop, which was held from October 21-23, 2009, was led by Dr. Patrick Guilbaud, Program Director for the project. *"It was a great boost to the program to conduct the faculty training workshop in Haiti,"* commented Dr. Guilbaud. *"While it is important to have faculty members from ESIH coming to our campus to gain first-hand teaching and research experience at a top U.S. university, there is a very hard limit to the number of people we can accommodate, given the costs and logistical issues that are involved. In conducting the training in Haiti, we provided training opportunities for a broader audience and thus we were able to significantly stretch the program's reach,"* Guilbaud said.

THE TRAINING IN HAITI

The workshop in Haiti focused on improving undergraduate education at ESIH and in Haiti. The topics of study included: curriculum development, instructional design, and quality control for higher education. A special emphasis was also placed on computer science and English as a foreign language as key content areas.

The training sessions involved lectures, exercises, presentations, and hands-on activities. Some of the sessions included discussions and deliberations on how to best improve the quality of the higher education system of Haiti. Faculty and instructors from various higher educational institutions in Port-au-Prince attended the workshops. Private organizations and NGOs attended many of the workshop sessions.

DISTANCE LEARNING

The workshop also incorporated a distance learning (DL) component. This was added so that the participants could build upon the learning achieved in Haiti. The DL component was also created to kick-start the creation of a local community of engaged practitioners. The VT-ESIH online learning portal was made available to all of the workshop participants so that they could access additional learning materials.

HOPE FOR THE FUTURE

By any measure, the October 2009 Haiti workshop was a great success. In addition to strengthening capacity at ESIH and the other participating institutions, the workshop allowed Virginia Tech to provide learning opportunities to a broader Haitian audience. The hope is that through these training activities and programs, ESIH and Haiti as a whole will continue on the trajectory of improving its higher education system.



In October 2009, besides collaborating with ESIH faculty about the VT-ESIH project, Dr. Patrick Guilbaud delivered a 3-day faculty development workshop in ESIH in Port-au-Prince, Haiti. Participants engaged in various hands-on activities which were followed by extra learning experiences online.



Source: CIA factbook

★ = area of project

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Related Project Links:

<http://www.ict.oired.vt.edu/haiti/>
<http://www.esih.edu/>

SUCCESS STORY: VT-ESIH



All five students from the VT-ESIH program pose for a photo in front of their REU presentations.

This learning experience was part of a three-year project that is being executed by Higher Education for Development (HED) through a cooperative agreement with the USAID mission in Haiti. The long-term goal of the project is to build capacity in Haiti's institutions of higher education.



Mario Calixte and Benoit Bernadel with the presentation materials at the REU Symposium.

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REU Symposium

All five of the students involved in our VT-ESIH program were selected to be part of the summer REU program! Our students presented posters of their summer research projects at the REU Symposium on July 16, 2009.

What is REU?

The REU (Research Experience for Undergraduates) program provides certain undergraduate students from various universities with the opportunity to spend eight weeks at Virginia Tech working with faculty and graduate students on research projects utilizing the state-of-the-art technology and laboratories available on campus.

The VT-ESIH Team Research Project Topics:

Stages: Hyper-Drama Storytelling Authoring Tool

By: Fabrice Marcelin

"In many cases, the intellectual and social development of a child leads to a steep decline of creative activity. It is at this time, the child is now aware that his/her work has cultural sense and often view as unsubstantial. Therefore, the child does not feel knowledgeable enough to maintain his/her creative activity. We are investigating the development of creativity in children by providing an authoring tool for media creation through hyper-dramatic storytelling, in which children can relate. With the STAGES authoring system, we hope to enhance and nurture creative imagination across these trough years. We want to be able to provide enough substance to the children before social awareness occurs."

Creating a Visual Survey Application for a Nonprofit Agency with Agile Usability & Concept Maps

By: Mario Calixte, Benoit Bernadel, Jennifer Francois, and Sherley Codio

"Agile usability allows software project teams to incorporate usability practices into software engineering by integrating an agile process, such as extreme programming, and a usability process, such as scenario based design. Today many project teams find it very effective when merging the usability engineering and the agile principles, because it takes into account the needs for a product from the users' perspective. This poster focuses on the development of a software application for a non-profit service agency, Better Agreement. It starts with a brief introduction that gives an overview of what the application is all about. And then it describes the method that we followed to build the application. And finally, a screen shot of the different views of the application."

What was the best part of the REU program?

VT-ESIH student, Sherley Codio stated, "the best part of the REU program was the fact that we had a chance to meet so many people (professors and graduate students) in the graduate school. Those people shared their research experiences with us and gave us a better understanding of what graduate school is all about. We have learned the benefit of working in a research team."

SUCCESS STORY : VT-ESIH* Project – 2010 YMCA Alternative Winter Service Break

YMCA Alternative Service Break

The Alternative Service Break (ASB) program by Virginia Tech's YMCA provides opportunities for students to give back to external communities during the fall, spring and winter breaks. The entire program is led and coordinated by students.

"Students get to see really diverse organizations with a variety of needs from the homeless to issues faced by Spanish-speaking communities," said Sandy Wirt, associate director of YMCA Student Programs. *"The point is to push people's boundaries beyond the comfort of our own experiences we have on a day-to-day basis."* (Chelsea Gunter, Collegiate Times, February 8, 2010).

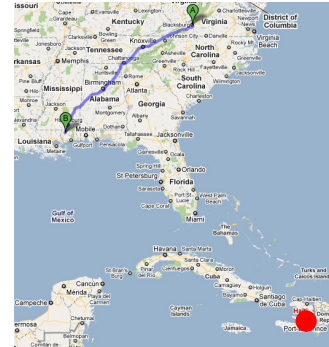
VT-ESIH Students Lending a Helping Hand

As active participants of the Virginia Tech community, Sherley Codio and Mario Calixte submitted applications to participate in the winter 2010 YMCA ASB program. After paying the required application fee, each wrote short essay articulating their specific reason and desire to participate in the program. Mario and Sherley were selected from a large number of applicants to join a 10-student team that took on the mission to help rebuild homes affected by hurricane Katrina.

From January 9 to January 17, 2010, Sherley and Mario worked with their Tech colleagues in Poplarville, Mississippi and New Orleans, Louisiana to assist others. In addition to giving a helping hand to people in dire need, the service program provided an opportunity for the VT-ESIH graduating seniors to get out of the bubble of a college campus and give back to communities outside of Blacksburg. The massive 7.0 earthquake on Jan 12, 2010, occurred while they were participating in the ASB service program. Despite the fact that both Mario and Sherley lost close family members and relatives in the Haiti quake, they were glad to have taken part in the program and to experience the rich diversity of challenges that exist in the world around them.

Reflection from Mario Calixte:

"To tell you the truth, this is not the first time I went on a [Service-oriented] trip with a group of students. But, this one was the most amazing and meaningful trip I ever made. This service experience offered many amazing benefits to me. First, I was in a position to serve rather than being served. Second, I had the opportunity to put my skills into action ... Third, I gained self-confidence. Through assisting the Gulf communities, I have developed a stronger sense for social responsibility... Finally, the [2010 YMCA Alternative Winter Service Break] program allowed me to make new friends and have fun. It was wonderful to do something tangible while working with people who have the same inclination and make a difference in the lives of real people."



Poplarville is a city in Pearl River County, Mississippi. On August 29, 2005, Hurricane Katrina inflicted heavy damage on the small town. President George W. Bush visited Poplarville and Pearl River Community College on September 5, 2005.



Sherley Codio (2nd from the left in the back row) and **Mario Calixte** (4th from the left in the back row) posed with teammates in front a house that they helped to rebuild in Poplarville, MS.

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Related Project Links:

<http://www.ict.oired.vt.edu/haiti/>
<http://www.esih.edu/>

SUCCESS STORY : VT-ESIH* Project — Jennifer François

Jennifer Alexandra François – Woman Engineer for a New Haiti

Jennifer Alexandra François is a senior in Computer Science at Virginia Tech. In 2008, François transferred from ESIH to Virginia Tech as part of the USAID Haiti CS capacity program funded through HED. Since her arrival at Blacksburg, François has been involved in all aspects of school activities and is expected to graduate with a B.S. degree in CS in May 2010.

Exemplary Undergraduate at Virginia Tech

François has been shining brightly at Virginia Tech and in the fall of 2009 managed to make the Dean's list of the College of Engineering. In April 2010, Jennifer François was selected to present a paper that she published as a co-author at the conference of the Association of Computer and Information Sciences and Engineering Departments at Minority Institutions. That paper was based on François' summer 2009 research with Human Computer Interaction which focused on interaction in "agile usability environments."

François is thrilled to have had the opportunity to study at Virginia Tech and to conduct research as an undergraduate CS major. "A lot is thrown at you at Virginia Tech and in the College of Engineering," noted François "But I think that it is important to gain hands-on experiences in research and with service activities in addition to taking classes. So I joined the Institute of Electrical and Electronics Engineers (IEEE) Chapter at Virginia Tech. I am now serving as the CS Outreach Chair for 2009-2010," François said.

François was delighted to receive the "Social Networking Award" which was given to her as a result of her effective communication with university faculty members. François also participated in Computer Science Community Service (CS²), a student-run, volunteer organization that is dedicated to teaching computer skills in the community focusing on bridging the digital divide. François has been working with children helping them learn new technology as a member of CS².

Woman Engineer for a New Haiti

Ultimately, François wants to foster the growth of women engineers and scientists who work on everyday global problems, especially in her home country of Haiti. At a talk on the importance of women in computer science to aid Haiti in recovering from the devastating impacts of the January 12, 2010 earthquake, François said: "It is important to create awareness among women that their opinions, skills and knowledge matter. My country needs entrepreneurs to invest and create more jobs. Haitian women have a history of entrepreneurship. We will help rebuild the country."

Upon returning back to Haiti, François will aim to help spur the interests of young women in computer and scientific thinking. She wants to use her CS skills to encourage Haitian children to think creatively. François also hopes to have an opportunity to continue her education. But for now, François aims to make her mark as a female engineer in the male dominated field of Computer Science.



Jennifer François giving a talk on agile usability environment at the ADMI conference in Jackson, Mississippi in April 2010.



Jennifer François receiving the Social Networking Award given to students who were able to communicate effectively with university faculty members at the ADMI 2010 conference.

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SUCCESS STORY : VT-ESIH Project — Benoit Bernadel

Benoit Bernadel – On the Way to Greater Things

Benoit BERNADEL is a first-year graduate student in Computer Science at Carnegie Mellon University. In 2008, Bernadel transferred from ESIH to Virginia Tech as part of the USAID Haiti CS capacity program funded through HED. Since his arrival at Blacksburg, Bernadel has excelled in academics and leadership and graduated Cum Laude with a B.S. degree in CS in May 2010.

Haiti to Virginia Tech

Benoit Bernadel spent his first three years of undergraduate studies attending college on various merit-based scholarships in Haiti. In 2008, he was selected through an open competition to attend Virginia Tech to complete his bachelor's degree in Computer Science. Taking full advantage of the scholarship offered, Benoit has excelled in his academic program, making the Dean's list of his college three times despite carrying credits overload each time.

Benoit's primary fields of interest in computer science include software development, database management systems, data mining and networking and information security. In summer 2009, Benoit participated in the REU (Research Experiences for Undergraduates) Symposium, funded by the National Science Foundation, where he was the team leader of four students. The team developed software using a Concept Mapping Approach to improve team Interaction in Agile Usability.

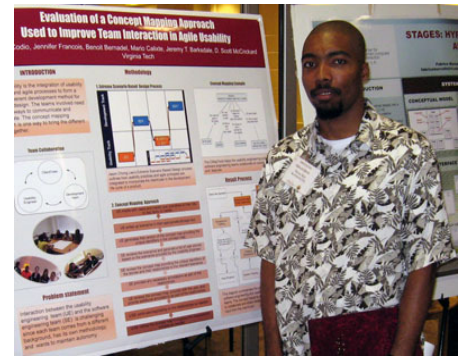
Virginia Tech to Carnegie Mellon University

The earthquake of January 2010 in Haiti shattered Benoit's original plan to return to his home country after graduation. However, a better opportunity presented itself. Carnegie Mellon University accepted his application to the graduate program in CS - the #1 ranked program in the U.S. - and awarded him a merit-based full scholarship.

Life in CMU is more challenging than ever. Although barely having 5-hour of sleep everyday, Benoit has braced himself for everything in his way. "Self-confidence, patience, courage, and persistence are what help me achieved everything I have done." Benoit said. "I will keep working hard until I reach my goal."

On the Way to Greater Things

Benoit plans on applying all that he has learned at Virginia Tech, CMU and in the USA to help educate students of his former school, L'Ecole Supérieure d'Infotronique d'Haïti (ESIH) and to prepare them to assist in the reconstruction of their country. Two-year graduate study in CMU will help him grow academically and socially . He is surely destined to spread his wings and achieve great things.



July 16, 2009. Benoit Bernadel posed for a picture in front of his poster presentation for the REU (Research Experiences for Undergraduates) Symposium .



May 14, 2010. Benoit Bernadel (second from left) attended the graduation ceremony with his fellow Haitian students. He graduated Cum Laude with a B.S. degree in CS at VT.

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SUCCESS STORY : VT-ESIH* Project — Google Scholarship

Google Awards Full Graduate Scholarships to Haitian Students

Future in Question

Five Haitian students, Mario Eliezer Calixte, Fabrice Marcelin, Jennifer Francois, Sherley Codio and Beniot Bernadel came to Virginia Tech in April 2008 and planned to graduate with a B.S. degree in CS in May 2010. They were all in the United States when the earthquake hit Haiti. All of them suffered losses of relatives and friends. At the same time, their future in Haiti was in question. “The earthquake that struck Haiti totally changed our plan,” said Marcelin. “Since then, the next step on our life was very uncertain.”

Change of Plan --- A Even Better One

Fortunately, Google Inc., the Web search engine company, agreed to provide full scholarships for four students to pursue graduate degrees. Drs. S.K. De Datta and Patrick Guilbaud helped secure the funding for two years of graduate study at Virginia Tech. The fifth, Benoit Bernadel, received full scholarship from Carnegie Mellon University.

Receiving word of the Google award, “was the best news ever,” Calixte said. “We were so happy that we started screaming and spent the whole night talking about it.” Google is the company that they all admire thanks to their work in computer science. Thought their final goal of returning to Haiti has not changed a bit, they now have the opportunity to grow stronger and become better prepared to realize their dreams.

Fabrice Marcelin, Jennifer Francois, and Sherley Codio will continue their studies in Computer Science while Mario Calixte will use his CS background to pursue a master’s degree in Instructional Design and Technology. After completing their graduate studies, they will return to Haiti, more knowledgeable and more prepared, to help improve Haiti’s computer science capacity and higher education. François shared her dream: “My country needs entrepreneurs to invest and create more jobs. Haitian women have a history of entrepreneurship. We will help rebuild the country.”

By supporting these Haitian students with their graduate studies in the U.S, we are helping to provide competent computer scientists and educators for Haiti’s workforce, a much needed resource in order to strengthen Haiti’s formal and private sector growth.



May 2010. Five Haitian students (left to right), Mario Eliezer Calixte, Fabrice Marcelin, Jennifer Francois, Benoit Bernadel, and Sherley Codio graduated with a B.S. degrees in computer science.



October, 2010. Dr. Guilbaud (middle) met with Haitian students (left to right), Fabrice Marcelin, Sherley Codio, Jennifer Francois, and Mario Eliezer Calixte, who have started their graduate study at Virginia Tech.

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SUCCESS STORY : VT-ESIH* Project — 50 Laptops to Help ESIH

50 IBM Laptops to Help ESIH

ESIH in Distress

ESIH suffered severe losses from the earthquake of January 12th, 2010. ESIH's facility was completely destroyed including 10 computer labs equipped with 25 computers each. Struggling to overcome this loss, ESIH relocated to a temporary location as of March 1, 2010. Though classes resumed, the lack of a computer infrastructure touched every aspect of ESIH's operation. There existed only 1 computer lab with approximately 12 computers for more than 900 students. Courses were interrupted, administrative communications stalled, and student research halted. New computers were badly needed since courses require having a minimum of computer equipment for students to do their projects.

A Helping Hand Giving Helping Laptops

Thanks to the HED project, the computer science department of Virginia Tech has formed a strong collaborative relationship with ESIH. When hearing of the situation at ESIH after the quake, CS faculty immediately rushed to help. Dr. Barbara Ryder, director of the CS department, and Dr. Dennis Kafura secured a donation from IBM of 50 laptops for ESIH. The Office of International Research, Education, and Development (OIREd) helped coordinate the donation and transportation process. With the assistance from H.E.L.P. (Haitian Education & Leadership Program), 50 laptops went through a long and difficult logistical process and arrived at the temporary location of ESIH in May.

"This is the first donation for equipment we receive from any country as far as higher education is concerned." Mr. Patrick Attie commented. Laptops are convenient, consume less energy, and are able to continue working during electricity failure which is very common in post-quake Haiti. The laptops not only provide students and teachers with a real sense of having enough infrastructure to continue school, but also strengthens the educational capacity of ESIH during the reconstruction process. Now the 50 laptops are being installed in a computer lab named "Lab Virginia Tech – IBM" to honor the donation and the parties that made it happen.

This donation demonstrates the resourcefulness and determination of ESIH, Haitian community, and their VT partners. ESIH has been a great partner and collaborator with VT. As Dr. Barbara Ryder said, "We are proud to have played a small part in this effort".



IBM Laptops being used by ESIH students in a temporary location of ESIH in May 2010.



Laptops helped the classes to resume successfully just 2 months after the earthquake in Haiti.

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USAID
FROM THE AMERICAN PEOPLE

U.S.-HAITI HIGHER EDUCATION
PARTNERSHIP PROGRAM



Higher Education for Development
Knowledge, Partnerships, Results

Institutional Partnerships Program

Final Partnership Report

University of Florida and Faculté d'Agronomie et de Médecine Vétérinaire (FAMV) at the
State University of Haiti

March 21, 2008 to August 31, 2012

Due: October 30, 2012

INTRODUCTION

HED administers a Leader with Associate Award Cooperative Agreement between the United States Agency for International Development (USAID) and the American Council on Education, with five other higher education associations. The Agreement (AEG-A-00-05-00007-00) seeks to mobilize the resources of American higher education in support of international development. One portion of the agreement supports partnerships between higher education institutions in the United States and in cooperating countries to demonstrate how they can apply their expertise collaboratively to global, regional, and local development challenges. The U.S.-Haiti Higher Education Partnership Program is supported through an Associate Cooperative Agreement (521-A-00-07-00006-00) with USAID/Haiti.

Final reports for HED Institutional Partnerships should reflect the ways in which the partnership has contributed toward institutional and development goals. The report should summarize partnership activities and development results in the host country. Final reports will be shared with USAID colleagues who will, in turn, share them with other interested parties in the development community. The reports are an important tool for disseminating information about partnership activities and promoting the contribution of higher education to international development. We would, therefore, expect the report to be of professional quality and appearance.

When answering the following questions, we encourage you and your partners to be creative in producing substantive, informative, and aesthetically appealing reports for broad dissemination.

Your question regarding the chart on page 7---I think we could list Jean Maurice and others (people who showed up for the Ext Adv Committee) in that chart.

PARTNERSHIP INFORMATION

Partnership Title: University of Florida – FAMV: Delivering High Quality Academic Programming in Agribusiness.

Development Area/Sector of Focus: Agribusiness

U.S. Institution(s): University of Florida

U.S. Partnership Director(s):

Dr. Allen F. Wysocki

email: wysocki@ufl.edu

Phone: 352-392-1963; Fax: 352-392-8988

P.O. Box 110270, 2002 McCarty Hall D

University of Florida

Gainesville, FL 32611-0270

Host Country Institution(s): Faculté d'Agronomie et de Médecine Vétérinaire (FAMV)

Host Country Partnership Director(s):

Ophny Nicolas Carvil

Vice Dean for Research

E-mail: nicarvil@yahoo.com

Tel: (509) 514-0749; (509) 238-6819

Damien, Croix-des-Missions

Port-au-Prince, Haiti

Partnership Web Site (if any): <http://www.fred.ifas.ufl.edu/wysocki/UF-FAMV/index.htm>

INSTRUCTIONS

- Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED by the due date. It is also the U.S. partner's responsibility to translate responses to English.
- Please include as much concise information as necessary to answer the questions completely.
- Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.
- Please submit *one hard copy* of your final report, and an *electronic copy on CD* to your primary contact at:

Higher Education for Development
One Dupont Circle NW Suite 420
Washington, DC 20036

In addition, partnership directors are encouraged to send copies of the final report to their international partners, congressional representatives, the president of their institutions, and other colleagues who have been involved in partnership activities or would be interested in its results, e.g., NGOs, private sector organizations, government agencies.

PARTNERSHIP PROFILE (Executive Summary: 1 page limit)

Key development issues and overall objective(s) of the partnership

- Build and strengthen partnerships between the FAMV faculty and the Haitian Business Community.
- Upgrade and update course content and improve the teaching-learning environment of FAMV.
- Develop market-responsive curricula that are timely, relevant and representative of actual business conditions in Haiti.
- Develop Haitian human capital, through formal university education with targeted outreach.

Primary activities of the partnership

Six trips by U.S. partners to Haiti during the life of the grant and *one trip* to Gainesville by Haitian partners over the life of the grant. Initial trips to Haiti were used to build the capacity of the U.S. partners to understand the context of higher education in Haiti. Later trips to Haiti and the U.S. were used to build the capacity of FAMV faculty and students relating to curricula changes and entrepreneurial activities, and connecting to Haitian stakeholders.

Results or outcomes;

Skill gap analysis completed based on 23 interviews with 2 Haitian state institutions, 7 NGOs, 12 private sector organizations, and 2 financial institutions. Key findings included:

- Need for meaningful practical experience with theory applied to Haitian reality.
- Essential need for developing an “entrepreneurial spirit”.
- Students have limited capacity to be big picture thinkers, They are not good at solving ill-defined problems.
- FAMV has a working relationship with the public and private sector.
- Industry is willing to offer expertise and input in the form of the advisory committee.
- A standalone Agribusiness curriculum is less valued than an intra-curricular focus on agribusiness that crosses all agricultural contexts.

Trainings and observations conducted with FAMV faculty and students. These were originally offered to project members of the FAMV faculty in September of 2009. They were later expanded to include non-grant faculty from FAMV in July and December of 2012. Topics covered during these trainings include:

- Student career development (December 2011)
- Setting objectives (September 2009, July 2011, December 2011)
- Alternative assessment methods (September 2009, July 2011, December 2011)
- Creating effective course syllabi (September 2009, July 2011, December 2011)
- Engaging learners using active learning strategies (September 2009, July 2011, December 2011)
- Entrepreneurship as content matter and faculty as entrepreneurs (September 2009, July 2011, December 2011)
- Gender roles in Haitian agribusiness (July 2011, December 2011)
- Establishing an external advisory committee (July 2011)
- Creating internship experiences that benefit Haitian stakeholders (July 2011)
- Classroom observation of FAMV faculty and feedback on teaching (February and July 2011)

16 extension-related documents created by four FAMV faculty covering topics in marketing and entrepreneurship, soil science, animal production, plant science and plant pathology.

Two new courses on entrepreneurship were developed and are being integrated into FAMV curricula.

National Agribusiness symposium held that brought together students, faculty, people from the private and public sectors of Haiti. Key highlights include:

- 217 people attended Friday and 123 people attended Saturday (16 new from Friday)
- 180 students (162 males, 18 females)
 - 168 from FAMV, 8 from UNEPH, and 4 from Quisqueya
- 53 Professionals attended (48 males, 5 females)

Serendipitous (unexpected) outcomes.

- Linkages to other USAID projects, most notably the WINNER project that has employed both FAMV students and faculty.
- Potential linkages to other Haitian universities who are interested in developing the entrepreneurial capacity of Haitian citizens. These universities include: UNEPH and Quisqueya.

PROGRAM INFORMATION

Original Partnership Objectives/Outputs:

The University of Florida is partnering with the Faculté d'Agronomie et de Médecine Vétérinaire (FAMV) to build and strengthen partnerships between the FAMV faculty and the Haitian Business community; upgrade and update course content and improve the teaching-learning environment of FAMV; develop market-responsive curricula that are timely, relevant, and representative of business conditions in Haiti; and develop Haitian human capital in agribusiness through formal university education with targeted outreach/extension training.

Historically, most development projects in Haiti have emphasized on-farm production practices and crop yields. Though important, these projects have failed to address the high percentage of agricultural waste that results from inadequate handling and transportation and the lack of on-site processing facilities – key components of any country's agribusiness sector. Past projects also have typically failed to place adequate emphasis on engaging and training women wholesalers (i.e., the “Madame Sara's”), who represent a critical link in Haiti's agricultural and food marketing channels.

This partnership will build an agribusiness curriculum that can be readily adapted into extension short-courses, certification programs and other outreach activities that can target the needs of these women and other stakeholders, as well as preparing undergraduate students to meet the developing workforce needs in this sector.

Anticipated outputs include:

- a. Development of FAMV's capacity to effectively manage a new Agribusiness specialization and project initiatives.
- b. Identification of the skills of greatest need for agribusiness employees in Haiti through focus group data collection with 10-15 key agribusiness stakeholders in Haiti and 10-15 recent graduates working in the agribusiness sector.
- c. Development of a structured interview protocol that will serve as the basis for face-to-face interviews with 30 organizations that have hired graduates in the last three years.
- d. Analysis of data from the 30 interviews which will serve as the “Skills Gap Analysis” that will establish the basis for the curriculum development efforts and the majority of other project activities.
- e. Establishment of priority areas for new course development in relationship to areas of greatest industry need.
- f. Development of 5 new courses in agribusiness comprised of a minimum of 25 curriculum modules.
- g. Publication of the “Skills Gap Analysis” in academic journals.
- h. Development of appropriate case studies, course assignments, learning assessments, and visual aids to be used in instruction.
- i. Development of a standing External Advisory Committee (EAC) that will participate in quarterly meetings at the FAMV campus.
- j. Professional development of FAMV agronomy faculty through a visiting professor program that will pair five FAMV faculty members with a UF faculty member possessing expertise related to the agribusiness content areas and will include 10-12 mini workshops on pedagogical topics relevant to the curriculum development process and supporting principles of effective teaching.
- k. A visit to Haiti by the five UF peer mentors to conduct in-country peer observations of instruction and help improve teaching techniques and the student learning environment.
- l. Enrollment of the five FAMV faculty members in a two-month extensive English program prior to the visit.
- m. Exploration into the development of FAMV-UF undergraduate and outreach certification programs in agribusiness.
- n. Creation of approximately 25 agribusiness short courses designed to target small agribusiness entrepreneurs and business operators throughout Haiti, particularly women engaged in agribusiness.
- o. Development of adult education and certification programs based on the short agribusiness modules.
- p. Provision of limited material support including the purchase of laptop computers with appropriate software and online access to the University of Florida library system.
- q. Establishment of a student internship program that will provide students with a useful, practical experience that is directly related to their program in agribusiness.
- r. Development of workshops and seminars on agribusiness topics relevant to Haiti that will be replicated at other Haitian universities and offered to stakeholders in the public and private sector, including the First Annual FAMV Agribusiness Symposium and an Agribusiness Career Fair.

1. Did the objectives and any of the major outputs change during the life of the partnership, and if so, how?

The objectives did change after the skill gap analysis was completed in the fall of 2008. It became clear that the majority of stakeholders interviewed during the skill gap analysis indicated a strong desire for the faculty of FAMV to produce graduates that are more entrepreneurial in their thinking and skill sets. It was also apparent that the need for entrepreneurial thinking and changes in curricula could benefit each of the academic programs at FAMV and not just the department of Rural Economy.

Based on the skill gap analysis and discussions with our FAMV partners it was decided to move away from developing five new courses in agribusiness that would be added on top of existing programs at FAMV, and to move towards working with key faculty from each of the academic program areas in FAMV (rural economy, rural engineering, animal production, crop production, basic sciences, and technology).

The development of FAMV-UF undergraduate and outreach certification programs in agribusiness and the creation of agribusiness short courses were modified to create 12 extension-related documents relating to all FAMV disciplines. 16 FAMV faculty were enrolled in a Teaching and Learning in Extension Certificate program to provide them with additional background in preparing and delivering extension documents and programs.

The original objective of designing a certificate program that targeted small agribusiness entrepreneurs and business operators throughout Haiti, and particularly women engaged in agribusiness, was modified so that FAMV project faculty were to develop 6 certificate program proposals related to their field of expertise. These certificate program proposals were to build on the changes in curricula undertaken by project faculty at FAMV and readily adapted into extension short-courses and other outreach activities that can target the needs of these women and other stakeholders.

The project team decided to leverage the teaching pedagogy workshop training they received at the University of Florida in 2009 by setting an objective to educate additional FAMV faculty on teaching pedagogy.

2. What has been the partnership's greatest success(es)?

The partnerships greatest successes were in the following five areas: establishing a working relationship with FAMV, uncovering the entrepreneurial spirit at FAMV, assisting in curricular changes at FAMV, re-introducing the idea of extending learning beyond the classrooms at FAMV, and providing a high profile forum to connect the public and private sectors to the faculty at FAMV.

Working relationship with FAMV

Only one member of our project team had ever worked in Haiti prior to this project. We had to overcome our own stereotypes of Haiti and its people. It took time, but our partnership has developed to the point where we understand our capabilities and limitations. Our communication was more direct at the end of the project than it was in the beginning. We are confident that we could be successful in future projects.

Entrepreneurial Spirit at FAMV

Despite all the disadvantages and hardships caused by the earthquakes of 2010, there are people in Haiti and faculty and students at FAMV who are remarkably entrepreneurial. With each trip to Haiti, we would come across evidence of entrepreneurialism. Often times this could be seen in the part-time faculty who are working 3-4 jobs to make ends meet. We saw this entrepreneurial spirit in many of the FAMV students during our student workshops that were conducted in December of 2011.

Curricular Changes at FAMV

When our project began in 2008, our colleagues at FAMV were already engaging in faculty discussions about making changes to their curricula. We leveraged our grant by expanding the scope of the work beyond agribusiness, to include all programmatic areas at FAMV. These efforts jump started the curricular revision process desired by the academic leadership at FAMV. In our project alone, at least 7 courses were revised to include more experiential learning and application of course concepts. The project team also conducted teaching pedagogy workshops for additional FAMV faculty in July and December of 2011.

Extending Learning beyond FAMV Classrooms

Haiti has not had a cooperative extension service for many years due to fiscal constraints and other priorities of its leaders. This has left an increasing void between what is being taught in the classroom and the engagement with stakeholders across Haiti. Our project team has laid the initial stages for re-deployment of extension-based activities from FAMV faculty. This will not be an easy or quick process. Ultimately additional financial resources and human capital will be needed to effectively deliver outreach/extension programming. The partnership did produce 16 different extension-related documents that will be posted on the FAMV website. These documents are also expected to be used in the classroom and other outreach activities.

High Profile Forum Connecting FAMV to the Public and Private Sectors

Perhaps the best example of success from this project is the National Agribusiness Symposium that was held in Port-au-Prince at the end of February, 2012. The symposium featured student poster presentations, private and public sector panel discussions, and lots of opportunity for students and faculty of FAMV to interact with Haitian stakeholders. Additional details of the symposium are documented under item 9, success stories.

3. Briefly describe any programmatic challenges the partnership faced and how they were addressed.

The biggest challenge the project faced to meeting programmatic expectations was caused by the earthquakes of 2010. Late in 2009, faculty from FAMV visited the U.S. and received in-depth training relating to teaching pedagogy. The partnership was gearing up to capitalize on this visit in early 2010 when the natural disaster struck the country. It took the better part of a year before our project team could work on our objectives. During this time, the U.S. partners could only offer our support from a distance. Eventually, we were able to travel to Haiti and to re-evaluate the project's goals and objectives. As a group we made modifications to the planned deliverables, given the new reality of teaching in Haiti. These changes are documented throughout this report.

4. Outline the partnership's planned activities/expected outcomes beyond the HED funding period.

There are no planned activities/expected outcomes beyond the HED funding period.

5. If this partnership has received or were to receive follow-on funding, how was/would it be used?

Any follow up funding would be used to support outreach and extension activities that would help the faculty at FAMV to take concepts and theories from the classroom out to all the people of Haiti, especially those people involved in Haitian food systems. The state university system in Haiti is in dire need of funds and programs that connect the curricula and students of FAMV to the people of Haiti. We have paved the way for the Modernizing Extension and Advisory Services project to be effective in Haiti, when USAID-Haiti is ready to support that effort.

6. Did your partnership receive a no-cost extension?

Yes, we received two no-cost extensions, September of 2010 and March of 2012.

If yes, why was the extension granted?

The earthquakes of January 2010 devastated Haiti and seriously delayed the progress of our project.

7. In your opinion, what will be the impact of this partnership on national development goals?

We believe that our partners at FAMV have a greater appreciation for entrepreneurship, both as instructors/teachers and in developing the entrepreneurial spirit of their students. We saw a significant change in thinking and attitudes about teaching pedagogy and curriculum in our colleagues at FAMV from July 2008 until August 2012. We believe if the proper resources were present (funding and faculty), faculty at FAMV would be able to deliver additional academic training and programs that are more applied in nature. We would expect outreach programs to be developed, including applied internships and entrepreneurship projects, and outreach to underserved clientele groups such as small scale farmers and women.

8. In your opinion, the overall partnership outcomes, as stated in the sub-cooperative agreement:

Exceeded expectations

Met expectations

Did not meet expectations

Other: _____.

9. Include one or two well-crafted success stories related to your partnership. Please include a high resolution photograph for each, if available.

The crowning activity of our project was the National Agribusiness Symposium, which took place in February, 2012. The symposium featured: poster presentations by FAMV students, networking sessions for all attendees, keynote address by Dominique Jannini-Eyma (State University of Haiti – Higher Education), Maurice Weiner (USAID WINNER Project), and Beauvil Nadege (USAID WINNER Project), and private and public sector panel discussions.

The symposium was a huge success as evidenced by number and breadth of attendees: 217 people attended Friday, 123 people attended Saturday (16 new from Friday), 180 students (162 males, 18 females and 168 from FAMV, 8 from UNEPH, and 4 from Quisqueya), and 53 Professionals attended (48 males, 5 females).

The other success story would be the all day student workshop devoted to career development that took place in December of 2011. A total of 79 students participated in the workshop which focused on student resumes, interviewing skills and career planning.

Photographs are attached at the end of this document.

10. Provide one or two lessons learned related to your partnership.

Perhaps the biggest lesson learned is that *nothing is easy in Haiti*. We have come to appreciate the difficult environment our FAMV colleagues work in. Things we take for granted in the U.S. such as a constant internet connection, easily-traveled roads, and mature food systems cannot be taken for granted in Haiti.

11. We invite you to share any additional information or comments about your partnership.

Our project team is thankful for the opportunity to work in Haiti and with our friends at FAMV. We would welcome the opportunity to continue our collaboration.

Leveraged Contributions Made During the Entire HED Funding Period

Contributions	Name of Contributor	Type of Contributor **	Description of Contribution	Estimated Dollar Value of Contribution
Leveraged Contributions not reported as official or proposed cost share. <i>(See Glossary for definitions)</i>	Jean-Maurice Butreau	Business person	Advice to the project. Symposium speaker	\$1,000
	USAID Winner Project	Grant project	Willingness to employ FAMV students and Faculty as part of their project	Unknown
	Carl Dejoie	Part time FAMV faculty and entrepreneur	Advisor to the project.	\$1,000
	Maurice Wiener		Advisor to the project.	\$1,000
	Dominique Janini-Eyma	State University of Haiti – Higher Education	Advisor to the project.	\$1,000

***e.g. Public sector (host country), Public Sector (U.S.), NGO (host country), NGO (U.S.), Private sector (host country), Private sector (U.S.).*

FAMV Agribusiness Symposium General Session February 24, 2012

Photo Credit: Shannon Washburn



FAMV Agribusiness Symposium Student Poster Session February 24

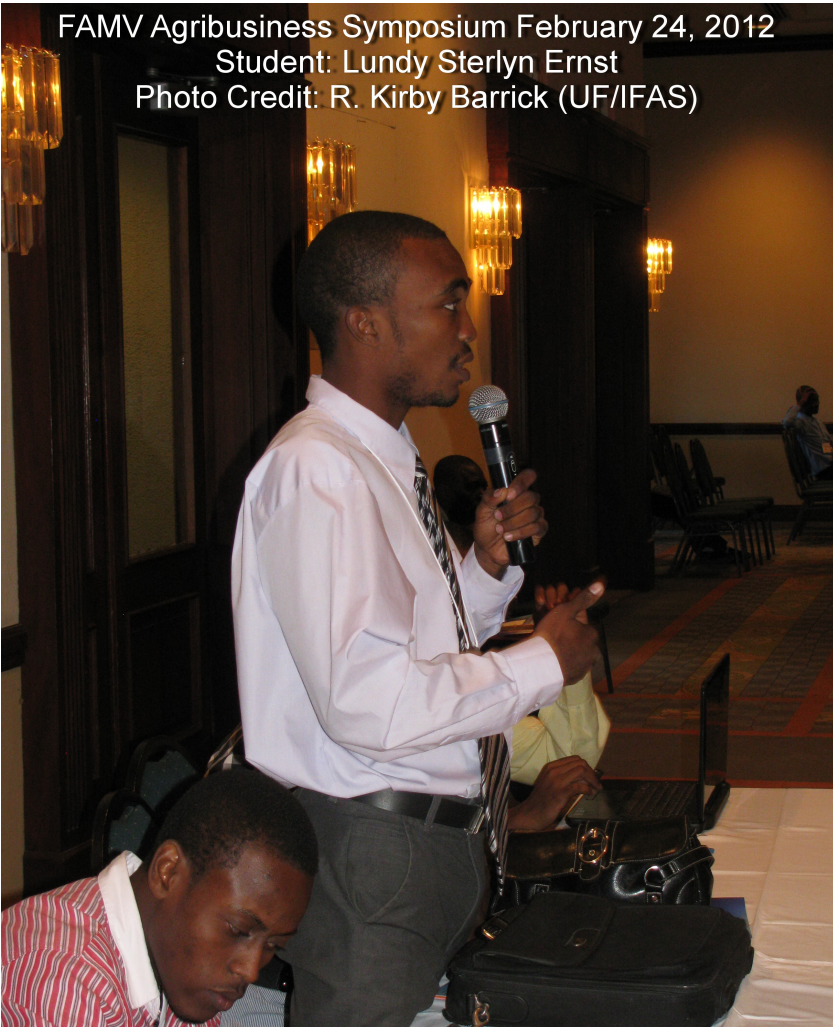
Photo Credit: R. Kirby Barrick (UF/IFAS)



FAMV Agribusiness Symposium Q&A February 24
Student: Badio Rosewedna
Photo Credit: R. Kirby Barrick (UF/IFAS)



FAMV Agribusiness Symposium February 24, 2012
Student: Lundy Sterlyn Ernst
Photo Credit: R. Kirby Barrick (UF/IFAS)



GLOSSARY OF TERMS

Capacity: Usually considered mental and/or physical ability to produce and/or perform; learning, improving; human capacity strengthening focuses on the development of people, not things. Institutional capacity strengthening focuses on institutional changes that will improve the operation of the institution.

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Higher Education for Development

Knowledge, Partnerships, Results

Institutional Partnerships Program

Final Partnership Report

University of Southern Maine/ American University of Sharjah (UAE):

UAE Gender and Women's Studies Consortium

January 8, 2009-August 31, 2012

Due: 9/30/12

INTRODUCTION

HED administers a cooperative agreement between the United States Agency for International Development (USAID) and the American Council on Education, with five other higher education associations. The agreement (AEG-A-00-05-00007-00) seeks to mobilize the resources of American higher education in support of international development. One portion of the agreement supports partnerships between higher education institutions in the United States and in cooperating countries to demonstrate how they can apply their expertise collaboratively to global, regional, and local development challenges.

Final reports for HED Institutional Partnerships should reflect the ways in which the partnership has contributed toward institutional and development goals. The report should summarize partnership activities and development results Morocco. Final reports will be shared with USAID, Middle East Partnership, and State Department colleagues who will, in turn, share them with other interested parties in the development community. The reports are an important tool for disseminating information about partnership activities and promoting the contribution of higher education to international development. We would, therefore, expect the report to be of professional quality and appearance.

When answering the following questions, we encourage you and your partners to be creative in producing substantive, informative, and aesthetically appealing reports for broad dissemination.

PARTNERSHIP INFORMATION

Partnership Title:

UAE Gender and Women's Studies Consortium: Reforming Higher Education in the UAE by Integrating the Role of Women in Society, Equity and Social Inclusion, Family/Child Rights, and Women's Rights into the Curriculum

Development Area/Sector of Focus:

Democracy & Governance/Public Policy

U.S. Institution(s):

University of Southern Maine, Portland ME

U.S. Partnership Director(s):

Name, E-mail, Telephone and Address

Susan F. Feiner, sffein@usm.maine.edu

207 780 4966 (207 712 4188 – cell)

94 Bedford Street, Portland ME 04103

Host Country Institution(s):

American University of Sharjah

Host Country Partnership Director(s):

Name, E-mail, Telephone and Address

Nawar H. Golley, nhgolley@aus.edu

Tel +971 6 515 2703 Fax +971 6 515 2570

American University of Sharjah PO Box 26666, Sharjah

United Arab Emirates

Partnership Web Site (if any):

INSTRUCTIONS

1. Both the U.S. and host country partners should be involved in writing progress reports. It is the U.S. institution's responsibility to submit these reports to HED by the due date. It is also the U.S. partner's responsibility to translate responses to English.
2. Please include as much concise information as necessary to answer the questions completely.
1. Carefully review the attached **Glossary of Terms** for key definitions to assist you in completing the report accurately.
2. Please submit *one hard copy* of your final report, and an *electronic copy on CD* to your primary contact at:

Higher Education for Development

One Dupont Circle NW Suite 420

Washington, DC 20036

In addition, partnership directors are encouraged to send copies of the final report to their international partners, congressional representatives, the president of their institutions, and other colleagues who have been involved in partnership activities or would be interested in its results, e.g., NGOs, private sector organizations, government agencies.

PARTNERSHIP PROFILE

In approximately **one page**, please provide an executive summary of your higher education partnership, including:

1. Key **development issue(s)** which were addressed;
2. Overall **objective(s)** of the partnership;
3. Primary **activities** of the partnership;
4. **Results or Outcomes**;
5. **Serendipitous (unexpected) outcomes**.

PARTNERSHIP PROFILE: Executive Summary

1. Key Development Issues Addressed. According to H.H. Sheikha Fatima bin Mubarak, Chairwoman of the UAE General Women's Union (GWU) and the Family Development Foundation the "forward looking vision (of the founding President of the UAE) has been further deepened in the thought and policy of (the current) President ... who put in place ambitious programmes and plans for empowering woman, opening wider horizons ... along with her active participation in Arab, regional and international women's movements. (Emirates News Agency, 9/20/12) accessed 9/27/12.
http://www.wam.ae/servlet/Satellite?c=WamLocEnews&cid=1289997891550&pagename=WAM%2FWAM_E_Layout

The USM-AUS project dovetails with the UAE's commitment to the integration of women and girls into all spheres of society. This project has produced a deep and sustainable intervention into the educational, political and social empowerment of UAE women by creating a network of scholars, delivering faculty development activities, and supporting university level curricular enhancements focused on women's and gender studies. Faculty development activities have supported content-based curricular enrichment in virtually every academic field. Thus this project supports the integration of women into democracy building, governance and public policy formation.

2. Overall Objectives. Supporting faculty in the UAE (and especially at American University of Sharjah) to integrate women's studies courses and curricular components relevant to the Arab world into University offerings while also supporting USM faculty as they better integrated material on gender in the Arab world into USM Women's and Gender Studies courses. Specific objectives are: Strengthening emerging courses and course components focused on gender and women's studies at all Consortium institutions; Creating a vibrant network of gender and women's studies scholars in the UAE; Supporting research focused on gender and women's studies at all Consortium institutions; and Providing post-baccalaureate opportunities to UAE students interested in the connection between gender studies and education.

3. Primary Project Activities. Primary partnership activities included: networking, cross-campus visits among gender and women's studies scholars, identification of national and Arab region resources related to women's and gender studies, web-based, text-centric seminars for UAE university faculty, the inaugural UAE Gender and Women's Studies Conference (March 7 – 9, 2012), design and delivery of a MA level course for UAE high school teachers and graduate students in teacher education.

4. Outcomes. Faculty development seminars facilitated cross-cultural discussions of central issues in gender and women's studies. Participants shared resources (books, articles, films) for teaching gender and women's studies. The inaugural Consortium conference was a huge success. More than 90 scholarly papers were presented by faculty or independent scholars from over 30 nations. Attendees from over 115 universities traveled from every continent (except Antarctica). Participants expressed only one dissatisfaction—with so many important papers it was impossible to attend all the sessions of interest. Networking, information sharing and relationship building at this conference was beyond any previous opportunity hitherto available in the Arab Region. PIs Feiner and Golley worked with AUS Professor James Sater (international studies) on the development and delivery of a summer MA level course titled "Women in Politics and History of the Middle East." The course, taught at USM, addressed the needs of Maine high school teachers for accurate, accessible information. (Maine, with the dubious distinction of being the "whitest" state in the US, regularly suffers from anti-Islamic xenophobia as immigration from Arab nations increases.) This course was originally designed for UAE teachers and UAE MA candidates in education. However restrictive curricular requirements in UAE education programs, high travel costs and limited support for in-service UAE high school teachers necessitated a change in plans. With HEDs support and approval we redesigned the summer program as an opportunity to "train the trainers."

5. Serendipitous Outcomes. The PIs are working on an edited volume of conference proceedings, with every expectation of publication by a recognized scholarly press by 2014. Publication of this volume will mark a major advance in gender and women's studies scholarship on/about/authored by Arab Region scholars. The project did not originally include this activity because we had no idea what to expect about either the quality or quantity of conference papers. To our delight the papers were exceptionally rich. On August 29 & 30, 2012 gender and women's studies leaders from 11 Arab Region nations met in Amman Jordan, under the sponsorship of the University of Jordan College of Languages, to design and launch the Arab Region Gender and Women's Studies Consortium. The 11 scholars present unanimously agreed to move forward with this pioneering, transformative, historically unique transnational women-focused educational project.

PROGRAM INFORMATION

Original Partnership Objectives Dated: January 8, 2009 [Inserted by HED]:

The partnership between Zayed University (Abu Dhabi and Dubai, UAE) and the University of Southern Maine (Portland, ME) addresses directly the following outcomes. Almost 3000 participating students (over three years, from both the ZU and USM campuses) will learn about the varied roles of women in society from regional, comparative, historical, and contemporary perspectives through the integration of courses or course components into existing university curricula.

ZU and USM faculty will work together to develop curricula that include an interdisciplinary and culturally appropriate approach to employment and labor force development. Ten existing courses on the ZU campus will be revised to include gender studies. Ten existing courses at USM will be revised to include material on Middle Eastern women. One new course will be developed at ZU and one new course will be developed at USM. ZU-USM faculty will work together to design and team-teach a joint course. The new courses as well as the student exchange opportunities include experiential learning opportunities that introduce students to a variety of mechanisms for political or community based activity.

The project has six interconnected activities which together accomplish MEPI goals under the heading Women's Empowerment. The project will: (1) enhance the teaching and research capacity of participating faculty enabling them to integrate material on Middle Eastern women's empowerment into existing courses (ten at ZU, ten at USM); (2) design and team-teach a new course focused on Middle Eastern women; (3) develop one new course for each campus related to Middle Eastern women's social roles, social exclusion, family/child rights, and labor market inclusion; (4) create opportunities for faculty and student exchanges across the two campuses; (5) hold a student based research conference focused on women's empowerment in the Middle East; and (6) establish a formal exchange arrangement between ZU and USM.

Modified Partnership Objectives Dated: August 31, 2011 [Inserted by HED]:

The University of Southern Maine (USM) Women and Gender Studies Program is working collaboratively with the American University of Sharjah (AUS) and faculty in several UAE universities to develop the UAE Gender and Women's Studies Consortium. Consortium members include faculty from the following UAE institutions: AUS (Sharjah, UAE), Dubai School of Government (Dubai), The UAE University (Al-Ain, UAE), and Zayed University (Abu Dhabi, UAE). USM professors are working with UAE faculty to develop women's studies courses and curriculum relevant to the Gulf Region and sensitive to the rich cultural traditions of Islam. At the same time, UAE professors are helping USM to better integrate material on gender in the Gulf Region into USM Women and Gender Studies Program courses.

The overall objectives of the partnership are to: 1) strengthen emerging courses and course components focused on gender and women's studies at all Consortium institutions, 2) create a vibrant network of gender and women's

studies scholars in the UAE, 3) support research focused on gender and women's studies at all Consortium institutions, and 4) provide post-baccalaureate opportunities to UAE students interested in the connection between gender studies and education. The partnership will build and strengthen the Consortium so that it will be institutionalized across the UAE higher education landscape, thereby permitting ongoing activities relating to women's studies programming after award funding ends.

Primary partnership activities include networking, conference planning, and cross-campus visits among gender and women's studies scholars. In 2012 the Consortium will host the UAE Women's Studies Conference, the first such conference in the Gulf Region. Following the conference UAE faculty will join USM faculty in the delivery of courses for an intensive summer graduate certificate for UAE students in Gender and Education, which will be jointly awarded by the USM College of Education and Human Development and USM Women's and Gender Studies Program.

1. Did these objectives change during the life of the partnership, and if so, how?

Yes, the program objectives changed during the life of the partnership.

Background. Although the program was submitted for the May 2008 funding cycle, full approval did not occur until January 2009. The original PIs (Feiner @ USM and Armijo @ Zayed University, Abu Dhabi UAE) wrote the proposal and designed the partnership assuming we'd know if we'd been approved for funding by HED's July 2008 notification date. For this project pre-award approvals were not in place until well into December 2008, and funds were not made available until January 2009. We could not start to work on the program in September 2008 as we'd planned. And because project activities were aligned with the academic year there was very little we could do in January 2009, although we did try to work on piecing together critical internal (to our universities) supports. In the summer of 2009 Feiner lost contact with PI Armijo. A telephone call to Zayed University revealed that Armijo's position as Director of the Gender Research Center had been defunded and she was denied release time to work on the project. Then (in either November or December 2009) she left Zayed University. Feiner then contacted the Provost's Office and learned there was a new Provost. She emailed him requesting advice on how to go forward. The reply was discouraging: in 2010 Zayed withdrew from the partnership. In consultation with HED Feiner came up with "plan B," which involved finding a suitable opportunity to travel to UAE and cultivate relationships with scholars interested in women's studies. By mid-January Feiner and her colleague USM Professor Christine Holden (history) had identified a Barnard College sponsored full-day symposium "Women in the Middle East," to be held in Dubai, March 2010. Feiner contacted Barnard, arranged to have the project become a sponsor of the symposium, and based on that invited dozens of female professor from every university in the UAE to attend the Dubai program. Faculty from four UAE universities attended, with American University of Sharjah attending in the greatest numbers. Following that meeting Feiner and Holden traveled too and met with faculty and administrators at 11 UAE universities. Professor Nawar Golley at AUS took the lead in the UAE and stepped up to become the director of the UAE Women and Gender Studies Consortium. In May she held a meeting for the Consortium attended by over 50 faculty and administrators from every university in the UAE. By June AUS and USM had an agreement, and on July 10, 2010 Feiner submitted to HED the plan for the new partnership.

Changes. The original partnership envisioned faculty development and content-based curricular change to support the integration of women’s studies into the courses in the Zayed University College of Arts and Sciences. The modified partnership objectives moved beyond the focus on one college within one university in the UAE. The collapse of the Zayed partnership cued me to the importance of spreading the development of women’s studies across as many institutions as possible. If efforts remained overly localized the whole project would be too vulnerable to any changes in institutional leadership—all it would take is disapproval from one department chair, dean or provost and all our hard work would be for naught. Thus, the new partnership objectives stressed a UAE-based Consortium to: 1) strengthen emerging courses and course components focused on gender and women’s studies at all Consortium institutions, 2) create a vibrant network of gender and women’s studies scholars in the UAE, 3) support research focused on gender and women’s studies at all Consortium institutions, and 4) provide post-baccalaureate opportunities to UAE students interested in the connection between gender studies and education. The partnership will build and strengthen the Consortium so that it will be institutionalized across the UAE higher education landscape, thereby permitting ongoing activities relating to women’s studies programming after award funding ends.

2. What have been the partnership’s greatest **successes**?

A. The inaugural Consortium conference was a huge success. More than 90 scholarly papers were presented by faculty or independent scholars from over 30 nations. Attendees from over 115 universities traveled from every continent (except Antarctica). Participants expressed only one dissatisfaction—with so many important papers it was impossible to attend all the sessions of interest. Networking, information sharing and relationship building at this conference was beyond any previous opportunity hitherto available in the Arab Region.

B. On August 29 & 30, 2012 gender and women’s studies leaders from 11 Arab Region nations met in Amman Jordan, under the sponsorship of the University of Jordan College of Languages, to design and launch the Arab Region Gender and Women’s Studies Consortium. The 11 scholars present unanimously agreed to move forward with this pioneering, transformative, historically unique transnational women-focused educational project.

3. **Briefly describe any programmatic challenges the partnership faced and how they were addressed.**

A. Organizing a conference with a program including over 90 papers across an 8-hour time difference. Then, when more than 150 papers were submitted we were completely swamped. We had to go through all the abstracts to select those we could shoehorn into the program. We ended up rejecting about half the submissions – an incredibly high rejection rate for conference papers. Once we accomplished the selection of papers, we faced the challenge of trying to organize 90 papers into 22 sessions without having them in front of both of us at the same time in real time. We’ve both organized conferences and we knew this would be impossible. So we traveled to London for 2 days to work on the conference program.

B. We accepted papers from women’s studies scholars in Palestine and Iran. The challenge was that they could not get visas to travel to the UAE. We had to change the conference program. At least one of the

scholars from Iraq was denied a travel visa to the conference. Fortunately her co-author was able to travel so she presented the research.

C. I/we are still not 100% positive about this, but it seems that UAE institutions do not utilize a double entry bookkeeping system that tracks encumbered funds so you can see how much of your funding you've committed for various expenses. This made it difficult to track conference spending.

D. Quite a number of the scholars participating in the Consortium Conference needed emails from one or the other of us to reassure department chairs and/or deans that this was a serious academic endeavor.

E. Probably the most significant challenge concerned our plan to deliver in-service teacher development. At one point we thought we could do this in the UAE, but then the Director of the Dubai School of Government program in Women and Public Policy left the UAE. So this fell apart. Then we thought we'd try to bring graduate students in education from the UAE to USM where they could take courses leading to a certificate in Women's and Gender Studies. The challenge arising in this context follows from the highly prescribed set of courses that are accepted toward teacher certification in the UAE. There graduate credits in women's and gender studies could not be made to fit national teacher certification guidelines. This meant that no UAE students would come to the US to take the courses. It also meant that if Feiner and colleagues travelled to the UAE in the summer to deliver a graduate course for teachers, the course could only be offered in Arts and Sciences, because no such course could be offered in education, and again no students would take it. We dealt with this by offering an AUS international studies professor with expertise in gender in the Middle East the opportunity to develop a curriculum tailored to the needs of high school teachers. This trial run helped us air issues related to teacher development as a possible activity for the newly formed Arab Region Consortium for Women's and Gender Studies.

1. Outline the partnership's planned activities/expected outcomes beyond the HED funding period.

1. As a result of the planning meeting in Amman we have a subcommittee working on a web site.
2. As a result of the planning meeting in Amman we are formalizing the structure of the Arab Region Gender and Women's Studies Consortium with a planned launch date of November 15, 2012.
3. Feiner and Golley expect to have a contract for publishing the edited volume of conference proceedings by January 2013, with an expected publication date of January 2014.
4. As a result of the planning meeting in Amman we are seeking additional funding to support and sustain the Consortium.
5. Each of the 11 founding members of the Consortium has committed to seeking out interested faculty colleagues and allies in her institution and in other national institutions of higher learning.

6. If this partnership has received or were to receive follow-on funding, how was/would it be used?

Let me count the ways! Of the 22 Arab Region nations, there is only one (!) currently functioning women's studies minor. No student at any Arab Region university can currently earn a baccalaureate in women's studies. We've identified six functioning masters level programs and one doctoral program. With such a limited number of graduate

opportunities it is impossible to imagine how the future staffing needs of academic programs will be met. Further, with such limited access to undergraduate programs, where will the students come from to enroll in the masters and doctoral programs come from, even if these upper level programs were expanded? The pipeline issues are indeed severe.

Each of the 11 founding members of the consortium needs support to institutionalize the Consortium in her university (American University of Sharjah, UAE; King Saud University, Saudi Arabia; Ahfad University for Women, Sudan; Faculté des Sciences de Tunis, Tunisia; Dubai School of Government, UAE; Birziet University, Palestine; University of Jordan, Amman Jordan; Ibn Zohr University, Yemen; American University in Cairo, Egypt; Aden University, Yemen; Abu Dhabi University, UAE; Lebanese American University, Lebanon).

The various activities at each site would include: identifying women's and gender studies scholars in that nation and involving them in consortium activities; creating an ongoing program of faculty development seminars including text based seminars, film screenings and discussions, opportunities for guest lecturing, opportunities for cross campus collaboration, and opportunities for faculty exchanges. The various Consortium centers need to identify and acquire appropriate library materials, print and filmic. The centers need to work on ways to use internet technologies to leverage their teaching capacities at the undergraduate, masters and doctoral levels.

7. Did your partnership receive a no-cost extension? Yes.

If yes, why was the extension granted? Please see 1, Background.

7. In your opinion, what will be the impact of this partnership on national development goals? The impact of this project on the potential for women's empowerment is immeasurable. As more students—male as well as female—take women's and gender studies courses and encounter women's studies concepts in their university education, they will have the intellectual tools needed to promote the equality of women and men in all areas of life so that the relationships, both personal and social, are characterized by freedom and mutuality. This is essential to any solid progress toward a nation's economic development goals.

8. In your opinion, the overall partnership outcomes, as stated in the sub-cooperative agreement:

✓ Exceeded expectations

Met expectations

Did not meet expectations

_____ Other:_____.

10. Include one or two well-crafted **success stories** related to your partnership. Please include a high resolution photograph for each, if available. (See attached success story template.)

11. Provide one or two **lessons learned** related to your partnership.

12. We invite you to share any additional information or comments about your partnership.

Leveraged Contributions Made During the Entire HED Funding Period

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APPENDIX D:

**All Actuals, Targets, Variances, and Justification of
Variance at a Glance for HED's LWA PMP Objectives 1-7**

Appendix D. All Actuals, Targets, Variance, and Justifications of Variance at a Glance for HED's LWA PMP Objectives 1-7

Please note the following important information regarding the data displayed in the table below:

- HED completed its Data Quality Verification (DQV) process and these data are considered final for this fiscal year.
- A variance justification is provided only when the percent variance between the result and target exceeds + or – 10 percent.
- HED set targets for FY12 based on a review of past progress. However, because several of the indicators were new, HED had no point of reference to estimate the targets. To correct for this in FY13, HED solicited and reviewed partnership targets for each indicator to produce better target estimates at the portfolio-level for FY13. (See Section 5: Moving Forward for more information about FY13 targets.)
- For any indicator that captures information on the “number of USG-supported tertiary education programs,” the unit of measurement is a partnership and not an academic degree program, nor a partnership activity or other program.

LWA Performance Objectives	Indicator	FY12 HED Targets	FY12 Actuals	Percent Progress to HED Target	Percent Variance	Variance Justification
Objective 1: HED will work with higher education institutions and USAID Missions, Bureaus, and technical sectors to design RFAs resulting in 10 or more collaborative partnerships (four-eight solicitations annually--Leader and Associate Awards.	Number of RFAs designed	11	10	91%	-9%	No significant variance
	Number of contacts through which RFA was advertised	148,016	99,039	67%	-33%	Targeting error is the cause of this variance. In the process of finalizing the PMP and in the review of annual targets for FY12, HED aligned the method of data collection and reporting, as well as the definition of this indicator, to better reflect the objective. The indicator was defined as, "A contact is a person who receives an electronic communication from HED announcing an RFA release." To avoid double counting, the method by which contacts are counted was changed and those contacts who received repeated communications after the RFA was active were removed from the initial calculation. In addition, a contributing factor to this variance was that one fewer RFA was released in FY12 than planned. Originally anticipated to be released in FY12, the RFA for Pathways to Cleaner Production: Western Hemisphere Regional Initiative was released earlier - in FY11 on September 29, 2011.
Objective 2: HED will widely distribute RFAs and conduct fair and transparent application review, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community.	Number of applications received	44	67	152%	+52%	The variance reflects a robust interest in the HED RFAs from the U.S. higher education community. Consequently, a greater than anticipated response to the RFAs was evident. The FY12 target of 44 was based on the assumption, per previous reporting periods, that each RFA would receive on average four applications. However, RFAs solicited in FY12 received between five to 14 applications each.
	Number of peer reviews organized and completed	11	10	91%	-9%	No significant variance
	Number of peer reviewers	55	51	93%	-7%	No significant variance
	Number of applications recommended for funding	19	26	137%	+37%	The variance is due to the outstanding quality of applications. For several peer review competitions, more than one application per available award was recommended for funding.

LWA Performance Objectives	Indicator	FY12 HED Targets	FY12 Actuals	Percent Progress to HED Target	Percent Variance	Variance Justification
	Number of collaborative partnerships funded	82	70	85.0%	-15%	Twenty new partnerships were planned to start in FY12 but implementation was delayed for the following 12 partnerships: five WLP; four ICAA; three Colombia Human Rights.
Objective 3: Partnerships between U.S. and host country higher education institutions will result in improved institutional capacity to offer technical assistance for addressing development goals in host countries.	F INDICATOR: Number of USG-supported tertiary education programs that adopt policies and/or procedures to strengthen transparency of admissions and/or to increase access of underserved and disadvantaged groups	4	<i>Total: 11^a</i> <i>By Type:</i> <i>Transparent admission: 5</i> <i>Conditional admission: 3</i> <i>Remedial programs/courses: 3</i> <i>External/internal admission testing: 3</i> <i>Other: 2</i>	275%	+168%	Targeting error is the cause of this variance. HED set this target with the assumption that 5percent of partnerships would adopt new or improved policies and/or procedures that support increased access. Some of HED's mature partnerships made significant progress toward developing relevant policies, particularly with regards to implementing remedial programs and courses.
	F INDICATOR: Number of new USG-supported tertiary education programs that develop or implement industry recognized skills certification	21	11 ^a	52%	-48%	Targeting error is the cause of this variance. HED set this target with the assumption that 25 percent of partnerships would develop or implement new programs. HED overestimated the number of partnerships that would be able to offer students a newly approved academic program by the end of the partnership performance period. Several partnerships developed new programs, but have not yet enrolled students.
	F INDICATOR: Number of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners	27	16 ^a	59%	-41%	HED had 12 fewer partnerships funded in FY12 than anticipated. This resulted in overestimation of the number of partnerships that would report new experiential and/or applied learning opportunities.
	F INDICATOR: Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers' input or on the basis of market research	62	17 ^a	27%	-72%	This was a new indicator required by USAID after the start of the fiscal year. The variance was caused by a targeting error. HED had no point of reference to estimate the target for this indicator and has, in an effort to do so, assumed that the curricula development/partnership ratio would be 1:1 when in reality only 25 percent of the partnerships have actually developed or revised their curricula with private and/or public sector employers' input.

LWA Performance Objectives	Indicator	FY12 HED Targets	FY12 Actuals	Percent Progress to HED Target	Percent Variance	Variance Justification
	F INDICATOR: Number of USG-supported research initiatives whose findings have been applied, replicated or taken to market	12	12	100%	0%	No variance
	Number of higher education institution engagement/outreach activities in the community	164	177	108%	+8%	No significant variance
	F INDICATOR: Number of U.S.-host country joint development research projects	6	116	1,933%	+1,833%	Targeting error is the cause of this variance. HED had no point of reference to estimate the target for this indicator and has, in an effort to do so, applied the following formula for FY12 Target: 10 percent of (number of partnerships minus number of partnerships with skills certification activities) – about eight partnerships; In reality, partnerships have reported research projects that went well beyond HED's estimation Africa Initiative partnerships had a significantly larger number of joint research projects.
Objective 4: Partnerships between U.S. and host country higher education institutions will result in improved human capacity of higher education professionals' to address teaching, research, and public service resulting in measurable effects on regional and national development goals.	F INDICATOR: Number of individuals from underserved and/or disadvantaged groups accessing tertiary programs	6,273	6,206	99%	-1%	No significant variance
	F INDICATOR: Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education partnerships.	328	50	15%	-85%	This indicator, new for FY12, only counts faculty who completed long-term training). The significant variance is due to several factors. 1. USAID Mexico terminated the TIES portfolio early resulting in 17 partnerships not reaching their targets for long-term training. 2. HED overestimated the target for this indicator because we had no previous reference point.

LWA Performance Objectives	Indicator	FY12 HED Targets	FY12 Actuals	Percent Progress to HED Target	Percent Variance	Variance Justification
	Number of host country individuals (EXCLUDING faculty) who completed USG-funded <u>long-term</u> programs resulting in academic degrees or professional or technical certificates (Long-term qualifications strengthening - EXCLUDING faculty/teaching staff)	338	441	130%	+30%	HED underestimated this target because it had no previous reference point for this newly defined indicator. HED partners trained 30 percent more students, administrators and other individuals than anticipated, which explain the targeting error and variance in both long-term training indicators (see above).
	Number of host country individuals who completed USG-funded <u>short-term</u> training or exchange programs involving higher education institutions (Short-term qualifications strengthening - ALL individuals)	8,015	2,116	26%	-74%	The variance is caused by the change in the definition of the indicator between FY2011 and FY12. The original FY12 estimate included individuals within and outside of host-country institutions who complete short-term training. The change in definition eliminated individuals outside of the host-country institution from the count under this indicator. The difference is captured under the indicator "Outreach/ Extension Activities."
	Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs for qualifications strengthening [Training - Long Term (Enrolled)]	89	133	149%	+49%	HED partnerships enrolled more faculty in the long-term training programs than originally anticipated.
Objective 5: HED will secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions and technical sectors' strategic objectives.	Number of technical assistance field visits to USAID Missions (by team members/ composition)	14	16	114%	+14%	HED received more requests from the field to provide technical assistance than originally expected.
	Number of technical assistance requests from USAID missions and or Bureaus received	4	19	475%	+375%	HED estimated this target on the basis of previous years' experience. In FY12, HED experienced a much higher demand for technical expertise of U.S. higher education, including program design and development.

LWA Performance Objectives	Indicator	FY12 HED Targets	FY12 Actuals	Percent Progress to HED Target	Percent Variance	Variance Justification
Objective 6: HED will sponsor/promote a series of research studies, roundtables, conferences related to global development issues.	Number of technical presentations given by HED staff at higher education and international development conferences and/or institutions/ organizations	15	16	107%	+7%	No significant variance
	Number of roundtables and/or conferences organized by HED	6	3	50%	-50%	HED LWA PMP had targeted in FY12 for "BMENA Conference, African Initiative Meeting, and PQI Roundtables." The BMENA Conference was delayed because of the Arab Spring and occurred in early FY13; The PQI roundtables did not take place because USAID did not authorize expenditures for those activities.
	Number of new technical resources or other related documents and materials that HED creates for the higher education community	10	5	50%	-50%	The targeted number of policy roundtables and research activities were foreshortened due to funding considerations, thereby reducing the number of actual publications produced.
Objective 7: Results based management, ongoing monitoring and Impact studies/research	Number of evaluations/impact assessments carried out whose findings have been published or widely distributed	10	4	40%	-60%	Due to fiscal and programmatic complications, six planned evaluations were cancelled or postponed.
	Number of monitoring visits across HED portfolio	16	30	188%	+88%	In response to the OIG audit, HED increased its monitoring efforts in FY12. To use government funds for travel costs effectively, HED trips were planned to include multiple country visits and multiple partnerships during each monitoring trip.
	Number of updated and/or new HED performance management processes	9	6	67%	-33%	This variance is due to two key factors: 1. One scheduled performance management process (for contract management) was delayed to FY13. 2. Several other processes were eventually combined into one consolidated process.
	Number of research activities conducted by HED	6	1	17%	-83%	USAID did not authorize expenditures for the level of research activities planned for FY12.

Appendix E

Select Publicity Materials

(April 1, 2012 – September 30, 2012)*

* Select Publicity Materials for October 1, 2011 – March 31, 2012 can be found in the June 2012 HED-USAID Semiannual Report

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Higher Education for Development

Knowledge, Partnerships, Results

Knowledge, Partnerships, Results: The Focus of the 2011 HED Annual Report



USAID HED Higher Education for Development

HED is pleased to release its [2011 Annual Report](#). The report highlights the activities of HED partnerships and their influence on supporting economic growth and social advancement through education.

HED launched a number of new programs and major initiatives in FY2011, based on USAID's leadership and regional and host-country development priorities. Diverse in scope, focus, and funding, HED's programs and initiatives strive not only to answer today's needs, but anticipate tomorrow's global challenges. HED partnerships bring host-country institutions together with a wide variety of U.S. higher education institutions to support and facilitate the engagement of U.S. higher education in global development.

From [developing low-cost solar technology for rural Africa](#), the focus of an HED partnership between the

May/June 2012

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**Partnership of the Month:
Eastern Mennonite
University, University of
Hargeisa**



Photo courtesy of Eastern Mennonite University

Years ago, managing conflict resolution and peace building in Somaliland was an obstacle that kept the nation's progress slow while unresolved triggers of past conflict threatened to surface. Today, formal education that includes unique traditional Somali approaches is one outcome of a higher education partnership between Eastern Mennonite University (EMU) and the University of Hargeisa (UoH). The partners focused on providing methodology that promotes peace and stability in

University of Cape Town and the University of Cincinnati, to [enhancing manufacturing competitiveness in Mexico](#) through a collaboration between the Alamo Colleges (TX) and Mexico's Universidad Tecnológica, HED's international collaborations touch a variety of sectors that build human capital, strengthen economic capacity, support agricultural productivity and improve health.

Read the [2011 Annual Report](#) to learn about HED's major programs and initiatives, an in-depth look at the early successes of the Africa-U.S. Higher Education Initiative and facts about HED partnerships and their progress throughout the year.

Community Colleges: Paving the Path for Entrepreneurship through International Higher Education Partnerships

The challenges and benefits of international partnerships served as the focus of an HED hosted panel at the American Association of Community Colleges (AACC) Annual Convention.

On April 23, HED's Senior Program Specialist Marilyn Crane hosted a panel at the AACC Annual Convention in Orlando. The presenters included Bryan Albrecht, president of [Gateway Technical College](#) (Wis.), Judith Hogan, dean of business, education and public service at Middlesex Community College (Mass.) and Jack Birmingham, president of [Highline Community College](#) (Wash.).

The presenters shared tips on potential challenges in an international higher education partnership. These included:

1. Developing a relationship with the host-country partners before the project
2. Understanding the needs and expectations of both partners before the partnership begins work
3. Understanding the cultural differences and appointing a cultural guide to provide support for both institutions

Somalia through the involvement of traditional elders and modern best practices in global conflict resolution. During a four-year period, EMU, based in Virginia, worked closely with the UoH to establish an Institute of Peace and Conflict Studies (IPCS) and to strengthen the institution's research capacity in the midst of transition.

Through the EMU/UoH partnership, Practice and Training Institute Director Janice Moomaw Jenner of EMU's Center for Justice and Peacebuilding and Abdullahi Mohammed Odowa, director of the new IPCS, developed a training course for elder tribal leaders, admitted three cohorts of students into the conflict resolution postgraduate diploma program at UH's IPCS, and published the first volume of the journal, *Somalia Journal of Peace and Development*, the first of its kind by a higher education institution in Somalia.

"It was a true partnership in that [Somalia partners] knew exactly what they wanted," Jenner says of her Somalia counterparts. The Somalia Traditional Elders Workshop turned out to be a critical component that provided sustainability and support to the foundation of the program. The partnership recorded the experiences of about 25 elders regarding how they solved conflicts in their clans. "The aim was to integrate this knowledge into conflict resolution course work," said Odowa, who is from Somalia. "Somali tradition was part of the foundation." Core courses at both the undergraduate and graduate levels involve traditional conflict resolution.

Through this Higher Education for Development (HED)

The presenters explored the benefits of HED partnerships to U.S. institutions, which included, expanding knowledge in a global environment, tackling global issues that focus on human capital development and institutional strengthening necessary for economic growth, social advancement and the promotion of cultural understanding.

Albrecht shared one of the greatest benefits of an HED partnership for his institution.

“Our partnership with Ecole Supérieure de Technologie Oujda has changed the way we think, design and deliver training for the automotive industry. At Gateway Technical College, partnerships serve as cornerstones to growth, and our HED partnership has initiated a culture shift within our faculty and staff for international collaboration,” said Albrecht.

Transition to the New Online Application Tool Made Easy

To help transition potential applicants to the new online Requests for Applications (RFA) tool unveiled in January, HED has created an [Application Guidance](#) page. This page provides a step-by-step tutorial, a [sample online application](#) and also features several frequently asked questions (FAQs). The new tool allows applicants to begin their application as soon as the RFA is posted. Applicants may submit applications once all required documents are uploaded. The submission deadline for online RFAs is 11:30 EDT/EST p.m. on the date specified in each RFA. HED recommends that applicants allocate plenty of time to complete and upload the required documents. If an applicant is working on an application at 11:30 p.m. on the deadline date and attempts to submit the application, the application will not be accepted and cannot be eligible for consideration.

Visit the [Application Guidance](#) page for more information and to view HED's [current funding opportunities](#).

Women's Empowerment in Agriculture Index Call for

partnership funded by the U.S. Agency for International Development (USAID), the elders were also taught, through a compare-and-contrast approach, how conflict analysis tools could be incorporated. The elders' workshop highlighted similarities to the traditional analysis approach, but modern aspects such as state and politics were discussed as well. “It was the right program at the right time for what Somaliland needed,” said Jenner.

To date, 105 people from the public and private sectors including members of parliament, the House of Elders, current and former ministers, and the United Nations have received a Postgraduate Diploma in Peace and Conflict Studies from IPCS. A third cohort of 42 students was admitted into the postgraduate diploma programme for the 2011-2012 academic year.

The partnership has been successful in presenting peace building as a borderless topic. Some program participants traveled to former conflict areas of Kenya in late 2011 to discuss citizen involvement in the peace-building process.

[Click here for more information.](#)

Current HED RFAs

Paraguay: Women's Leadership Program (2012)

Deadline Extended: June 18th

HED expects to make one (1) award of up to \$812,000 USD for three (3) years for a higher education partnership between one or more higher education institution(s) in the United

Applications

The International Food Policy Research Institute (IFPRI) and its partners are pleased to announce a call for applications for Ph.D. dissertation research fellowships on the Women's Empowerment in Agriculture Index (WEAI). The first of its kind to directly capture women's empowerment and inclusion levels in the agricultural sector, the purpose of the Index is to understand why women in developing countries face persistent obstacles and economic constraints to inclusion in the agriculture sector though they play a critical role in agricultural growth.

Released on February 28, 2012, the Index is a partnership among IFPRI, the US Government's Feed the Future initiative of the United States Agency for International Development (USAID), and the Oxford Poverty and Human Development Initiative (OPHI) of Oxford University. Read more about the Index [here](#).

The threefold goal of the fellowship is to strengthen understanding and evidence of the WEAI; expand understanding of WEAI dynamics through complementary qualitative and ethnographic work; and support promising researchers interested in gender and agriculture. Research proposals supported under this call must be focused entirely or mostly on one or more of 19 Feed the Future countries, listed [here](#).

Applicants must be full-time Ph.D. students in the social sciences or humanities and complete all Ph.D. requirements except dissertation by the time the fellowship begins.

The complete call for proposals and application is linked [here](#). Proposals are due July 31, 2012 and will be awarded on August 31, 2012.

Facts at a Glance

Did you know HED was originally founded as the Association Liaison Office for University Cooperation in Development (ALO)? ALO's name was officially changed to Higher Education for Development (HED) in 2006.

States and the National University of Asuncion in Paraguay.

For more information, visit:

[Paraguay: WLP](#)

Rwanda: Women's Leadership Program in Agriculture

HED expects to make one (1) award of up to \$1,080,000 for the period October 1, 2012 to June 30, 2015 for a partnership between one or more higher education institution(s) in the United States and the Faculty of Agriculture at the National University of Rwanda (NUR) in Butare, Rwanda.

For more information, visit:

[Rwanda: WLP Agriculture](#)

Armenia: Women's Leadership Program (2012)

HED expects to make one (1) award of up to \$1,305,000 for three (3) years for a higher education partnership between one or more higher education institution(s) in the United States and Yerevan State University in Yerevan, Armenia. The purpose of the partnership will be to support national and local development goals that promote gender equality and female empowerment.

For more information, visit:

[Armenia: WLP](#)

South America: The Initiative for Conservation in the Andean Amazon II (ICAA II) Higher Education Partnership Program

(2012)

HED expects to make four (4) awards (one award per host country) of up to \$750,000 each for three (3) years for higher education partnerships between U.S. higher education institutions and higher education institutions in Bolivia, Colombia, Ecuador, and Peru. The purpose of the partnerships will be to support national and local development goals that promote the conservation of biodiversity and maintenance of the Andean Amazon Biome.

For more information, visit:

[ICAA II](#)

Rwanda: Women's Leadership Program in Education (2012)

HED expects to make one (1) award of up to \$1,080,000 for the period from October 1, 2012 to June 30, 2015 for a higher education partnership between one or more higher education institution(s) in the United States and the Kigali Institute of Education (KIE) in Kigali, Rwanda. The partnership's goal is to support the Government of Rwanda and USAID/Rwanda's education development goals that promote gender equality and female empowerment.

For more information, visit:

[Rwanda: WLP Education](#)

Colombia-U.S. Human Rights Law School Partnership Program (2012)

[Spanish translation now available](#)

HED expects to make three (3) awards for approximately three (3) years each for higher

education partnerships between higher education institution(s) in the United States and higher education institutions in Colombia.

For more information, visit:
[Colombia-U.S. Human Rights](#)

Current HED RFA Watches

Women's Leadership Program for South Sudan

HED has issued four RFAs under the Women's Leadership Program: Rwanda (Agriculture), Paraguay, Armenia, and Rwanda (Education). Subject to the availability of U.S. government funding, HED anticipates issuing a fifth RFA for South Sudan.

For more information, visit:
[Women's Leadership Program
RFA Watch](#)

Contributors:

Thomas Forrest -
Communications Assistant, HED
Lynn Simmonds - Senior
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Lisa Richards - Communications
Manager, HED

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Higher Education for Development (HED) promotes higher education's engagement in international development through institutional and human capacity building in developing countries. Established in 1992 as the Association Liaison Office for University Cooperation in Development (ALO), HED assists the nation's [six major higher education associations](#) in partnering with the [U.S. Agency for International Development \(USAID\)](#).

To OPT-OUT of receiving additional information about HED's Partnership Initiatives or to specify which type(s)

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Higher Education for Development

Knowledge, Partnerships, Results

HED Partnership Joins International HIV/AIDS Conversation

The [International AIDS Conference](#) assembled dignitaries, policy makers, organizations and others dedicated to addressing the HIV/AIDS epidemic, including three representatives from the [University of Ghana \(UG\) and Brown University](#) HED partnership, which is one of 11 partnerships under the Africa-U.S. Higher Education Initiative. During this weeklong conference held in Washington D.C. July 22 – 27, the representatives also visited HED's office to discuss their "University of Ghana-Brown University Academic Partnership to Address HIV/AIDS in Ghana" collaboration. The partnership directors explained the shortage of resources needed to respond to HIV in Ghana and their work in educating and training health care professionals to educate the community.

Timothy Flanigan, partnership director and professor of health services, policy and practice at Brown University; Andrew Adjei, partnership co-director and a professor of immunology and pathology at the University of Ghana Medical School, College of Health Sciences; and Margaret Lartey, partnership director and senior lecturer at the University of Ghana Medical School, described the progress of the partnership to build health care capacity and increase HIV/AIDS awareness. The partnership directors created four objectives to accomplish these goals:

- Improve academic programs in HIV/AIDS resulting in pre-service training for a workforce

July/August 2012

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**Partnership of the Month:
State University of New
York, Albany / Makerere
University**



Photo courtesy of David Carpenter

In many areas around the world, clean water is a rare commodity. In sub-Saharan Africa and the Ugandan populations of Kikulu and Ngandu, the lack of access to safe water is a major health concern. These areas, which are experiencing rapid growth, acquire water from pipes that are barely underground and often filled with standing water and waste. Because these communities do not have access to the necessary services or infrastructure for safe, sanitary water, they are quickly

responsive to HIV/AIDS treatment and prevention strategies.

- Strengthen faculty capacity at UG.
- Enhance competencies of health care professionals.
- Build institutional capacity of UG to better support coordination of education and research.

Flanigan spoke about the importance of the conference and the partnership to reenergize the conversation regarding the HIV/AIDS epidemic. "The International AIDS Conference 2012 presented very exciting goals and tools to reduce new HIV infections, including maternal-to-child transmission and treat persons living with HIV.

Now the challenge is to implement these tools on the ground in Ghana and West Africa. The University of Ghana and Brown University partnership is providing the faculty development training and expertise to implement these exciting developments throughout the country," said Flanigan.

A team from HED will visit this partnership in August.

The biennial International AIDS Conference included speakers U.S. Secretary of State Hillary Rodham Clinton, South African Deputy President Kgalema Motlanthe, Nobel Laureate Françoise Barré-Sinoussi and other prominent guests from around the world.

Partner Community Section Now Live

HED is pleased to launch a new section on its website called [Partner Community](#).

The section offers partners access to a resource center with Success Story guidance, current funding opportunities, tips and procedures to apply for funding opportunities, downloadable photo release forms and links to HED's presence at national and international higher education meetings and conferences, including the HED-hosted [Africa-U.S. Higher Education Initiative Partners' Meeting](#) in Addis Ababa, Ethiopia.

HED expects to update the Partner Community section with a link to a community college resource page soon.

Deadline Extension and

becoming a breeding ground for disease.

A Higher Education for Development (HED) partnership between State University of New York, Albany (UAlbany) and Makerere University introduced the Water, Sanitation and Hygiene (WASH) Methodology to the residents of Kikulu and Ngandu. WASH Methodology incorporated the introduction of "tippy taps" to Ugandan residents and educated them about the necessity of clean water, hygiene and the effects of disease on the body. Dr. David Carpenter, partnership director and director of the Institute for Health & Environment at UAlbany, spoke of the fear these residents had for their health. "They were concerned that there was a lot of illness in the community. They wanted to know why and what they could do to reduce it," he said.

Makerere University students trained in environmental health held sessions with the community to teach the importance of hand washing, keeping food from contamination, preventing the spread of germs, and the basic principles of sanitation. Residents also were trained on a series of relatively inexpensive methods of chlorinating contaminated water and making it safer to drink using chlorine packets.

A DVD was produced as a result of the partnership funded by the United States Agency for International Development (USAID) to further educate residents of the necessity of clean water. The level of participation and excitement at the sessions was high. Residents shared what they learned about hygiene, improving sanitation in their homes and the introduction of

Updates to the Colombia RFA Funding Opportunity

Please note that the following updates have been made to the [Colombia-U.S. Human Rights Law School Partnership Program](#) RFA.

- Updated Deadline for Applications: 11:30 p.m. EDT, **August 3, 2012**
- Release of [Initial Institutional Assessment Report](#) of Colombian law schools
- Partnership Monitoring Plan in M&E Templates: **Mandatory** Component of Application

HED conducted an initial institutional assessment of Colombian law schools and their current work on human rights promotion, protection, and education in early 2012. The main findings of this assessment are presented in this report, which is now included with the RFA to provide additional context for the Colombia-U.S. Human Rights Law School Partnership Program. The information provided in this report should be used as background information for reference while developing an application. This information does not in any way replace the partnership program description and guidelines specified in the RFA.

In addition, HED updated its FAQs for the Colombia RFA. As a result of the extension, the **Partnership Monitoring Plan is now a required component of the application.**

Online Application Tool Made Easy

To help transition potential applicants to the new online Requests for Applications (RFA) tool unveiled in January, HED has created an [Application Guidance](#) page. This page provides a step-by-step tutorial, a [sample online application](#) and also features several frequently asked questions (FAQs). The new tool allows applicants to begin their application as soon as the RFA is posted. Applicants may submit applications once all required documents are uploaded. HED recommends that applicants allocate plenty of time to complete and upload the required documents. If an applicant attempts to submit an application after the deadline, the application will not be accepted and cannot be eligible for consideration. Please

tippy taps.

Tippy taps are central to WASH Methodology. These one- or two-gallon plastic jugs are filled with water and hung on the end of a stick which tips the tippy tap releasing a small stream of water for washing one's hands. "This has turned out to be one of the best ways to improve health in these poor communities that people in various African communities have found to work. When I was there last summer, there had been a tippy tap installed on almost every one of the outhouses in both communities." Carpenter continued, "The people are proud of it, and they were using it."

With the success and acceptance of tippy taps, Dr. Carpenter is enthusiastic about the next phase of the SUNY/Makerere partnership. Contingent upon additional funding, Carpenter also hopes to create facilities to survey water sources and sanitation. "We're very determined to continue and expand this program," he said.

[Read the Partnership Profile for more information.](#)

Current HED RFAs

Colombia-U.S. Human Rights Law School Partnership Program (2012)

HED expects to make three (3) awards for approximately three (3) years each for higher education partnerships between higher education institution(s) in the United States and higher education institutions in Colombia.

For more information, visit:

read each RFA for deadline specifics.

Visit the [Application Guidance](#) page for more information and view HED's [Funding Opportunities](#).

Facts at a Glance

In FY2011, 8 percent of HED's active partnerships were in the program area of Population/Health/Nutrition/HIV/AIDS.

Learn more about how HED is addressing global development challenges in the [2011 Annual Report](#).

[Colombia-U.S. Human Rights](#)

Current HED RFA Watches

Women's Leadership Program for South Sudan

HED has issued four RFAs under the Women's Leadership Program: Rwanda (Agriculture), Paraguay, Armenia, and Rwanda (Education). Subject to the availability of U.S. government funding, HED anticipates issuing a fifth RFA for South Sudan.

For more information, visit: [Women's Leadership Program RFA Watch](#)

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To OPT-OUT of receiving additional information about HED's Partnership Initiatives or to specify which type(s) of information you would like to receive, please follow the "UPDATE PROFILE" link below.

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Higher Education for Development

Knowledge, Partnerships, Results

USAID's *Global Waters* Magazine Features Africa- U.S. Higher Education Initiative Successes



The August 2012 [USAID *Global Waters* magazine](#) highlights select Africa-U.S. Higher Education Initiative partnerships.

The article explores the importance of sustainable water resource management in Africa and examines how higher education partnerships offer solutions for economic development. From a Burkina Faso-based partnership establishing a network of centers for excellence in water and environmental science, to a partnership addressing the effects of unsafe drinking water in Ethiopia, higher education partnerships are making a positive difference in resolving water challenges.

The Africa-U.S. Higher Education Initiative is funded by

September/October 2012

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**Partnership of the Month:
Fairfield
University/Université de
Bambey**



Photo courtesy of Winston Tellis

When Mamadou Diakhate transferred to Fairfield University to attain his Bachelor of Science degree in engineering, he was not aware the decision would be a catalyst for positive change in his home country. What started as a senior paper emphasizing his desire to improve access to computer technology in Senegal later laid the foundation for a development project that aims to merge the mutual benefits of technology and health education.

“I wanted to create an

the United States Agency for International Development (USAID) and spearheaded by the Association of Public and Land-grant Universities (A•P•L•U). Higher Education for Development (HED) manages 11 partnerships under the initiative. Visit HED's [Partner Community](#) web page to view partnership profiles. The page also provides information on the Africa Initiative Partners Meeting held in February 2012—including a summary of events, select presentations and a photo gallery.

White House Conference Addresses the Role of HBCUs in International Development

HED representatives attended the [2012 National Historically Black Colleges and Universities \(HBCU\) Week Conference](#) held Sept. 25–26 in Washington, D.C.

Panelists on the “Global Engagement and the Role of HBCUs in International Development” session focused on current international partnerships and strategies to increase the visibility and involvement of HBCUs in developing and implementing strategies to address global development challenges.

American Council on Education's Gailda Davis, associate director of the Inclusive Excellence Group and who served on the panel, promoted HED's [South Sudan Higher Education Initiative for Equity and Leadership Development](#) Program (2012) Request for Applications.

Online Partner Community Expands Its Reach

HED recently launched a new section on its Partner Community web page focused on community colleges.

The new [partner resource](#) provides information on current HED partnerships with community colleges, a community colleges fact sheet, relevant news, presentations and soon-to-come, a photo gallery.

[Learn more](#) about HED's involvement and commitment to community colleges in addressing global development challenges.

organization to help people in Senegal and all of Africa and underdeveloped countries to build a computer lab for kids to study,” Diakhate told Winston Tellis, his academic advisor at Fairfield University. Diakhate recognized the need for computers in Bambey schools to ensure the global competitiveness of its students. As a result of Diakhate's enthusiasm, Tellis wrote a proposal to the United States Agency for International Development (USAID) to transform Diakhate's dream into reality. The USAID-funded and Higher Education for Development (HED)-managed Fairfield University and Université de Bambey (UB) partnership uses digital storytelling to inform the communities of Bambey, Dioubel, Lambaye and Ngoundiane about health education.

“They were hungry [to learn],” said Tellis. Students snapped photos, included background music and narrated the first digital storytelling assignment titled, “Le Tabac: un Abus Dangereux Pour la Santé” or “Tobacco: An Abuse Dangerous for One's Health.” The one minute and 52 second slideshow focused on the dangerous effects of tobacco on the body. The presentation spawned several more digital storytelling projects from middle school students in four Bambey schools, and the excitement for digital storytelling expanded beyond Bambey.

Middle school students in the nearby village of Diourbel produced a digital storytelling assignment about malaria. “They assembled about 20 people in the neighborhood to share with them the important facts about malaria prevention. They used digital storytelling loaded

Partnership Success Stories Provide Valuable Exposure

HED [highlights partnership successes](#) to educate the public about HED's programs and to demonstrate the positive effects of USAID-funded projects. A Success Story achieves this goal by describing how an individual or community benefited from the projects and programs that HED partners work so diligently to implement. The story introduces the opportunity, briefly explains the HED partnership and describes the end result.

Visit the [Success Story Guidance](#) page to learn more.

Online Application Tool Made Easy

To help transition potential applicants to the online RFA tool unveiled in January, HED created an [Application Guidance](#) page. This page provides a step-by-step tutorial, a [sample online application](#) and also features several frequently asked questions (FAQs).

Visit the [Application Guidance](#) page for more information and view HED's current [Funding Opportunity](#).

Facts at a Glance

During the first two quarters of FY 2012 (October 1, 2011 - March 31, 2012), HED managed a total of 64 active partnerships in 32 countries.

on a small netbook PC, and although there was no electricity, the students deftly circulated the computer around the assembly as they explained the important facts," reported Tellis, who also serves as partnership director. Among the villages of Bambe y, Lam bay e and Diourbel, students completed 18 digital storytelling presentations on a variety of health-related topics, including basic hygiene and reproductive health. Professors expanded the digital storytelling approach to secondary schools.

Tellis reflected on the service learning aspect of the collaboration. "[S]tudents invariably emerge with a greater self-awareness and an appreciation for those around them, particularly the disadvantaged." Service learning allowed students to use lessons they've acquired in the classroom to identify and solve the real world problems around them. He explains the enthusiasm of the students to adapt to a different classroom culture that encourages critical thinking, questions and discussion. "Permitting students to ask questions and to propose opposing views is not an option for the students. Most of the instructors were impressed enough with the concept to attempt it," says Tellis.

[Read the Partnership Profile for more information.](#)

Current HED RFAs

South Sudan Higher Education Initiative for Equity and Leadership Development (SSHIELD) Program (2012)

Deadline: Oct. 15, 2012

HED expects to make one (1) award of up to \$4,275,000, for two (2) and one-half years for a higher education partnership among one or more higher education institution(s) in the United States, the University of Juba in Juba, South Sudan, the Upper Nile University in Malakal, South Sudan and the Ministry of Higher Education, Research, Science and Technology (MoHERST), South Sudan.

For more information, visit:
[South Sudan: Women's Leadership Program](#)

Current Non-HED RFAs

[USAID Funding Opportunity](#)

This RFA focuses on global hunger and food security research.

HED is Hiring

HED is now hiring a [Senior Program Specialist](#) for its Africa Program. If you or someone you know is interested in joining the HED team, please visit the [ACE website](#) for the complete job description and details on how to apply!

HED is now hiring a [Senior Specialist](#) for Program Quality and Strategy. If you or someone you know is interested in joining the HED team, please visit the [ACE website](#) for the complete job description and details on how to apply!

Contributors:

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*If you have a partnership update or an upcoming event that you would like to see highlighted in the next HED Newsletter, please send an email to **Thomas Forrest** at **Tforrest@hedprogram.org**. Feedback and suggestions for improving the HED Newsletter are also welcome. We look forward to hearing from you!*

Higher Education for Development (HED) promotes higher education's engagement in international development through institutional and human capacity building in developing countries. Established in 1992 as the Association Liaison Office for University Cooperation in Development (ALOU), HED assists the nation's [six major higher education associations](#) in partnering with the [U.S. Agency for International Development \(USAID\)](#).

To OPT-OUT of receiving additional information about HED's Partnership Initiatives or to specify which type(s) of information you would like to receive, please follow the "UPDATE PROFILE" link below.

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Appendix F

Success Stories

(April 1, 2012 – September 30, 2012)*

* Success Stories for October 1, 2011 – March 31, 2012 can be found in the June 2012 HED-USAID Semiannual Report

SUCCESS STORY

Knowledge Sharing Among Somaliland Elders and Universities Yields Peacebuilding Coursework

Eastern Mennonite University/University of Hargeisa



Photo Courtesy of Abdullahi M. Odowa

Eastern Mennonite University's Practice and Training Institute Director of EMU's Center for Justice and Peacebuilding Janice Moomaw Jenner and Abdullahi Mohammed Odowa, director of the Institute of Peace and Conflict Studies at the University of Hargeisa focused on institutional capacity strengthening for long-term outcomes.

"It was the right program at the right time for what Somaliland needed."

— Janice Moomaw Jenner,
Eastern Mennonite University

Years ago, managing conflict resolution and peace building in Somaliland was an obstacle that kept the nation's progress slow while unresolved triggers of past conflict threatened to surface. Today, formal education that includes unique traditional Somali approaches is one outcome of a higher education partnership between Eastern Mennonite University (EMU) and the University of Hargeisa (UoH). The partners focused on providing methodology that promotes peace and stability in Somaliland through the involvement of traditional elders and modern best practices in global conflict resolution. During a four-year period, EMU, based in Virginia, worked closely with the UoH to establish an Institute of Peace and Conflict Studies (IPCS) and to strengthen the institution's research capacity in the midst of transition.

Through the EMU/UoH partnership, Practice and Training Institute Director Janice Moomaw Jenner of EMU's Center for Justice and Peacebuilding and Abdullahi Mohammed Odowa, director of the new IPCS, developed a training course for elder tribal leaders, admitted three cohorts of students into the conflict resolution postgraduate diploma program at UH's IPCS, and published the first volume of the journal, *Somaliland Journal of Peace and Development*, the first of its kind by a higher education institution in Somalia.

"It was a true partnership in that [Somaliland partners] knew exactly what they wanted," Jenner says of her Somaliland counterparts. The Somaliland Traditional Elders Workshop turned out to be a critical component that provided sustainability and support to the foundation of the program. The partnership recorded the experiences of about 25 elders regarding how they solved conflicts in their clans. "The aim was to integrate this knowledge into conflict resolution course work," said Odowa, who is from Somaliland. "Somali tradition was part of the foundation." Core courses at both the undergraduate and graduate levels involve traditional conflict resolution.

Through this Higher Education for Development (HED) partnership funded by the U.S. Agency for International Development (USAID), the elders were also taught, through a compare-and-contrast approach, how conflict analysis tools could be incorporated. The elders' workshop highlighted similarities to the traditional analysis approach, but modern aspects such as state and politics were discussed as well. "It was the right program at the right time for what Somaliland needed," said Jenner.

To date, 105 people from the public and private sectors including members of parliament, the House of Elders, current and former ministers, and the United Nations have received a Postgraduate Diploma in Peace and Conflict Studies from IPCS. A third cohort of 42 students was admitted into the postgraduate diploma programme for the 2011-2012 academic year.

The partnership has been successful in presenting peace building as a borderless topic. Some program participants traveled to former conflict areas of Kenya in late 2011 to discuss citizen involvement in the peace-building process.

5-2012

SUCCESS STORY

WASH Methodology Provides Communities in Uganda with Safe Water

State University of New York, Albany / Makerere University



Photo Courtesy of Dr. David Carpenter

A Ugandan child using the tippy tap to wash her hands as others watch.

“They were concerned that there was a lot of illness in the community. They wanted to know why and what they could do to reduce it.”

— Dr. David Carpenter,
State University of New York, Albany

In many areas around the world, clean water is a rare commodity. In sub-Saharan Africa and the Ugandan populations of Kikulu and Ngandu, the lack of access to safe water is a major health concern. These areas, which are experiencing rapid growth, acquire water from pipes that are barely underground and often filled with standing water and waste. Because these communities do not have access to the necessary services or infrastructure for safe, sanitary water, they are quickly becoming a breeding ground for disease.

A Higher Education for Development (HED) partnership between State University of New York, Albany (UAlbany) and Makerere University introduced the Water, Sanitation and Hygiene (WASH) Methodology to the residents of Kikulu and Ngandu. WASH Methodology incorporated the introduction of “tippy taps” to Ugandan residents and educated them about the necessity of clean water, hygiene and the effects of disease on the body. Dr. David Carpenter, partnership director and director of the Institute for Health & Environment at UAlbany, spoke of the fear these residents had for their health. “They were concerned that there was a lot of illness in the community. They wanted to know why and what they could do to reduce it,” he said.

Makerere University students trained in environmental health held sessions with the community to teach the importance of hand washing, keeping food from contamination, preventing the spread of germs, and the basic principles of sanitation. Residents also were trained on a series of relatively inexpensive methods of chlorinating contaminated water and making it safer to drink using chlorine packets.

A DVD was produced as a result of the partnership funded by the United States Agency for International Development (USAID) to further educate residents of the necessity of clean water. The level of participation and excitement at the sessions was high. Residents shared what they learned about hygiene, improving sanitation in their homes and the introduction of tippy taps.

Tippy taps are central to WASH Methodology. These one- or two-gallon plastic jugs are filled with water and hung on the end of a stick which tips the tippy tap releasing a small stream of water for washing one’s hands. “This has turned out to be one of the best ways to improve health in these poor communities that people in various African communities have found to work. When I was there last summer, there had been a tippy tap installed on almost every one of the outhouses in both communities.” Carpenter continued, “The people are proud of it, and they were using it.”

With the success and acceptance of tippy taps, Dr. Carpenter is enthusiastic about the next phase of the SUNY/Makerere partnership. Contingent upon additional funding, Carpenter also hopes to create facilities to survey water sources and sanitation. “We’re very determined to continue and expand this program,” he said.

SUCCESS STORY

Senegalese Villages Address Health Education Using Digital Storytelling

Fairfield University/Université de Bambey



Photo courtesy Dr. Winston Tellis

Students create scenarios for a digital storytelling presentation, which explains the dangers of smoking.

“I wanted to create an organization to help people in Senegal and all of Africa and underdeveloped countries to build a computer lab for kids to study.”

— Mamadou Diakhate

When Mamadou Diakhate transferred to Fairfield University to attain his Bachelor of Science degree in engineering, he was not aware the decision would be a catalyst for positive change in his home country. What started as a senior paper emphasizing his desire to improve access to computer technology in Senegal later laid the foundation for a development project that aims to merge the mutual benefits of technology and health education.

“I wanted to create an organization to help people in Senegal and all of Africa and underdeveloped countries to build a computer lab for kids to study,” Diakhate told Winston Tellis, his academic advisor at Fairfield University. Diakhate recognized the need for computers in Bambey schools to ensure the global competitiveness of its students. As a result of Diakhate's enthusiasm, Tellis wrote a proposal to the United States Agency for International Development (USAID) to transform Diakhate's dream into reality. The USAID-funded and Higher Education for Development (HED)-managed Fairfield University and Université de Bambey (UB) partnership uses digital storytelling to inform the communities of Bambey, Dioubel, Lambaye and Ngoundiane about health education.

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Middle school students in the nearby village of Diourbel produced a digital storytelling assignment about malaria. “They assembled about 20 people in the neighborhood to share with them the important facts about malaria prevention. They used digital storytelling loaded on a small netbook PC, and although there was no electricity, the students deftly circulated the computer around the assembly as they explained the important facts,” reported Tellis, who also serves as partnership director. Among the villages of Bambey, Lambaye and Diourbel, students completed 18 digital storytelling presentations on a variety of health-related topics, including basic hygiene and reproductive health. Professors expanded the digital storytelling approach to secondary schools.

Tellis reflected on the service learning aspect of the collaboration. “[S]tudents invariably emerge with a greater self-awareness and an appreciation for those around them, particularly the disadvantaged.” Service learning allowed students to use lessons they've acquired in the classroom to identify and solve the real world problems around them. He explains the enthusiasm of the students to adapt to a different classroom culture that encourages critical thinking, questions and discussion. “Permitting students to ask questions and to propose opposing views is not an option for the students. Most of the instructors were impressed enough with the concept to attempt it,” says Tellis.

9-2012

SUCCESS STORY

Solar Energy Technology Provides Power Source and Jobs for Jordan

Red Rocks Community College/Al-Huson University College



Photo Courtesy of Dr. Ayman Maqableh

Al-Huson University College (HUC) students install solar panels on the Renewable Energy Lab on HUC's campus.

“When we train [students] based on industry need, this means we create new jobs for them.”

*— Dr. Ayman Maqableh,
Al-Huson University College*

Jordan spends an estimated 20 percent of its Gross Domestic Product on energy imports, according to the U.S. Department of Commerce. The country's high reliance on foreign energy sources spurred Jordan's parliament to pass the Renewable Energy Act and establish a goal of self-supplying 10 percent of its energy by 2020. A Higher Education for Development partnership between Al-Huson University College (HUC) in Irbid, Jordan and Red Rocks Community College (RRCC) in Colorado is playing a significant role in helping Jordan meet its goal through the creation of career pathways in solar energy and expanding employment opportunities in the field for Jordanians.

Through the Broader Middle East and North Africa (BMENA)-U.S. Community Colleges Initiative, and with funding from the United States Agency for International Development (USAID), HUC and RRCC created the first associate-level degree program in the region in the field of Solar Energy Technology (SET) at HUC. The program is preparing students to enter the labor force equipped with the skills and training needed to work in Jordan's solar thermal and solar photovoltaic industries.

The training students receive is especially critical since the solar energy industry in Jordan is growing rapidly, yet Jordan lacks a qualified workforce in this emerging sector. “Currently most of the workers in the industry are not Jordanians and some industries express their interest in hiring Jordanians when discussing this with them,” said Ayman Maqableh, partnership director in Jordan and assistant professor in mechanical engineering at HUC who saw the need to address Jordan's power consumption needs.

Most of the labor in this industry comes from India and Asia. The training will provide continued opportunities for collaboration in joint curriculum development and teaching strategies as solar technologies continue to advance. “When we train [students] based on industry need, this means we create new jobs for them,” Maqableh said.

The program helps to enhance the Jordanian labor force by giving students real-world experience at private industries, which makes them more knowledgeable about the field. That real-world experience extended to the creation of an impressive solar lab on HUC's campus which illustrated the critical importance of solar energy and the potential impact on Jordan's economic vitality. Students worked tirelessly to install four kilowatt panels. “When you talk about solar energy in Jordan, people still don't understand how you can generate electricity from the sun,” Maqableh states. “The lab is fully powered from solar photovoltaic technology. It's fully powered from solar energy.”

Once the lab was in use, its benefits were quickly demonstrated when the entire HUC campus lost power, with the exception of the renewable energy lab. This bit of serendipity offered professors and students who may have been hesitant about the lab the opportunity to see for themselves that solar energy is indeed a viable and necessary alternative for the country. “Now a lot of people and even households are starting to be

(over)



interested in solar energy,” Maqableh added. The solar lab has also drawn the attention of high-profile delegations visiting from France and Japan as well as representatives from European embassies. For one student, the education she’s receiving through the program is providing an opportunity to work for the only company in the region that manufactures solar panels. “[Philadelphia Solar] told [Manal Abdelghani] that once you finish your studies, you can get a job at our company,” Maqableh proudly boasts.

Initially funded under the BMENA-U.S. Community College Small Grants Initiative, this partnership is one of four expanded in 2012. New curricula will be introduced as the partnership grows and there are plans for the creation of Jordan’s first associate degree program in Health, Safety and Environment and also Jordan’s first Water Quality Management degree program. Maqableh stated that the success of the initial collaboration even earned the attention of Queen Rania’s office. He said a representative called and asked him, “How can we help?”

10-2012



SUCCESS STORY

English Language Program Broadens Education Advancement Opportunities

Nassau Community College/Al-Kafaat Foundation



Photo Courtesy of Sarah Owocki, Al-Kafaat Foundation

Al-Kafaat students in a beginners-level English class watch a four-minute video on the "Top Notch Travel Agency." The video is part of a sitcom series that complements lessons in a textbook package.

"A contract is not a relationship. A relationship is built by people talking about things and compromising. That's what we always did."

— Rosemary Ortlieb-Padgett,
Nassau Community College

The students at Lebanon's Al-Kafaat Foundation Vocational Technical School (ITK) watch TV shows and movies in English and study the basics of grammar, but they lack strong conversational English-language skills. These students are following vocational education tracks that include interior design, architectural design, business, automotive mechanics, and electronics. Under such highly specialized studies, their technical baccalaureate examinations do not require a strong focus on languages. Only 6 percent of their exam score is based on the English section; therefore, many students can still pass the exam without succeeding in English. With the ever-growing focus on employability and greater access to higher education, language skills can open doors of opportunity. Through a Higher Education for Development (HED) Broader Middle East and North Africa-U.S. Community College Initiative partnership funded by the U.S. Agency for International Development (USAID), Nassau Community College (NCC) in New York and Al-Kafaat administrators were able to exchange ideas and visit each other's institutions, which led to the development of new curriculum for an English as a Second Language (ESL) program.

Through the ESL component of the HED-managed partnership, Sarah Owocki, Al-Kafaat's new ESL coordinator, and four Lebanese teachers are creating lesson plans with interactive, communicative methods for 350 ITK students. These students will be grouped by their technical focus and skill level to learn to read, speak and write in English four hours a week. "Some current ITK students want to go for Al-Kafaat University in English but they are not leaving the [high] schools with the skills they needed," said Owocki. The launch of a more rigorous English program at ITK with new teaching styles and textbooks will offer comprehensive lessons at the high school and vocational technical-level and eventually at the university level.

"Most of the students are already sold on the idea of English. A lot of the students use the Internet in English and watch movies in English. A lot their friends are in [courses] taught in English," said Owocki. She deemed the students' previous language exposure and enthusiasm for the pilot program as early signs of success as she worked to translate their eagerness into solid skills strengthening. Rosemary Ortlieb-Padgett, associate dean of International Student Affairs at NCC and the U.S. partnership director was amazed by the existing range of educational services the family-funded Al-Kafaat Foundation offers to children and adults when she first visited Beirut, Lebanon. Al-Kafaat can now add the ESL program to the list of offerings because of the new curriculum development.

Padgett credits the collaborative success to joint investments that included an early self-assessment of each campus' strengths, faculty-to-faculty connections, communication, "willingness and open-mindedness," and in-person visits. Padgett adds, "A contract is not a relationship. A relationship is built by people talking about things and compromising. That's what we always did." External to the long list of anticipated outputs related to the USAID-funded partnership, the partner institutions are planning a study abroad program for Arabic language at Al-Kafaat and a student exchange program.

10-2012



SUCCESS STORY

Haitian Graduates Lead Computer Science Teachers Training

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



Photo: Courtesy of ESIH

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

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

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

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

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

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



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

10-2012

Appendix G

Select Media Coverage

(April 1, 2012 – September 30, 2012)*

* Select media coverage for October 1, 2011 – March 31, 2012 can be found in the June 2012 HED-USAID Semiannual Report

1. Zeilberger, C. (2012, August). *Africa's Best and Brightest Major in Building Communities*. Global Waters, http://transition.usaid.gov/our_work/cross-cutting_programs/water/globalwaters/gw_ezine_aug_2012.html
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4. Duke Funding Opportunities (2012, August). Higher Education for Development - South Sudan Higher Education Initiative for Equity and Leadership Development (SSHIELD) Program (2012), <https://researchfunding.duke.edu/detail.asp?OppID=12946>
5. Knowledge for Development (2012, January). Achieving agricultural development through capacity building for African higher education, <http://knowledge.cta.int/en/Dossiers/CTA-and-S-T/Developments/Achieving-agricultural-development-through-capacity-building-for-African-higher-education>
6. Terra Viva Grants (2012, May). Higher Education for Development (HED) -- Conservation in the Andean Amazon, <http://www.terravivagrants.org/Home/funding-news/biodiversity-conservation-wildlife/highereducationfordevelopmenthed--conservationintheandeanamazon>
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8. Peace and Collaborative Development Network (September, 2012). Call for Applications: South Sudan Higher Education Initiative for Equity and Leadership Development, USAID and HED, <http://www.internationalpeaceandconflict.org/forum/topics/callapplications-south-sudan-higher-education-initiative-for#.UTTzLDDqI8E>
9. ACE Higher Education and National Affairs (2013, January). Higher Education for Development Demonstrates Its Global Impact, <http://www.acenet.edu/news-room/Pages/HED-Demonstrates-Global-Impact.aspx>
10. ACE Higher Education and National Affairs (2012, July). Higher Education for Development Expands Community College Partnerships in Broader Middle East and North Africa, <http://www.acenet.edu/news-room/Pages/HED-Expands-Partnerships.aspx>
11. ACE Higher Education and National Affairs (2012, August). State Department Higher Education Partnership Promotes Cleaner Production Practices Across the Americas, <http://www.acenet.edu/news-room/Pages/State-Higher-Ed-Partnership.aspx>

APPENDIX H:
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HED Advisory Board*

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

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

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

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

**(as of December 31, 2012)*