

Knowledge | Partnerships | Results

# 2011 Annual Report



Higher Education for Development



# HED Mission

Higher Education for Development<sup>1</sup> diversifies and expands the engagement of higher education in international development, focusing on human capital development and institutional strengthening necessary for economic growth and social advancement.

## Table of Contents

- Joint Letter from HED Advisory Board Chair and HED Executive Director ..... 1
- Programs and Major Initiatives at a Glance..... 3
- New Partnerships FY2011..... 7
- U.S. Map of Active Partnerships FY2011..... 10
- World Map of Active Partnerships FY2011..... 11
- Collaborating for Success, Solutions, and Sustainability in Sub-Saharan Africa ..... 13
- Tackling Environment Issues: Women Water Engineers Positioned to Offer Solutions in Ethiopia..... 14
- Expanding Economic Opportunity in the Middle East and North Africa..... 16
- Facts and Figures for FY2011 ..... 18
- Annual Report Captions and Credits ..... 20

The HED 2011 Annual Report covers activities from October 1, 2010 through September 30, 2011, and is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of HED and do not necessarily reflect the views of USAID or the United States government. USAID Cooperative Agreement AEG-A-00-05-00007-00.

<sup>1</sup> HED was founded in 1992 by the six major U.S. higher education associations: the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the American Council on Education (ACE), 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).

# Joint Letter from HED Advisory Board Chair and HED Executive Director

We are pleased to present the Higher Education for Development 2011 Annual Report. This year's publication illustrates HED's continued role in supporting U.S. higher education's contribution to international development through human and institutional capacity building at host-country tertiary institutions throughout the developing world. HED manages a diverse portfolio of partnerships between U.S. colleges and universities and higher education institutions abroad that advance the international development objectives of the United States Agency for International Development (USAID). In FY2011, we supported USAID priority objectives in 35 countries and provided the expertise of faculty and researchers from 58 higher education institutions.

HED initiated 17 new partnerships in FY2011, bringing the total number of active partnerships to 75 for the year. From trial advocacy training in Mexico, to expanding small business development centers in Latin America and the Caribbean, to building capacity through quality teacher preparation in Kenya, and addressing food security needs in South Sudan, HED's development portfolio has both depth and breadth.

Our objective to support USAID priorities extends to the agency's renewed emphasis on accountability, measurement, and evaluation. In FY2011, HED convened a roundtable with representatives from the higher education community and tertiary institutions overseas to examine the impact higher education has on international development. That productive session laid the groundwork for HED to begin enhancing its reporting systems to enable us to demonstrate—in even more substantial detail—partnership achievements and results.

HED's work also supports USAID's vigorous agenda for higher education and workforce development. The agency's Education Strategy released in February 2011 calls for “improved ability of tertiary and workforce development programs to produce a workforce with relevant skills to support country development goals by 2015.” HED partner institutions are delivering measurable and sustainable results that equip graduates in host countries with the knowledge and skills they need to succeed in an increasingly global society.

HED's mission could not be accomplished without the generous financial support of USAID and the U.S. Department of State. We remain grateful for the confidence they have in HED's ability to deliver these important programs and initiatives.

HED partnerships promote social and economic mobility through education. Whether within the walls of academia or in villages across nations, education propels change in the environment, in the economy, and in the very way people think about problems—and how they arrive at solutions. The knowledge-sharing practices established through these collaborations reinforce what USAID, the U.S. Department of State and the nation's six major higher education associations believe: Education creates long-term, sustainable, positive socioeconomic change. HED is proud to be an engine of that change.



Terry W. Hartle  
HED Advisory Board Chair



Tully R. Cornick  
HED Executive Director



Building relationships that strengthen people and communities, 58 higher education institutions in 31 U.S. states are participating in HED partnerships focusing on environmental concerns, workforce development, civil society, and more.



# Programs and Major Initiatives at a Glance

HED launched a number of new programs and 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.

Here is an overview of HED's programs and major initiatives.

## Africa-U.S. Higher Education Initiative

**Countries:** Burkina Faso, Ethiopia, Ghana, Liberia, Kenya, Malawi, Senegal, South Africa, South Sudan, and Uganda

**Funders:** USAID Bureau for Economic Growth, Agriculture, and Trade, Office of Education; USAID Bureau for Africa; and USAID Missions

The Africa-U.S. Higher Education Initiative is a collaborative effort among multiple organizations and higher education associations designed to strengthen sub-Saharan Africa's capacity to address development challenges. The initiative was spearheaded by the Association of Public and Land-grant Universities. Today, 11 partnerships are changing the landscape of higher education in Africa with new academic programs and curricula, improved faculty and staff capacity, centers of excellence, applied research, and community engagement. Each partnership has in place a well-structured, five-year strategic plan to develop human and institutional capacity to support national development goals. (See page 13 to learn more about the Africa-U.S. Higher Education Initiative's encouraging work.)

## U.S.-Middle East University Partnerships Program

**Countries:** Algeria, Bahrain, Egypt, Jordan, Lebanon, Libya, Morocco, Oman, Qatar, Saudi Arabia, Tunisia, United Arab Emirates, and the West Bank and Gaza

**Funder:** U.S. Department of State's Middle East Partnership Initiative

The U.S.-Middle East University Partnerships Program has greatly influenced curriculum and course delivery in the Middle East, in areas including civic education, journalism, economic growth, and workforce development. The program also continues to support women's education, a key development priority.

Since 2003, the program has involved 23 U.S.-Middle East university partnerships in 13 countries. During FY2011, active partnerships focused on business administration, women's studies, and journalism in the United Arab Emirates and Qatar. An innovative joint global media course designed by the University of Louisiana at Lafayette and Qatar University utilized information and communication technology to bridge cultural and technical gaps that benefited both partners, as well as their communities.

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

**Countries:** Egypt, Jordan, and Morocco

**Funders:** U.S. Department of State's Middle East Partnership Initiative/USAID

## BMENA-U.S. Community College Entrepreneurship Proposal Development Grants Program

**Countries:** Bahrain, Jordan, Lebanon, Morocco, and Yemen

**Funders:** U.S. Department of State's Middle East Partnership Initiative/USAID

The Broader Middle East and North Africa-U.S. Community College Small Grants Initiative and the BMENA-U.S. Community College Entrepreneurship Proposal Development Grants Program focus on supporting the evolving and specific needs of the region's local job markets and modern industries. These grants are structured to leverage available resources in the BMENA region through collaboration with U.S. community colleges and technical schools.

Four 18-month partnerships under the BMENA-U.S. Community College Small Grants Initiative produced coursework on business management and entrepreneurship, automotive diagnostics, and solar technology; integrated information and communication technology into the curricula; and launched advisory boards of local employers. Partners under the BMENA-U.S. Community College Entrepreneurship Proposal Development Grants Program created ambitious proposals in FY2011 for longer-term partnerships that aspire to establish entrepreneurship and business development training programs, with the goal of expanding the regional pool of successful business owners. (For more about these partnerships' achievements, turn to page 16.)

HED partnerships involving 81 host-country institutions are creating new possibilities and mobilizing resources for positive, sustainable change in 35 countries.



## U.S.–Mexico Training, Internships, Exchanges, and Scholarships (TIES) Program

**Country:** Mexico

**Funder:** USAID/Mexico

The U.S.–Mexico Training, Internships, Exchanges, and Scholarships (TIES) Program has earned a reputation for being results-driven and adaptable. Since the establishment of the program in 2001, TIES partnerships have addressed needs in multiple sectors—a testament to TIES’ ability to coordinate, cross-collaborate, and engage government, nongovernmental organizations, and local community groups. The TIES program cultivates development that is as successful as it is inclusive.

Current partnerships are supporting Mexico’s rule of law reforms, teacher training education, and business and entrepreneurship partnerships that will create opportunities for small business owners and boost the nation’s global competitiveness. In FY2011, 23 active TIES partnerships created 10 new academic programs and provided 76 academic exchanges.

## Job Opportunities for Business Scale-up (JOBS) Initiative

**Countries:** Barbados and Mexico

**Funders:** USAID/Mexico and USAID/Barbados and the Eastern Caribbean

Education geared toward economic development, business management, and entrepreneurship offers a welcomed solution to unemployment and stagnant economies. The Job Opportunities for Business Scale-up (JOBS) Initiative allows partners to focus on job development in disciplines and industries that have a critical need for new and/or better-trained employees in a particular country or city. JOBS partnerships are designed to empower youth (including out-of-school youth), and nurture a spirit of and commitment to entrepreneurship in post-secondary education.

The JOBS initiative launched two new partnerships in FY2011; one in Barbados (see page 7) and one in Mexico (see page 8).

## U.S.-Haiti Higher Education Partnership Program

**Country:** Haiti

**Funders:** USAID/Haiti and USAID Bureau for Economic Growth, Agriculture and Trade, Office of Education

Four Haiti–U.S. partnerships, launched in 2008, are training students and improving curricula for computer science, accounting and finance, business administration, and agribusiness at three Haitian higher education institutions.

The partnerships’ work came to a temporary halt in January 2010, when a massive earthquake killed thousands and devastated much of Haiti’s infrastructure. Despite these challenges, Haitian and U.S. partners persisted in their activities amidst the rubble of university buildings, with two partnerships graduating 12 bachelor’s-level students. Utilizing resources and funding from private and public organizations including Google, Carnegie Mellon University, and USAID/Haiti that were leveraged by the U.S. partner institution, five students continued their education with master’s-level training at Virginia Polytechnic Institute and State University (Virginia Tech) and Carnegie Mellon University. As the rebuilding continued, USAID scaled up a partnership between Virginia Tech and L’École Supérieure d’Infotronique d’Haïti. These partner institutions are creating a new master’s degree program in telecommunications, building capacity to deliver distance education, creating a career resource center, and implementing an English as a Second Language (ESL) program.





# New Partnerships FY2011

## Training for Business Innovation and Growth in the Eastern Caribbean

The business schools of **Indiana University Bloomington** and the **University of the West Indies** are working together to support an entrepreneurial culture and diversify the service-oriented economies of the Eastern Caribbean. The partnership is creating business opportunities in Barbados and neighboring countries, with an emphasis on the employment needs of young adults. The University of the West Indies' new Centre for Enterprise and Entrepreneurship seeks to serve as the hub for innovative business training and growth in the region. Through links with local business and industry, the two institutions are developing degree and certificate programs focused on alternative energy, high-tech ventures, social entrepreneurship, and cultural industries such as film production, literature, and music.

## Building Excellence in Water and Environmental Engineering across West Africa

The processing of West Africa's natural resources is adversely affecting water quality, agricultural productivity, health, and the social well-being of communities throughout the region. The partnership between **Tuskegee University** in Alabama and the **International Institute for Water and Environmental Engineering (2iE)** in Burkina Faso works to address this challenge by strengthening 2iE's academic and research capacity in the areas of water and environmental engineering and climate change science. Filling gaps in these specialties means in-country scientists and engineers can help countries advance wealth creation without sacrificing the state of the environment. Working with the University of Mines and Technology in Ghana and the University of Benin in Nigeria, partners are reaching across borders to support collaborative education, innovation, and sustainable economic growth.

## Central American Small Business Development Centers

Working in Costa Rica, the Dominican Republic, Honduras, and Panama, **The University of Texas at San Antonio** and the **Center for the Promotion of Micro and Small Enterprise in Central America** are collaborating to adapt and replicate the highly successful Small Business Development Center (SBDC) model. The Central

American SBDC network will link with existing SBDC programs in the United States, El Salvador, Mexico, and Colombia to share best practices and connect clients with trade opportunities. The partners seek to leverage the SBDC model to foster development of micro and small enterprises as a way to address some of the underlying issues that fuel regional challenges.

## Securing Sustainable Water Resources for Ethiopia

In Ethiopia, as throughout much of Africa, water management is a key factor in food security, health, and agricultural productivity. The **University of Connecticut** and **Addis Ababa University** are working with five additional Ethiopian institutions to build institutional capacity and workforce expertise for sustainable development and management of Ethiopia's water resources. The Ethiopian Institute of Water Resources coordinates training, research, and community service and strengthens connections among stakeholders, partners, and donors. Focusing heavily on curriculum development and review, the partnership develops graduate-level academic programs and undergraduate outreach activities in sustainable water resources at Addis Ababa University.


## Partnering to Address HIV/AIDS Treatment in Ghana

The HIV/AIDS epidemic continues to plague much of Africa, so accessible treatment and well-trained health care workers are integral to mitigating the impact of HIV infection. HED partners **Brown University** and the **University of Ghana**—working with The Miriam Hospital in Rhode Island, Tufts University, and Yale University—are addressing care gaps for people with HIV/AIDS in Ghana with education. The partnership is enhancing university capacity in distance learning, short-term training, research, and community engagement, with the goal of supporting an improved treatment response to HIV/AIDS in Ghana. The partners are working to establish a National Educational Center of Excellence in HIV/AIDS.

## Creating a Center for Sustainable Drylands

A partnership between **Colorado State University** and the **University of Nairobi** led to the creation of the Center for Sustainable Dryland Ecosystems and Societies, which focuses on trans-disciplinary, multi-institutional, collaborative methods of overcoming sustainability





challenges in Kenya's underdeveloped drylands. Students and faculty at the University of Nairobi are working with communities, civil society, the private sector, and government to ensure sustainability and productivity of dryland ecosystems. The center will research agriculture and natural resource management in Kenya's drylands.

### Building Capacity through Quality Teacher Preparation

Teacher preparation and professional training are among the key building blocks for economic development and transformation in any country. **Syracuse University** and **Kenyatta University** in Kenya are working to expand and enhance quality teacher preparation across the secondary school teacher's professional lifespan—preparing the teacher during training, supporting the novice teacher, and fostering continual professional growth. Together, the partners will build Kenyatta University's sustainable capacity in teacher education, academics, and research, allowing the university to effectively respond in the short and long term to Kenya's need for quality teachers and educational programs, particularly at the secondary level.

### Agro-Ecosystem Services: Linking Science to Action

Malawi's government has identified sustainable land and water management as a key development priority to improve livelihoods among its rural populations. Without planning and management of human activities, the country's valuable land, water, forest, and other natural resources face impairment or destruction.

**Michigan State University** and the **University of Malawi**, along with Philadelphia's Lincoln University, are building the University of Malawi's capacity in the area of agro-ecosystem services (AgESS)—the benefits that people derive from ecosystems. The partnership will allow the University of Malawi to contribute more effectively to development and transformation in the area of AgESS and the drive for agriculture-led economic growth.

### Enhancing Manufacturing Competitiveness in Mexico<sup>1</sup>

Based on the success of an earlier TIES partnership, a collaboration among the **Alamo Colleges** and several campuses of Mexico's **Universidad Tecnológica** was reactivated in FY2011 to continue enhancing the competitiveness of Mexican *maquiladoras* (assembly

plants). Partners are executing a binational training program focused on advanced manufacturing technology systems and production procedures. The 24-module program reflects the practical applications of emerging technologies for factories. Faculty from the participating Mexican institutions will train to become certified to teach the modules, and will optimize their teaching by providing distance-learning opportunities to promote postsecondary skills training.

### Building a Future with Green Construction Skills

Along the U.S.–Mexico border, widespread unemployment and limited educational opportunities present serious challenges for at-risk youth. **Colorado State University** and the **Universidad Iberoamericana** in Tijuana, along with Mi Casa Resource Center (a Colorado-based nongovernmental organization) are implementing the Green Construction Human and Institutional Development partnership to provide workforce development and life skills training to at-risk youth in the growing industry of environmentally friendly construction. Using a comprehensive and experiential learning approach, the partnership aims to enhance the economic prospects, well-being, and livelihoods of out-of-school and unemployed youth in Tijuana.

### Experiential Learning in Courtroom and Oral Advocacy Skills

As the Mexican criminal justice system transitioned to an adversarial system—in which attorneys publicly present evidence and testimony before a judge—several HED partnerships worked with Mexican law schools to build and teach oral advocacy and other skills needed for the new legal environment. The **Illinois Institute of Technology Chicago-Kent College of Law** and **Instituto Tecnológico y Estudios Superiores de Monterrey, Campus Ciudad México** (ITESM) are continuing their partnership in trial advocacy training. Capitalizing on the value of experiential learning, the partners are extending outreach to all 10 ITESM law school campuses.

### SABEMOS II: Science and Literacy Across Borders<sup>2</sup>

SABEMOS II, a partnership between **The University of Texas at El Paso** and the **Universidad Autónoma de Ciudad Juárez**, focuses on improving education for children and families in the border com-

1. This partnership was established in September 2010.

2. This partnership was established in September 2010.

munity of Ciudad Juárez. Building on the success of a former HED partnership that prepared educators from Chihuahua for master's-level study, the SABEMOS II partnership offers educational opportunities and youth mentoring to encourage student retention and support students' aspirations to pursue degrees in higher education.

## Improving Basic Education in Senegal

**Fairfield University** in Connecticut and the **Université de Bambey** in Senegal are collaborating to support Senegal's goal of improving basic education through service learning and community outreach. The two key program priorities are increasing middle school enrollment—so that at least half of all primary school graduates can complete middle school—and improving the quality of vocational training. The partners are working toward these goals through teacher training in information and communication technology and health education.

## Managing Environmental Protection and Agricultural Development in the Sahel

Northern Senegal has an emerging irrigated vegetable and fruit industry that can offer improved livelihoods to the community. However, in the Sahel ecosystem, a growing population and intensified agriculture can permanently degrade the fragile soils, leading to a “dust bowl” effect and dire outcomes for food economics and food security. To ensure smart growth that protects the people and businesses of the region, partners at **The Ohio State University** and Senegal's **Université Gaston Berger** are strengthening higher education agricultural programs and university relationships with local agribusiness to develop a highly employable workforce that is knowledgeable in food safety, agronomy, horticulture, irrigation, and agribusiness.

## Developing Low-Cost Solar Technology for Rural Africa

Where scarce resources and distance create barriers to conventional electrification, solar power holds great promise. However, conventional silicon crystal photocells are costly and often fragile, prohibiting widespread solar technology use in places like rural sub-Saharan Africa. A new approach to solar energy production by partners at the **University of Cape Town** in South Africa and the **University**

**of Cincinnati** offers the promise of standalone remote electrification. The partners' nanotechnology-based apparatus employs low-cost minerals and chemicals in flexible plastic packaging to create a more affordable solar cell. Partners are working with Haramaya University in Ethiopia and the Kigali Institute of Education in Rwanda to develop new hubs and entrepreneurial centers.

## Addressing Food Security Needs in South Sudan through University Rebuilding

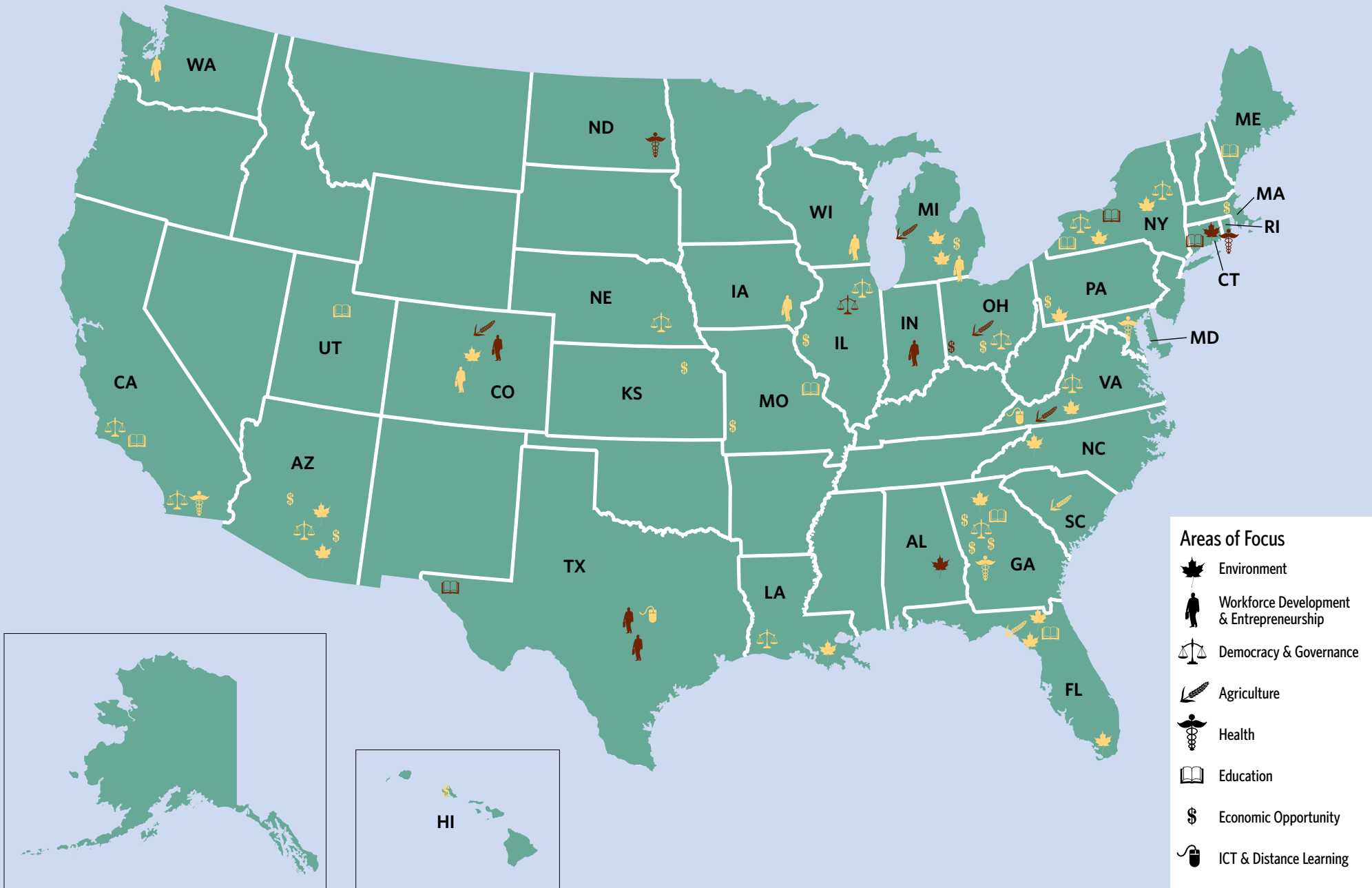
**Virginia Polytechnic Institute** and **State University**, the **Catholic University of South Sudan**, and South Sudan's **University of Juba** are implementing a comprehensive strategic plan to restore agricultural higher education curriculum and research capacity to South Sudan. This infrastructure-rebuilding effort aims to help South Sudan confront and resolve the severe food security problems and human capacity development needs resulting from many years of civil and political conflict. Partners will produce high-quality graduates in agriculture and create a university-based outreach program intended to meet the region's unique socioeconomic development challenges of food security and long-term agricultural and natural resource management.

## Coordinated Surveillance System to Manage Food Security Threats

Sub-Saharan Africa is affected by a variety of harmful micro-organisms that severely impact the health of its citizens and its economic growth. To address this issue, **Makerere University** in Uganda and **North Dakota State University** are developing a coordinated surveillance system that will facilitate risk assessment and reduce transmission of zoonotic and vector-borne diseases that can adversely affect global trade. The partners are establishing centers of excellence that will develop solutions in the assessment and communication of, and response to trans-boundary pandemic zoonotic and vector-borne diseases as well as endemic zoonotic and production-limiting animal diseases, which can jeopardize food security. Research and educational outreach are also elements of the partnership's action plan.

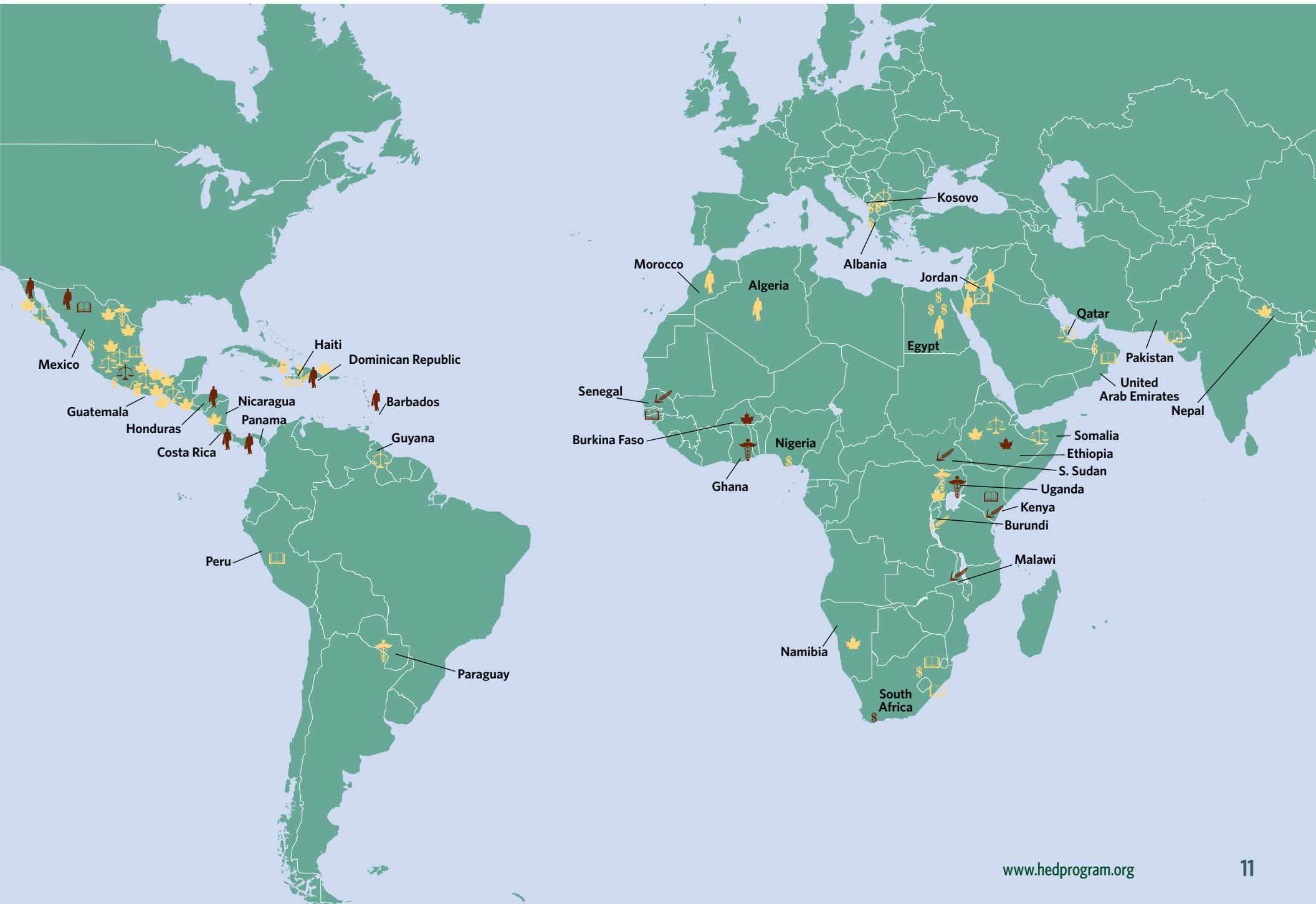


# U.S. Map of Active Partnerships FY2011



- Areas of Focus**
- Environment
  - Workforce Development & Entrepreneurship
  - Democracy & Governance
  - Agriculture
  - Health
  - Education
  - Economic Opportunity
  - ICT & Distance Learning
  - New in 2011
  - Active in 2011

# World Map of Active Partnerships FY2011





# Collaborating for Success, Solutions, and Sustainability in Sub-Saharan Africa

African higher education faculty and administrators can easily identify the compelling, most challenging issues for the people and institutions in their countries and regions. These issues are reflected in daily life; in how easily one can find clean water, grow enough food for proper nutrition, have electricity, prevent and treat disease, and access education. These are issues that influence the quality of life of individuals and communities, including water management, HIV/AIDS treatment, education and teacher preparation, agriculture, zoonotic disease, and solar technology.

The Africa–U.S. Higher Education Initiative, spearheaded by the Association of Public and Land-grant Universities and managed by HED, is responding to these needs, with the participation of a results-oriented higher education community. The initiative began in 2007 with a problem-solving approach designed to foster and support Africa-led solutions that strengthen people, universities, and communities through capacity building. With generous support from the American people, USAID funded 11 partnerships that are helping shape successful development in sub-Saharan Africa. USAID's support has already proven to serve both the host countries and the United States well because health, education, food security, agriculture, and natural resource management are global issues.

In FY2011, partners engaged in a broad spectrum of capacity-building efforts including student and faculty training at master's and doctoral levels, curriculum review and development, and research and community outreach. In addition, partnerships are establishing centers of excellence in specific areas. A partnership between the University of Nairobi and Colorado State University established a center of excellence on drylands in Kenya, while Addis Ababa University and the University of Connecticut created an institute for water resource management in Ethiopia.

Other projects are also poised for excellence: The University of Liberia and Indiana University Bloomington have proposed a center of excellence in health and life sciences. Makerere University in Uganda and North Dakota State University will develop and strengthen the Africa–U.S. Integrated Disease Management Network in the Central and Eastern Africa regions.

New and improved curriculum development, trained faculty, increased research opportunities, and community involvement are just some of

the many expected outcomes of international higher education partnerships. But the institutions that comprise the Africa–U.S. Higher Education Initiative cannot do it alone. The support and commitment from African host-country governments, nongovernmental organizations, private sector, and other donors is critical for the sustainability and effectiveness of the projects.

“Higher education is not a luxury, but a development imperative,” stated Ethiopia's Deputy Prime Minister and Minister of Foreign Affairs H.E. Hailemariam Desalegn in a speech before African and U.S. partners. “In Ethiopia, the government currently invests about 18 percent of its education budget to higher education expansion and reform.”

Partners have leveraged funds and are also working with private-sector groups and nongovernmental organizations in host countries. HED anticipates that these activities will evolve and improve to adapt to Africa's dynamic needs and circumstances. HED also looks forward to extensive growth in the collective, collaborative support for such positive relationships. Everyone has a role. From funders to beneficiaries, stakeholders to implementers, everyone is a change maker.

Just as the partnerships' work extends across universities and governments alike, so do the benefits. Ultimately, the initiative will span 10 African countries, and with more than 20 primary and secondary Africa-based higher education institutions included in the effort, these partnerships are complementary and have sparked enthusiasm among a wide spectrum of stakeholders, which in turn has led to sub-regional collaborations. For example, the International Institute for Water and Environmental Engineering (2iE) in Burkina Faso, partnering with Tuskegee University in Alabama, plans to expand its activities to Ghana and Nigeria for broader regional impact.

Based on steady progress to date, HED's partnerships support opportunities for cross-collaboration and provide the United States and host countries with knowledge-sharing practices, regional centers of excellence, new degree programs, and most of all, solutions. Partners are expressing their desire to make their comprehensive 10-year visions a reality.

The work of these partnerships is expected to continue as all have long-term strategic plans for optimal results and are leveraging funds from other sources.

# Tackling Environment Issues: Women Water Engineers Positioned to Offer Solutions in Ethiopia

Tertiary education is proving to be an integral partner in addressing Africa's development issues. Higher education offers practical skills to sub-Saharan Africa's growing student population, and harnesses the talents of academia, in cooperation with community and business leaders, to generate new and innovative ideas.

However, in some countries, women's participation in tackling these development challenges has not been readily acknowledged or apparent. In Ethiopia, the women involved in one Africa-U.S. Higher Education Initiative partnership are poised to change that.

Addis Ababa University and the University of Connecticut established the Ethiopian Institute of Water Resources (EIWR) at Addis Ababa University to research the country's water woes. The institute, in collaboration with five other local universities, offers a degree-level curriculum in water resources and engineering management (WREM). It also provides short-term training for the research and management of water-sector issues, as well as outreach to local communities. Rahel Eshetu, a Ph.D. candidate at EIWR, and her colleagues, Ph.D. candidate Adanech Yared and master's candidate Lemlem Teweldemedhin, are among four women accepted into the first cohort of the WREM program. In total, the cohort boasts 42 students (four women and 38 men) selected from more than 600 applicants in 2011.

These women recognize the obstacles that water issues pose to the community as well as how the collection and use of water impacts women's lives.

"Due to climate change, women have more [work] load, to collect water to cook, and to do everything," said Eshetu. The women list a lack of clean water, long travel distances needed to collect water, and diseases that stem from the use of surface water as major difficulties. "If the women went to school to become educated...If we do such types of things, we can increase awareness," said Eshetu. Yared adds, "Girls lose time because they [must] fetch water and then have no time to go to school."

With a keen interest in water issues paired with research skills and an understanding of how limited natural resources influence lives, the EIWR students are in a favorable position to discover practical

solutions. Yared speaks passionately about her enthusiasm for teaching, women's education, and her dissertation, "Downstream Environment and Economic Issues in Omo-Ghibe River Basin." The WREM program represents a step toward the realization of her personal and professional advancement. Yared is clear about her goals: "I want to improve my education level. Once you improve the education level, your understanding improves."

EIWR has established a system in which field work is done in teams to enable fruitful discourse between master's level and doctoral students, according to U.S. partnership director Mekonnen Gebremichael. Using this approach, students teach and learn from one another as they focus on specific river basin issues. "They have to work very closely together. They need each other," said Gebremichael. In addition, the collaborative experience between the men and women on one team was an unexpected benefit. "The side product is that since the women are working in this together, they are getting a lot of support," he said. "That was not an intentional plan, but it is working very well."

Although only four female students are participating in the WREM program, Gebremichael is confident about the diversity of subsequent enrollees because of the partnership's current extension work throughout Ethiopia. The institute attracted 15 female and 31 male engineering, health, and social sciences undergraduates for a two-month summer outreach program, which provides them with a nurturing setting. During the summer program, students live in local rural areas to gain a better understanding of a community's major obstacles. With a higher number of females involved at the undergraduate level, Gebremichael said he is optimistic about more women being included in WREM's next class.

The women in the WREM program say they are not looking for any special treatment or women-only programs. "Our institute is good," said Eshetu, who is working on her dissertation, titled "The Application of Remote Sensing for Irrigation and Water Management." "All the institute work is collaborative. I personally don't want a class that is separate for me. I want to sit with the guys and compete."





# Expanding Economic Opportunity in the Middle East and North Africa

In February 2011, HED, in cooperation with the U.S. Department of State, USAID, and the U.S. Department of Education, made available six partnership proposal development grants for U.S. community colleges to collaborate on entrepreneurship-focused partnerships with vocational and technical colleges in the Broader Middle East and North Africa (BMENA). These six BMENA–U.S. Community College Entrepreneurship Proposal Development Grants, when added to the four BMENA partnerships established in June 2010 under the BMENA–U.S. Community College Small Grants Initiative, nearly doubled the size of HED’s portfolio in the region.

A two-day BMENA Partners Planning Workshop in New Orleans, LA, in April 2011, provided 28 participants from all 10 BMENA–Community College partnerships with an opportunity to strengthen their understanding of the elements that promote successful partnerships that meet national workforce and business needs. Participants presented, reviewed, and discussed the six newer proposals under development, while partners from the four established partnerships were able to offer best practices and implementation insights based on the lessons they have learned. The workshop’s collaborative, information-rich environment, participants noted, offered a variety of tools for building successful partnerships.

The successes of the BMENA initiative’s first four partnerships became apparent in FY2011. In Jordan, Colorado’s Red Rocks Community College is working with Al-Huson University College, part of Al-Balqa Applied University, to create and deliver a new

associate-level degree program in solar energy technology. The program is the first of its kind in Jordan, and will offer a seamless transfer of credits with Red Rocks Community College. The partnership demonstrates a strong commitment to aligning higher education with market needs and building Jordan’s “green-collar” workforce

in the fast-growing Jordanian solar thermal industry. All 55 students in the program’s first cohort come from sectors of the population underserved by higher education; 30 have been provided with scholarships funded by the Jordanian Ministry of Labour.

In Morocco, Gateway Technical College (WT) and Ecole Supérieure de Technologie Oujda established an automotive diagnostics certification program and identified job market needs by working with educational organizations and private companies. In a traditional society where connections are a valuable commodity in obtaining employment, the innovative training programs in Oudja link directly to job opportunities for automotive technicians. With higher-level

diagnostic and analytical skills that go beyond “fixing things,” program graduates see the clear impact that skills and performance have on their quality of life.

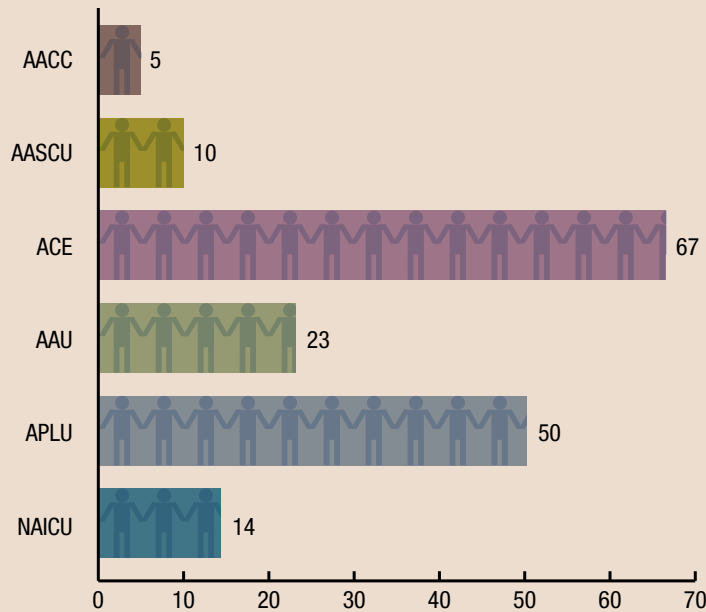
As HED’s presence in the BMENA region has greatly expanded with this portfolio of new partnerships, so has HED’s commitment to supporting development goals in the region. The success to date of these partnerships promises greater utilization of the region’s talents and resources in years to come.



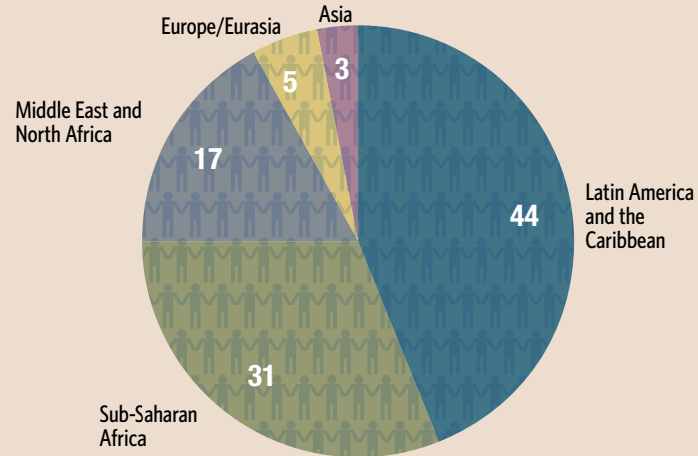


# Facts and Figures for FY2011

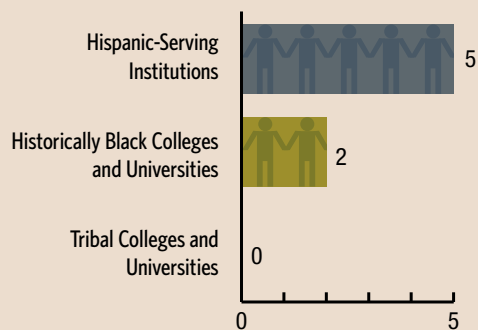
Active Partnerships, by Association (number)



Active Partnerships, by Region (percent)

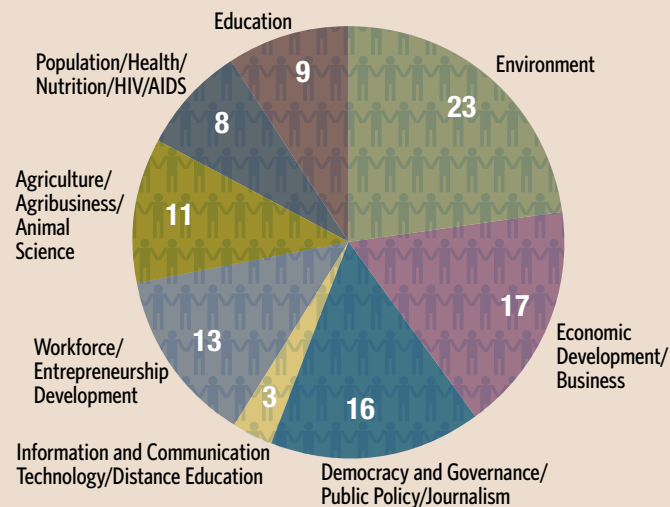


Active Partnerships by Minority-Serving Institution\*



\*Represents 9 percent of all HED Partnerships

Active Partnerships, by Program Area (percent)



## Funding and Support at a Glance for New Partnerships (17 total)

**14** New awards funded by USAID Missions and Bureaus

**1** New award funded by U.S. Department of State

**2** New awards funded by USAID Bureau for Economic Growth, Agriculture, and Trade/Education

**\$14,440,297** Total new awards\*

**\$5,151,434** Total proposed cost share for new awards\*

**15** Countries

**12** U.S. states

**16** U.S. institutions

**18** Host-country institutions

\*These funds will be expended over the next two to five years, depending on the length of the partnership.

## HED Staff\*

### **Executive Team**

**Tully R. Cornick**, Executive Director

**Jeanne-Marie Duval**, Deputy Executive Director

**Adriana Lacerda**, Budget Officer

### **Administrative Staff**

**Ronna Eddington**, Executive Assistant/Office Manager

**Wanda Womack-Bolden**, Administrative Specialist

### **Communications Staff**

**Kellee Edmonds**, Director of Communications

**Thomas Forrest**, Communications Assistant

**Lisa Richards**, Communications Manager

**Lynn Simmonds**, Senior Communications Specialist

### **Program Quality and Impact Staff**

**Azra Nurkic**, Director of Program Quality and Impact

**Jessica Bagdonis**, Associate Director of Program Quality and Impact

**Josh Henson**, Data Quality Analyst

**Noopur Vyas**, Program Quality Manager

### **Program Staff**

**Roy Zimmermann**, Director of Programs

**Teshome Alemneh**, Program Officer, Africa

**Kristin Bushby**, Program Management Associate, Latin America and the Caribbean

**Hazel Cipolle**, Program Specialist, Broader Middle East and North Africa

**Marilyn Crane**, Senior Program Specialist, Broader Middle East and North Africa

**Emily Gartner**, Program Specialist, Latin America and the Caribbean

**Curtis Hudson**, Program Management Associate, Broader Middle East and North Africa

**Charlie Koo**, Senior Program Specialist, Global Partnerships

**Kiné Liddell**, Senior Program Specialist, Africa

**Brooks Marmon**, Program Management Associate

**Crystal Morgan**, Program Specialist, Africa

**Diana Páez-Cook**, Senior Program Specialist, Latin America and the Caribbean

**Manny Sánchez**, Senior Program Specialist, Latin America and the Caribbean

**Allison Schachter**, Program Management Associate, Africa

\*as of April 2012

## HED Advisory Board

**Terry W. Hartle** (Chair), Senior Vice President, Division of Government and Public Affairs, American Council on Education | [www.acenet.edu](http://www.acenet.edu)

**James F. McKenney**, Vice President, Workforce, Economic Development and International Programs, American Association of Community Colleges | [www.aacc.nche.edu](http://www.aacc.nche.edu)

**Arlene Jackson**, Director, International Education, American Association of State Colleges and Universities | [www.aascu.org](http://www.aascu.org)

**John C. Vaughn**, Executive Vice President, Association of American Universities | [www.aau.edu](http://www.aau.edu)

**Malcolm Butler**, Vice President, International Programs, Association of Public and Land-grant Universities | [www.aplu.org](http://www.aplu.org)

**Maureen R. Budetti**, Director of Student Aid Policy, National Association of Independent Colleges and Universities | [www.naicu.edu](http://www.naicu.edu)



# Annual Report Captions and Credits

## Cover

Photo by Azra Nurkic, HED

A student at Kenyatta University (Kenya) reviews her text outdoors.

## Table of Contents and Inside Back Cover

Photo by Jeanne-Marie Duval, HED

A hillside view of the countryside near Butare, Rwanda.

## Page 2

Photo courtesy of Cornell University

Bahir Dar University (Ethiopia) students and faculty engage in a field study as part of the institution's water resource management program.

## Pages 3, 5, 7, 8, 9

Photo by Manny Sánchez, HED

Vibrant fabrics for sale in La Paz, Bolivia.

## Page 4

Photo courtesy of Colorado State University

An HED JOBS partnership in Mexico focuses on green construction practices that capitalize on incorporating common materials such as used tires and plastic bottles into buildings, retaining walls, and other structures. Partnership Director Carla Lopez del Puerto, an assistant professor at Colorado State University, and Adrienne Crowson, an instructor at Mi Casa Resource Center, demonstrate how a retaining wall built of used tires filled with dirt can also serve as a garden.

## Page 6

Photo by Manny Sánchez, HED

The sun sets on the southwest Mexican city of Oaxaca.

## Page 12

Photo by Jeanne-Marie Duval, HED

Students at the University of Liberia spend time on their assignments.

## Page 15

Photo by HED Staff

One Africa–U.S. Higher Education Initiative partnership is targeting water resource management in Ethiopia. Three students are enrolled in a Water Resources and Engineering Management program at the Addis Ababa University-based Ethiopian Institute of Water Resources (EIWR). Pictured from left to right: M.Sc. candidate Lemlem Teweldemedhin, Ph.D. candidate Rahel Eshetu, EIWR Program Assistant Gender Specialist Dr. Mary Thuo, and Ph.D. candidate Adanech Yared.

## Page 16

Photo courtesy of Ayman Maqableh

Dr. Ayman Maqableh, partnership director from Al-Huson University College, participates in a training workshop on solar panel installation with Red Rocks Community College (RRCC) students during his exchange visit to RRCC under the “Expanding Jordan’s Green Collar Workforce” partnership.

## Page 17

Photo by Hazel Cipolle, HED

Students on the campus of American University of Sharjah (United Arab Emirates).

## Page 19

Photo by Azra Nurkic, HED

A front porch of a home in a Ugandan village.

## Page 20

Photo courtesy of Indiana University Bloomington

Indiana University Bloomington and Liberia University acquired science technology books through their partnership.





HIGHER EDUCATION FOR DEVELOPMENT  
One Dupont Circle NW, Suite 420 • Washington, DC 20036-1193, USA  
Tel: (202) 243-7680 • Fax: (202) 637-2084  
[www.hedprogram.org](http://www.hedprogram.org)