USAID | MALAWI
FROM THE AMERICAN PEOPLE

STRENGTHENING HIGHER EDUCATION ACCESS IN MALAWI ACTIVITY (SHEAMA)

Annual Performance Report
FY 2019: December 4, 2018 – September 30, 2019

ASU® Arizona State University

TABLE OF CONTENTS

1. PROJECT OVERVIEW/SUMMARY

Program Name:	Strengthening Higher Education Access in Malawi Activity (SHEAMA)
Activity Start Date and End Date:	December 4, 2018 – December 3, 2022
Name of Prime Implementing Partner:	Arizona State University
[Contract/Agreement] Number:	72061219CA00002
Name of Subcontractors/Sub-awardees:	Winrock International Overseas Strategic Consulting Ltd
Geographic Coverage	Malawi
Reporting Period:	December 4, 2018 – September 30, 2019

ACRONYMS AND ABBREVIATIONS

A	Annual
ADS	Automated Directive System
AGYW	Adolescent Girls and Young Women
AMELP	Activity Monitoring, Evaluation, and Learning Plan
ASU	Arizona State University
Bi-A	Bi-Annual
BSPS	Baseline Survey Protocol and Strategy
CDCS	Country Development Cooperation Strategy
CDSS	Community Day Secondary School
CHANCO	Chancellor College
DEEAB	District Educational and Employment Advisory Board
DO	Development Objective
ECAM	Employers Consultative Association of Malawi
EMIS	Education Management Information System
FAF	Framework for Foreign Assistance
GAN	Global Apprenticeship Network
GESI	Gender Equality and Social Inclusion
GIS	Geographic Information Systems
GoM	Government of Malawi
HEMIS	Higher Education Management Information System
HESLGB	Higher Education Students Loan and Grants Board
IR	Intermediate Result
LoA	Life of the Activity
LUANAR	Lilongwe University of Agriculture and Natural Resources

M&E	Monitoring and Evaluation
MCCI	Malawi Chamber of Commerce and Industry
MEL	Monitoring, Evaluation, and Learning
MELU	Monitoring, Evaluation, and Learning Unit
MoEST	Ministry of Education, Science, and Technology
MoU	Memorandum of Understanding
MUST	Malawi University of Science and Technology
MZUNI	Mzuzu University
NCHE	National Council for Higher Education
OAA	Office of Acquisition and Assistance
OC	Outcome
ODL	Open and Distance Learning
ODeL	Open and Distance e-Learning
OP	Output
OSC	Overseas Strategic Consulting, Ltd.
PAB	Program Advisory Board
PIRS	Performance Indicator Reference Sheet
PMP	Performance Management Plan
Poly	University of Malawi, the Polytechnic
PPR	Performance Plan and Report
Q	Quarterly
REEAB	Regional Educational and Employment Advisory Board
RF	Results Framework
SHEAMA	Strengthening Higher Education Access in Malawi Activity
STEM	Science, Technology, Engineering, and Mathematics
STTA	Short-Term Technical Assistance

TBD	To Be Determined
TWG	Technical Working Group
UAM	University Alliance of Malawi
UNIMA	University of Malawi
UP	University Partner
USAID	United States Agency for International Development
USAID/MLW	USAID/Malawi
USG	United States Government
Winrock	Winrock International

1.1   Project Description/Introduction

Arizona State University (ASU) with its consortium partners, Winrock International and Overseas Strategic Consulting, Ltd. answered USAID's call for the Strengthening Higher Education Access in Malawi Activity (SHEAMA). The goal of SHEAMA is to increase Malawi's skilled and employable workforce—especially adolescent girls and young women (AGYW), that will build the capacity of and foster collaboration between four Malawian universities and enable 14,940 students to attend tertiary education—of whom 5,976 will be AGYW or otherwise vulnerable/disadvantaged and 3,735 of whom will study STEM subjects. This activity represents the culmination of extensive research, stakeholder consultations, a labor market assessment and intense co-design with the University Partners (UPs) in Malawi and Phoenix, AZ.

SHEAMA will cultivate Malawian universities' ODL capacity both on campus and in centers distributed throughout the country, ensuring the system will address immediate needs and be positioned to grow quickly as energy and internet infrastructure become more reliable. In the interim, SHEAMA will introduce and leverage affordable, user-friendly technologies and evolving innovations that can help overcome some of the impediments that currently leave 50,000 secondary school graduates each year without access to HE. Based on their respective experience and extensive field research conducted for this application, ASU and its partners have co-designed interventions using a systems approach to ensure that all stakeholders understand and value ODL. Within the systems approach, SHEAMA brings change management principles to create leaders at all levels of engagement—government, university, faculty, instructional designers, and business actors including employers' groups, large and small businesses, and entrepreneurs. Working closely with the five UPs, it became clear that for SHEAMA to have a sustainable impact, there needs to be strong engagement of stakeholders at different levels. Our team further understands that public universities must be responsive to market demands and market forces. For this reason, SHEAMA not only co-designs courses for the marketplace with business but also introduces adaptive business approaches for the ODL Centers to ensure they are equipped to be responsive to market forces and are sustainable. As part of its strategic approach, SHEAMA brings five core principles to each of the components:

- *Radical collaboration* to ensure country ownership and sustainability
- *Evidence-driven design* grounded in Malawian realities
- *Evolving innovations* to prepare for the future
- *Embracing gender equity and diversity* to create an enabling environment for AGYW
- *Integrated implementation*—strategic, programmatic, and operational

---

Strengthening Higher Education Access in Malawi Activity

SHEAMA Members

Arizona State University (ASU) will lead overall SHEAMA implementation and IR2, drawing on its experience in HE management, pedagogy and curriculum design, online development and delivery at scale, and innovation

Winrock International (WI), a non-profit organization with experience in scholarships for AGYW in Africa and private sector engagement, will draw on its current footprint in Malawi to lead IR1 and IR3

Overseas Strategic Consulting, Ltd. (OSC), a small business specializing in technology-driven Monitoring and Evaluation (M&E), will draw on its current experience in Malawi to lead the CLA process

University Partners (UPs)

Malawi University of Science and Technology (MUST): a public university focusing on STEM

Lilongwe University of Agriculture & Natural Resources (LUANAR): currently operating three ODL centers in Mzuzu, Lilongwe, and Blantyre

Chancellor College: University of Malawi: offers e-learning partnership with Amity University

Mzuzu University: expanding its satellite centers to Balaka, Karonga, Mulanje, and Lilongwe

University of Malawi, the Polytechnic: Specializes in scientific and technological education and training for sustainable development

Illustrative Resource Partners

ECAM: employers' trade association representing 250 member-employers

MCCI: a partnership of enterprises and associations representing all sectors of the Malawian economy.

Maphunziro265: provides scholarships and mentoring/career guidance to vulnerable youth.

Grow Movement Malawi: connects entrepreneurs with expert volunteer mentors

mHub: technology and innovation hub that promotes STEM, girls' coding classes and "pitch nights"

Global Apprenticeship Network (GAN): works with companies to create youth work-readiness programs

2. ACTIVITY IMPLEMENTATION PROGRESS

2.1 Progress Narrative

Project Start-Up and Mobilization

Upon notification of award, ASU initiated startup activity and engaged in the process of onboarding key staff, including Chief of Party, ODL Director, Scholarships and Grants Director, Finance and Administrative Manager, Monitoring and Evaluation Specialist, and Workforce Development Specialist. After an initial delay due to US federal government shutdown, a temporary field office was set up in Lilongwe, Malawi, followed by a permanent SHEAMA office established during Q2. Mobilization efforts have focused on project registration, establishing a bank account and financial processes, hiring additional staff, and acquiring vehicles. While some of these tasks are still under way, at the conclusion of Year 1 SHEAMA is well into its implementation phase.

Open and Distance Learning (ODL)

Foundational open and distance learning (ODL) activities began in earnest with rapid assessment of potential sites to serve as new ODL satellite centers. Facility assessment was conducted at Community Day Secondary Schools (CDSS) in Karonga (Nyungwe CDSS), Kasungu (Chankhanga CDSs), Salima (Msalura CDSS), Balaka (Ulongwe CDSS) and Chikwawa (Mfera CDSS), and one Day Secondary School in Mulanje (Namsomba DSS). Results of the assessment show that none of the CDSS reviewed are presently ready to serve as an ODL center for delivery of university programs. Some day and boarding secondary schools have potential but will require investment in rehabilitation, furniture and ICT facilities. The three new ODL centers in Karonga, Mulanje and Balaka, belonging to MZUNI, two operational regional ODL centers in Blantyre and Mzuzu, belonging to LUANAR, and one operational CEC in Mzuzu belonging to The Polytechnic, have potential to serve as both pilots for the districts and/or anchors for the district centers. The secondary schools, in their current form and state would need significant time and resources before they could be used for delivery of ODL programs, which would significantly delay the project. One option that may be considered would be to implement a phased-approach for onboarding of CDSS as ODL Centers. Based on assessment of suitability, a multi-element strategy was proposed:

(i)   Phase the ODL (anchor) center and satellite center utilization to allow for establishment of a collaborative model first, while securing additional investment for adequate rehabilitation or new infrastructure in the course of the project.

(ii)   Focus on strengthening capacity of the UPs to design and deliver industry relevant programs through quality assured and relevant ODL using existing ODL (anchor) centers starting in year 1. Existing Centers are: Karonga- MZUNI (anchored by MZUNI, Polytechnic, LUANAR ODL centers in Mzuzu); Balaka-MZUNI (Anchored by Chancellor College in Zomba); and Mulanje-MZUNI, (anchored by MUST in Thyolo and LUANAR in Blantyre).

(iii)   Design a sustainable collaborative cost-sharing ODL delivery system for UPs in year 1.

(iv)   Develop a strategy for mobilizing resources from different partners and stakeholders for (a) rehabilitation of some of the potential Secondary Schools (including CDSS), and preferably (b) construct new ODL centers close to selected central secondary schools, to serve as satellite centers linked to existing ODL (anchor) Centers, in the first year, for implementation in subsequent years. Potential centers for rehabilitation include: Karonga - Nyungwe CDSS; Kasungu - Chankhanga CDSS; Salima - Msalura CDSS; Mulanje - Nansomba Day Secondary School; and Chikwawa - Mfera CDSS. Proposed interventions are listed in the "outcome" column of each of the sites with potential (score of 2 and above) in Table 5.1.

(v)   Explore a business model for using other existing facilities such as the Liwonde Community Development Center. Similar facilities should be explored in the other target districts.

Three of the nine disciplines for curriculum development and focus program areas were identified for each University Partner. An ODL Working group was convened to discuss disciplines, courses proposed by faculty based on disciplines, and the ODL collaboration model. An ODL Collaboration Model was developed and universities agreed upon an ODL anchor model, in which each UP is initially responsible for operation of at least one ODL satellite center. These will be linked to existing centers in the districts and regions managed by the universities that established them.

Development of new programs, ODL modules, and short courses commenced during an instructional design workshop involving seventy-five (75) faculty from the five university partners. Development of a total of eighty-five (85) ODL modules composed of degree, diploma, certificate, semester course and short courses is underway and is set to be completed in the first quarter of FY2020 (see table below). Four ODL programs have enrolled students including SHEAMA scholarship awardees at MZUNI and LUANAR. ASU instructional designers are working with faculty from each of the five university partner colleges to further strengthen their capacity to develop and deliver quality assured ODL programs. Work toward development of an instructional design program to be hosted by one of the universities is underway. UPs are in negotiation on host responsibility.

University Partner	Degree	Diploma	Certificate	Short Course
Polytechnic	Bachelor of Education (Business Studies). Sem one: 6 modules; Sem 2: 7modules	Diploma in Land Surveying. Sem one: 3 modules; Sem two: 4 modules	University Certificate of Education. Sem one: 4 modules; Sem two: 4 modules	Electrical Installation (New Program): 4 modules

Chancellor College	BSc in Electronics: Sem one: 5 modules; Sem 5: 7modules	Diploma in Statistics: Sem one: 4 modules; Sem 2: 5 modules	Solar Cooker Fab & Solar Photovoltaic Installations: 2 modules	
Malawi University of Science & Technology	BSC in computer systems and securing: Sem one: 6 modules; Sem 2: 4 modules	Diploma in music: 4 modules		Business management and entrepreneurs: 4 modules
Mzuzu University	BSc (Nursing & midwifery): 9 modules	Diploma in hospitality MGT: 8 modules	Early childhood development: 3 modules	
Lilongwe university of Agriculture & Natural Resources	BA (development economics). 4 modules BA (cooperative management, accounting &finance). 8 modules			Mushroom production. 2 modules

A workshop on certification of ODL programs, including short courses, was conducted at which the national qualifications framework, national ODL framework, and university-level short course accreditation and certification guidelines were shared and reviewed. Tools to guide development of short courses were developed.

An institutional readiness self-assessment was conducted to inform the process of developing customized capacity enhancement strategies for each of the five university partners. Institutional readiness refers to the capacity of the UPs to implement, advance and sustain their ODL programs. UP representative responded to 107 self-statements positioned to assess:

(a)   leadership and governance (L&G) – vision/mission, the governing body, and finance control of the institution.

(b)   structures, infrastructure, and systems (SI&S) – organogram, office space, access to computers and the internet, and technology of the institution.

(c)   knowledge management (KM) – internal and external knowledge exchange.

(d)   staff capacity (SC) – HR development plans and performance appraisals.

(e)   course development-instructional design (CD-ID) – program/course development and review and instructional materials.

(f)   course development-course level (CD-CL) – course structure and student access to technology.

(g)   teaching and learning (T&L) – student access to instruction, feedback provided to students.

(h)   faculty support (FS) – support provided to lecturers to improve their teaching capabilities.

(i)   evaluation and assessment (E&A) – assessment of the programs/courses and feedback obtained from evaluations from all stakeholders.

(j)   student support (SS) – support the institution provides to students.

(k)   partnerships, external relations, and networks (PER&N) – collaboration with external stakeholders, e.g., secondary schools, other higher education institutions, Government of Malawi (GoM), etc.

Scholarships

SHEAMA has made significant strides toward improving access for the most vulnerable. Female students from disadvantaged groups such as double and single orphans qualified to enroll in Science Technology Engineering and Mathematics (STEM) subjects through face-to-face and ODL programs were identified. These students were shortlisted for scholarship selection, which took place in Quarter 4 FY2019. The first round of scholars enrolled to begin their classes during the early weeks of Quarter 1 Year 2. Strategic activity to increase awareness of SHEAMA-enabled higher education opportunities is a priority extending into Year 2.

Workforce Development

Year 1 activities centered on establishing the basic structures in target districts to advance SHEAMA initiatives in liaison with industry and University Partners. Formation of Regional Educational and Employment Advisory Boards (REEABs) and District Educational and Employment Advisory Boards (DEEABs) was conducted as planned. Two REEABs were established, one in the Southern Region and another in the Central Region. The REEAB for the Northern Region is in development as many of the industries in this geographic area are subsidiaries of industries in either the Southern Region or Central Region and therefore already well represented. The ODL Center at Mzuzu University has been engaged to provide guidance on the composition on the REEAB in the Northern Region.

The District Education and Employment Advisory Boards (DEEABs) were formed in each of the six target districts and are positioned to begin collaboration with the ODL Centers and the University Partners as prescribed in their scope of work. Currently, the DEEABs are chaired by the Labor Officers in each district, as they were already involved directly with workforce development activities.

Monitoring, Evaluation, and Learning

Following refinement to incorporate USAID feedback and accommodate the request to include a fifth University Partner, SHEAMA's Activity Monitoring, Evaluation, and Learning Plan (AMELP) was approved by USAID in July 2019. SHEAMA conducted baseline assessments in Quarter 4 to establish the pre-intervention status of the activity and obtain baseline values for the indicators prescribed in the AMELP.

2.2 Implementation Status

2.2.1 Intermediate Result (IR) 1: Improved access to higher education for the most vulnerable

In the first year of implementation, SHEAMA developed, vetted, and adopted selection criteria for identification of scholarship beneficiaries, ensuring that all the students under SHEAMA are selected with fairness and transparency. To enable immediate benefit for students aspiring to obtain four-year degrees, scholars were chosen from among those students who met the SHEAMA selection criteria and had already enrolled in courses at the universities, but who were not able to pay their tuition. These underserved, disadvantaged students had demonstrated the academic capability and initiative to qualify for higher education, but lacked the financial resources and instructional and logistical support to ensure success. Upon accepting the scholarship, the beneficiaries sign and agree to abide by the Scholarship Terms and Conditions, which outline the SHEAMA expectations for behavior and academic achievement for each scholar (see Annex E).

The national selection process was conducted in liaison with stakeholders, including the National Council for Higher Education, Higher Education Students Loans and Grants Board, and the five University Partners. SHEAMA assembled a comprehensive pool of students under both ODL and face-to-face programs by combining NCHE and University Partners' data.

SHEAMA established a scholarship selection committee comprised of representatives from each of the five university partners, Ministry of Education, Science and Technology (Department of Higher Education), Ministry of Gender, Children, Disability and Social Welfare, National Council for Higher Education and Higher Education Loans and Grants Board. These relevant government agencies were included as recognition of the role and responsibility each holds in promoting higher education access and success for adolescent girls and young women, persons with disabilities and those of other disadvantaged groups.

Scholarship recipients Janet Kambale (ODL from MZUNI), Misozi Mithi, Grace Chimera, Lugah Specia, and Amani Makhwala (all face-to-face from CHANCO)

SHEAMA conducted awareness meetings in Salima, Kasungu, Balaka, Chikwawa, Mulanje and Karonga in order to provide information on available ODL short courses and scholarships for the communities in the districts. Community Day Secondary School Headteachers, District Education Managers, District Planning and Development Officers, Ministry of Gender and Social Welfare Officers, Community Based Organization (CBO), Faith Based Organizations (FBO), and community radio stations attended the meetings in the districts. These meetings provided a platform for sharing information which otherwise the students in the various communities of the districts would not have received.

In partnership with National Council on Higher Education and University Partners, SHEAMA selected 65 students who were eligible for admission into the five public universities and who met SHEAMA participation criteria. Of those identified as eligible, forty female students who have been accepted in the public universities to study Science Technology and Mathematics (STEM) related subjects were shortlisted. Though these students had been accepted to the university, they were not included on government loans and had no means to cover their tuition and fees. Twenty-seven individual scholarships were awarded.

2.2.2 IR 2: Increased access to quality distance learning and short-term training

ODL Satellite Center Site Visits and Assessment

SHEAMA home office and country office staff, along with UP, NCHE and USAID representatives, conducted field visits to potential ODL center sites – including CDSS, day secondary schools, community development centers and existing ODL centers in Karonga, Mzuzu, Kasungu, Salima, Balaka, Mulanje and Chikwawa during the second quarter of FY19.

Following identification of viable ODL sites, SHEAMA convened UPs to coordinate operationalizing these centers to meet SHEAMA needs from May 16-17, 2019. Each UP was designated the lead university of at least one ODL center. All ODL centers will host programs, resources, and short courses initiated by all of the other UPs.

Assessment of the ODL Satellite Centers by the National Council for Higher Education (NCHE) commenced at Msalura center, Salima, and will be concluded in the first quarter of FY2020. The assessment of Msalura CDSS was attended by a quality assurance officer from NCHE, Chief Higher Education Officer, Director of Secondary Education, SHEAMA Chief of Party and ODL Director, Polytechnic's Director for Continuing Education, Assistant Registrar Academic and the Estates and Development Officer, Msalura Head and Deputy Head Teachers. Discussion following the assessment tour revealed that the school had potential to serve as a satellite ODL center but needed significant upgrading of the physical structures. Polytechnic is quantifying the rehabilitation needs to meet preliminary minimum requirements as recommended by NCHE. It was observed that some of prescribed minimum requirements for an ODL center may need to be reconsidered since the SHEAMA approach designates these as Satellite ODL centers that will be anchored by the existing district and regional ODL centers. Therefore, it was recommended that a meeting be convened among stakeholders to develop the relevant guidelines for such a center. This meeting was convened during the instructional design workshop in Salima, November 30-October 4, 2019.

ODL Technical Working Group

An ODL Technical Working Group (TWG) was established to promote continuous refinement of ODL centers. The TWG is coordinated by the SHEAMA ODL Director and comprised of the ODL Director/Liaison and the chair of deans or senior academic staff from each UP. Each University Partner is represented on the TWG by two members, their ODL Director and their dean's representative. It was agreed that ODL directors serve as ODL liaisons for each university. Guidelines and expectations for both the Technical Working Group and the ODL liaisons were confirmed through a Memorandum of Understanding signed between SHEAMA and each UP.

The TWG held its first community of practice meeting on May 16-17, 2019, centering on:

i)   industry relevant disciplines to which university programs should be aligned;

ii)   programs to be developed, reviewed and delivered by each UP;

iii)   ODL collaboration, whereby the ODL Satellite Center "Anchor Model" was adopted;

iv)   preliminary ODL business model features and approaches for ODL collaboration sustainability, which will be continued in FY2; and

v)   approaches to ODL/E-learning module development – roles and responsibilities of universities and the SHEAMA program

Leadership Academy

In Quarter 3, a leadership residency was conducted at the Arizona State University campuses in Tempe, Arizona and Washington, DC (June 17-21, 2019). Participants included two representatives of each UP (vice chancellors, their deputies or college principals), and their ODL Directors or representative of deans, as well as the SHEAMA Project Director, Chief of Party, ODL Director, Pedagogy Advisor and the monitoring and evaluation leadership. The Leadership Academy was composed of a range of workshops designed to initiate and expand UP collaboration and innovations for the Malawian Context.

In addition to facilitated discussions and presentations, the Leadership Academy included a visit to USAID in Washington, D.C. where Stephen Silliman, Jefferson

Science Fellow, USAID Center for Development Research met with the visiting UP representatives. The process of developing MoUs for the UPs and between SHEAMA and each UP also was initiated at the academy, but it was finalized in Quarter 4.

University Partner Collaboration and Congressional Staff Delegation

The university partners, represented by their vice chancellors, college principals, ODL Directors and deans, signed a collaboration MoU at a function attended by representatives from the Ministry of Education, Science and Technology, National Council for Higher Education, and USAID led by the Mission Director and staff on August 19, 2019, at Ufulu Gardens in Lilongwe. Through this agreement, the UPs agreed to work collaboratively to extend access to higher education programs through ODL. Under this agreement, the academic programs and short-course offerings of each of the UPs will be available to all students through a shared network of ODL satellite centers.

SHEAMA hosted a Congressional Staff delegation on August 20, attended by US House Appropriations Committee Staff, UP representatives, SHEAMA staff, ASU faculty, and USAID Malawi personnel. The delegation toured LUANAR's Lilongwe ODL center, met with ODL students, and discussed the potential impact of SHEAMA.

Individual MoUs between SHEAMA and each UP were established during Q4. These MoUs formalize the commitment of each UP and ASU to collaboration on the development of a viable and effective Open Distance Learning (ODL) model that is economically sustainable, feasible, replicable, accessible, and appropriate for Malawi.

ODL Readiness Assessment

The SHEMA ODL readiness self-assessment instrument was administered to each of the five UPs. This instrument was based on ASU instructional design and delivery capacity guidelines and adapted to the Malawian context using the NCHE National ODL Framework and Higher Education Minimum Standards. The report, to be compiled in Quarter 1 of FY2, will guide the development of customized technical capacity enhancement strategy for each UP. The strategies will focus on key strengths and gaps, and enhancing the UP capacity to overcome challenges and grow sustainably, while increasing access and ensuring quality and excellence.

ODL Program Certification and Instructional Design Workshops

An Instructional Design Workshop was conducted at the end of Quarter 4. This workshop covered range of topics including: certification of ODL programs, short course development tools, ODL Center minimum standards and development of ODL learning materials for online delivery. The workshop was attended by representatives from NCHE, MoEST, seventy-four (74) faculty from all five UPs, Instruction Designers from ASU and local universities, and SHEAMA staff. The ASU instructional designers, working with local instructional designers, facilitated the training component. Development of online modules for at least 3 programs (ranging from short courses to diplomas) per UP, was initiated. Following the workshop, module developers were linked to ASU and local Instructional Designers for support in order to complete the modules. The workshop produced draft units for modules, draft ODL satellite center guidelines for meeting minimum requirements for ODL satellite center infrastructure, short course development tools, and guidelines which will guide the development of remaining and future programs at the UPs. Furthermore, the local Instructional Designers were linked to ASU Instructional Designers and faculty for mentorship.

2.2.3 IR 3: Bridging to employment improved

National Kick-Off Meetings

As part of IR 3, "Bridging to Employment," SHEAMA organized two national kickoff meetings: one in the Southern Region and one in the Central Region. The purpose of these meetings was to introduce the project to industry players and to engage them in the development of the project, particularly in providing critical feedback on university curricula and in working to promote and establish more internship programs in Malawi. The Southern Region meeting took place on June 25, 2019 in Blantyre at the Malawi Sun Hotel. Representatives from eight organizations attended the meeting: ECAM, Sunbird, MTL, Soche Technical, Total Malawi, Touch of Class, Blantyre Malaria Program, and Chibuku. In the Central Region, the meeting took place on June 27, 2019 at the Platinum Hotel in Lilongwe. Representatives of eight organizations attended the meeting: ECAM, Tilitonse Foundation, AHL Group, Premium Tobacco, Lilongwe Handling Company (LIHPCO), NASFAM (National Smallholder Farmers Association of Malawi), Roads Authority, and National Library Services. Although fifteen organization were originally expected to attend, attendance was lower due to conflicting meetings being held at the same time. SHEAMA will reach out to individual companies to engage them in future project activities.

Employers' Consultative Council (ECAM) was present at both meetings. At both venues, SHEAMA staff made presentations on the project, introducing its goals and approaches to the participants and describing the role envisioned for companies. After the presentation, participants were given an opportunity to comment or ask questions. The major concern expressed was the need for a "comprehensive internship program" to enhance the job readiness of university graduates. SHEAMA staff explained that the internship mechanism is a grants program that can provide partial subsidies to cover allowances for interns at small- and medium-sized companies that might not be able to hire interns on their own. The program will develop gender-sensitive tools and training to build companies' capacity to organize and ensure safe, inclusive, and gender-equitable internship programs.

Generally, the participants were pleased with SHEAMA and its objectives. Following the meetings, Regional Educational Entrepreneurship Advisory Bodies (REEABs) were formed for the Southern and Central Regions. A representative from Chibuku Products was elected as the chairperson for the Southern Region, while the representative from the National Library was elected acting chairperson for the Central Region grouping.

SHEAMA staff explained the role of the REEABs, which is to bring together education and industry stakeholders to reinforce links between academia and the job market, so that employers are aware of their responsibilities in the project. Following the formation of the REEABs, the next stage is to form similar structures to work at district level, the District Educational, Entrepreneurship Advisory Bodies (DEEABs). Since most of the industries in the Northern Region are represented either in the Central or Southern Region, there will be a need to purposefully identify the industries to be included in the DEEAB there. There are already members in the region namely, the Ministry of Labor, the Ministry of Education, and Mzuzu University.

The REEABs serve as a higher-level, regional link among the project, the UPs, and industry representatives. It was determined that regional bodies are best positioned to represent the larger companies that are located in cities closest to the main university campuses. REEABs will provide the interaction and feedback necessary on curricula and program activities. As larger companies, they are able to offer more internship possibilities. In order to better serve students from rural areas, the district-level DEEABs were formed to complement the REEABs. These DEEABs are composed of ODL center staff and local industry representatives. Although industries at that level may be smaller, they are the closest to our scholars' home communities and will be most able to offer internships that are accessible to ODL students. Because these industries are at district level, they will also be able to interact directly with the ODL centers and provide feedback on curricula from their perspective. For example, a local business in Balaka may have very different needs in terms of interns and types of skills than a larger national or even international company in Blantyre.

The kickoff meetings were successful in establishing initial engagement with industry partners. SHEAMA will make efforts to reach out to those companies that were not able to attend the meetings to ensure that they have an opportunity to contribute to the project.

Other Workforce Development Activities

- Formation of Regional Educational and Employment Advisory Bodies (REEABs).
- Formation of District Educational and Employment Advisory Bodies (DEEABs).
- Refinement of internship tools.
- Conducting one day training on Internship Management.
- The formation of the REEAB for the Northern Region is in process in liaison with MZUNI ODL Center and Ministry of Labour in Mzuzu.

Cross-Cutting IR1: Improve Capacity of Institutions

Introductory and exploratory meetings were held with the MoEST, Mzuzu and Polytechnic universities during the review period. Each UP included a broad range of university leadership in these initial meetings to engage in early discussions of accomplishments in their current ODL programs, next steps for ODL program development and areas of collaboration. Due to scheduling limitations of the institutions in the south, meetings with MUST and Chancellor College were held in September 2019.

Cross-Cutting IR2: Increase Use of Technology & Innovation

Informal assessments of technology were undertaken by the Project Director, Pedagogy Advisor, ODL Director and Chief of Party during field visits to ODL centers, CDSS and Education Division Manager representatives to gain on the ground awareness of technology use in day to day operations (i.e. communication, coordination of activities, data collection), technology available for student learning (i.e. computer labs and connectivity) and overall exposure to accessible learning technologies.

2.3 Implementation Challenges

The US government shutdown (December 22, 2018-January 25, 2019) introduced an unforeseen delay and subsequent scheduling challenges, impacting ability to receive the post-award orientation meeting (subsequently conducted on February 11, 2019). Several obligatory and customary introductory meetings were moved to Q2 (e.g., meeting with and gaining endorsement of MoEST prior to engaging the University Partner leadership). This challenge was resolved in Q2 and implementation timeframe adjustments were made to accelerate multifaceted, simultaneous implementation during Q3 and Q4.

A longer than anticipated process of attaining country registration contributed to a delay in hire and on-boarding of key personnel, executing the lease for the SHEAMA Lilongwe office, and obtaining office furniture and equipment. These challenges have been mitigated through interim engagement of a Professional Employment Organization (PEO) to enact key personal contracts and establish the SHEAMA office lease. Registration applications must be signed by the Minister of Justice, and therefore completion of the process is dependent on the Minister's schedule. At the conclusion of Year 1, the SHEAMA registration process has been completed and awaits signature of the Minister.

Cyclone Idai struck Malawi on March 14, 2019, causing significant damage within country. While this did not directly impede project implementation, work in the Southern region of the country was rescheduled to Quarter 3.

Staffing for the refinement, development, and delivery of ODL courses was positioned within the UPs with the goal of establishing a sustainable model for ODL within and among the partner institutions. The present operating budgets of the UPs impact their ability to readily reallocate existing resources to accelerate design and development of courses and programs. UP misperception and expectation that the activity would provide financial support for infrastructure, technology and instructors presented an initial challenge in attaining immediate participation. The UP leadership (Vice Chancellors) have been encouraged to commit to mobilization of resources toward module development with SHEAMA bringing technical support to assist.

2.4 Project Management Plan Update

2.4.1 Submission of the AMELP

SHEAMA's monitoring and evaluation partner, Overseas Strategic Consulting, Ltd. (OSC), engaged in the development and refinement of the Annual Monitoring and Evaluation Learning Plan (AMELP) during the time period of March 18-31, 2019. OSC worked in-country with the SHEAMA project staff to refine and update the AMELP that had been designed during the proposal phase. The revised AMELP was then submitted to USAID and was later approved in Quarter 3.

2.4.2 Conduct Baseline assessment

In Quarter 3, the SHEAMA team designed, developed and vetted a Baseline Survey Protocol and Strategy (BSPS) as well as baseline data collection tools which included the following:

    i.   ODL Student Satisfaction Questionnaire (ODL SSQQ)
    ii.   SHEAMA Institutional Capacity Questionnaire (ICQQ)
    iii.   Student Job Readiness Survey – Student perspective (SJRSQQ)
    iv.   Student Job Readiness Survey – Employer perspective (SJREQQ)
    v.   University Partner Questionnaire – Section A (UPQQ-A)
    vi.   University Partner Questionnaire – Section B (UPQQ-B)

The baseline strategy and tools developed received internal review from the SHEAMA team and feedback was solicited from USAID Malawi. Following USAID approval of the BSPS and related tools, SHEAMA conducted baseline assessment data collection exercises in Quarter 4 to collect data to be analyzed and used to describe the pre-intervention status of the SHEAMA activity, to which follow-up assessments will be compared. At the pre-intervention stage, this information will contribute to an understanding of the context in which the SHEAMA activity takes place. The baseline assessment focused on approved indicators housed in the SHEAMA AMELP and involved all SHEAMA University Partners, existing open and distance learning (ODL) centers,

SHEAMA University Partner ODL students and SHEAMA industry partners that fall under the nine Malawi high growth sectors (mining and engineering, art, tourism and hospitality, information and communication technology [ICT], health care, energy, entrepreneurship, education, and agriculture).

To implement the baseline data collection, SHEAMA recruited and trained 10 enumerators and six data entry clerks. All baseline assessment data collection forms were pilot tested on September 16, 2019. University Partner questionnaires were tested at UNICAF Open and Distance Learning Center in Lilongwe. The industry partner questionnaire was tested at Malawi Bureau of Standards (MBS) office in Lilongwe. Respondents understood the questions and found them easy to respond to; no significant revisions were required prior to implementation. Data collection for the baseline assessment took place during Q4. Data were collected from University Partners, existing ODL centers, ODL students and industry partners in Lilongwe, Blantyre, Zomba, Balaka, Chikwawa, and Mulanje. Analyses of the baseline assessment data have been used to complete the SHEAMA Year 1 Annual Performance Report and a baseline assessment report.

2.4.3 Routine data collection

In Quarter 4, SHEAMA developed routine data collection tools to facilitate project reporting. Five University Partner-related data collection tools were developed:

    i.   Student Enrollment Form – To capture student enrollment data
    ii.   Student Scholarship Award Form – To capture data on student scholarships
    iii.   Student Progress Report Card – To provide a summary of students' semesterly progress
    iv.   Alumni Follow-up Form – To capture alumni data
    v.   Meeting and Training Attendance Registers – To capture meeting and training attendance and other important meeting details

The following data collection tools were developed as part of the baseline assessment and will also be used for routine data collection:

    vi.   Student Job Readiness Survey – Student perspective
    vii. Student Job Readiness Survey – Employer perspective
    viii. ODL Student Satisfaction Questionnaire

Three of the five University Partners (CHANCO, MUST, and POLY) have been trained on routine data collection using the SHEAMA tools. MZUNI and LUANAR will receive orientation in Year 2, first quarter.

2.4.4 Recruitment of a Senior Information and Communications Technology (ICT) Consultant

In Quarter 4, SHEAMA initiated a process to identify a Senior Information and Communications Technology (ICT) Consultant (international short-term technical assistance [STTA]) to support the establishment of an electronic system for routine SHEAMA data collection throughout the life of the activity. The Senior ICT Consultant will advise SHEAMA on ICT planning, assist with establishing data entry, monitoring, and quality assurance systems, and provide periodic follow-up support to ensure the established systems are functioning as intended. The Senior ICT Consultant was onboarded at the end of September 2019. The team will also identify a locally hired Junior ICT Consultant who will work closely with the Senior ICT Consultant, adding a locally informed perspective to the task.

3. INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES

3.1 Gender Equality and Female Empowerment

In line with SHEAMA's gender equality and social inclusion (GESI) strategy, SHEAMA has prioritized selecting vulnerable young women from rural areas for the four-year scholarships. The program will be selecting both girls/women as well vulnerable men from rural areas and those with disabilities for the short courses. SHEAMA ensured the women were represented on the National Selection Committee and the REEABs, and will also seek to ensure women are included on the district-level committees when they are formed. As detailed above, a key element of the internship grants will be to ensure that companies provide a safe, gender-equitable, environment for marginalized rural men and women of all abilities.

SHEAMA identified a total of forty (40) students who have been accepted in the public universities to study Science Technology and Mathematics (STEM) related subjects and shortlisted them from the University Partners' and National Council for Higher Education (NCHE) lists from which 27 individual scholarships will be awarded to 22 female students and 5 male students.

3.2 Policy and Governance Support

During Quarter 3, the primary meeting with the Ministry of Education focused on the ODL Collaboration Technical Workshop that was conducted by SHEAMA. This meeting was attended by the Chief Education Officer for Higher Education. Involvement of NCHE was established in Quarter 3, securing a plan for continued engagement and support of SHEAMA objectives.

3.3 Local Capacity Development

Throughout Y1 of the activity, the Chief of Party and the ODL Director held meetings to engage representatives from each of the local University Partners, resulting in SHEAMA engagement of various levels of university faculty. This groundwork has ensured the participation of faculty, ODL professionals, and university administration in the trainings, workshops, and networking opportunities provided by SHEAMA, both currently held and planned for the future.

During Quarter 2, SHEAMA conducted a week-long Leadership Academy held at the Arizona State University Tempe, Arizona and Washington, DC campuses. During the Leadership Academy, two representatives from each university engaged in multiple workshops related to leadership development in higher education. The Leadership Academy provided an opportunity for the representatives from each university to collaborate and interact with each other as they engaged in forming a national partnership.

The SHEAMA Instructional Design Workshop commenced on September 30, 2019 in Salima, and centered on strengthening capacity of local UP faculty and staff. In addition to planning and initiating the design of ODL courses, the workshop provided the opportunity for participants to network professionally, collaborate on ODL strategies, receive training on the various aspects of hosting ODL programs, and be mentored by experienced ODL professionals.

3.4 Private Sector Engagement

To ensure the economic relevance of the courses supported by SHEAMA, the program is spearheading ongoing efforts to engage local industry partners in course development and internship opportunities. This includes the founding of District Educational and Employment Advisory Bodies (DEEABs) and Regional Educational and Employment Advisory Bodies (REEABs). SHEAMA works with the DEEABs and REEABs to seek feedback on curricula specific to each region and district of Malawi, as well as to assist industry partners in establishing robust internship programs. Additionally, a suite of internship training tools was developed to assist local industries in preparing for hosting interns.

4. STAKEHOLDER PARTICIPATION AND INVOLVEMENT

On May 16-17, 2019, a two-day ODL collaboration meeting was conducted in Lilongwe. Led by the SHEAMA ODL Director, this meeting included representatives designated by deans from each of the five UPs. The SHEAMA workplan was presented and reviewed, highlighting immediate priorities as well as targets for Year 1. The team agreed to work toward achieving the targets in collaboration with SHEAMA and was constituted as the SHEAMA ODL Working Group. Current ODL Directors of each UP will serve as ODL Liaisons. UP-proposed degree programs for face-to-face and ODL delivery were reviewed, as well as short term ODL courses. The team developed and adopted the ODL Collaboration Model, which is based upon an ODL anchor-model.

SHEAMA invited stakeholders from the private sector in Malawi to participate in kickoff meetings conducted in Lilongwe and Blantyre. These meetings provided an overview of SHEAMA, with particular emphasis on private sector roles. The companies expressed interest in collaborating with SHEAMA in the implementation of the activities through the REEABs and DEEABs. The following companies attended in Blantyre: Sunbird Hotel, Total Malawi, Chibuku Products, Blantyre Malaria Project, Soche Technical College, Malawi Telecommunications Limited, and a representative from ECAM. In Lilongwe the following industries participated: Auction Holdings, National Smallholder Farmers Association of Malawi (NASFAM), Tilitonse Foundation, the Roads Authority, the National Library, and Lilongwe Handling Company. All of them agreed to participate in the project through the REEABs and DEEABs. Some of the major employers were unable to attend the meeting so arrangements will be made to reach out to them as their involvement will be crucial for a successful implementation of IR3, Bridging to Employment.

Through its scholarship and grants office, SHEAMA worked closely with NCHE, University Partners, and the Higher Education Students Loans and Grants Board in the identification of students who would qualify for scholarships for the face-to-face and ODL programs in STEM-related subjects. These stakeholders were part of the selection committee in Quarter 4.

5. MANAGEMENT AND ADMINISTRATIVE ISSUES

Staff changes

During Year 1, the following SHEAMA positions were filled: Chief of Party, ODL Director, Finance and Administration Manager, Monitoring and Evaluation Specialist, Director of Scholarships and Grants, Scholarship and Grants Associate, Workforce Development Specialist, Part Time Accountant and Office Assistant. The positions of Communication Specialist and Administration Assistant have been advertised, applications have been received, and interviews and hiring were planned for October and November 2019. The hiring process for drivers will begin upon acquisition of vehicles.

The Workforce Development Specialist resigned at the conclusion of Year 1. This position has been advertised, and recruitment has been initiated with a target date of hire in Quarter 1 of Year 2.

Protocols and Policies

Accounting protocols were instituted by the home office during Year 1. Under the direction of the home office, the local accounting process is being refined with the field office. Transition to QuickBooks for accounting and reporting purposes was begun, with full record transition to QuickBooks to be completed in Y2 Q1.

The Employee Handbook and other field office procedures and protocols were developed and finalized during Year 1.

Procurement and Registration

Basic operating furnishing and equipment were sourced, procured, and installed as part of the Year 1 field office startup. Evaluation of motor vehicle bids was completed and approved by the Chief of Party and Arizona State University. The Winrock International procurement department is carrying out execution of the acquisition, including the issuance of the local Purchase Order and other tasks. Delivery of the vehicles is expected in the first half of Year 2.

The SHEAMA local bank account was established and a Value Added Tax (VAT) exemption from the Malawi government obtained. SHEAMA country registration application requirements were met during Year 1, and Ministry of Justice approval is anticipated during Quarter 1 of Year 2.

6. LESSON LEARNED

Country registration can encounter unforeseen delays; the prime must be positioned to rapidly respond to ensure progress toward program goals. Arizona State University extended its resources and positioned its capabilities to enable the field office to operate and advance Year 1 activities while registration and banking logistics were actively addressed. This unforeseen delay provided an opportunity for ASU to gain greater insight into the local processes and networks that it will continue to leverage during the life of the activity.

ASU refined its implementation (both programmatically and budgetarily) to meet the USAID request for an additional University Partner. USAID, ASU and the implementation team became aware of challenges involved with establishing ODL centers in the remote CDSS facilities through the collaborative assessment activity. As detailed in section 2.1, CDSS capabilities vary widely, with most requiring significant infrastructure updates before they can be utilized as ODL satellite centers. The collaborative assessment activity brought each party to a shared understanding of the challenges and served as an opportunity for clarification of the funding parameters of SHEAMA, leveling of expectations, and confirming that facility upgrades will not be directly funded. With this recognition accomplished, the partners agreed to advance the project through a multi-element strategy: beginning with existing ODL anchor centers and phasing satellite center utilization to allow for establishment of a collaborative model immediately, while seeking additional investment for infrastructure improvement. The addition of the fifth university partner provided ASU an opportunity to more strategically enable access to remote, non-urban areas of the country as well as to expand programmatic offerings to students.

Industry partnership and participation is key to the success of SHEAMA. Although some major employers were not able to attend the kick-off meetings, these industries remain important partners in this activity by virtue of their size and contribution to the national economy. SHEAMA staff will increase contact and engagement with these industry partners during Year 2.

Establishing a formal alliance among University Partners involved complex governmental as well as functional considerations. Though the University Partners viewed the establishment of a framework for collaboration and a model of ODL design and delivery to be within the scope of their authority, reference to the entity as an "alliance" and "of Malawi" signaled concerns for the University Partners. Specifically, the University Partners noted that these terms require extensive review and approval at several levels within their respective universities and ultimately at the government of Malawi level. The risk of perception that such an alliance would be an exclusive entity – marginalizing education institutions and stakeholders who were not members of the five-university partnership – was a significant concern of the University Partners. SHEAMA and the UPs collaborated to create a more inclusive and appropriate title for the alliance: the SHEAMA University Partners Collaboration.

Expectation management among program partners required strategic attention throughout the implementation. Great interest in this higher education activity during the proposal phase allowed many of the UPs to develop niche interests and perspectives of how the funding might support their programs. The initial stage of implementation involved a process of negotiation and

clarification among the UPs as each made the case for essential support and investment required to ensure project success. Likewise, there was a desire among some of the UPs to address disparities in support or resources provided by the SHEAMA activity. Developing an atmosphere of trust and partnership among and between UPs and project administration was essential to a productive collaboration. A primary objective of the Leadership Academy conducted by ASU was to provide an honest forum for direct discussion of these concerns.

Coordinating communication and reporting structures among staff members working under two subcontractors presented challenges for country office operations. Though organizational and reporting structures were clearly designated, policies and protocols of the individual subcontractors introduced ambiguity in the early stages of operations. Establishing agreement of overall country office operations and expectation for all country staff, regardless of the subcontractor, was addressed and provided clarity for field office and USAID staff .

The departure of the Workforce Development Specialist presented SHEAMA with challenges and lessons learned. Through the exit interview process, the staff member conveyed dissatisfaction with some of the interactions with their subcontractor's management team. As the project moves forward, SHEAMA has aligned the subcontractor home office support to more closely collaborate with SHEAMA's in-country management so that home office support is just that—support to the in-country team. Furthermore, this experience has informed the recruitment and interview process. The hiring process for the new Workforce Development Specialist has been collaborative between the subcontractor home office, ASU, and the SHEAMA country office. Onboarding of the new hire will be conducted in close coordination with the subcontractor and the SHEAMA management team; goals and work plans will be closely reviewed to ensure strong harmonization with program management and a communication process enabling any staff member to effectively raise concerns and present questions enacted.

This response to the departure of the WFD Specialist speaks to some of the challenges overcome by the SHEAMA country office and home offices of ASU, Winrock, and OSC. Although the presence of already on-the-ground subcontractors can be helpful during initial project start-up, the country office team experienced some "growing pains" related to establishing communication protocols among the various SHEAMA partners. As the prime and subcontractors worked to align practices and expectations, country office staff experienced frustration around the synchronization of planning and implementation. This situation was identified, diagnosed, and mitigated. Through hard work and intentional, planned communication between each SHEAMA team member, staff in the field office now work together as a single team, and the implementing organizations collaborate and share openly to increase consistency across all three organizations to the greatest extent possible. Clear and intentional communication strategies are crucial to project success, especially in a highly collaborative environment such as SHEAMA.

7. PLANNED ACTIVITIES FOR NEXT QUARTER INCLUDING UPCOMING EVENTS

SHEAMA plans the following activities for Quarter 1 FY2020:

7.1 Operational

- Recruit and hire Communications Specialist.
- Hire Administrative Assistant.
- Finalize vehicle purchase.
- Initiate GESI and disability assessments.
- Develop and implement gender action plan.

7.2 IR 1: Access for most vulnerable improved – Scholarships and Grants

- Conduct orientation training for the four-year degree students under the face-to-face and ODL scholarships.
- Initiate scholarship mobilization and awareness campaign about availability of SHEAMA scholarships through radio PSA, newspaper announcement, posting at DEMs' offices, CDSSs, ODL centers, FBOs in liaison with the district ODL Coordinators and Communication Specialist at SHEAMA.
- Conduct training for District SHEAMA scholarship selection committee for Chikwawa, Karonga, Salima, Mulanje, Kasungu and Balaka whose members will include University partners, Ministry of Education at district level, Ministry of Gender, Children, Disability and Social welfare at district level, representatives from the Faith Based Organization and Community Based Organization representative.
- Disseminate the SHEAMA application forms in the participating districts of Chikwawa, Mulanje, Balaka, Karonga, Salima and Kasungu for short ODL courses.
- Extend awareness to residents beyond the target districts through radio, print, community agencies, service organizations, industry partners and social media campaigns.
- Collect SHEAMA scholarship application forms in collaboration with the District ODL Coordinators in each district.
- Shortlist the applicants for ODL short courses in liaison with the District ODL Coordinators in the six districts.
- Review list of selected candidates per district for the ODL short courses, per agreed criteria, and verify.

7.3 IR 2: Access to quality distance learning and short-term training increased – Open and Distance Learning

As ODL-related activities span quarters, semesters, or years, they appear in most quarters as ongoing. The following activities, initiated at the conclusion of Y1, will be carried out in Q1 of Y2.

- Train instructional teams on mentoring and student success coaching.
- ASU faculty and instructional designers will continue to engage ODL Coordinators at University Partner institutions toward initial design and refinement of accessible instructional materials.
- Establish and initiate a continuous process for collection of transcripts from registrars.
- Adapt CDSS ODL Centers based on NCHE Assessment.
- In collaboration with all stakeholders and partners, assess and refine ODL model.
- Train Instructional Team on mentorship and success coaching of students.
- Confirm Instructional Team has implemented mentorship and success coaching of students.
- Facilitate and deliver accelerated TOT in instructional design (by ASU faculty), in consultation with ODL Coordinators at Malawi universities to develop a cadre of 15 instructional designers who will be able to improve quality of ODL by developing and delivering a new ID degree at one or more of the Malawi universities (contributes to Cross-cutting IR1).
- Support ID cadre remotely and in Malawi for 3 months to design new ODL instructional design degree for delivery on one or more university campus and through ODL centers.
- Continue to provide technical assistance for strengthening linkages between UPs and industry, service, and other relevant partners (to obtain reduced rates, internships, etc.).
- Through project baseline assessment and interpretation of the outcomes of initial consultation meetings, SHEAMA will determine which learning areas and disciplines are relevant to industry needs.
- Work with ODL working group to create a catalogue of courses, certificates and diplomas offered at each ODL. Courses align to three categories: help bridge to degrees, diplomas, certificates, and short courses (stand-alone skills courses and customized offerings for industry).
- Develop and refine additional short course modules for delivery.
- Work with university marketing/recruitment counterparts to develop and implement a coordinated national promotion and marketing campaign to advertise existence of new courses and outline application process. Advertising will take place through radio PSAs, work through the DEMs and CTSS networks and other existing channels.
- Continue to work with university student enrollment/administration counterparts to notify selected applicants of time and date for course start.
- Work with ODL working group to develop a system of verifying enrollment and attendance based on technologies available and indicators of participation (may include accessing virtual materials, submitting assignments, responding to prompts etc.).

- Work with universities to develop assessment of effectiveness of short courses including reviewing student performance, course outcomes, faculty surveys, and student satisfaction surveys.
- Refinement and development of curricula and delivery methods based on results of short course assessment.
- Continue to work with each university to set up appropriate alumni tracking mechanism based on the universities' individual goals.
- Support ID cadre remotely and in Malawi to begin design of new ODL instructional design degree for delivery on one or more university campus and through ODL centers.
- Design, adapt, and customize select content for SolarSPELL delivery.

7.4 IR 3: Bridging to employment improved – Workforce Development

- Internship Provider Training.
- District Career Fair Pilot.
- District Career Fairs (in other districts following the pilot).
- Mentorship Training of Trainers.
- Regional Career Fairs.

7.5 Monitoring Evaluation and Learning

- Develop baseline assessment report.
- Establish and convene the Program Advisory Board.
- Conduct PAB Quarterly meetings.
- Work with the Program Advisory Board to finalize learning agenda.
- Technical Review: Tracking, QA, feedback with UPs (quarterly).
- Distribute data collection tools.
- Data collection tools training.
- Develop and refine database to inform project implementation and UP operation.
- Database orientation.
- Data verification.
- Data quality assessment.
- Develop data management guidelines.
- Data review meetings (Staff).

8. FINANCIAL MANAGEMENT

The certified Quarter 4 Federal Financial Report is included in Annex B.

9. SUCCESS STORIES

Signing of UP MoU and Establishment of the SHEAMA University Partners Collaboration

In July 2019, leaders of all five University Partners signed an "historic" MoU solidifying their agreement to work together as part of the SHEAMA University Partners Collaboration. See Annex F for newspaper articles celebrating the occasion.

Workforce Development

A major success story is the formation of the Regional Education and Employment Advisory Bodies and the DEEABs. These are crucial in the Workforce Development component of the program as they are the implementers of the program on the ground in the target districts. Now that these structures are fully operational, the SHEAMA is well positioned to implement activities coordinated and informed by these structures.

Members of the Regional Educational and Employment Advisory Body in the Central Region

Open and Distance Learning

Malawi universities energized to open doors to the rural, thanks to USAID & Arizona State University

The Strengthening Higher Education Access in Malawi Activity (SHEAMA) program, funded by USAID and implemented by Arizona State University, supports five public universities' goal to embark on Open, Distance and E-learning (ODeL) as a collaborative effort, leveraging their expertise collectively, maximizing efficiency rather than working individually. Thanks to SHEAMA, these partner universities are on course, and doing so in a historic collaboration signified by a memorandum of understanding signed in August 2019.

Over ninety (90) faculty from the Lilongwe University of Agriculture and Natural Resources, Malawi University of Science and Technology, Mzuzu University, and University of Malawi (Chancellor College and The Polytechnic),

gathered at an instruction design workshop organized at Blue Waters in Salima, Malawi, between 30th September and 4th October, 2019. This army of academics have, with determination, embarked on a hands-on commendable task of learning and applying knowledge and skills to the development of eighty-five (85) degree, diploma, certificate and short course ODeL modules.

Four experienced instructional designers from ASU facilitated the workshop, supported by local counterparts. They shared time-tested tools and approaches to instruction design for ODeL. The trained faculty will also train their colleagues which will see many more ODeL programs developed and launched through learning management systems. This is likely to see close to 15,000 students have access to industry-relevant and quality-assured higher education by the year 2022, the majority being adolescent girls and young women, and disadvantaged men, including the disabled, from rural community day secondary schools.

SHEAMA's collaborative approach to enhancing capacity of public universities, with strong linkages to industry right from needs assessment, to program development and delivery, is both unique and relevant to faculty needs as testified by some at the workshop. "*For me, it was the issue of industry involvement in the development of program for ODeL. Speaking from my experience; I have spent quite sometime in the private sector, and I am back to the university. I think there is need for more collaboration [such as the SHEAMA workshop], so that whatever programs we develop are actually relevant to industry,*" one faculty had to say, at the close of the five-day workshop. His sentiments resonated well with many others all of which returned home enthusiastic and eager to champion increasing access to higher education in Malawi through their ODeL programs. This

is in tandem with the National Education Sector Plan (2017), which gives hope for a smile to the Government, universities and the public.

ANNEX A: PROGRESS SUMMARY

Indicator No.	Indicator	Baseline	LoA Target	Annual Performance Achieved to the End of Reporting Period						On track?
		FY19		Q1	Q2	Q3	Q4	Total#	Total %	Y/N
AI	Percentage change (from baseline) in completion of programs at higher education institutions	TBD	5%	0	0	0	0	0	0%	P
1a	Number of individuals from disadvantaged groups accessing higher education programs supported by the USG (ES.3.2.2-41)	0	5,796	0	0	0	72	72	1%	N
1b	Percentage change (from baseline) in the number of students dropping out of USG-supported higher education programs under SHEAMA	TBD	-8%	0	0	0	0	0	0%	P
1.1.1	Number of individuals attending tertiary education institutions with USG scholarships or financial assistance (ES.2-2)	0	1,188	0	0	0	0	0	0%	N
1.1.2	Financial value of USG scholarships or financial assistance given to individuals attending higher education institutions	0	$1,013,480	0	0	0	0	0	0%	P
1.1.3	Number of higher education scholarships that are for only degree programs offered with USG financial support	0	36	0	0	0	0	0	0%	P

Indicator No.	Indicator	Baseline	LoA Target	Annual Performance Achieved to the End of Reporting Period						On track?
		FY19		Q1	Q2	Q3	Q4	Total#	Total %	Y/N
1.1.4	**Number of individuals enrolled in higher education programs supported by the USG**	**0**	**14,940**	**0**	**0**	**0**	**222**	**222**	**1%**	**N**
1.2.1	**Number of individuals receiving USG financial support for higher education short courses (Disaggregation of SHEAMA Ind. 1.1.1., i.e., ES.2-2)**	**0**	**974**	**0**	**0**	**0**	**0**	**0**	**0%**	**P**
2a	**Percentage of students reporting satisfaction with ODL program offerings**	**65%**	**85%**	**0**	**0**	**0**	**65%**	**65%**	**76%**	**N**
2.1.1	**Number of higher education institutions incorporating employer input and/or market intelligence into offerings and/or course content for higher education programs supported by USG**	**0**	**5**	**0**	**0**	**0**	**0**	**0**	**0%**	**P**
2.1.2	**Number of ODL short courses designed/created and/or improved to be linked to existing opportunities and needs in Malawi (ES.3.2.2-36)**	**0**	**25**	**0**	**0**	**0**	**0**	**0**	**0%**	**P**
2.2.1	**Number of students enrolled in market driven ODL short courses**	**0**	**10,010**	**0**	**0**	**0**	**0**	**0**	**0%**	**P**
2.2.2	**Number of students enrolled in STEM subjects in higher education programs supported by the USG**	**0**	**3,735**	**0**	**0**	**0**	**222**	**222**	**6%**	**N**

Indicator No.	Indicator	Baseline	LoA Target	Annual Performance Achieved to the End of Reporting Period						On track?
		FY19		Q1	Q2	Q3	Q4	Total#	Total %	Y/N
2.3.1	Number of ODL centers with enhanced alumni tracking mechanisms	0	16	0	0	0	0	0	0%	N
2.3.2	Number of ODL centers that utilize their enhanced alumni tracking mechanisms to track employment, income, and retention rates of alumni as a result of USG-funded activities	0	16	0	0	0	0	0	0%	P
3a	Percent of employers' perception of job readiness of students from higher education institutions	76%	85%	0	0	0	0	0	0%	P
3b	Percent of students' perception of their own job readiness	93%	85%	0	0	0	0	0	0%	P
3.1.1	Proportion of alumni receiving, within 6 months of completion, new employment, self-employment, or better employment as a result of participation in USG-supported higher education programs (ES.3.2.2-37)	0	80%	0	0	0	0	0	0%	P
3.1.2	Percent of youth with improved soft skills following participation in USG-assisted programs	0	100%	0	0	0	0	0	0%	P

Indicator No.	Indicator	Baseline	LoA Target	Annual Performance Achieved to the End of Reporting Period						On track?
		FY19		Q1	Q2	Q3	Q4	Total#	Total %	Y/N
3.2.1	Number of conventions, facilitated by SHEAMA, to improve collaboration among secondary schools, higher education institutions, and industry stakeholders	0	16	0	0	0	0	0	0%	N
3.2.2	Number of productive partnerships between higher education institutions and private or public sector, facilitated by USG-funded activities	0	72	0	0	0	0	0	0%	N
3.2.3	Number of coordinated inter-university communities of practice events	0	8	0	0	0	0	0	0%	N
CC-Ia	Number of host country tertiary education institutions receiving capacity development support with USG assistance under SHEAMA (ES.2-1)	5	5	0	0	0	5	5	100%	Y
CC-Ib	Percentage change (from baseline) in institutional capacity	0	10%	0	0	0	0	0	0%	P
CC-Ic	Number of staff in leadership/management receiving training in institutional strengthening topics to support the capacity strengthening of higher education institutions	0	20	0	0	10	0	10	50%	Y

Indicator No.	Indicator	Baseline	LoA Target	Annual Performance Achieved to the End of Reporting Period						On track?
		FY19		Q1	Q2	Q3	Q4	Total#	Total %	Y/N
CC-Id	**Number of technical staff receiving training in institutional strengthening topics to support the capacity strengthening of higher education institutions**	**0**	**415**	**0**	**0**	**0**	**0**	**0**	**0%**	**N**
CC-IIa	**Number of optimizations introduced into existing technologies for accessing education, finding jobs, recruiting new employees**	**0**	**3**	**0**	**0**	**0**	**0**	**0**	**0%**	**N**
CC-IIb	**Number of technologies introduced into the context of higher education institutions and ODL centers under SHEAMA**	**0**	**3**	**0**	**0**	**0**	**0**	**0**	**0%**	**N**

ANNEX B: FEDERAL FINANCIAL REPORT

ANNEX C: QUARTER 4 YEAR 1 ACTIVITY STATUS

Activity Description	Status
Operational	
Recruit and hire Communications Specialist	In progress
Acquisition of vehicles	In progress
Recruit and hire drivers	Pending vehicle acquisition
Conduct GESI and disability assessments	Pending
Develop and implement gender action plan	Pending
IR 1: Access for most vulnerable improved – Scholarships and Grants	
Conduct training for the National Selection committee	Complete
Conduct scholarship selection for the four-year degree students from the ODL and face-to-face programs	Complete
Conduct verification for the selected students for the SHEAMA scholarships	Complete
Conduct awareness meetings in the six implementing districts of Karonga, Salima, Kasungu, Chikhwawa, Balaka and Mulanje	Complete
Dissemination of SHEAMA application forms to the participating districts for short Open and Distance Learning (ODL) courses	Pending completion of short course planning
In liaison with ODL directorate at SHEAMA, shortlist the applicants for ODL short courses	Pending completion of short course planning
Conduct training for the District Selection Committee in Karonga, Balaka, Kasungu, Chikwawa, Mulanje and Salima	In progress (completed formation of the district selection committees)

Form DEEABs in all the target districts. These will facilitate project activities at the district level in collaboration with the ODL Centers	Pending
Conduct REEAB and DEEAB meetings	Pending
Work with ECAM to update internship toolkit.	In progress
Work with stakeholders to prepare for the internship component to ensure that there is a common understanding with regard to the implementation of the internship activities	In progress
Conduct selection for SHEAMA beneficiaries at district level in the six implementing districts	Ongoing
Conduct orientation for the SHEAMA scholarship beneficiaries	Ongoing
Work with UPs to conduct consultations with regional and district GoM and industry stakeholders	Ongoing
Sign MoU between all UPs	Complete
Sign MoUs between each individual UP and ASU	In progress: CHANCO to sign Q1 Y2.
IR 2: Access to quality distance learning and short-term training increased – Open and Distance Learning	
Work with universities to appoint an ODL Liaison to oversee project-sponsored ODL activities at each university and form an ODL Working Group	Complete
Collect transcripts from registrars	Ongoing
Conduct site visits with NCHE to assess suitability of ODL centers at CDSS	Complete
Adapt CDSS ODL Centers based on NCHE Assessment	Pending
In collaboration with all stakeholders and partners, assess and refine ODL model	Ongoing
Facilitate ODL self-assessment and process audit (see Cross-cutting IR1) to identify gaps and refinement (bi-annual)	Complete
Train Instructional Team on mentorship and success coaching of students	In progress
Confirm Instructional Team has implemented mentorship and success coaching of students	Pending
Facilitate and deliver accelerated TOT in instructional design (by ASU faculty), in consultation with ODL Coordinators at Malawi universities to develop a cadre of 15 instructional designers who will be able to improve quality of ODL by developing and	In progress

delivering a new ID degree at one or more of the Malawi universities (contributes to Cross-cutting IR1)	
Support ID cadre remotely and in Malawi for 3 months to design new ODL instructional design degree for delivery on one or more university campus and through ODL centers	In progress
Work with ODL Liaisons to assess status of each ODL center against the minimum standards and develop a plan for addressing identified gaps	Pending
Provide technical assistance for strengthening linkages between UPs and industry, service, and other relevant partners (to obtain reduced rates, internships, etc.)	Pending
Through project baseline assessment and interpretation of the outcomes of initial consultation meetings, SHEAMA will determine which learning areas and disciplines are relevant to industry needs.	Complete
Facilitate 2-day workshop with UAM, NCHE and MoEST to discuss definition and accreditation of certificates and diplomas including which disciplines should be offered and the minimum course requirements for each	Complete
Convene 4-day curriculum symposium with UAM leaders to discuss which universities would offer which certificates, degrees and short courses in which ODL centers, which university is responsible for leading development of a particular course, how enrollment, applications to courses will be coordinated, managed, and a common pricing strategy per credit hour developed.	Complete
Work with ODL working group to create a catalogue of courses, certificates and diplomas offered at each ODL. Courses align to three categories: help bridge to degrees, diplomas, certificates, and short courses (stand-alone skills courses and customized offerings for industry)	Complete
Work with ODL working group to develop production schedule that charts which course will come online at which time in the different ODL centers (ensures accountability and minimizes risk of gaps in offerings)	In progress
Work with the ODL working group to develop short course tools, templates that curriculum development groups (comprising existing faculty with support from instructional designers) in different disciplines can use to develop subject courses	Complete
Activate remote mentorship between Malawi curriculum development working groups and ASU advisors	In progress
Develop and refine short course modules for delivery	Complete
Work with university marketing/recruitment counterparts to develop and implement a coordinated national promotion and marketing campaign to advertise existence of new courses and outline application process. Advertising will take place through radio PSAs, work through the DEMs and CTSS networks and other existing channels.	Pending

Work with university student enrollment/administration counterparts to notify selected applicants of time and date for course start	Ongoing
Work with ODL working group to develop a system of verifying enrollment and attendance based on technologies available and indicators of participation (may include accessing virtual materials, submitting assignments, responding to prompts etc.)	Complete
Work with universities to develop assessment of effectiveness of short courses including reviewing student performance, course outcomes and student satisfaction survey, faculty survey	Pending
Refinement and development of curricula and delivery methods based on results of short course assessment	Pending
WI will work with ECAM to organize regional awareness, mobilizing the local private sector by introducing SHEAMA and highlighting their benefits to joining initiative. Through this engagement, SHEAMA will confirm interest to participate and join regional education and employment advisory boards (REEABs). Simultaneously, SHEAMA will establish district education and employment advisory boards (DEEABS). Once established, both REEABs and DEEABs will begin regular convenings.	Complete
Based on needs assessment with universities and ODLs, link interested professors and teachers to REEABs and DEEABs to help tailor and update course content, simulation exercises and practicums to local market needs	Pending
Work with each university to set up appropriate alumni tracking mechanism based on the universities' individual goals	Complete
Through Malawi based instructional design residency, deliver accelerated training to develop cadre of instructional designers able to improve quality of ODL; Support ID cadre remotely and in Malawi to design new ODL instructional design degree for delivery on one or more university campus and through ODL centers	Complete
As part of instructional design residency, include modules on instructional design technologies such as learning management systems (Moodle), consumer device use such as mobile phones	Complete
Assess feasibility of and pilot SolarSPELL at ODL sites.	In progress
Design, adapt, and customize select content for SolarSPELL delivery.	Pending
IR 3: Bridging to employment improved – Workforce Development	
Form DEEABs in all the target districts, which will facilitate project activities at district level in collaboration with the ODL Centers	Complete
Conduct REEAB and DEEAB meetings	Complete
Work with ECAM to update internship toolkits	In progress

Work with ECAM/GAN to conduct 1-day training for selected organizations for internship management	Pending
Work with University Partners to prepare for internship program. This activity will ensure that the UPs and SHEAMA have a common understanding with regard to the implementation of the internship program	Pending
Monitoring, Evaluation, and Learning	
Finalize Baseline Survey Protocol and Strategy (BSPS) and data collection tools	Complete
Pilot test data collection tools	Complete
Recruit Database Specialist	In progress
Recruit, hire, and train enumerators and data entry clerks	Complete
Develop database for baseline and routine data entry	Complete
Facilitate baseline assessment	Complete
Develop plan for routine data entry	Complete
Finalize data quality assessment planning	In progress
Establish and convene the Program Advisory Board (PAB)	In progress
Technical review: Establish mechanism for tracking and feedback with UPs	In progress

ANNEX D: PROPOSED SHEAMA PROGRAMS

DELIVERY MODE	MZUNI	LUANAR	POLY	CHANCO	MUST
Degree (Face-to-face)	1. BSc Information and Communication Technology 2. BSc in Sanitation 3. BEd (Sciences) 4. BA in Mass Media and Communication	1. BSc Agricultural Engineering 2. BSc in Human Nutrition and Health 3. BSc in Human Sciences and Community Services 4. BSc Agriculture (NRC)	1. BSC Information Technology 2. BSC Business studies 3. BSC Mining Engineering 4. BSC Industrial laboratory technology	1. BEd Physics 2. BEd Biological sciences	1. BSC Meteorology and climate science 2. BSC Disaster risk management 3. BSC Water quality management 4. BSC Sustainable energy systems
Degree (Blended/ODL)	1. Bachelor of Education (Languages)- 2. Bachelor of Science (Nursing &Midwifery) 3. Bachelor of Science in Public Health 4. BSC in Fisheries	1. BSc. Animal Science 2. BSc Agricultural Innovations 3. BSc Agricultural Extension 4. BSc Agribusiness Management	1. B Education (Business studies) 2. BSC Technical Education 3. B Technical Education (Technology) 4. B Accountancy	1. BA Communication and cultural studies 2. BA in Youth Work Development 3. BA Human Resources Management 3. BSC Computer science 4. BSC electronics	1. BSC Business information technology 2. BSC Computer systems and security 3. BA Indigenous knowledge system and practices 4. BSC Sports science
Diploma (ODL)	1.Solar Energy Systems (Design, installation and maintenance) Diploma in Hospitality Management with specializations in: (i) Front Office Operations; (ii)	1. Agriculture education 2.Dairy Science and Technology	1. Biomedical engineering 2. Civil engineering 3. Metallurgy and mineral processing 4. Industrial lab technology Mining Engineering	1. Law 2. Statistics	1. Intellectual property 2. Music 3. Geology and earth sciences

	Food & Beverage Service; (iii) House Keeping & Event Management)				
Certificate (ODL)	1. Culinary Art 2. Certificate in Hospitality Management with specialization in: (i) Front Office Operations; (ii) Food & Beverage Service; (iii) House Keeping & Event management)	1. Horticultural production	1. University Certificate in education	1. Ceramics 2. Music	1. Introductory and advanced GIS 2. Quality assurance and laboratory management 3. Effective public speaking
Semester Long Short courses (ODL)	N/A	N/A	N/A	N/A	1. Business development and entrepreneurship
Short courses (ODL)	1.Food Production (Cookery, Pastry & Bakery) 2. Sanitation 2. Information Management& Literacy 3. Early Childhood Education 4. Entrepreneurship & SMEs Business Management	1. Mushroom production 2. Value chain approach and cooperatives 3. Pig production 4. Integrated soil fertility management 5. Climate smart agriculture	1. Automotive mechanics 2. Machine Operation 3. Laboratory technology in beverages 4.Essential oils extraction technology 5. Agroprocessing	1. Correlated and longitudinal data analysis 2. School leadership and management 3. Program monitoring and evaluation 4. Survey design with CSPro 5. Advanced research and academic writing	1. Data management 2. Cardiopulmonary resuscitation 3. Mobile application development 4. Renewable energy applications 5. Waste recycling

ANNEX E: SCHOLARSHIP CRITERIA AND TERMS

Scholarship Selection Criteria

A total of 27 candidates will be selected from the 40 shortlisted candidates to be awarded scholarships based on the selection criteria below:

1. Applicants must be Malawian, and have a place at a public university of Malawi (CHANCO, MUST, LUANAR, MZUNI, and POLY), with priority given to AGYW.
2. Applicants must be able to demonstrate an inability to pay tuition/fees.
3. Applicants must be studying towards first degree/diploma/certificate under ODL/face-to-face/short course.
4. Applicants must be studying Science, Technology, Engineering, Mathematics (STEM)-related subjects.
5. Applicants must be selected from a CDSS and live in a rural area. Priority will be given to applicants from Karonga, Kasungu, Salima, Balaka, Mulanje, and Chikhwawa Districts.
6. Applicants must belong to a vulnerable/disadvantaged group *(with disability, single or double orphan, lack of financial support, HIV-infected/-affected.)*
7. Applicants must complete the application form.

Scholarship Terms and Conditions

In addition, SHEAMA developed scholarship conditions so that the beneficiaries can sign and agree to abide by the conditions outlined. The key issues in the conditions are as follows:

a) The scholarship recipient must successfully pass their examinations each year and progress to the next year so that they complete their degree, diploma, or certificate program on time.
b) The scholarship recipient, regardless of degree program, must be registered for a full-time course load or be engaged in program-related activities (e.g., research) on a full-time basis. Part-time students are not eligible.
c) A scholarship recipient may not discontinue or change his/her field of study after entering the program or withdraw from the program without the express written approval from USAID.
d) Upon successful completion of the degree, diploma, or certificate, or while undertaking studies, some scholarship recipients will participate in an internship program based on the requirements for a program of study.
e) Scholarship recipients can only hold one scholarship during the program period, not multiple scholarships.
f) Scholarship recipients will be required to serve as mentors for young girls and women in the various community CDSSs. Failure to honor this commitment could result in removal from the scholarship program.

ANNEX F: MEDIA EXPOSURE

The Nyasa Times

"USAid project to help 15 000 Malawi students to access higher education"

https://www.nyasatimes.com/usaid-project-to-help-15-000-malawi-students-to-access-higher-education/

The Nation

"USAid project to aid 15 000 local students"

Some of the partners during the MoU signing

ANNEX G: LEADERSHIP ACADEMY AGENDA

Strengthening Higher Education Access in Malawi Activity (SHEAMA)
Leadership Academy
Arizona State University Campus
Tempe, Arizona – Washington, DC
June 17-21, 2019

Agenda

Malawi University Leadership	**Professor Fred Msiska,** Deputy Vice Chancellor, Mzuzu University
	Dr. Simeon Gwayi, Director of Studies, Mzuzu University
	Professor George Y. Kanyama-Phiri, Vice Chancellor, Lilongwe University of Agriculture & Natural Resources
	Dr. Gawanani, Acting Coordinator for ODL Learning, Lilongwe University of Agriculture & Natural Resources
	Professor Richard Ignitious Tambulasi, Principal, University of Malawi, Chancellor College
	Dr. Antonie Lyson Chigeda, Director of E-Learning, University of Malawi, Chancellor College
	Professor Grant Kululanga, Principal, University of Malawi, The Polytechnic
	Dr. Francis Chimndomo Chikunkhuzeni, Director of the Centre for Continuing Education, University of Malawi, The Polytechnic
	Professor Address Malata, Vice Chancellor, Malawi University of Science and Technology
	Dr. Alfred Maluwa, ODL Representative, Malawi University of Science and Technology
SHEAMA Personnel	**Dr. Zikani Hawkins Watson Kaunda**, SHEAMA Chief of Party
	Dr. Joshua Shongah Valeta, SHEAMA ODL Director
SHEAMA Partners	**Dr. Samuel DiGangi**, SHEAMA Program Director
	Dr. Ann Nielsen, SHEAMA Pedagogy Advisor
	Ryan Crow, Executive Vice President, Overseas Strategic Consulting, Ltd.
	Sarah Laaff, Associate Director, Strategy and Development, Overseas Strategic Consulting, Ltd.

Monday June 17, 2019	**Day 1**
8:00am	**Shuttle Pick Up at Tempe Mission Palms hotel**
8:30–10:00 am SkySong Conference Room 252 Breakfast provided	**Welcome Breakfast: Designing a University Alliance of Malawi to Expand Access** **Welcome and Overview of Agenda** Sam DiGangi, SHEAMA Program Director, Associate Professor, Mary Lou Fulton Teachers College, ASU
10:00–11:30 am SkySong Conference Room 252	**Expanding Access Through Education Technology** **Phil Regier,** University Dean for Educational Initiatives & CEO, EdPlus at ASU **Sean Hobson,** Chief Design Officer, EdPlus at ASU
11:30–12:00 pm	**Transport to ASU Fulton Center**

1

12:00–1:00 pm Fulton Center, Lincoln Conference Room Lunch provided	**University Supporting Innovation Ecosystems: DreamBuilders Project** **Olivia Mulerwa**, Project Manager, Thunderbird School of Global Management
1:00-2:30 pm Fulton Center, Lincoln Conference Room	**Designing Next Generation Universities** **Jim O'Brien**, Senior Vice President of University Affairs and Chief of Staff, Office of University Affairs **Minu Ipe**, Knowledge Enterprise Architect and Senior Fellow for Leadership and institutional Design, Arizona State University **Derrick Anderson**, Advisor to President for Innovation, Arizona State University
2:30–2:45 pm	**Break**
3:30–4:30 pm Golf Cart to Decision Theater	**Leveraging Data for Educational Design and Access** **Joe O'Reilly**, Director, Decision Center for Educational Excellence
4:30–5:00 pm Tempe Mission Palms	**Hotel Break**
5:30 pm Dinner provided	**The University Alliance of Malawi: Considerations for Increasing Access Within and Across the Malawi Educational System** **Lou Albert**, Professor of Practice, Mary Lou Fulton Teacher's College **Carole Basile**, Dean, Mary Lou Fulton Teachers College **Minu Ipe**, Knowledge Enterprise Architect and Senior Fellow for Leadership and institutional Design, Arizona State University
Tuesday **June 18, 2019**	**Day 2**
8:30am	**Shuttle Pick Up at Tempe Mission Palms**
9:00–9:45am Fulton Center, Lincoln Conference Room Breakfast provided	**Designing Pathways for Success for Vulnerable Populations** **Sukhwant Jhaj**, Vice Provost for Academic Innovation and Student Achievement, Office of University Provost
9:45–10:30am Fulton Center, Lincoln Conference Room	**Partnering for Educational Access: Models for University Alliances** **Amy Scoville-Weaver**, Program Manager, Sustainability Knowledge Enterprise Development **Janice Kleinwort**, Director of Global Partnership International, EdPLUS
10:30–11:00am Fulton Center, Lincoln Conference Room	**Partnering for Educational Access: Models for University Alliances** **Bridget Burns**, Executive Director, University Innovation Alliance
11:00–11:15am	**Break**
11:15–12:00pm Fulton Center, Lincoln Conference Room	**The University Alliance of Malawi: Scaling to Impact Diverse Populations** **Lou Albert**, Professor of Practice, Mary Lou Fulton Teacher's College

12:00–12:45pm Lunch provided	**Educational Access in Extremely Low Resource Environments: SolarSPELL** **Laura Hosman**, Associate Professor, School for the Future of Innovation in Society **Kristen Linzy**, SolarSPELL Program Coordinator, School of Future of Innovation in Society
1:00–2:30pm H.B. Farmer Education Building Room 402	**The University Alliance of Malawi: a joint strategy to improve access to higher education through ODL technologies** **Lou Albert**, Professor of Practice, Mary Lou Fulton Teacher's College
2:30–3:30pm H.B. Farmer Education Building Room 402	**Education Workforce Development for the 21st Century** **Ann Nielsen**, SHEAMA Pedagogy Advisor
3:30–4:30pm	**University Sustainability Practices** **Michael Dalrymple**, Director, University Sustainability Practices, Arizona State University
4:30–5:30pm Fulton Center Lincoln Conference Room	**Bringing Girls to STEM: Access and Gender** **Kimberly Scott**, Professor, School of Social Transformation, Founding Executive Director, ASU's Center for Gender Equity in Science and Technology **Jessica Solyom**, Postdoctoral Research Fellow, Center for Indian Education
6:00pm Dinner provided	**The University Alliance for Malawi: A Model for Coordinating Content Delivery and Management** **Lou Albert**, Professor of Practice, Mary Lou Fulton's Teacher's College **Derrick Anderson**, Advisor to President for Innovation, Arizona State University **Ingrid McBride**, Clinical Professor, College of Health Solutions **Jaffalie Twaibu**, Former Mastercard Foundation Scholar **Abba Gumel**, Professor, School of Mathematical and Statistical Sciences **Tamara Webb**, Director, International Education, Mary Lou Fulton Teachers College; Director, Mastercard Foundation Scholars
Wednesday **June 19, 2019**	**Day 3** Depart: PHX - Phoenix on Wed 19 Jun 2019 at 08:40AM Arrive: DCA - Washington on Wed 19 Jun 2019 at 04:06PM
6:30pm Dinner provided	**Preparing for Advanced Collaboration and Leadership**
Thursday **June 20. 2019**	**Day 4**
9:00–10:30am ASU Barrett and O'Connor Center Room 211 Breakfast provided	**Innovation through Collaboration in Higher Education: ASU Georgetown Academy for Innovative Higher Education Leadership** **Dr. Neil Stroul**, Leadership Coach, ASU Georgetown Academy for Innovative Higher Education Leadership
10:30–10:45am	**Break**

3

10:45–1:15pm ASU Barrett and O'Connor Center Room 211 Lunch Provided	**Innovation through Collaboration in Higher Education: ASU Georgetown Academy for Innovative Higher Education Leadership** **Dr. Neil Stroul**, Leadership Coach, ASU Georgetown Academy for Innovative Higher Education Leadership
1:15–1:30pm	**Break**
1:30–2:15pm ASU Barrett and O'Connor Center Room 211 Lunch Provided	**Models for Universities as Agents for Access and Impact: Public Universities and the Public Good** **Julia Michaels**, Deputy Executive Director, Association of Public and Land-Grant Universities Center for Public University Transformation
2:15–3:00pm ASU Barrett and O'Connor Center Room 211 Lunch Provided	**Models for Universities as Agents for Access and Impact: Personalized Learning Consortium Presentation** **Karen Vignare**, Executive Director, Personalized Learning Consortium, Association of Public and Land-Grant Universities
3:00–4:30pm ASU Barrett and O'Connor Center Room 211 Lunch Provided	**Creating the Next Generation of Global Leaders** **Ambassador Michael C. Polt**, Senior Director, McCain Institute for International Leadership
4:30–5:30pm	**Hotel Break**
6:00pm Dinner provided	**The University Alliance for Malawi: Considerations for Center Management and Costing** **Ambassador Michael C. Polt**, Senior Director, McCain Institute for International Leadership **General Benjamin Freakley**, Special Advisor to the President, Leadership and Initiatives; Professor of Practice of Leadership, McCain Institute, Watts College and School of Public Affairs
Friday June 21, 2019	**Day 5**
9:00-1:00pm ASU Barrett and O'Connor Center Room 211 Breakfast and Lunch provided	**The University Alliance for Malawi: Joint Strategy Development** • **Finalization of Content area priority** • **Coordination of Key Benchmarks and Target Outcomes** • **Development of Joint Communique** • **Coordination of Communique Dissemination**
1:30–3:30pm United States Agency for International Development	**Visit to USAID** **Stephen Silliman**, Jefferson Science Fellow, USAID Center for Development Research
4:00–6:30pm ASU Barrett and O'Connor Center 8th Floor Light refreshments provided	**Roundtable on the Future of Higher Education in Malawi** **His Excellency Edward Yakobe Sawerengera**, Ambassador of Malawi to the United States

ASU Contact | Rachel Fletcher | Cell: 520-256-1431