

THE UNITED STATES AND SOUTH AFRICA

Partnering to Address Shared Development Goals



**THE ASSOCIATION LIAISON OFFICE
FOR UNIVERSITY COOPERATION IN DEVELOPMENT**

USAID COOPERATIVE AGREEMENT HNE-A-00-97-00059-00

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American Council on Education • American Association of Community Colleges • American Association of State
Colleges and Universities • Association of American Universities • National Association of
Independent Colleges and Universities • National Association of State Universities and Land-Grant Colleges

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Contents

Preface	1
Overview of ALO's Higher Education Partnerships Program	3
Why Higher Education Partnerships?	7
South Africa in Focus.....	11
Supporting the consolidation of South Africa's democracy	11
Increasing access to quality education and training	13
Increasing use of primary health services and HIV/AIDS prevention/mitigation practices	26
Improving capacity to formulate, evaluate, and implement economic policy	28
Increased access to shelter and environmentally sound municipal services	30
Future Prospects	35
Partnership Lists	37

Preface

Since 1998, the United States Agency for International Development (USAID) has supported 25 higher education partnerships in South Africa through the Association Liaison Office for University Cooperation in Development (ALO). USAID/Washington centrally funded 13 partnerships with \$1,489,788 in awards through the Institutional Partnerships program. Four partnerships received a total of \$199,497 in grants through the



Workforce Development Partnerships program with the American Association of Community Colleges. The Education for Development and Democracy Initiative (EDDI) funded another eight partnerships at \$799,964. In 2000, EDDI awarded an additional \$344,643 in sustainability grants to five existing ALO partnerships in



South Africa. In all, partnerships with South African higher education institutions have received \$2,833,892 in funding through ALO and \$2,534,773 in cost-share contributions from the institutions.

The South African partnerships target a wide range of development topics, including academic leadership, business and economics, workforce development, entrepreneurial development, in-service teacher training, HIV/AIDS prevention, emergency medicine, outreach to disadvantaged communities, water management, health, information and communication technologies, housing, microenterprise development, and agroforestry.

The South African partnerships target a wide range of development topics, including academic leadership, business and economics, workforce development, entrepreneurial development, in-service teacher

Overview of ALO's Higher Education Partnership Program

The Association Liaison Office for University Cooperation in Development (ALO), which administers a Cooperative Agreement between the USAID's Bureau for Economic Growth, Agriculture and Trade – Office of Education and the American Council on Education (ACE) with five other U.S. higher education associations—the American Association of Community Colleges, the American Association of State Colleges and Universities, the Association of American Universities, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges—serves as a link between U.S. colleges and universities.

ALO's Institutional Partnerships program, one component of the Cooperative Agreement, supports partnerships between U.S. colleges, community colleges, and universities and higher education institutions in developing countries. These partnerships address host country development needs and support USAID's goals and the strategic objectives of the host country missions.



In addition, ALO administers a program of Special Initiatives, which are spearheaded by USAID missions and target particular development challenges in the host countries. The awards for these special initiatives range from \$100,000 to over \$3.8 million.

ALO also administers the United States – Mexico Training, Internships, Exchanges, and Scholarships (TIES) initiative, a multi-million dollar public-private alliance designed to spur social and economic growth in Mexico by supporting institutional strengthening in higher education via university linkages, educational programs, and scholarships.



From 1998 – 2002, ALO managed the Workforce Development Partnerships program, a collaborative effort with the American Association of Community Colleges (AACC) that supported partnerships between two-year institutions in the United States and higher education institutions in USAID-assisted countries.

The program aimed to strengthen the capacity of cooperating institutions to provide high-demand skills training relevant to local development needs.



ALO has supported 178 awards to international higher education partnerships, and these partnerships have engaged more than 100 U.S. colleges, community colleges, universities, and consortia of higher education institutions in more than 50 developing countries around the world in each USAID region of focus. Seventy-two of the partnerships target countries in Africa, 54 in Latin America and the Caribbean, 37 focus on Asia and the Near East, and 15 work in Europe and Eurasia. A number of countries host multiple ALO partnerships,

including Mexico (38), South Africa (25), Ethiopia (8), Peru (7), West Bank/Gaza (7), Ghana (6), Nepal (6), Russia (6), and Kenya (5).

USAID and ALO: Innovative Models for International Development Cooperation

The higher education partnership approach to addressing development challenges around the world is successfully employed in a wide array of countries and contexts. These partnerships have come to illustrate the changing course of international development from a strategy of one-way development assistance to one of cooperation and of engaging numerous partners from the countries involved. This approach makes each partner a stakeholder in the outcomes, successes, and eventual sustainability of the partnership.

To ensure that the partnerships fit within USAID strategic plans, ALO requires that each application include a statement of concurrence from the relevant USAID mission. During the period of ALO funding, partnership directors inform mission directors about partnership activities, enabling USAID to draw upon the successes of the partnerships to inform policy and practice.

Given the diversity of USAID objectives in different countries, the topic areas of ALO partnerships are wide-ranging. They include academic leadership transformation, business and economics, childhood nutrition, distance education, emergency medicine, HIV/AIDS prevention, judicial reform, math and science education, media and journalism, renewable energy technologies, small business



development support, teacher training, and transboundary water resource management. Inherent in the design and implementation of all ALO partnerships, however, is USAID's goal of building human capacity through education and training.

Why Higher Education Partnerships?

The higher education partnership approach has a model for effective international development cooperation. The model draws upon the convergence of interests among equal partners and facilitates opportunities for joint planning, joint implementation, and mutual benefits. The overlap between the institutional objectives of the participating colleges and universities and those of USAID, moreover, helps make the ALO model a promising mechanism for international development cooperation in the decades ahead.

“One of the major benefits of this partnership has been the increased engagement with South Africans as genuine partners, not as distant subjects of U.S. national and economic policy.” David Wiley, Michigan State University/eastern seaboard Association of Tertiary Institutions

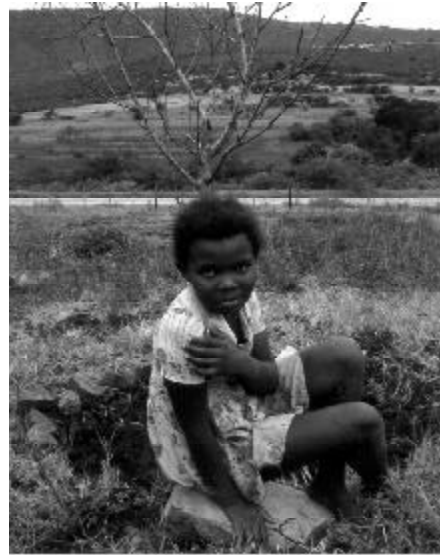
Higher education partnerships have staying power. Institutional partnerships identify mutual needs and strengths, create better mechanisms for the exchange of ideas and resources, maintain flexibility in addressing shared and individual goals, and build for the future by gradually broadening the scope of their collaborations. These partnerships often continue to grow and make a vital contribution long beyond the initial period of seed funding.

American colleges and universities have long been viewed as a highly important source of expertise for international development. Experience has shown that when U.S. universities contribute to international development, both the United States and cooperating countries benefit. Higher education partnerships offer at least three key advantages:

- *Continuous Access to Critical Expertise.* In an increasingly interdependent world, rapid access to new research, technical expertise, and information is critical. Long-term higher education linkages foster the steady exchange of knowledge and skills between partnering institutions, with e-mail and distance learning now facilitating a continuous flow of information. ALO partners work to overcome the restrictions of the ever-present digital divide and find new ways to ensure equal access to not only new knowledge, but also the state-of-the-art technology that now transmits and houses this knowledge.



- *Cost-effective Engagements.* Pooling resources with a U.S. higher education institution or consortium bolsters a partner university's capacity to meet development challenges. Through cost sharing, institutions leverage their grant resources, and the whole becomes significantly greater than the sum of its parts. In existing USAID-sponsored partnerships, it is not unusual to see higher education institutions contributing as much as 100 percent of the amount received through the award. College and university contributions also help leverage funding from business and community partners.



- *Sustainable Results.* Investments in building higher education partnerships, strengthening institutions, and training leaders yield long-lasting results. Individuals trained through such partnerships often become public officials, university presidents, business leaders, and other community leaders. Higher education collaboration also strengthens education institution infrastructure and builds stronger, more responsive institutions that promote long-term self-sufficiency. The capacity of overseas universities and other organizations to identify and solve problems using local resources is a critical factor in the sustainability of these international development efforts.

Other benefits of international higher education partnerships include:

- The application of insights, knowledge, and practical experience gained from international partnerships, which helps bolster the nation's competitive edge in diverse areas such as agriculture, environmental management, micro-enterprise development, and information technology.
- The development of sharper global perspectives for faculty and students engaged in international development.
- The strengthening of mutual understanding and cooperation between the United States and other nations, contributing to global peace and stability.



South Africa in Focus

The United States and South Africa share a vision of the importance of economic freedom, good governance, and investment in human capital. Investing in people through higher education partnerships helps create a healthy and educated workforce that can fuel sustained economic growth and development.

The South Africa partnerships target a wide range of development objectives. All the partnerships, however, respond directly to at least one of five strategic objectives established by USAID/South Africa: (1) Supporting the consolidation of South Africa's democracy; (2) Increasing access to quality education and training, including workforce development; (3) Increasing use of primary health services and HIV/AIDS prevention/mitigation practices; (4) Improving capacity to formulate, evaluate, and implement economic policy; and (5) Increasing access to shelter and environmentally sound municipal services.

Supporting the consolidation of South Africa's democracy

"Whatever innovations we use to increase the impact of our investments in development assistance, our objectives are clear. We believe it is critical for the U.S. in Africa to assist all people to prosper through the pursuit of equitable, sustained economic growth on the foundation of strong institutions of democratic and economic governance. We see everything we do in Africa as building upon these basic American values... These values are universally shared and are the foundation of everything we want to help Africans achieve." Testimony of Constance Berry Newman, Assistant Administrator, Bureau for Africa, USAID, before the Senate Committee on Foreign Relations, 2 April 2003.

"South Africans and Americans strive towards democracy, inclusion, and a strong economy with a role for the public sector, private sector, and civil society groups." Dr. Dirk Dijkerman, USAID/South Africa Mission Director in Professional Management Review, October 2002.

As South Africa faces the challenge of consolidating its emergent democracy, there are serious obstacles yet to be overcome such as the HIV/AIDS pandemic, high unemployment, and the slow pace at which services are being extended to the historically disadvantaged communities. Two institutional partnerships are addressing the USAID/South Africa's strategic objective of supporting the consolidation of democracy. **Florida A&M University** and the **University of Zululand** are bolstering the local government's capacity to deliver social services to disadvantaged



communities by enhancing public administration and management capacity in the KwaZulu Natal Province. *Michigan State University* and the *eastern seaboard Association of Tertiary Institutions* are helping community based organizations better represent their constituents in disadvantaged communities.

Florida Agricultural and Mechanical University/University of Zululand

Award Date: 2003

Status: Active

Award Amount: \$125,000

Proposed Cost Share: \$31,287

Other Partners: Florida League of Cities; KwaZulu Natal Department of Local Government; Uthungulu Community Foundation; The House of Traditional Leaders; KwaZulu Natal Traditional and Local Government Affairs; KwaZulu Natal Local Government Association

Florida Agricultural and Mechanical University (FAMU) and the University of Zululand (UZ) have partnered to enhance the public administration and management capacity of UZ and the KwaZulu Natal Province. The partnership's goal is to maximize the efficiency and effectiveness of the local governments, thereby making them more responsive to citizens' needs. To this end, they are working to improve the curriculum and enhance the research and consulting capacity of the political science and public administration department at UZ. They also are working to establish a local government institute within the department that will engage in policy analysis and research on local government issues; technical assistance and consulting services for local governments; and short-term training for local government managers, counselors, and traditional leaders in rural areas.

The partners are conducting one workshop on research proposal development and one on data analysis for each year of the partnership. Two UZ faculty members also are participating in one-month to two-month long exchange visits at FAMU each year. The partners expect their efforts to increase opportunities at both institutions for meaningful faculty exchanges; help produce a more skilled and marketable workforce by better adapting curricula to local needs; and expand service and learning opportunities for faculty, staff, and students.

Michigan State University/eastern seaboard Association of Tertiary Institutions

Award Date: 2000

Status: Active

Award Amount: \$100,000

Proposed Cost Share: \$144,768

Other Funds Leveraged: \$60,000

Other Partners: Durban Institute of Technology incorporating M.L. Sultan Technikon and Technikon Natal; Mangosuthu Technikon; University of Durban-Westville; University of Natal-Durban; University of Natal-Pietermaritzburg; University of Zululand; selected community-based organizations (CBOs)

By creating a series of partnerships between nominated community based organizations (CBOs) and six higher education institutions in KwaZulu Natal, Michigan State University (MSU) and the eastern seaboard Association of Tertiary Institutions (esATI) are helping the universities and technikons establish a strategic plan for community outreach to nearby disadvantaged communities. The partnership also is helping CBOs become better advocates for their constituents by working to make the Internet available to the participating communities.

Two train-the-trainer workshops at the University of Durbin-Westville trained 22 trainers in computer skills and web site development. The workshops provided curricular models, technology, and instruction for the six institutions to use in training members of disadvantaged communities. The partnership created a portal web site that addresses the needs of all six communities and features the services and resources available from the six tertiary institutions to tackle priority topics selected by the KwaZulu Natal CBO Networking Forum: food and hunger, health, microenterprise and jobs development, educational access, environment and sustainability, women's rights and affairs, and youth issues.

With the first community websites online, the partnership developed a model of how the communities can learn from each other in accessing development information and sharing assets. The partnership improved communications between esATI and each campus, improved the server and software in support of the partnership, and linked service learning personnel at each institution with key CBO personnel to promote training and servicing connectivity for the communities.

Increasing access to quality education and training

Historically, disadvantaged schools frequently face underfunding, overcrowding, poor facilities, extremely high student-teacher ratios, inadequate teacher training, and insufficient materials. Yet, economic growth depends on an educated workforce capable of taking advantage of economic opportunities; and education is important to sustaining democracy, improving health, increasing income, and conserving environmental resources. ALO partnerships target four sub-sectors of USAID/South Africa's strategic education objective: 1) primary education; 2) youth and further education; 3) higher education; and 4) workforce development.



Primary, Youth, and Further Education

ALO higher education partnerships seek to improve the quality of education in disadvantaged areas. There is a shortage of qualified teachers, particularly in mathematics and science, which further exacerbates the quality of education in these areas. **Edinboro University of Pennsylvania** and the **University of the Free State** are partnering to target teacher professional development and family involvement in math and science, while **Florida State University** and the **University of Potchefstroom** are focusing on raising the low matriculation exemption pass rates among disadvantaged students. **Washington State University** and the **University of the Witwatersrand** are collaborating on increasing the number of teachers integrating instructional technology into secondary school curricula.

Edinboro University of Pennsylvania/University of the Free State

Award Date: 1999

Status: Completed September 2002

Award Amount: \$100,000

Final Cost Share: \$90,771

Other Funds Leveraged: \$17,432

Other Partners: Manguang University of the Free State Community Partnership Programme; Free State Education Department; Mathematics Material Development Project

Edinboro University of Pennsylvania (EUP) and the University of the Free State (UFS) trained facilitators in two programs designed to educate parents, students, and teachers about the value of science and mathematics and to encourage students to pursue careers in these fields. In 1999, EUP and UFS established the Regional Center for Mathematics and Science Education at UFS, which subsequently trained 560 family math (FM) and/or family science (FS) facilitators.

Activities from FM and FS books were translated into four of the 11 official languages of South Africa (Afrikaans, isiXhosa, Sesotho, and Setswana) and modified to suit South African cultural and educational conditions. Partners established community-based FM and FS programs in the Greater Bloemfontein area primary schools, where the teachers trained in FM and FS conducted workshops for parents and children using the translated materials. Due to high demand, the project extended its geographic reach and trained facilitators from KwaZulu Natal and the Eastern Free State. One EUP faculty member spent 24 weeks in South Africa conducting training activities, and a UFS staff member participated in the EQUALS Mathematics Institute at EUP in 2000. The South African Qualifications Authority accredited the FM and FS courses, and the Department of Education approved a teacher training module of 64 credits. Sixteen of the credits will be in FM and FS and will count toward teacher qualification. A local advisory committee continues to monitor the project to ensure that activities and materials remain relevant to the target populations.

Education for Development and Democracy Initiative and South Africa

The Education for Development and Democracy Initiative (EDDI) was launched following President Clinton's 1998 visit to Africa. The initiative was designed to strengthen African educational systems and promote Africa's integration into the world community of free-market democracies. Under the auspices of the National Security Council, an interagency committee with representatives from the Department of State, USAID, and the Peace Corps coordinated EDDI, with additional support from the Environmental Protection Agency and the Departments of Agriculture, Defense, Education, and Labor.

One component of the EDDI program supported partnerships between U.S. and African higher education institutions, enabling them to apply their shared expertise to development challenges. As part of its commitment, EDDI pledged funds in 1999, 2000, and 2002 to support partnerships with institutions in Africa. Of the 22 institutional partnerships originally funded by EDDI, 8 were in South Africa.

- Edinboro University of Pennsylvania/University of the Free State, 1999
- Edinboro University of Pennsylvania/University of the Free State, 2002
- Florida State University/Potchefstroom University, 2000
- Howard University/University of the Western Cape/University of Nairobi, 1999
- Middle Tennessee State University/University of Durban–Westville, 1999
- Pennsylvania State University/University of Durban–Westville, 2000
- Spelman College/Durban Institute of Technology (M.L. Sultan Campus), 2002
- Texas Southern University/Eastern Cape Technikon, 2000

In 2000, existing ALO partnerships in Africa were invited to submit proposals for awards to enhance the sustainability of their cooperation. The sustainability grants matched the initial awards. Of the ten partnerships selected for sustainability grants through this competition, five were from South Africa:

- Bronx Community College/University of Natal-Pietermaritzburg, 1999
- Highline Community College/National Access Consortium Western Cape, 1998
- Middle Tennessee State University/University of Durban–Westville, 1999
- Oregon State University/University of Fort Hare/Fort Cox College/University of Natal-Pietermaritzburg, 1998
- Prince George's Community College/Vista University, 1998

Edinboro University of Pennsylvania/University of the Free State

Award Date: 2002

Status: Active

Award Amount: \$100,000

Proposed Cost Share: \$96,008

Other Partners: Mangaung University of the Free State Community Partnership Programme (MUCPP); the Cooperative Organization for the Upgrading of Numeracy Training (COUNT); Free State Education Department



Using a trainer-of-trainers approach, this partnership between Edinboro University of Pennsylvania (EUP) and the University of the Free State (UFS) is collaborating to establish a teacher professional development program in South Africa. A cadre of teachers from the Free State, the Northern Cape, the Northern Province, and KwaZulu Natal will become qualified to train other teachers in EQUALS, a program developed at the University of California-Berkeley to address the under-representation of females and minorities in mathematics and science. Since the start of activities, partners developed an EQUALS South Africa curriculum and recruited

participants for EQUALS workshops. EQUALS instructors visited classrooms to collect baseline data, and participants in the program conducted research. The program has been registered with the South African Qualifications Authority as a credit-bearing short course, and participants receive credit toward the National Professional Diploma in Education or the Advanced Certificate in Education.

Florida State University/Potchefstroom University

Award Date: 2000

Status: Completed February 2003

Award amount: \$99,990

Final Cost Share: \$125,006

Other Funds Leveraged: \$52,656

Other partners: STAR Schools of South Africa; Department of Education of the North West Province; Ikateleng

By designing instructional technology aimed at improving student skills in identified areas of weakness, the partnership between Florida State University (FSU) and Potchefstroom University (PU) worked to raise the percentage of South African students from disadvantaged areas who qualify for entrance into universities. Focusing on mathematics, they recruited the national moderator of the 2001 mathematics Grade 12 examination to design diagnostic tests and study materials. Materials were distributed for field-testing to 800 students enrolled in the STAR Schools program in Johannesburg and to 1,200 students enrolled in the Inkateleng Programs at Potchefstroom at the Val Triangle. The students used

the materials to prepare for the November 2001 matriculation exam and provided feedback to the partnership. Partners incorporated the students' feedback into study materials and distributed 1,200 copies of revised materials in preparation for the November 2002 exam. Based upon student feedback, partners revised, redesigned, and distributed 800 copies of the final study materials in early 2003.

Students' results exceeded national averages. The average pass rate for students on the Ikateleng project in 2000 was 73.78 percent, compared to a 57.9 percent pass rate for South Africa as a whole. After the introduction of the study materials in 2001, the pass rate increased to 78.32 percent (compared to 61.7 percent for the whole country) and to 81.37 percent in 2002 (compared to 68.9 percent for the whole country).

Washington State University/University of the Witwatersrand

Award Date: 2003

Status: Active

Award Amount: \$125,000

Proposed Cost Share: \$87,821

Other Partners: Mt. Spokane High School; the WSU Center for Teaching; Learning, & Technology; and the Puget Sound Center

Through teacher training and by establishing a network between U.S. and South African high-tech high schools and the partner universities, the partnership between Washington State University (WSU) and the University of the Witwatersrand (UWIT) is increasing the number of teachers who can integrate technology into instruction. Faculty from WSU and UWIT are creating a knowledge base of effective practices and developing ability to apply this knowledge. The teachers are becoming trainers in their respective schools, sharing knowledge and curriculum with their colleagues. The goal of the network is to improve student achievement by employing best teaching and learning practices in the United States and South Africa through face-to-face interaction and information and communication technologies.

The WSU director and the principal of Mt. Spokane High School (MSHS), conducted seminars in South Africa designed to share their knowledge and to highlight lessons learned from efforts to create high tech high schools in the State of Washington. The U.S. partnership director and MSHS's principal also established an online partnership project between students and teachers in a South African high school and MSHS.



Higher Education

ALO higher education partnerships are improving the quality of education and the institutional capacity of South Africa's historically disadvantaged institutions (HDIs) through curriculum development, staff development, student academic development, research, and administrative leadership and management.

Howard University/University of the Western Cape/University of Nairobi

Award Date: 1999

Status: Completed September 2001

Award Amount: \$99,997

Final Cost Share: \$120,823

Other Funds Leveraged: \$80,000

Other Partners: Africa-America Institute (AAI); the Council of Graduate Schools; Educational Testing Service (ETS); Oregon State University

To respond to the need for more cost-effective graduate education in Africa, this partnership promoted joint graduate degree programs in development-related disciplines between higher education institutions in the United States and Africa. A symposium at the University of the Western Cape in February 2000 convened 100 academic leaders from the United States and 23 African countries. The partnership's Steering Committee awarded 10 mini-grants to U.S.-Africa initiatives to foster academic partnerships between U.S. and African institutions leading to the development of joint, postgraduate degrees in such disciplines as quality engineering, agricultural education, environmental sciences, women's studies, and communication disorders. Participating U.S. and African universities initiated 30 additional collaborations and planned the development of distance learning and non-degree programs.

The Pennsylvania State University/University of Durban-Westville

Award Date: 2000

Status: Completed September 2002

Award Amount: \$100,000

Final Cost Share: \$48,120

By enhancing the University of Durban-Westville's (UDW) Upward Bound Academic Enrichment Program, this partnership responded to the academic and social needs of a large number of South African students seeking admission to higher education. The partners developed, implemented, and evaluated an academic program designed to improve UDW's institutional capacity to serve future science, mathematics, technology, and engineering students from rural and disadvantaged communities. The strategy was to attract and retain underserved students through the professional development and training of tutors and by providing enrichment education to a cohort of 2,000 students in math, science, engineering, and life skills. Approximately 390 tutors and tutor coordinators participated in workshops on problem solving, teamwork, and leadership development. After the training, the tutors led three student workshops, teaching a total of 4,500 economically disadvantaged students.

To increase the quality of science education at UDW, the partners designed and implemented courses to integrate applications of engineering theories, concepts, and practice into the science curriculum. They also introduced a multidisciplinary course for future science teachers at UDW. As part of the program's life skills development initiative, the partners convened a workshop to train eight Upward Bound counselors in HIV/AIDS prevention and contributed to the development of a university-wide policy on HIV/AIDS prevention and advocacy. Twenty secondary schools in UDW's service area have benefited from partnership activities through the workshops.

Spelman College/Durban Institute of Technology

Award Date: 2002

Status: Active

Award Amount: \$99,977

Proposed Cost Share: \$53,911

Other Partners: Red Carnelian Films

Spelman College (SC) and the Durban Institute of Technology (DIT) are devising hands-on co-curricular initiatives to develop technical, communication, critical thinking, and social analysis skills for female students in South Africa. The partners design, produce, and disseminate mini-documentaries that capture the students' interpretation of their country's continuing transition into a pluralistic, market-oriented, and economically sustainable democracy and their role in effecting this change. Partners selected five video production teams, each comprising one DIT faculty member and two DIT students. SC faculty conducted workshops on oral narrative research, documentary production, and digital technologies. Students in the video production teams developed their projects and conducted research on the topics of their documentaries.

Spelman College/Mangosuthu Technikon

Award Date: 2003

Status: Active

Award Amount: \$125,000

Proposed Cost Share: \$78,940

Other Partners: Rogers and Bussey, Inc.

Spelman College (SC) and Mangosuthu Technikon (Mantec) partnered to increase Mantec's capacity to secure and manage grants, contracts, and financial support from government, industry, non-governmental organizations, and alumni of the institution. Partners held in-country workshops and designed training modules for sponsored research administration, managing volunteer (alumni) organizations, and establishing institutional reputation. Partners are establishing an Office of Sponsored Programs and International Projects at Mantec, acquiring computer equipment and software, and developing a commercial database for prospect/sponsor identification, and developing an Excel database to track proposals, awards, and gifts.

Workforce Development

“South Africa requires a workforce with more than basic skills to be globally competitive. Providing access to higher education is a prerequisite to redressing past inequalities and is crucial to achieving employment equity, redistributing earning power in a free market context and creating new jobs.” USAID/South Africa Website



For years U.S. community colleges have collaborated with businesses and industries to design curricula, training courses, and other programs to upgrade the skills of workers. To increase access to postsecondary education and produce the educated and well-trained workforce needed for sustainable development, a growing number of South African technikons and further education training institutes are seeking to adapt aspects of the U.S. community college model to their own higher education contexts. Through ALO, U.S. community colleges are collaborating with South African training institutions to

deliver relevant workforce training and higher education curricula that meet public and private workforce demands. From enhancing science and technology curriculum to assisting the disabled by easing access to education and training, each partnership has taken a unique approach to meeting local public and private sector needs.

Bronx Community College/Umgungundlovu Further Education and Training Institution

Award Date: 2003

Status: Active

Award Amount: \$125,000

Proposed Cost Share: \$87,821

Other Partners: National Business Initiative’s College Collaboration Fund; KwaZulu Natal Provincial Department of Education; Unilever (a local employer)

Bronx Community College (BCC) and Umgungundlovu Further Education and Training Institution (UFETI) are partnered with the National Business Initiative’s College Collaboration Fund (CCF) to help South Africa’s Further Education and Training Institutions (FETI), the newly restructured technical colleges, prepare students for the workplace. BCC, UFETI, and CCF are developing a curriculum for a pilot institutional capacity-building workshop at UFETI in KwaZulu Natal. UFETI engineering division faculty and administrators will learn how to strengthen relationships with employers, develop accredited internships, and enhance the engineering curriculum with integrated skills instruction.

The BCC/UFETI faculty teams will identify the approaches BCC and other U.S. community colleges use to integrate math/science, information technology (IT), communication, and

technology skills instruction into engineering curricula, and incorporate appropriate strategies into UFET's engineering program. UFETI plans to appoint and convene a local advisory board to provide consultation in the curriculum design process. This partnership aims to result in a capacity-building institute that will be available to FET colleges throughout South Africa.

Bronx Community College/University of Natal-Pietermaritzburg

Award Dates: 1999, 2000

Status: Completed September 2002

Award Amounts: \$49,990 (1999), \$45,599 (2000)

Final Cost Share: \$70,340

Other Funds Leveraged: \$270,000

Other Partners: iNdlovu Partners for Lifelong Learning; National Center for Educational Alliances

This partnership created a virtual college to upgrade the skills of underemployed and unemployed workers and young adults in the Midlands area of South Africa. Such efforts to stimulate economic development are important in KwaZulu Natal, where unemployment increased from 1.1 million in 1991 to more than 1.9 million in 2000. The two lead institutions and more than 30 education and training institutions established the iNdlovu Partnership for Lifelong Learning (iPLLL), which has grown to include 54 partners. With assistance from U.S. partners, iNdlovu developed an operational structure, completed critical surveys, and advanced curriculum development.

Research identified areas where curricula were required, and curriculum workshops were convened to assist partners to communicate effectively about education and training areas. Partners developed three new curricula: home-based care within the context of HIV/AIDS, entrepreneurship, and project skills management for contract labor. In addition, partners collaborated to develop a database of available training resources and potential work sites for internships, apprenticeships, and employment. The partnership also strengthened the relationship with local high schools in the Midlands area and helped prepare students to live and work in a global economy by linking six high schools in KwaZulu Natal with six high schools in the United States.

The Joint Education Trust gave the partnership \$20,000 to develop a certificate program in rural community development, and the iPLLL received an additional \$250,000 from the Netherlands for operations expenses and the development of curricula related to HIV/AIDS.

Highline Community College/Cape Technikon

Award Date: 2002

Status: Active

Award Amount: \$100,000

Proposed Cost Share: \$94,860

Highline Community College (HCC) and Cape Technikon (CT) are developing entrepreneurship courses across the Science, Engineering, and Technology (SET) curriculum at CT. SET faculty will travel to HCC, develop entrepreneurship courses, and analyze HCC's methods of connecting courses to business and industry. HCC faculty will travel to CT to: assist with curriculum design, classroom delivery modes, and assessment tools; develop training materials for U.S. small/medium-size businesses interested in import/export; and create case studies using South African business data to enhance HCC courses. Two CT faculty participated in HCC's Summer Institute to refine the module and delivery modes, and HCC personnel returned to CT to continue work on connecting the training to business and to other CT programs.

Highline Community College/False Bay College

Award Date: 2003

Status: Active

Award Amount: \$125,000

Proposed Cost Share: \$48,850

Other Partners: Disabled Persons of South Africa (DPSA); Students' Health and Welfare Centres Organization (SHAWCO)

The partnership between Highline Community College (HCC) and False Bay College (FBC) is developing a workforce development model for disabled South Africans. By improving FBC's capacity to work with businesses, non-governmental organizations (NGOs), and the South African government agencies responsible for funding workforce development, the partnership will demonstrate that people with disabilities can be integrated into the workplace. The partners also will assist the disabled by easing access to education and training that is focused on skills demanded by specific employers and designed to meet their learning needs. As a result of partners' efforts, technical colleges will be positioned to serve an under-served population and the business community, and NGOs concerned with disability issues will better serve their constituency.

Partners are identifying employers who need workers skilled in computer applications; they want these employers to work with FBC to ensure that the training is relevant to the workplace. HCC is designing and conducting workshops in South Africa for FBC, Disabled Persons of South Africa, and Students' Health, and Welfare Centres Organization personnel on the supported employment model; marketing job development to employers; identifying employment opportunities for the disabled; developing an individualized learning plan for each student; student intake and training delivery systems; and employer readiness.

Highline Community College/National Access Consortium, Western Cape

Award Dates: 1998, 2000

Status: Completed December 2002

Award Amounts: \$49,999 (1998), \$49,999 (2000)

Final Cost Share: \$124,647 (1998), \$40,959 (2000)

Other Funds Leveraged: \$124,647

Other Partners: Eastern Iowa Community College District; Cape Technikon; South Peninsula College; Shoreline Community College; Community Colleges of Spokane

Highline Community College (HCC) and the National Access Consortium, Western Cape (NACWC) collaborated to improve NACWC's capacity to deliver workforce development training to its members, business and industry, and NGOs. South African partners observed

“This project also brought together institutions that previously had seen one another as competitors rather than as partners. Although there remains much that divides them, both FET and HE institutions have worked together on this project and are committed to further collaboration. This remains the project's most significant development outcomes. The institutions represented on the CEL committees have no history of effective collaboration. Yet, each saw in the CEL model possibilities that served as a catalyst to cooperation.”
Highline Community College/
NACWC

various train-the-trainer programs in the U.S. and studied the process of setting up a workforce development program from initial contact to final assessment. The South African partners gave presentations about higher education in South Africa to 300 faculty, staff, and students at HCC and the Eastern Iowa Community College District. They adapted U.S. approaches to the South African workforce development environment through workshops and one-on-one consultations with interested businesses, government offices, and NGOs. The workshops conducted by the U.S. partners in South Africa and the hands-on training in the United States led to the implementation of procedures and operational plans dealing with access to education and training, resource development, and local collaboration between education institutions to achieve development objectives. The partners also designed a model for a Centre for Extended

Learning that will enable the further education and training and higher education sectors in the Western Cape to deliver relevant workplace job training and higher education curricula to meet public and private industry needs. NACWC continued to develop the model with Ford Foundation funds. Some 1,298 host country nationals were trained through these two projects.

Prince George's Community College/Vista University

Award Dates: 1998, 2000

Status: Completed September 2002

Award Amounts: \$49,999 (1998); \$49,923 (2000)

Proposed Cost Shares: \$54,469 (1998), \$32,501 (2000)

Other Funds Leveraged: \$12,000

Other Partners: Africare; College of Southern Maryland; Garrett Community College; PBS/Adult Learning Service

“The teacher feedback [on the partnership’s computer literacy training] was overwhelmingly positive; many wanted extended courses and more courses, and almost all recommended the courses to their friends. The classes are now sustainable... They have touched and changed lives.” Marilyn Pugh, Prince George’s Community College/Vista University

Prince George’s Community College (PGCC) and Vista University (VU) partnered to strengthen Vista’s capacity to deliver computer literacy training on its seven campuses through distance education. Faculty from PGCC and the College of Southern Maryland conducted a weeklong workshop in Pretoria, where different modes of distance learning and distance learning pedagogy were taught to VU computer studies students and to VU faculty. The partners later taught VU faculty how to create web pages. With textbooks from McGraw-Hill and licenses donated by PBS, a PGCC faculty

member taught an online computer literacy course to 25 VU faculty members. Vista subsequently developed an audio distance learning computer literacy course and offered it to students at its campuses in three provinces. Enrollment in this course began at 250 and reached approximately 900 students by Fall 2002. In Spring 2001, Vista computer science lecturers provided computer training to 486 area teachers. In response to the high demand, VU offered a second course in July 2001, and 839 teachers enrolled. VU faculty trained another 350 during the third phase of the partnership.

Two VU faculty were trained to deliver online instruction and taught an online course about the history of South Africa to 17 students at three community colleges in Maryland. Eight VU computer science graduates completed internships as part of the grant, and two of the internships became full-time jobs. With funds from a complementary technology enhancement grant, partners established a 29-station open computer laboratory at Vista’s Welkom campus and a Welkom campus network engineer trained in Microsoft Certified Systems Engineering (MSCE).

Springfield Technical Community College/Athlone Technical College

Award Date: 1999

Status: Completed September 2001

Award Amount: \$49,500

Proposed Cost Share: \$30,700

Other Partner: Northeast Center for Telecommunications Technologies

The partnership between Springfield Technical Community College (STCC) and Athlone Technical College (ATC) developed model instructional programs in advanced communications and telecommunications areas critical to building a workforce for strengthening their national communications infrastructure and, consequently, South Africa's global economic competitiveness. The partners collaborated to strengthen the advanced technology and course delivery skills of teachers within its electronics technical training programs. ATC faculty members traveled to STCC and studied laboratory set-ups, experiments, curriculum, and a basic "train-the-trainer" model intended to help ATC mentor other colleges in South Africa as they develop training programs to alleviate the shortage of skilled technology workers in South Africa. ATC established telecommunications laboratories based upon information acquired during the visit.

Texas Southern University/Eastern Cape Technikon

Award Date: 2000

Status: Active

Award Amount: \$100,000

Proposed Cost Share: \$46,000

Other Partners: Third Ward Community Development Corporation; Lone Star Incorporated, Planergy

Through the transfer of appropriate technology and by emphasizing entrepreneurial training for successful employment in the formal or informal sectors, Texas Southern University (TSU) and Eastern Cape Technikon (ECT) promoted economic growth and development in South Africa. The partners designed and offered training workshops at ECT on photovoltaic installation and maintenance and on fashion design. The people trained at the photovoltaic workshops later installed electrical connectivity at a local school. The partners conducted workshops on business-oriented bookkeeping, tax law and requirements for informal sector workers, clothing design and manufacturing, and e-commerce to market fashion wear and merchandise.

Four TSU faculty participated in a distance-learning workshop to prepare for participation in distance learning seminars with ECT. ECT fashion department students and faculty participated in two web-based fashion workshops and a distance-learning course to improve their skills in accessing the web, sending e-mail photographs, and writing quality descriptions of garments and artifacts for their web site. Partners incorporated simple business bookkeeping, math skills necessary to maintain a small business, and instruction on shipping worldwide into the two seminars. The partnership established a "Fashions from the Heart" web site to display and market the ECT fashion students' designs. TSU staff maintains the web site, and the ECT fashion students regularly contribute new fashions.

Increased use of primary health services and HIV/AIDS prevention/mitigation practices



A healthy population is critical to South Africa's ability to grow and compete globally. Facing the need to improve emergency services and the quality of care for the Eastern Cape's disadvantaged populations, **Howard University** and the **University of Transkei (UNITRA) School of Medicine** partnered to create an emergency medicine distance education program. **Howard University** and the **University of the Western Cape**, tackled another major health challenge facing South Africa's health system—the number of people living with HIV/AIDS.

Howard University/University of Transkei

Award Date: 1998

Status: Completed June 2001

Award Amount: \$99,923

Final Cost Share: \$146,931

Other Funds Leveraged: \$50,000

Other Partner: South African Ministry of Education

Howard University (HU) and the University of Transkei (UNITRA) collaborated to develop an emergency medicine teaching program at UNITRA using a combination of telemedicine and the Internet. The partners designed and produced the Emergency Medicine Internet Teaching Tool (EMITT), an Internet-based education program to teach emergency medicine practice and principles to physicians and nurses in South African health care facilities. They finished writing and editing 12 new Internet modules, placed the application online, and established a URL hosted on a university server. The partners trained two UNITRA engineers to manage the telemedicine network, and UNITRA established its own Telemedicine and Computer Center to link remote Eastern Cape clinics, hospitals, and other campuses to health care provider education, research, and consultation. The partners quadrupled UNITRA's Internet bandwidth and integrated lectures videotaped at Howard University's Emergency Medicine Department. These lectures can be uploaded to the EMITT web site and viewed by medical officers, students at UNITRA, and community physicians — enabling them to meet the health care goals of managing patients in rural areas without necessitating travel to and from these institutions by practitioners or patients. The EMITT program also has served as an important cornerstone of the international distance-learning program at Howard University.

ALO Partnerships Respond to the HIV/AIDS Crisis in South Africa

With an estimated 42 million people worldwide infected with HIV/AIDS, the pandemic is draining national resources and undermining many development achievements of the past 50 years in countries throughout the world. Given that approximately 95 percent of the HIV-infected population is found in developing countries, addressing the challenges posed by the HIV/AIDS pandemic has become a top development priority.

South Africa is not an exception. According to South Africa's first nationally representative survey of HIV prevalence in December 2002, 4.5 million South Africans (or 11.4% of the country's population of two years and older) are living with HIV/AIDS. Even as escalating health care costs and lower national productivity are threatening government investment in education, the absenteeism, sickness, and death associated with HIV/AIDS are threatening to erode the human resources base of South Africa's educational systems and institutions.

ALO higher education partnerships in South Africa are responding to the HIV/AIDS epidemic in a variety of ways.

Howard University and University of the Western Cape (UWC) were awarded \$125,000 to develop a comprehensive university HIV/AIDS policy designed to enhance the overall capacity of UWC to manage the HIV/AIDS epidemic within the campus environment. While enhancing coping skills and treatment for UWC staff, students, and their families, the partnership will develop a model HIV/AIDS policy for dissemination at other historically disadvantaged institutions.

The Bronx Community College and the University of Natal-Pietermaritzburg (UN-P) partnership—which established iNdlovu, a virtual college to address the workforce development and education needs of under- and unemployed workers and young adults—developed a new curriculum on home-based care within the context of HIV/AIDS. A staff of three iNdlovu partners wrote the curriculum, which is now offered at the Adult Education Center at UN-P.

The Pennsylvania State University and the University of Durban-Westville (UDW) partnership's overall objective was to help UDW secure more students from underprivileged backgrounds to study math and science. This collaboration worked with students from the most vulnerable age group, ages 15 to 29. Since the province in which they are working, KwaZulu Natal, had the highest known rate of HIV/AIDS prevalence in South Africa, the partnership decided to add an HIV/AIDS education project as an integral component of the program.

Middle Tennessee State University worked with UDW to apply sustainable and participatory environmental management principles in KwaZulu Natal by addressing water sanitation and hygiene. Upon report by local community and social workers that the infection rate was 1:3 among the residents, partners incorporated HIV/AIDS education into the program.

Howard University/University of the Western Cape

Award Date: 2003

Status: Active

Award Amount: \$125,000

Proposed Cost Share: \$31,250

Howard University (HU) and the University of the Western Cape (UWC) are collaborating to develop and execute a comprehensive university HIV/AIDS policy to improve UWC's capacity to manage the HIV/AIDS epidemic within the campus environment. They will assess the areas of need for HIV/AIDS services and support at UWC; reduce the incidence of HIV/AIDS among UWC staff, students, and their families; enhance coping skills and treatment for UWC staff, students, and families living with HIV/AIDS; reduce the stigmatization, and its consequences, associated with HIV/AIDS; and explore the link between HIV/AIDS and the abuse of alcohol, tobacco, and other drugs on the UWC and HU campuses. The partnership also will explore and enhance a model HIV/AIDS policy for dissemination at other historically disadvantaged institutions (HDIs) in South Africa and historically black colleges and universities (HBCUs) in the United States. Other activities include developing faculty/staff exchanges and consulting programs; developing and undertaking joint research projects on HIV/AIDS higher education policy; and conducting HIV/AIDS-related workshops, conferences, and seminars.

Improving capacity to formulate, evaluate, and implement economic policy

Increased economic growth with improved equity is essential to the sustainable transformation of South Africa. *Southern New Hampshire University* and the *University of the North* are working to improve South Africa's capacity to formulate, evaluate, and implement economic policy at the community level through training in microentrepreneurship. The *University of Washington* and the *University of Port Elizabeth* (UPE) are establishing an interdisciplinary program in Marine Studies and a Department of Marine Studies at UPE that will train coastal poor through outreach activities and allow them to establish small enterprises based on coastal resources.



Southern New Hampshire University/University of the North

Award Date: 2003

Status: Active

Award Amount: \$125,000

Proposed Cost Share: \$202,500

The partnership between Southern New Hampshire University (SNHU) and the University of the North (UNIN) is developing a self-sustainable Microenterprise Development Institute on the UNIN campus to provide economic development training to microenterprise practitioners, community leaders, and microentrepreneurs working in their local communities. The immediate objective of the partnership is to strengthen UNIN's capacity to offer training to microenterprise practitioners and to share their experiences with others in the region. The long-term objective of the partnership is to improve the overall economic development of rural and urban communities and to foster democratic governance by increasing the capacity of local NGOs and community organizations. SNHU is assisting UNIN in the areas of program design, administration, and finance to ensure a quality program. UNIN, with its extensive experience in southern Africa and community development, is providing on-site management, marketing, administrative support, and a critical contextual understanding of the needs facing development professionals in South Africa.

The partners developed and implemented a marketing and outreach plan and identified potential participants for a three-week Microenterprise Development Institute. Approximately 80 microenterprise practitioners from southern, east, and central Africa participated in the Microenterprise Development Institute, where they gained skills and created contacts for networking on best practices. It is anticipated that this institute will serve not only as a model for future partnerships between international institutions of higher education, but also as a model project to replicate at similar microfinance institutes in Southern/Eastern Africa.

The University of Washington/University of Port Elizabeth

Award Date: 2003

Status: Active

Award Amount: \$124,999

Proposed Cost Share: \$ 58,672

Other Partners: University of Namibia; University of Eduardo Mandlane; Nelson Mandela Municipality

The University of Washington (UW) and the University of Port Elizabeth (UPE) are partnering to establish an inter-disciplinary program in Marine Studies and a Department of Marine Studies at UPE. The partnership promotes an enhanced understanding of the sustainable management of coastal resources in southern and South Africa. Results of the partnership will include an enhanced leadership role for UPE in managing, organizing, and introducing new programs; promotion of outreach programs that increase linkages between UPE, the local community, and the private sector in order to train coastal poor and allow them to establish small enterprises based on coastal resources; a new multidisciplinary

master of maritime studies and marine affairs program; and an expanded multidisciplinary research capability in relevant marine and coastal fields. Partners are planning outreach services in collaboration of the Nelson Mandela Municipal Metropole and other local institutions.

Increased access to shelter and environmentally sound municipal services

Lack of clean water and housing are major inhibitors to development. Three ALO partnerships are responding to South Africa's housing challenge using innovative approaches.

“Community educators indicated at the closeout workshop that they had become empowered and felt they were leaders in their communities. They became teachers at the University of Durban-Westville workshop after their training, but they went beyond just training peer educators and residents in water sanitation, hygiene, and HIV/AIDS prevention. They have become consultants to the residents in their community on a range of issues dealing with orphan care and disease prevention to sewing and gardening skills.” Dr. Hari Garbharran, Middle Tennessee State University/ University of Durban-Westville

shortages and improving living conditions by improving indigenous building methods and materials.

***Middle Tennessee State University** and the **University of Durban-Westville** partnered to address water sanitation, hygiene, and HIV/AIDS in three KwaZulu Natal settlements by applying sustainable and participatory environmental management principles through community outreach activities. **Oregon State University** is working with the **University of Fort Hare**, **Fort Cox College**, and the **University of Natal-Pietermaritzburg** on determining the feasibility of constructing and providing affordable wood-based housing in Eastern Cape and KwaZulu Natal. **Tuskegee University** and the **University of Fort Hare** are reducing housing*

Middle Tennessee State University/University of Durban–Westville

Award Dates: 1999, 2000

Status: Completed February 2002

Award Amounts: \$100,000 (1999), \$100,000 (2000)

Final Cost Share: \$242,460

Other Funds Leveraged: \$60,500

Other Partners: Southern Illinois University at Carbondale; Urban Strategy; Metro Water; Council for Scientific and Industrial Research; Cato Manor Development Association; Ministry of Agriculture and Environmental Affairs (Durban); Pinetown and District Office of Welfare; Cato Crest Informal Settlement; Palmiet River Informal Settlement; Kennedy Road Informal Settlement; The Valley Trust; Adventist Development and Relief Agency (ADRA)

This partnership applied sustainable and participatory environmental management principles in KwaZulu Natal by addressing water sanitation, hygiene, and HIV/AIDS in three informal settlement communities. The partners developed survey questionnaires that were administered in 2000 by nine University of Durban-Westville (UDW) geography honors students in three communities. Partner institutions used the results to design training workshops and other outreach programs to deliver in those communities. The partners held workshops involving program leaders and peer educators from the three target communities. A focus group session on HIV/AIDS was held at UDW with program leaders from the squatter communities. In each community, one leader and eight peer educators taught residents about water sanitation, hygiene, and HIV/AIDS, and a total of 27 community leaders and peer educators supervised the training of residents in all three communities. Through a “sister to sister” program, the education outreach program reached 1,467 community residents. The partners also designed a cross-cultural, transdisciplinary web-based course on public health concerns in informal settlement communities in South Africa. The course was offered for the first time in spring 2001 at Middle Tennessee State University and Southern Illinois University at Carbondale. It was later updated and made available to research partners at UDW.

Oregon State University/University of Fort Hare/Fort Cox College of Agriculture and Forestry/University of Natal-Pietermaritzburg

Award Dates: 1998, 2000

Status: Active

Award Amount: \$99,998 (1998), \$99,122 (2000)

Proposed Cost Share: \$130,967 (1998), \$183,702 (2000)

Other Funds Leveraged: \$500,000

Other Partners: University of Stellenbosch; Institute for Commercial Forestry Research

This collaboration promotes sustainable development by strengthening the capacities of three South African institutions in agroforestry, nursery technology and production, and community development. The partnership developed new Bachelor of Science and Master of Science agroforestry curricula at the University of Fort Hare (UFH). Oregon State



University (OSU) collaborated with Fort Cox College (FCC) to develop a community forestry program and to develop plant propagation facilities. The partners also conducted a workshop at FCC on using media technology and developing web sites for partners.

When the partnership received an Education for Development and Democracy Initiative (EDDI) sustainability grant in 2000, the partners incorporated a new award objective, that of determining the feasibility of constructing and providing affordable wood-based housing in Eastern Cape and KwaZulu Natal. To meet this goal, the partners are conducting a survey of local villages that focuses on the acceptability of such housing and the requirements necessary to successfully market an acceptable product.

Partners also are planning for the Participatory Rural Appraisal (PRA) in Eastern Cape. Farmers and landowners in rural areas of Eastern Cape Province will identify problems of land use and the potentials of agroforestry and tree planting in their communities. Once completed, the partners will use the PRA to select appropriate tree species to be planted and allocate land for tree planting on individual and communal lands. For staff conducting the PRA, the partners held a one-day field demonstration at UFH on establishing sample areas to inventory natural vegetation. In all, 32 host country nationals have been trained through partnership activities.

Tuskegee University/University of Fort Hare

Award Date: 2002

Status: Active

Award Amount: \$100,000

Proposed Cost Share: \$29,689

Other Partner: Archeworks

This partnership seeks to reduce the shortage of housing and to provide healthier living conditions in South Africa's townships by improving indigenous building methods and materials and by developing house-building uses for materials that are currently underused. The primary objective is to develop transferable skills, such as small-scale building and community-based manufacturing, and to provide employment by using techniques and materials developed by the partnership to construct appropriate and desirable housing. Staff and students of the partnering institutions will build affordable housing that is economically sustainable and environmentally sensitive. A priority for the partners is to provide equal access for women as well as for widows or widowers of HIV/AIDS spouses. TU and UFH are assessing the housing needs and desires of the target users to ensure designs are appropriate and acceptable. Research and testing also are under way to examine common building materials for possible improvement and to determine whether other readily available materials can be used in small building construction. The Eastern Cape Provincial Housing Authority and the National Housing Authority may seek to expand the project.

Future Prospects

Partnerships between U.S. and South African higher education institutions promise to be a major source of development cooperation in the decades ahead. As U.S. and South African colleges and universities work to develop partnerships derived from shared interests and mutual benefits, they increasingly operate in a spirit of collegiality and reciprocity that builds trust and understanding. They are turning institutional relationships of mutual interest into engines of reform in their respective nations and confronting problems of global concern. They are becoming stronger institutions and collaborators in addressing development challenges and, together, are designing and implementing projects and programs that will leave a lasting legacy in South Africa.



“In some ways, a new program like iNdlovu is practically defined by serendipities and unexpected outcomes. However, U.S. partners were surprised by the truly democratic decision-making process in iNdlovu, by the ongoing commitment and good will of the very different partners, by technology’s critical importance from the outset in the partnership’s operations, and by difficulties posed by the South African accreditation process.” Bronx Community College/University of Natal-Pietermaritzburg

Partnership Lists

SOUTH AFRICAN INSTITUTIONS

Athlone Technical College
Cape Technikon
Durban Institute of Technology
Eastern Cape Technikon
eastern seaboard Association of Tertiary Institutions
False Bay College
Fort Cox College of Agriculture and Forestry
Mangosuthu Technikon
National Access Consortium, Western Cape
Potchefstroom University
Umgungundlovu Further Education and Training Institution
University of Durban-Westville
University of Fort Hare
University of Natal-Pietermaritzburg
University of Port Elizabeth
University of the Free State
University of the North
University of the Western Cape
University of the Witwatersrand
University of Transkei
University of Zululand
Vista University

U.S. INSTITUTIONS

Bronx Community College
Edinboro University of Pennsylvania
Florida Agricultural and Mechanical University
Florida State University
Highline Community College
Howard University
Michigan State University
Middle Tennessee State University
Oregon State University
Pennsylvania State University
Prince George's Community College
Southern New Hampshire University
Spelman College
Springfield Technical Community College
Texas Southern University
Tuskegee University
University of Washington
Washington State University

WORKFORCE DEVELOPMENT PARTNERSHIPS (1998-2001)

Bronx Community College/University of Natal-Pietermaritzburg (1999) Establish a virtual college to address the workforce development and education needs of under- and unemployed workers and young adults.

Highline Community College/National Access Consortium Western Cape (1998) Train employees of small and mid-level size firms and provide education for disadvantaged adults and out-of-school youth.

Prince George's Community College/Vista University (1998) Provide computer education, information technology training, and distance learning opportunities for Vista students and teachers.

Springfield Technical Community College/Athlone Technical College (1999) Develop model instructional programs in advanced communications and telecommunications.

INSTITUTIONAL PARTNERSHIPS FUNDED BY EGAT/ED (1998-PRESENT)

Bronx Community College/Umgungundlovu Further Education and Training Institution (2003) Assist South Africa's newly restructured technical colleges to better prepare students for the workplace.

Florida Agricultural and Mechanical University/University of Zululand (2003) Enhance public administration and management capacity through the creation of an institute of local government studies and through research and curriculum development.

Highline Community College/False Bay College (2003) Develop a workforce development model for disabled South Africans in response to equity legislation.

Highline Community College/Cape Technikon (2002) Facilitate innovation in the design and implementation of science, engineering, and technology curricula.

Howard University/University of the Western Cape (2003) Develop a comprehensive university HIV/AIDS policy designed to enhance the overall capacity of the University of the Western Cape.

Howard University/University of Transkei (1998) Develop an emergency medicine Internet teaching tool to link health facilities in South Africa and the United States.

Michigan State University/eastern seaboard Association of Tertiary Institutions (esATI) (2000) Establish a strategic plan and program for community outreach to disadvantaged communities using Internet technology.

Oregon State University/University of Fort Hare/Fort Cox College of Agriculture and Forestry/University of Natal-Pietermaritzburg (1998) Strengthen the capacity of partners to implement programs in agro-forestry and community forestry.

Southern New Hampshire University/University of the North (2003) Strengthen UNIN's capacity to establish a sustainable microenterprise development institute to deliver training to microenterprise practitioners.

Spelman College/Mangosuthu Technikon (2003) Increase the capacity of Mangosuthu Technikon to undertake and sustain efforts to raise its visibility as a newly restructured technical college, and secure and manage grants and contracts.

Tuskegee University/University of Fort Hare (2002) Improve small-scale economic development and building methods through construction projects that help reduce public housing shortages.

University of Washington/University of Port Elizabeth (2003) Establish an interdisciplinary program and department in marine studies, and promote better scientific understanding based on research of coastal resources and economies.

Washington State University/University of Witwatersrand (2003) Improve student achievement through the rapid scaling-up of certified teachers, and enhance the quality of in-service teacher training.

INSTITUTIONAL PARTNERSHIPS FUNDED BY EDDI (1999-PRESENT)

Edinboro University of Pennsylvania/University of the Orange Free State (1999) Establish regional center and train facilitators in approaches to involve parents in children's learning about math and science.

Edinboro University of Pennsylvania/University of the Free State (2002) Develop and implement a teacher-training program to improve instruction in mathematics.

Florida State University/Potchefstroom University (2000) Raise the percentage of disadvantaged students qualifying for university admission in South Africa.

Howard University/University of the Western Cape/University of Nairobi (1999) Establish joint graduate degree programs in development-related disciplines between U.S. and African institutions.

Middle Tennessee State University/Natal University of Durban-Westville (1999) Develop outreach activities to improve water management, sanitation, and health in squatter communities in KwaZulu-Natal.

Pennsylvania State University/University of Durban-Westville (2000) Improve access to education and career opportunities for disadvantaged students.

Spelman College/Durban Institute of Technology, M.L. Sultan Campus (2002) Train female students in technical, communication, and analytical skills by developing a mini-documentary on South Africa's social and economic transition.

Texas Southern University/Eastern Cape Technikon (2000) Develop a series of community workshops on business skills, the maintenance of photovoltaic devices, and clothing design.

EDDI SUSTAINABILITY AWARDS (2000)

Bronx Community College/University of Natal-Pietermaritzburg (Workforce Development, 1999) Establish a virtual college to address the workforce development and education needs of under- and unemployed workers and young adults.

Highline Community College/National Access Consortium Western Cape (Workforce Development, 1998) Train employees of small and mid-level size firms and provide education for disadvantaged adults and out-of-school youth.

Middle Tennessee State University/University of Durban-Westville (Institutional Partnership, 1999) Develop outreach activities to improve water management, sanitation, and health in squatter communities in KwaZulu-Natal.

Oregon State University/University of Fort Hare/Fort Cox College of Agriculture and Forestry/University of Natal-Pietermaritzburg (Institutional Partnership, 1998) Strengthen the capacity of partners to implement programs in agro-forestry and community forestry.

Prince George's Community College/Vista University (Workforce Development, 1998) Provide computer education, information technology training, and distance learning opportunities for Vista students and teachers.

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The Association Liaison Office for University Cooperation in Development (ALO) assists the nation's six major higher education associations build their partnership with the U.S. Agency for International Development (USAID) and help their member institutions foster cooperative development partnerships with colleges and universities abroad. Uniquely positioned to promote the involvement of U.S. higher education in global development, ALO seeks to encourage international partnerships to address strategic goals.

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THE ASSOCIATION LIAISON OFFICE
FOR UNIVERSITY COOPERATION IN DEVELOPMENT
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