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ANNUAL MEETING OF PARTNERS IN HIGHER EDUCATION
FOR INTERNATIONAL DEVELOPMENT



HIGHER EDUCATION:
RESPONDING TO
DEVELOPMENT CHALLENGES
IN THE NEW MILLENNIUM

August 12 - 14, 2002
WASHINGTON, D.C.



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SYNERGY IN DEVELOPMENT
2002

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THE ASSOCIATION LIAISON OFFICE
FOR UNIVERSITY COOPERATION IN DEVELOPMENT

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The Association Liaison Office
for University Cooperation in Development

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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INTRODUCTION

SYNERGY IN DEVELOPMENT 2002

Higher Education: Responding to Development Challenges in the New Millennium

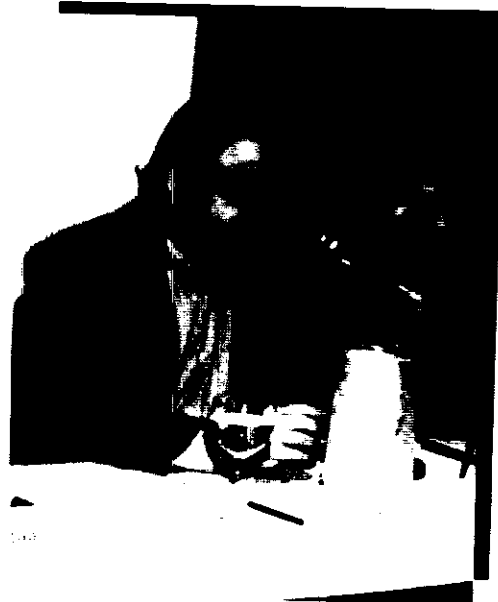
The Association Liaison Office for University Cooperation in Development (ALO) hosted the fourth annual meeting of its international higher education partners, August 12th through 14th, 2002, in Washington, D.C. The conference brought together leading experts and academics from around the world to discuss the ways higher education partnerships face international development challenges in the new millennium.

The annual meeting provided ALO institutional partners with an opportunity to showcase their efforts to strengthen host country capacity, share lessons identified, address common development needs that span countries and regions, and foster links with colleagues in the higher education community and the

United States Agency for International Development

(USAID). This report describes some of the ways partnerships addressed these objectives.

Joining the partners at the 2002 conference were representatives from USAID, the World Bank, the United States Departments of Agriculture, State, and Education, the Peace Corps, *The New York Times*, the *Chronicle of Higher Education*, the National Science Foundation, and ALO's six sponsoring associations: the American Council on Education, the American Association of State Colleges and Universities, the American Association of Community Colleges, the Association of American Universities, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges.



David Levin, Senior Program Officer of the Bureau of Educational and Cultural Affairs, U.S. Department of State, delivers plenary remarks on funding opportunities with federal agencies.



Duña Hertwig of Metropolitan Community College discusses the partnership with Universidad Centroamericana in El Salvador. The partnership strives to train educational and development specialists to address the needs of at-risk children.

Conference panels focused on the progress and results of 76 institutional partnerships in over 35 developing countries. USAID staff from a variety of bureaus and offices served as moderators for each of the 17 concurrent panels. They heard first-hand the results of the partnerships, and shared their perspectives.

Partners also attended plenary sessions that focused on tapping USAID's interest in higher education collaboration, linking Peace Corps volunteers to partnership activities, building better relationships with the media, funding international partnerships through several federal agency programs, and engaging U.S. colleges and universities in international work.



Conference moderator Barbara Hill introduces a plenary session. Plenary speakers addressed subjects such as disseminating project information and finding new sources of funding.

The conference highlighted challenges that developing countries and the higher education community – both in the U.S. and abroad – face at the start of the new millennium. As the U.S. and the global community strive to find new approaches to international cooperation, the higher education partnerships represented at the conference demonstrated that education remains a valuable key to better mutual understanding and to achieve development impact. The mutual exchange of knowledge, in order to build and sustain institutions, is one of the most important goals of higher education collaboration in development.

Plenary Speakers

The opening plenary session addressed "Challenges and Opportunities for Higher Education," with speakers Emmy B. Simmons, Assistant Administrator, Bureau for Economic Growth, Agriculture, and Trade, USAID (see page 19); Josephine Olsen, Deputy Director of the Peace Corps (see page 7); and William Bertrand, Executive Director of the Payson Center for International Development at Tulane University (see page 11).

Other plenary speakers included: Felice Nudelman (see page 23), College Marketing Director for *The New York Times*; Buff Mackenzie, Acting Deputy Assistant Administrator, Human Capacity Development, USAID; Hiram Larew, Director, International Programs, Cooperative State Research, Education, and Extension Service, U.S. Department of Agriculture; Sarah Beaton, Chief, International Studies Team, U.S. Department of Education; David Levin, Senior Program Officer, Bureau of Educational and Cultural Affairs, U.S. Department of State; and Frances Li, Senior Staff Associate, Office of International Science and Engineering, National Science Foundation.

**"No country goes bankrupt by investing in education."
University of Colorado - Boulder/Tribhuvan University (Nepal)**

Conference Results

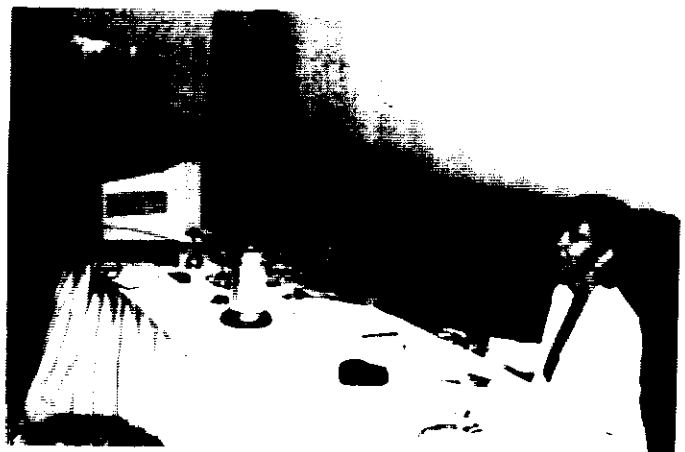
The conference identified several recurring themes and best practices in higher education partnerships, which include:

- Project objectives and training materials must be developed within a cultural context;
- Mutual benefit to partner institutions is of great importance. For example, many partnerships have student and/or faculty exchange programs which create awareness of the differences and similarities between countries and their educational challenges, having a ripple effect on other students and faculty;
- Many partners found that developing a strong, collegial rapport with the USAID field Mission was of great benefit;
- Projects should promote sustainability by finding new sources of funding and by ensuring ownership of the programs by host country institutions; and
- Many successful project outcomes across sectors are linked to employment needs such as training to develop new job skills, means to enhance production, and ways to utilize natural resources safely and efficiently. A needs assessment of the private service sector was often mentioned as the first step in a successful partnership.

For more lessons identified, see page 9



Gwen El Sawi of USAID moderates the panel, "Secondary and Higher Education: Increasing educational and training opportunities for disadvantaged populations."



Evelyn Levinson (far right) of USAID West Bank & Gaza moderates a panel on water resources management during Calvin College/Birzeit University's presentation

STRENGTHENING Host COUNTRY CAPACITY

One of the most important aspects of higher education partnerships for international development is their ability to contribute to sustainable development. As the old adage goes, "it is far better to teach someone how to fish than to just give them fish." In the case of higher education partnerships, the challenge is to mutually identify and implement the culturally appropriate "fishing rods and techniques" that best address local development needs without creating a system of dependency. For example, without having actively participated in the process of developing curriculum, nor having received training on how to use and maintain hardware and software, the host country partners will have only acquired some fish — a very limited supply at that — and not the ability to catch more.



John D. Holm, of the Cleveland State University Copperbelt University partnership to establish training programs for small and medium-sized Zambian firms, poses questions to a panel.

ALO partnerships address USAID's strategic objective for higher education: "increasing the contribution of host country institutions of higher learning to sustainable development." In that spirit, U.S. institutions, in conformity with USAID goals and strategic objectives, strive to bolster the capacity of their partner host country institutions to identify and solve local challenges using local resources. These partnerships recognize the vital importance of integrating the "campus" more fully into the local community, and of becoming more meaningfully engaged with local community, business, industry, government, and non-governmental leaders. By identifying local needs and applying their mission of teaching,

research, and outreach, higher education institutions can make an effective and prominent contribution to local development.

"Politicians are not aware of the potential of renewable energy technologies. Once we build their awareness, getting their support will be much easier." University of Colorado - Boulder/Tribhvan University (Nepal)

A notable example of a partnership's contribution to strengthening local capacity and development is the *University of Massachusetts-Boston/Université Gaston Berger (UGB)* project in Senegal which established, in the village directly across from UGB, a modest telephone center that the residents themselves manage and operate. The center has become self-sustaining and generates capital that is used for other village development projects.

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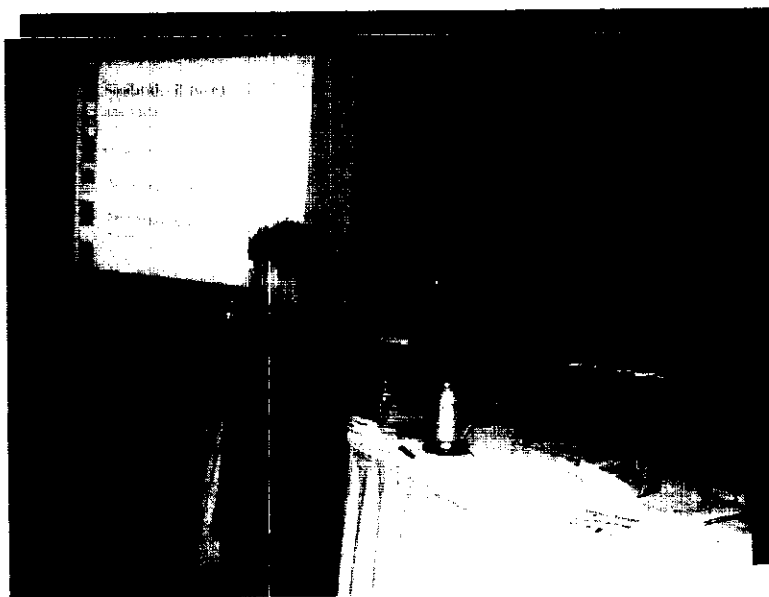
“Our partnership seeks to bridge the gap between the potential expertise of the universities and the needs of the local communities . . . we seek to mobilize communities and to empower them to be able to address their own local issues.” Florida A&M University/ Universidad Iberoamericana (Mexico)

Another example is the partnership between *Maricopa Community College and the Universidad Veracruzana (UV)* in Mexico. Taking advantage of UV’s “student brigade” program, the partners are using hundreds of student volunteers living in small, rural communities to disseminate timely information on HIV/AIDS, tuberculosis, and diabetes. The *Case Western Reserve University and the National University of Laos* partnership also reported

significant contributions to local development. Eight new Lao pediatricians have graduated from the partnership’s pediatric residency-training program since 1999, more than doubling the total number of pediatricians working in the country.

In Romania, *Tiffin University and the University of Bucharest (UB)* teamed to create a school of criminal justice at UB, which graduated its first class of 15 master’s degree students in 2001, including a member of the Supreme Court and the Director General of Romania’s prison system. The program will soon be replicated at five other universities to bolster Romania’s capacity in law enforcement. Using a train-the-trainer model, the *University System of Georgia and the University of Cape Coast (UCC)* are seeking to enhance primary school teaching and learning in Ghana through the use of instructional technology. To date, the multiplier effect from training eight UCC “super trainers” has resulted in the training of over 500 teachers. The *American Association for the Advancement of Science and Jomo Kenyatta University of Agriculture and Technology* in Kenya are developing campus and community-based programs for women educators on civic engagement to address the HIV/AIDS pandemic. They are building capacity for and implementing curricular change for civic engagement, especially through science education. Their goal is to connect learning in the classroom to complex HIV/AIDS issues and to service activities on and off campus.

Montana State University and the University of Zagreb are promoting agricultural cooperatives throughout Croatia. The partnership aims to sustain Croatian economic development through the cooperative business movement in the agricultural sector. One component of the partnership is an outreach program aimed at improving the strategic planning skills of Croatian agricultural cooperative



Marilyn Pugh highlights the partnership of Prince George’s Community College and Vista University to provide computer education and information technology training to students and teachers in South Africa.

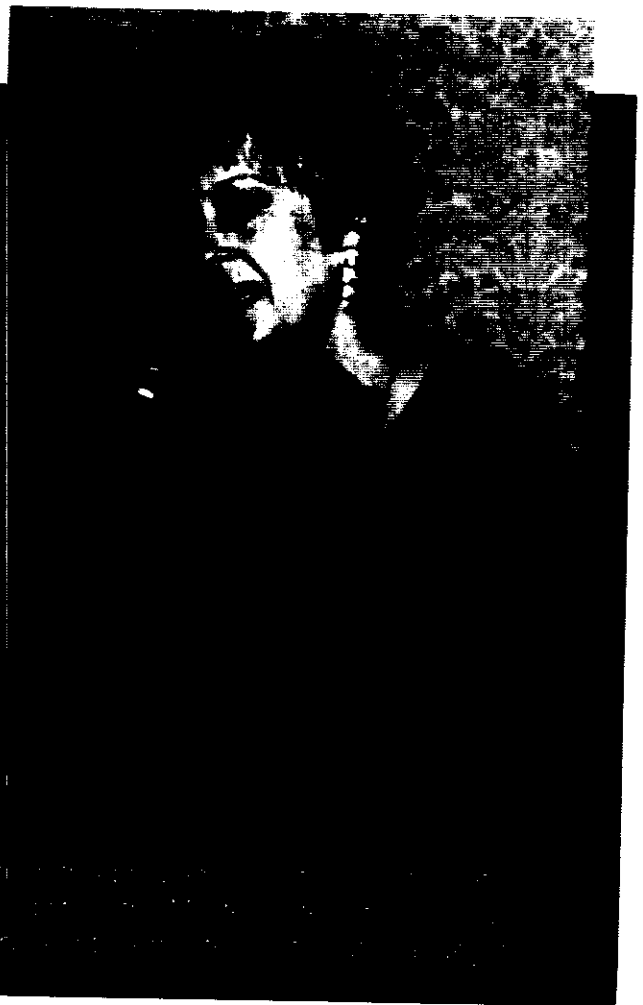
directors. Partners are also addressing the need for a relevant university-level curriculum for agriculture students who will be owners or employees of Croatian cooperative businesses.

The most successful partnerships are those that are truly collaborative and whose benefits are reaped on both sides. The partners work closely together to identify and address mutual needs and strengths, improve channels of communication, regularly exchange information and ideas (and personnel, where feasible), and expand the depth and breadth of their joint efforts. By combining forces, higher education institutions can mobilize their respective resources — intellectual, material, administrative, financial, etc. — and leave behind a lasting legacy of meaningful change.

**Plenary Speaker:
Dr. Josephine Olsen
Deputy Director, U.S.
Peace Corps**

Dr. Olsen addressed the conference on the goals of the Peace Corps and the ways Peace Corps volunteers and higher education can work together to institutionalize the educational value of the volunteering experience. After affirming that "there must be synergy for all of us," Dr. Olsen highlighted three distinct goals of the Peace Corps: (1) to serve in interested countries; (2) to promote a better understanding of the U.S. in other countries; and (3) to promote cross-cultural communication through returned Peace Corps volunteers.

As an example of how these goals combine with the interests of higher education, Dr. Olsen described the Peace Corps Fellows Program. Through this program, Peace Corps volunteers complete graduate programs at 62 participating universities. The program allows volunteers to incorporate the two years of service into their graduate studies.



LESSONS IDENTIFIED

By learning from and building upon experience, current and future higher education partnerships become more effective. One of the primary purposes of the conference was to provide participants with a forum to discuss the challenges, as well as the opportunities,

“Partnership activities must have the commitment of leadership and staff, be based on international principles and procedures . . . and must take a participatory approach.” Washington State University/TIAME (Uzbekistan)

that accompany higher education partnerships. By discussing the problems that partnerships face, others benefit by avoiding known pitfalls. In addition, participants explored alternative solutions to such problems.

Over the past year, ALO partnerships faced a wide array of unanticipated challenges ranging from administrative difficulties to violent unrest. Many partners struggled with the coordination of incongruent accounting procedures. A number of

partnerships found activities temporarily stymied due to teacher strikes, while others were set back by the loss of project personnel. Throughout the conference, participants outlined the challenges they confronted over the past year and discovered that they often share similar experiences, even when working in vastly different contexts. Almost all of the partnerships sought to leverage additional funds for sustainability.

Partners shared specific and direct suggestions for successful implementation of international institutional partnerships, which included:

- Commitment of the leadership and key staff, as well as the involvement of other local institutions, is vital. Involve everyone, from the rector to the students, and include participants from the outside in planning activities;
- Both partners need to have equity in planning and executing the activities;
- Enthusiasm, dedication, and a shared vision can make up for a lack of resources;



Bart Thielges, of the Oregon State University/University of Botswana partnership to increase regional capacity for the sustainable management of natural resources, addresses a panel.

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Plenary Speaker:

"Towards a Role for Universities in Evidence Based Development" (Excerpts)

Dr. William Bertrand

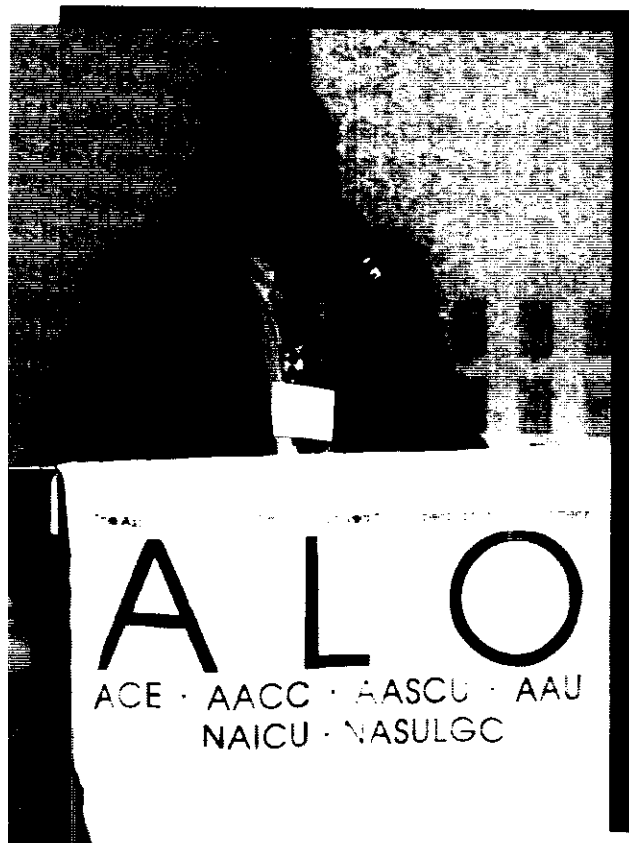
**Executive Director, Payson Center for International Development
and Wisner Professor of Public Health
Tulane University**

There is a story that has been making the rounds for the last two years as to why the NASA launch vehicle was the size it was. In a nutshell, the design constraint was that the shuttle tanks had to be transported on U.S. rail lines. The standard U.S. railroad gauge of four feet, eight and a half inches derives from the specifications for an Imperial Roman army war chariot. Thus, the story and the specs for NASA's launch vehicle ultimately evolved from the asses (hind-sides) of the Imperial Romans horses.¹ Anecdotally, this story illustrates the unquestioned acceptance of "factual" evidence.

Recently within the field of health and medicine there has been a drift towards something called "Evidence-Based Medicine." This presents an interesting and somewhat disturbing question. If the health and medical professions are just now moving toward evidence-based medicine, what were they based on up until now? An evidence-based approach to medicine integrates high-quality, relevant, up-to-date research data with clinical expertise and patient values so that medical professionals can provide the best medical care to their patients.²

The concept of evidence-based practice is expanding into different academic and professional fields including education, social science research, policymaking, and international development. Within the field of international development, there exists an overwhelming need for evidence-based development planning. To date, vast amounts of resources have been wasted on development projects and programs that have failed. The current practices of leading bilateral and multilateral development organizations are little oriented towards formal evidence-based methods although there is some suggestion that USAID and the State Department are beginning to move in that direction with the new Millennium Challenge Account (MCA).³

A review of the applied literature in disasters and development shows mostly quick fixes. At best, these provide elegant case studies with little methodological base. Without going through the entire set of specific suggestions on how to approach evidence-based medicine, I will borrow instead some ideas which have evolved from this specific initiative in the medical area in order to give a sense of where we should be going in the development disaster arena. Each of these steps carries with it the need for a certain methodological sophistication on the part of the practitioner and the decision maker.



The key steps in any evidence-based exercise involve:⁴

- Identifying a problem or area of uncertainty;
- Formulating a relevant, focused, important question that is likely to be answered;
- Finding and appraising the evidence;
- Assessing the importance of the evidence;
- Assessing the applicability of any recommendations or conclusions;
- Deciding whether or not to act on the evidence;
- Assessing the outcomes of your actions; and
- Summarizing and storing records for future reference.

I recently had the opportunity to listen to leaders from the Bush administration discuss their approach to development. It was refreshing to see that the individuals involved from the State Department and USAID were very academically minded. For the first time in my 30 years of dealing with development issues, substantive questions were being asked. These questions were oriented towards what we know, what is the science involved in development. There seemed to be a serious effort to develop indicators and examine evidence for best practices.

It was also heartening to see that there was a concern at high levels with searching out experience and knowledge resources from the academic community. Most importantly, there seems to be an honest and real effort to utilize measurement, transparency, and evidence throughout the development process. Over the years, we have learned that development efforts should be directed toward countries and problems where intervention is likely to be successful.

Additionally, an assessment of project or program implementation should be conducted. Finally, the immediate and long-term impacts of the intervention must be evaluated to ascertain whether it, in fact, produced the intended outcomes.



Combined with this highly reasonable data-driven approach was the news that for the first time the major U.S. agencies that deal with international development (USAID, the Department of State, and the Treasury Department) were meeting regularly to discuss how to best combine forces and strategies to further realistic development goals.

This appears to be at least the political beginning of an enlightened approach to development assistance that is no longer based upon cold war politics or simple-minded assessments of political and/or economic advantage. Rather, in an increasingly complex and interconnected world we have a self-interested motivation to focus on solving the problem of massive inequities throughout the world. Extreme poverty and all of its correlates not only

assaults our constitutional sense of basic human rights, but it is also a fertile breeding ground for terrorism, emerging infectious diseases, and the abuse of human rights. In an interconnected and globalizing world, the most pressing problem areas in development are becoming increasingly apparent. We are just beginning to see and are now exposed to the real effects of underdevelopment and the danger or the perception of danger it places on our society.

In recent years, the academic community has been a vocal critic of the practices and outcomes of development assistance programs. Concomitantly, within USAID, there was open criticism of academia, its structures, and philosophies. During this time, USAID increasingly expanded and utilized relationships with private consulting firms, NGOs, and politically motivated earmarks of one kind or another. Of great significance, USAID has lost many of the academically and technically experienced people in its staff. A few years ago, even among academic institutions, 75 percent of USAID funding went to institutions located within 150 miles of Washington, D.C. International development was an insider's business and most of the insiders lived within the beltway.

Certainly, within USAID administration, there were numerous criticisms of universities, many of which were valid. A member of our ALO advisory board upon hearing that USAID had basically abandoned universities asked the logical question. Is there some reason that USAID turned away from universities? Undoubtedly, there are many possible reasons, some of which deserve to change; others of which are inherent to our profession.

Universities, based on the organizational model of the 5th century monastery, are not known for smooth functioning and flexible administrative mechanisms. We have been among the last institutions to embrace, understand, prepare, and reward our faculty to work internationally. We have failed to provide or encourage faculty to acquire the skills and competencies needed in a globalizing world. Above all, universities have failed to understand how the technology-driven information revolution is changing our own world. Tenured faculty members are entitled and often hold the arrogant view that six hours of office presence per week is an appropriate time to be in contact with their constituency. We seldom measure nor are we even concerned with the impact of our work. Furthermore, we apparently believe that teaching skills are automatically transferred in some mystical fashion to all those who receive the PhD.

In a results-driven federal bureaucracy that works within a strict civil or foreign service administrative system many of these traits are difficult to understand. I would go further to say that there are significant structural and organizational flaws within our university. Unless these issues are addressed, our capabilities and usefulness in resolving international development problems will be limited. They are as follows:

We are too old. Yes, I am in that category of folks getting a bit long in the tooth but as a whole, University professors are aging rapidly through both demographic and administrative processes. Furthermore, there are no current limitations on age for retirement so that as long as I can somehow make it to the podium I am legally able to be a faculty member. While this is a societal issue and while there is much that experience and wisdom can add to the teaching and learning process, there is also much that needs to be done that requires the well-trained inquiring minds of a younger generation who do not need a week to recuperate after that 24-hour flight to Bobo Dialasso. There needs to be a serious injection of youth, with international experience and evidence-based scientific training into our ranks to assure that we are organizationally competent, current and rejuvenated in our activities.

We do not reward group or collaborative work. In a time when problems are more global and complex, individuals do not solve problems. Groups of people with different skills and competencies who can work together to resolve problems are needed. Because there is little in the academic structure that rewards anything but individual work, there are few incentives for group effort. Tenure, promotion, publication, even classroom teaching are evaluated individually not collectively. MIT's brilliant self-study from 13 years ago, *Made in America*, concluded that a barrier to U.S. engineering performance was our inability to work in collaborative, multi-gender, and multi-cultural work groups. Even today, only a few of our institutions are beginning to address these issues systematically.

We are trapped in our disciplines. Compounding our individualistic academic focus is our complete discipline-centric view of the world. We have disciplines, organized into departments, organized into schools and colleges. I refer to this process as technosclerosis, or the technicians clogging the arteries of change. By insisting that our, and only our, disciplines are qualified to handle a problem, we ignore the complex and multi-system forces that both create and then solve problems. I am, on most days, an epidemiologist, part of a group of scientists who claim unto ourselves the invention of the scientific method (which we cleverly label the epidemiological method). Our discipline-centric approach to education and training is confounded by increasing definitional and discipline creep. The WHO defines health as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.⁵ Defined in such a way, nothing is excluded from the realm of health. Health specialists, according to that definition, should own development in all arenas. I learned recently that our agricultural schools, working as a group, had redefined agriculture to include most environmental and related issues that involve multiple sectors of society. We have reacted to the changes in world reality by expanding our definition of our disciplines, not by embracing all disciplines in a problem-focused set of degree programs, which take from all appropriate methods, theories, approaches and even ideologies to resolve the problems at hand.

There are of course enormous forces that seek to maintain the status quo and resist change in all of our government and academic institutions. The pace of change, driven by technology and communication, is extraordinary and it is stressing our entire traditional heritage. I have noted, with praise, that the official U.S. Government approach to international development has become more rational, more evidence-oriented and based, and infinitely more collaborative. What then can the academy do to respond to the positive example of the U.S. Government and begin to address some of our own issues where the evidence suggests that we are not as useful partners as we could be?

Develop a series of mechanisms that expose and involve young people to development work through our universities. An excellent opportunity to do this would be through developing collaborative and/or combination programs between the Peace Corps and universities. I believe that the Peace Corps, recently increased in size by the current administration, is our most cost effective international intervention. Internships, university strategic alliances, and sandwich programs which train undergraduate and graduates students abroad is another option. We need to be creative in training a new generation of development specialists.

We need to focus on rewarding groups and not just individuals. Skills need to be developed and their acquisition rewarded in multi-cultural and multi-disciplinary collaborative teams that are oriented towards problem resolution. Courses need to be developed collaboratively and team-taught. Research needs to be done as to how and what really makes groups work. Academic disciplines and teaching programs need to be

re-evaluated and re-defined so that shared skills and competencies are seen as common ground not specialty areas of each discipline. While some efforts have been made in this direction, they are few and far between and unfortunately they do not reflect the current strategies of most of our institutions.

Curing techno-sclerosis. We need to develop university training and educational programs that are focused on problems, not just disciplines, and reward progress towards solving those problems.

Departments or centers of international social and economic development, disaster to development studies, food security, behavioral change focused on HIV-AIDS, and global warming and the environment need to be formulated and supported in our evidence-based academic institutions until those problems are no longer at the forefront of societal issues. Again, this is happening in some universities and some university-related Centers.



The United States was built and economically developed largely on the principle of evidence-based agriculture that was supported by the great land-grant institutions with their problem-oriented research and training programs. These institutions established the core of our democratic and decentralized national educational system. This model worked and worked extremely well for many years.

We need to join with our colleagues at USAID, the State Department and Treasury in demanding evidence-based development and transparent information and evaluation systems that will insure objective and rigorous reviews of the evidence regarding the major development problems of our time. At the same time, we need to incorporate these same practices into our own research methodologies and analyses. Throughout the years, universities have played an important role in developing solutions to societal problems through research and academic expertise. My own belief is that the academy will continue to be relevant to the extent that we are able to confront and resolve the organizational and structural problems that limit our ability to provide evidence-based solutions to today's complex development problems.

Endnotes

¹For full story see: Adams, Cecil. "Was Standard Railroad Gauge (4'8½") Determined by Roman Chanot Ruts?" February 18, 2000. [Chicago Reader, Inc. Available: www.straightdope.com/columns/000218.html](http://www.straightdope.com/columns/000218.html). October 7, 2002.

²Center for Evidence-Based Medicine. November 7, 2002 <<http://cebm.utoronto.ca/intro/whats.html>>.

³Bush, George W. Remarks by the President on Global Development. Speech at the Inter-American Development Bank. 14 March 2002. Accessed 4 November 2002 <www.whitehouse.gov/news/releases/2002/03/print/20020314-7.html>.

⁴Evidence Based Medicine Working Group. October 7, 2002 <<http://www.med.ualberta.ca/ebm/embintro.html>>.

⁵Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference. New York, 19-22 June 1946; signed on 22 July 1946 by the representatives of 61 States (Official records of the World Health Organization, no. 2, p. 100) and entered into force on 7 April 1948. The definition has not been amended since 1948.

CHALLENGES AND OPPORTUNITIES



Hendrick van der Linde of the University of the Free State and Dale Hunter of Edinboro University of Pennsylvania field questions on their partnership to establish a regional center that trains facilitators to involve parents in children's learning.

The nature of international institutional collaboration necessitates adaptability, responsiveness, and commitment, as even the best-laid plans often face unforeseen obstacles. ALO partnerships have the capacity and flexibility to respond to these challenges, endowing them with the potential to be highly effective vehicles for international development.

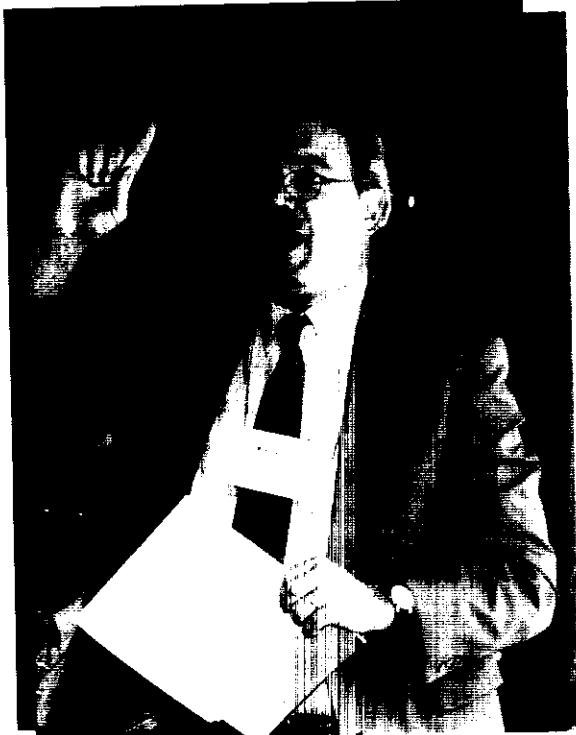
ALO partnerships in countries or regions experiencing political turmoil reported that the greatest challenge they experienced was an unstable host country environment. These partnerships described how

their ability to travel and communicate with each other had been impeded. Activities for partnerships in the West Bank/Gaza, in particular, were seriously affected by regional instability. For example, *Georgia State University (GSU) and An-Najah National University*, seek to reform public policy through academic development and applied research and initially envisioned faculty exchanges as the main focus of their activities. The volatile situation in the region, however, made travel to and from the West Bank difficult and prevented some exchanges from taking place. The partnership compensated for the lack of direct interaction by taking advantage of distance learning technologies to create a virtual seminar. This was the first time GSU's Andrew Young School had ever attempted a virtual seminar. Its success not only provided a solution to the partners' travel problem, but also made a positive impact on both institutions.

A challenge of unique concern to many South African partnerships is the restructuring of the South African higher education system and the merging of institutions of higher education. For partnerships affected by mergers, the restructuring process resulted in high faculty and project leader turnover, which — at least initially — led to poor communication and accountability

“Research [at the local university] was not community-level based . . . You need research geared to problem solving at the community level.”
Southern New Hampshire University/ The Open University of Tanzania

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Mark Erbaugh, of the Ohio State University, makes a point while presenting his partnership to enhance Makerere University in Uganda's capacity to contribute to agribusiness development.

between partners and the loss of project momentum. The *Highline Community College/ National Access Consortium Western Cape (NACWC)* partnership successfully countered personnel loss with responsiveness and flexibility. The partners did not allow the institutional changes faced by members of the NACWC to halt plans for the creation of a Centre for Extended Learning. By regionalizing their program, through the inclusion of several of the reorganized institutions, the partners transformed the challenge into an asset and leveraged an even wider development impact.

Communication, an essential element of collaboration, can be difficult to maintain for many partnerships located in regions or countries with limited telecommunications infrastructure. The partnership between the *University of Delaware and the Institute of Local Government Studies (ILGS)* in Ghana, which is working to develop Internet and distance learning capability for training and research in public administration, explained that power supply interruptions and limited,

slow, and undependable Internet access delayed implementation of partnership activities. Despite the clear need to improve the infrastructure, the partners have steadfastly forged ahead and feel the ILGS, as the only purveyor of computer-based training systems for local governments, is now strategically positioned to spearhead a national effort to train trainers among those with access to technology. The partners see great potential in staying the course and continuing to develop and implement training materials as more and more local officials gain access to the Internet.

A few partners encountered challenges resulting from language differences. For example, the *Washington State University/Tashkent Institute of Irrigation and Agricultural Mechanization Engineers (Uzbekistan)* partnership, which is increasing the capacity of partner institutions to enhance existing and develop new environmental courses and programs, reported that the lack of language

compatibility had hindered communication between the U.S. and Uzbek partners. They addressed this problem by leveraging a grant from Resource Exchange International (REI) to fund English classes for the Uzbek scientists.

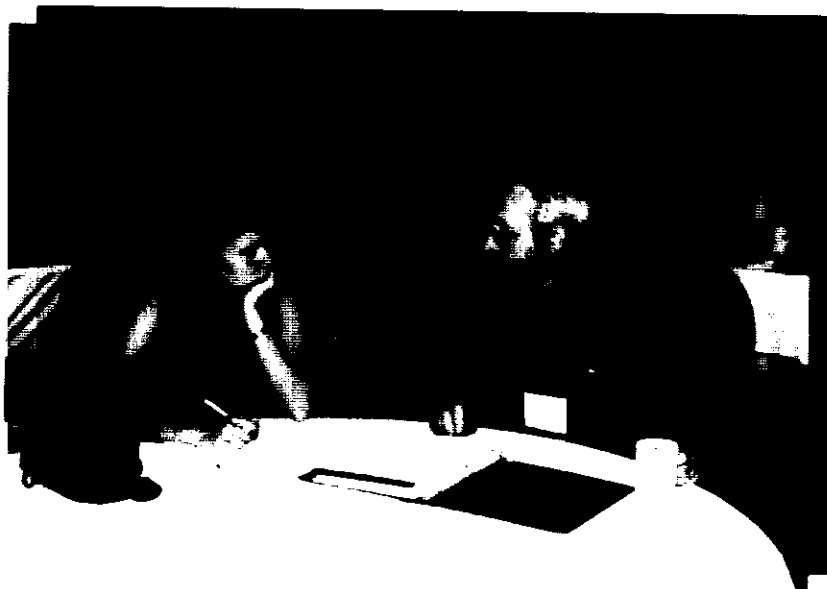
These English classes are also expected to have the additional benefit of helping

"Most of the trainees had never touched a computer prior to the program, but in one week they were making presentations, nametags, and simple flyers and newsletters. It was pleasing to observe the expertise already gained within a very short time." University System of Georgia/ University of Cape Coast (Ghana)

the Uzbek scientists integrate into the international scientific community.

ALO partnerships have proven themselves to be resilient and capable of transforming negatives into positives. With adaptability and commitment, the partnerships continue to persevere, even thrive, in demanding and challenging situations. By bringing to light the challenges they encountered and the means by which they were transformed into

opportunities, participants left the conference better prepared to be creative in their approaches, as well as solutions, to their problems.



The conference allowed partners to discuss their projects face-to-face. Bert de Vries of Calvin College and Riham Barghout of Birzeit University (West Bank/Gaza) discuss their project on water resources management.

**Plenary Speaker:
Emmy B. Simmons
Assistant Administrator
USAID/EGAT**

Ms. Emmy Simmons discussed the recent changes at USAID and how these changes affect university partnerships and the higher education community. She expressed the belief that the transfer of knowledge and skills that universities provide is essential to help people in developing countries improve their own development. Ms. Simmons also pointed out that innovation in science is an important emphasis within the Agency, and highlighted six new USAID pilot partnership programs for the coming FY 2003 grant cycle:

HIV & AIDS, with a specific emphasis on HIV/AIDS disease impacts sectors, particularly in sub-Saharan Africa

Agriculture & the Environment

Teacher Training, with a specific emphasis on providing teachers with the appropriate professional qualifications

Islamic Studies

Workforce Development in Community Colleges and Higher Education Leadership & Reform

The Association of American Universities Office for University Cooperation in

A L O

"LETTING THE WORLD KNOW"

ALO partnerships are tasked to make a tangible contribution to the development of the host country. The significance and impact of their contributions would be lost without an effective dissemination strategy. Beyond informing the higher education community and USAID, it is important that the partners spread the word to as many stakeholders as possible, tailoring their message for different audiences. In a global landscape radically and permanently transformed after September 11, 2001, it is even more critical to increase the visibility of higher education partnerships as a means of demonstrating the positive and lasting contributions such trans-border collaborations can make to fostering development, mutual understanding, global peace, and security.

"A challenge has been explaining the concept of free information, which is new to the region." University of Rhode Island/ University of Quintana Roo (Mexico)

A powerful dissemination effort extends beyond the immediate partners and funding organizations to college presidents, deans, department chairs, fellow faculty members, campus administrators, and students. It also targets current and potential stakeholders — such as representatives from business and industry, non-governmental organizations, community-based organizations, government agencies, and other higher education and research organizations. Partners have at their disposal the services of their institutions' public relations office and the local media to build awareness of and to make the case for international development. Such publicity can go far toward boosting institutional and local community understanding and support for overseas collaborations.



Duñia Hertwig and Kathryn Halverson of Metropolitan Community College, Omaha, and Juan Hernández of the Universidad Centroamericano use a break to discuss their early childhood education project in El Salvador.

During the ALO conference, partnership representatives spoke of using a variety of dissemination methods, including: local and national newspapers (print and on-line); campus newsletters; CD-ROMs; flyers; and, oral presentations at conferences, workshops, roundtables, and seminars. Several partnerships also mentioned being featured and interviewed on radio broadcasts, including the *University of Wisconsin-Madison Universidad*

de Guadalajara collaboration on community-based watershed management and the *University System of Georgia/University of Cape Coast* collaboration to improve primary education teaching in Ghana through instructional technology. The *Michigan State University/Texas A&M University/National University of Rwanda* partnership on agriculture capacity building was featured on national television when the President of Rwanda visited the project's primary coffee growing site, and the *University of Delaware/University of the West Indies* partnership developed project brochures, U.S.-Caribbean fact sheets, and integrated coastal management course brochures for the 2002 World Summit on Sustainable Development held in South Africa.

A particularly effective dissemination tool was shared by the *Haskell Indian Nations University/Gorno-Altai State University* partnership which presented an inexpensively produced, high quality, dynamic 15-minute video on their community water quality assessment project in Russia. The video has also been used for USAID audiences and is available on their website. Partnerships are strongly encouraged to film or digitally record their activities as pictures are, indeed, often worth a thousand words. Including such images on websites is a powerful means of spreading the news.



During a break between sessions, the Rector of Southeast European University, Aladjin Abazi, discusses the project to develop his university's administrative structures and departments with Indiana University partners Erita Hill and Charles Reafsnyder.

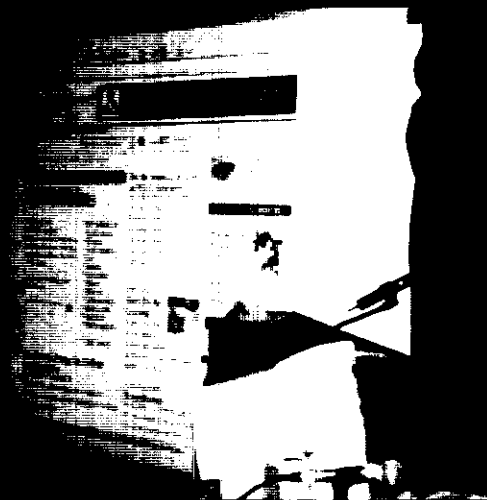
Clear, broad and effective dissemination is in the interest of both the partners and their stakeholders as they seek to garner, strengthen, and expand support, and ensure increased institutional capacity and sustainable development. Communicating results and "letting the world know" are important to ensure that partnerships gain respect and support.

"Titles such as director or coordinator are not important. Everyone is a coordinator!" University of Georgia/Birzeit University (West Bank/Gaza)

"Information empowers both leaders and citizens for mobilizing and action, even in the poorest of communities. People can successfully deal with many pressing problems if they have organization and information." Michigan State University/eastern seaboard Association of Tertiary Institutions (South Africa)

Plenary Session:
Building Partnerships with the
Media: A View from the *New
York Times* (Excerpts)

Felice Nudelman
College Marketing Director
The New York Times



"Partnerships are about finding a fit, whether it is as simple as providing the right resources, or as comprehensive as developing programs that can influence entire educational systems. The partnership needs to make sense, be thoughtful, be strategic and benefit the maximum number of people."

"Now, it has been said, 'visionaries are leaders with a poorly developed sense of fear' . . . I would assert that visionaries are fearless in their desire to lead change and forge new paths. There is always risk in change, but the best partnerships reduce the risk by relying on the strength that each partner brings to the table."

"For many managers, strategies for leading change are developed in a vacuum, often based on past practice and hindered by the ensiled culture of the university. In this environment it is difficult to initiate and sustain change. For managers, a key component for success is their ability to translate a vision and develop effective teams around common goals."

"One of the great challenges of institutions of higher learning is the delicate balancing act between academic priorities and responsiveness to social, economic and political demands. By working together we hope to identify strategies that prepare the next generation for globally linked economies."

"I think one of the true benefits of partnerships is the ability to give voice to your visions, to hold true to the ideals of education. I hope that we can grow this vision together."

PARTNERING FOR SUCCESS/ BUILDING NETWORKS



Kisten Mudaly of Bronx Community College and Cliff Missen of the University of Iowa take advantage of an opportunity to discuss project issues during a break.

"The final component of our project is a faculty exchange to create bonds that will strengthen the project and provide new opportunities for continued collaboration." University of California, Davis/ Universidad Nacional Agraria de Nicaragua

A successful partnership for development does not work in a vacuum. Building networks with government, business and NGO representatives, both in the U.S. and the host country, often leads partners to unexpected results and serendipities. This was evident throughout the conference in partners' presentations and as many seized the opportunity to meet with representatives of government agencies, higher education associations, and each other to discuss possible collaboration.

Establishing linkages and professional networks that go beyond the institution-to-institution partnership has many advantages. Linkages can help partners find additional expertise and advice on project activities, leverage additional funding, build professional relationships, and encourage demand for replication of models in the host and other countries. During the conference several partnerships shared network-building experiences and illustrated their benefits.

Partners at the conference often noted that building networks can lead to valuable expert advice on project plans. *Purdue University* and its partner, the *Islamic University of Gaza*, established links with the *Palestinian Water Authority (PWA)* to assist in developing an M.S. curriculum in water resources management. The PWA has lent more support and expertise to the project than Purdue initially anticipated. As a result of this network,

"We are promoting and cultivating linkages between the public and private sectors to help get [agribusiness] products into [NAFTA] markets." Ohio State University/Colegio de Postgraduados en Ciencias Agricolas (Mexico)

two PWA representatives are an active part of the partners' advisory committee for the M.S. program, ensuring that the program is relevant to host community needs.

The collegial atmosphere of the conference also fostered the development and establishment of new linkages. *The University of Arkansas*, which is partnering with *Yarmouk University* in Jordan to develop sustainable tourism, has plans to collaborate with Calvin College, which just completed its ALO partnership on the study of water use in the West Bank/Gaza. The project directors met for the first time at the conference and are committed to working together on a master plan for the development of the archeological site, Umm el Jamil. Such a linkage will avoid duplication of partners' efforts and take advantage of their mutual regional expertise. *Indiana University* and its partner, *Southeast European University (SEEU)* in Macedonia, took advantage of meeting the Deputy Director of the Peace Corps, Dr. Josephine Olsen, who spoke during a plenary session (see page 7), to explore the possibility of having Peace Corps volunteers posted in Macedonia to serve as mentors for SEEU student teachers and to assist with English as a Second Language (ESL) teaching.



Robin Rose of Oregon State University, and Krishna Strestha, of Tribhuvan University in Nepal, network during a break between panels.

Building professional networks is a long lasting outcome of a successful ALO partnership. A simple courtesy visit to the appropriate USAID Mission can lead to an unexpected meeting with others working in similar fields. Harford Community College and its partner in Russia, Moscow Medical College #1, experienced this when the USAID Mission in Moscow arranged for the partners to meet a representative of the American International Health Alliance (AIHA) to discuss mutual goals of their health and education programs in Russia.

By sharing experiences in network development, conference participants hear first-hand how networks lead to success. Establishing links that permit a project to reach broader constituencies helps guarantee that the partnership's efforts become more sustainable.

"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 course to their friends. The classes are now sustainable . . . They have touched and changed lives." Prince George's Community College/Vista University (South Africa)

NETWORK SUCCESSES

The *Walla Walla Community College* *Al-Azhar University* partnership, which seeks to design an agricultural technical institute in Egypt, has established a link with the John Deere Company. The link with John Deere has had many positive unexpected outcomes. A John Deere representative joined Walla Walla on a visit to Egypt to lend expertise and support. Having a well-known company like John Deere on board has also helped the partners establish credibility for the project, both in the Walla Walla community and in Egypt.



Ralph Masenge of the Open University of Tanzania answers questions during the presentation of his partnership with Southern New Hampshire University, which provides higher learning and community economic development training to community leaders.

The *University of Colorado-Boulder* and *Tribhuvan University*, who have partnered to enhance Tribhuvan's renewable energy curriculum, received unexpected financial support from His Majesty's Government of Nepal to build a research center, called the Zero Energy House and Energy Park, for students of the renewable energy program. The partners reached out to parliament and government representatives, initially to make them aware of the project, but ended up gaining much needed financial backing. An ALO project can demonstrate to potential funders the importance of the partnership goals and objectives. The UC-Boulder/Tribhuvan partners remarked at the conference, "The ALO grant helped increase funding tenfold."

"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 economic and political policy." Michigan State University eastern seaboard Association of Tertiary Institutions (South Africa)

Prince George's Community College and its South African partner, *Vista University*, have succeeded in developing ComCo, a high quality distance learning computer literacy course. Through the professional links established by partners, the Free State Education Department had several staff members take the course. As the course became more well known, the Education Department indicated to partners their interest in making the course compulsory for all teachers who lack computer literacy training. Demand for this successful distance learning model has also led partners into discussion with the Free State Technician about expanding ComCo through the Free State at 20 community centers. Establishing links can create demand for successful models and can sustain partner activities beyond the life of the grant.

APPENDIX 1: ANNUAL MEETING AGENDA

Sunday, August 11

3:00PM – 7:00PM **REGISTRATION**
Watergate Foyer

Monday, August 12

7:15AM – 8:15AM **CONTINENTAL BREAKFAST**
Watergate Foyer

7:30AM – 8:30AM **REGISTRATION**
Watergate Foyer

8:30AM – 8:45AM **WELCOME**
Chesapeake Room
Joan M. Claffey
Executive Director
Association Liaison Office for University Cooperation in Development
Nils Hasselmo
President
Association of American Universities and Chair, ALO Board of Directors
Earl D. Kellogg
Associate Provost, International Affairs, University of Illinois at Urbana-Champaign
and Chair, ALO Advisory Council
Barbara Hill
Conference Moderator

8:45AM – 10:00AM **PLENARY SESSION: Challenges and Opportunities for Higher Education Partnerships: Perspectives from USAID, Higher Education, and the Peace Corps**
Chesapeake Room
Emmy B. Simmons
Assistant Administrator
Bureau for Economic Growth, Agriculture, and Trade, U.S. Agency for International Development
Josephine Olsen
Deputy Director
U.S. Peace Corps
William Bertrand
Executive Director
Payson Center for International Development, Tulane University

10:00AM – 10:30AM **BREAK**
Watergate Foyer

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10:30AM – 12:15PM

PARTNERSHIP PRESENTATIONS

Panel 1: Public Policy/Law: Decentralization and the inclusion of marginalized populations in the democratic process

Mt. Vernon Room

Moderator: April Hahn, USAID

- University of Alabama/Mekelle University (ETHIOPIA)
- University of Delaware/Institute of Local Government Studies (GHANA)
- University of Georgia/Birzeit University (WEST BANK/GAZA)
- University of Illinois, Urbana-Champaign/Institute of Technology, Bandung (INDONESIA)
- University of Texas-Austin/Instituto Tecnológico y de Estudios Superiores de Monterrey (MEXICO)

Panel 2: Secondary and Higher Education: Increasing educational and training opportunities for disadvantaged populations

Riverview

Moderator: Kay Freeman, USAID

- Bronx Community College/University of Natal-Pietermaritzburg (SOUTH AFRICA)
- Eastern Iowa Community College District/Vasavi College of Engineering (INDIA)
- Florida State University/Potchefstroom University (SOUTH AFRICA)
- Howard University/University of the Western Cape/University of Nairobi (SOUTH AFRICA/KENYA)
- Pennsylvania State University/University of Durban-Westville (SOUTH AFRICA)

12:15PM – 1:15PM

LUNCH (TICKETED)

Monticello

1:15PM – 2:15PM

PLENARY SESSION: Scaling Up: Large Partnership Initiatives in El Salvador, Macedonia and Rwanda

Chesapeake Room

Moderator: Gary Bittner, USAID

- Indiana University/Indiana Consortium for International Programs/South East European University (MACEDONIA)
- Metropolitan Community College/Universidad Centroamericana "José Simeón Cañas" (EL SALVADOR)
- Michigan State University/Texas A&M University/Université Nationale du Rwanda (RWANDA)

2:15PM – 2:45PM

BREAK

Chesapeake Foyer

2:45PM – 4:00PM

PARTNERSHIP PRESENTATIONS

Panel 3: Health and Nutrition: Bolstering community health and food security

Mt. Vernon Room

Moderator: Frances Davidson, USAID

- Case Western Reserve University/National University of Laos (LAOS)
- Harford Community College/Moscow Medical College #1 (RUSSIA)
- Langston University/Awassa College of Agriculture, Debub University (ETHIOPIA)
- Lincoln University/University of Malawi Bunda College of Agriculture (MALAWI)
- University of North Florida/Centre Universitaire Régional de Bambey (SENEGAL)
- University of Wisconsin/Universidad Nacional del Altiplano (PERU)

Panel 4: Workforce and Entrepreneurial Development I: Meeting the challenges of privatization

Riverview

Moderator: Robert McClusky, USAID

- Cleveland State University/Copperbelt University (ZAMBIA)
- Highline Community College/Polytechnic of Namibia (NAMIBIA)
- Montana State University/University of Zagreb/Osijek University (CROATIA)
- Tennessee State University/Lincoln University of Missouri/L'viv Institute of Management (UKRAINE)
- University of Arkansas/Yarmouk University (JORDAN)

5:00PM – 6:00PM

RECEPTION

Watergate Foyer

Welcoming Remarks

Michael Baer

Senior Vice President, American Council on Education

James McKenney

Director, Economic Development, American Association of Community Colleges

Hosted with the American Association of Community Colleges and the American Council on Education

6:00PM – 7:00PM

MILLENNIUM STAGE PERFORMANCE (FREE!)

Kennedy Center

SONDHEIM CELEBRATION

Judy Kuhn

Sondheim Celebration: Judy Kuhn is appearing in *Passion*. Accompanied by piano, bass and drums, her set list ranges from Rogers & Hart and Kurt Weill to Tom Waits and Joni Mitchell.

Tuesday, August 13

7:00AM – 7:45AM

CONTINENTAL BREAKFAST

Watergate Foyer

8:00AM – 8:30AM
York

PLENARY SESSION: Building Partnerships with the Media: A View from The New

Times

Chesapeake Room

Felice Nudelman, College Marketing Director, *The New York Times*

8:30AM – 10:15AM

PARTNERSHIP PRESENTATIONS

Panel 5: Natural Resources Management I: Managing limited water resources and fragile aquatic ecosystems

Mt. Vernon Room

Moderator: Evelyn Levinson, USAID

- Calvin College/Birzeit University (WEST BANK)
- Oregon State University/University of Botswana (BOTSWANA)
- Haskell Indian Nations University/Gorno-Altai State University (RUSSIA)
- University of Oklahoma/Bethlehem University (WEST BANK/GAZA)
- Washington State University/University of Botswana (BOTSWANA)

Panel 6: Basic Education: Training teachers and developing materials in a culturally-appropriate context

Riverview

Moderator: Rebecca Cohn, USAID

- Edinboro University of Pennsylvania/University of the Free State (SOUTH AFRICA)
- University of South Florida/University of Cape Coast (GHANA)
- University System of Georgia/University of Cape Coast (GHANA)
- Virginia Tech University/Malawi Institute of Education/Domasi College of Education (MALAWI)
- Virginia Tech University/Domasi College of Education (MALAWI)

10:15AM – 10:45AM

BREAK

Watergate Foyer

10:45AM – 12:15PM

PARTNERSHIP PRESENTATIONS

Panel 7: Public Health I: Improving community health through training and outreach

Mt. Vernon Room

Moderator: Joyce Holfeld, USAID

- Johns Hopkins University/Al-Quds University (WEST BANK/GAZA)
- Middle Tennessee State University/University of Durban-Westville (SOUTH AFRICA)
- Montana State University/Universidad Autónoma de Baja California (MEXICO)
- State University of New York at Albany/Makerere University (UGANDA)

Panel 8: Environmental Policy: Developing effective channels of communication with host country policy-makers

Riverview

Moderator: Fred Guymont, USAID

- Indiana University/Kathmandu University (NEPAL)
- University of Colorado-Boulder/Tribhuvan University (NEPAL)
- University of Delaware/University of the West Indies (JAMAICA)
- University of South Carolina/Mapua Institute of Technology (PHILIPPINES)

12:15PM – 1:15PM

LUNCH (TICKETED)

Monticello

1:15PM – 3:15PM

PARTNERSHIP PRESENTATIONS

Panel 9: Community Development: Bridging the gap between the university and the local community

Mt. Vernon Room

Moderator: James McKenney, American Association of Community Colleges

- Florida A&M University/Universidad Iberoamericana (MEXICO)
- Maricopa Community College District/Universidad Veracruzana (MEXICO)
- Michigan State University/eastern seaboard Association of Tertiary Institutions (SOUTH AFRICA)
- University of Massachusetts-Boston/Université Gaston Berger de Saint Louis (SENEGAL)
- University of Wisconsin/Universidad de Guadalajara (MEXICO)

Panel 10: Natural Resources Management II: Employing new technologies to build natural resources management capacity

Riverview

Moderator: Anthony Meyer, USAID

- Michigan State University/Institute of Forestry (NEPAL)
- Oregon State University/University of Fort Hare/Fort Cox College of Agriculture and Forestry/University of Natal-Pietermaritzburg (SOUTH AFRICA)
- Purdue University/Islamic University of Gaza (WEST BANK/GAZA)
- University of Maryland Eastern Shore/Palestine Polytechnic University (WEST BANK/GAZA)
- University of Rhode Island/Universidad de Quintana Roo (MEXICO)
- Washington State University/Tashkent Institute of Irrigation and Agricultural Mechanization Engineers (UZBEKISTAN)

BREAK

Watergate Foyer

3:15PM – 3:45PM

PARTNERSHIP PRESENTATIONS

Panel 11: Public Policy/Law/Journalism: Developing democratic institutions

Mt. Vernon Room

Moderator: Bill Douglass, USAID

- Georgia State University/An-Najah National University (WEST BANK/GAZA)
- Mississippi Consortium for International Development/Agostinho Neto University (ANGOLA)
- National Association of Schools of Public Affairs and Administration/ numerous partners in eight Latin American countries (LATIN AMERICA)
- Tiffin University/University of Bucharest (ROMANIA)
- University of Georgia/Unity College (ETHIOPIA)

Panel 12: Public Health II: Fighting global public health enemy #1: HIV/AIDS

Riverview

Moderator: Paul Delay, USAID

- American Association for the Advancement of Science/Jomo Kenyatta University of Agriculture and Technology (KENYA)
- Indiana University/Moi University (KENYA)
- Johns Hopkins University/Universidad Peruana Cayetano Heredia (PERU)
- University of California-San Diego/Universidad Autónoma de Baja California (MEXICO)
- West Virginia University/Catholic University of Mozambique (MOZAMBIQUE)

3:45PM – 5:30PM

Wednesday, August 14

7:00AM – 7:45AM

CONTINENTAL BREAKFAST

Watergate Foyer

8:00AM – 9:30AM

PARTNERSHIP PRESENTATIONS

Panel 13: Workforce and Entrepreneurial Development II: Upgrading workers's skills in new technologies – Session I

Mt. Vernon Room

Moderator: Gwen El Sawi, USAID

- Highline Community College/National Access Consortium Western Cape (SOUTH AFRICA)
- Prince George's Community College/Vista University (SOUTH AFRICA)
- Southern New Hampshire University/The Open University of Tanzania (TANZANIA)

Panel 14: Agriculture/Agribusiness: Strengthening ties between agriculture and the private sector – Session I

Riverview

Moderator: John Swanson, USAID

- Iowa State University/Universidad Nacional Agraria "La Molina" (PERU)
- Ohio State University/Colegio de Postgraduados en Ciencias Agrícolas (MEXICO)
- Ohio State University/Makerere University (UGANDA)
- Texas A&M University/Consortio Técnico del Noreste de México (MEXICO)

9:30AM – 10:00AM

BREAK

Watergate Foyer

10:00AM – 11:00AM

PARTNERSHIP PRESENTATIONS

Panel 13: Workforce and Entrepreneurial Development II: Upgrading workers' skills in new technologies – Session II

Mf. Vernon Room

Moderator: Gwen El Sawi, USAID

- Riverside Community College District/University of Asmara (ERITREA)
- Texas Southern University/Eastern Cape Technikon (SOUTH AFRICA)
- University of Iowa/Nigerian National Universities Commission (NIGERIA)

Panel 14: Agriculture/Agribusiness: Strengthening ties between agriculture and the private sector – Session II

Riverview

Moderator: Kevin Hayes, USAID

- University of California-Davis/Universidad Nacional Agraria/Instituto Nicaragüense de Tecnología Agropecuaria (NICARAGUA)
- Virginia State University/University of Asmara/Ministry of Agriculture (ERITREA)
- Walla Walla Community College/Al-Azhar University (EGYPT)

11:00AM–12:30PM

PLENARY SESSION: Funding Opportunities with Federal Agencies

Chesapeake Room

Moderator: Donald "Buff" Mackenzie

Associate Assistant Administrator, Human Capacity Development, Bureau for Economic Growth, Agriculture, and Trade

U.S. Agency for International Development

Hiram Larew

Director, International Programs, Cooperative State Research, Education, and Extension Service

U.S. Department of Agriculture

Sarah Beaton

Chief, International Studies Team

U.S. Department of Education

David Levin

Senior Program Officer, Bureau of Educational and Cultural Affairs,
U.S. Department of State

Frances Li

Senior Staff Associate, Office of International Science and Engineering,
National Science Foundation

12:30PM

CLOSING REMARKS AND ADJOURNMENT

Chesapeake Room

Joan M. Claffey

Executive Director

Association Liaison Office for University Cooperation in Development

APPENDIX 2:

ALO PARTNERSHIPS, 1998 - 2002

AFRICA

ANGOLA

Mississippi Consortium for International Development (Jackson State University, Alcorn State University, Tougaloo College)/Agostinho Neto University (ANU) (*Institutional Partnership, 1998*). Establish a political science and public administration department at ANU and train local government officials.

BOTSWANA

Oregon State University/University of Botswana (*Institutional Partnership, 2000*). Increase regional capacity for the sustainable management of natural resources.

Washington State University/University of Botswana (*Institutional Partnership, 2000*). Design a joint degree program in environmental science, conduct applied research and outreach with community partners, and incorporate technology into teaching.

ERITREA

Riverside Community College District/University of Asmara (*Workforce Development Partnership, 1999*). Develop distance education courses in computer science and offer job training for workforce development.

Virginia State University/University of Asmara/Eritrean Ministry of Agriculture/Ver-Tech (*Institutional Partnership, 1998*). Research the domestication, production, storage, and utilization of an industrial-use oil extracted from the vernonia plant, and explore its export potential.

ETHIOPIA

Langston University/Alemaya University (*Institutional Partnership, 2002*). Improve research, extension, and teaching capabilities with an emphasis on graduate animal science through a women-and-goats program.

Langston University/Debut University Awassa College of Agriculture (*Institutional Partnership, 1998*). Enhance teaching, research, and extension capability by improving goat production and providing women with goats for food and income.

Middlesex Community College/Addis Ababa Commercial College (*Workforce Development Partnership, 1998*). Foster entrepreneurship training in Ethiopia, and develop a Small Business Assistance Center at Addis Ababa Commercial College.

University of Alabama/Mekelle University Law Faculty (*Special Initiative, 2001*). Increase Mekelle's capacity to deliver legal degree, diploma, and continuing education programs, and provide legal services to the surrounding community.

University of Georgia/Unity University College (*Special Initiative, 2001*). Improve Unity's journalism program and contribute to the development of an independent and responsible media in Ethiopia.

University of Illinois at Chicago/University of Addis Ababa (*Institutional Partnership, 2002*). Establish the first-ever graduate degree program in social work in Ethiopia.

GHANA

University of Delaware/Institute of Local Government Studies*(Institutional Partnership, 2000).*

Develop intranet and distance learning capacities for training and research in public administration for local government officials.

University of Maryland Eastern Shore/University of Cape Coast/Central Regional Development Commission*(Institutional Partnership, 1998).*

Develop programs and outreach in hotel management and business to promote ecotourism and economic development.

University of Northern Iowa/University of Cape Coast*(Institutional Partnership, 2002).* Respond to needs for public health services in rural communities through a culturally-sensitive train-the-trainer program.

University of South Florida/University of Cape Coast *(Institutional Partnership, 2000).* Strengthen partners' capacity to improve teacher training and to revise and implement basic education curriculum.

University System of Georgia/University of Cape Coast *(Institutional Partnership, 2000).* Provide instructional technology training to enhance basic education.

KENYA

American Association for the Advancement of Science/Jomo Kenyatta University of Agriculture and Technology *(Institutional Partnership, 2001).* Develop campus and community-based programs for women educators on civic engagement, and strengthen the role of African universities in confronting the HIV/AIDS pandemic.

Indiana University/Moi University *(Institutional Partnership, 2001).* Build capacity to more effectively manage HIV/AIDS by improving medical school education, health care delivery, and research.

State University of New York, Cortland/University of Nairobi *(Institutional Partnership, 1999).* Expand and modify eight external learning centers in Kenya based on the NY community college model.

MALAWI

Lincoln University of Missouri/University of Malawi Bunda College of Agriculture *(Institutional Partnership, 2000).* Examine the effects of increased consumption of goat milk/meat and soybean flour on childhood survival.

Virginia Polytechnic Institute and State University/Domasi College of Education *(Institutional Partnership, 2000).* Enhance the research skills and applications of professionals involved in primary teacher preparation programs.

Virginia Polytechnic Institute and State University/Malawi Institute of Education/ Domasi College of Education *(Institutional Partnership, 1999).* Assist three trial schools to become professional development centers for other primary teachers by engaging in collaborative research on teaching methods and curriculum.

MOZAMBIQUE

West Virginia University/Catholic University of Mozambique *(Institutional Partnership, 2001).* Develop public health programs in maternal/child health and HIV/AIDS education, and a rural health curriculum at the new Catholic University Faculty of Medicine.

NAMIBIA

**Highline Community College/
Polytechnic of Namibia** (*Institutional Partnership, 1999*). Establish an entrepreneurial development center and a center for teaching and learning to build human resource capacity and develop links with the business community.

Pacific Lutheran University/University of Namibia (*Institutional Partnership, 2002*). Enable primary school teachers to strengthen knowledge, teaching, and language skills.

NIGERIA

Ohio University/University of Maiduguri (*Institutional Partnership, 2002*). Increase institutional capacity to research development needs of girls in rural communities.

University of Iowa/Nigerian National University Commission (*Institutional Partnership, 2000*). Improve capacity of computer support personnel to develop, maintain, and promote the use of computers at Nigerian universities.

RWANDA

Michigan State University/National University of Rwanda (*Special Initiative, 2000*). Build institutional capacity for applied agricultural research, teaching, and outreach responsive to all stakeholders.

SENEGAL

**University of Massachusetts, Boston/
Université Gaston Berger de Saint Louis** (*Institutional Partnership, 1999*). Develop local teaching and research capacity in political science and business law, and promote community economic development.

University of North Florida/Centre Universitaire Régional De Bambey (*Institutional Partnership, 2000*). Develop a community college model-based program in community health adapted to the needs and resources of the local health system.

SOUTH AFRICA

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

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

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

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

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

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

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

Howard University/University of Transkei (*Institutional Partnership, 1998*). Develop an emergency medicine Internet teaching tool to link health facilities in South Africa and the U.S.

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

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.

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

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

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

Springfield Technical Community College/Athlone Technical College (*Workforce Development Partnership, 1999*). Develop model instructional programs in advanced communications and telecommunications.

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

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

TANZANIA

Columbus State Community College/Dar Es Salaam Institute of Technology (*Workforce Development Partnership, 1999*). Provide information technology training to Tanzanian leaders in the private and public sectors.

Mississippi State University/University of Dar es Salaam (*Institutional Partnership, 1998*). Share expertise and build capacity to advocate environmentally-sound and cost-effective methods of pesticide management in Tanzania.

Ohio State University/Sokoine University of Agriculture (*Institutional Partnership, 2002*). Develop a practical agribusiness management program by institutionalizing linkages between higher education institutions and the private agribusiness sector.

Southern New Hampshire University/The Open University of Tanzania (*Institutional Partnership, 2000*). Provide higher learning and community economic development training to community leaders and social entrepreneurs.

AFRICA

UGANDA

Ohio State University/Makerere University (*Institutional Partnership, 1999*). Enhance Makerere's capacity to contribute to agribusiness development by strengthening its ties with the private sector.

University at Albany, SUNY/Makerere University (*Institutional Partnership, 2000*). Create a new department of environmental health sciences to strengthen Uganda's capacity to respond to environmentally related health hazards.

ZAMBIA

Cleveland State University/Copperbelt University (*Institutional Partnership, 1999*). Establish training programs to help small- and medium-sized Zambian manufacturing firms improve productivity and quality.

ASIA & THE NEAR EAST

AFGHANISTAN

Purdue University/Kabul University (*Institutional Partnership, 2002*). Bolster reconstruction effort by retraining faculty and training workers in the agriculture and basic infrastructure sectors.

BANGLADESH

Southern Illinois University at Carbondale/Independent University of Bangladesh (*Institutional Partnership, 2002*). Generate research and educational materials, legal handbooks, policy papers, and "information kits" on domestic violence, and strengthen services and shelters.

EGYPT

Georgia State University/Alexandria Institute of Technology (*Special Initiative, 2002*). Apply distance education technology to develop Egypt's human resource capacity in business management and international marketing.

ASIA & THE NEAR EAST

Walla Walla Community College/AI-Azhar University (*Institutional Partnership, 2000*). Establish and develop an agricultural technician training institute to enhance Egypt's sustainable food production capacity.

INDIA

Eastern Iowa Community College District/Vasavi College of Engineering (*Institutional Partnership, 2001*). Develop and promote a community college system throughout southern India.

Houston Community College System/University of Delhi (*Institutional Partnership, 1999*). Develop a model of cooperative training to provide students, especially women, with marketable skills in health professions.

INDONESIA

Clemson University/Universitas Sam Ratulangi (*Institutional Partnership, 2002*). Develop education, research and outreach programs to address integrated pest management systems in ecologically sensitive regions.

Ohio University/The State Institute of Islamic Studies, Syarif Hidayatullah (*Institutional Partnership, 2002*). Enhance teaching and research in civic education to strengthen democracy and good governance.

University of Illinois, Urbana-Champaign/Institute of Technology, Bandung (*Institutional Partnership, 1999*). Strengthen planning, decision-making, communications, and implementation of infrastructure projects and services at the community level through an empowerment model.

JORDAN

University of Arkansas/Yarmouk University (*Institutional Partnership, 2001*). Apply principles of cultural resource management to foster eco-tourism and economic growth.

LAOS

**Case Western Reserve University/
National University of Laos***(Institutional Partnership, 1999).*

Develop Lao capacity to provide postgraduate training in pediatrics and internal medicine.

**Case Western Reserve University/
National University of Laos***(Institutional Partnership, 2002).*

Expand Lao capacity to train physicians at the postgraduate level and create an academic environment to address Lao health issues.

NEPAL

Indiana University/Kathmandu**University** *(Institutional Partnership,*

1999). Develop a model master's degree program in the social science dimensions of natural resources management.

**Michigan State University/Institute of
Forestry, Tribhuvan University***(Institutional Partnership, 2001).*

Establish the first-ever graduate degree program in forestry in Nepal.

**Red Rocks Community College/
Colorado School of Mines/Institute of
Engineering, Tribhuvan University***(Institutional Partnership, 2002).*

Develop curricula and practices to improve student performance in math and science and prepare students for further education in environmental sciences.

**University of Colorado-Boulder/
Tribhuvan University** *(Institutional*

Partnership, 2000). Develop a postgraduate curriculum in renewable energy technologies and establish a laboratory for training and research.

Washington University/Tribhuvan**University** *(Institutional Partnership, 1999).*

Increase Tribhuvan University's capacity to train its law students to examine social policy concerns in order to provide greater representation for marginalized Nepalis in public policy and legislation.

PHILIPPINES

University of South Carolina/Mapua**Institute of Technology** *(Institutional*

Partnership, 1999). Enhance environmental engineering education and initiate sustainable development and pollution control through environmental education and research

University of Washington/De La Salle**University** *(Institutional Partnership, 2002).*

Undertake an IT-enabled services project to influence public policy and establish an "Internet Studies" program.

University of Washington/Silliman**University** *(Institutional Partnership, 1999).*

Link UW's School of Marine Affairs, Silliman University, and the Coastal Resources Management Project for joint educational and research activities focused on coastal environmental issues.

PHILIPPINES, VIETNAM, CAMBODIA, &
INDONESIA**University of Washington/****Chulalongkorn University/Asia Pacific****Economic Cooperation** *(Institutional*

Partnership, 1998). Develop an Internet-technology based integrated model of the river basins of Southeast Asia to enhance regional decision-making on water resource management.

SRI LANKA

Kapi'olani Community College/Ceylon**Hotel School Graduates Association***(Workforce Development Partnership,*

1998). Further develop the tourism workforce and promote economic development in both Sri Lanka and Hawai'i through faculty and student exchanges.

WEST BANK/GAZA

Calvin College/Birzeit University (*Special Initiative, 2001*). Create a database and plan for sustainable water use through hydrological and ecological studies.

Georgia State University/An-Najah National University (*Special Initiative, 2001*). Support public policy reform through academic development, applied research, outreach, and training.

Johns Hopkins University/Al-Quds University (*Special Initiative, 2001*). Improve health management and administration through curriculum development, skill/practice enhancement, and operations research.

Purdue University/Islamic University of Gaza (*Special Initiative, 2001*). Establish a Master of Science program in water resources management by providing educational support, technical assistance, outreach, and applied services.

University of Georgia/Birzeit University (*Special Initiative, 2001*). Build capacity in water resource law, commercial law, intellectual property law, and alternative dispute resolution.

University of Maryland Eastern Shore/Palestine Polytechnic University (*Special Initiative, 2001*). Increase the applied information technology knowledge base in management and improvement of water resources.

University of Oklahoma/Bethlehem University (*Special Initiative, 2001*). Provide technological assistance and training in modeling an aquifer and producing ground water quality and treatment studies.

EUROPE & EURASIA**CROATIA**

Montana State University-Bozeman/University of Zagreb (*Institutional Partnership, 2001*). Institutionalize and increase community capacity for sustained cooperative business leadership development in Croatia.

University of Georgia/University of Zagreb (*Institutional Partnership, 2002*). Develop and implement strategies for cooperation between rural communities and local government in Croatia for sustainable economic and tourism initiatives.

GEORGIA

Georgia State University/Caucasus School of Business (affiliated with Tbilisi State University and Georgian Technical University) (*Institutional Partnership, 2002*). Train women to manage small businesses and serve as leaders and managers in large businesses.

KAZAKHSTAN, TURKMENISTAN, UZBEKISTAN

University of California, Davis/Samarkand State University (*Institutional Partnership, 1999*). Develop the capacity of Central Asian scientists to use geographic information systems technologies to measure and model carbon dioxide fluxes.

MACEDONIA

Indiana University/South East European University (SEEU) (*Special Initiative, 2001*). Establish a multi-ethnic, multi-lingual international perspective at SEEU through the introduction of modern curricula, administrative support, and computer literacy programs.

EUROPE & EURASIA

ROMANIA
Tiffin University/University of Bucharest (*Institutional Partnership, 1999*). Create a School of Criminal Justice at the University of Bucharest.

RUSSIA
Harford Community College/Moscow Medical College #1 (*Institutional Partnership, 2001*). Develop and implement a continuing education system in nursing and establish nursing staff education departments in hospitals.

Harford Community College/Moscow Medical College #1 (*Workforce Development Partnership, 1999*). Develop curriculum and provide seminars on nursing theory, practice, and professional issues to expand the role of nurses in Russia.

Haskell Indian Nations University/Gorno-Altai State University (*Institutional Partnership, 1999*). Develop a model program for community-based drinking water quality monitoring in remote villages in the Altai Republic.

Purdue University/University of Maryland/Novgorod State University (*Institutional Partnership, 1998*). Develop a model graduate and undergraduate environmental sciences and policy curriculum.

UZBEKISTAN
Kent State University, Trumbull Campus/Tashkent State University (*Workforce Development Partnership, 1998*). Establish an environmental technology training project.

LATIN AMERICA & THE CARIBBEAN

Washington State University/Tashkent Institute of Irrigation and Agricultural Mechanization Engineers (*Institutional Partnership, 2000*). Increase the capacity of partner institutions to develop new and enhance existing environmental courses, degree programs and continuing education.

UKRAINE
Tennessee State University/Lincoln University of Missouri/L'viv Institute of Management (*Institutional Partnership, 2000*). Enhance the management training capacity of partner institutions and promote private sector relations between firms in Ukraine, Tennessee, and Missouri.

LATIN AMERICA & THE CARIBBEAN

BRAZIL
Community Colleges of Colorado/National Confederation of Industry (*Workforce Development Partnership, 1999*). Upgrade the skills of workers in Brazil, emphasizing e-commerce and technical skills.

COLOMBIA
American University/Los Andes University Law School (*Institutional Partnership, 1999*). Train Colombian law faculty in the interpretation of human rights at the domestic level and the applicability of international human rights standards.

EL SALVADOR
Metropolitan Community College/Universidad CentroAmericana (*Special Initiative, 1999*). Train early childhood education specialists, and informal caretakers to address the needs of rural at-risk children.

LATIN AMERICA & THE CARIBBEAN

GUYANA

St. Louis Community College/Ministry of Education (*Workforce Development Partnership, 1998*). Develop a two-year curriculum for the training of Sworn (certified) Land Surveyors.

HONDURAS

Cornell University/Purdue University/Pan American School of Agriculture (Zamorano) (*Institutional Partnership, 1998*). Develop an integrated program of education, applied research, and outreach activities to address critical needs in sustainable resource management, human resource development, and economic growth.

University of New Mexico/Escuela Agrícola Panamericana (Zamorano) (*Institutional Partnership, 2002*). Establish a center to create local, regional, and national capacity for integrated management of water resources.

JAMAICA

Furman University/University of the West Indies (*Institutional Partnership, 1999*). Establish a software development training program to fuel the creation and growth of the software development industry in Jamaica.

University of Delaware/University of the West Indies (*Institutional Partnership, 2000*). Train public officials and students in the fields of integrated coastal management and sustainable tourism.

MEXICO

Daytona Beach Community College/Universidad Regiomontana (*Workforce Development Partnership, 1998*). Train future businessmen and women in importing and exporting, with a focus on information technology.

LATIN AMERICA & THE CARIBBEAN

Florida Agricultural and Mechanical University/Universidad Iberoamericana (*Institutional Partnership, 2000*). Promote civic engagement of local residents, administrators, groups, and students to address problems of urban communities.

Kirkwood Community College/Universidad Tecnológica de Fidel Velázquez (*Workforce Development Partnership, 1998*). Provide wastewater management and wastewater operator training and program development assistance.

Maricopa County Community College District /Universidad Veracruzana (*Institutional Partnership, 2000*). Strengthen public health education in HIV/AIDS, tuberculosis, and diabetes and promote the competitiveness and environmental protection practices of businesses.

Montana State University/Universidad Autónoma de Baja California (*Institutional Partnership, 2000*). Develop institutional outreach capacity in public health, water education, and pollution prevention.

Ohio State University/Colegio de Postgraduados en Ciencias Agrícolas (*Institutional Partnership, 1998*). Establish sustainable graduate education, research, and outreach programs in agribusiness.

Paradise Valley Community College/Universidad de Tecnológica de Tabasco (UTTAB) (*Workforce Development Partnership, 1998*). Increase the capacity of UTTAB to prepare qualified environmental technicians.

San Diego Community College District/Centros de Capacitación Tecnológica Industrial (*Workforce Development Partnership, 1998*). Work with business and industry to develop curriculum and instructional materials for U.S. certification in electronics and welding.

SUNY Morrisville College of Agriculture and Technology/Universidad Tecnológica de Tula-Tepejí (*Workforce Development Partnership, 1998*). Offer training for municipal and industrial wastewater treatment plant operators.

Texas A&M University/Technical Consortium of Northeast Mexico (*Institutional Partnership, 2002*). Develop model for restoring and sustaining degraded ecosystems in Northeast Mexico and South Texas.

Texas A&M University/Technical Consortium from Northeast Mexico (*Institutional Partnership, 2001*). Increase research, education, and extension capacities of students and faculty to manage sustainable grazing land production systems.

University of California, San Diego/Universidad Autónoma de Baja California (*Institutional Partnership, 2001*). Increase the number of health care practitioners, community health workers, and medical students trained in binational HIV/AIDS and tuberculosis issues.

University of Georgia/Universidad Veracruzana (*Institutional Partnership, 1998*). Increase the number of bilingual and culturally sensitive social workers, education professionals, and students.

University of Rhode Island/University of Quintana Roo (*Institutional Partnership, 2000*). Establish a regional center for Geographical Information System data and technical expertise to enhance environmental management.

University of Texas at Austin/Instituto Tecnológico y de Estudios Superiores de Monterrey (*Institutional Partnership, 2001*). Provide judicial training and promote judicial professionalism at the state court level locally and throughout Mexico using distance learning.

University of Wisconsin, Madison/University of Guadalajara/University Center for the South Coast (*Institutional Partnership, 2001*). Enhance institutional and municipal government capacity in community-based watershed management.

MEXICO, CHILE, PARAGUAY, BOLIVIA National Association of Schools of Public Affairs and Administration/ Colegio de Postgraduados en Ciencias Agrícolas (*Institutional Partnership, 1999*). Create a network of colleges and universities in the U.S. and Latin America to strengthen public administration curricula in higher education.

NICARAGUA

University of California, Davis/Universidad Nacional Agraria de Nicaragua (*Institutional Partnership, 1999*). Enhance institutional capacity in post-harvest programs.

University of Florida/Nicaragua Ministry of Agriculture/National Agriculture Research Institute (*Institutional Partnership, 1998*). Implement sustainable production practices for small farmers and improve agricultural information networks.

LATIN AMERICA & THE CARIBBEAN

PERU

Duke University/Organization for Tropical Studies (55 universities and research institutions)/Amazon Center for Environmental Education and Research/National University of the Peruvian Amazon (*Institutional Partnership, 1998*). Develop the Amazon region's scientific infrastructure to protect the region's endangered biodiversity and natural resources.

Iowa State University/ Universidad Nacional Agraria La Molina (*Institutional Partnership, 2001*). Strengthen institutional capacity in sustainable agriculture by developing graduate programs and conducting faculty, student, and farmer exchanges.

Johns Hopkins University/Universidad Peruana Cayetano Heredia (*Institutional Partnership, 2001*). Build capacity of local public health workers in applied quantitative methods for use in HIV/AIDS prevention and control strategies.

University of Delaware/Pontificia Universidad Católica del Perú (*Institutional Partnership, 2002*). Enhance teaching skills of science and math teachers in Peruvian public schools through "problem-based learning."

Texas A&M University/Universidad Nacional Agraria La Molina (*Institutional Partnership, 2002*). Develop a collaborative research and outreach model to improve production, storage, processing, and marketing of select Andean crops to increase farmer income.

University of Wisconsin, Madison/ Universidad Nacional del Altiplano (*Institutional Partnership, 2001*). Create a high altitude-adapted hybrid milking cow to generate employment, alleviate malnutrition, and reduce infant mortality in the Peruvian Altiplano.

APPENDIX 3: ANNUAL MEETING PARTICIPANTS

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The United States Agency for International Development is an independent federal government agency that receives overall foreign policy guidance from the Secretary of State. The Agency works to support long-term and equitable economic growth and advancing U.S. foreign policy objectives by supporting: economic growth, agriculture and trade; global health; and, democracy, conflict prevention, and humanitarian assistance.

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The Association Liaison Office for University Cooperation in Development

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.

For more information or additional copies of this report, please contact:

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