



Higher Education for Development
Annual Report
2007



HED VISION

Higher education institutions will be strategic partners with governments, NGOs, corporations, and foundations in countries that have the human capital and institutional capacity to meet the needs of their people for effective governance, responsible leadership, knowledge generation, and the technological innovation required for economic growth and social advancement.



HED Annual Report 2007



USAID
FROM THE AMERICAN PEOPLE



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LETTER FROM THE BOARD CHAIR

On behalf of the Board of Governors of Higher Education for Development (HED), it is my pleasure to introduce the 2007 HED Annual Report.

In 2007, HED continued its important work with the United States Agency for International Development in strengthening the capacity of higher education institutions to contribute to development.

There is increasing recognition that higher education institutions equip the next generation of leaders and professionals with the technical and managerial skills to succeed in a global economy. These institutions conduct the research that leads to technological innovation and adaptation and contributes to economic growth. Higher education institutions produce new knowledge that better informs policy making at all levels. Programs in education and health developed by higher education professionals increase access to information that helps address the challenges of reducing poverty and the impact of infectious disease.

Support for collaborative higher education partnerships must continue if we in the United States want to engage with our colleagues in developing countries on issues that affect us all in an increasingly interdependent world. In particular, we must bolster those relationships that strengthen:

- Institutional capacity through leadership and training in academic management, new programs, and course development to better prepare a new generation of students for their place in the global workforce.
- Problem-oriented research.
- Long-term training of future faculty and professionals.
- Study abroad for students from the United States and from developing countries.

HED has a strong record of engagement with the higher education community in institutional partnerships in these and other areas that have had a positive effect on development.

My congratulations to HED on its excellent accomplishments in 2007.

PETER McPHERSON

Chair, HED Board of Governors

President, National Association of State Universities and
Land-Grant Colleges



LETTER FROM THE EXECUTIVE DIRECTOR

Higher Education for Development's second annual report presents an overview of the many contributions to international development by U.S. colleges and universities and their overseas partners in 2007. Through strategic partnerships and technical assistance, HED continues to provide opportunities for colleges and universities to play a central role in helping developing countries meet the needs of their people.



Increasingly, the international development community is recognizing the value of human capital building and institutional strengthening within higher education for long-term sustainable development. Developing countries need to produce graduates with the skills demanded by both the public and private sectors. HED is meeting these critical demands and demonstrating effectiveness through successful partnerships. Accessing the knowledge and technical expertise of U.S. colleges and universities through the six major higher education associations, HED is linking partners to improve health and education, agricultural productivity, and environmental sustainability, and to stimulate entrepreneurship and new business development.

In June, TIES partners met in Queretaro, Mexico, to discuss the program's contribution to the country's competitiveness. U.S. Ambassador to Mexico Antonio Garza endorsed TIES partnerships as a model for the Western hemisphere, where methodologies developed as a result of these partnerships can help forge strategic alliances and address complex development problems.

In August, 345 participants from 43 countries met in Washington, DC, to share lessons learned from a decade of higher education partnerships. They proposed ways to scale up models of development initiatives within a country, and offered suggestions on collaborative projects that could be replicated in other countries or regions. Participants emphasized the need to incorporate sustainability from the very beginning of a partnership to ensure continuity after project funding ends.

Our partners have engaged local stakeholders and communities to solve problems, apply research findings, and share knowledge that contribute to the achievement of priority objectives. At the same time, U.S. institutions have consolidated both longstanding and new relationships with research colleagues, project leaders, and faculty and students that will contribute to the internationalization efforts on their home campuses.

We are pleased to present this report highlighting our activities and accomplishments in 2007. We look forward to increasing the momentum for individual and institutional engagement in international development in the future.

CHRISTINE A. MORFIT

Executive Director, Higher Education for Development

INTRODUCING HIGHER EDUCATION FOR DEVELOPMENT

Higher Education for Development (HED) aims to diversify, expand, and deepen the engagement of higher education in international development, focusing on the human capital development and institutional strengthening necessary for economic growth and social advancement.





Country: **South Africa**

*Southern New Hampshire University/
University of Limpopo*

Partnership Highlights

Stitching Together a Livelihood in South Africa

Josephine co-owns a seamstress shop in Limpopo Province, South Africa, where she does alterations, creates new garments to customer specifications, and offers custom wedding gowns. She dreams about becoming a fashion designer and paying her son's school fees once he is old enough to enroll.

These simple dreams would have been unimaginable when Josephine was her son's age and living under the Apartheid regime. But now she is benefiting from attending the Microenterprise and Development Institute (MDI-SA), a three-week intensive training program for microfinance practitioners that was created by the HED partnership between Southern New Hampshire University and the University of Limpopo that is funded by USAID.

Josephine is a member of the Small Enterprise Foundation (SEF) microcredit program, which extends small loans to low-income entrepreneurs in South Africa who would not normally qualify for credit through traditional bank lending.

While Limpopo Province remains one of South Africa's poorest provinces, strides are being made to build a more equitable economy that provides opportunities through microenterprise programs such as the MDI-SA.

Between 2004 and 2007, MDI-SA trained 233 practitioners from all over Africa and other parts of the developing world, including 20 SEF members.

Josephine is determined to expand her business to earn enough money to make a good life for herself and her child.

BACKGROUND ON HIGHER EDUCATION FOR DEVELOPMENT

Since 1997, higher education partnerships have resulted in human capacity building and institutional strengthening worldwide. More than 300 partnerships in over 60 countries have contributed to higher education reform processes, including the adoption of interdisciplinary programs and professional degrees by a number of ministries of higher education.

Improvements in pedagogy and course delivery through increased access to information communications technology (ICT) are the direct outcome of faculty training and private sector engagement for a global marketplace. Inclusion of experiential learning and the introduction of public and private sector internships have resulted in academic programs that are increasingly relevant to the global marketplace. Interdisciplinary programs and professional degrees are a product of the continued support of U.S. faculty for their overseas colleagues.

HED partnerships have strengthened institutions through research collaboration, program development, and faculty upgrading. An estimated 8,839 people have benefited through non degree and professional training in 2007. However, this modest figure does not fully capture the lasting effects of economic and social development that result from higher education partnerships. New knowledge and the application of innovative technologies will help diminish the gap between developing countries and the West in terms of economic development.

OVERVIEW OF ACTIVE PARTNERSHIPS

Engaging the private sector, community stakeholders, nonprofit organizations, and governments in higher education partnerships

HED's Collaborative Partnership Program receives funding primarily from USAID's Offices for Economic Growth and Education within the Bureau of Economic Growth, Agriculture, and Trade (EGAT), with complementary funding from USAID Missions.

HED partnerships support U.S. foreign assistance goals and strategic objectives by investing in people, promoting just and democratic governance, and stimulating economic growth. Funding through leader and associate awards enables USAID Missions and Bureaus to access the knowledge, technical expertise, and institutional support of the higher education community across each of USAID's foreign assistance program areas.





Country: **Egypt**

*University of Connecticut/
Menoufia University*

Partnership Highlights

Enhancing healthcare and delivery in East and Sub-Saharan Africa

USAID's Bureau for Global Health funds higher education partnerships to expand access to high-quality healthcare and provide humanitarian assistance in East and Sub-Saharan Africa. Due to HED's enormously successful model of an international development partnership that effectively and efficiently responds to needs identified and prioritized by host country partners, additional funds are being devoted to the Leadership Initiative for Public Health in East Africa (LIPHEA). The initiative links a consortium of universities to increase leadership skills among African mid- and senior-level professionals through strengthened public health programs at African universities and uses e-learning portals to share knowledge and solutions with stakeholders beyond East Africa. A resulting East African center of excellence extends research and collaboration with an alliance of health professionals from Ethiopia, Rwanda, Southern Sudan, Tanzania, Uganda, and the Democratic Republic of Congo. Additional funds for a separate partnership are empowering health providers to mitigate disasters in Ethiopia and East Africa, enabling first responders to deal more effectively with avian influenza and other public health emergencies.



Expanding access to high-quality education in the Middle East

HED is expanding its efforts to improve high-quality education in the Middle East with additional funding from the U.S. Department of State's Middle East Partnership Initiative (MEPI) program. These funds help American colleges and universities and their counterparts across the Middle East and North Africa to create educational opportunities at a grassroots level and strengthen civic education.

Developing Leadership Among Women in Rural Egypt

A new multidisciplinary graduate certificate program in Women in Development, the first of its kind at Menoufia University and Egypt, is being developed as a result of a Middle East Partnership Initiative (MEPI) higher education project between Menoufia University and the University of Connecticut. The certificate program will be housed in the new Women's Center, which also offers community outreach, research, and workshops and seminars about human rights, women's issues, and business development and management.

During its first year of development, the Women's Center gained support from regional women's councils and NGOs, and began offering workshops on topics of particular interest to women. The first such workshop, "Human Rights and Women's Issues in Egypt," expected 50 participants, but more than 100 people attended, prompting quick planning for repeat workshops.

"The ultimate goal of the Women's Center is to provide women opportunities to become community and regional leaders, to realize their full potential, and to focus on business development and management to expand their employment possibilities," said Hanan Hosny Yashan, a member of the faculty who is leading in the creation of the Center and the new master's-level program.

The passion and commitment of both Menoufia faculty and administrators for the Center and degree opportunities are evident as they take on the additional work with no increase in salary. University President Abbas Aly El-Hefnawy is also supporting the Women's Center by allocating prime university space for its offices and classes.



Food Chain Management in India

In keeping with MEPI's strategic goals, HED partnerships foster education systems that enable all people, especially girls, to acquire the knowledge and skills necessary to compete in today's economy and improve the quality of their lives and those of their families. HED projects expand access in the region to excellent education, develop valuable teacher training programs, utilize train-the-trainer models, revise and adapt curricula, integrate technology with sound pedagogy, and develop skills for a more empowered workforce.

Improving Mexico's competitiveness

In 2007, five additional awards between universities expanded and completed the U.S.-Mexico *Training, Internships, Exchanges, and Scholarships (TIES)* program, bringing the total number of partnerships to 60 in this enormously successful nationwide model.

TECHNICAL AND ADVISORY ASSISTANCE

HED supports USAID by serving as a resource across each of the Agency's technical sectors through short-term technical and advisory assignments HED responds to requests from USAID and U.S. embassies by planning and designing specialized Mission programs and assisting with accreditation.

In January/February 2007, HED sent an HIV/AIDS specialist with expertise in higher education to South Africa for three weeks accompanied by a Mission Officer. The specialist interviewed educators at South African colleges and universities and met with officials from the South African Department of Education and the Higher Education HIV/AIDS Programme (HEAIDS). The specialist conducted a needs analysis of HIV/AIDS prevention efforts in the selected higher education institutions and presented

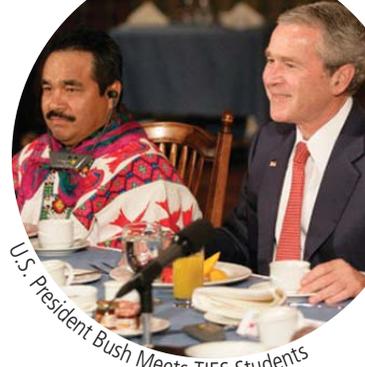
TIES developed through the USAID Mexico Mission as a key initiative of the U.S.-Mexico Partnership for Prosperity launched in 2001 by U.S. President George W. Bush and Mexican President Vicente Fox. The \$50 million, eight-year collaborative program among the U.S. government, academic institutions, and the private sector enhances higher education institutions in both nations, examines mutual development problems, facilitates work to develop collaborative solutions, and creates the basis for Mexico to benefit more fully from NAFTA and a planned Free Trade Area of the Americas.

The 60 TIES awards administered by HED have amounted to more than \$17 million in funding and sustained partnerships for better natural resource management, improved public health outreach and hygiene promotion, cross-border trade programs, ecotourism, and rule-of-law programs.

the findings to USAID/South Africa to inform program development.

In Brazil, at the request of USAID and the U.S. embassy there, a team of specialists with expertise in comparative studies of higher education worked with their Brazilian counterparts to produce a comparative study of U.S. community colleges and the Brazilian Vocational and Technical Education System for the Brazilian Ministry of Higher Education.

Across the Middle East and North Africa, HED is providing short-term advisory assistance with university accreditation efforts at selected institutions. A team of experts visited Sultan Qaboos University (SQU) in Oman in November 2007 to help administrators and academics plan for and implement an accreditation review of its College



U.S. President Bush Meets TIES Students



Community Service Projects in Oman

of Education. Planning is underway for another team of experts who will travel to the University of Bahrain to help review the accreditation process for the university as a whole. In addition, the Moroccan Ministry of Education has asked for preliminary assistance in developing a national system of accreditation. HED is collaborating with Indiana State University that has identified a group of experts to consult and guide the Moroccan Ministry's efforts.

A new Civic Education Partnership Initiative enables Bowling Green State University and its Moroccan partners to deepen civic education program offerings in the Near East and North Africa (MENA). This three-year partnership are creating civic education modules and help reinforce culturally appropriate learning of civic values and skills throughout the education system.

Arizona State University, under the management of HED, conducted an economic impact assessment to evaluate the effects that U.S. government-funded projects have had on job creation and employment over the last 15 years. The study focuses on Eastern Europe and Eurasia, with specific attention to three country case studies—Bulgaria, Macedonia, and Kyrgyzstan. These countries received assistance through the Support for East European Democracy (SEED) and FREEDOM Support Act (FSA) to support the transition of countries in the region to a free market economy.

SYNERGY WORKSHOP 2007: A DECADE OF HIGHER EDUCATION COLLABORATION IN DEVELOPMENT

In marking the tenth anniversary of collaboration between USAID and higher education, a workshop held in Washington, DC, in August 2007 brought together over 345 current and former partners, representing 94 partnerships across 43 countries. Members of the media, private sector organizations, the international diplomatic corps, and U.S. and host country governments also attended.

The workshop enabled participants to review the contributions of higher education partnerships over the past decade and discuss how the program's effectiveness can be enhanced and extended. Participants included 68 host country institutions and 93 U.S. colleges and universities, representing 30 percent of all partnerships since 1998. Participants reported evidence of program success, indications of sustainability, and proposed models for future expansion or replication in other countries or regions.

This year's workshop also featured feedback for program improvement and scalability. Attendees identified a number of key factors in building upon the success of existing partnerships to expand their usefulness beyond the campus. Specifically, they suggested opening the lines of communication between U.S. and host country institutions, improving responsiveness to local and regional needs, monitoring and evaluating projects more robustly, providing more assistance in seeking additional funds, and more effectively communicating the results of the program to appropriate stakeholders.

In addition, workshop participants recommended that all applications for HED funding should include a detailed "sustainability plan" for consideration by peer review panels. Attendees also argued for the need to create a larger network of stakeholders—including USAID staff, like-minded academics, and the media—to facilitate increased networking and collaboration opportunities. Workshop participants expressed the desire that the good work of HED partnerships be shared more broadly within the development community.



Synergy Workshop Attendees in Conversation

TIES CONFERENCE: EXPANDING THE IMPACTS

In June 2007, HED and USAID/Mexico hosted the second bi-national conference for the U.S.–Mexico Training, Internships, Exchanges and Scholarships (TIES) program and its partners in Querétaro, Mexico. More than 260 academics, U.S. and Mexican government officials, institution presidents and rectors, and public and private sector representatives joined the TIES partners to celebrate accomplishments and explore ways to strengthen, expand, and replicate the program.

In his opening address, U.S. Ambassador to Mexico Antonio Garza described the effects of the TIES program on agriculture and rural development, environment and natural resource management, microfinance and small business development, and cross-border collaboration in



Welcome Dinner at the TIES Conference

health and governance. He announced five new TIES partnerships, which brought the total number of higher education partnerships to 60, involving over 100 higher education institutions in the United States and Mexico.

Participants exchanged ideas about best practices gleaned from their experiences bringing sector-specific expertise to a variety of topics, including competitiveness, legacy development, entrepreneurship, innovation, public-private relationships, outreach, funding, and socioeconomic development.

TIES Partners Survey Mexican Lands



THE DOMESTIC DIVIDEND

There is growing recognition among the international community of the enduring benefits of even modest investments that link higher education and global development for the purposes of capacity building. Access to relevant training, technological innovation, and knowledge generation contributes to poverty alleviation, improved public health, a better-prepared workforce, economic growth, and environmental sustainability.

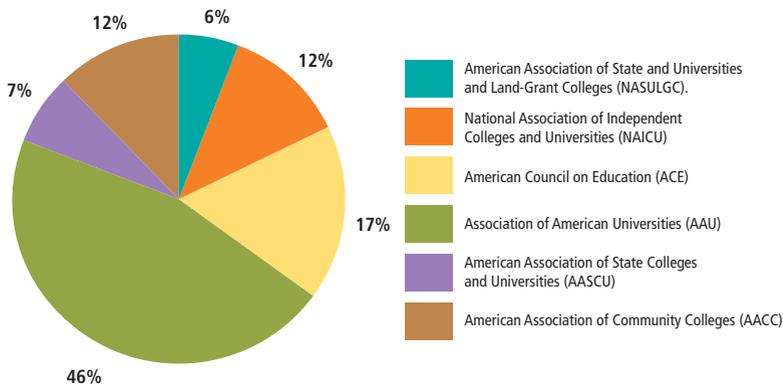
But higher education partnerships pay dividends beyond the developing world as well, benefiting stakeholders in the United States and abroad. Beneficiaries and key stakeholders include participating universities, affected communities, NGOs, governments, and the private sector. U.S. colleges and universities that internationalize their curricula and programs benefit from cultural and educational exchanges between students and faculty. These institutions are enriching their academic programs and refining areas of specialized research. As human and institutional capacity rises through

Since 1998, U.S. colleges and universities have collaborated in designing and successfully implementing more than 300 individual partnerships. Between October 1, 2006, and March 30, 2007, active partnerships represented 45 states and 134 different Congressional districts across all higher education sectors. Among HED's active partnerships, 42 engage minority-serving institutions.

higher education partnerships, so do the trends toward moderation, greater global awareness, peace and stability, and increased trade capacity.

HED's global partnerships respond to needs identified in the field, across all technical sectors and regions, often resulting in programs that have a high public profile and considerable public diplomacy value. HED projects demonstrate a commitment to achieve progress toward key U.S. foreign assistance goals as well as the UN Millennium Development Goals—an ambitious aim to reduce extreme poverty by half, halt the spread of HIV/AIDS, and provide universal primary education, by 2015. HED partnerships empower future leaders with the tools necessary to participate in the global economy and address international development goals by enlisting the aid and expertise of the higher education community.

HED Partnerships, by Association



Preparing graduates for an increasingly international world and a greater awareness of the Middle East region

The Northern Kentucky University (NKU) partnership with the **United Arab Emirates University, Sultan Qaboos University** in Oman and **King Saud University** in Saudi Arabia strengthens English teaching through service learning. However, an added bonus for NKU is that the institution has added Arabic language study to its curriculum, thanks to the access this partnership gives NKU to Arab-speaking teachers.

When **Bowling Green State University (BGSU)** partnered with the Institut de Presse et des Sciences de l'Information (IPSI) at the **Université de la Manouba** in Tunisia, BGSU assisted IPSI in revising its core curriculum in journalism. It also helped the institution develop a Bachelor of Science program in journalism that focuses on international and democratic media, integrating innovative teaching techniques and online media. Students who participated in the trainings, internships, and exchanges reported that this program “*shattered preconceptions about people and cultures of other countries*”. The Tunisian partnership co-director also taught courses in both countries focusing on international communication and women, and the media and the Arab world to examine the role of the media in generating inaccurate stereotypes and to promote balanced news coverage.

Developing trade through small business development centers in Mexico and the United States

The University of Texas at San Antonio (UTSA), with the **Universidad Veracruzana, Mexico**, established a Centro México Emprende Small Business Development Center (SBDC) and replicated the U.S. SBDC center model to create more than 40 centers throughout Mexico. The Mexican Association of Small Business Development Centers formed to represent the growing network and held six national conferences. An agreement between the Mexican association and the 1,000 center-strong U.S. Small Business Development Center Network cemented a formal relationship between the two organizations. Through this partnership, more than 4,000 Mexican entrepreneurs received business training for planning and export operations. The universities collaborated to provide in-depth *diplomado* training (professional certificate training) for over 110 newly hired professionals from Mexican SBDCs, focusing on how to operate and effectively assist small businesses.

This trade platform links the small business clients of the U.S. and Mexican SBDC networks and has spurred fruitful cross-border partnerships that engage public and private entities on both sides of the border. It creates countless opportunities to buy and sell products with partners in Mexico, increasing the competitiveness of U.S. firms and benefiting the economies of all the partners. In addition, the Mexican SBDC network provides invaluable market research and intelligence for many regions and communities that currently lack such information.

INTERNATIONAL PARTNERSHIPS

Improving agricultural productivity in Africa

Ohio State University (OSU) and **Michigan State University (MSU)** partnered with **Egerton University** in Kenya, **Sokoine University of Agriculture** in Tanzania, and **Makerere University** in Uganda for training and joint degree programs with East African universities. The Higher Education Partnership for Agricultural Development (HEPAD) strengthens the capacity of East African faculties of agriculture (FOAs) to improve smallholder agricultural productivity.

Likewise, **Montana State University** partnered with **L'Institut d'Economie Rurale and L'Institut Polytechnique Rural de Formation et de Recherche Applique (IPR/IRFA)** in Mali helped build

an integrated agricultural field research, extension, and graduate education program in Mali.

Both partnerships used “sandwich” degree programs to develop stronger links between their institutions as well as between teaching and research. Faculty and students from HEPAD and from Mali came to their partner campuses in the United States for graduate coursework, enriching the educational environment and generating new knowledge for all the participating institutions, before returning home to complete their studies and begin their careers. The sandwich degree programs improve and broaden research programs at all partner institutions.

“Last year the Committee for Economic Development, a nonprofit group of business and academic leaders, noted that demand for graduates with strong international skills was outstripping supply.”

Fischer, K. (2007, November 2). ‘Flat world’ lessons for real-world students. *The Chronicle of Higher Education*.

Teacher Training in Mexico



Country: **India**

*Ohio State University/
Punjab Agricultural University*
Partnership Highlights



Diversifying Crops in Punjab

India's economy is booming, yet a staggering proportion of its population remains mired in poverty and suffers from hunger and severe malnutrition. Unfortunately, dramatic increases in agricultural production, especially of wheat and rice, have exacerbated the challenges of a falling water table, soil fertility depletion, erosion, high irrigation costs, decreasing markets for traditional crops, unsustainable production subsidies, and reduced farmer income.

Recognizing the critical need to establish and strengthen ties between its agricultural universities and local agribusinesses, the Government of India recently pledged approximately \$3.3 million to build and equip a Food Industries Center at Punjab Agricultural University (PAU). USAID/India contributed \$300,000 through HED's Institutional Partnerships to support the project.

Founded in 1962, PAU and its longstanding partner, The Ohio State University (OSU), are collaborating to diversify agricultural production in India by introducing high-value alternative crops and high-quality food products with extended shelf life potential for export. The primary clientele for the Center will be prospective, starting, and existing small and medium-sized food industries in Punjab, with particular focus on the dairy, livestock, and fruits and vegetables sectors.

PAU embraced the project as an opportunity to expand its linkages beyond agricultural production to the agribusiness sector. It will broaden its research and technology focus beyond production matters to post-harvest, value-added, and marketing issues. With support from OSU, PAU is increasing its capacity to cultivate alternative crops and process them in rural areas, thus creating off-farm rural employment, income generating activities, and more equitable income distribution, particularly among rural women.

The partnership also builds on PAU's origins. The university emerged during the "Green Revolution," which began in South Asia over 50 years ago. The movement led to significant increases in agricultural production between the 1960s and 1980s, when U.S. and Indian universities worked together to improve agricultural education, research, and outreach through close educational collaboration and intellectual exchange based on the U.S. land-grant university model.

NEW PARTNERSHIPS, 2007

Speeding technological innovation and science education for greater energy efficiency and economic growth

- **The University of Texas at Austin** and **Instituto Tecnológico Autónomo de México** are advancing Mexico's energy sector through a new TIES partnership.
- **University of Texas, El Paso** and **Tecnológico de Monterrey System in Mexico** are creating the SABEMOS (Science/Literacy Across Borders for Educators in Mexico to Promote Outstanding Schools) program, funded by a TIES partnership.

Improving natural resource management

- **Rochester Institute of Technology** is partnering with **American University of Kosovo** to enhance undergraduate degree programs in energy and natural resource management for Kosovar students, who will pursue careers in the public, private, and nonprofit sectors.
- The William Davidson Institute at the **University of Michigan** is partnered with the **University of Jordan**, and **Jordan University of Science and Technology** to cultivate leaders for the Jordan River Foundation for the Jordanian Education for Water and Environmental Leadership (JEWEL) project.
- **Virginia Polytechnic Institute and State University** (Virginia Tech) is providing **Tribhuvan University** (TU) in Nepal with exposure to current trends in commercial and social forestry, natural resource management, and other topics in a joint course-by-course review of the current Institute of Forestry curriculum at TU.

Dairy Industry in India





Computer Lab Installation and Training in Nigeria

- **The University of Georgia, Universidad Autónoma de Coahuila, Universidad Autónoma de Nuevo León, and Universidad Autónoma Agraria Antonio Narro** are integrating waste management with energy production to boost the competitiveness of the livestock industry in northeast Mexico through a TIES partnership.

Enhancing fiscal responsibility and economic transparency

- A new generation of students will be prepared for instructional leadership when undergraduates from the **University of Pristina** in Kosovo participate in the **Arizona State University** Masters of Accountancy and Information Systems program.

Developing rural livelihoods through partnerships in micro finance

- **Ohio State University** and **Colegio de Postgraduados en Ciencias Agrícolas** are building human capital for microfinance institutions in order to increase competitiveness and reduce rural poverty in Mexico through a TIES partnership.
- **Michigan State University** and **Universidad Autonoma Chapingo** (UAHC) are enhancing the capacity of UAHC to promote sustainable livelihoods and equitable development in poor rural communities of Mexico through a TIES partnership.

Strengthening business education for a better prepared workforce

- **Georgia State University** and **Cairo University** in Egypt are improving the quality of market-oriented business education by updating Cairo University’s curriculum to meet private sector needs and introducing professional certification standards to the institution.
- **Kansas State University** will assist the **University of Lagos** in revising and updating its business and computer science curriculum to increase employer-driven business education in Nigeria, leading to the development of a joint business-computer science degree at the undergraduate level.
- **The University of Michigan–Dearborn** is assisting Libya’s **University of Garyounis** in modernizing its business and economics teaching, with the support of the Arab American Chamber of Commerce and the Arab Community Center for Economic and Social Services (ACCESS) and funded by the U.S. Department of State’s MEPI program.

Partnering with stakeholders to improve disaster preparedness

- **The University of Arizona** and **Bahir Dar University** in Ethiopia are creating a regional center of excellence for disaster risk management and sustainable development with help from the private sector and NGOs.

Developing leadership and providing opportunities for women in the Middle East

- With funding from MEPI, the **University of Michigan’s** William Davidson Institute is working with the **Institut National de Commerce** to create Educating Managers, Promoting Linkages and Opportunity Integration (EMPLOI), which encourages female Algerian managers to take on leadership roles to meet the changing needs of the business community in their country.

Promoting balanced news reporting to increase global awareness and dispel cultural stereotypes

- **The University of Louisiana at Lafayette** is partnering with **Qatar University** (QU) to enhance QU’s Mass Communication program by integrating new communications technology into the classroom with funding from MEPI.

Raising teaching standards, enhancing classroom practice, and integrating new technology

- **The Lebanese American University** and **Michigan State University** (MSU) are creating a model Information and Communications Technology in education program for Lebanon with MEPI funding, based on a successful program currently run at MSU.

Country: **Oman**

*Northern Kentucky University/
United Arab Emirates University with Sultan Qaboos University/
Yale University/Saint Joseph College*

Partnership Highlights

Enriching Teaching Practices Through Service Learning in the Persian Gulf

Service learning is a new concept for university students in much of the Persian Gulf. But the incorporation of service learning into a revised curriculum for primary and secondary school English teachers enables Omani and Emirati educators to enrich their teaching strategies.

Yale literacy professor Brian Bailey reads to elementary school students in the United Arab Emirates and demonstrates how future teachers in the Persian Gulf can utilize service learning to improve teaching. Bailey has trained teachers through an HED partnership funded by the Middle East Partnership Initiative (MEPI). As a result, 60 Sultan Qaboos University (SQU) students volunteered to add community service components to the coursework that prepares them to become English teachers. Begun in 2006, these outside-the-classroom-activities require the students to use English in their community service projects.

Faculty members are thrilled that so many students have volunteered for the public service project even though it requires a great deal more time as part of their university studies.

“The expected long-term value of this innovative teaching method is to show future English teachers how to incorporate service learning into their own classroom teaching when they become secondary teachers,” says Thuwatba Al-Barwani, professor of curriculum and instruction at SQU.

Northern Kentucky University (NKU) faculty members point out that English teaching is enhanced when language practice is linked with service learning.





Country: **Uganda**

State University of New York, Albany/Makerere University

Partnership Highlights

Hands-on Teaching to Reduce Environmentally Related Health Hazards

The lack of clean drinking water, clean wastewater, and solid waste management in Uganda posed real and significant threats to public health and hygiene throughout the country.

To build Uganda's capacity to respond to environmental health concerns, State University of New York, Albany (SUNY-Albany) partnered with Makerere University in Uganda to establish undergraduate and graduate programs in environmental science and health. Several Ugandan PhD students received training in environmental health at SUNY-Albany, enabling them to return to Uganda as faculty in the new program.

One of those students was John Ssempebwa, who returned to Makerere University to teach a Bachelor of Environmental Health class before joining the Ugandan Institute of Public Health.

Ssempebwa believes that a hands-on experience is vital in teaching science subjects, especially in developing countries, regardless of how rudimentary the equipment might be. That is why he took his undergraduate students outside the classroom to teach a practical session on hydrology. By determining stream flow in the field, he explains and demonstrates how contaminant movement plays an important part in aquatic environments.

2007 FACTS AND FIGURES

FY 2007: Program Operations

New awards announced in FY 2007

New partnerships, 2007*: 16
 New awards funded by USAID Missions and Bureaus: 12 (\$4,198,130)
 New awards funded by the Department of State: 4 (\$1,159,482)
 Total new award amounts: \$5,357,612
 Total initial cost share: \$5,257,418

**Note: Some awards announced in FY 2007 also became active during this period. Those with project activities will also be reflected in the "Active Awards."*

Active awards in FY 2007

Active partnerships, 2007: 98
 Total award amounts: \$31,441,743
 Total cost share: \$28,380,368
 Countries: 36
 U.S. institutions: 71
 Examples of reported institutional strengthening: 528
 Examples of reported human capacity building—individuals who participated in trainings as a result of partnership activity in the past fiscal year:
 Non-degree*: 8,839
 Degree/certificate: 1,023
 Exchanges abroad: 506
 Internships: 158
 Competitions, 2007: 6
 Peer review panels convened, 2007: 16

**Note: Some degree-seeking individuals may have also participated in other forms of training such as seminars, short courses, internships, and/or exchanges.*

Figure 1: 2007 Active Partnerships, by Program Area

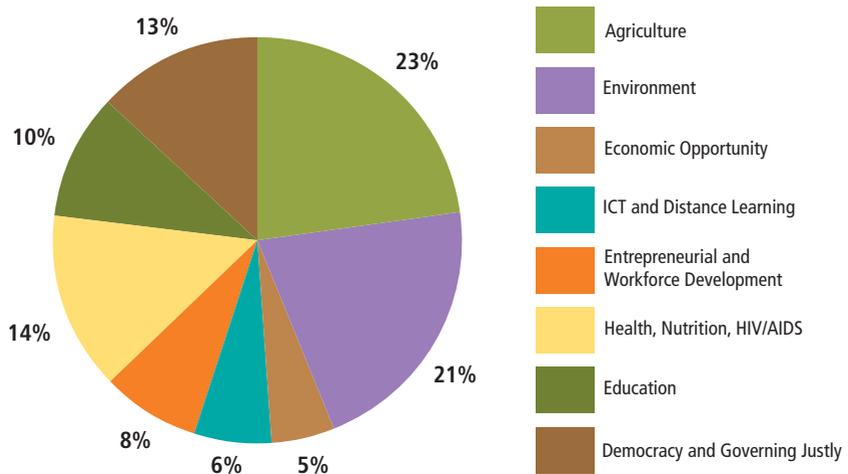
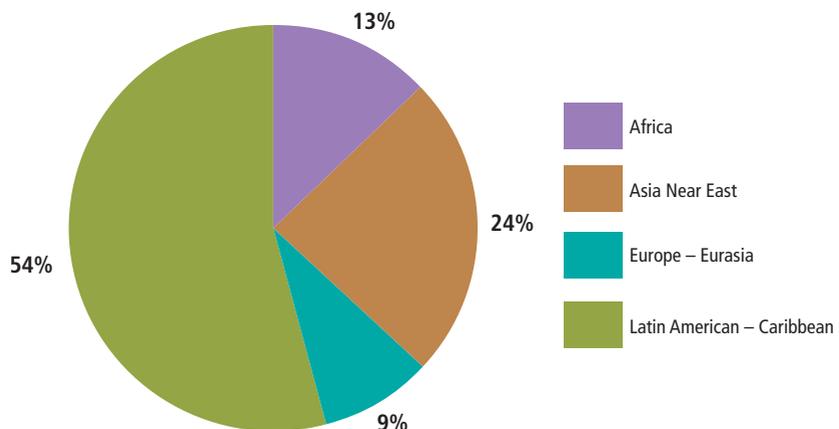


Figure 2: 2007 Active Partnerships by Region



Country: **Mexico**

American University/

Universidad Autónoma Benito Juárez de Oaxaca

Partnership Highlights

Examining Traditional Indigenous Law in Oaxaca

When American University Professor Todd Eisenstadt signed a partnership agreement with counterpart Jaime Bailón Corres of Oaxaca's largest state university to provide nine fellowships to undergraduate law students in Oaxaca at the same university from which legendary reformer and national hero Benito Juárez graduated, the professors never imagined the far-reaching effects that the project would have.

The highly competitive scholarships for indigenous law students provide an impetus for this at-risk population to resist the economic pressures in their communities that interfere with the pursuit of their academic goals. The university partnership, with the Benito Juárez Autonomous University of Oaxaca and several other public agencies such as the state's judicial training institute, enables research on the nexus between customary and state laws in Oaxaca's criminal code.

The relevance of their study conducted through the fellowships is so significant that stakeholders within the state and at the federal level are becoming involved. A biweekly seminar on the criminal code has been extended to include more than 100 practicing lawyers, with the local judiciary providing much of the training and a certificate program being offered for mid-career professionals. Students and practicing lawyers are examining the expanded rights of the accused, gaining awareness about law reforms, and performing comparative analysis of trials by jury versus the customary approaches that may be used in agrarian and other conflicts.

While exploring the outcomes of customary laws and procedures on the community, the partnership is also undertaking a statewide survey of trends among indigenous peoples from this region, where customary law is widely practiced. The state government's literacy program, headed by celebrated former director of the Oaxaca electoral institute Cipriano Flores Cruz, will disseminate the survey. Partner institutions, including Mexico's National Human Rights Commission where Bailón is an affiliated researcher, will compare and analyze changes from the last customary practices census, undertaken in 1995. The survey and subsequent study of electoral laws should reveal the effects of population changes on local governance and how they may lead to disenfranchisement of certain groups because of gender, minority status, or remote regional representation.

The effort explores the effects of migration on indigenous community *cargos* (voluntary municipal service positions in indigenous communities, which may range from cemetery caretaker to mayor). Researchers will explore how families who have members working in the United States to support them through remittances will resolve traditional communities' demands that they donate one-third of their time to community service. It also examines what happens when these migrant workers are called back to their communities to fulfill three-year mandatory service obligations or pay others to fulfill these slots, thus monetizing local economies that traditionally relied on barter systems.

The findings from this survey of 418 municipalities in Oaxaca will have significant implications for national and international legal systems—from Latin America's rising indigenous movements to the Middle East and South Asia—that seek to integrate local customary practices with more standardized state or national legal practices. Because of the study's implications for human rights and governance in functionally autonomous regions, the federal government's National Human Rights Commission based in Mexico City will make the findings publicly available through their distribution by compact disk.



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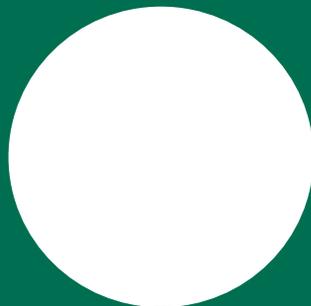
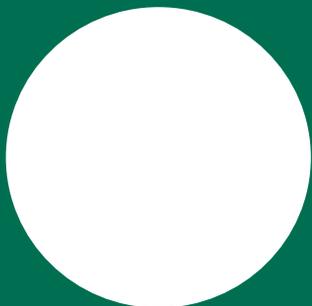
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