





# **U.S. Higher Education Partnerships in Africa 1997 - 2007**

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## EXECUTIVE SUMMARY

### *Background*

There is growing recognition of the strategically important role higher education plays in the development of African nations—from support of basic education through teacher training, to skills development for professionals in key social and economic sectors. This paper was developed in response to a request from the Africa-U.S. Higher Education Collaborative Initiative,<sup>1</sup> and explores a decade of experience with more than 100 U.S.-Africa higher education partnerships that are part of the U.S. Agency for International Development (USAID)-funded Higher Education for Development (HED) Program. While this paper focuses only on the African partnerships, the HED Program has administered more than 300 partnerships worldwide. This account is principally based on partnerships funded by small, two-year “seed grants” of approximately \$100,000.

Since 1998, 91 of these projects involved partners in Sub-Saharan Africa, and 16 were in North Africa. Partnerships between U.S. colleges and universities and tertiary-level institutions in African countries have focused on capacity building through faculty upgrading, institutional strengthening, and addressing development goals for economic growth and poverty reduction. Funding has come primarily from USAID, with additional support from the U.S. Department of State.

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<sup>1</sup> The Initiative is a joint effort focusing on developing the capacity of African higher education institutions, with leadership from the National Association of State Universities and Land-Grant Colleges (NASULGC). HED and the American Council on Education (ACE) are partners, along with the Africa-America Institute (AAI), the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the American Distance Education Consortium (ADEC), the Association of American Universities (AAU), the Forum for Agricultural Research in Africa (FARA), the National Association of Independent Colleges and Universities (NAICU), the Partnership to Cut Hunger and Poverty in Africa, the U.S. Department of Agriculture Cooperative State Research, Education and Extension Service (USDA CSREES), and the Embassies of Malawi, Mali, Mauritius, and Senegal. Partnerships with key African organizations, including the Association of African Universities (AAU), the New Partnership for Africa’s Development (NEPAD), the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) and various regional economic communities (RECs), are also being developed. In addition, discussions are being held with the World Bank about joining this Initiative as well as private sector firms and foundations.

## *Evaluations*

Evidence of results and impact are reported from three evaluations of HED Programs - a 2004 assessment by the International Science and Technology Institute (ISTI); a 2007 internal assessment of the North African partnerships, funded through the Department of State's Middle East Partnership Initiative (MEPI); and an internal 2007 survey of all HED participants. Results of these studies show that these partnerships:

- Met their objectives using appropriate theories of programmatic change and strategies.
- Effected change in the host-country institutions.
- Initiated changes that lasted long after the official contracts ended.
- Attracted a large and diverse group of U.S. higher education partners.
- Improved teacher/classroom preparation and training.
- Provided evidence of how faculty assisted in policy advising to non-government organizations and government ministries.
- Improved academic programs and curricula.
- Demonstrated how the higher education institutions were doing more in the communities—outside the universities—such as supporting skilled workforce training.

Other more strategic findings were:

- The U.S. system of higher education is highly regarded as a model, and host-country faculty are eager to learn from American teaching techniques, curricula, research, publications, and university governance systems.
- Sustainable reform within universities often requires more time than the two to three years for which partnerships are funded, but some partners continued activities long after funding had officially terminated.
- Partnerships provide numerous opportunities for positive public diplomacy activities, especially in Arabic-speaking non-Christian countries.
- This model of tertiary institution funding permits partners to leverage more of their own resources and attract additional funds from other sources.

### *Cost Efficiency as a Major Outcome of Higher Education Partnerships*

A major finding related to the foreign assistance value of this higher education partnership effort has been the overall cost effectiveness. Partnerships have direct access to the finest U.S. professors, researchers, and policy advisers as part of their university appointments rather than as high-paid foreign assistance or corporate consultants. Likewise, the partnership endeavor brings high value cost-share and in-kind contributions, no less than 25 percent, to the planned activities and expected outcomes. Collaborative research and publication work often continue long after the funding ends, and as more institutions worldwide have access to video conferencing, e-learning, and reliable Internet services, the sustainability of partnership activities is expected to continue long after projects end. Critical international issues such as food safety and security are more easily addressed when host-country faculty and institutions are well trained, up to date, internationally recognized, and available to address the issues.

### *Lessons Learned*

There are important lessons to learn from a decade of higher education partnerships in Africa.

- Higher education partnerships offer opportunity for institutions to receive direct benefits from foreign assistance and to be part of the decision-making process in their respective countries.
- A partnership model should be based on cooperation that plans for benefit to both parties.
- High-level university administrative support ensures a greater level of success; clear understanding of each partner's roles and responsibilities also contributes to the level of success.
- A "seed-funding" partnership model, such as the HED effort, seems to have greater flexibility in terms of administering awards and being able to make unexpected programmatic changes quickly.

- Genuine sustainability must be built into early planning for the partnership activities.
- Teleconference meetings for orientation purposes at the beginning of the partnerships have a positive influence on helping partners launch their endeavors effectively.

Strengthening tertiary education in Africa has only begun. There is a growing recognition that increased foreign assistance is desperately needed to expand and extend the benefits higher education offers. African higher education requires continuing institutional and faculty strengthening, quality monitoring and accreditation standards, an increased focus on extension and public service, and viable plans to fund institutional change and growth. These requirements must be addressed within a context that includes a rapidly growing private university segment.

### **BACKGROUND: U.S.-INTERNATIONAL HIGHER EDUCATION PARTNERSHIPS**

The U.S. government has supported partnerships between U.S. and developing country higher education institutions (HEIs) as a means of development assistance since the end of World War II. Objectives for these higher education partnerships have been to promote economic development and poverty reduction in cooperating countries while serving students, faculty, and citizens in the United States.<sup>2</sup>

Most U.S.-funded higher education partnerships began after passage of the Foreign Assistance Act of 1961, and were often individual projects funded through earmarks as part of the congressional appropriations process. The U.S. Agency for International Development (USAID), the principal development mechanism, administered these grants and contracts, using in-house technical personnel. As the number and complexity of programs grew during the 1970s and 1980s, USAID's in-house supervisory resources were downsized; consequently, in the 1990s, USAID introduced a new approach, which

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<sup>2</sup> USAID Bureau for Policy and Program Coordination, *USAID—Higher Education Community Partnership*, Paper dated August 16, 1996.

outsourced the management of education programs to U.S. non-government organizations (NGOs).

In 1997, USAID launched an initiative to promote partnerships, using a rigorous competitive awards process, among the U.S. higher education community and colleges and universities in developing countries, initially funded at \$28 million. (See Appendix A on page 25 for an overview of the HED Competitive Awards Process.) The implementing arm of this program was a consortium of six U.S. higher education associations,<sup>3</sup> led by the American Council on Education (ACE) and managed by the Association Liaison Office for University Cooperation in Development (ALO). In 2006, ALO changed its name to Higher Education for Development (HED). Higher education partnerships managed by ALO from 1998 to 2005, and by HED from 2006 to 2008, have been funded under a series of Cooperative Agreements between USAID and ACE on behalf of the six U.S. higher education associations. After ten years, no other source of funding has been involved other than USAID Bureaus and Missions in more than 60 countries worldwide, and the Middle East Partnership Initiative (MEPI) at the Department of State. The goals of the higher education partnerships are to:

- Provide support to higher education institutions in USAID-presence countries.
- Strengthen higher education's capacity to address development issues.
- Increase the attention given to international development issues on U.S. campuses and by constituents and cooperating institutions.

HED supports work toward partnership goals by bolstering human and institutional capacity through faculty training, curricula development, collaborative research, and public service activities. In addition, partnerships often also focus on program areas that parallel the U.S. government's strategic objectives for economic development and poverty reduction such as agriculture and environment, education, communication technology, health, workforce development, democracy building, and economic growth.

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<sup>3</sup> The six associations are the American Council on Education, Association of American Universities, American Association of State Colleges and Universities, American Association of Community Colleges, National Association of Independent Colleges and Universities, and the Association of Public and Land-grant Universities, formerly the National Association of State Universities and Land-Grant Colleges.

## *The African Context*

The post-independence development of higher education in Africa has involved a host of external institutions including bilateral and multilateral donors, and international private philanthropic organizations. This history is well documented by Teferra and Altbach<sup>4</sup> and describes the important role for the United States, particularly through higher education partnerships and U.S.-based training programs<sup>5</sup> after passage of the U.S. Foreign Assistance Act of 1961, and the establishment of an agency to manage foreign assistance programming.

Despite considerable growth in HEIs in Africa, these institutions still face considerable challenges in the 21st century:<sup>6</sup>

- Enrollments that are increasing faster than capacity to accommodate growth.
- Lack of funding.
- Education quality that is declining as a result of poor working conditions, salaries, and brain drain.
- Lack of relevance to national development needs, and links to the labor market.
- Gender, ethnic, and class discrimination among students, faculty, and staff.
- Low levels of research production and connection to global knowledge systems—both human and institutional, e.g., information and communication technologies.
- Weak governance and management procedures.
- Lack of faculty depth in the science, technology, engineering, and mathematics (STEM) disciplines. This problem is compounded by the poor STEM skills students possess when entering tertiary institutions.

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<sup>4</sup> Damtew Teferra and Philip Altbach, *African Higher Education* (Bloomington, IN: Indiana University Press, 2003). This useful volume provides both an overview of higher education on the continent and country-specific assessments.

<sup>5</sup> These training programs are receiving new attention because the Kenyan father of President Barack Obama participated in one of the early post-colonial programs in the United States. A review of the history and experience of the USAID-funded training programs (ATLAS and AFGRAD), managed by the Africa-America Institute, is instructive. A good review of these programs can be found in: Aguirre International, *Generations of Quiet Progress: The Development Impact of U.S. Long-Term University Training on Africa from 1963 to 2003*, Washington, DC, USAID, September 2004.

<sup>6</sup> These challenges are well outlined by World Bank education specialists: Peter Materu, *Re-Visioning Africa's Tertiary Education in the Transition to a Knowledge Economy*, Talking Notes for a Panel Discussion on the Role of Tertiary Education in the Knowledge Economy, Johannesburg, South Africa, May 8–10, 2006; and William Saint, *Universities in Africa*, Washington, DC, World Bank, 1992.

- Siphoning of academic talent into more lucrative and prestigious positions in government and the private sector.

An additional challenge has been the high priority placed on basic education, as described by the Millennium Development Goals and other bilateral and multilateral development programs. African governments faced with increasingly inadequate treasuries during the past decade have devoted disproportionate resources to basic education, leaving the tertiary sector to languish. Recent research, however, has demonstrated the economic value of investments in higher education for poverty reduction and development.<sup>7</sup> Higher education's role to strengthen basic education through teacher training is one example. It is encouraging to note that the importance of higher education now is being acknowledged by governments and international donors.<sup>8</sup>

### **HED AFRICAN PARTNERSHIPS: ASSESSMENT OF IMPACTS**

Of the 302 international higher education partnerships HED managed through 1997, 107 were on the African continent. These partnerships span the length and breadth of the continent—from the Sahara to the Cape, and from Senegambia to The Horn. They involve the range of HEIs—from doctorate-granting universities to smaller technical institutes. Appendix B (see page 27) provides a summary description of all these partnerships by names of U.S. and host-country partners, country location, date of award, amount of funding, and cost-share contribution.

While HED has had extensive partnership experiences in Africa from 1997 until the present, the documented evidence of longer-term impacts on human and institutional capacity building is limited. The USAID reporting requirements focus primarily on short-term data points—number of participants by gender, summary numbers of beneficiaries, and institutional improvements such as curricula developed. Evaluation as a priority was reintroduced only in 2005. Minimal levels of partnership funding, averaging \$100,000 for the majority of partnerships before 2006, did not budget for evaluation. In addition,

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<sup>7</sup> See study by David Bloom, David Canning, Kevin Chan, *Higher Education and Economic Development in Africa*, Harvard University, 2006. For a national level look at this connection, see Higher Education South Africa, *Higher Education Impact: Universities in the South African Economy*, Pretoria, September, 2007.

<sup>8</sup> Commission for Africa, *Our Common Interest: Report of the Commission for Africa*, March 2005, p. 182.

partnerships were short term—36 months or less. Consequently, there was little time to collect evidence to support long-term impact. Nevertheless, there is a clear need for a careful and comprehensive monitoring and evaluation scheme to track and assess the impact of all higher education partnerships in the international development context. Appendix C provides an overview of the HED Evaluation Process (see page 45).

Over the past ten years, three key assessment efforts have revealed positive outcomes, results, and impacts of the ALO and HED partnerships in Africa. The first was the USAID-sponsored assessment of the 1998–2003 partnerships, completed by the International Science and Technology Institute (ISTI) in 2004. The second, conducted in the spring of 2007, focused on the partnerships in North Africa, as a part of the USAID Middle East Partnership Initiative (MEPI). The third was the HED-sponsored Synergy workshop held during the summer of 2007, which solicited input on impacts from all partnership participants.

### ***International Science and Technology Institute (ISTI)***

During 2004, USAID contracted the International Science and Technology Institute, Inc. (ISTI) to undertake an assessment of the implementation and impact of partnerships and to consider “how the interaction with U.S. colleges and universities enabled higher education institutions abroad to strengthen their capacity to address development problems.”<sup>9</sup> The assessment team conducted a web-based survey of directors of partnerships awarded between 1998 and 2003. These respondents included both U.S. and foreign partnership directors. The overall response rate was over 40 percent in each of the program sector categories<sup>10</sup> and in each of four world regions: Sub-Saharan Africa, Asia and the Near East, Latin America and the Caribbean, and Europe and Eurasia.<sup>11</sup> The team also carried out site visits to partnerships in each region. Twelve partnerships in the Sub-Saharan

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<sup>9</sup> International Science and Technology Institute (ISTI), *Assessment of the Higher Education Partnerships for Global Development Program, Volume 1*, November 30, 1004.

<sup>10</sup> (1) Agriculture/Agribusiness/Animal Science; (2) Community Development; (3) Democracy and Governance/Public Policy/Journalism; (4) Economic Growth and Trade; (5) Education; (6) Environment/Natural Resources Management; (7) HIV/AIDS; (8) Population, Health and Nutrition; and (9) Workforce Development.

<sup>11</sup> USAID designations of world regions in which the Agency works.

African countries of South Africa, Ghana, and Ethiopia were visited by members of the assessment team.

The ISTI team commented on the similarities of two types of partnerships: (1) worldwide partnerships funded by USAID/Washington and (2) country-specific partnerships or “special initiatives” funded solely by a USAID Mission overseas. Two overall comments from the ISTI team relate to the success of higher education partnerships. One refers to institutional partnerships up to \$100,000 that were short term, not renewable, and existed under their own terms. They are described by the ISTI team as micro-projects, often not linked to larger development efforts and, as such, they write “it has been difficult for them to have a broad impact on development problems.”<sup>12</sup>

The second comment refers to “special initiatives” that “are by definition strategic, part of a larger Mission effort that is designed to create greater development impact than partnerships might achieve by themselves.”<sup>13</sup> The team found that both types of partnerships identify important problems and approach them in strategic ways, employing sound design and implementation procedures.

The ISTI team noted that the institutional partnerships were successful in the following ways:

- Effecting change in the overseas higher education institution.
- Attracting and incorporating a large and diverse group of U.S. higher education institutions (universities, colleges, community colleges, historically black colleges and universities) and overseas partner institutions.
- Achieving planned results and in many cases going well beyond the initial scope of the project.
- Initiating and testing programs and strategies within a limited amount of funding.

Through self-reporting, more than 83 percent of partnership directors responding to the ISTI survey said that the partnership was very successful or more successful than expected

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<sup>12</sup> ISTI, op. cit., Volume II, Appendices.

<sup>13</sup> Ibid.

in achieving its stated objectives. This conclusion was confirmed by the site visits. The team concluded, “The experience under this program supports the concept that sound alliances with even modest funding can contribute significantly to the development process needs and enhance higher education’s participation in and understanding of global education, partnerships, and capacity building.”<sup>14</sup>

American and host-country partners agreed that factors contributing to success include:

- Joint planning and development of applications for partnership awards, preferably face-to-face interaction.
- Programs designed to benefit both institutions, although the nature of the benefits may be different.
- Key role of partnership leadership (faculty) in driving initial success and strongly influencing the long-term relationship.
- Serious attention to cost-sharing requirement resulting in sizable matching contributions (commonly equaling or exceeding the award amount).

Also, in interviews with American and host-country partners, the ISTI team found that the following elements were most often mentioned as keys to success<sup>15</sup>:

- Building trust between individuals and between institutions, augmented by strong personal ties and investment of time, was critical before designing and implementing joint projects.
- Cultural sensitivity.
- Shared agendas with clear benefits for all partners engaging in the partnership.
- Ongoing communication essential throughout the partnership.
- Obtaining high-level university support—critical for future sustainability.
- Possibility of long-term engagement and outcomes, e.g., development of in-country graduate programs, access to graduate faculty and resources, opportunities for graduate student internships or study abroad, and ongoing research projects.

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<sup>14</sup> ISTI, Volume 1, p 10.

<sup>15</sup> ISTI, Volume 1, p. 16

### *Middle East Partnership Initiative (MEPI)<sup>16</sup>*

During early spring 2007, HED conducted an in-depth impact assessment of its partnerships in North Africa funded specifically by the MEPI program: three in Egypt, one in Morocco, and three in Tunisia. Evidence of impact was summarized from partnership semiannual reports, structured telephone interviews with U.S. partners, responses to pre-conference survey questions related to “predicted impact” and site visits to host-country institutions.

At the time of the information collection, these seven partners reported more than 200 examples of human capacity building through non-degree training, exchanges, and internships; 20 more individuals earned degrees in the form of master’s or doctorate degrees, usually at U.S. institutions. The partners reported institutional improvements in the form of curriculum changes, improved teaching and instruction, collaborative research and publications, new academic programs, consultation outside the university with NGOs, local communities, the private sector, and examples of advising government policy. When queried about “predicted impact,” partners mentioned improved faculty skills to teach and to conduct research, updated curricula, greater focus on academic opportunities for women, and contributions to cross-cultural activities at both the U.S. and host-country campuses.

Structured telephone interviews with U.S. partners confirmed the information described in the written reports about human and institutional capacity building and also mentioned specific value of partnership activities to the American participants. U.S. partnership directors discussed in detail the importance of having Arab faculty and students, especially women, visit their campuses, live in their communities, and share their culture. They mentioned the significance of having native Arabic speakers at campuses that are now offering Arabic studies and/or starting Arabic language programs. Conversely, they described the academic value of having American faculty and students visit host-country campuses in North Africa, often resulting in lasting professional friendships, ongoing research, and planned publications even though the funding had terminated.

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<sup>16</sup> Higher Education for Development, *Evidence of Impact of The Middle East Partnership Initiative in Higher Education: An Assessment of Twelve University Partnerships*. Washington, DC, February 2007.

The phone interviews revealed *lessons learned* in terms of how to improve the partnerships. Respondents mentioned difficulties in obtaining U.S. visas as unplanned irritations. They described cultural and social misunderstandings that sometimes slowed start-up activities; yet, respondents were often proud to explain how they worked out subtle cultural issues and offered suggestions for briefing future partnership managers. Likewise, questions on characteristics of successful partnerships evoked responses related to:

- Mutual respect.
- Ongoing communications.
- Thorough planning (particularly in the beginning, to get activities launched in the right direction).
- Equality among partners, especially when travel funds are shared.
- Cultural flexibility.
- The importance of both partners perceiving mutual benefits from the activities for long-term sustainability.

Site visits substantiated information from written reports and phone interviews and also pointed out benefits not readily apparent from earlier information, e.g., one partnership was leveraging the activities to secure additional funding from international donors for a women's training and employment center. All the visited partnerships were able to demonstrate how women were an integral part of the activities in these Arab institutions where women historically have had fewer opportunities. Similarly, all the site visits revealed examples of how these modest university partnerships were addressing MEPI goals in one way or another.

Sustainability often is not easily measured in education activities of short duration; nevertheless, these HED/USAID/MEPI partnerships are demonstrating evidence of such. As funding ended, the partners were planning formal or informal continuing agreements for some of the following: faculty and student exchanges, program visits, collaborative research, conference presentations, and joint publications. Partners said that access to video-conferencing equipment is a low-cost way to encourage faculty and students to

remain in-touch once the grant ends. Cooperative research studies and journal articles are rarely completed during the short grant period and provide professional motivation for faculty colleagues to continue collaborative work. Several partnerships reported that host-country students were being offered follow-on opportunities for graduate study such as master's degree scholarships being continued for doctorate studies. Faculty at one institution said that successful curricula changes and new degree programs will be replicated at neighboring universities, expanding the effects of important institutional updates and improvements.

### ***2007 HED Synergy Conference***

During the summer of 2007, HED sponsored a workshop to review outcomes and impacts of higher education partnerships over the past 10 years. All 107 Africa partnerships were invited to the workshop, and 51 accepted. During the spring 2007, in preparation for the workshop, partnership directors were asked to respond to a questionnaire inquiring about evidence of:

- Impact of tertiary institutions on local and national development goals.
- Sustainability of the partnership activities.
- Human and institutional capacity strengthening.
- Impact on participating U.S. higher education institution.

Questionnaires with detailed answers to each question were returned from 53 percent (27) of the African partnership directors who planned to attend the workshop. Table 1 describes, by region, program area, and country location, the partnerships returning the questionnaires. These responses were then compared with site visit notes, and information from semiannual progress reports to summarize outcomes and impacts. (See Table 2 for summary lists of responses related to impacts on local and national goals, evidence of human and institutional capacity strengthening, verification of sustainability, and effect on the U.S. institutions.) Clearly, during the past 10 years, more than 100 higher education African partnerships between U.S. and host-country institutions have contributed to capacity building in African colleges and universities by:

- Increasing the knowledge and skills of faculty and staff.

- Strengthening the institutional structure for teaching, research, and public service.

**Table 1.**

**Questionnaires Received in 2007, from 27 HED African Partnerships Since 1997**

<b>Africa Region</b>	<b>Partnership Program Area</b>	<b>Countries</b>
Southern Africa = 14 North Africa = 2 East Africa = 9 West Africa = <u>2</u>  Total = 27	Information Communications Technology Health Democracy and Governance Economic Growth Workforce Development Education Agriculture	Uganda, Kenya, Tanzania group = 2 South Africa = 9 Ethiopia = 4 Namibia = 3 Kenya = 1 Tanzania = 1 Ghana = 1 Senegal = 1 Rwanda = 1 Tunisia = 1 Algeria = 1 Mozambique = 1 Botswana = 1

Partnership reports have described numerous examples of improved faculty knowledge and skills reflected by new graduate degrees, training in research methodology, enhanced teaching techniques including experiential and interactive learning, and subject-matter seminars, internships, and exchanges. Similarly, institutions involved in partnerships have reported revised curricula, new and improved course content, streamlined administrative techniques, revised governance procedures, and new resources such as communication laboratories and library holdings.

Impacts of university partnerships during the past 10 years, for example, include:

- *Improved teacher training* for the burgeoning cohort of elementary school children and, thus, the rapidly growing need for trained teachers.
- *Improved faculty preparation for consulting assistance* to governments around important policy issues.
- *Improved subject-matter support* in the form of updated information related to agriculture, environment, health, education, business practices, and computer technology to both public and private sector beneficiaries and NGOs.

- *Community-based economic development* through skilled workforce training plans.  
(See Table 2 on next page.)

**Table 2.**  
**Summary of Outcomes and Impacts by Major Categories, from**  
**Partnerships Represented at 2007 Synergy Workshop**

<b>Impact on Local/National Development Goals as Reported by Partners</b>	<b>Sustainability of Partnerships' Activities</b>	<b>Human &amp; Institutional Capacity Strengthening</b>	<b>Impact on U.S. Institutions of Higher Education</b>
<p>Providing improved teacher training for local schools.</p> <p>Helping graduates be better prepared for public service; faculty offering policy consultation to governments; drafting policy papers in health, agriculture, economic growth.</p> <p>Training for technical support at community levels to assist with health, ICT technology, agriculture, local education, judicial reform.</p> <p>Offering technical support to public and private sectors, including NGOs, especially in ICT.</p> <p>Providing improved public service to local communities through extension projects.</p> <p>Offering community-based economic development help through skilled workforce training, local business support centers.</p>	<p>Observed changes in host-country faculty attitudes and self-confidence; increased pride/commitment at own campuses.</p> <p>Partnership beneficiaries attaining higher levels of achievement with more fellowships, scholarships.</p> <p>Activities replicated on other campuses.</p> <p>U.S. faculty continuing research, activities after funding ends.</p> <p>NGOs help sustain some funding and activities.</p> <p>Critical activities becoming institutionalized.</p>	<p>Overall upgrading of curricula; teaching methods; course content.</p> <p>Administrative techniques streamlined.</p> <p>Experiential learning, interactive learning, distance learning, field study learning employed.</p> <p>Increased community relations/involvement.</p> <p>Increased status given to institutions; sometimes internationally recognized.</p> <p>Train-the-trainer techniques being used; new resource libraries in place.</p> <p>Reported evidence of improvement in faculty research skills.</p> <p>Evidence of greater faculty involvement in improving policy advice to government.</p>	<p>U.S. students learning firsthand about technical challenges in developing countries.</p> <p>Opportunities for U.S. students/faculty to learn importance of global and international issues.</p> <p>Cultural exchanges critical for U.S. campuses; increased global awareness</p> <p>Reinforce importance of language skills for U.S. students/faculty.</p> <p>U.S. faculty learning importance of cross-cultural research and international collaboration with host-country nationals.</p> <p>Offers enormous opportunities for cutting-edge graduate research and study.</p>

In addition, there is evidence that this tertiary education capacity building is also having an effect beyond the “walls of the university” on national development goals. One of the most impressive impacts has been increased evidence of public service and extension work at African universities. These HED/USAID partnerships are delivering information to the people in small communities and local neighborhoods in the areas of economic and business advising, information communication technology (ICT) support, agriculture,

nutrition, health practices, and environment extension projects. Based on the land-grant model of public service, U.S. academics can share knowledge on how to package and deliver meaningful information to beneficiaries outside the universities through public service/extension delivery systems.

### **PARTNERSHIP CONTRIBUTIONS TO CAPACITY BUILDING AS COST-EFFECTIVE FOREIGN ASSISTANCE**

A major benefit of the higher education partnerships has been the cost efficiency of their activities. Awards examined here were “seed grants” of \$100,000. Yet, there is ample evidence that these partnerships are tremendously cost-effective in terms of impact.

Since 1997, the USAID/HED higher education partnership program has strengthened African tertiary education institutions to enable them to contribute to national economic development and poverty reduction in the following cost-effective ways.

First, the program has direct access to America’s *best and brightest* academics, researchers, and technical experts as part of their university appointments, rather than as paid consultants.

Second, this expenditure of foreign assistance funds to improve African higher education institutions includes at least 25 percent, and often more,<sup>17</sup> cost-sharing from the U.S. partners; in addition, most host-country institutions contribute varying amounts of cost-sharing.

Third, ongoing, long-term, no-cost commitments to collaborative research and publications continue long after the formal funding agreement ends, through web-based communications such as e-mail and videoconferencing, for example.

Fourth, higher education partnership activities offer opportunities to senior faculty to develop the necessary skills for policy advising and private sector assistance. Teaching

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<sup>17</sup> See Appendix A for examples of cost-sharing contributions.

host-country academics to advise public and private sector officials is more cost-effective than supporting foreign assistance advisers to counsel each new wave of ministry officials, or funding consultants for private sector development.

Fifth, these partnerships offer tangible and intangible advantages to the U.S. partner, and are often serendipitous rather than planned. African faculty internships, exchanges, and degree study on U.S. campuses provide numerous cross-cultural opportunities, introduce global perspectives into classroom discussions, and offer opportunities for internationally focused research and increased awareness of U.S. foreign assistance goals. They provide opportunities for long-term professional relationships.

Finally, these partnerships are well positioned to continue to focus expertise on critical international issues such as food safety and security, the need for expanded teacher education, and health-related research. Higher education partnerships between U.S. and African institutions of higher education are a clear value for money.

## **LESSONS LEARNED**

Overall, there are several important lessons to be learned from the decade of experience with the ALO and HED U.S.-Africa higher education partnerships:

1. The move toward a cooperative model of development assistance is a positive step.
  - The ISTI assessment showed the collegiality of the planning process contributed to the success of the partnership, and that while the overseas institution often played a major role in identifying the problem to be addressed, the U.S. partner often played a major role in addressing it.<sup>18</sup>
  - During pre-partnership visits to East African universities, deans and directors from African universities were open and frank about the need for joint decision making and activity, from initial program design and budget determination to project implementation and final reporting.

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<sup>18</sup> ISTI, Volume II, Appendices.

- During site visits to Egyptian universities, HED staff heard how the overseas partners viewed success in terms of meeting their needs. Openness and transparency were a major concern. Where the partnership application had been jointly crafted, and where the budget included funded opportunities for faculty visits to the partner institutions in each country, both sets of partners found the partnership to be productive.<sup>19</sup>
2. A cooperative model is one that sets out to reflect the interests of both parties. Where these interests overlap, or are complementary, partnerships can be very successful.
  3. A previous relationship is important to the success of a partnership as trust has already been built and there is not a steep learning curve that has to be overcome.
  4. Where the partners obtain strong interest and support from senior-level departmental and university leadership, the partnership has a better chance of success. Both ALO and HED have received reports that a change of departmental or university leadership affects achievement of partnership objectives as the partnership can be put on hold until issues are resolved.
  5. Clear understanding of roles and responsibilities of each partner from the outset of a partnership contributes to success. This underscores the need for early orientations to clarify these roles.
  6. Ongoing communication is important to the success of the partnership. HED partners note that ready access to one another is far more feasible than in the past, given the widespread use of cell phone technology.<sup>20</sup>

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<sup>19</sup> “It is not that we don’t know what to do, it is the support provided by the U.S. partner that enables us to sustain the pursuit of our goals.” Quotation from former dean, Economics Department, Ain Shams University, Cairo, Egypt, February 2007.

7. A major advantage of the ALO/HED partnership model is that it allows for considerable flexibility in implementation. Many early partnerships requested a no-cost one-year extension to the grant period as the two-year timeframe proved unduly restrictive. The difficulty of obtaining a visa for travel to the United States by overseas partners, the lack of familiarity with the mandatory USAID-tracking system for U.S. exchange visitors, and unanticipated disruptions by war or conflict, are some of the hurdles that have to be overcome by both parties working in and from developing countries.
8. ALO awards prior to 2004, with only one exception, were designed as “seed grants” with the expectation that the partners would leverage support from other sources. In most cases, the grantees were able to do so and cost-share has been remarkable, often between 76 - 100 percent of the original award amount.
9. Leveraging of additional resources does not necessarily ensure sustainability unless plans for sustainability are built into the design of the partnership from the very beginning.
10. Flexibility and breadth of the partnership program were considered positive factors in encouraging U.S. universities to become engaged in global development activities.
11. “Seed grants” can often be successful in meeting their planned objectives, although they may not be clearly linked to larger development goals.
12. Greater attention should be given to program impact through funded evaluation activities. Each partnership should budget a percentage of the total grant amount (e.g., 10 to 12 percent) for an end-of-partnership impact assessment

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<sup>20</sup> Mark Erbaugh, The Ohio State University, HEPAD partnership director, report to USAID, March 28, 2008.

that addresses standardized questions related to capacity building, sustainability, and attention to national development goals.

13. From 2004 to 2008, HED has paid greater attention to the design and implementation of partnerships assuming that this will contribute to success. Communication with the overseas partner prior to the submission of a grant application is encouraged, and the scoring system for review of applications is weighted toward rewarding plans for ongoing collaboration and communication. HED emphasizes the importance of evaluation, and stresses the need for plans for sustainability to be included at the start of discussion with the overseas partner.

## CONCLUSION

The good news is that bilateral and multilateral funding sources are focusing more attention on strengthening tertiary education in Africa. Still, ongoing, prudent expenditure of international foreign assistance funds as well as private sector monies are needed to expand and extend cost-effective national development benefits. African higher education requires continuing institutional strengthening, quality monitoring and accreditation standards, a focus on extension and public service, and viable plans to fund institutional growth. These requirements must be addressed within a context that includes a rapidly growing private university segment.

### *Meeting National Needs: The Example of Improved Teacher Training*

Even though HED/USAID partnerships have focused on building stronger institutions, much more still needs to be done. For example, across Africa there is a dearth of well-educated public school elementary and secondary teachers. As a result, many students entering tertiary institutions are ill prepared. Higher education institutions should be in a position to provide trained teachers—at the tertiary and pre-college levels—who are prepared to engage significant numbers of students needing remediation. Focusing higher education on critical national issues and then giving faculty and staff the knowledge, skills, and resource support to follow through is essential. Program planning, improved teaching,

research methods, internal strategic planning tools, skills for good faculty governance, and technology updates to establish centers of excellence are all required to build human capacity and strengthen institutions. In addition, this overall positive capacity building contributes to self-esteem, adds to stature, and promotes pride in place, all essential ingredients for effective tertiary education composed of dedicated faculty and staff.

### ***Quality Monitoring and Accreditation Standards***

Accreditation in higher education is a form of regulation and has become an important instrument for quality assurance in tertiary education in Africa<sup>21</sup> and around the world. Accreditation ensures that universities fulfill a set of criteria, which may apply to entire institutions or to separate academic programs. Accreditation is linked not only to quality control but also to quality improvement. For higher education to contribute more effectively to economic growth and poverty reduction, quality has to improve. There is widespread consensus that one of the most important quality assurance methods in higher education is accreditation.<sup>22</sup> Guidance to ministries of higher education for improved tertiary education in Africa must incorporate an understanding and appreciation of accreditation processes and provide for colleges and universities to work toward meeting accreditation requirements.

### ***Extension and Public Service***

Along with teaching and research, public service is the “third leg on the stool” of meaningful higher education. Relevant knowledge in the form of policy advising, technical assistance to both the public and private sectors, and applied research to address local problem-solving such as support for appropriate workforce development, are examples of community outreach that improves livelihoods.

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<sup>21</sup> Peter Materu, *Higher Education Quality Assurance in Sub-Saharan Africa: Status, Challenges, Opportunities, and Promising Practices*, World Bank, 2007.

<sup>22</sup> *Higher Education in the World 2007 – Accreditation for Quality Assurance: What is at Stake?*, Global University Network for Innovation, Palgrave Macmillan, 2007, p. 28.

### ***Viable Plans to Fund Growth***

Africa is experiencing rapid growth in higher education enrollments as demand for postsecondary education increases. Universities need assistance in addressing the enormous challenges related to accessibility of high-quality education for indigenous groups, expanded opportunities for women and girls, and affordability.

### ***Growth of Private Universities***

Efforts to strengthen human and institutional capacity in African higher education must take private institutions into account as never before. The near monopoly public universities enjoyed has given way to the emergence of private universities and colleges (both nonprofit and for-profit) as the fastest expanding segment of higher education in Africa.<sup>23</sup> While the enrollments in these private institutions are still relatively small, in terms of number of institutions, they exceed public universities in many nations.<sup>24</sup> Beyond the sheer numbers, this emerging segment brings with it new, 21st century innovations in the use of information and communication technologies, distance learning modalities, and the advantages of regionally and globally affiliated knowledge and learning networks. Yet, issues such as quality monitoring, accreditation, and public service may not be priorities for these private and for-profit institutions.

These issues need to be addressed – by policy makers and higher education administrators in the United States and Africa – when developing future partnership programs in Africa. Given the escalating economic crisis currently facing the U.S. and countries in Africa, this task will not be easy. However, identifying the lessons from efforts like the HED partnerships *and applying them* toward improving future programs should increase chances for success.

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<sup>23</sup> N.V. Varghese, *Private Higher Education in Africa*, UNESCO, 2004.

<sup>24</sup> *Ibid.*

## APPENDIX A

### Competitive Awards Process at HED

Maintaining objectivity and transparency throughout the partnership awards process is fundamental to the integrity of the overall partnership effort, and it is a prerequisite for continued support from the funder (USAID) and the participating higher education institutions. HED begins with staff working closely with the USAID Mission and host-country higher education institution personnel to ensure that Mission and local institution objectives are clearly addressed in the Request for Application (RFA). Once there is agreement on RFA content, and USAID authorizes the release, the document is widely distributed to the U.S. higher education community through the higher education associations, targeted academic and professional associations, appropriate institutional department deans and chairs, and posting on the HED web site.

Most RFAs are open for 10 to 12 weeks to allow adequate time for the submission of well-prepared applications. This response time is sufficient for interested representatives from U.S. institutions to contact the overseas institution as a way to create a collaborative application. Evidence of collaboration between the U.S. and the overseas partner institution is considered favorably by the peer review committee during the scoring and ranking of the application.

Each application undergoes a rigorous assessment by a peer review committee of five that includes one representative from the USAID Mission. HED identifies qualified academic experts to serve as *anonymous* members of the peer review committees who are knowledgeable about the program areas and development challenges faced by the overseas partner. These experts are drawn from a pool of scholars at higher education institutions across the United States—community colleges to research universities. Each panel member independently scores each application against a numerically defined and weighted set of criteria. Once the scoring process has been completed, the panel members, in a

group session, discuss the scores and rankings, and arrive at a consensus agreement about the strongest application(s) to be submitted to the USAID Mission for funding.

The HED peer review process draws from the practices of some of the most respected national academic grant-making institutions including the National Science Foundation, National Academies, Fulbright Scholars, and Ford Foundation. By using a transparent and consistent peer review process, HED, for more than a decade, has maintained a reputation for respectable and defensible judgments in recommending awards for the strongest, most cost-effective partnership applications. This entire process—design of the RFA, public announcement of the RFA, scoring of applications, discussion and overall ranking of applications, submission of strongest application to the USAID Mission—continues to be transparent and to offer opportunities to the broadest range of qualified institutions.

## Appendix B

### U.S.-Africa Higher Education Partnerships, by Program Area: 1997–2007\*

**N=107**

Country	Host-Country Institution	U.S. Institution	Date of Award <sup>25</sup>	Funding Award (U.S. \$)	Cost-Share Contribution (U.S. \$) <sup>26</sup>
<b>Program Area: Information Communications Technology N=15</b>					
Benin	Universite D'Abomey Partners equipped a computer lab at ENEAM with 70 computers, parts, a storage room, shelving, student tool kits, and air conditioning. Courses were developed to complement the Computer Technical Support program	Maricopa Community College	2004	100,000	58,000
Egypt	Arab Academy for Science and Technology Established a resident graduate degree program in Information and Communications Technology	Virginia Polytechnic Institute	2004	100,000	46,000
Egypt	Ain Shams University Created a program that integrates study of information and communication technology and business administration	University of Connecticut	2003	100,000	70,000
Ghana	University of Cape Coast	University System of	2000	100,000	27,000

<sup>25</sup> Normally funded for two years; some partnerships funded for three years; and a very few extended for longer

<sup>26</sup> Includes value of financial, resource, and in-kind contributions

	Trained Ghanaian faculty to use instructional technology; undergraduate and postgraduate program in computer established at UCC	Georgia			
Kenya	University of Nairobi/Kenya Methodist University Collaboration built an Internet-based, interactive curriculum to improve public health in Kenya. Many of the new courses were made available to the rest of the country	Tufts University School of Medicine	2003	125,000	71,000
Morocco	Hassan II University Partnership promoted civic education in the educational system of Morocco	Bowling Green University	2006	1,600,000	125,000
Morocco	Al Akhawayn University, Ifrane Created a stream of Information and Communications Technology PhD graduates to supply Morocco with needed academic and industry professionals	Montana State University	2004	100,000	40,000
Nigeria	University of Lagos Partnership is revising and updating University of Lagos' business and computer science curriculum, which will lead to a joint business-computer science undergraduate degree	Kansas State University	2007	500,000	470,000
Nigeria	Nigerian National Universities Commission This collaboration bolstered ability of technicians and computer support personnel to develop, maintain, and promote use of computers and networks at their universities	University of Iowa	2000	100,000	130,000
Rwanda	National University of Rwanda Partner institutions worked together to increase literacy to Rwanda by training secondary school teachers through a train-the-trainer program	Prince George's Community College	2003	125,000	75,000
South Africa	Durban Institute of Technology Female students in South Africa	Spelman College	2002	100,000	62,000

	developed technical, communications, critical thinking, and social analysis skills through this partnership				
South Africa	Althone Technical College Partnership developed model instructional programs in advanced communications and telecom to increase the number of educated workers for the tech sector in South Africa	Springfield Technical Community College	1999	50,000	30,000
South Africa	University of Durban-Westville Developed and implemented an academic program to improve the UDW's ability to serve students of science, mathematics, technology, and engineering	Pennsylvania State University	2000	100,000	48,000
South Africa	Vista University Partnership strengthened the capacity to deliver computer literacy training through distance education in South Africa. Vista subsequently developed an audio distance learning computer literacy course and trained 1,950 South African teachers in computer literacy in three provinces	Prince George's Community College	1998	100,000	32,000
Tanzania	Dar es Salaam Institute of Technology Partnership improved the ability of the host partner to advocate environmentally sound and cost-effective pesticide management methods in Tanzania	Columbus State Community College	2002	50,000	74,000
<b>Program Area: Health N=12</b>					
Tanzania/Uganda	Muhimbili University/Makerere University Partnership provided African public health leaders with the training and skills needed to tackle region's most pressing public health challenges	Johns Hopkins University	2006	2,000,000	270,000
Democratic Republic of the Congo	Universite de Mbuji Mayi	Northern Illinois	2004	100,000	64,000

	Partners collaborated to bolster infection control and reduce iatrogenic HIV transmission by addressing research needs and human capacity development at the School of Medicine	University			
Ghana	University of Cape Coast Addressed the need for public health services in rural areas of Ghana through a train-the-trainer program which integrated cultural competency, public health education, and field-based experiential learning	University of Northern Iowa	2002	100,000	53,000
Kenya	Jomo Kenyatta University of Agriculture and Technology Eight East African universities conducted a three-day workshop on opportunities for campuses to reform science education	American Association for the Advancement of Science	2001	100,000	58,000
Kenya	Moi University Improved medical school education, health-care delivery, and research to manage HIV/AIDS in Kenya.	Indiana University	2001	100,000	150,000
Mozambique	Catholic University of Mozambique Partnership enhanced health education and health care to benefit the rural populations of central Mozambique; partners developed a month-long rural public health course for first-year medical students.	West Virginia University	2001	100,000	69,000
Nigeria	Obafemi Awolwo University Partners increased consumption of protein and micro-nutrients such as zinc in the local diet; collected demographic data on the condition of local villages including a health survey conducted by accredited nurses from a local hospital	University of Delaware	2003	125,000	32,000
Senegal	Centre Universitaire Regional de Bambey Collaboration developed a two-year degree program in community health	University of North Florida	2000	100,000	46,000

	in Senegal based on the U.S. community college model; the program adapted proven approaches for community health education to improve the health delivery system in Senegal				
South Africa	University of the Western Cape The partners developed and implanted a comprehensive university HIV/AIDS polity to improve the college's capacity to increase awareness about HIV/AIDS	Howard University	2003	125,000	31,000
South Africa	University of Transkei Partnership developed an emergency medicine teaching program at the University of Transkei (UNITRA) using telemedicine and the Internet. The partners produced the Emergency Medicine Internet Teaching Tool (EMITT), an Internet-based education program to teach emergency medicine practice and principles to physicians and nurses.	Howard University	1998	100,000	147,000
South Africa	University of Durban-Westville Addressed issues of water sanitation, hygiene, and HIV/AIDS in three settlement communities; partners surveyed communities and used the results to design training workshops and other outreach programs	Middle Tennessee State University	1999	100,000	240,000
Lesotho	Lesotho College of Education This partnership launched a program to combat HIV/AIDS in Lesotho by strengthening the HIV/AIDS content in the Lesotho College of Education's curriculum for teachers in training. It initiated the first integrated voluntary counseling, testing, and antiretroviral treatment program	Boston University	2004	100,000	117,000
<b>Agriculture N=18</b>					
Tanzania/Kenya/Uganda	Makerere University/Egerton	Ohio State	2005	800,000	310,000

	University/Sokoine University Through an innovative, replicable, cost-efficient long-term degree training program for training future scientists and teachers, the partnership helps the faculty of agriculture meet this human resource challenge	University/Michigan State University			
Angola/Malawi/Mozambique	International Crops Research Institute for Semi-Arid Tropics Countries approved the partnership-designed agreements for the harmonization of bio-safety standards, and seed certification standards for 18 seed crops; the partners also developed SADC-approved seed certification accreditation manuals, a procedures manual for regional seed variety release, and procedures manuals for seed import and export	Iowa State University	2005	960,000	180,000
Angola/Malawi/Mozambique/South Africa/Zambia	University of Pretoria/University of Malawi/University of Zambia The consortium was organized around two technical clusters: Irrigation Low-Input and Conservation Farming, and Crop Diversification and Intercropping; training, demonstration and evaluation are woven into individual clusters and provide access for the partners to address gaps in knowledge or skills	Oregon State University/ Washington State University	2005	1,450,000	640,000
Zambia/South Africa	University of Zambia/Stellenbosch University Partners surveyed the food and agriculture industry and users and developed strategies to improve farmer access to improved germplasm by working closely with buyers and processors in Southern Africa; the	Rutgers University	2005	550,000	160,000

	partnership also successfully established a germplasm database and pilot germplasm banks at UZ and SU				
Botswana	University of Botswana Partnership expanded technical knowledge and skills and increased awareness of how to develop community support through alliance building with NGOs and other agencies for research directed toward conservation efforts	Oregon State University	2000	100,000	125,000
Botswana	University of Botswana Partnership activities included an e-learning internship, and PhD training in biological systems engineering, plant pathology, and animal science/veterinary medicine	Washington State University	2000	100,000	290,000
Eritrea	University of Asmara/Eritrean Ministry of Agriculture Partnership collaborated to domesticate the indigenous vernonia plant ( <i>Vernonia galamensis</i> ) as a viable industrial oil crop	Virginia State University	1998	100,000	135,000
Ethiopia	Bahir Dar University Partners provided interdisciplinary training to 100 students to better manage existing natural resources through enhancing their research skills and statistical analysis; results included piping safe, drinkable water to a local health clinic and a school that previously had none	Cornell University	2003	117,000	88,000
Ethiopia	Alemaya University Partnership enhanced the research, teaching, and extension capabilities of Alemaya University staff, with a particular emphasis on supporting a PhD program in animal genetics and breeding	Langston University	2002	100,000	68,000
Ethiopia	Debu University Partners enhanced the teaching, research, and extension capability of	Langston University	1998	100,000	120,000

	the Awassa College of Agriculture at Debus University, and enhanced food security of the surrounding villages by establishing women's groups for goat production				
Ethiopia	College of Forestry of Debus University Partnership established task forces, one conducted need assessment surveys, developed a curriculum for a Natural Resource bachelor of science degree program, and developed an implementation plan; the working groups at FRC/EARO prepared applied research proposals in different agro-ecological zones of the country.	Oregon State University	2003	125,000	32,000
Namibia	University of Namibia Partners conducted training programs to enhance educational and entrepreneurial opportunities for rural women and helped them become environmentally aware farmers	Pennsylvania State University	2003	125,000	38,000
Rwanda	National University of Rwanda The large-scale special initiative, "Partnership for Enhancing Agriculture in Rwanda through Linkages," funded by USAID/Rwanda helped rebuild and bolster the applied research, teaching, and outreach capacity of agricultural institutions in Rwanda	Michigan State University	2000	4,000,000	134,000
South Africa	University of Limpopo This collaboration developed a self-sustainable Microenterprise Development Institute that provides economic development training to microenterprise practitioners, community leaders, and microentrepreneurs	S. New Hampshire University	2003	125,000	202,000
Tanzania	University of Dar es Salaam Through workshops and site visits,	Mississippi State University	1998	84,000	48,000

	partners shared best practices; workshops in Tanzania and Mississippi discussed obsolete methods of pesticide disposal and mechanisms to prevent the accumulation of toxic stockpiles.				
Tanzania	Sokoine University of Agriculture Partners enhanced linkages with private sector agribusiness and developed an Agribusiness Management Program	Ohio State University	2002	100,000	74,000
Uganda	Makerere University Partners established undergraduate and graduate programs in environmental science and health that address specific public health problems	State University of New York, Albany	2000	100,000	54,000
Uganda	Makere University Partners collected assessments of knowledge and skill needs, used data to design in-service training materials for headmasters, and assisted in the initial implementation of those materials through training workshops	University of Minnesota	2005	362,000	128,000
<b>Program Area: Democracy N=10</b>					
Angola	Agostinho Neto University Two new departments were established and the only Faculty of Letters and Social Science Department of any higher education institution in Angola	Mississippi Consortium	1998	\$200,000	\$840,000
Ethiopia	Mekelle University Partners introduced Westlaw and LexisNexis to Mekelle University	University of Alabama	2001	150,000	160,000
Ethiopia	Unity University College Developed a new curriculum to for a bachelor's degree program, strengthen Unity's outreach program to include instruction for working professionals, and created a web product for Unity's School of	University of Georgia	2001	100,000	60,000

	Journalism and Communication to help students develop journalism skills				
Ghana	University of Cape Coast Partners disseminated reports to municipal authorities describing means of improving competitiveness including more efficient procedures for land registration, port development, tourism development, and the establishment of a “business university.”	Suffolk University	2003	125,000	44,000
Ghana	Institute of Local Government Studies Developed CD-ROMs for training, and assisted in the development of ILGSNet, a prototype web-based interactive net system for distance learning courses and training	University of Delaware	2000	100,000	248,000
Senegal	Universite Gaston Berger de Saint Louis Secured private funding to build and staff a modest telecenter, which employed two women from the village	University of Massachusetts Boston	1999	100,000	46,000
South Africa	University of Zululand Conducted research-focused workshops, established a PhD program in Administration, and developed and implemented new undergraduate courses	Florida Agriculture and Mechanical University	2003	125,000	31,000
Somalia	University of Hargeisa Established a School for Conflict Resolution and Peacebuilding and strengthen the institution’s research capacity, especially in the areas of indigenous conflict resolution	Eastern Mennonite University	2007	400,000	136,000
Egypt	Improve market-oriented business education to better meet needs of business community and introduce professional certification standards	Georgia State University	2007	400,000	128,000

Tunisia	Institut de Presse et des Sciences de l'Information Created sustainable core curriculum revisions in Journalism focusing on international and democratic media.	Bowling Green University	2004	100,000	200,000
<b>Program Area: Economic Growth N=17</b>					
Algeria	Institut National de Commerce Trained a generation of economic and business leaders to manage reform and change in Algeria.	University of Michigan, William Davidson Institute	2006	270,000	130,000
Egypt	Helwan University Enhanced the quality of instruction at both universities, contribute to more affordable homes, and stimulate Egypt's economic development	Colorado State University	2004	100,000	100,000
Egypt	Alexandria Institute of Technology Applied distance education technology to develop human resource capacity in business management and international marketing	Georgia State University	2002	750,000	200,000
Ethiopia	Addis Ababa Commercial College Created a small business assistance center at Addis Ababa Commercial College	Middlesex Community College	1998	50,000	42,000
Ethiopia	Bahir Dar University Activities included distance-learning through a web-based portal, the creation of a 12-module graduate curriculum, and short courses for community leaders, and for disaster management specialists from government	University of Arizona	2007	200,000	145,000
Ghana	University of Cape Coast The partners administered a needs assessment survey to hoteliers and organizations in the region and conducted a series of workshops for 100 local entrepreneurs on hotel management issues.	University of Maryland Eastern Shore	2002	100,000	200,000
Libya	University of Garyounis	University of	2006	300,000	90,000

	Modernized and enhanced the business and economics teaching at UG	Michigan-Dearborn			
Mali	University of Mali Partnership enhanced curriculum and extracurricular learning opportunities, and strengthened the management skills of the staff	Michigan State University	2003	125,000	76,000
Namibia	Polytechnic of Namibia (PON) Created a program to enable the PON to train business and information technology students in entrepreneurial theory and practice.	Community Colleges for International Development	2004	100,000	51,000
South Africa	Cape Technikon Developed and launched a pilot entrepreneurship course focused on science, engineering, and technology courses	Highline Community College	2002	100,000	105,000
South Africa	Nelson Mandela Metropolitan University Developed an innovative one-year certificate program to prepare students from disadvantaged groups for jobs at firms engaged in regional and international trade	Hillsborough Community College	2006	125,000	71,000
South Africa	Mangosuthu Technikon Partners conducted a needs assessment to prepare for in-country workshops and design training modules based on protocols for administering sponsored research, managing volunteer/alumni organizations, and establishing a unique identity for the institution	Spelman College	2003	125,000	280,000
South Africa	University of Port Elizabeth Established an interdisciplinary program in Marine Studies	University of Washington	2002	125,000	58,000
South Africa	Eastern Cape Technikon Designed and offered training workshops on business-oriented bookkeeping, tax law at Eastern Cape Technikon on photovoltaic	Texas Southern University	2000	100,000	47,000

	installation and maintenance				
South Africa	Fort Hare University Built three model homes to showcase different building methods	Tuskegee University	2002	100,000	25,000
Tunisia	Université du Monastir and Université du Sousse (formerly Université du Centre) Developed and delivered executive education programs and undertake undergraduate core curriculum revisions	University of Arkansas	2003	100,000	200,000
Zambia	Copperbelt University (CBU) Partners surveyed local firms to determine training needs and developed a three-day course to train CBU faculty and Zambian production personnel	Cleveland State University	1999	193,000	390,000
<b>Program Area: Workforce Development N=7</b>					
Egypt	Al-Azhar University Established an agricultural technician training institute to enhance Egypt's sustainable food production capacity	Walla Walla Community College	2000	100,000	200,000
Eritrea	University of Asmara Developed distance education courses in computer science and offered job training for workforce development by linking faculty and developing curricula	Riverside Community College	1999	98,000	260,000
Namibia	Polytechnic of Namibia The partnership conducted a full range of workforce development training classes for government agencies, businesses, and non-government organizations	Highline Community College	1999	100,000	204,000
South Africa	False Bay College This collaboration developed a model to provide workforce training and job placement for the disabled	Highline Community College	2003	125,000	60,000
South Africa	Umgungundlovu Further Education and Training Institution A more integrated approach to	Bronx Community College	2003	125,000	105,000

	student skills that included assessments, classroom support, and tutoring; increased student access to libraries and computer laboratories				
South Africa	National Access Consortium, Western Cape Partners designed to further the education and training, and help higher education sectors work together to deliver relevant workplace job training and higher education curricula.	Highline Community College	1998	100,000	40,000
South Africa	Partnership developed an operational structure, completed critical surveys and research to identify gaps where specific curricula were required, and convened a series of curriculum workshops so partners were able to communicate effectively about education and training areas	Bronx Community College	1999	100,000	70,000
<b>Program Area: Education N=28</b>					
Algeria	Institut National de Commerce d'Alger Enhanced the administrative, teaching, and scholarship capacity of higher education in business and management	State University of New York-Plattsburgh	2003	100,000	200,000
Egypt	Menoufia University Developed program of faculty exchanges and training focused on women in development resulting in the creation of an academic unit devoted to Women in Development and a master's program	University of Connecticut	2005	200,000	80,000
Ethiopia	Addis Ababa University Partnership strengthened undergraduate curriculum in social work and helped established the first-ever master's degree in social work in Ethiopia; also established a PhD program	University of Illinois at Chicago	2002	100,000	142,000

Ghana	University of Cape Coast The partners enhanced testing and “continuous assessment” expertise within the Ghana Education Service/Curriculum Research and Development Division (GES/CRDD).	University of South Florida	2000	100,000	54,000
Kenya	Kenyan Economic Systems Information This program developed a low-cost prototype for professional development training in Africa via the Internet.	George Washington University	2005	300,000	19,000
Kenya	University of Nairobi Two two-week conferences, in Kenya and the United States, were convened by the partners to assess the country’s educational needs	State University of New York, Cortland	1999	100,000	90,000
Kenya	Moi University A joint team of faculty from both universities conducted a two-day workshop in strategic planning at Moi University, resulting in the training of 122 participants	University of Pittsburgh	2003	124,000	42,000
Kenya	Daystar University/Moi University The program is creating two Kenyan research-training institutes and developing joint university-NGO coalitions of social science researchers and practitioners to respond to the health and social needs of street-living and vulnerable children	University of Southern California	2006	125,000	
Malawi	Mzuzu University (MU) Two summer workshops conducted for members of MU’s education faculty on the use of Geographic Information Systems (GIS), remote sensing, cartography, and science education	Indiana State University	2004	100,000	65,000
Malawi	University of Malawi Through a women’s network, partners distributed soybean seed and	Lincoln University of Missouri	2000	100,000	200,000

	seedlings, as well as local goats and purebred Saanen goats for breeding				
Malawi	Domasi College of Education This collaboration conducted educational research to inform program and policy development in Malawi's public education system.	Virginia Tech	2000	100,000	37,000
Malawi	Malawi Institute of Education Site-based support networks for problem solving and professional development for teachers in three pilot primary schools in three regions of Malawi were developed through this partnership	Virginia Tech	1999	100,000	3,000,000
Malawi	University of Malawi The partners developed an animal health training and research program at Bunda	Texas Ag. Experiment Station	2004	100,000	77,000
Morocco	University of Hassan II - Mohammedia Strengthened the administrative and leadership capacity of institutions of higher learning through educational and training programs.	Indiana State University	2002	120,000	200,000
Mali	L'Institut Polytechnique Rural de Formation et de Recherche The partners developed stronger links between teaching and research through an Agribusiness Incubator Center, joint research projects, and shared teaching and dissemination programs	Montana State University	2004	400,000	289,000
Namibia	University of Namibia The partners held four one-week in-service training workshops for Ondao teachers	Pacific Lutheran University	2002	100,000	121,000
Namibia	Polytechnic of Namibia PON staff received extensive training in grant writing, leading to a significant increase in the number of funded proposals	Worcester Polytechnic Institute	2003	125,000	63,000
Nigeria	University of Maiduguri	Ohio State	2002	100,000	100,000

	Collaboration exposed faculty, staff, and students of both universities to new and development-oriented research methods, enabling them to approach development issues with greater flexibility and comprehensiveness	University			
South Africa	University of the Free State Partnership established the Regional Center for Mathematics and Science Education at the University of the Free State, which subsequently trained 560 family math and family science facilitators.	Edinboro University of Pennsylvania	1999	100,000	90,000
South Africa	University of the Free State Partners developed a curriculum to increase student participation and achievement in mathematics	Edinboro U of Pennsylvania	2002	100,000	71,000
South Africa	Ptochefstroom University Partnership designed instructional technology to improve student skills and achievement in identified areas of weakness to raise the percentage of qualifying university entrants among South African students from disadvantaged areas	Florida State University	2000	100,000	115,000
South Africa	University of the Western Cape A symposium at the University of the Western Cape in 2000 drew 100 academic leaders from the United States and 23 African countries. The partnership's steering committee awarded 10 mini-grants to foster academic partnerships	Howard University	1999	125,000	120,000
South Africa	Eastern Seaboard Association of Tertiary Institutions Partnership developed a portal web site to address the needs of all six communities and features services and resources available from the six tertiary institutions to tackle priority topics	Michigan State University	2000	100,000	129,000

South Africa	University of Fort Hare/Fort Cox College of Agriculture and Forestry/University of Natal-Peitermartizburg Partnership created new agroforestry curricula at the University of Fort Hare, established an agroforestry demonstration plot, conducted a demonstration of fruit farming, and conducted an indigenous tree-planting trial at Fort Cox College	Oregon State University	1998	200,000	270,000
South Africa	University of Western Cape Partners developed appropriate teaching and learning materials for nursing education, revised the nursing course syllabi and program plan outlines	University of Missouri-Columbia	2004	100,000	262,000
South Africa	University of the Witwatersrand Partners jointly sponsored three workshops for teachers at schools involved in the Gauteng Online Project—an ambitious plan to bring technology to all schools in Gauteng Province	Washington State University	2003	115,000	58,000
Tanzania	The Open University of Tanzania Partners developed a curriculum that has been integrated into the highest levels of the Government of Tanzania's development policy	Southern New Hampshire University	2000	100,000	275,000
Tunisia	University of Tunis El Manar Reduced Tunisia's shortage of qualified faculty members in computer science	Southern Methodist University	2003	100,000	100,000

\*As of September 30, 2007.

## APPENDIX C:

### Monitoring, Reporting, and Evaluation

HED employs a standardized system for monitoring activities, reporting outcomes, and assessing impact of its partnerships. All partnership applications are required to describe their planned endeavors using performance objectives. These objectives include a two-part statement: first, an *activity* and second, an expected *outcome*. These two-part performance objectives help to avoid partnership applications that confuse tasks with outcomes.

The partners are urged to focus objectives primarily on:

- *Human capacity*, i.e., improved faculty knowledge and skills.
- *Institutional capacity*, e.g., strengthening higher education institutions through updated or improved programs, curricula, management systems, governance, and quality assurance.
- *Extension work or public service* that takes higher education to the people, communities, private sector, and government ministries through policy and business advising, and community projects.
- *Program areas* that will support economic growth, reduce poverty, and promote social advancement.

On a semiannual basis, partners are required to report partnership progress toward the stated objectives using a standardized HED progress report form. This form collects quantitative information about beneficiaries from activities, and qualitative information about overall partnership progress including success stories, lessons learned, and promising practices. This standardized report form makes it possible for HED to summarize capacity-building information from all partnerships on an annual basis—for both the overseas and U.S. partner institutions. Also, reviews of these reports help HED and the implementers make changes to what they are doing, and to improve the ongoing implementation of the partnerships.

HED focuses evaluations on *impacts* and looks at the longer-term benefits and sustainability of higher education capacity strengthening. HED often refers to *monitoring* as the “what” is happening as a result of the partnership endeavor while an *impact assessment* looks for the “so what” of the effort. The semiannual partnership written reports *monitor* outcomes, while end-of-partnership assessments and later follow-up partnership reviews (examinations of written documents, partner interviews, and site visits) look at overall impact, as judged against partnership goals and performance objectives.

The findings of the U.S. HELP Commission Report of 2007 indicate that well-organized and implemented impact assessments on a regular basis are needed not only for foreign assistance work in general, but also for higher education partnerships like those administered by HED.<sup>27</sup> Finally, the regularity, depth, breath, and usefulness of impact assessments are largely determined by the adequacy of resources budgeted to implement them properly.

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<sup>27</sup> *Foreign Assistance: What Works and What Doesn't with Recommendations for Future Improvements*; Adelman, Eberstadt, et al; December 2007; p 13. A review of the state of impact evaluation by the Center for Global Development (CGD) found that “only a tiny handful of evaluations were designed in a manner that makes it possible to identify program impact.” While there are anecdotal impressions about “what works and what doesn't” from field experience, empirically defensible generalizations find exceedingly weak support in the technical evaluation literature or among experienced evaluators.