

Higher Education for Development

Knowledge | Partnerships | Results



USAID
FROM THE AMERICAN PEOPLE



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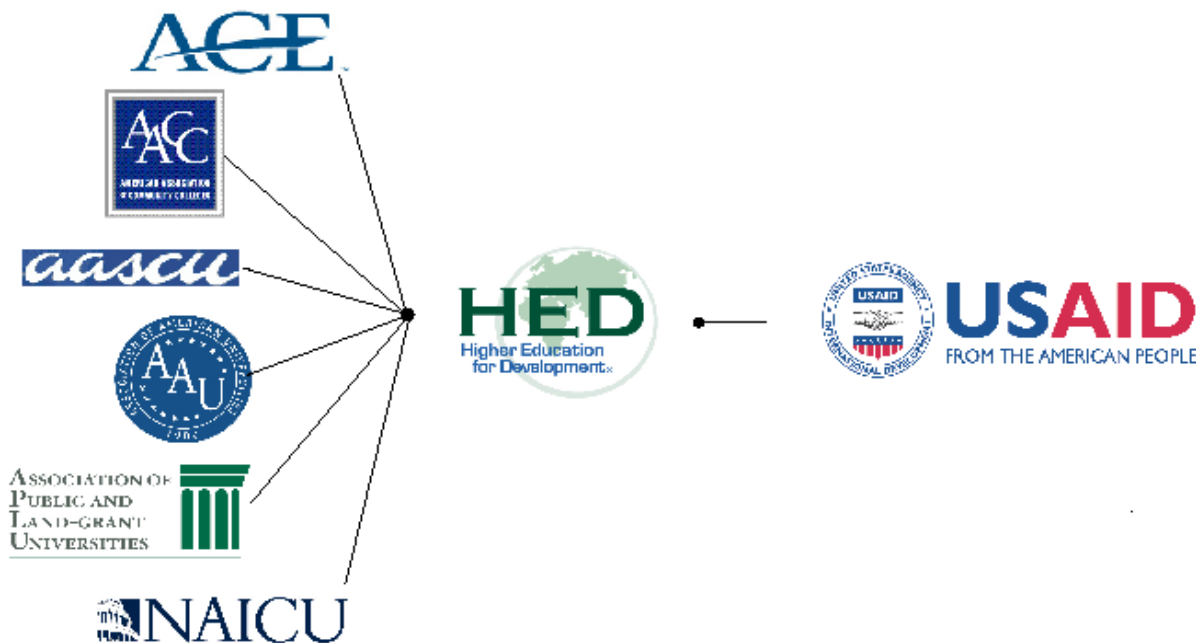
Presentation Overview

- About HED and Higher Education Partnerships
- What Works? Lessons Learned
- Examples

About HED and Higher Education Partnerships

About HED

- **HED Mission:** supporting partnerships between U.S. and host country higher education institutions to address local and national development challenges.
- Funded as a nonprofit by USAID/EGAT, USAID Bilateral Missions, and the U.S. State Department through a Cooperative Agreement.

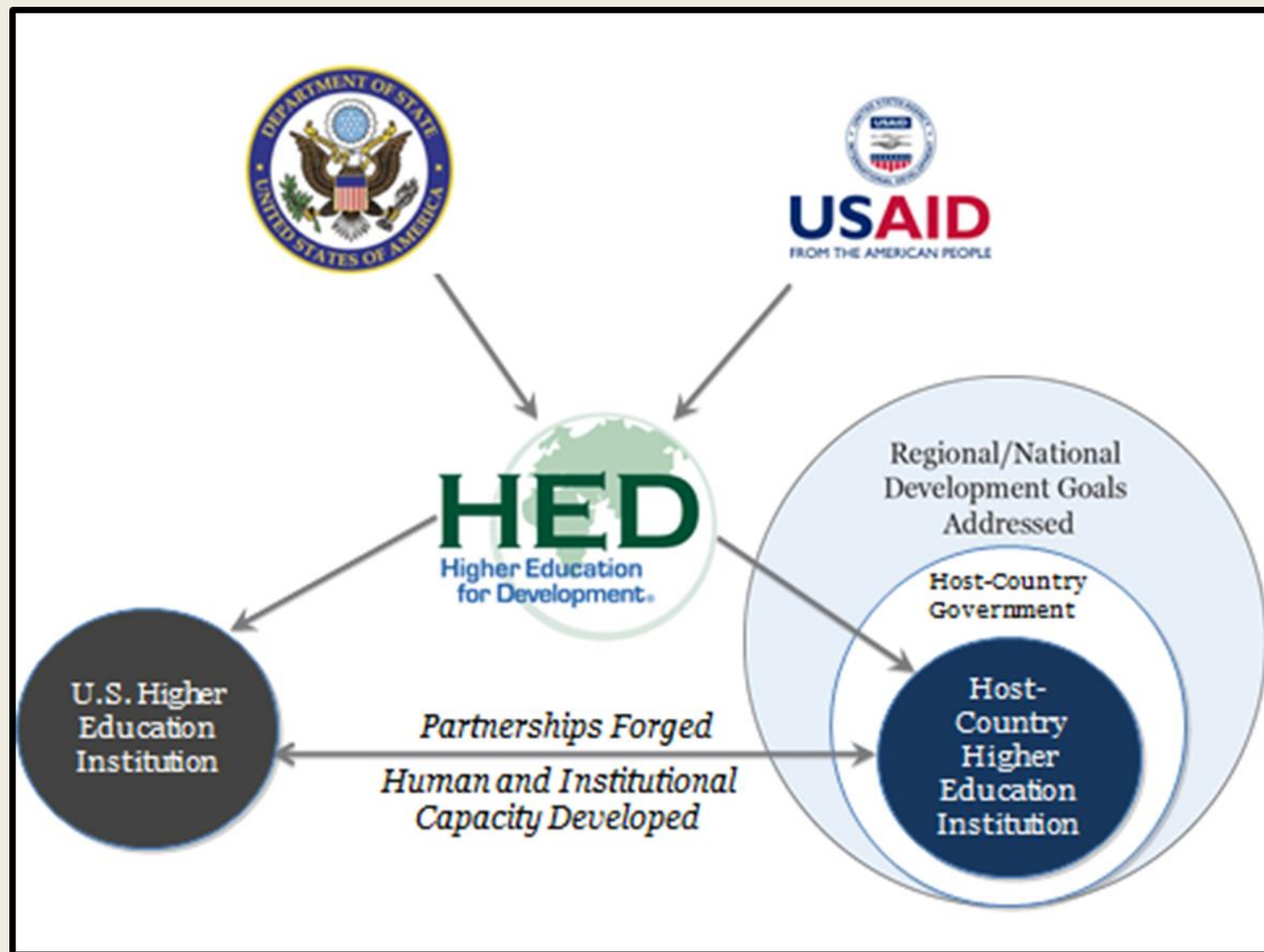


HED is supported through a cooperative agreement between the U.S. Agency for International Development and the American Council on Education.

HED operates with the advice and counsel of six higher education presidential associations:

- American Council on Education
- American Association of Community Colleges
- American Association of State Colleges and Universities
- Association of American Universities
- Association of Public and Land-grant Universities
- National Association of Independent Colleges and Universities

About HED Partnerships



About HED Partnerships: FY2014

- HED has supported more than 350 international partnerships.
- In FY2014, HED supported **42** active partnerships, involving 95 higher education institutions
 - 53– Host country institutions
 - 42– U.S. Institutions
- **15** of those partnerships were in 10 sub-Saharan Africa countries

HED SSA Partnerships: FY2014

Country	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
Burkina Faso	Tuskegee University	International Institute for Water and Environment Engineering	Africa-US Network of Centers of Excellence in Water and Environmental Science and Technology	Environment/ Natural Resources	3/15/2011	7/31/2014	\$1,274,370
Ethiopia	University of Connecticut	Addis Ababa University	Sustainable Water Resources: Capacity Building in Education, Research, and Outreach	Environment/ Natural Resources	1/14/2011	6/30/2015	\$2,456,285
Kenya	Colorado State University	University of Nairobi	Centre for Sustainable Drylands: A University Collaboration for Transforming Higher Education in Africa at the University of Nairobi	Environment/ Natural Resources	4/1/2011	10/31/2014	\$1,422,000
Kenya	Syracuse University	Kenyatta University	Capacity through Quality Teacher Preparation	Education	4/1/2011	8/14/2014	\$1,122,210
Liberia	Indiana University, University of Massachusetts	University of Liberia	Center for Excellence in Health and Life Sciences (CEHLS)	Health/Population/ Nutrition/ HIV/AIDS	10/1/2011	6/30/2015	\$2,703,260
Malawi	Michigan State University	University of Malawi	Agro-Ecosystem Services: Linking Science to Action in Malawi and the Region	Environment/ Natural Resources	4/5/2011	5/30/2014	\$1,140,000
Rwanda	Michigan State University	University of Rwanda	Rwanda Women's Leadership Program in Agriculture	Agriculture/Ag. Business/Animal Science	11/1/2012	6/30/2015	\$1,280,000
Rwanda	University of California (Los Angeles)	University of Rwanda	Rwanda: Promoting Gender Equity and Female Empowerment	Education	11/1/2012	6/30/2015	\$1,079,996

HED SSA Partnerships: FY2014 (cont'd)

Country	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
Senegal	Ohio State University	Université Gaston Berger	Development of Agronomy and Crop Production Academic Programs, Research, and Need-based Extension Programs for Sustainable Food Production in Senegal	Agriculture/Ag. Business/Animal Science	12/21/2010	6/30/2015	\$1,555,876
Senegal	Fairfield University	Université Alioune Diop de Bambey	Use of ICT and Service Learning to Develop Health Curricula	Education	10/1/2010	12/15/2013	\$231,131
South Sudan	Virginia Polytechnic Institute and State University	University of Juba, Catholic University of South Sudan	Rebuilding Higher Education in Agriculture to Support Food Security, Economic Growth and Peace Efforts in South Sudan	Agriculture/Ag. Business/Animal Science	2/7/2011	5/31/2014	\$2,800,892
South Sudan	Indiana University	n/a	South Sudan Higher Education Initiative for Equity and Leadership Development	Education	3/1/2013	6/30/2015	\$3,283,212
Uganda	North Dakota State University	Makerere University	Capacity Building in Integrated Management of Trans-boundary Animal Diseases and Zoonoses	Health/Population/Nutrition/HIV/AIDS	2/15/2011	11/30/2013	\$1,100,000
Uganda	Mississippi State University	Makerere University	Capacity Building in Integrated Management of Transboundary Animal Diseases and Zoonoses (CIMTRADZ)	Agriculture/Ag. Business/Animal Science	3/1/2014	6/30/2015	\$905,804
Uganda	Tulane University	Makerere University	One Health to Address Human, Animal, and Ecosystems Health in Central and Eastern Africa	Health/Population/Nutrition/HIV/AIDS	8/10/2013	12/31/2014	\$505,427

Higher Education Partnerships

Mechanism of collaboration between institutions for common goal and mutual benefit while solving development challenges:

- COMMON GOAL – Human & Institutional Capacity Development.

- MUTUAL BENEFIT – Shared learning; recognition of capacities and limitations.

Higher Education Partnerships (Cont'd)

- Cost effective and sustainable mechanisms of solving societal problems and addressing science, education and technology issues in Africa.
- Serve as a mechanism helping ignite and rekindle innovation and problem-solving potential of the higher education community and institutions in Africa.
- Local OWNERSHIP & participation by both parties (“Win-Win”).

What Works? Lessons Learned

Partnership Lessons Learned: Sources of Success and Challenges

It Takes a
Village

- “The first step is to develop a *true partnership* through trust and good communication, where both sides have strengths to contribute, ... and the whole is greater than the sum of the individual parts.”
- “an ally to help facilitate”
- There need[s] to be joint participatory relations with local communities ... This is difficult due to the influence of social class and the position of formal academic institutions in society, but without it there will be insufficient breadth in supporting constituencies.”

Partnership Lessons Learned: Sources of Success and Challenges

Program Planning

- “Preliminary talking is necessary because there were a lot of [differing] expectations early on.”
- Many people who we thought were relevant weren’t and some that were unintentionally brought in became more important. Those who were ‘relevant’ actually already “got it”, whereas those with other perspectives gained something new and offered a very different perspective and added value and ideas in novel ways.”

Partnership Lessons Learned: Sources of Success and Challenges

Maximize Time & Resources

- “The distance could have been bridged with technology.”
- “Make use of existing, proven learning models and more structured exchanges.”

Partnership Lessons Learned: Sources of Success and Challenges

Sustainability Planning

- “In another such program I would start from the beginning to talk with the partners to set aside some funds for sustainability; think about this at the outset; believe in sustainability myself and would want it built in from the beginning.”
- “One of the most difficult aspects of this kind of assistance is securing long-term (5+) commitment of local institutions to receive, digest, incorporate, and subsequently modify the content. The actors]change; institutional priorities shift in response to external political and economic factors; the research interests of the academics diverge; ... the resources available for implementation diminish.”

HED Lessons Learned

Partnership Model

- To be effective in the long-term, partnerships need to garner institutional support at various levels across a higher education institution.

HED Lessons Learned

Facilitating Innovation

- Development challenges are increasingly complex and demand cross-border, cross-sector responses that require careful examination of the local context and innovative, applied solutions.

HED Lessons Learned

Host- country Ownership

- As embodied in The Paris Declaration for Aid Effectiveness, the Accra Agenda for Action, and USAID Forward reforms, the international development community has emphasized developing country ownership over development strategies.

HED Lessons Learned

Telling “Our” Story

- Partnerships that have a clearly-defined and well articulated theory of change and results frameworks are better able to monitor and measure their progress towards specific results and therefore able to more clearly report their success and contribute more valuable lessons learned to the body of knowledge about higher education's role in international development.

Examples

Example: WLP-Rwanda Ag

Michigan State University (MSU) and University of Rwanda College of Agriculture, Animal Science, and Veterinary Medicine (UR) have created a gender-sensitive Master of Science program in agribusiness that will promote women's leadership in agriculture, lead to increased opportunities for export, and train agribusiness professionals with strong analytical and business development skills.

Example: WLP-Rwanda Ag

- The Master's in Science in Agribusiness was launched in January and classes began in March.
- Prior to the launch, 35 faculty from the University of Rwanda participated in a series of pedagogical development workshops to prepare to teach the MSc.



Example: WLP-Rwanda Ag



The partners addressed issues of gender in educational settings by discussing access and pedagogy as well as building a “gender-sensitive climate” in the classroom and on campus.

They also set up curricular content and training on how to address gender issues in the field, including internships and research.

Example: WLP-Rwanda Ag

- Developed a pilot internship program that includes internship and practicum opportunities as a major component of the M.Sc. degree program
- Conducted collaborative-experiential learning programs with UR, MSU and WSU students.
- Conducted a strategic planning session on the feasibility and relevance of implementing a career development office at UR and completed a strategic plan.
- Developed an internship handbook in collaboration with UR Faculty, the CDO, and external stakeholders.
- Developed and implemented a competitive seed grant program for UR agricultural faculty with an emphasis on gender-related topics.

Example: WLP-Rwanda Ag

- From January 21-22, MSU-UR partners organized a Leadership Development workshop for senior-level leadership at the University of Rwanda. This workshop is the first in a series of three workshops focused on leadership.
- Due to the restructuring of the University of Rwanda, this workshop provided an opportunity to address the administrative challenges that the restructuring has caused across all of the colleges and allow time to strategize for future growth and improvements.

Example: WLP-Rwanda Education

The University of California Los Angeles and the University of Rwanda College of Education (URCE) are promoting gender awareness in classrooms through targeted outreach and mentoring programs, conducting institutional capacity building activities, creating gender-sensitive curricula for teacher trainers, building capacity to conduct gender focused research, and promoting gender-sensitive teaching approaches.

Example: WLP-Rwanda Education

The partnership opened a program office on the University of Rwanda - College of Education (UR-CE) campus and officially launched the program to the general public.



Example: WLP-Rwanda Education



- They developed a curriculum for a primary education degree targeting those with certificates who are interested in earning a degree. The curriculum is currently under review.

Example: WLP-Rwanda Education

- In partnership with Microsoft and BrainShare (Uganda based software company) developed an online platform for a post-graduate degree program and uploaded a degree program structure to the platform. Classes started in February. Microsoft underwrote devices for this program.
- Launched a grant competition for URCE faculty to incorporate gender into a research topic. The project received 9 proposals of which 5 were funded. Findings will be disseminated in a workshop in June.

Example: WLP-Rwanda Education

- Delivered intermediate and advanced mentor training for mentor supervisors.
- Conducted training on intermediate and advanced Microsoft Excel and Access.
- Conducted training on relational data to enhance data gathering methods and decision-making processes.
- Provided gender-focused research training.
- Conducted a train-the-trainers workshop for the adolescent health program.
- Conducted capacity building trainings for senior administrators.

Example: WLP-South Sudan

- WLP-South Sudan, or SSHIELD, was designed as part of Women's Leadership Program.
- Original Goal: *to enhance the ability of higher education institutions to advance women's leadership through interventions that will improve access of women to higher education and support interventions to increase the supply of teachers for secondary schools.*
- Planned Master's program at University of Juba to begin in spring 2014, with applications due December 15, 2013 (the day the conflict began.)

Example: WLP-South Sudan



Dr. Julia Duany, Chief of Party and Dr. Terry Mason visit Malakal Girls Secondary School in October 2013

In December 2013, South Sudan began experiencing extreme civil unrest that resulted in the cessation of most programmatic activities. Indiana University and its South Sudanese partners were able to come up with an alternate plan that moved training to the United States.

The master's program was redesigned to take place at Indiana University.

14 women were selected for the program and are currently attending IU.

8 South Sudanese faculty members are in Indiana for visiting faculty appointments. They arrived in January 2015.

Example: WLP-South Sudan

State	Participants	Language Ethnic Group
Central Equatoria	2	Lokoya & Bari
Eastern Equatoria	3	Acholi, Madi & Toposa
Jonglei	1	Madi
Lakes	---	---
Northern Bahr el Ghazal	---	---
Unity	---	---
Upper Nile	2	Shilluk, Nuer
Warrap	1	Dinka
Western Bahr el Ghazal	3	Jur Chol, Kresh/Baya, & Ndogo
Western Equatoria	2	Zande (2)

Example: WLP-South Sudan

Summer 2014 (3 Credits)

- Intensive English
- EDUC S503: *Secondary School Curriculum*

Fall 2014 (12 Credits)

- EDUC-J500: *Instruction in the Context of Curriculum*
- EDUC-Y520: *Strategies for Educational Inquiry*
- EDUC- A500: *Introduction to Educational Leadership*
- EDUC-S512: *Workshop in Secondary Education: The Role of Education in Conflict Transformation*

Spring 2015 (12 Credits)

- EDUC-P510: *Psychology in Teaching*
- EDUC- S555: *Diversity and the Communities of All Learners*
- EDUC-S512: *Workshop in Secondary Education: The Role of Education in Conflict Transformation*
- Course Elective: Area of Specific Interest

Summer 2015 (9 Credits)

- EDUC- S508: *Problems in Secondary Education*
- EDUC- X599 (6 Credits): Supervised Thesis Work

Example: WLP-South Sudan

- Eight faculty members from South Sudan's public universities received semester-long visiting faculty appointments at Indiana University to:
 - assist IU faculty in adapting courses to the South Sudanese context.
 - engage in co-teaching, research, and mentoring activities with IU faculty.
 - work with groups of master's degree students from various regions of South Sudan to develop action plans for their return to South Sudan.

Example: WLP-South Sudan

Universities Represented:

- Catholic University of South Sudan
- University of Bahr al Ghazal
- University of Juba
- University of Upper Nile

Example: WLP-South Sudan



Visiting Faculty Interviews in Kampala, Uganda August 2014



Master's Degree Students during Pre-program session in Kampala, Uganda, with Jane Namadi from USAID South Sudan.

Example: Drylands in Kenya

- ***The University of Nairobi and Colorado State University*** addressed the challenges of development, marginalization, and sustainability of dryland regions and its people in Kenya through higher education transformation.
- The partnership's over-arching goal was to create transformative processes, institutions and programs to ensure that the education and research at their institutions benefits African drylands and the communities that depend on them.

Example: Drylands in Kenya

Infrastructure

- The most significant achievement of the partnership was the establishment of a Center for Sustainable Dryland Ecosystems and Societies (CSDDES) at the University of Nairobi.
- Once established, the CSDDES developed a critical infrastructure by renovating a drylands field station in Kibwezi to allow for more hands-on instruction in a drylands setting.
- The CSDDES leadership team then established a major GIS laboratory with more than 40 computers and associated software.

Example: Drylands in Kenya



Deputy US Ambassador and UoN Vice Chancellor open new GIS lab



Example: Drylands in Kenya

Leadership Development

- In addition to infrastructure development, partners invested in the **leadership** of the CSDES by enhancing the Center's capacity for effective management of the partnership, including financial and program reporting.

Example: Drylands in Kenya

Leveraged Funds

- Over the life of the partnership, partners submitted 40 proposals and were able to leverage \$1,197,965 in additional funding through grants from government agencies, foundations, and private individuals.

Example: Drylands in Kenya

Curriculum Review:

- Facilitated a review of the PhD in Dryland Resource Management to include a field component that includes action research and experiential learning for students.
- Supported the review of a new diploma program in Dryland Resource Management that will include experiential learning in field and industry environments for all students.
- A team from CSDES also helped develop a course on drylands to be part of a new Bachelor of Science in Dryland Economics and Agro-Ecosystem Management at the Sheikh Technical and Veterinary School in Somalia.

Example: Drylands in Kenya

Human Capacity Development:

- Initiated a seminar series where practitioners presented on natural resource management issues to faculty and students and discussed policy implications.
- Organized 2 student led conferences to share dryland research findings and CDES-supported experiential learning opportunities.
- Engaged 274 individuals in short-term trainings for faculty, students and staff in the areas of geo-spatial database development and management, the use of course design software and new innovations in e-learning, collaborative research methods, integrated social and ecological field methods, and curriculum development for online learning management systems.
- Supported 62 undergraduate and graduate students completing their studies with degrees in Drylands and Range Management, Agro-systems and Environment, and Veterinary Medicine.

Example: Drylands in Kenya

Distance Learning:

- Developed an e-course on sustainable African dryland ecosystems and societies. This course is hosted by USAID's RM Portal.

Research

- Created a Research for Development Fellowship Program to support graduate students.
- Award seed grants to five joint faculty research teams to conduct research in dryland communities.
- Produced 23 publications and 15 policy briefs.

Example: Drylands in Kenya

Outreach

- Generated a robust online presence that engaged new audiences in the development issues of the drylands—tracking over 9,000 visits to the site.
- Held frequent community engagement workshops, including 3 Stakeholder Feedback workshops to engage communities where research took place.
- Conducted a field assessment and community training in partnership with Christian Impact Missions to increase agricultural productivity and food security in the Yatta, Machakos County.
- Conducted an internship program that supported 13 interns who worked with graduate fellows to obtain specialized skills and to encourage the interns to pursue advanced degrees.

Example: Drylands in Kenya

**Designing a demand-driven program:
Participants in the Drylands Voices Workshop**



Thank you!