



# UNIVERSITY PARTNERSHIP TOOLKIT

## Partnership Assessments & Designs

**Tool #4 walks through assessment and design considerations.**

**This tool assists with the what and how of partnership assessment and design.**

**Tool Number: 4  
Version: 1.0  
Date: 1/2014**

The assessment of higher education partnership opportunities and the design of specific programs can take a wide range of forms. It is possible that you will receive technical assistance from Washington or from a consultant in this process – or that you and your operating unit will conduct the work yourself. Likewise, the assessment and design might be done on conjunction and by the same group of people, or be done at different times and by different people.

This tool provides broad information, important considerations, and several templates that will be of assistance to assessment and design teams, whatever their form and timing. It does not provide sample program descriptions or prescribe a certain level of funding and effort, but does provide a pathway for developing and determining these program elements.

The objectives of the assessment and design team will be to: (a) assess the current capacity of potential host country higher education partner institutions to determine the higher education partnership model that will be pursued – a one-on-one partnership, a cluster of partnerships, a consortia partnership model, and/or a GDA model; (b) assess how the program can best address the development needs; and (c) design the program components for inclusion in a Project Approval Document (PAD) and subsequent solicitation document.

### **Assemble the Assessment & Design Team**

An assessment and design team composed of at least an expert(s) with sector, higher education, regional and/or other appropriate expertise should be assembled. Operating units should check with their regional bureau and E3 about personnel and mechanisms that can support the formation of such teams. HED also has a data base of consultants and experienced assessment/design team members that may be accessed through E3 and leveraged to build the team. In addition, E3/ED has several field support mechanisms (Forecast II and HICD-Pro that can provide technical assistance to conduct assessments. HICD-Pro is a new field mechanism that supports the Humana and Institutional Capacity Development policy of the Agency.

Once assembled, design team members should be provided with:

- sufficient background materials about the development problem to be

- addressed by the partnership,
- a clear scope of work,
- a reasonable time frame;
- an understanding of “other forces at work” such as non-obvious host-country, State Department (or other USG), or larger USAID objectives at play.

## Arranging Meetings

The USAID mission should arrange or assist in the arrangement of assessment/design team meetings with relevant government ministries and offices, higher education institutions, and community stakeholders. Keep an open mind about a wide range of higher education institutions that the team may want to meet with, not just the one or two “top-rated” or most obvious institutions. You will want to include meetings with private sector firms and/or associations. If the partnership will be a GDA and/or engage seriously with the private sector, the operating unit should work with the Global Partnerships (GP) office in Washington to do a specialized GDA assessment, if needed, for which the GP office offers support.

## Conducting the Assessment

Data that feeds into the partnership assessment comes from triangulating available publications/reports, interviews with key informants and stakeholders, and first hand observations on campuses and in classrooms.

HED has developed a *Higher Education Institutional Assessment Questionnaire*, as well as the *Community Stakeholder Questionnaire*, that may be helpful in any higher education partnership assessment. These questionnaires are located at the back of this tool. If a design team has been engaged, they should be included in the process of developing similar tools that will enable them to understand current stakeholder priorities and fit the particularities of the development problem that the partnership will address. For additional guidance, refer to *USAID TIPS #02: Conducting Key Informant Interviews* and *USAID TIPS #15: Measuring Institutional Capacity*.

An important consideration: Does USAID want to determine the host country institution(s) with which the U.S. HEI(s) will partner before competing a partnership award? If so, the institutional assessment questionnaire will be helpful and necessary -- unless there is, for some reason, a particular institution (or more) that must be included in the program. If USAID does not intend to pre-determine the host country institution(s) for participation – and leave this up to applicants – the assessment process can be more focused on system variables and general characteristics of HEIs in a country, rather than the specific comparative capacity of one or a handful of HEIs.

There is no right approach to this issue. Strategic considerations include how specifically the program is designed, how many HEIs there are in country, and/or other USG variables and considerations, be they regional, political or otherwise. Many of the HED examples given in Tool #3 were partnerships formed under designs where the host country institutions were pre-determined by USAID. However, the Vietnam examples (HEEAP and SWEEP), amongst others, are cases where the RFA left the name, number, and types of institutions to be included in partnerships completely open.

## Synthesis and Analysis of Assessment Data

After the team collects the assessment data from the potential host country partner institutions, the data should then be organized and analyzed to identify common themes, to understand further the context in which the partnership will be implemented, and to provide the design team with a conceptually grounded analytical foundation for the partnership design. After the assessment, a report and power point presentation should be written-up and shared widely. An example assessment report is included at the back of this tool.

## **Designing a Higher Education Partnership**

For guidance on developing a results framework, refer to USAID TIPS #13: Building a Results Framework.

The first step in the design process is the crafting of a results framework. The results framework is the core of the request for applications that guides both applicants and reviewers. While the results framework may be adapted during the partnership start-up phase to serve as the basis for the partnership management and implementation plans, understanding the theory of change and designing the initial results framework in consultation with the higher education institutional and community stakeholders should be part of a strategy to foster leadership from the host country side that will strengthen the partnership relationship. If an operating unit is not sure what local institutions will ultimately participate in the partnership program, the results framework should be developed with Ministerial and/or higher education commission partners, rather than individual institutions that may not eventually participate.

In approaching the results framework, the design team will need to do substantial work with the initial theory of change that was established earlier in the planning process. A strong and clear articulation of a theory of change can improve eventual monitoring and evaluation of the program. In general, a theory of change states what expected result – the change - will follow from a particular set of actions. A theory of change should be based on evidence [ideally coming from or included in the assessment] and use a systematic approach to demonstrate how partnership objectives are achieved through a logical chain of well-defined, interconnected results. Theoretically, lower-level changes that are achieved early in the project, lead to intermediate changes, which then lead to higher-level changes at the end of a project.

Thus, the first step in designing a higher education partnership is to clearly articulate a theory of change by identifying an existing problem and the desired, ideal condition in which the problem would no longer exist. Then determine what can be done to achieve this resolution of the problem.

A strong theory of change will combine sector knowledge with social science research knowledge. Evidence-based research also should be used to ground and refine the development hypothesis. Using evidence-based research strengthens the development hypothesis and theory of change by illuminating why and how a proposed approach will work.

In addition to using the assessment data and related evidence-based research to guide the development of a theory of change, it also is critical to consider external factors that could influence a project either positively or negatively. Positive factors are referred to as assumptions and negative factors are referred to as risks. While crucial to project success, project managers have little or no direct control over these factors. When considering external assumptions and risks, the goal is to identify the assumptions that are best suited to making a given project work.

The results framework delineates the higher education partnership strategy (or, its “theory of change”) into a causal chain of desired results. It conveys the development hypothesis implicitly through a hierarchy or results

that depicts a chain of causal linkages among project outputs, outcomes and objectives hierarchy of results and also reveals underlying assumptions. Each result in this chain is assigned one or more performance indicators on which the collection of data can illustrate progress toward, and accomplishment of, the anticipated results or changes. The results framework forms the basis for the development of all M&E and results-based management documents.

A higher education partnership results framework is included here as an example. It contains outputs and outcomes in several traditional higher education partnerships areas, including policy/governance reform, training, research, curriculum/program development, and extension services.

<b>Results Framework - Women's Leadership</b>		
	<b>Hierarchy of Results</b>	<b>Indicators</b>
<b>Partnership Goal</b>	<i>Enhance the ability of higher education institutions to advance women's leadership</i>	<i># of tertiary institution faculty and teaching staff whose qualifications are strengthened through USG-supported university partnerships.</i>
		<i># of host country individuals (EXCLUDING faculty) who completed USG-funded long-term programs resulting in academic degrees or professional or technical certificates</i>
		<i># of host country individuals who completed USG-funded short-term training or exchange programs involving higher education institutions</i>
		<i>% change in numbers of women in leadership positions at the host country higher education institution</i>
<b>Partnership Objective 1</b>	<b><i>Promote and support the access of women to higher education and advanced degrees</i></b>	
<b>Outcome 1.1</b>	<i>Outcome 1.1- Increased number of women accessing higher education and advanced degrees</i>	<i>Indicator 1.1 - # of women accessing tertiary programs</i>
<b>Output 1.1.1</b>	<i>Output 1.1.1 - Improved gender-sensitive admissions procedures that facilitate the acceptance of women to higher education programs</i>	<i>Indicator 1.1.1 - # of new or improved host country institutional policies that support increased access of women</i>
<b>Output 1.1.2</b>	<i>Output 1.1.2 - Expanded merit and/or need-based scholarship opportunities for women</i>	<i>Indicator 1.1.2 - % of women students receiving need-based support (scholarships, loans, work-study, stipends, etc.)</i>
<b>Output 1.1.3</b>	<i>Output 1.1.3 - Increased college preparatory programs</i>	<i>Indicator 1.1.3 a - % increase of college preparatory programs offered at the host country educational institutions</i>
		<i>Indicator 1.1.3 b - % of women in college preparatory programs</i>

<b>Partnership Objective 2</b>	<b>Strengthen institutional capacity in research and education on women's leadership</b>	
<b>Outcome 2.1</b>	<i>Outcome 2.1 - Host country higher education institutions utilize research to identify women's leadership constraints and provide policy recommendations.</i>	<i>Indicator 2.1. a - # of published research papers on issues concerning women's leadership</i>
		<i>Indicator 2.1. b - # of media exposures (articles, stories and other media platforms) that reference research findings and policy recommendations</i>
		<i>Indicator 2.1. c - # of presentations on research findings and policy recommendations conducted at academic and professional conferences and/or meetings</i>
<b>Output 2.1.1</b>	<i>Output 2.1.1- Increased research initiatives focused on women's leadership constraints</i>	<i>Indicator 2.1.1 - # of research projects focused on women's leadership constraints; disaggregated by implementing institution (Host country, US, joint)</i>
<b>Output 2.1.2</b>	<i>Output 2.1.2 - Increased host country institution policy outreach and advocacy activity</i>	<i>Indicator 2.1.2a - # of research-based policy recommendations produced</i>
		<i>Indicator 2.1.2 b - # of advocacy actions conducted as a direct result of partnership research activities (presentation of recommendations to local and national government authorities and policy makers etc)</i>
<b>Outcome 2.2</b>	<i>Outcome 2.2 - Improved host country educational offerings that promote women's leadership</i>	<i>Indicator 2.2 - # of programs (certificate, bachelor, master's, or doctoral level) that incorporate women's leadership content</i>
<b>Output 2.2.1</b>	<i>Output 2.2.1 -Increased experiential and/or applied learning opportunities for students</i>	<i>Indicator 2.2.1 - Proportion of tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners</i>
<b>Output 2.2.2</b>	<i>Output 2.2.2 - Curricula developed/ revised to advance women's leadership and gender equality through the integration of stakeholder input</i>	<i>Indicator 2.2.2 - % of curricula developed/ revised with stakeholder input or based on market demand</i>
<b>Partnership Objective 3</b>	<b>Promote women's leadership through higher education extension/outreach efforts in underserved communities</b>	
<b>Outcome 3.1</b>	<i>Outcome 3.1 - Increased number of underserved community members using higher education extension/outreach services that advance gender equality and women's leadership</i>	<i>Indicator 3.1 - # of underserved community members using extension/outreach services</i>
<b>Output 3.1.1</b>	<i>Output 3.1.1- Women's leadership outreach/extension programs established and operational</i>	<i>Indicator 3.1.1 a - # of outreach programs established</i>

Once a results framework has been established, the design team will need to group results and corresponding “illustrative activities” into project components for the PAD and solicitation. The amount of detail included and the strength of directives given will depend on the procurement instrument selected, among other

considerations. The team may also want to identify and pre-select a particular host country institution or set of institutions to be considered by the program, though is not always necessary or desirable.

## Design Choices

Within a given theory of change and results framework, a design can make choices about the partnership structure and approach – or leave these aspects open to proposals. The decision depends on the country context and other assessment and design related factors.

A common design decision relates to the structure of partnership itself and involves several options:

Traditional, one-on-one partnership model involves a single U.S. higher education institution and a single host-country higher education institution partner to focus on a specific topic.

Cluster partnership model allows for multiple partnerships each consisting of a single U.S. institution and a single host-country institution to coordinate responses to common challenges by clustering each of the partnerships together in a particular geographic region or around a specific issue.

Consortia partnership model couples multiple institutions together in one partnership, either in the host country or in the U.S., to jointly address a problem.

A second important design consideration relates to the involvement of the private sector – or not – in the partnership program. E3/ED is a strong advocate for the engagement of the private sector in higher education programming. Not only might funds be leveraged that further our development objectives, but through joint problem and resolution identification, the private sector's early and continued involvement in the program (financial and substantive) will aid the overall quality and relevance of the program. It will also help achieve deeper, more sustainable outcomes and impacts.

It is not absolutely necessary that all partnerships be GDAs (i.e. include 1:1 leverage of USAID funds by private sector resources, among other requirements), but all design teams should at least consider this, and/or a more classic public-private partnership (PPP) approach where the private sector contributes to program design, funding, and management. If one of these approaches is not recommended or possible, a third options of the program purposefully reaching out and engaging the private sector in its program components is also possible.

Operating units considering a GDA or PPP should contact the Global Partnerships Office in Washington (IDEA/GP) to discuss assessment and design considerations in this area.

## **HED Institutional Assessment Tool**

*Note: This tool assumes a comprehensive assessment approach with a full team doing extensive interviews with prospective partner institutions and other stakeholders. While this ideal, it might not always be possible. Nonetheless, the approach and principals suggested by the tool can be embraced in a number of different ways and approaches.*

*This particular version of the assessment tool was tailored for an assessment related to a women's leadership program. The tool will need to be adapted for other topics and/or made more general, if no specific topic for the partnership is pre-identified.*

<b>BACKGROUND INFORMATION</b>
<b>Institution/Organization</b>
<b>Individuals in Attendance</b>
<b>Contact Information</b>
<b>Date</b>
<b>Additional Information</b>
<b>Design Team Member</b>

# INSTRUCTIONS

## BACKGROUND

Higher education partnerships offer a system of mutually beneficial and self-sustaining relationships involving U.S. and host-country institutions, people, and processes that work together to strengthen higher education's capacity to prepare and support young leaders in developing solutions to national and regional development challenges. One of the biggest dividends of higher education partnership efforts is the increased institutional capacity of host-country higher educational institutions. These efforts are centered on a premise that strengthened higher education systems build essential institutional and human capacity for developing nations resulting in long-term local expertise to address local development challenges.

Another key success factor for strengthening institutions of higher education and improving the quality of education offered is effective development of the human capital of these institutions. To this end, higher education partnerships establish a system that channels expertise and open opportunities for host-country faculty, teaching staff and students to develop their skills and knowledge and to significantly improve their capacity to contribute to country development efforts. Human capacity development activities include training and exchange programs offered at the host-country institutions or in the United States.

USAID has focused its efforts in supporting the integration of targeted, results-oriented Human and Institutional Capacity Development (HICD) into its portfolios across all regions and sectors, including education. USAID HICD policy is intended to ensure that an HICD process is appropriately considered in the design of new programs. This integration promotes greater sustainability and effectiveness of USAID assistance by systematically identifying the most appropriate host country partner institutions - those with the potential to affect change. For more information about the USAID HICD policy, please review the HICD Development Handbook at: [http://pdf.usaid.gov/pdf\\_docs/PNADT442.pdf](http://pdf.usaid.gov/pdf_docs/PNADT442.pdf).

## HOW TO USE THIS TOOL

This tool is intended to assist higher education partnership design teams assess the current capacity of potential host country partner institutions to effectively implement the higher education partnership to positively affect change in the host country. Design team members should review and become familiar with the assessment tool prior to arriving in the host country.

The assessment tool is intended to be a semi-structured guide to facilitate discussion with potential partner institutions. Questions are organized around seven areas:

1. Academic Offerings
2. Faculty and Teaching Staff Capacity
3. Student Learning and Opportunities
4. Applied Research and Outreach Capacity
5. Institutional Governance and Administration
6. Partnership Implementation Capacity
7. Partnership Specific Topics

The questions should serve as a checklist during interviews to ensure that basically the same information is obtained from all potential partner institutions. However, to accommodate a natural conversation style and

contextual differences across institutions, the order and exact wording of the questions may be changed. Moreover, within each area, the design team is free to pursue certain questions in greater detail. This approach makes a systematic assessment of diverse institutions possible.

Each design team member should record comments and responses for each question. Based on the responses to each question, each design team member should provide their own rating for each area on a scale of 1 to 4, where the scale anchors are the following.

- 1 = Clear need for increased capacity
- 2 = Basic level of capacity in place
- 3 = Moderate level of capacity in place
- 4 = High level of capacity in place

These scores should serve as a basis for and help streamline the design team debriefing meeting and discussion. If all design team members scored capacity in a given area similarly, then little conversation about that topic would be expected due to high agreement. However, if design team member scores in a given area vary greatly, then more conversation about the differences in scoring would be expected. However, design teams should not rely on the scores at the exclusion of constructive conversation about the merits of each institution.

### ***Partnership Specific Topics***

Prior to arriving in the host country, design teams should identify a common set of additional questions that are specific to the partnership topic. These questions should focus on content, activities and/or policy related to a specific sector or issue, such as women's leadership, biodiversity conservation, sustainable agriculture, or small business development, for example.

### ***Interview Probes***

Interview probes have been offered for many of the questions. However, HED cautions design team members to not overuse the probes so that individuals are not led to provide a particular type of answer. Rather design team members should only use probes as a way to facilitate a response if none is being provided or individuals do not understand what is being asked.

### ***Usage of Terms***

To the extent that a USAID or other commonly agreed upon definition for particular concepts is available, those definitions are provided throughout the assessment tool.

**PLEASE NOTE:** The definition of underserved and/or disadvantaged groups will vary based on local/regional context, but may refer to groups from particular regions of the country, social groups such as ethnic minorities, poor economic groups, women, or physically disabled people. Design teams should document how underserved and/or disadvantaged groups are defined on the ground. These definitions will be included in the final partnership description. A place to capture the definition of underserved and/or disadvantaged groups is included in the section on *Student Learning and Opportunities*.

### ***Time Management***

Design teams should manage the interviews so that all of the topics and questions are discussed in each meeting. Addressing all of the topics and questions during each meeting ensures that all institutions are comparably assessed against one another and also helps to triangulate information provided by different individuals at the same institutions.



# I. ACADEMIC OFFERINGS

## QUESTIONS FOR INSTITUTION

1. Please list and briefly describe your institution's degree and non-degree (certificate, executive education) programs related to the partnership topic. For each program, please consider curriculum (quality and relevance), requirements, duration (how long in existence), average enrollment, number of graduates.

2. How often are curricula evaluated? What criteria are used for these evaluations?

3. What do you think is the strongest aspect of your academic program(s)?

4. What is the aspect of your academic program(s) that needs the most improvement?

5. If you were talking to a prospective student, what would you tell them is unique about your program(s)?  
Or, for what is your program(s) known?

## DESIGN TEAM ASSESSMENT

1 = Clear need for increased capacity

2 = Basic level of capacity in place

3 = Moderate level of capacity in place

4 = High level of capacity in place

## II. FACULTY AND TEACHING STAFF CAPACITY

### QUESTIONS FOR INSTITUTION

1. Please list and briefly describe the educational level and experience of faculty and teaching staff in the relevant program(s), school(s), and/or institution. Please consider the following.

<i>Total number of faculty/teaching staff:</i>	<i>Faculty/teaching staff to student ratio:</i>
<i>Number faculty/teaching staff with doctoral level or equivalent degrees:</i>	<i>Number faculty/teaching staff with less than 5 years teaching experience:</i>
<i>Number faculty/teaching staff with master's level or equivalent degrees:</i>	<i>Number faculty/teaching staff with 5-10 years teaching experience:</i>
<i>Number faculty/teaching staff with bachelor's level or equivalent degrees:</i>	<i>Number faculty/teaching staff with more than 10 years teaching experience:</i>

2. What kind of professional development opportunities are available for faculty and teaching staff? [Probes: in-service training, continuing certification education, subject matter learning opportunities, etc.]

3. Please describe any non-discriminatory equal opportunity policies that are in place for individuals to advance? To what extent are these policies followed? [Probes: administrative policies opposing discrimination, safe avenues for victims to come forward, anonymous communication channels, etc.]

4. What are the biggest challenges faced by the faculty and teaching staff in your program(s)? [Probes: teaching methods, access to teaching materials, research capacity, student preparedness, laboratory/technological resource availability, etc.]

### DESIGN TEAM ASSESSMENT

1 = Clear need for increased capacity

2 = Basic level of capacity in place

3 = Moderate level of capacity in place

4 = High level of capacity in place

### COMMENTS

## III. STUDENT LEARNING AND OPPORTUNITIES

### QUESTIONS FOR INSTITUTION

**1. Could you please tell us how underserved and/or disadvantaged groups are defined in this region?**

**Note: The definition of underserved and/or disadvantaged groups will vary based on local/regional context, but may refer to groups from particular regions of the country, social groups such as ethnic minorities, poor economic groups, women, or physically disabled people.**

**2. Please describe any current policies and/or procedures in place to strengthen transparency of admission and/or to increase access of underserved and disadvantaged groups. Consider policies about admissions testing, financial incentives/scholarships, etc.**

**3. Please describe in further detail any policies related to girls' /women's access to higher education. Also, what is the ratio of males to females in the student body?**

**4. In addition to learning content, what are the most important competencies/professional skills that students in your program need to learn? How well are these skills currently being taught? In which areas is the most improvement needed and for what reasons? [Probes: communication, working in groups/teams, critical thinking, etc.]**

### III. STUDENT LEARNING AND OPPORTUNITIES (Continued)

#### QUESTIONS FOR INSTITUTION

6. Describe how assessment of student learning occurs, if at all. *Learning assessment is “the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning” (Walvoord, 2004).*

7. Please describe some of the career achievements of graduates from your program(s)?

#### DESIGN TEAM ASSESSMENT

1 = Clear need for increased capacity

2 = Basic level of capacity in place

3 = Moderate level of capacity in place

4 = High level of capacity in place

COMMENTS

## IV. APPLIED RESEARCH AND OUTREACH CAPACITY

### QUESTIONS FOR INSTITUTION

1. Please describe applied and/or policy research conducted by faculty and related to xx topic. What publications or other communications resulted from this research?

2. Please describe outreach carried out by faculty and/or other staff related to xx topic. What are some examples of events or outreach activities related to xx topic that have been organized?

3. Does the institution support interdisciplinary research? If so, how is this support provided? Can you provide examples of successful interdisciplinary research projects?

4. Please describe any program or institutional relationships with local and/or national government and ministries, other higher education institutions, private sector, and/or non-profit/non-governmental organizations.

5. What are the biggest challenges your program(s) faces with regards to conducting applied research and outreach activities? [*Probes: outdated laboratory space, access to technology, access to library material, poor relations with community stakeholders, undeveloped outreach mechanisms, etc.*]

### DESIGN TEAM ASSESSMENT

1 = Clear need for increased capacity

2 = Basic level of capacity in place

3 = Moderate level of capacity in place

4 = High level of capacity in place

## V. INSTITUTIONAL GOVERNANCE AND ADMINISTRATION

### QUESTIONS FOR INSTITUTION

1. Please briefly describe the relationship of your department or school to the institution as a whole and in terms of administrative structure. *[Probes: free standing institution, school, department, unit within a department, is there a department chair or dean and what is the reporting relationship to senior administration, etc.]*

2. Does your department/school/institution have a mission statement? What main elements does it encompass?

3. Describe if or how faculty and staff at all levels of the department/school/institution work collectively towards the common goal articulated by the mission statement?

4. Describe practices and any challenges associated with recruiting and retaining high caliber faculty and teaching staff.

5. Please describe the decision-making and communication processes at the department/school/institution. *[Probes: Is the process inclusive or exclusive? Are there governing or decision-making committees? Is decision-making carried out in a timely manner? Is needed information available, effectively managed, and shared in a timely fashion from top-to-bottom and bottom-to-top?]*

### DESIGN TEAM ASSESSMENT

1 = Clear need for increased capacity

2 = Basic level of capacity in place

3 = Moderate level of capacity in place

4 = High level of capacity in place

### COMMENTS

## VI. PARTNERSHIP IMPLEMENTATION CAPACITY

## QUESTIONS FOR INSTITUTION

1. In your opinion, why should your institution be selected to participate in this partnership?

[This section should not be included in USAID is leaving open the institutional selection process].

2. Describe your institution's ability to manage this partnership. Consider institutional capacity for project management, financial tracking, reporting, monitoring and evaluation, familiarity of rules and regulations of US government donors, etc.

3. Describe the institution's systems of accountability. Consider systems to assess and report on finances, ability to respond to audit inquiry, etc.

## DESIGN TEAM ASSESSMENT

1 = Clear need for increased capacity

2 = Basic level of capacity in place

3 = Moderate level of capacity in place

4 = High level of capacity in place

## VII. PARTNERSHIP SPECIFIC TOPICS

### QUESTIONS FOR INSTITUTION

1. Name three to five high priority issues that should be addressed with regard to **XX** in **XX**.
  
  
  
  
  
  
  
  
  
  
2. How well have these priority issues been addressed by government and civil society efforts?
  
  
  
  
  
  
  
  
  
  
3. Are there any other topics and/or concerns that you expect to become increasingly important over the next five years as they relate to **XX** in **XX**? Why? *[Note: emphasis the issue more broadly.]*
  
  
  
  
  
  
  
  
  
  
4. In addition to higher education institutions, who are the main players addressing **XX** in **XX**?

### DESIGN TEAM ASSESSMENT

1 = Clear need for increased capacity

2 = Basic level of capacity in place

3 = Moderate level of capacity in place

4 = High level of capacity in place

### COMMENTS

# HED COMMUNITY STAKEHOLDER INTERVIEW GUIDE

*Note: This tool assumes a comprehensive assessment approach with a full team doing extensive interviews with prospective partner institutions and other stakeholders. While this ideal, it might not always be possible. Nonetheless, the approach and principals suggested by the tool can be embraced in a number of different ways and approaches.*

*This particular version of the assessment tool was tailored for an assessment related to a women's leadership program. The tool will need to be adapted for other topics and/or made more general, if no specific topic for the partnership is pre-identified.*



## BACKGROUND INFORMATION

**Individual(s) in Attendance**

**Affiliation and/or Relationship to Partnership** (*Private, public or other higher education institution representative, prospective students, community members and/or other advocates in the sector.*)

**Experience with potential partner institutions** (*Students at potential partner institution, family member was a student, participated in non-formal educational opportunities, etc.*)

**Contact Information**

**Date**

**Additional Information**

**Design Team Member:**

# INSTRUCTIONS

## BACKGROUND

The community stakeholder interviews are designed to generate input from a select group of individuals beyond those affiliated with the higher education institutions that are being considered as potential partners. Community stakeholders are likely to provide additional information, perceptions and insights on XX in XX. This additional information will deepen the design team's understanding of the context in which the higher education institutions operate and supplement the institutional assessment interviews to inform the partnership design.

Community stakeholders include individuals at any other organization/institution (private, public or other higher education institutions not being considered as a potential partner) and individuals without institutional affiliation but who may be impacted by the partnership (prospective students, community members and other advocates in the sector).

## HOW TO USE THIS TOOL

Design team members should identify a list of key community stakeholders to interview. The design team should consider the appropriate number of stakeholders based a representative sample of diverse stakeholders impacted by the prospective partnership.

This semi-structured interview guide provides the design team with a list of questions to facilitate discussion with community stakeholders. The questions should serve as a checklist during interviews to ensure that basically the same information is obtained from all community stakeholders. However, to accommodate a natural conversation style and adequately deduce conclusions, design team members are encouraged to probe and/or add additional questions and seek clarification on topics.

### ***Time Management***

Design teams should manage the interviews so that all of the topics and questions are discussed in each meeting. Addressing all of the topics and questions during each meeting ensures systematic method of analysis and also helps to triangulate information provided through the institutional assessment interviews.



**7. When you think about XX, which higher education/tertiary institutions do you think of in terms of having exemplary programs in these areas? [Probe: formal and non-formal educational programs, including outreach and extension activities.]**

**7a. What makes these programs exemplary?**

**8. Which institutions may not have strong programs in these areas, but have good reputations for working with the community in general? (Probe: formal and non-formal educational programs, including outreach and extension activities)**

**9. How accessible are these institutions to students from your region/community? [Probes: include prompts about stories about personal/family/friends experiences with the institutions.]**

**10. How do these institutions serve as a resource on XX issues to the community?**

# **SAMPLE ASSESSMENT AND DESIGN REPORT**

**Colombia – U.S. Human Rights Law School  
Partnership  
Initial Institutional Assessment Report**

**February 19 – March 2, 2012**

**Prepared By:**

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## **I. Executive Summary**

The Office for Higher Education for Development of the American Council on Education (HED), in collaboration with USAID/Colombia, will implement a comprehensive program to establish partnerships between U.S. and Colombian law schools to strengthen the capacities of Colombian schools of law in the outlying, and frequently conflict-prone regions of the country to provide formal and informal training in human rights. The program will 1) strengthen Colombian law schools' institutional capacity through improved legal education in human rights, 2) enhance their outreach capacity to better serve vulnerable populations with limited access to or knowledge of the legal system, and 3) to equip future legal professionals with a better understanding of national and international standards of human rights. The program will advance Colombian human rights practices to prevent and remedy human rights violations and to support a culture of human rights. This initiative will address the needs of those groups disproportionately affected by human rights violations, including indigenous and Afro-Colombian communities, women, children and youth, lesbian, gay, bisexual and transgendered (LGBT) community, human rights activists, journalists, labor union members, and victims of the armed conflict.

HED assembled a design team of four professors from U.S. and Colombian law schools who traveled to Colombia from February 20 through March 2 to survey and assess the present and potential capacities and interest of 17 law schools in five regions of Colombia regarding their education and community outreach in human rights. The regions visited are some of the most affected by violence and concentrate significant vulnerable populations. To better understand the context in which these law schools work, the team also met with national, regional and local human rights experts in state and nongovernmental organizations (NGOs) and officials in USAID national and regional programs.

Based on this assessment, the design team has developed the present report to outline specific recommendations in the following areas:

1. **Curriculum Development**: a human rights course should be mandatory; offer a human rights course university wide, create opportunities for interdisciplinary study of human rights; promote innovative, participatory teaching and learning methodologies, strengthen and increase postgraduate offerings in human rights; support student participation in regional, national and international human rights competitions; and improve the use of resources in student research and learning.
2. **Community Outreach and Service**: strengthen and expand the human rights capacity of Student Law Offices; establish and develop legal clinics; maintain and strengthen relationships with state human rights enforcement agencies; strengthen links with civil society organizations; increase the use of faculty/student groups for research and action on human rights (*semilleros*); teach about human rights in high schools, elementary schools, and other community settings.

3. **Faculty Development**: provide support for faculty in obtaining advanced degrees and conducting research in human rights; increase the number of full time faculty dedicated to research and teaching of human rights; promote exchanges, visits, and research opportunities for faculty; create institutes, centers and observatories in human rights; support research and projects that improve municipal and regional human rights policies and practices; promote human rights publications; and increase participation in networks, conferences, and associations.
  
4. **Institutional Strengthening**: strengthen the teaching of English; encourage scholarship programs for poor, minority and vulnerable populations; and promote exchanges, foreign study, and internships for students.

The report concludes with prioritized recommendations for U.S./Colombian law school partnerships in the regions targeted by the assessment.

## **II. Institutional Assessment Process Description**

### *A. Context*

The Colombia-U.S. Human Rights Law School Partnership supports the United States Agency for International Development (USAID)/Colombia's plan to strengthen respect for and protection of human rights (HR) in Colombia. Within the USAID/Colombia Assistance Objective (AO) framework, the Colombia-U.S. Human Rights Law School Partnership seeks to contribute to AO 3: Strengthened Democratic and Economic Governance and Respect for Human Rights. This partnership also complements the 3<sup>rd</sup> stage of the USAID Human Rights Program (HRP) in Colombia, the highest U.S. funded HRP in the world, intended to consolidate prior gains and to increase the capacity and institutionalization of Colombian actors and entities. The 3<sup>rd</sup> stage added the goal of supporting a culture of human rights to the longstanding objectives of preventing abuse and violation of human rights, and providing meaningful and efficient responses to violations of human rights. While new institutionalized structures, laws, approaches and seminal court orders have all laid the foundation for significant progress and reform, they are still developing. Other new emphases include developing regional capacity close to remaining areas of conflict, and appropriately differentiated approaches addressing the needs of groups disproportionately affected, including indigenous and Afro-Colombian communities, women, children and youth, lesbian, gay, bisexual and transgendered (LGBT) community, human rights activists, journalists, labor union members, and victims of the armed conflict. This work will involve collaboration across sectors, e.g., civil society working with [state] entities on the same issues toward the same goals in such areas as the National Education Plan on Human Rights (*Plan Nacional de Educación en Derechos Humanos*, PLANEDH), law schools, the Inter-American Courts, public servants, police, and community outreach.

### *B. Objectives*

The Office for Higher Education for Development of the American Council on Education (HED), in collaboration with USAID/Colombia, will implement and monitor a comprehensive program to establish up to three partnerships between U.S. law schools and approximately five Colombian law schools to strengthen the capacities of Colombian regional schools of law in the outlying, and frequently conflict-prone, regions of the country to provide formal and informal training in HR. This will be accomplished through 1) strengthening Colombian law schools' institutional capacity through improved legal education in HR, via, for example, curriculum enhancements and experiential methodology, such as clinics and externships, 2) enhancing their outreach capacity to better serve vulnerable populations with limited access to knowledge of the legal system, and 3) equipping future legal professionals with a better understanding of national and international standards of HR and the skills to support a reform consistent with preventing and remedying HR violations and supporting a culture of HR.

## C. Methodology

### 1. Overview

In order to determine the final program design that identifies the beneficiary institutions and opportunities for creating and/or strengthening regional law school human rights programs, HED assembled and deployed a “design team” of four law professors with knowledge and expertise in HR and Colombia, two from U.S. and two from Colombian law schools, to survey and assess the present and potential capacities and interest of 17 law schools. These law schools are located in five regions of Colombia most affected by violence and with significant vulnerable populations. The team, divided into two sub teams, met on site with faculty, administration and in some cases students at the law schools. The teams also met with national, regional and local HR experts in state and nongovernmental organizations (NGOs) and officials in various USAID national and regional programs to examine the legal and social context of human rights, specifically regarding vulnerable populations, from the perspective of these groups pertaining to the present and possible roles of law schools, faculty and students in the communities. The teams were accompanied for many of the site visits by USAID staff or the HED partnership manager.

The interviews typically lasted 2-4 hours with law schools, sometimes including visits to the Student Law Offices (*consultorios jurídicos*) and tours of the law school and university, and 1-2 hours with governmental agencies and NGOs. Some of the law schools completed short questionnaires asking for basic data regarding faculty, student body, and curriculum in advance of the visits. The teams also reviewed the law schools’ web sites and used them to gather additional relevant information. Based on the visits, the teams completed customized questionnaires to record the collected data in a consistent and systematic format. The team members then compared their findings across the regions, extracting common themes and developing recommendations. These were consolidated into preliminary findings presented to USAID following the site visits. After the trip, the team members prepared separate reports recommending specific regions and the corresponding law schools. This report was derived directly from both the data and the team members’ assessments.

### 2. Design Team Composition

The design team included:

- *Beatriz Londoño Toro*, Universidad del Rosario, Faculty of Jurisprudence. Lawyer. Researcher with a Doctorate in Law, Director of the Public Interest Law Clinic and Research *Semillero* in Human Rights. Professional experience in Human Rights, Constitutional Law, Environmental Law and Public Policy, including work as a Human Rights Defender.
- *Diego Rodríguez-Pinzón*, Washington College of Law, American University. J.D., LL.M. S.J.D. Professorial Lecturer in Residence, Co-Director, Academy on Human Rights and Humanitarian Law, Co-Director, Human Rights Legal Education Partnerships, Co-Director, Inter-American Human Rights Digest Project. Professional experience in human rights advocacy.
- *Richard L. Roe* (team leader), Georgetown University Law Center. J.D., Professor of Law and Director, D.C. Street Law Clinic. Co-Founder and Trustee, Thurgood Marshall Academy Public Charter High School. Professional experience in clinical legal education, in curriculum development and in learner centered methodology for teaching about the law to the public in schools, prisons and community settings.
- *Alejandro Valencia Villa*, Universidad Santo Tomás, Bogotá. Research Tutor, Masters in Human Rights. Professor (PT), Academy on Human Rights and Humanitarian Law. Extensive professional experience in human rights education, advocacy, research and public policy, particularly with the Colombian Office of UN High Commissioner for Human Rights and the Human Rights Defender.

### 3. Law School Visits and Organizations Interviewed by Region

**Table 1. Law Schools and Organizations visited**

Region	Universities and Organizations
Antioquia	<ul style="list-style-type: none"> <li>• <i>Universidad de Antioquia (Medellín)</i></li> <li>• <i>Universidad de Medellín</i></li> <li>• <i>Universidad Pontificia Bolivariana, (Medellín)</i></li> <li>• <i>Universidad Católica de Oriente (Rionegro)</i></li> <li>• <i>Medellín Office of the United Nations High Commissioner for Human Rights</i></li> <li>• <i>Personería de Medellín (Ombudsman)</i></li> <li>• <i>Corporación Jurídica Libertad</i></li> </ul>
Valle del Cauca	<ul style="list-style-type: none"> <li>• <i>Universidad Santiago de Cali</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Universidad Javeriana de Cali</i></li> <li>• <i>Defensoría del Pueblo (Human Rights Defender)</i></li> <li>• <i>Ruta Pacífica de Mujeres</i></li> </ul>
Chocó	<ul style="list-style-type: none"> <li>• <i>Fundación Universitaria Claretiana (FUCLA)</i></li> <li>• <i>Defensoría del Pueblo</i></li> <li>• <i>Personería Municipal de Quibdó</i></li> <li>• <i>Casa de Justicia</i></li> <li>• <i>Universidad Tecnológica del Chocó</i></li> </ul>
Caribbean Coast	<ul style="list-style-type: none"> <li>• <i>Universidad Pontificia Bolivariana (Montería)</i></li> <li>• <i>Universidad del Sinú, (Montería)</i></li> <li>• <i>Universidad del Norte (Barranquilla)</i></li> <li>• <i>Universidad Simón Bolívar (Barranquilla)</i></li> <li>• <i>Universidad del Atlántico (Barranquilla)</i></li> <li>• <i>Universidad del Magdalena (Santa Marta)</i></li> <li>• <i>Universidad Sergio Arboleda (Santa Marta)</i></li> <li>• <i>Defensoría del Pueblo (Montería)</i></li> <li>• <i>Defensoría del Pueblo (Barranquilla)</i></li> <li>• <i>Comité de Solidaridad con Presos Políticos (Barranquilla)</i></li> </ul>
Villavicencio	<ul style="list-style-type: none"> <li>• <i>Universidad Santo Tomás, Facultad de Derecho</i></li> <li>• <i>Universidad del Meta, Facultad de Derecho</i></li> <li>• <i>Defensoría del Pueblo</i></li> <li>• <i>Personería</i></li> <li>• <i>Casa de Justicia</i></li> <li>• <i>Programa Regional de Acceso a la Justicia de USAID</i></li> </ul>

#### 4. Brief overview of legal education in Colombia

In Colombia, legal education consists of a five year long course of study following high school at a law school (*facultad de derecho*), a separate and largely autonomous entity among various schools at a university. Law is an undergraduate study (*pregrado*) option in comparison with a J.D. degree from a U.S. law school, which is a post graduate program of study. Post graduate studies in Colombia offer various certifications or degrees: a Specialization (short course in a specific field of law), a Diploma (year-long study of a more comprehensive nature), Masters Degree and Doctorate Degree. In the outlying regions particularly, few law faculty have advanced degrees.

The curriculum is largely fixed, with some room for electives. Human rights courses are sometimes required, sometimes optional; in the law schools surveyed, 8 of the 16 (since FUCLA does not have a law school) required human rights courses. Participation in Student Law Offices is required, typically in the 4<sup>th</sup> and 5<sup>th</sup> years, for around 10 hours per week. Student Law Offices tend to provide a service function versus a focus on learning. Compared to clinical legal education, which typically has a strong teaching function (often tied to considerable seminar instruction on substantive law, legal analysis and advocacy skills) coupled with some client service, and significant supervision by highly qualified attorneys, Student Law Offices have fewer and less qualified supervisors and little linked instruction. Students also gain legal experience with government agencies and NGOs, with which law schools have memorandums of understanding (MOUs) and agreements, both formal (*convenios*) and informal. Beyond the Ministry of Education, there is no qualifying agency like the American Bar Association or uniform standard necessary to practice law.

### **III. Initial Institutional Assessment Findings by Region**

The design team interviewed a total of 17 universities during the assessment – main findings are described in Table 2 below and detailed by university in Appendix A.

#### ***A. Antioquia***

The team interviewed three universities in *Medellín* and one in *Rionegro*, as well as several HR agencies. The general perception is that the law schools should reach not only the city of *Medellín* but also the entire Antioquia region; evidence of a regional focus was not apparent from the assessment, however. The bulk of the cases brought via the law schools centered on victims, particularly forcibly displaced persons. Greater emphasis should be placed on other populations, such as children and adolescents, handicapped, Afro-Colombians, indigenous, incarcerated, and lesbian, gay, transsexual, bisexual and intersexual (LGTBI) persons. Additionally, the UN office indicated that impunity,

corruption, and economic marginalization are priority issues to which law schools should direct some attention.

**Table 2. Antioquia Universities**

University	Main findings
<u>Universidad de Antioquia</u>	The law school has branches in Medellín (1400 students), Turbo, Santa Fe de Antioquia and Sonson (300 in these three cities). Study of HR is an elective course. Postgraduate, the school offers <i>Diplomas</i> in human rights and humanitarian law (interdisciplinary), displaced persons, and the recently passed Law of Victims and Land Restitution <sup>1</sup> .
<u>Universidad de Medellín</u>	The law school, with 2800 students, has an elective course in human rights; a Diploma in human rights; a Diploma in human rights, social development and management; and a continuing education seminar on international humanitarian law. The Student Law Office primarily serves displaced persons and also provides legal services in Lower Cauca valley and the <i>Montes de María</i> region. It also has radio legal clinics and two legal clinics, one on Afro-descendants.
<u>Universidad Pontificia Bolivariana (UPB)</u>	The law school, with about 650 law students, offers an elective course on human rights for all students, an interdisciplinary seminar for continuing education in human rights and humanitarian law and a Masters in law and globalization in partnership with the Free University of Brussels. The student law office works in several neighborhoods of <i>Medellín</i> . Students work in the office of the Mayor of Medellín with displaced persons and also counsel victims of sexual violence. There is a legal clinic and a mediation center. The clinic is linked to human rights research through a pilot project on women's rights.
<u>Universidad Católica de Oriente (Rionegro)</u>	The law school currently has about 400 law students and a department of human rights. Required courses in the HR area are international humanitarian law and the social theory of conflict. It offers courses in human rights law in the community, and sponsors a <i>semillero</i> on human rights. The School of Education offers a Masters in the culture and teaching of human rights, towards applied research and social impact. The Student Law Office serves victims from northeastern Antioquia in particular, includes work in conciliation, and has MOUs civil society and state agencies, some

<sup>1</sup> The “*Ley de Víctimas y Restitución de Tierras*” passed in June 2011, is directing increased attention to human rights throughout the country and raising demands for vindication and reparation for thousands of past victims of human rights abuses resulting from years of conflict and the exploitation that has frequently accompanied the killing and forced dislocation of Colombian indigenous, Afro-Colombian and peasant farmer populations.

	foundations, and UN agencies. The law school coordinates the <i>Mesa</i> on human rights which brings together state and government entities, human rights NGOs, and international agencies to discuss and coordinate around human rights themes.
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## B. Valle del Cauca

In Cali the team interviewed two private law schools: *Universidad Santiago de Cali*, and *Universidad Javeriana de Cali*. These have distinct and complementary characteristics, both in the population they serve and the type of programs they offer. Cali has a public university but it does not have a public law school. Cali has a large Afro-Colombian population. It has some of the common problems arising from the violent conflict in Colombia, ranging from internally displaced populations to endemic violence in marginalized neighborhoods of the city.

**Table 3. Cali Universities**

University	Main findings
<u>Universidad Santiago de Cali</u>	The <i>Universidad Santiago de Cali</i> has the oldest school of law in that city, with 2224 students in the school of law and 117 faculty, 44 of which have full-time appointments. It also has a campus in Palmira, a medium-sized city in the Department of Valle. The law school serves middle, middle-low and low income students in Cali. Approximately 50% of the student body is Afro-Colombian. The university has a Center of Afro Studies. The main thematic focus of the law school is criminal law; it offers a human rights course as an elective. Law students can work at a Center for Human Rights, which conducts substantial outreach to and develops projects on issues related to indigenous communities. The law school has a “ <i>semillero</i> ” on human rights. The Student Law Office’s work includes a group of Afro-descendant students working on Afro-Colombian issues. The university has admission policies that benefit student applicants from vulnerable populations (e.g., indigenous, Afro-descendants).
<u>Universidad Javeriana de Cali</u>	<i>Universidad Javeriana de Cali</i> ’s law program was established in 2001 and has 568 law students and 94 professors, with 14 full time and two in human rights. This university is recognized as an elite institution, serving students of families with higher income. However, it provides scholarships for students with scarce resources, or from indigenous or Afro communities. The law school offers an elective human rights course. In the Student Law Office, students work

	with issues related to LGTBI and displaced populations. They also collaborate with a range of state agencies and NGOs working in the area of human rights. An emerging clinic carries out public interest litigation. The law school also has a “ <i>semillero</i> ” that litigates anti-corruption cases and works on human rights education issues, including education of women in indigenous communities and displaced populations in the north of Cauca.
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### C. Chocó

Chocó, a tropical, particularly wet and isolated area in the northwest, is a marginalized and poor region of Colombia, with an endemic problem of mismanagement and corruption in official institutions. The population is more than 95% Afro-Colombian. *Quibdó*, the region’s capital, is located in a highly conflicted zone, with the consequent presence of displaced communities in the city. It has approximately 100,000 inhabitants.

**Table 4. Chocó Universities**

University	Main findings
<u>Universidad Tecnológica del Chocó (UTCh)</u>	This public law school has 1600 students, a large number considering the population of Quibdó. It has 77 faculty members with 11 of them under full-time contracts, and an academic focus in environmental law. While it has an obligatory human rights course, elective courses relevant to human rights have recently decreased. Students participated in the national human rights moot court competition and created a “ <i>semillero</i> ” on human rights. The Student Law Office provides legal services to displaced persons, with the support of the UN High Commissioner for Refugees (UNHCR) local office. It also works with almost all public institutions in Quibdó in providing legal services to the community <sup>2</sup> . It also deploys students through “ <i>brigadas</i> ” to serve marginalized neighborhoods of Quibdó. The university carries out research activities in issues related to Afro-descendants. UTCh has notable weaknesses in almost all aspects of its academic activity, however, including limited work with NGOs, technological capabilities and research resources.
<u>Fundación Universitaria Claretiana (FUCLA)</u>	This private university was the only one interviewed which does not have a law school. It became clear that this institution could play a significant role in filling

<sup>2</sup> Partner institutions include: *Defensoría del Pueblo*, *Personería Municipal*, *Fiscalía*, *SIJIN* (criminal investigation unit), *Codechoco* (regional development agency), *Casa de Justicia*, among other institutions.

	<p>some of the gaps in capacity shown by UTCh in order to be able to implement a human rights education program. FUCLA, for example, has a large network of social actors and extensive work with disadvantaged communities in the entire department of Chocó (not limited to Quibdó). FUCLA has departments on Social Work, Anthropology, and Research Methods, among others. It offers a Diploma on Human Rights Public Policy. It also offers a Diploma in Previous Consultation (<i>consulta previa</i>) regarding indigenous rights, and it is associated with the <i>Foro Interétnico Social</i> and the <i>Observatorio del Pacífico</i> based in Cali. It offers an online course on human rights and its programs are guided by a rights-based approach to all disciplines. It also has a special focus on women's rights through collaboration with local NGOs. FUCLA appears to have a strong reputation in Quibdó. It is operated by a recognized religious organization likely to ensure a transparent and efficient program operation.</p>
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**D. Caribbean Coast**

The Caribbean Region has been largely affected by all forms of violence related to the guerrillas, paramilitaries and new criminal bands that have impacted Colombia during the last 60 years. Other issues affecting this region include: the inequality in the distribution of the land and the struggle for the recovery of lands that were abandoned due to violence - the greatest amount of land to be redistributed in the country is in the North Coast; forced displacement and need for urgent humanitarian assistance for displaced population; attention to other victims including victims of floods in the region (displaced by environmental causes); high levels of poverty of the population (approximately 30% of the poor in Colombia are located in the Caribbean Coast); violation of the rights of women and high rates of domestic violence; violation of the rights of children (guerrilla recruitment, trafficking, violence); and; corruption of the political class of this region.

**Table 5. Caribbean Coast Universities**

University	Main findings
<p><u>Universidad Pontificia Bolivariana UPB (Montería)</u></p>	<p>This private university, a branch of the UPB of <i>Medellín</i>, is new to the region (eight years), with 480 students currently enrolled in the Law School. The law school offers an elective course on human rights; conducts community outreach through its Community Center - where law and other students conduct workshops on law, psychological counseling, education on human rights, and computer training for vulnerable populations in the area, including displaced people. UPB also has <i>semilleros</i> working in research and teaching in human rights consistent with PLANEDH, and demonstrated</p>

	<p>commitment to interdisciplinary work. It has a Student Law Office located in the city center that works on a full range of cases, including human rights. It has a diverse student body, with student scholarships and other funds to support students from vulnerable groups as well as an English Training Center.</p>
<p><u>Universidad del Sinú (Montería)</u></p>	<p>It is the oldest private university in the region (32 years). The law school has 1238 students. In 2011 it achieved high quality accreditation for four years from the Ministry of Education. It has a Center for Political and Social Studies, high quality research work, projects and publications on issues related to the region, networking and national and international recognition. The curriculum includes a compulsory course in Human Rights; it has established <i>semilleros</i> and a network of trainers in human rights in high schools. The Student Law Office is a leader in the region. <i>Brigadas</i> are conducted in municipalities of Córdoba. It has good facilities and shows particular attention to victims, displaced persons and clients in general. It provides grants to indigenous and Afro-Colombians.</p>
<p><u>Universidad del Norte (Barranquilla)</u></p>	<p>This private, highly regarded university has recently emphasized a focus on public service. Its law school emphasizes human rights, International Humanitarian Law, and Public and Private International Law, which are required courses. It has a growing societal presence in the region. This law school has 700 students. Universidad del Norte has a significant interdisciplinary emphasis, such as collaboration with the political science career (Center of Political and Legal Practices combined with a research group); strong service to communities: including work with displaced people, women, domestic violence, disabled, children and adolescents in human rights education, and <i>brigadas</i>. It offers adequate support for postgraduate training for faculty; supports a significant participation of students in legal competitions such as moot courts; and maintains relations with a variety of government agencies. Its Student Law Office is located in the city center but with also with decentralized services at a local hospital and in conflict-prone neighborhoods. It has published the Law Journal (see <a href="http://rcientificas.uninorte.edu.co/">http://rcientificas.uninorte.edu.co/</a>) for the past 20 years, as well as yearly faculty publications; their <i>semillero</i> has existed for three years. It has established over 50 MOUs with universities in the United States and Europe, and has received international donor support as well.</p>
<p><u>Universidad Simón Bolívar, USB (Barranquilla)</u></p>	<p>USB is a private university that sees itself as the "People's University," and has one of the lowest tuition rates in the country. It has 1788 students in the law</p>

	<p>school. USB receives students from stratum 1-3 coming from high conflict zones.<sup>3</sup> Human Rights is a compulsory course for all students, it has a recently created human rights center and library and a HR <i>semillero</i>. Masters degree is compulsory for all faculty. Faculty members litigate cases before Inter-American Court. It has offered Diplomas in Human Rights and International Humanitarian law free and open to the public. The law school uses virtual classrooms and other tools to broaden its teaching reach.</p>
<p><u>Universidad del Atlántico (Barranquilla)</u></p>	<p>The law school offers a compulsory course in Human Rights and electives on protection of women and children and domestic violence. It is accessible to low-income students. It has a <i>semillero</i> that works in teaching about the constitution. School leadership appears to have low interest in the matter of human rights; it is observed to have other institutional priorities. There is very limited research in human rights and few formal MOUs with other institutions.</p>
<p><u>Universidad del Magdalena (Santa Marta)</u></p>	<p>Universidad del Magdalena is a public university where the law school is relatively new (nine years) and belongs to the School of Humanities. The law school will implement a Specialization in Human Rights and has submitted a proposal for a Masters in Human Rights. It has a new <i>semillero</i> where law students in a pilot project teach law and human rights classes in 10 local high schools. It also conducts significant field work with local communities. The law school has a Student Law Office and mediation program located in the city center, directed at the displaced population as well as a radio Student Law Office. All students participate in human rights course taught at the student law office in the seventh semester. English is required in six of the first seven semesters and all students must pass an English competency exam to graduate.</p>
<p><u>Universidad Sergio Arboleda (Santa Marta)</u></p>	<p>This is a private university, an extension of the <i>Sergio Arboleda</i> University in <i>Bogotá</i>. Currently the Law School at Santa Marta has 770 students. During a telephone interview held with a representative of the University who substituted for the planned contact, it was evident that this school has its focus on other areas besides human rights.</p>

### **E. Villavicencio**

<sup>3</sup> Colombia's social strata, ranging from stratum 1: lowest income, to stratum 6: wealthy has been extensively used by the government as a reference to develop social welfare programs, statistical information and to some degree for the assignment of lands.

The armed conflict is active in the Department of Meta. Of the 29 municipalities, the *Defensoría* considers 11 to be high risk (designated “early warning”). In rural zones of Meta, there is virtually no state presence; paramilitary organizations are replacing this void. Forced migration of peasants and indigenous peoples is said to be caused by the armed conflict, drug trade and unspecified large agricultural interests.

**Table 6. Villavicencio Universities**

University	Main findings
<u>Universidad Santo Tomás</u>	This private, new (five years old) law school with around 600 students is a branch of <i>Universidad Santo Tomás</i> in Bogotá. The law school has a compulsory human rights course; it awards a specialization in HR and International HR before courts and tribunals. It also sponsors a <i>semillero</i> in projects involving research and human rights education, in conformance with PLANEDH. Many faculty have advanced degrees. Its new, well equipped Student Law Office in the city center also conducts <i>brigadas</i> . It works extensively with indigenous people and conducts a law education program in high schools and elementary schools. It showed high level of interest by bringing together faculty members and administrators as well as eight students, who made presentations on their three <i>semilleros</i> .
<u>Universidad del Meta</u>	This is a private law school with 120 students, located along with the university in the city center. It has a strong regional vision as to issues and services to be provided regarding HR. The human rights course is compulsory; professors are enthusiastic about HR. <i>Semilleros</i> are developed out of work with municipalities in the region. The Student Law Office is the leader in the region in dealing with displaced persons. The office includes a mediation center, which is supported by USAID. The office has a regional reach, which includes virtual legal consultation sessions via the internet, a call-in radio program, and <i>brigadas</i> in more distant communities. Many inter-institutional formal agreements and informal agreements with state and nongovernmental institutions have been established. A flexible curriculum with opportunity for electives allows for interdisciplinary studies. English is required for graduation and taught throughout the university years.

**IV. Opportunities and Suggestions for Additional Support**

As a result of the initial institutional assessment of human rights education in these law schools, the design team was able to identify a number of key issues, topics, and actions that are needed to: strengthen the institutional capacity of law schools to improve human rights education; meet the needs of vulnerable populations in terms of prevention and enforcement of human rights violations; and; provide students with a better understanding of and adherence to national and international standards of human rights. The end goals of this process include both building a university-based infrastructure of learning and service in human rights and contributing towards transforming the Colombian culture to where respect of human rights become the norm. Key strategies for arriving at those goals are suggested below. These recommendations are numbered consecutively in order across main areas to simplify reference to them.

### *A. Curriculum Development*

1. Require a mandatory course at the undergraduate level in human rights. Human rights law should be elevated to a required course at all law schools. Such a course should include both the study of national and international standards and incorporate a *differential* approach. The first step to establish adequate preparation of students in the human rights field is to establish a required human rights course. This instruction is essential to preparing the law students to participate effectively in the Student Law Offices. It could be taught prior to or in conjunction with such participation.

2. Provide an optional course on human rights for all students at the university with an interdisciplinary approach. Every student in the university needs to learn about human rights in an integrated manner not only in a legal sense but also from ethical, policy, and psychosocial perspectives, among others. A good way to contribute to a culture of human rights is to promote them in all areas, including universities.

3. Create opportunities and courses for interdisciplinary study of human rights. Throughout the interview process, university administrators, faculty and students as well as state and civil society human rights defenders described the attainment of human rights as a socioeconomic as well as a legal matter. Student Law Offices and community justice centers approach the problems presented by clients in dynamic ways, drawing on both legal and non legal resources and approaches to fashion solutions and remedies. Human rights courses should include some interdisciplinary elements. Moreover, the undergraduate law curriculum should be sufficiently flexible to allow students to take courses in other disciplines. Additionally, the expansion of elective courses in issues such as women's rights, rights of the elderly, economic, social and cultural rights, among other issues especially relevant to the local reality, can be a valued complement to the legal curriculum. This approach would allow law schools to adequately train students to provide legal services when working in the Student Law Office, legal clinic, or agency placement, and subsequently in their legal careers.

4. Introduce innovative, participatory teaching and learning methodologies. Providing HR courses in regions where human rights issues pervade the daily landscape creates both the need and the opportunity for integrating creative, interactive, participatory teaching and learning methodologies, such as case studies, problems, experts, field trips, experiential learning, and other innovative methods. The

Colombian practices of Student Law Offices and *semilleros*, themselves forms of interactive learning, should provide the context for the introduction of other innovative methods.

5. Strengthen and increase postgraduate offerings in human rights. At the postgraduate levels, law schools should increase their offerings of Specializations, Diplomas, Masters and Doctorates. Increasing the capacities of practitioners, adjunct faculty and full time faculty is essential to strengthening the provision of HR across the board.

6. Support student participation in regional, national and international human rights competitions. The learning experiences in moot court and mock trial competitions, both organized by the *Defensoría* and by other universities in Colombia and abroad, are valued very positively by students. This is not only for learning in the field of international law of human rights, but also because these are exemplary ways to encourage the exchange of knowledge and experience with other learners in an authentic context. These competitions build knowledge, skills, visibility and a sense of the importance of and belonging to the field of HR. They can contribute to the formation of a cadre of HR practitioners as well. Additionally, local and regional competitions should be established, addressing issues that are close to home.

7. Promote the use of resources for student research and learning. The design assessment determined that resources that exist in universities and law schools, such as databases and libraries, are quite underutilized by students. Law schools should emphasize the use of authentic legal resources in the various courses and instructional activities throughout the curriculum. Additionally, courses in legal research and writing could be offered or expanded.

### *B. Community Outreach and Service*

8. Strengthen and expand the human rights capacity of Student Law Offices. Presently, the Student Law Offices deal with a wide variety of legal issues, of which a portion is related to human rights issues. One way to emphasize human rights practice is to create an area of human rights in all the Student Law Offices of the participating law schools. These offices should increase attention specifically to victims of human rights violations. This includes informing, assisting and representing them in the exercise of their rights, in particular in the Law of Victims and Land Restitution. The nature of the human rights practices will vary according to the region (in Cali, for instance, almost 50% of the displaced communities were reported to be Afro-Colombians). The Student Law Offices should be known as “the place to go” for victims of human rights violations. Although the law schools are in the process of making HR a priority for student legal services, they should increase their efforts considerably. The opportunity and momentum created by the HR needs of the nation and the regions in conjunction with vigorous application of the Law of Victims provides a window of opportunity that should not be missed. Many of the HR agencies and organizations interviewed reported that law students lacked adequate training in human rights. Additional areas for improvement regarding these offices include: increasing the skills training of the law students by offering skills courses or workshops in connection with the law office

service, increasing the quantity and quality of supervision in these offices by encouraging supervisors to attain higher levels of qualifications (such as Specializations, Diplomas or Masters), and providing scholarships or other financial support for advanced study for faculty and supervisors. Improvements in law office systems, case management and record keeping are also needed.

9. Establish and develop legal clinics at the law schools. This is important both to strengthen legal education in substance, analysis and advocacy and to engage in strategic litigation in matters of public interest, which foster the protection of human rights. The creation or consolidation of legal clinics for impact/strategic litigation is a crucial step for the regional law schools<sup>4</sup>. Until now all practical experiences for students are focused in the Student Law Offices, with the legal limitations imposed on them. Alternative models of practical experience, such as clinics, could offer ample opportunities for students to engage in more sophisticated legal practice in the field of human rights. The Colombian Constitution provides for class actions, “*tutela*” (special autonomous injunctive relief available to protect human rights in certain cases) and other individual or collective forms of litigious redress, which could enhance the pedagogic experience of students involved in such litigation. In fact, human rights law provides for enhanced litigation possibilities, as students could also access international human rights forums such as the Inter-American Commission on Human Rights and the Inter-American Court on Human Rights. Almost every legal dispute, especially in the field of public interest law, could fall under the jurisdiction of these international bodies. It is particularly important to induce structural changes in national law by using these international mechanisms.

10. Maintain and strengthen relationships with state enforcement agencies. In particular, collaboration with those agencies with human rights mandates needs to be strengthened, such as the Municipal Attorney, the *Defensoría*, *Casas de Justicia*, and the Attorney General's Office. The number of student placements available in these agencies was observed to be from 3-90 per semester. They are valuable complements to service in the Student Law Offices. The learning gained in the actual practice of providing legal services is an invaluable experience for students in the protection of human rights, and this not only needs to be continued, but also improved upon. Moreover, increasing the number of students doubles the impact of human rights advocacy, as the students develop knowledge and skills in HR awareness and advocacy and more clients are served, many of whom are victims of human rights violations.

11. Strengthening links with civil society organizations. Collaboration is particularly valuable with non-governmental human rights organizations, creating opportunities for both faculty and students in multiple dimensions of law practice from intake, client service, and advocacy to research, law reform and public policy. The overall impression from the interviews was that there are significant differences between academia and civil society, including jealousy, competition, and envy between the two sectors.

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<sup>4</sup> For information on the emerging network of Colombian legal clinics, see [www.clinicasjuridicas.org](http://www.clinicasjuridicas.org) and Londono, Beatriz et al, *Educación Legal Clínica y Defensas de los Derechos Humanos*, Editorial Universidad del Rosario, 2009.

12. Form *semilleros* and groups for research and action on human rights. The most practical way to stimulate research and experiential, active learning in undergraduate human rights is through any of these initiatives. *Semilleros* are a unique form of instruction that defies direct translation. In a sense, they are like research-action seminars, directed by a faculty member, on a particular theme or subject. For example, one university has a *semillero* that litigates cases related to administrative morality (anti-corruption litigation). This same *semillero* works on human rights education issues, including education of women in indigenous communities and displaced populations in the north of Cauca. One under-emphasized aspect still in its early stages in the law schools visited is research, which should be encouraged under any of these formulas.

13. Teach human rights in high schools, elementary schools, and community settings. Many of the law schools reported emerging programs where students developed lessons and taught in a variety of formal and informal settings to children and adults. School based programs are thoroughly consistent with human rights education encouraged under PLANEDH. Law students can provide direct instruction or can support regular classroom teachers in their work. Law students also can teach about human rights in community centers, *Casas de Justicia*, prisons, Student Law Offices, CSOs and other settings. Workshops can be targeted to particular groups of vulnerable people with specific legal issues. Educational efforts can also be integrated with advocacy classes, *semilleros*, and substantive courses as practicums. Workshops can also be provided for public officials and news media. One important aspect of law-related educational interventions, as they are termed in the U.S., is that through interactive, participatory, and learner-centered inquiry, projects or activity-based methodology that respect and teach to the full human personality of the students, law instruction to children and adults can not only teach about the substance of HR but also be an example of human rights in action.

### *C. Improving Faculty Capacity*

14. Improve the quality of human rights institutions and faculty. All schools visited stressed the need to enhance the quality of their teaching staff in both substantive and pedagogical aspects. Very few faculty engaged in research and in teaching human rights have Masters or Doctoral Degrees. Faculty members should be supported and incentivized to attain advanced degrees in human rights, both generally and with an emphasis on international human rights standards. Faculty should also be encouraged to diversify and improve their teaching methods, and their human rights teaching and researching in particular. Research opportunities and activities in the field should be priorities, particularly as they relate to the prevention and remediation of human rights abuses experienced by vulnerable populations.

15. Increase the number of full time faculty dedicated exclusively to research and teaching of human rights. With full time professors, law schools would make substantive advances in human rights legal education.

16. Promote exchanges, visits, and research opportunities for faculty. Although the interviews mentioned some specific cases, there are few regular programs to encourage exchanges with national or foreign universities for faculty overall, let alone in human rights. This is an ideal approach to enhance the experience and training of faculty and administrators. U.S. law schools could readily and efficiently host Colombian faculty as observers of substantive and clinical courses or as visiting researchers with library, workshop and other privileges. Similarly, U.S. faculty could visit Colombian law schools as guest lecturers for students and to lead training seminars for faculty.

17. Create institutes or centers of human rights. The creation of centers or institutes on specific human rights topics or with emphasis on particular groups of vulnerable people will promote human rights academic research within universities. These institutes could also create opportunities for augmenting any agreements with other national and international universities or institutions. These will be particularly valuable over the medium to long term. Also, these settings may be the ideal places to establish specialized library collections in the field. (See, e.g., the list of 20 research institutes and centers at Georgetown University Law Center at: <http://www.law.georgetown.edu/scholarship.html> ).

18. Establish human rights observatories. Universities, as centers of thought and analysis, are the ideal settings for spearheading observation and monitoring of and research into actual human rights conditions in the local and regional areas. The human rights situation in many northeastern regions warrants a constant monitoring of the realities there. The activities and research by Universities of Antioquia and Rionegro to observe and monitor the local human rights situation, for instance, demonstrates the feasibility of this proposal. These observatories could also serve as a resource and linkage to government agencies working in the field and other stakeholders.

19. Promote research and projects to shape the design, development and implementation of municipal and regional human rights policies and practices. Law schools cannot be behind the curve with respect to regional realities. One of their best contributions can involve research and projects that can shape the formulation and implementation of public policies and practices in human rights. The academy can and should contribute to advocacy and policy development efforts as much as possible.

20. Promote human rights publications. Presently, there are few publications for scholarly research in Colombia besides the Law Review published by *Universidad del Norte*. Increasing human rights publications can be a valuable tool to further promote human rights. Articles for specialized or general periodicals can be generated from faculty research, student *semilleros*, and legal clinics, for example. Having a source for publications could be a real incentive for research, which will in turn significantly improve faculty qualifications and credentials. A Colombian journal of human rights should be established, with articles selected either by peers (i.e., juried) or run by students, to publish articles, research and opinions by faculty and students in a manner similar to US law reviews.

21. Increase participation in networks, conferences, and associations. There are two emerging Colombian networks and a number of US and international networks where participation could be particularly valuable. First, the Socio-Legal Network (*Red Socio-jurídica*), established in 2000, has 72 member universities in the country, including all the universities visited as part of the project. The Network has a website, [www.redsociojuridica.org](http://www.redsociojuridica.org), and meets annually with the participation of teachers, researchers and *semillero* students. The network has eight regional groups. Second, the Colombian Network of Legal Clinics: founded in Bogotá in 2010 as part of a meeting at the University of Rosario, [www.clinicasjuridicas.org](http://www.clinicasjuridicas.org), has a website, currently has eight member universities. Although very few law schools in Colombian regions have legal clinics, the network can be a space for debate, discovery and learning for all universities interested in the clinics.

#### *D. Improve English language abilities of faculty and students*

22. Strengthen the teaching of English. Although all law schools are calling for greater study of English, in interviews it was noted that there are serious shortcomings in learning this language both for faculty and students. Significant progress is needed in this area, especially for Colombian law schools to benefit from the partnership program with U.S. universities and other potential or existing international partners. One law school described plans for a course combining English with trial advocacy and legal/analytical skills. This “learning through practice” could be examined to determine if it is a model worth replicating.

#### *E. Other recommendations*

23. Encourage scholarship programs. Special funds to support civic leaders and people from vulnerable populations most at risk of HR violations to attend law school at both undergraduate and postgraduate levels should be made available. Although all private universities established have scholarship programs, these programs should be increased considerably, especially for persons belonging to particularly vulnerable and at risk groups. In addition, financial support should be offered at all universities not only in undergraduate studies but also at the graduate level, particularly for Masters and Doctoral programs in human rights. U.S. law schools could provide assistance in developing strategies to provide financial support for vulnerable and financially needy populations.

24. Promote exchanges, foreign study, and internships for students. Exchange programs, foreign study and internships can be mutually beneficial to both U.S. and Colombian law schools for several reasons. First, students in developing programs can gain expertise from more experienced programs. Second, from a comparative perspective, students exposed to different legal systems and approaches not only gain new knowledge but also gain insights into their own legal systems.

## **V. Partnership Results Framework**

**Purpose of the Colombia-US Human Rights Law Schools Partnership:** To support national and local initiatives to improve respect for and protection of human and basic rights.

**Goal:** The goal of the Colombia-U.S. Human Rights Law Partnership is to strengthen the capacities of Colombian regional schools of law in the outlying and frequently conflict-prone regions of the country to provide formal and informal training in human rights.

- **Objective 1: To strengthen the institutional capacity of Colombian schools of law to train future legal practitioners in human rights by introducing or strengthening curriculum in human rights as well as experiential models of legal education, such as clinics and externships**
  - **Outcome 1.1:** Colombian law schools offer an enhanced curriculum in human rights.

**Output 1.1.1:** Law schools improve and expand their classroom curricula in the broad area of human rights

**Illustrative Activities**

- Require a mandatory course in human rights for all students.
- Increase/ improve offerings of advocacy skills courses as electives.
- Offer an elective human rights course university wide.
- Allow students to take more elective courses both in the law school and in other schools (*facultades*) university wide; this will advance the interdisciplinary study of human rights.

**Output 1.1.2:** Law schools improve and diversify the teaching methods employed in classroom courses.

**Illustrative Activities**

- Employ a wider variety of teaching methods, including participatory and interactive methods, such as case studies, problems, small groups, inquiry, and other innovative methods.
- Integrate real life experiences in classroom instruction, including use of experts from state and civil society HR agencies and field trips.

**Output 1.1.3:** *Semilleros* are more widely used and strengthened as a form of human rights instruction and outreach.

### *Illustrative Activities*

- Increase the number of faculty and students involved in *semilleros*.
- Encourage the presentation, display and publication of exemplary *semilleros* at each law school.
- Conduct regional and a national faculty/ student conference on human rights *semilleros*. Include incentives or some form of honor, award, or reward for exemplary *semilleros* in various categories or as pertaining to specific vulnerable populations.

**Output 1.1.4:** Student Law Offices improve their instructional dimensions.

### *Illustrative Activities*

- Increase the quality of supervisors by requiring Specializations, Diplomas and training in instruction and supervision for student law office supervisors.
- Require a mandatory HR course for all students participating in Student Law Offices (above).
- Include/enhance instruction linked to substance and skills needed for student practice, such as intake, interviewing and advocacy skills and topical substantive law and procedure.
- Place a special emphasis on problems and solutions to vulnerable populations in the respective regions, and target these vulnerable populations for services, including “*brigadas*” (groups of students going into the community to provide legal consultation outside of the student law office), virtual legal consultations over the internet, and radio call-in session for populations outside of direct service areas.

**Output 1.1.5:** Legal clinics (as compared to student law offices) in specific human rights areas or for specific vulnerable populations are established in the regional law schools.

### *Illustrative Activities*

- Establish thematic legal clinics with integrated teaching and client representation functions, intensive seminar instruction on substance and skills and case supervision.
- Provide opportunities for Colombian faculty and students to observe, attend, and participate in U.S. clinical legal education programs.

**Output 1.1.6:** Externships with state and civil society agencies as learning opportunities for law students are more commonly used and their quality is improved.

**Illustrative Activities**

- Increase the number of externships available to law students at state human rights agencies (*Defensoría, Personeros, and Casas de Justicia*) and civil society organizations in the respective regions.
- Provide externship opportunities for Colombian law students in US state and civil society agencies.
- Enhance the quality of externship programs by enhancing monitoring of the placements, supervision of the students, and student reflection (e.g., maintaining journals or requiring reflective papers).

**Output 1.1.7:** Collaborative learning opportunities for Colombian and U.S. law students are facilitated through joint educational opportunities.

**Illustrative Activities**

- Facilitate or assist arranging internship opportunities for U.S. law students in collaboration with Colombian law students in a wide variety of legal education and service settings, such as sites available to Colombian students for internships and with Student Law Offices.
- Facilitate semester abroad programs for U.S. law students in the regional Colombian law schools.

**Output 1.1.8:** Law students increase their capacity-building skills and service to their communities by conducting informal human rights educational activities and courses in school and community settings consistent with PLANEDH, for government officials and policy makers, and for specific groups of vulnerable populations present in the region.

**Illustrative Activities**

- Develop human rights curriculum and conduct courses, workshops and classes in elementary and secondary schools consistent with PLANEDH and with participatory, interactive methodology that models human rights in the classroom and school. . This is presently being initiated by both faculty and students in some of the law schools and should be expanded to others.
- Conduct human rights courses and workshops for vulnerable populations in sites convenient to these populations, such as state and civil society agencies, student law offices, community centers, prisons, and other appropriate locations.

- Conduct human rights courses for government officials, members of the press, and community leaders.

**Output 1.1.9:** Postgraduate educational offerings in human rights are increased or strengthened in regional law schools.

**Illustrative Activities**

- Facilitate the increase of offerings of Specializations, Diplomas, and Masters and Doctorate degrees by the law schools through assistance with training, curriculum development and innovative teaching methodology.

**Output 1.1.10:** Strengthen the teaching and learning of English.

**Illustrative Activities**

- Require law students to demonstrate competence in a second language, including English as an option, and provide multiple levels of quality language instruction throughout law school.
- Provide an upper level course of “legal English” at all law schools.
- Provide English language courses that integrate language learning with development of legal subject matter content and advocacy skills; such courses could be offered during vacation periods in both the US and Colombia.

**Outcome 1.2:** Increased capacity of faculty in human rights credentials, knowledge and pedagogy.

**Output 1.2.1:** Faculty members in target law schools increase their formal qualifications for teaching human rights

**Illustrative Activities**

- Facilitate the attainment of Masters and Doctorate degrees in the US law schools for Colombian human rights professors through designing and offering courses of study leading to such degrees.
- Provide advanced postgraduate courses of study in Colombia with the assistance of visiting faculty from US law schools.
- Provide or facilitate financial support for such study, including scholarships, fellowships, loans, discounts, employment and other means of support.

**Output 1.2.2:** Colombian faculty members increase their training, experience and support for in human rights education, litigation, advocacy, activism, and policy, as well as in international humanitarian law, from target law schools

**Illustrative Activities**

- Promote international exchanges or internships for human rights professors to study and/or gain experience in human rights or general educational setting in the US. (For an example this type of program in Southeast Asia, see Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE) at <http://www.babseacle.org/>.)

**Output 1.2.3:** Provide increased research opportunities and incentives for faculty members at the targeted Colombian institutions.

***Illustrative Activities***

- Conduct joint research activities in human rights in both Colombia and the U.S. through research collaborations between Colombian and U.S. law professors, particularly directed at the populations vulnerable to human rights violations in Colombia. Due to the serious, extensive and continuing dynamics of political, economic, and social forces at work in the Colombian regions, there are ample opportunities for legal and interdisciplinary study.
  - Facilitate the establishment and development of institutes, centers and observatories on human rights issues, particularly as affecting vulnerable populations.
  - Establish a regularly published law review of human rights in Colombia and other publications on human rights, where faculty and student research, analysis and policy recommendations can be published. This will provide both a forum and an incentive for research.
- **Outcome 1.3:** Increased access to legal reference materials and information resources in international humanitarian and human rights law.

**Output 1.1.1:** Human rights resource networks are created among regional law schools and among US and Colombian law schools.

***Illustrative Activities***

- Identify opportunities to increase access to and usage of web-based, digital law libraries and other digitized law resources among participating Colombian and U.S. law schools.
- Establish a web based resource collection of formal and informal human rights curricula, lesson plans, and materials for learners at the law school level.
- Establish a web based resource collection of formal and informal human rights curricula, lesson plans, and materials for learners at the high school and elementary school levels and at the adult and community levels.

**Objective 2: To enhance the outreach capacity of regional law schools to better serve vulnerable populations with limited access to or knowledge of the legal system through the creation of cross-regional law school human rights networks.**

- **Outcome 2.1:** Enhance collaboration and communication among law schools, civil society groups, and Colombian government agencies supporting human rights protections and compliance at the regional level (see, e.g., the “Mesa” process of collaboration in Antioquia).

**Output 2.1.1:** Cross-regional networks in which law schools collaborate among themselves and with key civic and state actors to improve education and services regarding human rights are established.

**Illustrative Activities**

- Increase communications among civil society, state actors, and law schools regarding regional legal needs and strategies for prevention and remediation, particularly with respect to vulnerable populations.
- Increase communications among civil society, state actors, and law schools in connection with preparing law students for practice in externships in these agencies and in Student Law Offices.

- **Outcome 2.2:** Increased access to and knowledge about the legal system as it pertains to human rights by vulnerable populations.

**Output 2.2.1:** Law schools establish or expand legal clinics for high-impact and strategic litigation.

**Illustrative Activities**

- Develop clinical legal education programs with specific substantive or client focus, i.e., targeted to specific vulnerable populations.

**Output 2.2.2** Law schools expand and strengthen the preventive and self help capacities of users of Student Law Offices.

**Illustrative Activities**

- Develop human rights publications seeking to educate users of Student Law Offices and state and civil society sponsored legal services and legal services providers.
- Conduct workshops on how users of Student Law Offices, members of vulnerable populations, or members of the general public can recognize, prevent and in some cases resolve legal problems.

**Output 2.2.3:** Law schools establish or expand human rights centers, institutes and observatories to gather data and conduct research on specific human rights issues and their impact on the various vulnerable populations.

**Illustrative Activities**

- Within universities, law schools establish and develop research centers within the law schools or across disciplines in the

university (see, e.g., the Center for Social and Political Studies at the *Universidad del Sinú*).

- In conjunction with state and/or civil society human rights agencies, law schools establish centers or institutes for research and public policy organized around substantive themes or specific vulnerable populations.

**Output 2.2.4:** Law schools participate in regional, national, US and international networks on human rights and legal education.

**Illustrative Activities**

- Through cooperative arrangements in the regions as a consortium of law schools or through less formal arrangements, law schools, their faculty members and law students increase their participation in themed associations with respect to human rights, legal education, and vulnerable populations.
- Law schools participate in emerging Colombian legal and legal educational networks, such as the Socio-Legal Network and the Colombian Network of Legal Clinics.
- Law schools participate in U.S. associations of legal education, such as the Association of American Law Schools (AALS) Annual Meeting or the AALS Conference on Clinical Legal Education.
- Law schools participate in one or more of the many human rights networks and their conferences and related activities.
- Law schools participate in international legal education or human rights associations, such as the Global Alliance on Justice Education (GAJE), the International Journal of Clinical Legal Education (IJCLE) annual conference, or one or more of the many human rights associations.

**Output 2.2.4:** Law schools provide scholarships, discounts, loans, recruitment, supportive educational programs, and other incentives for members of vulnerable populations to apply to, enroll, attend and succeed in law school.

**Illustrative Activities**

- U.S. law schools assist the participating law schools in planning and implementing financial incentives for members of vulnerable populations to attend law school.
- U.S. law schools assist the participating law schools in developing and implementing administrative and educational incentives and support to recruit and retain members of vulnerable populations in law school.

- **Objective 3: To equip future legal professionals with an understanding of national and international standards of human rights and the skills to support human rights reform in Colombia**

- **Outcome 3.1:** Increased experiential learning opportunities are provided for law students that allow them to apply human rights skills and knowledge.

**Output 3.1.1:** More students participate in national, U.S., or international human rights moot court or mock trial competitions.

**Illustrative Activities**

- Provide increased support through school sponsored or informal activities, administratively and financially for students to participate in national and international human rights moot court competitions.
  - Law schools provide incentives, opportunities for training and support for faculty sponsors of experiential learning opportunities.
- **Outcome 3.2:** Increased support for opportunities for student exchanges or foreign study is provided by law schools.

**Output 3.2.1:** Colombian faculty and students have access to U.S. law schools institutes, workshops or training for faculty and students from targeted law schools in human rights, advocacy, and related knowledge or skills.

**Illustrative Activities**

- U.S. law schools establish educational programs in which Colombian faculty and law students can participate during vacation periods in either the U.S. or Colombia.

## **VI. Partnership Considerations**

The design team recommends that the following considerations for U.S. law schools to ensure a successful partnership be taken into account:

- The close and continuous interaction of U.S. law schools with law schools in Colombia should be the starting point for successful development of the partnerships and to ensure the expected impact. Many of the recommended activities should be planned and developed jointly between the U.S. and Colombian partners. For example, the design of curricula and teaching methodologies, criteria to promote internships and exchanges of faculty and students, language programs, legal clinics, and advanced degree support should be developed jointly.
- Ongoing monitoring by U.S. law schools is essential to ensure good performance of the program. Moreover, the U.S. law schools should provide support of

administrative and budgetary nature that allows Colombians faculty and students' timely access to scholarships, internships, exchanges, invitations, and more. In addition, close relations between partners will be enhanced by a continuous presence of faculty, researchers and students from U.S. universities with law schools in Colombia. This will give U.S. partners greater awareness and understanding of Colombian society and law, and the Colombian experience and context of human rights, which is essential for developing appropriately tailored approaches to building Colombian capacity in human rights.

- While the main purpose of the Colombia – U.S. Law School Partnership is designed to strengthen the Colombian human rights capacity through legal education and outreach to the community, many of the partnership activities will be mutually beneficial. U.S. law schools will benefit significantly as well from the partnership activities. There are a number of strengths and opportunities at the Colombian law schools, the engagement with which may prove valuable to both partner institutions. Some of these strengths are, in no particular order: 1) multidisciplinary approaches to problems and issues, in addition to the purely juridical solutions 2) the idea of Colombia as a leader or model for HR worldwide, both legally and as a dynamic system, 3) the readily available Constitutional and statutory context of HR law and remedies (indigenous people's rights in the Constitution, access to the framework of the Inter-American Commission and Inter-American Court on HR, and legal remedies such as Right to Petition, *Tutela*, *Acción Popular* and *Acción de Grupo*), 4) the highly innovative and unique concept and practice of *semilleros*, where students and faculty conduct research and action projects on identified topics, 5) the Student Law Office which gives direct access with little red tape or special requirements for students to work on cases, 6) the dramatic intensity and extent of the HR needs in Colombia, 7) these HR needs across a wide range of affected persons, such as indigenous peoples, Afro Colombians, women and children, farm workers, labor organizers and others, 8) PLANEDH and its emphasis on HR education in high school and earlier education, 9) opportunities for research and publication, 10) opportunities for work in both English and Spanish, 11) competitions, such as moot courts and mock trials, 12) working in the context of state and private HR agencies; and, 13) the value of cross-cultural studies to understanding one's own culture — to name a few.

## **VII. Recommended Partnership Approaches**

Based on the findings of the initial institutional assessment and after careful consideration of the Colombia-U.S. Human Rights Law partnership program objectives, the design team considers that 15 of the 17 universities evaluated are in a position to take part in one of the estimated three partnerships that would be encompassed under this program. As outlined in Table 7 and described in more detail below, seven of these universities are considered to be most likely to achieve the desired goals. Moreover, these institutions are considered to be best positioned to receive direct assistance as part of this initiative and act

as lead Colombian partners that would, in turn, collaborate with other Law Schools in the region to increase program impact.

**Table 7. Recommended Colombian Partners**

Region	Lead Institutions	Sub-grantee Institutions	Level of Funding
Antioquia	<ul style="list-style-type: none"> <li>Universidad de Medellín and Universidad de Antioquia</li> </ul>	<ul style="list-style-type: none"> <li>Universidad Pontificia Bolivariana de Medellín</li> <li>Universidad Católica de Oriente (Rionegro)</li> </ul>	High
Valle del Cauca	<ul style="list-style-type: none"> <li>Universidad Javeriana de Cal</li> </ul>	<ul style="list-style-type: none"> <li>Universidad de Santiago de Cali</li> </ul>	High
Chocó	<ul style="list-style-type: none"> <li>Universidad Tecnológica del Chocó (Quibdó)</li> </ul>	<ul style="list-style-type: none"> <li>Fundación Universitaria Claretiana (Quibdó)</li> </ul>	Low
Caribbean Coast (Córdoba & Atlántico)	<ul style="list-style-type: none"> <li>Universidad del Norte (Barranquilla) with Universidad del Magdalena (Santa Marta)</li> </ul>	<ul style="list-style-type: none"> <li>Universidad Simón Bolívar (Barranquilla)</li> <li>Universidad del Sinú (Montería)</li> <li>Universidad Pontificia Bolivariana de Montería</li> </ul>	Medium
Meta	<ul style="list-style-type: none"> <li>Universidad de Santo Tomás (Villavicencio)</li> </ul>	<ul style="list-style-type: none"> <li>Universidad del Meta (Villavicencio)</li> </ul>	Medium to low

Regarding levels of funding needed for each partnership, the team considers that potential partnerships with Cali and Medellín, which would likely serve the most law students and potentially reach significant numbers of vulnerable people, would require a more robust funding amount. A potential partnership established in Chocó would require a lower level of funding, yet would have a significant impact given the socio-economic and human rights situation in that region. The team also believes that the Caribbean Coast represents a high priority given the local context, high levels of poverty and potential for impact – a medium level of funding could bring about important changes within targeted law schools and in their communities in this region. Finally, a partnership in Meta would likely require a medium to low level of funding targeted at supporting a small number of advanced degrees, fellowships, or research opportunities for faculty, for example, and would have considerable impact given the small size of the schools.

Recommended partnership models by region and their justification are described in more detail below in ranking order (from most recommended model to least recommended).

### **A. Antioquia**

As described above in more detail, the four law schools visited in Antioquia all carry out activities related to human rights. They each have a number of strengths and weaknesses, yet all to some degree merit consideration. For this reason, we suggest some possible scenarios and partnerships between U.S. and Colombia law schools, with different models and alternatives, pointing out some advantages and disadvantages. These possibilities are dependent on the extent that the four law schools can develop and sustain an interest in working together.

*Scenario 1, “One to consortium”: A U.S. institution works with a consortium between the Universidad de Medellín and the Universidad de Antioquia, which in turn support the Universidad Pontificia Bolivariana and the Universidad Católica de Rionegro.*

Of the four schools visited, the Law Schools of Universidad de Medellín (private) and Universidad de Antioquia (public) are those with more experience in Medellín, more experience in human rights, have a high number of students from a medium to medium - low social stratum. *Universidad de Medellín* has experience in clinics and competitions, while the Universidad de Antioquia has a postgraduate program of Diplomas and Specializations (and *semilleros*) in human rights. The Law Schools of the *Universidad Pontificia Bolivariana* (UPB) and the *Universidad Católica de Rionegro* have less experience in human rights than the previous two and have fewer students. UPB has a strategic litigation clinic and its students come mainly from a medium - high and high social stratum. The *Católica* Law School at Rionegro is smaller, has significant outreach in northeastern Antioquia and good relations with community service organizations as well as with state and international agencies and institutions. The four law schools have legal clinics with human rights practices.

For these reasons, the design team suggests that one partnership is established with the consortium between the *Universidad de Medellín* and the *Universidad de Antioquia*, which in turn will support the UPB and the *Universidad Católica de Rionegro*. All universities would benefit; the smallest and newest, in Rionegro where a small investment can generate a high impact. The consortium would balance a public university with a private one. The management of resources and funding would be placed with the *Universidad de Medellín* because of complex and formal financial administrative procedures associated with public universities. This is the ideal scenario and would have fewer drawbacks than others. A possible drawback would be the coordination between the *Universidad de Medellín* and the *Universidad de Antioquia* due to their different ideologies: Medellín is more conservative, Antioquia more liberal.

*Scenario 2, “One to several”: A U.S. institution works directly with the Universidad de Medellín, Universidad de Antioquia, UPB and Universidad Católica de Rionegro.*

All schools would benefit because they have proven track record and interest in strengthening legal education in human rights. Additionally, the U.S. law school can tailor funding to the specific needs and programs of each of the Colombian law schools. The disadvantage is that there would be four different partnerships and relationships with four different Colombian law schools, which could hamper coordination, cause duplication of effort, and eventually generate jealousy and competition between the participating universities.

*Scenario 3, “One to consortium”: A U.S. institution working with a consortium between the Universidad de Medellín and the Universidad de Antioquia.*

This partnership would benefit from a public and a private university with the most experience in the teaching of law in the city of Medellín and with the largest number of students. Management of resources would be placed with *Universidad de Medellín*. The disadvantages are that this approach would leave out two law schools which, although they have fewer students, conduct important human rights work, and potential for greater regional impact would be lost. Difficulties could also arise from *Medellín* and Antioquia Universities’ widely different ideologies.

*Scenario 4, “One to several”: A U.S. institution works directly with the Universidad de Medellín and the Universidad de Antioquia.*

This partnership would entail two separate direct relationships of the selected U.S. Law School with these two universities in Antioquia. While the partnership would strengthen both a public university and one private one, it could possibly create ideological rivalry between the two universities. The public character of the Universidad de Antioquia could cause difficulties in the administration of funds. This arrangement would disfavor the two law schools that also conduct human rights work.

*Scenario 5, “One to one”: A U.S. institution works with one of the four law schools.*

Under this model, one of the four law schools would be chosen for its particular advantages. Perhaps in subsequent years of funding, other law schools could be added. While this model would entail a simple mechanism, impact would be limited to one institution.

## **B. Valle del Cauca**

*Scenario 1, “One to consortium”: The U.S. institution partners with a consortium of the Universidad Javeriana de Cali, which will act as the lead local institution, and the Universidad de Santiago de Cali.*

In the context of Cali, it is desirable to seek involvement of both of the universities visited: *Universidad Santiago de Cali* and *Universidad Javeriana de Cali*. We believe the *Universidad Javeriana de Cali* is the best option to partner with the U.S. institution. However, we believe the *Universidad Santiago de Cali* should also be involved in the partnership, even though we identified some clear limitations of the law school that could affect its capacity to directly partner with the U.S. academic institution, such as limited institutional support to implement new programs and receive additional resources. These universities clearly complement each other. Even though both universities are private, they serve different types of students: *Universidad Javeriana de Cali* has an elite population, while *Universidad Santiago de Cali* works with a popular population. The fact that there is no public law school in Cali creates the need to support private universities that serve different populations. This is compounded by the fact that *Universidad Santiago de Cali* has a large student body while *Universidad Javeriana de Cali* serves a smaller student body. Additionally, the perception in Cali about the nature of both programs (one more elite, one more middle and lower income oriented) gives the impression of a balanced partnership that works with different types of legal institutions without favoring either of the two visions. This is particularly important in a politically charged environment when dealing with human rights law.

The *Universidad Javeriana de Cali* will in turn subcontract the *Universidad Santiago de Cali* for the program. This model allows *Universidad Javeriana de Cali* to take the local lead based on its evident willingness to integrate human rights law in the curriculum and the administrative flexibility that can ensure an efficient administration of resources and programs. The *Universidad Santiago de Cali* would be actively involved in the activities of the partnership, but its role in the local administration of the program would be limited due to the institutional limitations identified. In this way, the partnership will attract the broad reach and legitimacy that both universities have in Cali, with a large base of students, faculty and well positioned human rights programs. There are some local nuances that only a local institution like the *Universidad Javeriana de Cali* is able to identify. Furthermore, *Javeriana* has more international exposure to U.S. institutions. A possible perception that *Javeriana* is favored could be minimized by involving *Universidad Santiago de Cali* in every level of the partnership, including transferring substantial funding with the subcontract.

*Scenario 2, “One to one”: the U.S. institution works directly with Universidad Javeriana de Cali*

The advantage of this model is that it would be a straightforward relationship that would minimize administrative operations that a subcontract could involve. Also, *Universidad Javeriana de Cali* would be accountable for all program activities and administration. However, the partnership would lose all of the benefits that *Universidad Santiago de Cali* can provide, including diversity in the student body and faculty, as well as size and reach of the programs. Overall, this partnership would lack all the benefits outlined above as advantages of having *Universidad Santiago de Cali* involved in the partnership, ranging from political perception to diversity and overall impact of the partnership.

***Scenario 3, “One to several”: the U.S. institution partners directly with Universidad Javeriana de Cali and Universidad Santiago de Cali.***

This type of partnership has many of the same advantages as the *one to consortium* partnership because of having both universities on board. Additionally, it has the benefit for *Universidad Javeriana de Cali* that it will be accountable only for the activities in its contract with the U.S. institution without having to supervise a subcontractor. Also, *Universidad Santiago de Cali* would be placed in a non-hierarchical local relationship which could limit the possibilities of tensions with the *Universidad Javeriana de Cali*. Furthermore, this type of partnership will project an image of ‘balanced partnership.’ However, the U.S. institution would have an added burden to directly supervise and monitor two universities without necessarily being aware of local political nuances in Cali between these two institutions.

***C. Chocó***

***Scenario 1, “One to several”: the U.S. institution partners with two local institutions, the UTCh and FUCLA.***

This model has several benefits for the partnership: it allows FUCLA to complement the work of UTCh by bringing to the partnership its experience with social groups in the region, which is one of the main weaknesses of UTCh. It can also provide its experience in delivering human rights courses to the community, including non-lawyer audiences. Additionally, FUCLA can also bring to the partnership its managing experience and its credibility, reliability and transparency in implementing programs. It can serve as an alter-ego to UTCh and it can work closely with UTCh in developing the required law programming. Furthermore, being a private university allows for flexible administrative structures that could enhance the operation of the partnership with UTCh. Overall, this model will allow UTCh to strengthen its human rights legal capacity and take advantage of the know-how of FUCLA in this endeavor. The main weakness of this model can be summarized in the relationship between a public university with a law school and a private university with no legal experience. This could create tensions between the institutions, which can hopefully be overcome with the intervention of the U.S. institution.

*Scenario 2, “One to one”: the U.S. institution would work with UTCh.*

The advantage of this model is that, as with the Cali *one to one* model, it would be a straightforward relationship that would minimize administrative operations that additional subcontracts could involve. Also, UTCh would be directly accountable for all program activities and administration, for which they can more easily respond to the U.S. institution. However, the partnership would miss all of the benefits that FUCLA can provide, including extensive contacts with social organizations in the region as well as transparent and clear management of resources, and the possibility of resorting to this institution for their insight about local cultural and administrative practices.

***D. Caribbean Coast***

*Scenario 1, “One to consortium”: the U.S. institution will partner directly with Universidad del Norte (Barranquilla), which will subcontract with Universidad del Magdalena (Santa Marta.)*

The alliance of an excellent private university with very strong human rights work (*Universidad del Norte*), with a public university with significant work in human rights (*Universidad del Magdalena*) could be very beneficial for the region. In subsequent years, if funding permits, the collaboration will radiate the programs and proposals to the universities that are on the second level, which have great strengths but less leadership on human rights matters.

*Scenario 2, “One to several”: the U.S. institution will partner directly with both Universidad del Norte with University of Magdalena.*

In this model, the U.S. law school provides direct funding to each of the law schools separately. The U.S. law school can more easily target and direct support to each of the Colombian law schools according to their interests and needs, regardless of the other. This approach also simplifies the contact and the accountability with respect to each of the Colombian law schools and avoids any complications that could stem for a hierarchical delivery of resources from one Colombian law school to the other. On the other hand, potential collaborative benefits between the two Colombian law schools would be lost.

*Scenario 3, “One to consortium”: the U.S. institution, through its direct relationship with Universidad del Norte and Universidad del Magdalena, will add the Universidad Simón Bolívar (Barranquilla), Universidad Pontificia Bolivariana (Montería), and University of Sinú (Montería) in a*

*subsequent year, with appropriately increased funding, to the partnership. If funding is limited, the U.S. institution should add one of the three Law Schools mentioned above.*

The proposed three additional universities are located in two priority areas (Córdoba and Atlantic Coast). They all make worthy contributions to human rights in their regions, but require significant strengthening in certain areas. All have the potential to make great impact in their regions by providing attention to human rights through their Student Law Offices, potential clinical training in human rights, advances in human rights curriculum and outreach and social impact.

**Note:** *Universidad del Atlántico* and *Universidad Sergio Arboleda* (Santa Marta) are not recommended to be included in this project. There was little willingness to work vigorously in human rights in their respective regions, as they seem to give priority to other issues. With respect to *Universidad Sergio Arboleda*, it was evident that a strong program in human rights exists in Bogotá, but the branch in Santa Marta did not indicate significant work on human rights.

### ***E. Villavicencio***

*Scenario 1, “One to consortium”: the U.S. institution partners with a consortium of the Universidad Santo Tomás, which will act as the lead local institution, and the Universidad del Meta.*

Although the *Universidad de Santo Tomás* is considered to have the more substantial human rights program and is likely to have the greatest effect in the region, Unimeta complements the *Santo Tomás* program well. Working with two law schools at the same time in Villavicencio will bring the advantage of a return to scale, as travel costs to the schools will be proportionally reduced by working with both at once. At the same time, the advantages of joint collaboration and cooperation among the U.S. law school, *Santo Tomás* and Unimeta will create a multiplier effect on resources.

*Scenario 2: “One to one”: the U.S. institution partners separately with both the Universidad Santo Tomás and the Universidad del Meta. In case of limited funding, it is recommended that the U.S. institution partners with Santo Tomás directly.*

By dealing directly with the two law schools individually, this plan simplifies administrative and substantive responsibilities and outcomes, and avoids any potential rivalry between the two law schools in Villavicencio. It retains the benefits of return to scale mentioned above.

## **Appendix A: Detailed Initial Institutional Assessment Findings by Region**

*Removed from Toolkit for purposes of space.*