USAID
FROM THE AMERICAN PEOPLE

USAID HIGHER EDUCATION

A RETROSPECTIVE | 1960-2020

ON THE COVER:
Students graduating from the Universidad de Occidente in Guatemala, 2013. Photo: USAID Guatemala

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W.W. Quist, American Advisor from the Dunwoody Industrial Institute, observes as a student works on a metal lathe. Young men near Bombay, India learned special vocational skills in a program assisted by USAID. Photo: USAID

Acknowledgements

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Acronym List

ABA ROLI	American Bar Association Rule of Law Initiative
AFGRAD	African Graduate Fellowship Program
AIT	Asian Institute of Technology
ALO	Association Liaison Office for University Cooperation in Development
ASHA	Office of American Schools and Hospitals Abroad
ASU	Arizona State University
ATC	Advocates' Training Center
ATLAS	Advanced Training for Leadership and Skills
AU	American University
AUB	American University of Beirut
BEST	Basic Education and Skills Training
CASS	Cooperative Association of States for Scholars
CERGE	Center for Economic Research and Graduate Education
COLPOS	El Colegio de Postgraduados en Ciencias Agrícolas
CRSP	Collaborative Research Support Program
DEC	Development Experience Clearinghouse
DOH	Department of Health
DOT-COM	Digital Opportunity through Technology and Communication
E&E	Europe and Eurasia
EMBRAPA	Brazilian Research Agricultural Company
FCC	Fort Cox College of Agriculture and Forestry
HED	Higher Education for Development
HIID	Harvard Institute for International Development
HIN	High Institute of Nursing
IAAS	Institute of Agriculture and Animal Science
ICT	Information and Communication Technology
IIT	Indian Institutes of Technology
INTERAF	Inter-African University Scholarship Program
ITT/K	Indian Institute for Technology Kanpur
LAC	Latin America and the Caribbean
LASER	Long-Term Assistance and Services for Research
LASPAU	Latin American Scholarship Program of American Universities
LDC	Least Developed Country
LEAD	Leadership for Education and Development
MOHE	Ministry of Higher Education
MSU	Michigan State University
NGO	Non-Governmental Organization
OAPA	Office of Afghanistan and Pakistan Affairs
OFPPT	Office of Vocational Training and Work Promotion
OSU	Oklahoma State University or Oregon State University
PEER	Partnerships for Enhanced Engagement in Research
RTAC	Research Technical Assistance Center
SEED	Scholarships for Education and Economic Development
STIP APS	Science, Technology, Innovation, and Partnerships Annual Program Statement
TIES	Training, Internships, Exchanges, and Scholarships
TLP	Transformational Leadership Program
UCEQA	Ukrainian Center for Education Quality Assessment
UFH	University of Fort Hare
UL	University of Lodz
UMCP	University of Maryland, College Park
UPEF	University of Philippines Economic Foundation
USAID	U.S. Agency for International Development
USETI	Ukrainian Standardized External Testing Initiative
WEDP	Women's Enterprise Development Project
WID	Women in Development

Icon Key

- Scholarships or Exchanges
- Democracy and Governance
- Agriculture
- Health
- Economics, Business, Finance
- Environment, Forestry, Climate Change
- Science, Technology, Engineering, Math
- Workforce
- Basic Education
- Higher Education Institution Capacity Building
- Information and Communications Technology

Executive Summary

When the U.S. Agency for International Development (USAID) was created in 1961, its purpose was, and still is, to promote social and economic development around the world. Investments in higher education have been crucial to achieving this purpose by preparing institutions and individuals to become actors in supporting their countries' paths to development. From establishing universities, colleges, and technical training institutes to facilitating ground-breaking and life-saving research and innovation, USAID assistance is transforming the ability of healthcare systems to provide care, farmers to supply food, industry to innovate, and governments to serve their people. USAID's legacy in advancing global higher education is manifested in the achievements and contributions of the individuals and institutions it has supported who have made impacts in three key development areas: building country capacity, advancing social progress, and creating economic and social opportunity.

Building Country Capacity

Educated leaders drive the success of a country's path to development. Supporting higher education ensures individuals have the knowledge and skills necessary to be effective agents of change in every sector of society. USAID higher education activities have trained government officials, lawyers, doctors, nurses, engineers, educators, and agriculturists; provided guidance in creating country-wide policies; and established universities, colleges, and training and research institutes across the world. In post-Soviet Europe, universities receiving USAID support helped transition economies to a free market model, while, across the world, Southeast Asian governments were assisted in reforming their healthcare systems through higher education. Without strong institutions led by educated individuals, development efforts cannot be sustainable.

Advancing Social Progress

Higher education institutions are engines of change across the development spectrum. As institutions of learning, research, innovation, and community engagement, higher education institutions are instrumental in creating the knowledge necessary to solve development problems. USAID's research efforts have worked to increase food yields, develop vaccines, and encourage entrepreneurship through partnerships with both U.S. and developing country institutions of higher education. The unique partnerships formed between these institutions create a framework for knowledge-sharing across continents, allowing scientific advancements to promote progress at home and abroad. Higher education institutions not only generate knowledge, but become critical actors in knowledge dissemination. USAID activities in higher education not only support higher education, but also support other levels of the education continuum, including pre-primary through secondary education through the training of teachers and administrators and support building the capacity of other sectors in development, such as agriculture, energy, health, and democracy and governance. Investing in higher education is investing in the future — both in the knowledge that higher education creates and the education they provide for future generations.

Creating Economic and Social Opportunity

USAID assistance allows more individuals, particularly from marginalized and vulnerable groups, to receive the benefits of education. Scholarships have granted access to degree and training programs to promising students who lacked the financial capacity to fund their own education. Universities and colleges with extension programs were established in rural regions that, until then, lacked any higher education institution. Finally, innovation is removing the limits of a traditional classroom as the internet breaks down geographic barriers and technology provides disability-inclusive education. With more students receiving higher education opportunities, they are able to improve their own economic position while meeting the workforce needs of their countries. USAID has assisted institutions to adapt curriculum and training programs in order to create the greatest potential benefit for both students and the industries they enter after graduation. These graduated students bring with them an increase in productivity and innovation, both of which stimulate economic growth and opportunity for long-term stability.

INTRODUCTION:

Higher Education Engagement and Capacity Building at USAID

The U.S. Agency for International Development (USAID) has a long and rich history of engaging with higher education institutions to achieve development objectives. USAID's engagement with higher education is unique — as higher education institutions can be both a recipient of development assistance as well as a partner in delivering assistance. Individuals pursuing degrees at higher education institutions are also critical to achieving development objectives; they become the teachers, doctors, engineers, nurses, technicians, economists, agriculturalists, and the multitude of other workforce needs for a country to graduate from development assistance.

Predating the establishment of USAID, U.S. universities played a key role in the recovery of Europe from World War II as part of the Marshall Plan in the 1940s and around the world as U.S. foreign policy expanded under President Harry S. Truman's Point Four program in the 1950s. In Truman's inauguration speech on January 20, 1949, he stated the need for "making the benefits of our scientific advances and industrial progress available for the improvement and growth of the underdeveloped areas."[1] Higher education was critical to helping to make these advancements.

Truman's Point Four proposal for foreign policy was formally instituted under the International Technical Cooperation Act of 1949.[2] U.S. universities made an early commitment to assist in delivering technical knowledge for these scientific advances, particularly in the fields of agriculture, education, and public health.[3]

Much of this early engagement of higher education in development activities was through predecessor agencies to USAID such the Mutual Security Agency, Foreign Operations Administration, and the International Cooperation Administration. The Foreign Assistance Act of 1961, signed into law by President John F. Kennedy, established USAID as the sole agency tasked for foreign economic assistance.

With the establishment of USAID, functions of predecessor agencies working in higher education programming areas, such as participant training and exchange, scholarships, and institutional capacity building shifted to USAID as the lead agency. However, it is important to note that other U.S. Department of State and government entities, such as the U.S. Department of Agriculture, continued to offer higher education assistance as well.

Amendments to the Foreign Assistance Act continued to shape the Agency in the 1960s and 1970s, particularly the role of higher education institutions.

In 1975, Title XII—Famine Prevention and Freedom From Hunger was added to the Act:

> *"United States should mobilize the capacities of the United States land-grant universities, other eligible universities, and public and private partners of universities in the United States and other countries…"*

Title XII led to the presidentially appointed board that advises USAID on agriculture and higher education issues pertinent to food insecurity in developing countries.

With this foundational grounding, USAID has continued to support building capacity of both individuals and institutions through higher education programming and shifting geo-political trends. This retrospective provides an overview of USAID's higher education investments by both decade and region. It seeks to provide a snapshot into the myriad ways that strong higher education systems and institutions, working across sectors, are critical for a country's journey to self-reliance.

American Schools & Hospitals Abroad

The Office of American Schools and Hospitals Abroad (ASHA) began in 1947 and was incorporated into USAID by the Foreign Assistance Act of 1961. Since its inception, USAID/ASHA has achieved a visible legacy by providing assistance to approximately 300 institutions globally and aiding in the development of innovative and state-of-the-art schools, libraries, and medical centers in more than 80 countries.

ASHA's mission is to share the best in health and education ideas, practices, and values worldwide while building mutual understanding and friendship with people around the world. ASHA's investments build resilient civil society institutions and provide hope, while training the next generation of world leaders.

USAID/ASHA directly contributes to U.S. foreign policy and public diplomacy objectives by fostering strong civil society institutions and excellence in higher education and innovation. ASHA also continues to foster relationships with higher education institutions in countries who have graduated from U.S. development assistance, often with a U.S. higher education institution as a partner.

Tribhuvan University Teaching Hospital Blood Center. Kathmandu, Nepal. Photo: U.S. Army Corps of Engineers, Alaska District

Aerial view of EARTH University campus. Photo: EARTH University

Czech Republic
The Center for Economic Research and Graduate Education - Economics Institute (CERGE-EI)

With a goal of providing an American-style Ph.D. education program for economics that would serve the region following the collapse of the Soviet Union, the Center for Economic Research and Graduate Education[4] (CERGE-EI) at Charles University in Prague was established in 1991 with support from USAID, Mellon Foundation, the Pew Charitable Trusts, and others. The University of Pittsburgh provided technical assistance and financial support.

CERGE-EI continues to provide a unique opportunity for students to learn and conduct leading-edge economic research. Located in Prague, CERGE-EI is ranked in the top 5 percent of economics institutions around the globe by both Social Science Research Network and Research Paper in Economics.

The Czech Republic graduated from USAID assistance in 1997,[5] but ASHA's support to CERGE-EI has continued to encourage American academic values by supporting the creation of a Virtual Learning Environment by developing a digital media center, enhancing CERGE-EI's digital learning resources, and capitalizing on its successful teaching fellows network. This integrated learning platform will significantly improve the economic literacy of thousands of people and be a potent developer of local human capital infrastructure in former communist countries.

Costa Rica
EARTH University

USAID, along with the W.K. Kellogg Foundation and Costa Rican government, partnered in 1986 to establish EARTH University.[6] EARTH University enrolled its first class in 1990 and has focused on providing an undergraduate degree in Agricultural Science to more than 2,000 young people from Latin America, the Caribbean, Africa, and other regions with a focus on sustainable development.

Costa Rica graduated from U.S. foreign assistance in 1996, but through ASHA, USAID has continued a relationship to support EARTH University in achieving its mission to "Prepare leaders with ethical values to contribute to sustainable development and to construct a prosperous and just society."

ASHA support has assisted EARTH in constructing new dormitories for short-term residency programs,[7] installing fiber-optic cables for internet connection, and other campus infrastructure improvement projects.[8]

Conducting research with a electron microscope in South Korea at the Korea Institute of Science and Tech, 1970.

South Korea
Sogang University

South Korea graduated from U.S. assistance in 1981 and institutions like Sogang University, which opened it doors in 1950 with the support of the Wisconsin Province of Jesuits are the pillars behind Korea's growth.

Following the Korean War, USAID support through ASHA to Sogang included construction of a library in 1973 and additional support for books and other equipment in 1974.[9] Outside of ASHA funding, USAID also supported the establishment of the Korea - U.S. Joint Continuing Committee on Scientific Cooperation, which worked in collaboration with the Ministry of Science and Technology and in support of developing scientific capacity not only at Sogang University, but also with the Korea Advanced Institute of Science, Korea University, Pusan Fisheries College, Seoul National University, Soong Jun University, and Yonsei University.[10]

Sogang University has contributed significantly to the rapid economic growth of Korea over the past four decades. Faculty members from the university have been deeply involved in the design of Korea's economic development program through top-level cabinet positions in the government. Based on its reputation, the university has consistently attracted young talent of the highest caliber, and is one of the top producers of academic publications in South Korea.

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John F. Kennedy addresses a crowd at the University of Costa Rica in March 1963. The United States supported the UCR in a number of ways, including donations of equipment, construction, technical assistance, and scholarships for faculty training at U.S. universities. Kennedy's visit to Costa Rica led to several new aid initiatives for the country and the region, including the founding of the INCAE business school.

1960s

USAID was established in 1961 with four principal operating areas: Africa, the Near East and South Asia, Latin America, and East Asia. Although USAID was a new independent agency, higher education institutions had been engaged in development activities since Truman's Point Four program. The priorities of the Agency at this time included addressing food insecurity in Southeast Asia, the growing concern of population booms in developing countries, and leveraging aid for strategic partnerships during the Cold War.[11] Countries transitioning from colonial legacies looked to utilize higher education institutions to build the capacity of their new governments, while broader higher education priorities in this decade focused on developing the personnel and research necessary to tackle global issues.

Institution building both in physical structures and human capacity became the main method to address these challenges. As the demand for higher education increased, universities and colleges were constructed with financial support from USAID, while American universities continued to lend their technical and administrative support. In 1968, there were at least 123 American colleges and universities participating in USAID initiatives around the world.[12] Partnerships between USAID, U.S. universities, and developing countries paved the way for foundational education projects to be implemented where needed the most.[13]

Agricultural education initiatives encompassed much of USAID programming in the 1960s as populations boomed and governments grappled with how to alleviate the stress of feeding a larger populace. The American land-grant university system was the model for new universities, placing an emphasis on the three pillars of teaching, research, and extension services to maximize benefits to local communities. In 1968, then USAID Administrator William Gaud coined the term "Green Revolution" to describe the world-wide boom in agricultural production stemming from an increased focus on agricultural research. Institutions of higher education both in the United States and in countries where USAID worked hosted much of this research. New technology improved irrigation, fertilizer, and pesticides. These, along with agricultural research and demonstration, caused food grain yields to rise around the world.

Dr. Henry Bennett (third from left) with a group of women and chickens. This photo is from a group of photos connected to Dr. Bennett's Program of Cooperation of Point Four. This location is unidentified. Date: 1951.

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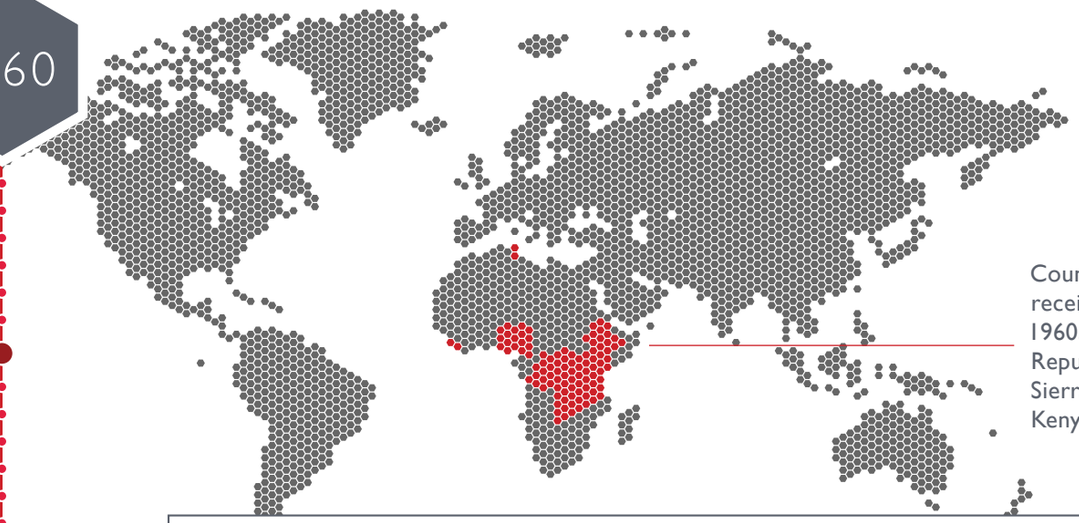

Countries within the Africa region receiving assistance during the 1960s included: Cameroon, Ethiopia, Republic of Congo, Liberia, Nigeria, Sierra Leone, Tunisia, Zambia, Uganda, Kenya, Tanzania, and Malawi.

Africa

During the 1960s, USAID higher education efforts in Africa were directed at capacity development in two parts: establishing new universities and colleges and increasing the capacity of existing institutions through faculty training. With new classrooms, better trained faculty, and improved curricula in areas such as health, cooperative development, and vocational agriculture, newly independent African nations began to see increased academic attendance at all levels of education, including post-secondary, as well as additions to the workforce in specialty areas such as educational administration, English language teachers, and nursing.[3, 14]

ACTIVITY SPOTLIGHT

Founding the University of Nigeria

U.S. Partner:
Michigan State University

Local Partner:
University of Nigeria

Nigeria

1960 to 1967

After gaining independence from Great Britain on October 1960, Nigeria became the focus of the largest USAID assistance program on the African continent aimed at building the capacity of local universities.[15] USAID assisted the Nigerian government in modeling three new universities after the U.S. land-grant university model. To train faculty, U.S. universities hosted researchers and staff. American faculty members also traveled to Nigeria to provide advisory services on planning, administration, building of facilities and equipment, curricula development, and teacher training.[3,5]

The university opened in 1961 with 220 students and 13 faculty. By 1967, the student population had grown to 6,000 students within 5 operational faculties, including a continuing education center to meet the education needs of farmers, teachers, and government workers. One year after the opening of the university, the College of Agriculture was established, hosting the Agricultural Teaching and Research Center and operating more than 100 research projects until it was halted in July 1967 when the Nigerian Civil War began. Before the war, it was noted that 1,300 students had graduated from the university.

ACTIVITY SPOTLIGHT

Agricultural Education and Research

U.S. Partner: Oklahoma State University

Local Partners: The Imperial Ethiopian College of Agriculture and Mechanical Arts at Alemaya (now Haramaya University), Jimma Agricultural Technical School, and the Agricultural Experimental Station at Debre Zeit

Ethiopia

1952 to 1972

Oklahoma State University (OSU) was one early U.S. university engaged in Ethiopia. OSU worked to address a deficit of trained agricultural personnel by developing programs to train Ethiopians in modern agricultural vocational and research practices. OSU faculty arrived in Ethiopia in 1951 to establish an agricultural college, research center, and extension services as part of the Point Four program. When they arrived on the ground, however, OSU staff found Ethiopians unprepared to enter collegiate programs.[16] To remedy this, the Jimma Agricultural Technical School was opened in 1952 to provide a college preparatory education. Eighty-eight students were first admitted to Jimma. Of these, 50 students would go on to receive a Bachelor's degree from Alemaya.

The College of Agriculture at Alemaya was established in 1954, with graduates of Jimma Agricultural Technical School being the first students to enter. Research efforts from the university resulted in the introduction of new strains of poultry, the addition of a market cooperative for vegetables, and high-yield wheat.[17] A number of the graduates from this activity are now active in international development work, and the relationship between OSU and Ethiopia persists to this day.

ACTIVITY SPOTLIGHT

African Graduate Fellowship Program (AFGRAD)

U.S. Partners: African-American Institute, Various U.S. Universities

Local Partners: Various African Governments

Regional

1963 to 1990

AFGRAD was a partnership between the American-African Institute, U.S. graduate and professional schools, and African governments. Established on the idea of sharing knowledge and furthering education, AFGRAD aimed to provide quality university education to Africans who were expected to return home in order to assume positions in universities, governments, and private businesses. AFGRAD alumni were encouraged to transfer their learned knowledge to others and multiply the benefits of the AFGRAD program.[18]

Beyond building the human capital of African nations, AFGRAD also served as a valuable tool of U.S. diplomacy. Americans were able to learn more about Africa through person-to person dialogue, while visiting Africans learned about American democracy, policymaking, and educational institutions.

This activity supported 2,934 African students from 45 countries in their pursuit of higher education.[19] When the program ended in 1990, 90 percent of participants had completed their training objectives and 80 percent returned to Africa to pursue professional careers.[20] Impacts of AFGRAD have been seen in the public and private sectors across Africa, as participants have implemented education, economic, and structural reform in their organizations and institutions.

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Countries within the East Asia region receiving education assistance during the 1960s included: Burma, Korea, Laos, the Philippines, and Thailand.

East Asia & Vietnam

Similar to Africa, Asian countries in the 1960s were experiencing a shift in development priorities due to newly gained independence after World War II and international tensions stemming from the Cold War.

USAID sought to empower this development shift by focusing less on primary education and more on higher education endeavors such as English-language teacher training, science and mathematics training, and tropical medicine research. A separate Vietnam office was stood-up during the 1960s in order to support emergency- and conflict-related activities during the Vietnam War.[21]

W. Reed Johnson, on the staff of the University of Virginia, provides expert guidance to graduate student Felixberto Buot, of the University of the Philippines.

ACTIVITY SPOTLIGHT

Higher Education

U.S. Partners: Wisconsin State University - Stevens Point (became UW-Stevens Point), University of Missouri, University of Florida

Local Partners: Vietnamese National Agriculture Institute, National Technical Institute, Thu-Duc Polytechnic University (now part of Ho Chi Minh City University of Technology)

Vietnam

1967-1978

Ongoing conflict created many obstacles to Vietnam's development during the 1960s. Despite these hardships, the need for more skilled professionals in the country's political, social, and economic sectors led the charge for Vietnam to seek help in improving their higher education system. A formal appeal for help went out in 1964 to change the landscape of Vietnam's education.[22]

At the time, 60 percent of the population in Vietnam were engaged in agriculture, with the sector comprising 30 percent of the nation's gross domestic product.[23] This project was designed to increase production and industrialization by developing Vietnam's higher education system in three parts. First, USAID partnered with U.S. universities who sent teams to assist in training local faculty and updating curricula. Second, Wisconsin State University advised the rectors of Vietnamese universities on governance structures and policy implementation for university operations. Finally, the University of Florida and the University of Missouri worked alongside Vietnamese institutions to improve their vocational schools specializing in engineering and agriculture.[24]

As a result of this activity, the newly developed school of engineering at the National Technical Institute graduated 137 engineers and 215 technicians, while the National Agriculture Institute increased its enrollment by 50 percent.[25] Both of these institutes were combined in 1973 to form Thu Duc Polytechnic University, whose first rector attained a Master's degree in the United States as part of this activity.

ACTIVITY SPOTLIGHT

Facility Construction - Rangoon Liberal Arts College

Local Partner: Rangoon Liberal Arts College

Burma (Myanmar)

1959-1969

After gaining independence from Great Britain in 1948, Burma, now also known as Myanmar, saw attendance at Rangoon University quadruple. Facing a lack of adequate facilities and unsatisfactory academic standards, the Government of the Union of Burma officially requested U.S. government assistance in 1959.[26] With this grant, a complex of dormitories, classrooms, and auxiliary facilities were constructed that relieved pressure on the existing university structures.

The humid climate of Burma was not conducive to the use of regular bricks, as they would be subject to mold and mildew after a few years of use. For this project, an American ceramicist was brought in to introduce glazed bricks to Burmese craftsmen which increased the longevity of the newly built structures. This project was also part of a craft assistance program where crafters in developing countries were instructed by skilled American and European artisans to bring the handicraft trade to larger markets.[27]

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ACTIVITY SPOTLIGHT

Higher Education Rehabilitation

U.S. Partners: University of Minnesota, Washington University, Purdue University

Local Partners: Seoul National University, Yonsei University, Korea University, Korea Military Institute

South Korea

1954-1967

Post-war Korea, with great financial and technical support from the United States, invested heavily in its education sector during the 1950s. The Korean War had geographically disrupted universities and students and put great pressure on the few institutions that could remain open during the war.

The University of Minnesota was one of the first U.S. universities to lend technical assistance to South Korea in partnership with Seoul National University.[28] Faculty from the university were sent to South Korea to offer technical assistance, along with funding to repair and construct teaching facilities and to purchase educational and laboratory equipment. The Colleges of Agriculture, Engineering, Medicine, and Veterinary Medicine received the bulk of this technical assistance, but in 1957 the School of Public Administration was upgraded to train public servants for the South Korean government. As part of this activity, 103 Seoul National University staff studied in U.S. institutions, with 43 returning to the staff after graduation. By the end of the contract with the University of Minnesota, Seoul National University had repaired facilities and a modernized hospital and laboratories, established pre-professional programs in many disciplines, and improved instructional procedures. In order to spread the success of Seoul National University, the University of Minnesota conducted a survey of the institution to provide to South Korea's 33 other institutions of higher education with transferable lessons.

Partner activities between U.S. and Korean universities led the higher education development efforts of the post-war period. A program by Washington University provided public and business administration courses to Yonsei University and Korea University, respectively. Purdue University paired with the Korea Military Academy to grow capacity in the fields of natural science and engineering. These activities and more from 1954 through 1967 saw 2,883 Koreans receive training from U.S. and third-country partner institutions.[29]

Mrs. Suee Chotanaporn (Biochemistry (M.Sc.), Oregon State University, 8/61-7/63
Lecturer, Chemistry Department. Faculty of Science Kasetsart University.

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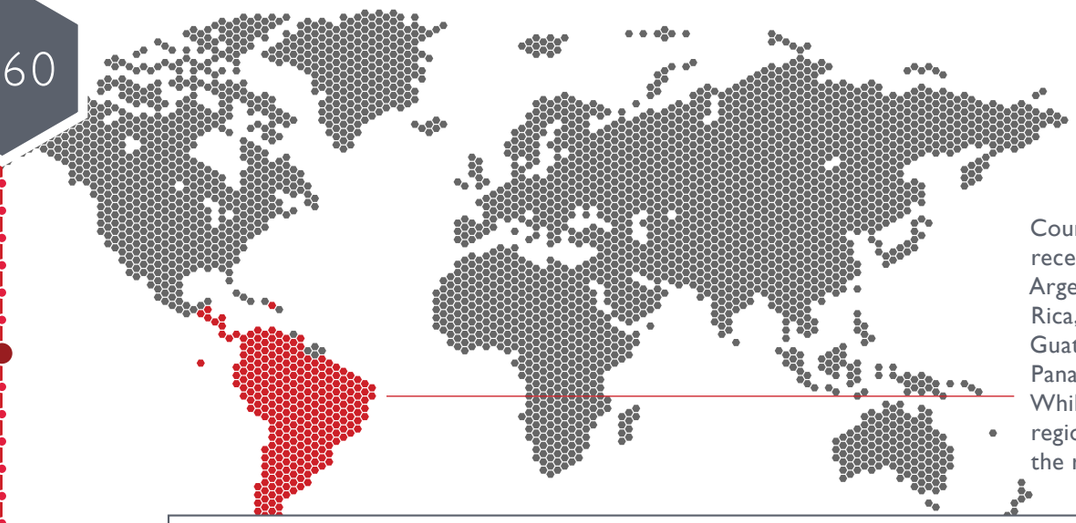

Countries within the Latin America region receiving assistance during the 1960s included Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Guyana, Honduras, Jamaica, Nicaragua, Panama, Paraguay, Peru, Uruguay, and Venezuela. While Caribbean countries were included in this region at this time, "Caribbean" was not part of the regional name until the 1970s.

Latin America

In his 1961 inaugural address, President Kennedy outlined the creation of the Alliance for Progress as a priority of his administration. This alliance was "to assist free men and free governments in casting off the chains of poverty"[30] by supporting Latin American countries in establishing democracies. To this end, Kennedy's strategy relied upon strengthening institutions to promote economic development and political reform. One way of doing so was to provide assistance to institutions of higher education to train and equip future public servants, farmers, researchers, engineers, and business people. Higher education development initiatives focused on providing institutions with skilled faculty and scholarship programs for students.

Library in the Regional Office for Central America and Panama, 1968 Photo: USAID

ACTIVITY SPOTLIGHT

Agricultural Education

U.S. Partners: University of Arizona, Purdue University, Ohio State University, University of Wisconsin, Michigan State University

Local Partners: Federal University of Ceara, Federal University of Vicosa, Luis de Queiroz Agriculture College, University of Sao Paulo, Federal University of Rio Grande do Sul

Brazil

1963-1973

A major initiative in the 1960s was USAID's investment in Brazilian agricultural research. By developing undergraduate, graduate, and postgraduate training and research programs, institutions of higher education could develop and disseminate technology that would directly benefit Brazil's agricultural development. The Ministry of Education and Culture, in partnership with USAID, selected four Brazilian higher education institutions to receive capacity building support through a one-to-one partnership with a U.S. university. Each institution received technical support, scientific equipment, instruction materials, and advanced participant training in the United States.[31] The four partnerships were between the Federal University of Ceara and the University of Arizona; the Federal University of Vicosa and Purdue University; the Luis de Queiroz Agriculture College, University of Sao Paulo, and Ohio State University; and the Federal University of Rio Grande do Sul and University of Wisconsin.

When this first activity was nearing its end in 1973, Brazilian universities requested a secondary program that focused on the training of Master's and Ph.D. candidates. As a result, USAID began another activity with Michigan State University that continued to train Brazilian students in the United States. As a condition of extended funding, the four universities that had received USAID assistance were tasked with offering technical assistance to Brazilian institutions that had not received USAID assistance.[32] Over the course of the activity, funding shifted to training students at these strengthened Brazilian institutions instead of at U.S. universities.[33] Faculty from the original four institutions that received U.S. assistance also traveled to other Brazilian institutions to offer technical assistance to their colleagues.

ACTIVITY SPOTLIGHT

Higher Education Project

U.S. Partners: St. Louis University, American Institutes for Research

Local Partners: Autonomous University of Santo Domingo, the National University Pedro Enriquez Urena, and the Catholic University in Santiago

Dominican Republic

1966-1975

In the early 1960s, the Dominican Republic lagged behind its Latin American peers in the proportion of its budget devoted to education spending. Evaluations of the education sector conducted at the time found a deficit of technical professionals in the fields of engineering, agriculture, and science.[34] To address this problem, USAID focused on providing technical support and guidance to higher education institutions.

The higher education project was designed to assist the leadership and operational logistics of three major universities in the Dominican Republic by improving internal administration, creating curriculum, developing better methods of teaching, and increasing enrollment.[35] Representatives from the American Institute for Research sent advisors to each university to offer technical experience in fields such as library science, upgrading professional staff, and physical university planning while local faculty were sent to U.S. and third-country institutions to receive advanced training.[36]

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ACTIVITY SPOTLIGHT

Latin American Scholarship Program of American Universities (LASPAU)

U.S. Partners: LASPAU, Inc. (a voluntary association of approximately 150 American colleges)

Local Partners: Latin American Governments

Regional

1966-1977

The Latin American Scholarship Program of American Universities was created in 1965 as a non-profit to address a shortage of qualified higher education faculty in the Latin America region. USAID began funding the program in 1966 to provide student maintenance, general expenses, and administrative costs. As part of the program, students without the financial ability to attend university had the opportunity to study abroad in the United States and then return to their home country with a guaranteed full-time position at their sponsoring institution.

At the time of USAID sponsorship, 253 U.S. higher education institutions were part of the association, with 211 Latin American institutions sponsoring participants. During USAID involvement, 1,920 scholars received training at U.S. institutions, with 458 having graduated with U.S. degrees.[37] Less than 1 percent did not return to their country of origin, and 87 percent of graduated scholars went on to work in higher education.

Not only were students able to benefit from receiving an education at an U.S. institution, but exchange programs such as this also provided a unique form of cultural diplomacy. While in the United States, students were able to learn of American values, create social and business ties with U.S. institutions, and establish networks to facilitate intercultural communication. Scholars were able to return to their home countries with the ability to strengthen their home institutions as well as their country's ties with the United States. While USAID funding for the program ceased in 1977, the program still lives on to this day. It is now affiliated with Harvard University and supported by the U.S. State Department under the Fulbright program, as well as many other domestic and international partners.

Not only were students able to benefit from receiving an education at an U.S. institution, but exchange programs such as this also provided a unique form of cultural diplomacy.

Brazilian scientist examines sprouted seed as part of an Alliance for Progress activity.

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Countries within the Near East and South Asia region receiving aid during the 1960s included Afghanistan, India, Iran, Egypt, the United Arab Republic (Egypt & Syria), Jordan, Nepal, Pakistan, and Turkey.

Near East & South Asia

In the Near East and South Asia region in the 1960s, USAID was investing in higher education initiatives including teacher training, educational research, and training professionals at U.S. higher education institutions.[38] During this decade, higher education institutions and other government institution were important in implementing partnerships between the United States and developing nations. Most initiatives in the region were created between two partnering institutions, a higher education partnership model commonly referred to as "twinning."

ACTIVITY SPOTLIGHT

Academies of Economics and Commerce

U.S. Partner: Michigan State University

Local Partner: Academies of Economics and Commerce

Turkey

1960-1972

U.S. government support to higher education in Turkey predates the establishment of USAID, with work on research, education sector planning, and personnel training. Like many developing countries in this timeframe, the demand for education at all levels outpaced the Turkish government's ability to provide education services. The 1960s became a decade of central planning and service expansion as the Ministry of Education enlisted the expertise of foreign and domestic partners to pave the way for a skilled and educated population.[39]

One of the objectives of USAID support was to increase the quantity and quality of business and public administrators available. The Turkish government had identified the need to modernize and industrialize the public and private sectors and sought to improve the Academies of Economics and Commerce as a means to educate the administrative personnel needed to do so.

The Academies of Economics and Commerce had previously received USAID support through activities in infrastructure development. Additionally, they accounted for 20 percent of Turkish higher education enrollment and produce most of the country's formally trained accountants, business executives, and government administrators.[40] This project sent professors from Michigan State University (MSU) to four institutions to redesign their pedagogy from an emphasis on the memorization of laws, to the application of accounting, marketing, and finance concepts.[41] The team taught classes, revised text material, and advised institutions' leaders in new teaching methods. Additionally, some participants were able to study abroad at MSU's campus to obtain MBAs.

By 1968, a revised curriculum was submitted to the board of education, and six new textbooks had been drafted.[42] There were additional institutional investments that successfully expanded new buildings as well as curriculum in the Academies of Economic and Commercial Sciences.[43]

ACTIVITY SPOTLIGHT

Karaj Agricultural University

U.S. Partner: Utah State University

Local Partner: University of Tehran

Iran

1952-1966

Iran became the first country to enter into an agreement with the United States under the Point Four program when, in 1950, the Technical Cooperation Administration signed a pilot agreement with Iran for their rural improvement project.[44] Iran experienced acute rural poverty in the 1950s, with 80 percent of the population being subsistence farmers.[45] Farmers lacked legal rights to land, as well as modern agricultural practices that could increase efficiency and output.[46] Institutional constraints proved to be a substantial hindrance to technical change and agricultural modernization.[47] The government lacked policymakers equipped to make substantive change, while institutions of higher education focused less on growing the capacity of farmers and more on the training of bureaucrats.[48]

The Karaj Agricultural College was the only source for agricultural higher education in the country, yet lacked housing for expansion, an adequate library, or the infrastructure for research programs. Utah State University sent 14 advisors to develop a teaching and research program that could address the challenges the country was facing.[49]

Early in the partnership, physical infrastructure in the form of classrooms, dormitories, and laboratories were constructed. As the relationship developed, a credit system was established allowing students to specialize in different areas of interest, and practical experience was added to the curriculum to provide students with first-hand knowledge of farm and field work.[50] The most successful part of this project, however, was the establishment of an extension program that was able to reach out to local communities. Researchers from the college were able to educate rural farmers on how to repel pests and mildew from crops, while field days and community fairs allowed members of the community to come together to share expertise. A youth program, modeled after 4-H, allowed children to learn in fields related to health and agriculture, while a home handicraft program provided professional opportunities for rural women.

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ACTIVITY SPOTLIGHT

Kanpur Indo-American Program

U.S. Partners: Education Development Center, Massachusetts Institute of Technology, University of California Berkeley, California Institute of Technology, Princeton University, Carnegie Institute of Technology, University of Michigan, Ohio State University, Case Institute of Technology, Purdue University, and Ford Foundation

Local Partners: Indian Institute for Technology/Kanpur (ITT/K), Government of India

India

1957 to 1972

> ...the institutions were not only graduating qualified individuals, but keeping them in the country.

In hopes of establishing a premier technological institute, the Government of India established five Indian Institutes of Technology (IITs) in 1948. MIT was the first U.S. university brought in to survey what course of action would benefit the development not only of these particular institutions, but a generation of scientists and engineers that could advance the growth of India. Deciding that the project required too large of a staffing commitment for one institution to provide, a consortium of universities was created, all of which would provide faculty to assist in building the capacity of these institutions.

The consortium worked to propose changes to the Indian institutions that would generate long-term, sustainable momentum toward producing better educated graduates.[51] The Consortium enlisted the Ford Foundation to provide relocation expenses to attract permanent overseas faculty and negotiated with the institutions on changing their faculty structure to provide competitive salaries. One hundred and seventy four faculty members relocated to ITT/K from 1964-1972, reversing what is termed a "brain-drain."[52] This was of particular importance because the institutions were not only graduating qualified individuals, but keeping them in the country. Consortium schools also strengthened the faculty by offering them the opportunity to study in their U.S. institutions.

The first class of students entered the ITT Kanpur on a common core curriculum in 1960. By 1963, a complete five-year curriculum had been developed including technical specialties in chemical, civil, electrical, metallurgical, and mechanical engineering. In May 1965, the IIT Kanpur graduated its first class of 66 students receiving bachelor of technology degrees. This institute was able to provide newly trained personnel to a modern industrial society that was greatly in need. By 1972, it had produced more than 1,600 academic publications, demonstrating its ability to contribute to India's academic landscape. Just seven years after receiving USAID funding, IIT Kanpur received recognition as an exemplary leader among engineering institutions.[53] Graduates of IIT Kanpur were readily employed upon graduation, despite war and extreme drought.

American foreign aid helped Iran to establish the large Narmak Technical Teachers College and Trade School in Tehran, which produced skilled workers and technicians to work in industry. The US provided machinery for welding, automotive, electrical, sheet metal, carpentry, and other shops, along with technical assistance.

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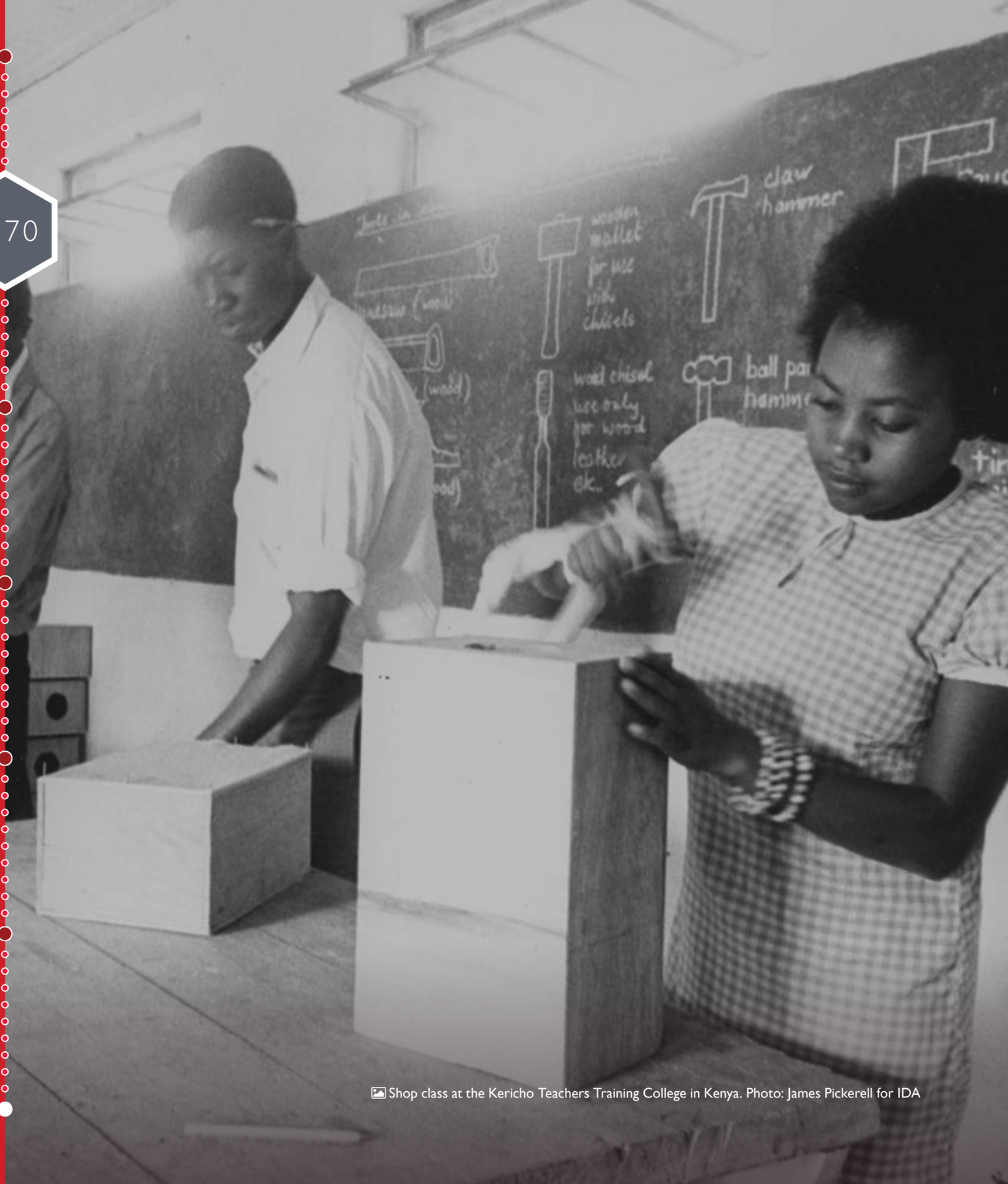

Shop class at the Kericho Teachers Training College in Kenya. Photo: James Pickerell for IDA

Much of USAID's higher education programming in the 1970s followed larger shifts in U.S. development policy. The Foreign Assistance Act of 1973 changed the focus of development efforts across the world from a "top-down" to a "basic needs" approach, targeting the poorest and most vulnerable populations of society.[55] This shifted the role of the Agency from a granter of infrastructure support into a larger role as a provider of both infrastructure and technical expertise. It was in this decade that USAID reorganized foreign assistance into sectors including agriculture, education, population, energy, and environment.[56]

Large-scale scholarship programs provided training for future agents of development in the public and private spheres, while expanding access to higher education to underprivileged populations. Training programs were also specifically designed to create the skilled human resources necessary to fill highly sought-after positions in government and non-government institutions, with a particular focus on economics and agriculture.

A global food shortage hit the developing world in the early seventies and U.S. development policy responded with the Title XII Famine Prevention and Freedom from Hunger Amendment to the Foreign Assistance Act of 1975. This amendment created the framework for greater cooperation and research partnership between U.S. institutions of higher education and those in less-developed countries in the field of agriculture. The Collaborative Research Support Program (CRSP) was created in 1977 to improve agricultural productivity and marketing systems and enhance food security in both the U.S. and in developing countries.[57] The institutionalization of the university partnership model, while prominent in the field of agriculture, also extended to the fields of engineering, economics, and resource management during this decade.

Overall, higher education activities in the 1970s expanded to include training for sectors that were not a focus in the previous decade. Development efforts in the 1960s had shown that focusing on only one sector would not produce results that would advance the rest of a country's development. Investments needed to be made to train professionals in health, business, and administration for both the public and private sector. A sensitivity to the colonial legacy of developing countries also introduced the need for country-led development and an awareness of underlying cultural attitudes.

Left: Co-located Korea Productivity Center and Korea Computer Center in South Korea, 1970. Right: Agricultural research at the Horticultural Experiment Station in Suwon.

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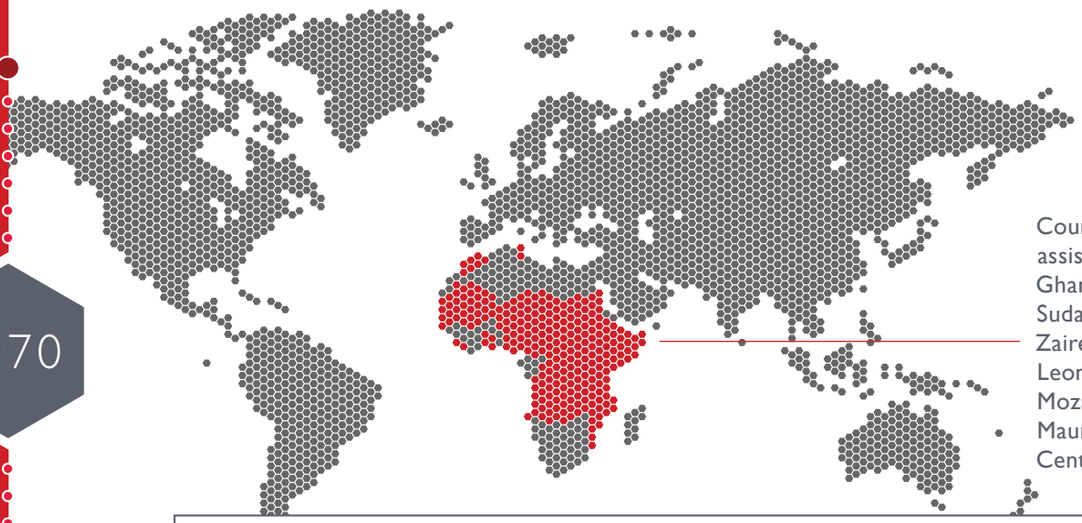

Countries within the Africa region receiving assistance during the 1970s included: Ethiopia, Ghana, Kenya, Liberia, Morocco, Nigeria, Rwanda, Sudan, Somalia, Tanzania, Tunisia, Uganda, Zambia, Zaire (Democratic Republic of Congo), Sierra Leone, Angola, Cape Verde Islands, Guinea-Bissau, Mozambique, Sao Tome and Principe, Senegal, Mauritania, Mali, Niger, Chad, Cameroon, and Central African Republic.

Africa

The largest geographic expansion of USAID programming in this decade occurred in Africa, which went from 8 to 28 USAID missions between 1973 and 1980.[58] Prolonged drought during the late sixties and early seventies highlighted the need for agricultural research and the development of higher yield and drought resistant crops. African universities, with assistance from USAID and other donors, became the center of agricultural research in Africa.

Institutional development in the early 1970s shifted to practical job-related training, specifically in fields where there were critical workforce bottlenecks.[59] Previously established partnerships between U.S. and African higher education institutions continued to be supported by USAID funding, with activities designed to give Africans the ability to take over the administration and management of their colleges and universities, shifting away from a reliance on foreign expertise.[60] Access and reach was important to USAID efforts in the 1970s due to the numbers of people living in rural areas. Since educational opportunities were centered in areas with larger populations, this shift in program structure was important for providing educational opportunities to more Africans.

ACTIVITY SPOTLIGHT

The Inter-African University Scholarship Program (INTERAF)

U.S. Partner: Association of African Universities

Local Partners: Various Universities

Botswana, Cameroon, Chad, Benin, Ethiopia, Gambia, Ghana, Guinea, Kenya, Lesotho, Liberia, Malawi, Mali, Mauritius, Morocco, Niger, Rhodesia (now Zimbabwe), Rwanda, Senegal, Sierra Leone, Somalia, Sudan, Swaziland (now Eswatini), Tanzania, Togo, Tunisia, Uganda, Upper Volta (now Burkina Faso), Zaire (now Democratic Republic of the Congo), Zambia

1967-1979

Building on efforts in the 1960s, African higher education institutions expanded their ability to become more involved in the training of African undergraduates. Stemming from this success, INTERAF was established to improve educational opportunities for Africans seeking undergraduate degrees or certificate training from universities located within the continent. This was the first sizable shift from educating students at U.S. institutions to local institutions, a model that allowed more students to be served, as costs were much lower than study in the United States. INTERAF also saw the highest repatriation rates of three overlapping African scholarship programs including the African Scholarship Program of American Universities (1961-1976) and AFGRAD (1963-1990).[61]

Students were able to attend a collection of African colleges and universities, regardless of their home country, as INTERAF worked in collaboration with institutions across the continent.

1,044
STUDENTS

32
COUNTRIES

33
UNIVERSITIES

From 1967 to 1973, 1,044 students representing 32 countries were enrolled at 33 African universities.[62] In the 1974 academic year alone, 765 students were pursuing higher education with an INTERAF scholarship.

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ACTIVITY SPOTLIGHT

Graduate Agriculture Faculty

U.S. Partners: West Virginia University, Ohio State University, and North Carolina Agricultural and Technical University

Local Partner: Makerere University

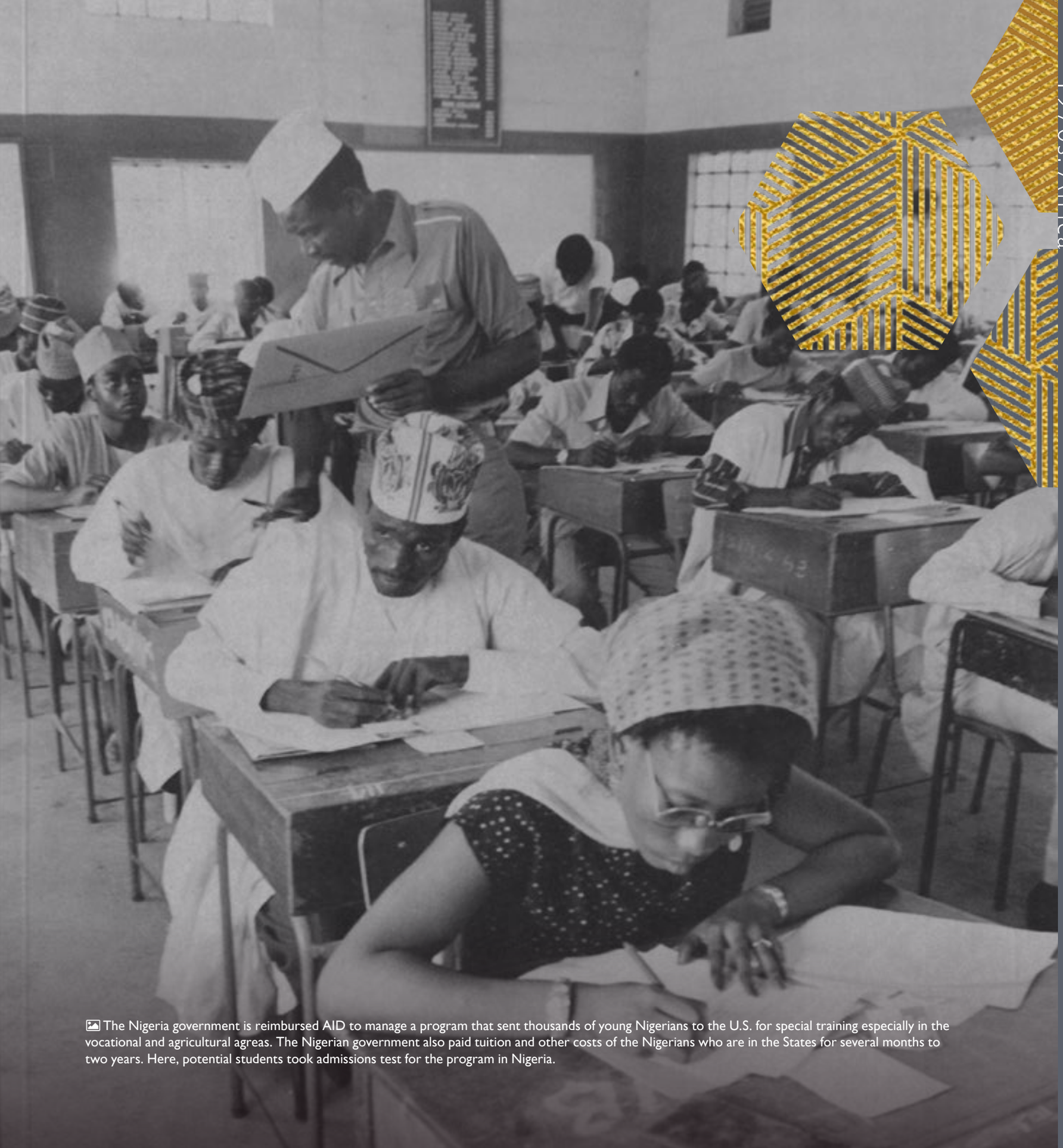
Uganda

1971-1973

Makerere University has evolved along with USAID programming in Africa. First established as a technical college within the University of East Africa, Makerere became an independent university in 1970. Early USAID activity with Makerere College included scholarships and training around family planning. Most prevalent, however, were programs designed to educate and train agricultural professionals. In 1970, Makerere was the only university in East Africa with an agricultural faculty and the only institution in Africa offering graduate study in agriculture.[63]

USAID supported Makerere in establishing a graduate school in agriculture to increase the number of advanced degree recipients who could then teach and conduct research in other African countries. Faculty from U.S. institutions traveled to Uganda to advise on curriculum development and teach classes in the graduate agriculture program. The goal was for U.S. faculty to assist in training local professors who would then fully take over instruction.

This activity increased the number of Masters' degree recipients from 2 in 1969 to 30 in 1973. While showing good results, the activity was terminated in 1973 due to the political environment in Uganda. In 1983, the Manpower for Agricultural Development program began as a continuation of these efforts.



The Nigeria government is reimbursed AID to manage a program that sent thousands of young Nigerians to the U.S. for special training especially in the vocational and agricultural agreas. The Nigerian government also paid tuition and other costs of the Nigerians who are in the States for several months to two years. Here, potential students took admissions test for the program in Nigeria.

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Countries receiving assistance within the East Asia region in the 1970s included: Vietnam, Indonesia, Korea, Laos, Philippines, Thailand, Burma, Cambodia, and China (Taiwan). Vietnam was removed from the name as its designation as a separate office was removed.

East Asia

Higher education development in East Asia varied greatly depending upon the individual country in which the activity was taking place. At this point in time, some countries were still working to build the physical infrastructure of higher education institutions, while others were transitioning to sector-specific training. South Korea in particular saw huge leaps in the development of its educational sector and led the region in the advanced training of engineers and scientists. Agricultural education continued to be a large focus for East Asia. The Green Revolution had brought sharp increases in the production of cereal grains, and USAID-sponsored research programs sought to extend this growth to other crops and agricultural zones.[64]

ACTIVITY SPOTLIGHT

Higher Education - Long-Term Planning

U.S. Partners: University of Florida, University of Missouri-Rolla, Wisconsin State University at Stevens Point

Local Partners: Saigon University, Hue University, and Cantho University

Vietnam

1967-1977

Both before and during the Vietnam War, USAID and its predecessor agencies provided South Vietnam with higher education assistance to build the capacity of universities to develop capable leaders. Three U.S. universities worked to provide Vietnamese institutions with guidance regarding administration reform, training administrators and staff, updating curricula, and improving facilities.

Due to capacity building efforts in the 1960s, enrollment in higher education increased by 20 percent between 1971 and 1972.[65] This included students from public and private universities, and agriculture and engineering schools. Development efforts evolved to establish country-level governance of the higher education system. A Commission on Higher Education was convened to standardize and modernize teacher training. Task forces were also created to establish a common curricula, as well as minimum standards for higher education institutions. Long-term planning for the institutions and education sector included an added focus on research and the creation of a ten-year development plan. Institutional standards were created, a course-credit system was implemented, and planning for programs in graduate education shaped the long-term goals for Vietnamese higher education.[66]

ACTIVITY SPOTLIGHT

Asian Institute of Technology

U.S. Partner: Colorado State University Research Foundation

Local Partner: Asian Institute of Technology

Thailand

1958-1974

The Asian Institute of Technology (AIT) was established in 1959 as a joint venture of the countries within the Southeast Asian Treaty Organization to provide the region with a high quality institute for graduate study and research in engineering. In 1967, AIT was recognized as an independent entity offering graduate programs in hydraulics, transportation, structures, soils, and environmental engineering.

To advance the institute, USAID offered assistance in equipment provision, faculty and administration training, and scholarships. Colorado State University sent ten full-time faculty members and advisers to the campus to build degree programs and establish curriculum. Five hundred and fifty-eight students had earned their Masters' of Engineering by 1972.[67] Since then, AIT has grown to be an institution capable of serving the wider Southeast Asian region. In 1991, only 18 percent of students were from Thailand, the other 82 percent came from other Southeast Asian nations. AIT has also been the recipient of additional USAID research grants for aquaculture and agricultural engineering, and was able to assist the government of Thailand in establishing the National Energy Information Center in 1978.[68] AIT received the USAID Science and Technology for Development Award in 1987 for its contributions to transferring knowledge and expertise to the developing world.

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IMPACT STORY

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Photo: USAID Vietnam

Gloria Steele

Gloria Steele currently serves as the USAID Acting Assistant Administrator of the Bureau for Asia, a position she says she may not have been able to achieve if not for the opportunity given to her by a USAID scholarship. After graduating from Maryknoll College in the Philippines, Steele worked for the Philippine Ministry of Agriculture. There, she focused on improving the country's agricultural sector, where she was also exposed to USAID agricultural development programs as a partner with the Filippino government. It was while she was in this position that USAID offered Steele the opportunity to study in the United States as a technical training component to one of its development activities.

In 1977 she began studying Agricultural Economics at Kansas State University. After graduation, Steele returned to the Philippines where she worked as an agricultural economist for the Philippine Minister of Agriculture until she moved to the United States where she started her first job with USAID. Her work with the Agency crosses sectors and regions. Serving first in the Bureau for Policy and Program Planning, she led the development of policies connected to food security. She then moved to the Bureau for Africa where she was an agricultural economist for seven years before shifting to the Bureau for Science and Technology overseeing applied research on issues such as land tenure, access to agricultural credit, food security and natural resource management.

While Senior Deputy Assistant Administrator at Bureau of Europe and Eurasia, Steele saw the power of higher education as both a diplomatic and capacity building tool after the fall of the Berlin Wall. After serving as the Senior Deputy Assistant Administrator for the Bureau for Global Health, she took that powerful lesson with her when her work called her to return to the Philippines to serve as Mission Director in 2010. There, she revived higher education scholarships as part of the mission's higher education portfolio, seeing the way in which receiving higher education benefited her personally and helped fill the workforce needs of a country in their journey to self-reliance. She credits her schooling in the United States with not only the curriculum that has given her the knowledge to succeed, but the ability to think critically and adapt in her roles spread throughout so many technical landscapes.

Source:
https://www.usaid.gov/who-we-are/organization/gloria-steele
Steele, Gloria. Interviewed by Morgan McMaster. Personal Interview. Washington, D.C., October 8, 2019

Dr. Savel B. Silverborg (right), professor of forest pathology and a member of a five-man contract team from the State University of New York (SUNY), assigned to the College of Forestry, University of the Philippines, observes his Filipino counterparts extract specimen from diseased tree trunk. The Filipinos are assistant instructor Bonifacio S. Sumajit and instructor Enrique de Guzmán. The laboratory is in the Forest Technology building, at the Mount Makiling campus of the Philippine College.

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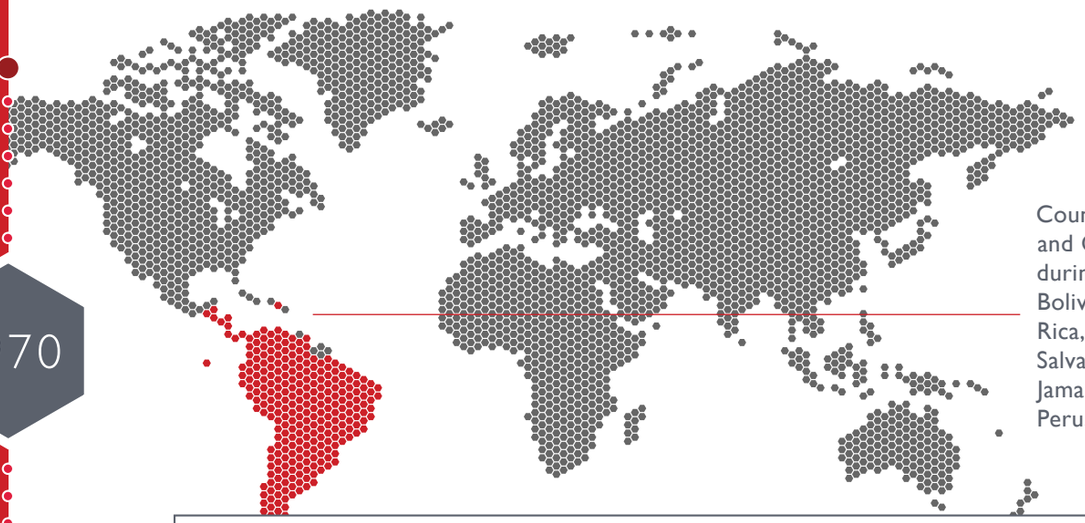

Countries within the Latin American and Caribbean region receiving aid during the 1970s included: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Guyana, Honduras, Jamaica, Nicaragua, Panama, Paraguay, Peru, Uruguay, and Venezuela.

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Latin America & the Caribbean

Latin America and the Caribbean saw a rise in both institutional and human capacity investment from USAID in the 1970s.[69] Major education sector reforms were taking place across the region, creating a high demand for new administrators, faculty, and teachers trained in modern teaching techniques. Many activities assisted the Ministry of Education, or country equivalent, in creating sustainable education planning and policies that would establish long-term growth. Policies were designed to tailor the curriculum and programs offered at higher education institutions to the development needs of the country. During this decade, activities were designed to specifically target countries capable of attaining self-sufficiency and self-induced development. A strong example is the founding of EMBRAPA in Brazil, which advanced research in the agricultural sector and produced the technology necessary to maintain its annual growth.

ACTIVITY SPOTLIGHT

Brazilian Research Agricultural Company (EMBRAPA)

U.S. Partners: University of Wisconsin, Purdue University, University of Florida

Local Partner: Government of Brazil

Brazil

1971-Present

In 1971, USAID invested in the creation of the Brazilian Research Agricultural Company (EMBRAPA), which is still active today. EMBRAPA was established to serve as a national agricultural research system to produce information and help implement new innovations in terms of the development of land, water, and human resource utilization.[70]

During its initial years, EMBRAPA used the financial resources received from USAID to develop national centers for crop research and training programs, as well as to establish a system of processing and publishing research information.[71] The involvement of U.S. experts in the field was evident in these first stages of the project. Americans and Brazilians collaborated at the national centers for both administrative and technical tasks.[72] The training of Brazilian researchers was also a significant part of the project. Many students were instructed by U.S. faculty in Brazil, while others traveled to the United States to complete their studies.[73]

EMBRAPA has established agricultural research priorities, created an institutional model for agricultural research, and continues to be a partner in Latin America through programs to reduce poverty, hunger, and malnutrition via improvements to agricultural productivity and food security. Brazil is now one of the world's leading agricultural producers due in part to the guidance and innovation of EMBRAPA.

ACTIVITY SPOTLIGHT

Training for Development Program

U.S. Partners: Multiple U.S. universities

Local Partners: Multiple Latin American higher education institutions

Belize, Bolivia, the Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Nicaragua, Panama, and Peru

1978-1982

In 1978, the Latin America Scholarship Program of American Universities created the Training for Development Program in order to support development projects in higher education institutions and serve rural populations.[74] Training for Development created graduate-level training for faculty members of Latin American and Caribbean higher education institutions and government officials.[75] Those individuals selected had to show a commitment to community development and a focus on serving low-income communities. The program selected 164 faculty members from 23 Latin America and Caribbean post-secondary institutions to train in U.S. institutions.[76] These individuals completed Masters programs in agriculture, engineering, education, health, and social sciences between 1978 and 1983.[77]

Sixty percent of the participants that completed the program returned to their universities.[78] The Universidad de Panamá, for example, sent professors to the United States from their priority departments, and when these professors returned, the School of Agronomy moved from the main campus to a rural area, where these professors played an active role in the regional economy.[79]

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ACTIVITY SPOTLIGHT

Development of Institutions of Higher Education - Legal Textbooks

U.S. Partner: International Legal Center

Local Partners: University of Costa Rica, Central American Federation of Private Universities, Superior Council of Universities of Central America

Costa Rica, Guatemala, and Nicaragua

1971-1973

This activity assisted law schools in Central America to reorient their legal education framework around the study of empirical cases through the production of casebooks and legal textbooks containing excerpts from completed cases. At the time of implementation, there was a need for better information and resources regarding legal doctrines and jurisprudences in the region.[80] The Super Council of Central American Universities requested assistance in several of their higher educational institutions. Deans of each university were responsible for nominating faculty members to contribute to the production of legal texts.[81] Led by the University of Costa Rica Law Faculty, which had been a test case for USAID legal education development, these professors produced three regionally oriented textbooks for distribution throughout Latin America. U.S. experts in Central American law guided these professors through the process of writing and editing the material produced.

Students of Central University in Quito, Ecuador browse the campus bookstore.

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Countries within the Near East and South Asia region receiving aid during the 1970s included: Afghanistan, Bangladesh, Sri Lanka, India, Iran, Israel, Jordan, Lebanon, Morocco, Nepal, Pakistan, Syria, Turkey, Tunisia, Yemen, Bahrain, Malta, United Arab Republic (Egypt and Syria), and Spain.

The Near East and South Asia region went through organizational transformation during the1970s with the addition of North African countries in the middle of the decade and then the separation of MENA from the South Asian countries toward the end of the decade.

Near East & South Asia

The 1970s was a turbulent time for the countries in the Near East and South Asia region. The Yom Kippur/October War engaged Syria, Egypt, and Israel in a short but damaging conflict. USAID assistance expanded dramatically to these three countries in the immediate aftermath.[82] Development assistance to the Middle East and South Asia still focused greatly on agricultural development. Overall aid in this decade took on a basic needs focus, but higher education was utilized in countries such as Turkey, Afghanistan, Bangladesh, and Indonesia to train professionals in the fields of agriculture, health, and engineering to address development challenges. Programs that partnered with centers of research, such as the one highlighted in this section in Egypt, had the purpose of forming meaningful connections between academics from the United States and developing countries. Other activities focused on human capacity and trained individuals to acquire better knowledge and meet the needs of their home institutions.

ACTIVITY SPOTLIGHT

University Textbook Project

U.S. Partners: U.S. International Communication Agency, The Academy for Educational Development, Inc., Various U.S. publishers

Local Partners: General Egyptian Book Organization, Cairo International Book Fair

Egypt

1977-1979

Textbooks were a way for U.S. scientific and technical expertise to be transferred to developing nations. Particularly in Egypt, U.S. textbooks were difficult for students and professors to obtain because of their relatively high prices, as well as their scarcity on the Egyptian textbook market.[83] Furthermore, higher education instruction in Egypt leaned heavily on lecture-oriented teaching methods, without additional book exercises.

This activity called for U.S. publishing companies to donate books recommended by U.S. university faculty and deans with subjects relating to development priorities. These books were displayed at the Cairo International Book Fair, the main avenue from which students and university faculty were able to buy books, as well as the U.S. Information Services American Library in Cairo. Egyptian professors were able to give feedback on which textbooks might be useful if translated into Arabic, and USAID donated more than 3,000 titles to Egyptian university classrooms to use in their instruction.[84] This activity was an early example of programming that engaged stakeholders from across business, government, and education sectors to advance development programming. Additionally, USAID was able to learn what considerations were necessary in future higher education textbook programs including the use of international branches of U.S. publishing houses to cut costs and the need for educating the Egyptian academic community on how to integrate textbooks into instruction.[85]

ACTIVITY SPOTLIGHT

Basic Education Development

U.S. Partner: Eastern Michigan University

Local Partner: University of Sana'a

Yemen

1979-1990

Yemen's first Five-Year Plan, published in 1976, highlighted the desire to provide universal education to primary school age children. At the time, 75 percent of the adult population was illiterate, and the government realized that without an increase in skilled human resources, Yemen's path to development would be constrained. This activity focused on training faculty for Primary Teacher Training Institutes and the College of Education, enhancing the administrative and planning capabilities of the Ministry of Education, and equipping the College of Education.

One hundred eighteen Yemenis received Masters' degrees in subjects related to education, and 133 PTTI faculty were trained before this component of the project was handed over to UNICEF's inservice teacher training program. Advisors to the University of Sana'a assisted in establishing course offerings in primary education and science and mathematics laboratories, as well as an audio/video instruction center.[86] One considerable achievement from this activity was the creation of dialogue between women in the Ministry of Education and teacher-training participants about how to better include women in education initiatives.[87]

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IMPACT STORY

USAID Mission Director Craig Buck and Dr. Anwar ul-Haq Ahady in 2002. Photo: U.S. Department of State

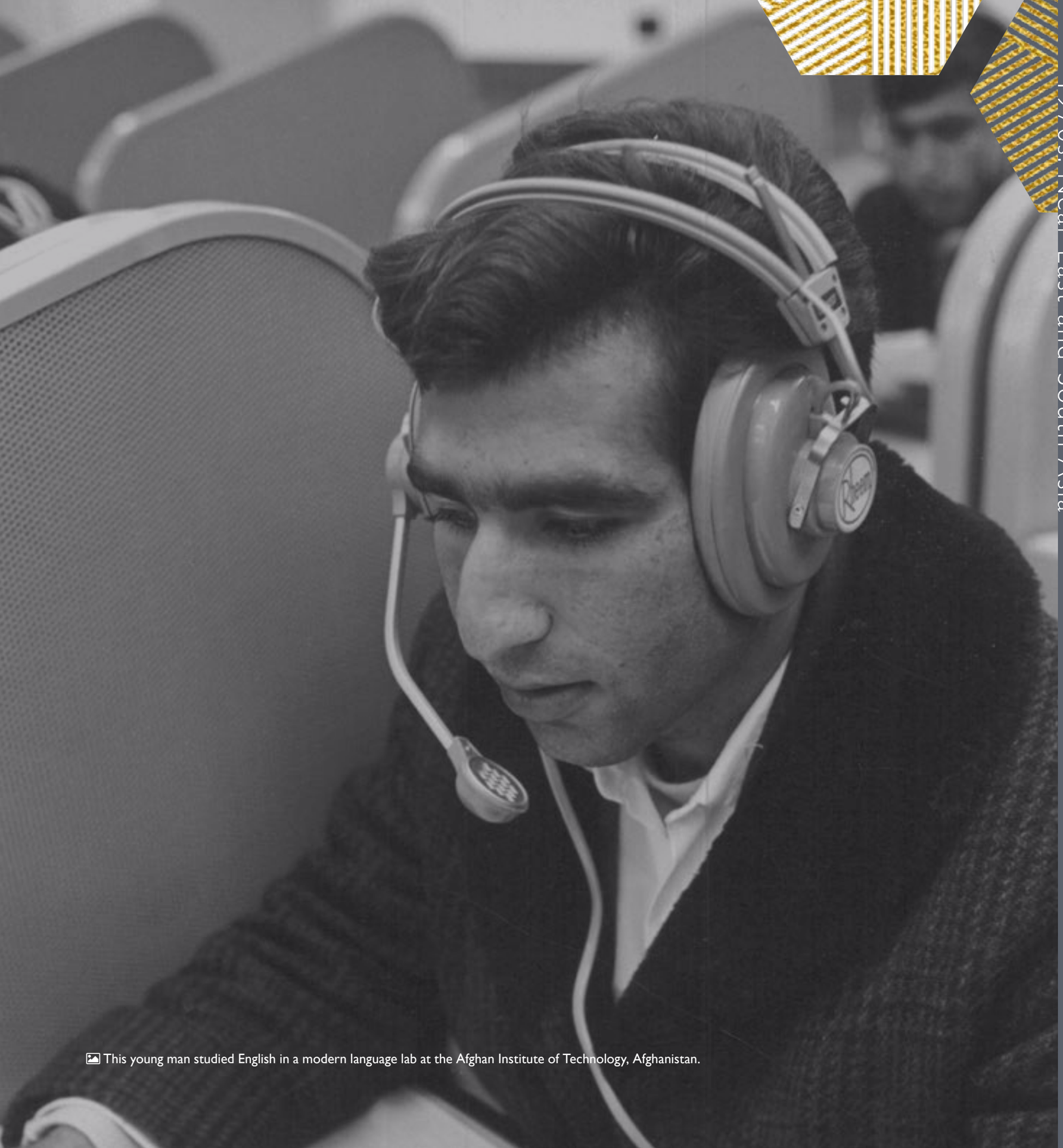
Anwar ul-Haq Ahady
Afghanistan

Before he was an Afghani politician, Anwar ul-Haq Ahady attended the American University in Beirut (AUB) where earned his Bachelor's and Master's degrees in Political Science with the support of a USAID scholarship. From a young age, Ahady excelled academically and was offered a chance to study at AUB as part of a larger USAID initiative to fill a regional need for a trained workforce and encourage the use of AUB as a regional institution of higher education. At the time, one-fifth of USAID-financed training for students from the region was for study at AUB, a fact that is reflected in other USAID scholarship recipients Ashraf Ghani Ahmadzai (current President of Afghanistan), Zalmay Khalilzad (U.S. Special Representative for Afghanistan Reconciliation), Akbar Popal (President of the University of Kabul), and Hamid Karzai (former President of Afghanistan).

After receiving his Master's degree in 1977, Ahady came to the United States to obtain his Ph.D. in Political Science and a Master's in Business Administration from Northwestern University. There he conducted research on Afghan and Middle Eastern affairs until he became a professor teaching political science at Providence College in Rhode Island. During his time at Providence College he watched as the Taliban came to power in 1996 and fell after the U.S. began involvement in 2001. It was then that he heeded the call to return to Afghanistan and use his expertise to aid in rebuilding efforts.

In 2002 he assumed his post as governor of Afghanistan's central bank where he initiated the issuing of a new Afghani currency to cut down on inflation. Two years later he was appointed as the Minister of Finance. In this position he oversaw the early years of the Afghanistan National Development Strategy, where the United States and numerous other international donors contributed to a framework promoting growth, generating wealth and reducing poverty and vulnerability. In 2009 he was named the Chief Economic Advisor to President Hamid Karzai and to this day continues to be active in Afghanistan's government. He has also been a vocal proponent of peace and women's inclusion in Afghanistan's government.

Sources:
https://www.files.ethz.ch/isn/118627/2004_Statebuilding_Afghanistan_E.pdf
https://www.northwestern.edu/magazine/northwestern/fall2003/features/ahady/



This young man studied English in a modern language lab at the Afghan Institute of Technology, Afghanistan.

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Pres. Reagan announces scholarship program for Caribbean students for US study. Photo: USAID

1980s

The 1980s was an era of competition, technological advancements, and economic fluctuations. In previous decades, it would have been useless to ask how high higher education efforts should reach because activities were in foundational stages. Due to the focus on infrastructure and technical expertise in the 1960s and 1970s, countries could now focus on building upon the successes from the previous 20 years. Asking how high they could reach was now both appropriate and necessary.[88]

That said, the 1980s was also a time of economic hardships, newly independent nations, and changes in development funding priorities. Consequently, much of the momentum higher education efforts had built did not always continue. During the decade, USAID reduced its support for technical and teacher training, as well as physical expansion to focus more on research, development, and educational media and technology.[89] Scholarships also became a large focus of USAID higher education assistance. Almost every region of the world had a program designed to facilitate the study of foreign students at U.S. institutions or provide funding for them to pursue education in their home country.

The focus of education programming also saw a shift from previous decades. Concerns morphed from compensating for a shortage of educated, skilled workers to questioning what might happen with the surplus of highly skilled labor as a country's economy bounced back after conflict and independence.[90] New higher education activities trained economists to lead the growth of domestic markets and the creation of new industry to employ this surplus.

Another considerable shift with USAID in the 1980s came with the Women in Development (WID) policy. This policy set about to incorporate women into USAID work in all development sectors, including higher education. As a result of WID, there was now a specific focus on increasing the number of female participants in training programs.[91]

Xavier University College of Engineering Building South East Elevation, under construction in the Philippines on November 14, 1981. Photo: FUA/ASHA

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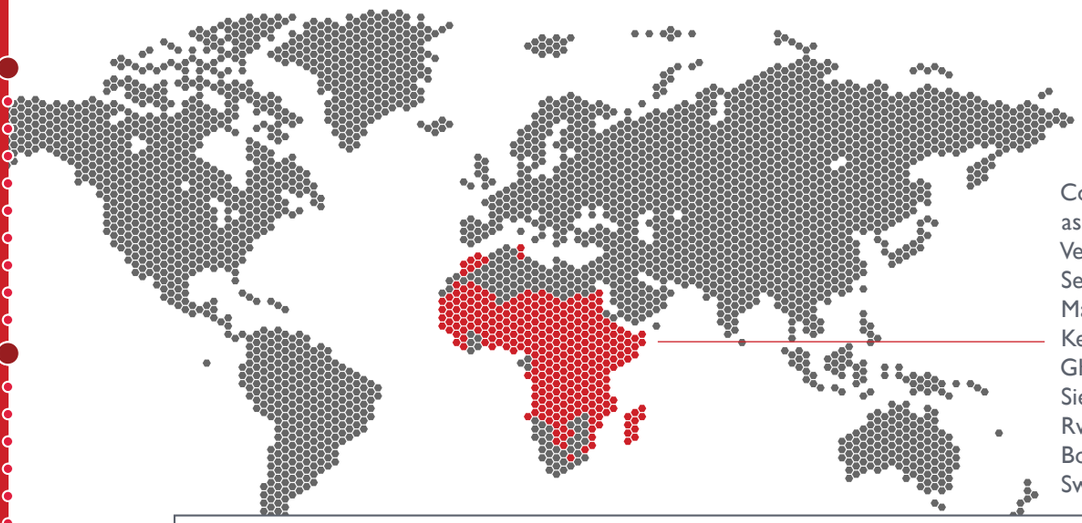

Countries within the Africa region receiving assistance during the 1980s included: Cape Verde, Chad, the Gambia, Mali, Mauritania, Niger, Senegal, Upper Volta (Burkina Faso), Djibouti, Mauritius, Seychelles, Madagascar, Comoros, Kenya, Somalia, Sudan, Tanzania, Uganda, Benin, Ghana, Guinea, Guinea-Bissau, Liberia, Nigeria, Sierra Leone, Togo, Burundi, Cameroon, Congo, Rwanda, Zaire (Democratic Republic of Congo), Botswana, Lesotho, Malawi, Mozambique, Swaziland (Eswatini), Zambia

Africa

Despite the expansion of higher education opportunities across the continent, Africa still started the decade with declining per capita food production and an 80 percent illiteracy rate.[92] It is important to note that this was not due to a lack of advancing agricultural technology or overall educational opportunity, but rather population growth that outpaced progress. USAID's investment in institutional capacity building on the continent during the 1970s had left an impact beyond its proportion.[93] Countries could now shift their focus from building education infrastructure to modernizing and expanding the impact of higher education. The past 20 years of higher education development had generated almost an 11 percent increase in higher education enrollment[94] and educated professionals were utilizing their skills to benefit development. Research and extension programs at African universities continued to be a large focus of higher education development. However, governance along with other sectoral investments, received attention in the form of workforce training as part of AFGRAD and other activities.

ACTIVITY SPOTLIGHT

Zimbabwe Basic Education and Skills Training (BEST)

U.S. Partner: Academy for Educational Development

Local Partners: Government of Zimbabwe, Academy for Educational Development, University of Zimbabwe, Kwekwe Polytechnic, Bulawayo Polytechnic, and Harare Polytechnic

Zimbabwe

1984-1990

Zimbabwe gained independence from the British in 1980 and immediately began expanding education and training opportunities. Due to long-standing minority rule, Zimbabwe did not have an education system that served the entire population. To combat this issue, the Government of Zimbabwe partnered with USAID to reform existing systems by implementing strategies to optimize the use of educational resources, improve curricula, and redistribute resources equitably, especially to rural areas.

BEST recruited and placed U.S. and African operational experts at the University of Zimbabwe, various technical colleges, and in the Ministry of Labour, Manpower, Planning, and Social Welfare, where they lectured on topics ranging from civil engineering to business and education administration.[95] These experts were also expected to increase the capacity of other instructors at their institutions through training courses and to assist in revising curriculum. A Bachelor of Technology program was also introduced to fill a gap that existed in engineering and business management skills.

Educational administration training was also a top priority to create long-term sustainable change. The Ministry of Education received assistance with computerizing its examinations, data management, student tracking, and planning systems. Consultants assisted the Ministry of Labour, Manpower, Planning, and Social Welfare with the development of a technical field manual, developing an evaluation system, and preparing training officers.[96]

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IMPACT STORY

President Masisi of Botswana visits his alma mater, Florida State University, in 2018. Credit: Florida State University

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Mokgweetsi Masisi

Botswana's current President, Mokgweetsi Masisi, is an educator by training. After graduating from the University of Botswana in 1984, he became a social studies teacher at Mmanaana Secondary School in the village of Moshupa. In 1987, his career took him a national level as a curriculum specialist for Botswana's Department of Curriculum Development and Evaluation, where he supervised social studies, music, religious and moral education. While there, he received the opportunity to study at Florida State University as part of USAID's Junior Secondary Education Improvement Project. The project aimed at helping improve the quality and efficiency of Botswana's expanding basic education system and making junior secondary schools more responsive to national development needs. Masisi was one of 13 Botswanans that received training as part of the program and were expected to return to Botswana to continue in curriculum and teaching reform.

While at Florida State University, Masisi studied social studies education and instructional design, graduating in 1990 with his Master's in Education. He then returned to Botswana where he re-joined the Botswana government applying his studies to the development of national curriculum and a new assessment system of criterion referenced testing. In 1995, he joined UNICEF as an education project officer where he created policy and program reforms for excluded populations including rural populations and girls in Africa. After spending time working with an international research NGO in HIV/AIDS prevention, he returned to government in 2008 becoming a member of the Botswana Parliament. Masisi would serve as Assistant Minister and Minister for Presidential Affairs and Public Administration, Minister of Education and Skills Development, Chancellor of the University of Botswana, and Vice President before being elected President in 2018.

Sources:
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https://pdf.usaid.gov/pdf_docs/PDAAY175.pdf

ACTIVITY SPOTLIGHT

Agricultural Education Project

U.S. /Global Partners: University of Florida, World Bank, France, Belgium, Florida A&M University

Local Partners: Republic of Cameroon, University Center at Dschang (now the University of Dschang)

Cameroon

1982-1990

With the support of the University of Florida, this activity established the University Center at Dschang, the first agricultural university in Cameroon. The university was based on the U.S. land-grant model and was established to provide practical knowledge and services to farmers to assist them to increase production and income. At the time, two separate institutions existed at different universities that provided agricultural education. This activity assisted the government of Cameroon in merging Ecole Nationale Supérieure Agronomique at the University of Cameroon in Yaounde and the Institute for Agricultural Technologies in Dschang into one single institution for agricultural education.

A team of faculty from the University of Florida developed and reorganized the structure of the two entities into one, updated curriculum, and began instruction. Fifty Cameroonians were sent to U.S. institutions to receive degrees at the Masters' and Ph.D. levels.[97] These degree recipients then returned as faculty at Dschang. Pursuant to the three pillars (at the time, teaching, research, and extension) of a land-grant university, in addition to attaining degrees, faculty were trained in how to conduct meaningful research and outreach activities.[98] Campus farms and laboratories were expanded to increase the university's ability to reach out and spread their knowledge to local farmers and rural populations.

Contract being signed for Howard University to Teach Africans Health & Nutrition. Washington, DC, United States. Photo: USAID

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Countries receiving USAID assistance in the Asia region during the 1980s included: Bangladesh, Burma (Myanmar), Fiji, India, Indonesia, Republic of Korea, Nepal, Pakistan, Philippines, Sri Lanka, and Thailand. The region would shift again to Asia and the Near East in 1987 following the addition of MENA countries.

Asia

Development in Asia during this decade focused on addressing high rates of poverty and food insecurity. Agricultural research and training was conducted through universities, drawing on the success of earlier efforts which had increased foodgrain output. Concentration shifted to creating the economic incentives necessary for production to keep pace with population growth. Collaboration between U.S. and Asian agricultural universities and research institutes provided a mechanism of technology transfer as well as producing trained Asian agriculturists and scientists. Research partnerships initiated during this decade paved the way for a legacy of strong agricultural research involvement that can still be seen today.

Research and Food/Nutrition – Students in class looking through microscope. Photo: USAID

ACTIVITY SPOTLIGHT

Institute of Agriculture and Animal Science (IAAS) II

U.S. Partner: Utah State University

Local Partners: IAAS, Tribhuvan University

Nepal

1984-1991

The Institute of Agriculture and Animal Science (IAAS) was founded in 1959 as a Department of Agriculture school focused on training extension agents. It became part of Tribhuvan University in 1971. At the beginning of USAID involvement, Nepal was experiencing a workforce shortage to fulfill desired government development programs. The first iteration of USAID-IAAS programming shifted the focus of the university from administrative training to wider pre-professional training, including research and extension services.[99] IAAS II built on this progress and worked to further advance the Institute's training capability, physical facilities, curricula, policies, and program content.[100]

Long-term advisors assisted IAAS by replacing ten teachers and administrators who were in the U.S. completing degree programs. Technical assistance took the form of further curriculum development, pedagogy workshops, and the integration of new teaching methods and techniques to better classroom learning. The agricultural research capabilities were improved by developing certificate programs, and a veterinary science advisor trained IAAS veterinarians in diagnostic and treatment programs, and livestock management, and helped establish a parasitology laboratory.[101]

Over the activity's seven years, 5,680 students studied at IAAS.[102] The project also constructed dorm facilities for more than 900 students, including 150 spaces specifically for women. Also of note was the presence of a short-term Women in Development Fellow who worked to create extension services for illiterate Nepalese farmers, especially benefitting women and minorities.[103] It was also a requirement that 2 of 12 people selected for degree training programs at IAAS be women.[104]

ACTIVITY SPOTLIGHT

Conventional Energy Training Project

U.S. Partners: American Society for Engineering Education, Institute for International Education, Institute for Gas Technology

Local Partners: Host country governments

Worldwide

1983-1987

From 1979-1980, oil prices soared and placed severe strains on the transportation, electricity, and agriculture industries in developed countries (LDCs). At the same time, non-OPEC LDCs were thought to contain 40 percent of the world's oil-bearing areas, only about 7 percent of which had seen exploratory drilling.[105]

To combat oil-related price instability in LDCs, USAID partnered with the Office of Energy to fund a grant to begin the Conventional Energy Training Project (CETP). Through the grant, participants could receive training opportunities in science and engineering disciplines related to conventional energy technology including mineral economics, geology, and energy management. Training technologists for the energy industry was one of the first steps in allowing LDCs to sustain their own energy sectors.

Three types of training were provided: Master of Science degree training, M.S. level non-degree academic training, and industry fellowships; these were carried out at 20 separate U.S. universities.[106] A total of 929 participants received training with 22 African, 13 Asian, 16 Latin American, and 8 Near Eastern countries sending participants.[107] After attaining their degrees, participants applied their skills in service to their home country energy sectors in ways such as drafting national energy plans and establishing the only coal analysis laboratory in Central America.[108]

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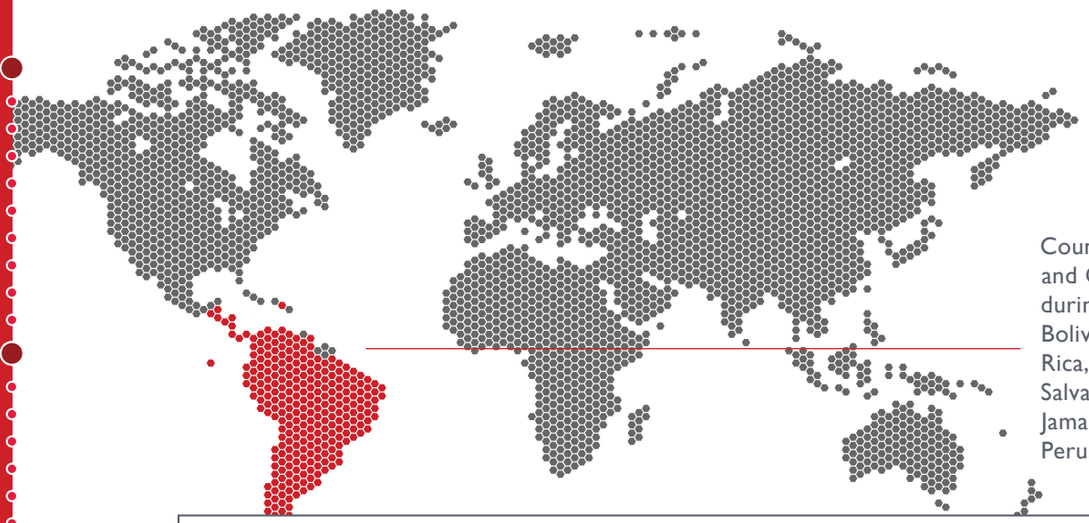

Countries within the Latin American and Caribbean region receiving aid during the 1980s included Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Guyana, Honduras, Jamaica, Nicaragua, Panama, Paraguay, Peru, Uruguay, and Venezuela.

Latin America & the Caribbean

After rapid growth in the 1960s and 1970s, the 1980s saw population growth outpace job creation.[109] Much of USAID assistance in the decade concentrated on economic growth and rural integration into the economy. Higher education activities addressed a critical shortage of skilled managers, administrators, and technicians through a number of scholarship programs including the Caribbean and Latin American Scholarship Program II, Cooperative Association of States for Scholars, and the Central American Scholarship Program.[110] These scholarship programs provided students, especially in rural communities, the ability to attain degrees from U.S. universities. Agricultural specialties were especially prevalent, and students received training at home and abroad with the hope that their skills would buoy the agricultural economic sector of Latin American and Carribean nations.

ACTIVITY SPOTLIGHT

Cooperative Association of States for Scholars

U.S. Partners: Georgetown University and ISEP

Local Partners: Multiple

Latin America and Caribbean (LAC) regional

1988-2008 as CASS

2008-2015 as SEED

The Cooperative Association of States for Scholars (CASS) ran from 1988 until 2008, and as the Scholarships for Education and Economic Development (SEED) program from 2008-2015. Created in response to the political and civil turmoil in the region, CASS offered high school graduates from underserved regions of LAC countries the opportunity to receive training and scholarships to U.S. higher education institutions focused on technical areas.[111] Participants also received English language training and lived with U.S. host families as part of the cultural exchange portion of the activity. It was reported in 2013 that 9,191 scholarships had been awarded through CASS and SEED, with participants receiving employment at higher rates and in more demanding jobs than their peers.[112]

The activity was also designed to create relationships between stakeholders in the area of education such as the federal government, the private sector, universities, and community colleges.[113] The major goal of the program was for individuals to travel to the United States and study in higher education institutions to strengthen ties of understanding between countries.[114] For this reason, *Experience America* activities were integrated into this program, which focused on introducing understanding of democratic pluralism and free enterprise.[115]

ACTIVITY SPOTLIGHT

Leadership Center of the Americas

U.S. Partners: The Consortium for Service to Latin America, various private U.S. companies, Institute for International Research

Local Partners: Latin American business associations and networks

Regional

1988-1993

The Leadership Center of the Americas was established in 1987 under the CLASP umbrella. It sought to build the capacity of young Latin Americans to address the challenges created by turmoil and upheaval in their home countries. As part of the activity, participants in the CASS program were able to attend the Pan American Network Conference and take part in internships with transnational companies. These future leaders from Latin America and the Caribbean were able to see the democratic systems of the United States and the role of private economic sector in the maintenance of a free society.[116]

Participants at the conference took part in seminars on leadership and democracy, job-search skills, and development and the private sector, as well as networking opportunities for students to connect among themselves and with representatives from private industry.[117]

Interns were paired with transnational companies in their home countries, the United States, or a third country that allowed them to build hard and soft skills related to their work interests and see how private industry worked to solve problems related to fields such as agriculture and business.

Another product of this activity was a regional network of leaders, including major business associations and networks created by the program itself.

These future leaders from Latin America and the Caribbean were able to see the democratic systems of the United States and the role of private economic sector in the maintenance of a free society.

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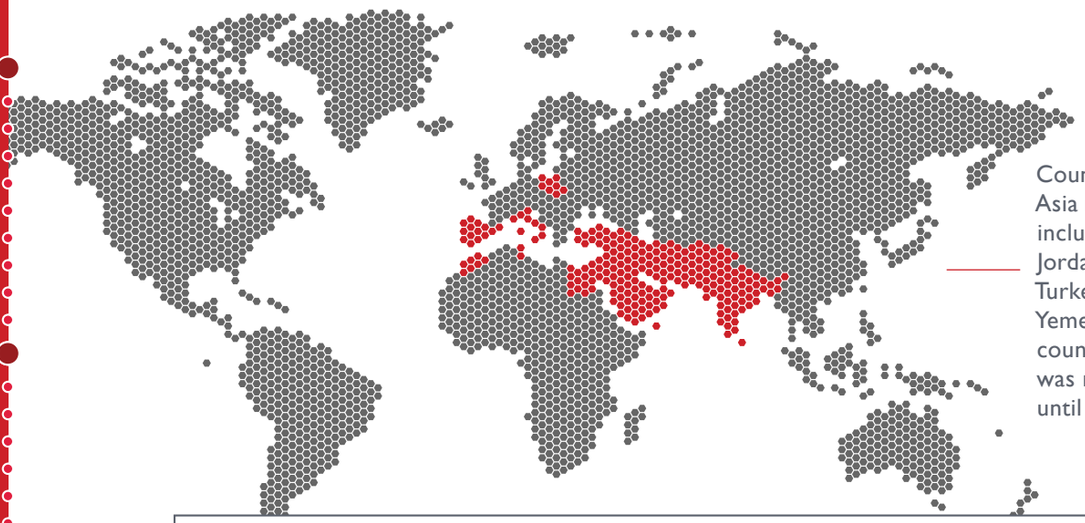

Countries within the Near East and South Asia region receiving aid during the 1980s included Cyprus, Egypt, Israel, Italy, Poland, Jordan, Lebanon, Oman, Spain, Syria, Portugal, Turkey, West Bank and Gaza, Morocco, Tunisia, Yemen. During the 1980s, some European countries were added to the region, and it was named Asia, the Near East, and Europe until the beginning of the 1990s.

Near East

During the 1980s, institutions of higher education became major actors in regional development. Creating skilled labor for all sectors including agriculture, education, administration, and engineering was their primary focus. Overall assistance to the Near East concentrated on economic diversification through the strengthening of the industrial sector. Activities engaging higher education were mainly focused on investing in individuals to provide them with experience and expertise to be utilized in their home countries in the private or public sector. Universities in the Near East received assistance adding and updating science and technology curriculum in universities. Engineering disciplines were created to increase the competitiveness of the industrial sector to aid in the evolution of Near East economies.

Dr. Busch and Dr. Zahor, a Moroccan scientist, in a small grain field as part of the Minnesota Project. Photo: UMN Extension

ACTIVITY SPOTLIGHT

The Industrial Training and Commercial Job Training for Women Project

U.S. Partners: AMIDEAST, Ohio State University

Local Partner: Moroccan Ministry of Labor

Morocco

1979-1984

In the late 1970s, the Moroccan Ministry of Labor recognized the need for more women in industrial and commercial business.[118] By 1971, the percentage of women active in the Moroccan labor force had risen to 75 percent, and women were increasingly expected to contribute to the household income.[119] Women were already being trained in the areas of shorthand, bookkeeping, and secretarial work, but very few women were represented in more industrial careers. This was partially because Morocco's public training institutions run by the Office of Vocational Training and Work Promotion (OFPPT) had, until then, failed to encourage the inclusion of women in training courses that led to skills development in areas such as drafting, electricity, electronics, and accounting.

This activity assisted the Ministry of Labor in creating the physical capacity to house women at the training centers, as well as building a pilot program that was then replicated throughout the country. Six women were sent for graduate training at U.S. institutions; they then joined the supervisory and professional staff of OFPPT. Another three participants completed graduate degrees in civil engineering and computer science to open new training courses. Finally, ten trainees were sent to U.S. community colleges to receive technical training and return as instructors.[120]

Young women were specifically encouraged to take the national entrance exam through the use of newspaper, radio, and announcements in secondary schools. The participation of women in industrial, construction, and commercial training programs went from 50 in 1979 to 294 by the end of 1983.[121]

70%

A total of 660 women were trained during the years of USAID support. In 1983, 70 percent of women completing their training program graduated with a job.[122] The program also attracted more female trainers to the schools.

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A Moroccan scientist takes notes as part of the Minnesota project, supporting the development of agronomists in Morocco through scholarships to the University of Minnesota. Photo: UMN Extension

ACTIVITY SPOTLIGHT

USA/American University of Beirut Training Grant

Local Partner: American University of Beirut

Afghanistan, Bangladesh, Cyprus, Jordan, Lebanon, Maldives, Nepal, Pakistan, Syria, Yemen, Somalia, Sudan, and Djibouti

1952-1989

In 1951, an agreement was made between the U.S. government and the American University of Beirut (AUB) for a Regional Training Program that continued with USAID support until 1989. Its purpose was to provide funding for future development practitioners of the Middle East, Southeast Asia, and Africa to receive an education that they could then take back to their home countries to implement in policy and practice. Governments of participating nations would nominate students for individual grants where they would receive graduate, undergraduate, and non-degree training in fields important to development such as agriculture, architecture, business administration, education, engineering, nursing, public administration, and public health.[123]

Special efforts were made by the program staff at AUB to learn from governments of developing countries about their new and emerging needs as many of the students went back to work in government or government-adjacent positions.[124] Over the activity's 37 years, 8,700 students representing 26 countries enrolled in degree-seeking programs, with another 986 trainees participated in non-degree programs in a variety of fields.[125] Participants were also able to take part in special summer programs, including English language instruction for incoming students as well as education for instructors, principals, and administrators of elementary and secondary schools.

ALO and HED Legacy and Impact

1992-2015

Over its long history, USAID has utilized the expertise of U.S. higher education institutions (HEIs) as partners in development across the globe. Recognizing the critical importance of U.S. HEIs to its work, USAID entered into a cooperative agreement with six higher education associations in 1992 to coordinate this relationship under the banner of the Association Liaison Office for University Cooperation in Development, or ALO. ALO's six sponsoring higher education associations were the American Council on Education, the American Association of Community Colleges, the American Association of State Colleges and Universities, the Association of American Universities, the National Association of Independent Colleges and Universities, and the NASULGC, now the Association of Public and Land-grant Universities. In 2006, ALO began a new phase as Higher Education for Development (HED).[126]

The HED model paired U.S. colleges and universities with institutions of higher education in developing countries. Together, these institutions would work to address the needs of the country's development agenda through collaborative research, training, educational programs, and community outreach. U.S. institutions were able to broaden ties with developing country institutions through faculty research, student and faculty exchange, and technical assistance while emerging countries were able to build their research, education, and human capital through the expertise of U.S. institutions. Over the span of HED, more than 350 higher education partnerships began in 61 countries involving 140 U.S. colleges and universities.[127] Many of these partnerships are profiled in the following two decades, but the impact of these activities expanded far beyond the institutions themselves. A new generation of leaders was educated in the fields of agriculture, economics, business, environmental sustainability, health, engineering, and government. Many of these partnerships outlived the duration of their USAID funding, creating a pathway for knowledge sharing and continued collaboration.

Namibian and U.S. faculty members tour a food safety laboratory at the University of Namibia Neudamm campus. Photo: Jack Elliot, Texas A&M University

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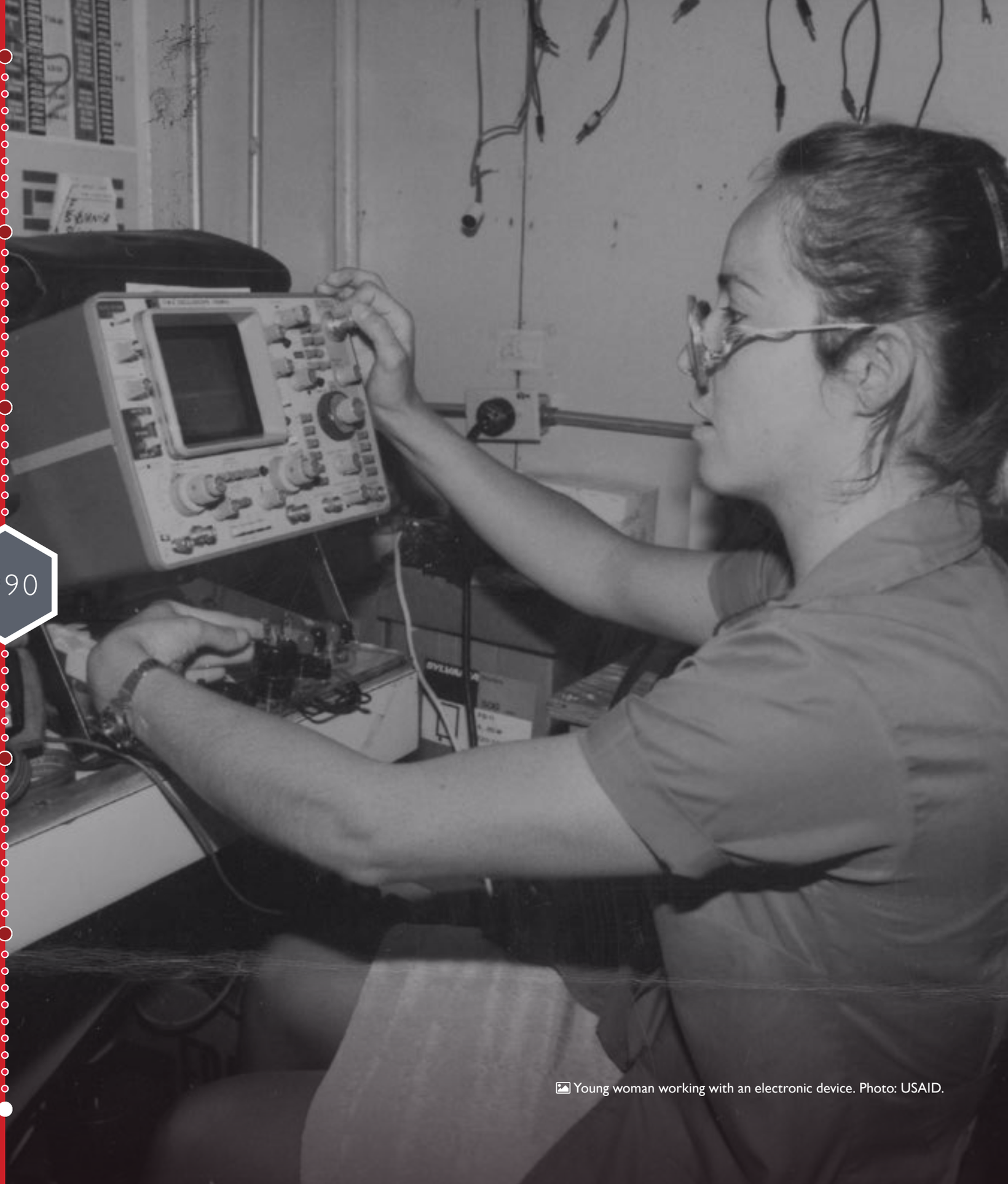

Young woman working with an electronic device. Photo: USAID.

1990s

USAID's top priorities during the 1990s were promoting democracy and sustainable development across the world. The break-up of the Communist bloc and the dissolution of the Soviet Union opened up post-Soviet states to U.S. assistance, adding a Europe and Eurasia Bureau to the Agency's development portfolio. Higher education activities in this region, as well as Latin America, placed a strong emphasis on economic connectivity with the United States, economic transition from centrally planned to market economies, and establishing or re-establishing democratic societies. Supporting economic transformation in the field of education, USAID funded robust university partnerships and professional training and exchange programs. Additionally, after the gender policy was adopted by the Agency in the 1980s, higher education activities around the world more intentionally included opportunities for women to pursue ongoing education.

U.S. government aid spending dropped to its lowest levels following the dissolution of the Soviet Union, which, paired with a pivot toward basic education, led to an overall decrease in higher education activities. Despite this trend, many countries that had received development assistance to their higher education institutions graduated from assistance during the 1990s. After intensive transitions to market economies in the 1990s and early 2000s, 11 of the 29 Europe and Eurasia countries receiving aid graduated.[128] Costa Rica, who was a recipient of U.S. assistance since before the Agency was established, graduated in 1997.[129] The development that occurred in these regions proves a model for the country-wide transformations that can occur through higher education development.

Woman stacks university-level textbooks in Central America. Photo: USAID

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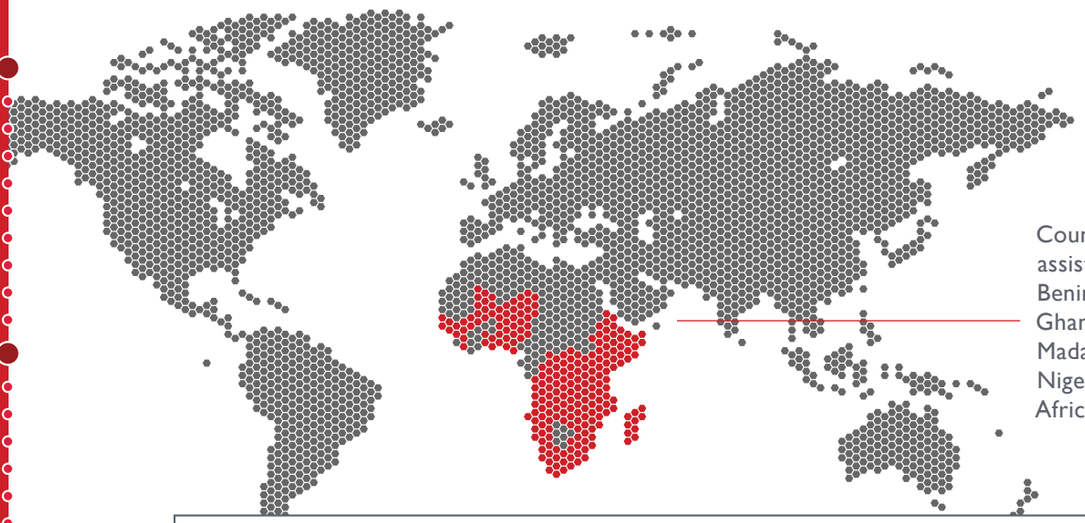

Countries within the Africa region receiving assistance in the 1990s included: Angola, Benin, Congo (DROC), Eritrea, Ethiopia, Ghana, Guinea, Guinea-Bissau, Kenya, Liberia, Madagascar, Malawi, Mali, Mozambique, Namibia, Niger, Nigeria, Rwanda, Senegal, Somalia, South Africa, Tanzania, Uganda, Zambia, and Zimbabwe.

Africa

The 1990s held a number of major events for the continent of Africa. The HIV/AIDs epidemic was beginning and would become the number one killer in Africa by 1999.[130] An entire country suffered from armed conflict during the Rwandan genocide and schools, including universities, closed for the duration of the conflict.[131,132] This would set Rwandan universities back an average of five to ten years in the relevant literature and facilities.[119] Despite these challenges, the continent saw economic growth outpace population growth toward the end of the decade.[133] With new growth, USAID focused their higher education efforts on restoring order through building institutions across government and the private sector. By supporting linkage programs, government officials built technical and administrative capacity through graduate training abroad and at home.

ACTIVITY SPOTLIGHT

Advanced Training for Leadership and Skills (ATLAS)

U.S. Partners: Host U.S. institutions

Local Partners: Africa-America Institute

Regional

1990-2003

When first created in 1990, ATLAS stood for African Training for Leadership and Advanced Skills, the successor of the previously mentioned AFGRAD. Its purpose was similarly to promote cooperation between U.S. universities, USAID missions, and African institutions to equip graduates with the skills and technical proficiency to improve African institutions.[134] Students received grants for undergraduate and graduate level degrees from U.S. universities with the hope that they would take their experience into African institutions of education, agriculture, health, administration, and law.

A significant addition to the degree granting aspect of AFGRAD was the inclusion of leadership and professional development opportunities for participants of ATLAS and alumni of AFGRAD. The ATLAS activity leveraged relationships with professional organizations to offer a workshop on oil and foodstuffs production, conferences on gender issues and regional development, a laboratory sharing program for scientists, and a directory to connect female scientists.[135]

Over 90 percent of participants returned to their home countries after the completion of their studies.[136] Post-program surveys reflected an increased ability to utilize critical thinking, research, and management as well as the technical skills of degree programs. These skills enabled participants to make substantive change in their home institutions from work processes to technical application of knowledge.

A total of 647 students received diplomas from U.S. universities as part of ATLAS. Many of the participants of activity went on to be leaders in their countries and communities, including Miriam Khamadi Were—an accomplished Kenyan novelist and teacher who later became a medical doctor, university professor, head of a United Nations office in neighboring Ethiopia, and Chair of the African Medical Research Foundation and of the Kenyan National Aids Control Council.

QUOTES FROM PARTICIPANTS

"Besides creating new jobs, we introduced periodical training programs for key personal and we were able to improve their performance and the quality of service."

"Students are better trained because of my teaching and research in the department of biochemistry."

"My institution was able to provide sound and good advice to the government agriculture sector to increase crop yields and food security."

"Have acquired new techniques for the detection of HIV/AIDS and HBV, which have assisted me in implementing some of my research proposals. Also, in rural areas where I have mobilized and taught parents about HBV infection, many women have started accepting vaccination of their children with HBV vaccine. Initially there was fear that the vaccines were contaminated with HIV."

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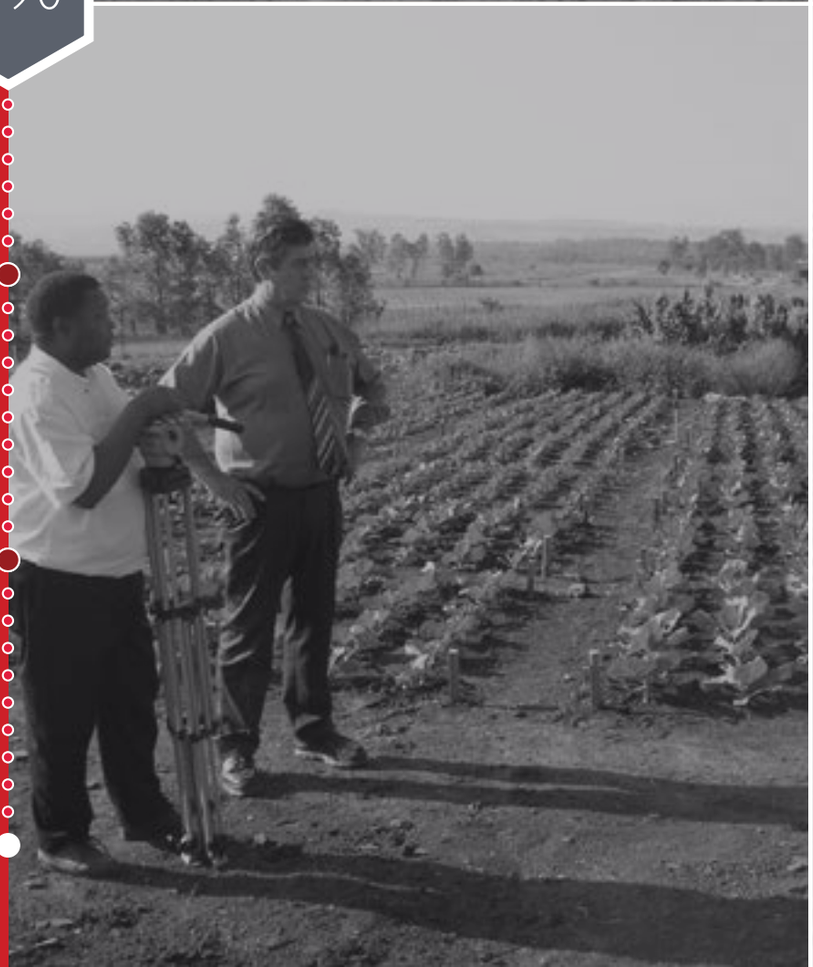

Extension activities that were part of the OSU-South Africa forestry project gave community members the knowledge and skills to integrate trees and crops into farming systems. Photo: Dr. Badege Bishaw, Oregon State University

ACTIVITY SPOTLIGHT

Strengthening Academic Infrastructure in Forestry in South Africa

U.S. Partner: Oregon State University (OSU)

Local Partners: University of Fort Hare (UFH), Fort Cox College of Agriculture and Forestry (FCC), University of Natal

South Africa

1998-2003

The South African forestry industry saw many changes during the post-apartheid 1990s. The foundation of President Nelson Mandela's new government's policy was the Reconstruction and Development Program, which created a framework for addressing the socioeconomic needs and priorities.[137] The forestry sector saw its own policy reforms aimed at fostering practices to promote sustainable development, including workforce development and resource conservation.[138] A partnership was formed between the University of Fort Hare (UFH), Fort Cox College of Agriculture and Forestry (FCC), and the University of Natal with Oregon State University to address these concerns. The objective was to strengthen the institutional capacities of the partner institutions through academic education and professional training with an extension program focused on the agroforestry and social forestry needs in the surrounding villages.[139]

UFH and FCC are both located in the Eastern Cape Province, home to one of the few places in South Africa that can sustain "high forest" growth, as well as a designated Bantustan, a region where blacks were moved during apartheid. During the 1990s, the area saw extensive deforestation and soil erosion.[140] These combined problems forced the activity to look not just at growing the capacities of the institutions, but also addressing the needs of the surrounding communities.

OSU supported UFH in the addition of an agroforestry curriculum, a new discipline to South Africa that integrated trees, crops, and livestock into farming systems. This introduced the intellectual capital for black students to enter into nursery markets upon graduation, a field dominated at the time by white South Africans.[141] Additionally, communication and media workshops were established to produce graduates that could compete for jobs, conduct extension work with village farmers, and communicate with other audiences such as employers, government agencies, and donors.[142]

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Countries receiving assistance in the Asia & Near East region during the 1990s included: Morocco, Tunisia, Egypt, Lebanon, Israel, Cyprus, Jordan, West Bank and Gaza, Yemen, Oman, Turkey, Afghanistan, Pakistan, India, Nepal, Bangladesh, Sri Lanka, Thailand, Cambodia, Indonesia, Philippines, Fiji, Indonesia, and Morocco.

The region started the decade as the Bureau of Asia, Near East, and Europe. Europe was separated as post-Cold War programming expanded.

Asia & The Near East

During the 1990s, the Near East and South Asia region saw major initiatives to strengthen institutions and conduct research in areas needed for economic and political liberalization. Economic development initiatives were designed to bring peace and stability through strong and open institutions, especially in the Middle East. Jobs were moving from the agricultural sector to industrial and service sectors, creating a growing need for new skills in business, science, and engineering.[143] Activities responded to this need by introducing new curricula to train students in the skills required by an evolving job market. Special attention was also paid to engaging the local private sector in countries' development efforts, creating relationships between the private and public sectors to better address educational needs.

ACTIVITY SPOTLIGHT

Health Finance Development Project

U.S. Partner: Harvard Institute for International Development

Local Partner: University of Philippines Economic Foundation

Philippines

1992-1994

After Ferdinand Marcos was ousted from power in 1986, the Fillippino government underwent widespread decentralization. The Department of Health (DOH) shifted 50 percent of its workforce and 95 percent of its physical infrastructure to local government control.[144] Local healthcare systems were ill-prepared for these changes and lacked the technical and administrative expertise necessary to manage their new responsibilities.

The Health Finance Development Project began in 1992 and was designed to provide the information and mechanisms necessary for the Government of the Philippines to construct a functioning healthcare finance system. The Harvard Institute for International Development (HIID) worked with the University of Philippines Economic Foundation (UPEF) to conduct studies, research, and demonstration projects that provided information-based ▸

approaches to the policy reformation process.[145] This research helped establish national health accounts to fund public health programs and developed an evaluation plan for health insurance reform experiments.[146] Additionally, HIID organized a study tour of U.S. institutions on health care financing for UPEF and Philippine DOH leaders. Two Filipino participants obtained graduate degrees in health administration and finance from Harvard University.[147]

ACTIVITY SPOTLIGHT

Egyptian Nursing Education Support

U.S. Partner: Project Hope

Local Partners: Ain Shams University, University of Alexandria, Cairo University, University of Suez Canal, Ministry of Higher Education, Ministry of Health, Supreme Council of Universities, and the Nursing Syndicate

Egypt

1983-1993

Unlike many developing countries at the time, Egypt saw more physicians than nurses graduating and entering the healthcare field.[148] Even then, the great majority of nurses were trained in post-secondary, technical programs instead of at a university level. The Egyptian Nursing Education Support program was designed to establish a High Institute of Nursing (HIN) Consortium that would promote the development of university nursing education in Egypt through technical assistance. The Universities of Ain Shams, Alexandria, Cairo, and Suez Canal each had an HIN that functioned as the Egyptian equivalent of a U.S. college of nursing. Project Hope sought to bring together the resources and expertise of each institution to form a consortium capable of creating nursing standards and acting as a governing body over Egypt's nursing education programs.

Each HIN sent faculty and administrators to take part in the consortium, where they implemented activities in curriculum design, teaching strategies, and the creation of a professional nursing organization with technical support from Project Hope. The consortium facilitated collaborative efforts between the HINs for faculty and clinical exchange (ideas, programs, and personnel) including the creation of Demonstration Clinical Units to model clinical education. The activity also successfully established an executive board responsible for developing strategies that promote collaboration between members of the HINs, and the faculties of nursing, and the Ministry of Higher Education.[149]

Boxes with Project Hope supplies loaded onto a plane for delivery. Photos USAID

1960

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ACTIVITY SPOTLIGHT

Women's Enterprise Development Project (WEDP)

U.S. Partners: GEMINI project, Development Alternatives, Inc.

Local Partners: Bangladesh Small and Cottage Industries Corporation, Bangladesh Krishi Bank

Bangladesh

1982-1997

1980

The Women's Enterprise Development Project (WEDP) was created to economically empower rural Bangladeshi women by giving them the tools to be entrepreneurs. At the time, Bangladeshis were facing increasing landlessness and limited wage employment while women saw increasing levels of divorce or abandonment, leaving them financially bereft.[150] USAID introduced WEPD to provide women the opportunity to gain autonomy and agency in their finances by encouraging the creation of small businesses.

Participants received loans from one of 37 field offices that conducted trainings and pre-investment counseling for those looking to start or finance a microenterprise.[151] As part of these trainings, women learned from government, university, and business representatives the basics of business management, financial accounting, and marketing. Resources were also made available providing information on family planning, child care, health, education, and adult literacy to support the women in issues that could affect the success of their enterprises.[152]

At the end of the program, 58 percent of participants reported they alone controlled the income for their businesses and 20 percent of borrowers classified as extremely poor were making major contributions to their household incomes.[153]

1990

2000

ACTIVITY SPOTLIGHT

The Agronomic and Veterinary Institute Hassan II

U.S. Partners: University of Minnesota, Management Systems International

Local Partner: Agronomic and Veterinary Institute Hassan II

Morocco

1970-1993

2010

This project focused on creating a modern system of higher agricultural education in Morocco by strengthening the Agronomic and Veterinary Institute Hassan II, the National Agricultural School, and the National School of Forestry Engineers.[154] All three institutions saw faculty comprised of primarily foreign educators and sought to "Moroccanize" the faculty through the training of Moroccoan candidates abroad. The University of Minnesota sent faculty to train Agronomic and Veterinary Institute Hassan II faculty in critical areas of scientific and technical agricultural skills. Additionally, the activity placed emphasis on producing information and addressing practical problems through research including a Small Ruminant CRSP in collaboration with universities in the United States, Brazil, Peru, Kenya, and Indonesia.[155] During the activity, IAV engaged in critical conversations with the government and private agencies to communicate the essential role higher education played in Morocco's development agenda. At the end of the program, 126 faculty had completed their doctoral studies at 29 partner U.S. universities through USAID assistance.[156]

2020

Mr. Fundawey (Assistant Director IAN/RABAT) explains legume inoculation research underway by Mr. A Milali, IAN faculty member preparing his Ph.D. dissertation at IAN in collaboration with the University of Minnesota.

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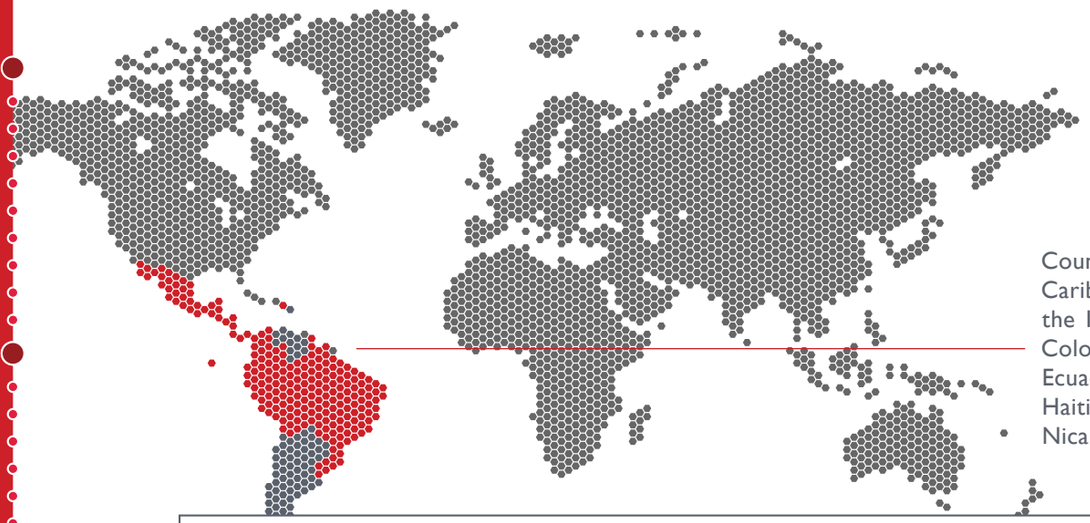

Countries in the Latin America and the Caribbean region receiving assistance during the 1990s included: Belize, Bolivia, Brazil, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Guyana, Haiti, Honduras, Jamaica, Panama, Peru, Nicaragua, Suriname, Uruguay, and Mexico.

Latin America & the Caribbean

Economic growth, environmental protection, population growth stabilization, and democracy building steered USAID programs in LAC during this decade. Democracy and rule of law programs were especially prevalent. U.S. universities partnered with LAC institutions to build the capacity of local media personnel and law schools to promote democracy and build a representative government. Prosecutors, judges, and public defenders received training, while access to justice, particularly for women and indigenous groups, received increased attention in programming efforts.

The LAC region also contained 38 percent of University Development Linkages Project partnerships, more than any other region.[157] These partnerships gave LAC institutions capacity building support[158] and technical guidance as they addressed their countries' development hurdles. This program was part of a larger initiative to adopt a sustainable development strategy for reducing poverty, building democracy, encouraging economic growth, and protecting the environment.[159] Therefore many of these partnerships were built to leave LAC institutions as capable development partners in their respective country's development goals.

ACTIVITY SPOTLIGHT

Latin American Journalism Program

U.S. Partner: Florida International University

Local Partners: Universidad de los Andes, multiple media companies

Bolivia, Colombia, Costa Rica, El Salvador, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Peru

1988-1997

One barrier to democracy promotion in Latin America was a press that lacked training and overarching commitment to journalistic principles. Journalists experienced inconsistent reporting and a lack of independence from the government, and needed investigative technical experience.[160] Without a strong and independent press, governments lacked a necessary accountability mechanism and the people were unable to voice opposition or receive reliable information.

The Latin America Journalism Program set out to create infrastructure both to train journalists and to provide resources that would create a more robust press. Over the program's lifespan, 242 seminars were held, training 4,748 participants.[161] Journalists learned how to follow cases through the criminal justice system, interview witnesses, investigate cases, and cover crime scenes. The Latin American Journalism Center was established in 1995 as a self-sustaining training center in Panama funded by Central American media owners. The program reported in 1996 that media owners had experienced a shift in thinking about journalism training from barring their reporters from attending to now cost-sharing in putting on the events.[162] Local universities also received support in bolstering their journalism programs through receiving updated textbooks and seminars on journalism best practices.

ACTIVITY SPOTLIGHT

Advanced Training in Economics

U.S. Partners: University of California Berkeley, Clemson University, Duke University, Ohio State University, Stanford University, and University of California Los Angeles

Local Partners: Francisco Marroquin Foundation, National University of Tucuman, Center for the Study of Applied Macroeconomics, Economics Institute of the Pontific Catholic University, Economics Program of the Mexican Institute for Applied Technology

Regional

1988-1998

The Advanced Training in Economics activity trained students at the Master's and Ph.D. levels to improve the quality of economic policy analysis and implementation skills across Latin America. Students who had received their undergraduate degrees had the opportunity to study at one of four USAID-sponsored Centers of Excellence located in Latin American institutions. Participants who had already received their Master's degree were sent to one of ten U.S. institutions that specialized in economic policymaking.

The first Ph.D. participant, Boris Segura, worked for the Costa Rican Ministry of Economy, Industry, and Commerce.[163] Many of the participants of the program have served in government offices, for example as directors of Central Banks and heads of other ministries.[164] Participants from Belize, Bolivia, Costa Rica, Ecuador, El Salvador, Grenada, Guatemala, and Peru completed their programs, receiving degrees and attaining influential positions in government, universities, or private entities.[165]

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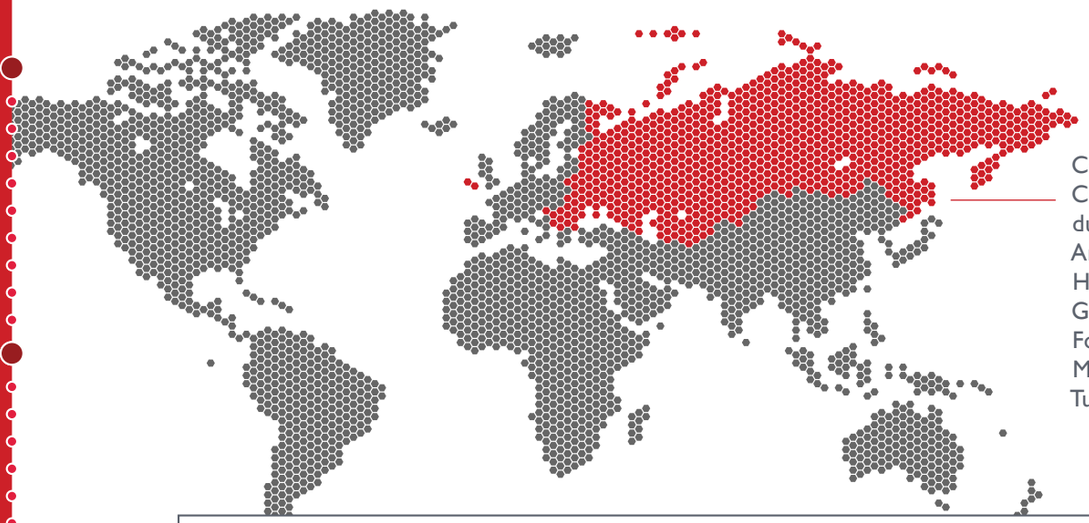

Countries in the Latin America and the Caribbean region receiving assistance during the 1990s included: Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Georgia, Ireland, Kazakhstan, Kyrgyzstan, Former Yugoslav Republic of Macedonia, Moldova, Romania, Russia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan

Europe & the Newly Independent States

The collapse of the Communist system in Eastern Europe and Eurasia opened the region to USAID assistance. The promotion of bilateral government relations led to engaging with educational institutions both establishing new institutions and building the capacity of existing institutions. Activities in the region focused on enhancing the development of free market economies and the creation of new economic ties between the region and the United States. European and Eurasian universities became pivotal actors in supporting and leading economic and social transitions, as they trained a new generation of government and private business leaders. Developing a Western-style economics education at universities was one of the main approaches that led these efforts to be successful. New centers for research and entrepreneurship were also established that have gone on to become leaders on the world stage.

The agricultural sector of many transitioning countries also saw a focus in the areas of competitiveness and value chain development. U.S. university staff assisted in upgrading agricultural management training and improving farm productivity, transforming the sector through the U.S. land-grant model of teaching, research, and extension.

ACTIVITY SPOTLIGHT

Management Training and Economics Education Program: Center for Economic Research and Graduate Education (CERGE)

U.S. Partners: Andrew W. Mellon Foundation, the Pew Charitable Trusts, the University of Pittsburgh

Local Partner: Charles University

Czech Republic

The Center for Economic Research and Graduate Education (CERGE) was established in 1991 as a U.S. -style English-language doctoral program that would produce economists capable of transitioning countries in the Eastern Europe and Eurasia region from centrally planned to market economies. With technical help from the University of Pittsburg's economics department and a Management Training and Economics Education Program grant from USAID, CERGE enrolled its first 12 students from 7 countries in 1991.[166] In a departure from the Soviet-era separation of universities and research institutes, CERGE integrated the Economics Institute of the Czechoslovak Academy of Sciences in 1992, forming CERGE-EI.

Since then, more than 500 graduates from more than 50 countries have earned graduate degrees and gone on to work in government, development, academia, and the private sector. In 2005, the Ph.D. program in economics received an accreditation by the New York State Department of Education Board of Regents as well as an accreditation from the Czech Republic Ministry of Education, Youth, and Sports allowing it to grant dual U.S. and Czech degrees.

CERGE-EI has also contributed internationally through the production of research and policy analysis. The Social Science Research Network ranks CERGE-EI in the top 1 percent of the world's economics departments and research centers.[167] In its first few years, CERGE-EI offered outreach courses and seminars for leaders of the academic, government, business, and not-for-profit sectors and continues the practice of expanding learning opportunities throughout the region.[168] Since 2007, CERGE-EI faculty and advanced students have participated in the Teaching Fellows program that provides opportunities to students in the region to experience a world-class education. The program has delivered about 1,100 courses at 162 universities, educating nearly 122,000 undergraduate students of economics throughout Central and Eastern Europe.[169]

The first computer at CERGE-EI. Photo: CERGE-EI

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ACTIVITY SPOTLIGHT

Higher Education Development in Poland

U.S. Partners: University of Maryland, University of Minnesota

Local Partners: University of Lodz, Olsztyn University of Agriculture and Technology (became the University of Warmia and Mazuria)

Poland

The 1990s saw massive changes and upheaval in the region's market and governance systems resulting from the disintegration of the Soviet Union and the connections of the countries' economies. Poland elected its first opposition party in 1989, and the country began its shift to a free market economy shortly after. During this transition period, the United States leveraged assistance to higher education institutions to guide Poland as it reshaped its economy. The universities below received both technical and financial assistance, establishing dual degree MBA programs between U.S. and Polish institutions.

University of Maryland, College Park, Smith School of Management – University of Lodz

1994 - 2000

The University of Maryland, College Park (UMCP) offered technical assistance to the University of Lodz (UL) with institutional, program, and curriculum planning for their MBA program, which graduated its first class of 24 students in 1998.[170] UL faculty were able to visit the UMCP campus and received training and teaching consultation from UMCP faculty. A distance education program was added in 1997 to educate public school students and faculty around the country about free-market economics and the role of private business. To engage the local business community, the Polish-American Management Center was established in 1996, creating a forum for top business executives from international and domestic corporations to discuss changes in the business environment.

University of Minnesota, Carlson School of Management - Olsztyn University of Agriculture and Technology (became the University of Warmia and Mazuria)

1991-93, 1994-2000

The partnership between University of Minnesota and Olsztyn University created the Polish-American Center of Agriculture Marketing and Agribusiness. The center was responsible for training executives and managers capable of leading private enterprises in a market economy through a high-caliber management curriculum. The two institutions then created an executive Master's of Rural Industries Management designed to address the needs of future managers in rural and agricultural industries. Through the collaboration, what was the College of Management grew to fulfil the qualifications necessary to become a full-fledged university, serving one of the most economically depressed areas of Poland.

IMPACT STORY

Credit: Michaela Erbenová.

Michaela Erbenová

In 1991, Michaela Erbenová was among the first class of students to enter CERGE-EI's (see page X for more information) newly established Ph.D. program. At the time, she knew little of what an economics education would entail, but was drawn to a community of students and academics that were dedicated to improving the world around them. At CERGE-EI, Erbenová was part of a program that, from the beginning, sought to become an internationally competitive. Students from all over Central and Eastern Europe received instruction from economists representing a host of Western nations and she was exposed to opportunities to continue her education on a global scale. She spent semesters at both the Tinbergen Institute in Amsterdam and Princeton University before becoming a consultant for the Organisation for Economic Co-operation and Development assisting the Czech Republic in its transition to join the organization in 1995. After a semester as a visiting research fellow at Harvard University, she joined the Czech government as one of eight advisors to the Prime Minister of the Czech Republic.

Her list of firsts did not end after graduation. She became the first woman to serve on the Board of the Czech National Bank in 2000, helping to gear monetary policy and financial system to transition the economy into a market-based system with a modern structure. It was during her tenure on the Board that the Czech Republic joined the European Union. During this period she would also return to Charles University, home of CERGE-EI, as a lecturer, educating the next generation of economists and policy leaders. Erbenová's specialization in international cooperation while at the Czech National Bank served her well when, in 2007, she joined the International Monetary Fund. There, she was responsible for oversight of the Fund's work in regulation and supervision policies for international financial markets until 2016 when she was called upon to represent the Czech Republic and seven other European nations as an Executive Director on the IMF Executive Board. Of the 24 Executive Directors, she was one of only two women and the first in 70 years from the Czech Republic. Erbenová was able to use her platform while on the Executive Board to represent not only her Central and Eastern European constituency, but women at the Fund and throughout the world. After her two-year appointment, Erbenová returned to the IMF, where she serves currently as the Assistant Director of the largest department.

Sources:

Erbenová, Michaela. Interviewed by Morgan McMaster. Personal Interview. Washington, D.C., October 4, 2019.

USAID Support to American-Style Universities

In addition to providing scholarships to universities inside the United States and to local institutions, another powerful tool of U.S. development and diplomacy is the support and creation of American-style universities abroad. These universities bring the hallmarks of those found within the United States including a broad based curriculum, liberal arts education, and American-style pedagogy and values. USAID has both established and supported these universities through a number of means including construction grants, curriculum development, teacher exchanges, and scholarships. Some of these universities attain accreditation through a U.S. accrediting body, some establish branch campus relationships with U.S. universities, while others operate solely under the accreditation of their home country or a regional authority. Each type, however, prove an important tool in spreading American values and connecting to international research and scholarship around the globe. Below are just a few examples of American-style universities that have received assistance from USAID:

Lebanon
American University of Beirut (AUB)

The AUB was founded in 1866 by American missionaries with an accreditation from the state of New York. In 1951, the United States began its development assistance to the university under Truman's Point Four Program, providing scholarships and trained faculty to teach courses in technical fields to future public servants from across the region.[171] This project established AUB as a regional facilitator of USAID development training as it offered degrees, especially graduate degrees, that could not be found at other universities in the region. Over the years, thousands of students from the Middle East and Africa have studied at AUB with USAID funded scholarships, a legacy that is continued even today through the University Scholars Program. Additionally, ASHA grants have equipped and upgraded the facilities and labs for AUB's Medical Center, as well as provided funding for the expansion and upkeep of the campus.

USP V scholar Farah Abdalla implementing her CSP under the title of "No Child is Forgotten". Photo: USAID

Bulgaria
American University in Bulgaria (AUBG)

The AUBG was the first American-style, English language institution in Eastern Europe, established in 1991. After the collapse of the Soviet Union, its liberal arts education promoted the ideals of a free and democratic society for students from across the region. AUBG was one force, with USAID assistance, that helped in bringing freedom, democracy, and a better standard of living to Bulgaria after years of totalitarian government. By 2007 it had graduated over 2,000 young leaders of which 35% went on to pursue further education in other Western universities and 65% found meaningful professional positions in their home countries or other countries around the world.[172] AUBG has also been a development partner in the region. After the Kosovo war in the late nineties, the American University in Bulgaria was home to training opportunities for young Kosovars to aid in the post-war recovery of the country.

Ghana
Ashesi University

Founded in 2002, Ashesi University in Ghana has become a leader of undergraduate education in Africa. Seeing a human capital deficit, especially in STEM fields, Ashesi was established to educate a new generation of leaders in Africa to transform the continent. Its liberal arts education is designed to cultivate ethical, critical thinking, and problem solving graduates and it has grown tremendously toward that goal having graduated over 1,000 students over 90 percent of which have stayed to work for progress in Africa.[173] Through ASHA, USAID has given Ashesi three grants to purchase equipment for classrooms and the library, help construct the building that houses Ashesi's new engineering program, and purchase equipment and technology for its science and engineering laboratories, classrooms and workshop. Ashesi has also hosted USAID Champions for Change leadership courses as part of Feed the Future's capacity building efforts for African agriculture.

Vietnam
Fulbright University Vietnam (FUV)

The FUV welcomed its first undergraduate class in 2018 as the country's first fully independent non-profit university. FUV aims to provide affordable and accessible education to the brightest students in Vietnam. A USAID grant in 2017 assisted in the realization of that goal by supporting admissions and student recruitment policies, helping to establish financial aid procedures and scholarships, and developing student intake and adjustment programs. Unique to FUV is the use of a full academic year for students and faculty to co-design the curriculum, student services, and student involvement aspects of their university experience. This co-design year provided the first 54 students the ability to shape and to innovate in what their education would include, creating an adaptive liberal arts education by and for Vietnamese students.

USAID/Vietnam Mission Director Visits Fulbright University Vietnam. Photo: Fulbright University Vietnam

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Students learning applied research and technology skills at Aceh Polytechnic. Photo: USAID / Danumurthi Mahendra

As in previous decades, USAID higher education activities adapted to address the evolving challenges of the 2000s. War and then rebuilding efforts occupied a large section of the development space after September 11, 2001. Democracy-promotion and institution-strengthening frameworks were tested in both Iraq and Afghanistan and expanded across the Middle East and North Africa during the decades. From this conflict and others, across the world new challenges emerged in providing higher education to marginalized and vulnerable populations, including displaced people.

In every region receiving USAID assistance, workforce development activities prepared both students and mid-career professionals to contribute meaningfully to their countries' economies. As the world modernized, so too did the skills required of recent graduates. Information technology became a large part of higher education development activities, facilitating the sharing of ideas across the world and providing education to populations that had formerly been excluded. One reason why this was done so effectively was the integration of the private sector into development activities. By engaging the private sector as development partners, higher education activities were able to reach more students, teachers, and institutions through both funding and technical knowledge. Workforce development activities benefited from the perspective of employers in tailoring curriculum, and students were able to gain on-the-job experience through internships.

As the quality of local higher education institutions improved in the countries that USAID has supported over the decades, large-scale U.S.-based study programs shifted to more activities focused on access, particularly of marginalized and vulnerable populations, to obtain degrees at local institutions. The founding of the Global Development Lab and a recognition of the local role higher education plays in knowledge and innovation generation for economic development also influenced USAID programming, with an increasing focus on building both institutional and individual research capacity.

Construction at Kandahar University starts to take shape, Oct. 22, 2013. Photo: U.S. Army Cpl. Clay Beyersdorfer.

A group of new graduates from the Young African Leaders Leadership Initiative (YALI) Regional Leadership Center East Africa join hands after the graduation at Kenyatta University in Nairobi. Photo: Alex Kamweru/USAID

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Africa

Higher education became an important method by which the continent and its supporters combatted the HIV/AIDS epidemic. USAID activities strengthened African schools of public health to broaden the human capacity base for health delivery. HIV/AIDS prevention and education was integrated into many facets of higher education programming. Universities were situated at the frontline of developing training programs and reforming HIV/AIDS research and education programs.[174]

Despite conflicts in Liberia, Sierra Leone, Angola, and the Darfur region of Sudan, the number of free democracies in the region almost tripled from 1995 to 2005.[175] The Education for Development and Democracy Initiative (1999–2003) began after President Bill Clinton's 1998 visit to Africa and aimed to integrate Africa into the world's network of free-market democracies through education. USAID democracy strengthening and promotion activities created linkages between African and U.S. universities in the areas of law, journalism, and political science. These linkages worked to support the development of constitutions and the training of judges, lawyers, and local officials.

Higher education institutions also saw new infrastructure building for the digital age through activities expanding access to internet and telecommunication systems. With the physical infrastructure to access the internet, more Africans were able to receive the benefits of education and higher education institutions could engage more in information-sharing dialogue.

ACTIVITY SPOTLIGHT

dot-EDU: University-to-University Linkages in Mali

U.S. Partners: Howard University, Michigan State University, World Space Foundation, Education Development Center, Management Systems International, CEFIB Internet, Companet

Local Partner: University of Bamako

Mali

2002-2003

The Digital Opportunity through Technology and Communication (DOT-COM) mechanism began in the early 2000s as a way to promote information and communication technology (ICT) for development. dot-EDU was the portion of the program focused on integrating ICT into learning systems, and targeted countries suffering the effects of civil unrest, natural disasters, or HIV/AIDS. Through the application of internet, multimedia, and digital technology, dot-EDU assisted developing countries in strengthening learning systems to improve quality, expand access, and enhance the equity of learning.

One institution affected by this project was Mali's University of Bamako. Updates to the university's technology infrastructure included the installation of internet towers and the provision of ICT training software. Students received training in the basics of internet usage, while faculty training focused on the application of internet technology as a productivity, teaching, and research tool. This project gave students and faculty of the University of Bamako access to research funding, improved research and teaching opportunities, and easier dissemination of research findings.[176] As a consequence of the project, the University of Bamako became the first truly wired higher learning institution in Mali.

ACTIVITY SPOTLIGHT

Animal Health Programs for Improving Malawi's Dairy and Livestock Industry

U.S. Partners: Texas A&M University College of Veterinary Medicine, Land O'Lakes, Inc.

Local Partner: University of Malawi Bunda College of Agriculture

Malawi

2004-2006

As part of the Higher Education for Development Program, Texas A&M's College of Veterinary Medicine partnered with the University of Malawi's Bunda College of Agriculture to strengthen its capacity in animal health training and research. Together, a basic bacteriology laboratory was established within the animal science department to support a new Master's program emphasizing bacteriology and epidemiology. One of the first uses of the new laboratory was to conduct research on the prevalence and cause of mastitis and East Coast Fever, two zoonotic diseases negatively affecting livestock production in Malawi and across Africa.

As a result of this partnership, 40 field veterinary technicians and more than 180 farmers received training from Texas A&M faculty and researchers on topics ranging from milk quality and proper milking hygiene to food safety, nutrition, and general animal husbandry.[177] Two Malawian students were also able to study at Texas A&M, where they gained hands-on experience with animal husbandry and milk production to take back to their students at Bunda College.[178] Policy dialogues between Bunda College and the Malawi government led to a new veterinary certificate program, and Bunda College was able to expand their laboratories for commercial safety testing.

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Countries receiving assistance in the Asia region during the 2000s included: Afghanistan, Bangladesh, Burma (Myanmar), Cambodia, China, East Timor, India, Indonesia, Mongolia, Nepal, Pakistan, Philippines, Sri Lanka, and Vietnam

Asia

Higher education activities in Asia covered a wide range of focal areas in the new millennium. As governments combatted the influence of corruption, USAID activities supported training and scholarships to allow disadvantaged students access to higher education in the field of journalism.

Research into sustainable environment and resource management has also received great attention in the higher education space. Asia received the highest number of Partnerships for Enhanced Engagement in Research (PEER) grants in the first two cycles of funding.[179]

Activities during this time were especially sensitive to addressing workforce needs. The Asia/Near East region excelled in leveraging partnerships with the private sector to reach development aims.[180] Engaging the private sector in such activities buoyed Asian economies with a skilled workforce and helped recent graduates translate their education into a more immediate job after graduation.

ACTIVITY SPOTLIGHT

India Support for Teacher Education Program

U.S. Partner: Arizona State University

Local Partner: Indian Human Resource Development Ministry

India

2013-2014

As part of the Indian government's efforts to improve classroom instruction at all levels, Arizona State University (ASU) partnered with the Indian Human Resource Development Ministry to provide training for teacher educators in India. One hundred ten teacher educators from across India traveled to Arizona State's Tempe campus to take part in a semester-long professional development program.[181] As part of the program, they received classroom education, and mentorship in teaching and leadership development, and engaged in research. Teacher educators were also able to experience immersion in ASU's classrooms along with K-12 classrooms in Arizona elementary, middle, and high schools.[182]

This model of development assistance created a sustainable and lasting impact on India's education system. Each teacher educator was able to take the methodologies and practices learned while at ASU and adapt them to Indian education contexts, reaching not only the teachers they trained when they returned home but also the students in those teachers' classrooms. The Indian Human Resource Development Ministry also received policy support to improve basic education in the country.

Students study at a biology class at the UNSYIAH Teacher Training School. Photo: USAID.

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ACTIVITY SPOTLIGHT

Support to the Kyrgyzstani Legal Defense Community

U.S. Partner: American Bar Association

Local Partner: Advocates' Training Center (ATC)

Kyrgyzstan

2012-2017

The American Bar Association Rule of Law Initiative (ABA ROLI) began in 2012 as a way to improve access to an impartial justice system, build public confidence in the legal system, and promote stability in Kyrgyzstan. The project focused on enhancing the qualifications for Kyrgyz attorneys through a unified bar association and equipping the next generation of lawyers with the skills and knowledge necessary to represent Kyrgyz citizens. ABA ROLI engaged legal professionals in training and resource development activities to enhance the capacity, skills, and knowledge of practicing attorneys. The Advocates Training Center (ATC) received capacity building support so it could provide innovative and topical continuing legal education. Additionally, ABA ROLI partnered with six legal clinics to offer training on domestic violence, professional skills of advocates, commercial law, jury trial, and various other topical issues.[183]

Kyrgyz universities also saw a heavy focus on the implementation of practical skills courses into the curriculum. ABA ROLI worked with universities to provide law students with more practical, real-world skills and a legal education more in line with international standards, by supporting law school curricula reform to incorporate practical skills courses, reinstitute nation-wide moot court competitions, and expand clinical legal education opportunities across the country.[184] This project also utilized the training-the-trainers model, with professors from six universities receiving training in legal instruction and curriculum development. Universities were also responsible for partnering with legal clinics to create a sustainable relationship for support after the program ended.

Support to the Ministry of Justice included the improvement of the advocates' qualification exam process through the implementation of electronic testing system and updates to the testing material. In July 2014, the Law on Advocatura was passed, establishing the first unified defense bar association in the country.[185]

ACTIVITY SPOTLIGHT

AquaFish CRSP

U.S. Partners: Oregon State University, University of Connecticut-Avery Point, University of Rhode Island, University of Connecticut

Local Partners: Can Tho University, Inland Fisheries Research & Development Institute

Cambodia and Vietnam

2006-2018

The AquaFish Collaborative Research Support Program (CRSP) began in 2006 to cultivate international partnerships that advanced science, education, research, and outreach in aquatic resources. One activity under this CRSP involved institutions from Vietnam and Cambodia along with U.S. universities collaborating to develop sustainable aquaculture practices that provided the Lower Mekong Basin region with low value/trash fish for consumption and production. The two countries were experiencing increased demand for trash fish as consumers competed for its use in food and feed products, leading to overexploitation.[186]

CRSP researchers worked to develop feed formulations that reduced the use of trash fish, developed hatcheries to repopulated depleted stocks, and conducted research into bacteria and diseases that negatively affected the fish populations.[187] Cottage industry fish processors also received workshops on food safety to increase the quality and shelf life of local goods made from the fish. By working with local aquaculturists, a 50 percent reduction was made in the fish meal used in feed pellet products, and local fishers and fish farmers were trained on sustainable aquaculture techniques.

In 2013, the AquaFish CRSP was extended and transitioned to the Feed the Future Innovation Lab for Collaborative Research on Aquaculture & Fisheries. The lab continued the research and sustainability efforts of the CRSP project and added a strong emphasis on policy change and governance. Extensive research was done in evaluating the value chain of fish products, and local scientists, managers, and regulators were trained in techniques to reduce the ecological impacts of farming operations.[188] Policy recommendations were also developed for the Cambodian and Vietnamese governments to ensure sustainable aquaculture and aquatic resource management.[189] Two hundred fifty scientists, researchers, government fisheries officers/managers and policymakers, extension workers, NGO staff, and private sector members were engaged in the formulation of this research and now have the tools to create sustainable policies and strategies for the management of aquaculture in the region.

By working with local aquaculturists, a 50 percent reduction was made in the fish meal used in feed pellet products, and local fishers and fish farmers were trained on sustainable aquaculture techniques.

Built on Research:

FROM COLLABORATIVE RESEARCH SUPPORT PROGRAMS TO FEED THE FUTURE INNOVATION LABS

The Collaborative Research Support Programs were authorized by Title XII, Famine Prevention and Freedom from Hunger, of the International Development and Food Assistance Act of 1975. This legislation acknowledged the ability of U.S. universities to apply their research capacities in service to lessening hunger and famine in the less-developed countries of the world. USAID had, since its founding, leveraged the expertise of U.S. universities to achieve its development goals in the field of agriculture. The creation of the CRSPSs allowed USAID to provide support for long-term collaborative university research and coordination with other state and federal efforts.

Each CRSP activity included a partnership between scientists from U.S. universities and those working in developing-country universities, national and international agricultural research centers, the private sector, and non-governmental organizations (NGOs). These partnerships leverage funding from U.S. and host government agencies, NGOs, and the private sector to create a country-led, sustainable source of research for both less-developed countries and the United States.

Students and faculty in developing countries also received capacity building and professional development experience through their participation in the CRSPs. Over its 35-year history, at least 4,324 degrees were pursued by students working on CRSPs, representing 130 countries. In 2013, the CRSPs were incorporated into the U.S. Government's Feed the Future initiative to address global hunger and food insecurity and were rebranded as the Feed the Future Innovation Labs. The Innovation Labs continue this distinguished legacy as they strive toward the eradication of poverty and food insecurity through their 25 active labs worldwide.[190]

Russel Galanti, a graduate student at the University of Hawaii, received a Trellis Fund fellowship to promote mulching among vegetable producers as part of the Horticulture Innovation Lab. Photo: USAID

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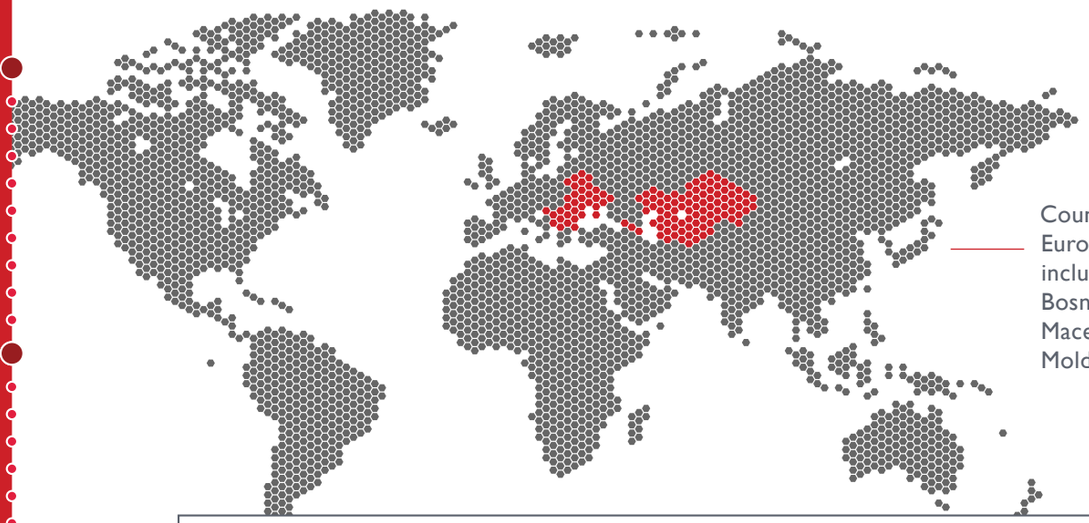

Countries receiving assistance in the Europe and Eurasia region in the 2000s included: Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Georgia, Kosovo, Macedonia, Serbia, Ukraine, Belarus, Moldova, Bulgaria, Croatia, and Romania.

Europe and Eurasia

The Europe and Eurasia (E&E) region followed much the same path in the 2000s as its predecessor region in the 1990s. Assisting E&E countries in their transitions to strong, market-driven economies and democratic governance was the primary focus of U.S. assistance. Assistance to higher education included increased attention to workforce development and training programs that equipped students with the skills necessary for the developing demand of the market economies. As several countries graduated from USAID assistance, focus shifted from Eastern and Central Europe to Eurasia and the Balkans. In 2009, five countries in Central Asia were moved from the E&E Bureau to the Asia Bureau.[191]

Poster for the USETI Alliance to insure the sustainability of standardized external testing in Ukraine. Photo: American Councils for Education

US Ambassador Jeffery Payet presents a student with a scholarship to study at a U.S. institution as part of the NIS Enterprise Fund SEED Grant Program

ACTIVITY SPOTLIGHT

Transformational Leadership Program: Scholarships & Partnerships

U.S. Partners: World Learning Inc., Arizona State University, University of Minnesota, Dartmouth College, and Indiana University

Local Partners: University of Prishtina, Government of Kosovo's Ministry of Education, Science and Technology, American University of Kosovo

Kosovo

2014-2019

After declaring independence from Serbia in 2008, Kosovo set out to address its high poverty and low labor force participation rates by improving the quality and relevance of its educational system. Youth, in particular, experienced great difficulty securing and retaining jobs due to the poor quality of education and a lack of opportunity in the labor market. USAID, along with the Government of Kosovo, created the Transformational Leadership Program (TLP) to develop a cadre of young leaders to drive significant change in Kosovo's priority economic, political, and social areas.

To this end, TLP facilitated higher education scholarships, professional certifications, in-country training in immersion and public service, internships, exchanges, and partnerships between Kosovo and U.S. universities. One hundred eighty-five scholarships for Master's programs and 107 scholarships for professional certificate programs were given to individuals to study in the United States in ten priority areas including business, education, rule of law, and computer science. Every student that was part of the program returned to Kosovo after their studies to become leaders in education, law, consulting, government, management, and business.

The University of Prishtina, Kosovo's largest public university, also saw capacity building efforts as faculties from the engineering, education, and agriculture programs completed academic exchanges at the program's partner universities in the United States.[192] Faculty and researchers from these U.S. institutions also traveled to the University of Prishtina to advance research and teaching methods through seminars and workshops. TLP also trained deans, senior and mid-level management, and administration staff and created centers dedicated to teaching, energy and sustainability, and career development.

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ACTIVITY SPOTLIGHT

Ukrainian Standardized External Testing Initiative (USETI)

U.S. Partners: Millenium Challenge Corporation, American Councils for International Education, American Institutes for Research

Local Partners: Ukrainian Center for Education Quality Assessment, Union of Rectors of Higher Education Institutions of Ukraine, National Academy of Pedagogy of Ukraine, International Renaissance Foundation, Drahomanov National Pedagogical University, Kyiv Borys Hrinchenko University, National Academy of Management

Ukraine

2007-2017

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Ukrainian Standardized External Testing Initiative (USETI) began in 2007 as part of a larger initiative to combat corruption in the Ukranian public sector. It focused on efforts to strengthen the Ukrainian Center for Education Quality Assessment (UCEQA) in its capacity to administer and deliver standardized entrance exams to higher education institutions. The project addressed capacity development in three areas: strengthening institutional capacity of testing system elements and components, establishing legislation, and transforming support for testing into a proactive contemporary public expectation.[193] With a more transparent and open testing process, higher education became available to individuals from rural areas and from poorer families.

The early years of the project provided technical assistance to the UCEQA test development personnel in the form of test item development/banking, assembly, administration, monitoring, scoring, and reporting, along with assistance to test monitoring, test reporting, and test preparation organizations. Increased levels of transparency and reliability of the testing process led to growth in confidence of higher education administrators, educators, students, and the general public.[194] Dialogue between UCEQA and the Ministry of Education, Science, Youth, and Sport, along with the engagement of various interest groups, resulted in the drafting and adoption of the Law on Higher Education in 2015 establishing standardized external testing as the mandatory mechanism of higher education institution admission.[195] New legislation also harmonized Ukrainian higher education degrees with European standards, facilitating comparison of education statistics and the transfer of credits between institutions from different countries.

With a more transparent and open testing process, higher education became available to individuals from rural areas and from poorer families.

Increased levels of transparency and reliability of the testing process led to growth in confidence of higher education administrators, educators, students, and the general public.

Participant presents at a financial literacy competition in Ukraine as part of the Financial Sector Transformation Project, 2018. Photo: USAID Ukraine

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Latin America & the Carribbean

Broad USAID goals for LAC development in the early 2000s were threefold: improve good governance and reduce corruption, increase economic growth and free trade, and reduce narcotics trafficking.[196] LAC higher education institutions became important actors to achieve these goals by partnering with U.S. universities to create formal structures of knowledge sharing for development. This demonstrated a departure from an emphasis on facilitating study opportunities in the United States to now building the capacity of local institutions to be forces for development. Activities designed to grow the capacity of LAC economies took the form of training in entrepreneurship and innovative business strategies, as well as encouraging the development of small businesses through educational resources developed by private-sector and university partners. Conservation and research programs also sought to utilize resources more effectively to maintain the health of the LAC agricultural industry. Institutions of governance were similarly strengthened by promoting democracy through building the educational capacity of law schools with curriculum development and continued training opportunities for practicing lawyers. Renewed focus was also given to creating activities that expanded access to vulnerable populations, including indigenous minorities.

ACTIVITY SPOTLIGHT

U.S.-Mexico Training, Internships, Exchanges, and Scholarships Program

U.S. Partners: various U.S. higher education institutions

Local Partners: Government of Mexico, various Mexican Higher Education Institutions

Mexico

2001-2007

The Training, Internships, Exchanges, and Scholarships (TIES) initiative began in 2001 as a collaborative partnership between the U.S. government and Mexican higher education institutions designed to advance Mexico's competitiveness through university partnerships. To advance Mexican higher education institutions into partners in development, TIES provided degree training; internships; collaborative research, faculty, and student exchanges; and extension and outreach to the community. U.S. universities worked with Mexican institutions to boost academic programs, create new degree programs, and strengthen teaching capacity of faculty and learning outcomes of students through training. The initiative started with 35 higher education partnerships and grew to 79 by 2011.[197] Universities, community colleges, and research institutes in Mexico saw capacity building in a wide array of development areas, two of which are highlighted here.[198]

Expanding Rural Access to Microfinance

U.S. Partner: The Ohio State University (OSU)Local Partner: El Colegio de Postgraduados en Ciencias Agrícolas (COLPOS)

OSU assisted in establishing and training a faculty in micro-enterprise at COLPOS. OSU and COLPOS faculty then collaborated in providing short-term trainings and seminars on microfinance to hundreds of individuals from small, rural cooperatives to well-established development banks and high-level government officials. Over the course of the program, COLPOS received recognition as a regional and national resource for microfinance education, which allowed it to create relationships and collaborations that brought together important banking and regulatory institutions. The increased awareness of microfinance opportunities allowed rural enterprises to increase the competitiveness of their agricultural production.

Traditional Indigenous Law in Oaxaca

U.S. Partner: American University (AU)Local Partner: Universidad Autónoma "Benito Juárez" de Oaxaca

Nine fellowships were provided to undergraduate law students to attend the Universidad Autónoma "Benito Juárez" de Oaxaca. These scholarships were given to at-risk individuals in the local community to complete training in new tenets of criminal law in Oaxaca. Research was also conducted by AU faculty in judicial reform, particularly with the intersection of criminal law and indigenous practices. AU also provided training seminars to local lawyers and judiciary as well as a certificate program for mid-career law practitioners.

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ACTIVITY SPOTLIGHT

Building Capacity to Manage Water Resources and Climate Risk in the Caribbean

U.S. Partner: Columbia University

Local Partner: University of the West Indies/Centre for Resource Management and Environmental Studies

Barbados

2012-2015

As a Caribean island heavily dependent on tourism, Barbados is especially sensitive to the effects of climate change. Forty-eight percent of the island's GDP relies either directly or indirectly on tourism and, as of 2015, Barbados had the largest rate of dengue fever in the Americas due to a shortage of sanitary drinking water.[199] This partnership between Columbia University and the University of the West Indies began in 2011 to help address a shortage of highly trained water and climate-risk managers in the Caribbean region equipped to combat these challenges.

The project developed courses for Caribbean environmental and water specialists in the public sector focused on topics such as meteorological forecasting, resource management, climate risk-management, and the use of climate models. Scholarships were also provided to nine students to receive degrees from the Master's Program in Climate and Society at Columbia University.[200] There they received interdisciplinary education on economics, energy, sustainable development, and atmospheric science as well as completing either an internship or research thesis.

With support from the Ministry of Education and the USAID Lifelong Learning Project, 210 educators obtained a two-year university degree as Teachers in Bilingual Intercultural Environments, from the Universidad del Valle in Sololá.

IMPACT STORY

Photo: Bartolomé Vázquez López

Bartolomé Vázquez López

Mexico's southern state of Chiapas is home to the country's largest indigenous population with about one-quarter of its 4.8 million residents belonging to an indigenous ethnic group. Bartolomé Vázquez López is a teacher within one of the state's 2,000 indigenous schools, devoted to nurturing a curiosity and love of learning within his students. His classroom serves students from first to sixth grade whose first language is Tseltal, a Mayan language found in the state of Chiapas, but who also learn Spanish as part of the school's curriculum. While it may be challenging to teach students of different ages who have different interests and are adapting to an environment outside of their family, Lopez takes his responsibility to teach his students seriously.

Historically, schools such as Lopez's have often lacked adequately trained teachers, supplies, and curricula that addresses the unique needs of this population. As part of USAID's CASS/SEED program (see page X for more information), in 2005, Lopez traveled to Arizona State University where he received custom designed training in teaching bilingualism, managing a multi-cultural and multi-grade classroom, as well as how every student can learn with the right motivation which, to him, was most important. For Lopez, the program was an opportunity to compare teaching contexts and strengthen his convictions of being a good servant, a good person, of building an environment of coexistence and, above all, of fostering good values in each one of the students.

Lopez is featured in the documentary "El Sembrador" or "The Sower" where he shares his unique approach to both educating the student and growing the individual.

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http://cied.georgetown.edu/the-sower-cass-alum-protagonist-of-award-winning-documentary/

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The Middle East and North Africa became a separate bureau of USAID in the 2000s following increased security concerns and instability in the region. Countries included in this region are Egypt, Iraq, Jordan, Lebanon, Morocco, West Bank and Gaza, Syria, Libya, Tunisia, and Yemen.

Middle East & North Africa

The Middle East and North Africa (MENA) experienced a number of seismic shifts during the 2000s. The September 11, 2001 attacks reoriented U.S. development policy toward the Middle East as the government examined the link between authoritarian regimes and terrorism. Higher education provided a multi-faceted approach to promote democracy both through good governance and economic opportunity. Activities in the region increased equitable access to education opportunities, improved the quality and relevance of education, and strengthened workforce skills. The MENA region experienced unprecedented growth in its youth population during the 2000s. Higher education assistance responded by linking education activities to the needs of the job market. Students received adaptable and portable skills necessary to contribute to the changing workplace, especially information and communication technology training.[201]

U.S. universities also assisted MENA institutions such as the American University of Afghanistan in revising curriculum to provide relevant instruction. (Prior to the establishment of the Office of Afghanistan and Pakistan Affairs, these countries were under the MENA region.) Scholarship programs in the region also increased access to education for disadvantaged populations, including women.

ACTIVITY SPOTLIGHT

Leadership for Education and Development Scholarship Program

Local Partners: Ministry of Higher Education and Scientific Research, American University of Cairo

Egypt

2007-2016

The Leadership for Education and Development (LEAD) Scholarship Program began in 2007 as a way to assist youth from Egyptian public schools in attaining an undergraduate education in situations where they otherwise would not be able. LEAD equipped students with the skills necessary to become future leaders in their communities and contribute meaningfully to Egyptian development.

To this end, USAID partnered with the American University of Cairo to provide 414 students with a high quality education, English-language skills, and leadership and soft skills development.[202] Scholarships provided tuition, fees, books, medical insurance, housing, and monthly allowance for students so they could take full advantage of their education opportunities.[203] Additionally, students had the opportunity to complete internships and attend international conferences, where they received training on topics such as project budgeting, debating and civic engagement. Some also participated in U.S. study abroad, which alumni considered the most beneficial activity of the program because it allowed them to explore teaching techniques and practice their leadership skills. [204]

ACTIVITY SPOTLIGHT

Jordanian Entrepreneurship Development

U.S. Partners: Eastern Iowa Community Colleges, Washtenaw Community College

Local Partner: Al-Quds College

Jordan

2010-2015

In 2015, 50 percent of Jordan's population was under the age of 25.[205] This swell of the youth population, paired with a shortage of available jobs, placed enormous pressure on the Jordanian economy. One strategy for addressing this challenge was to encourage youth to create their own jobs through entrepreneurship. Al-Quds College took part in two seperate USAID partnerships in order to increase the capacity of the institution to educate and encourage youth to pursue entrepreneurship opportunities.

Institutionalizing Entrepreneurship Education in Jordan

Eastern Iowa Community Colleges partnered with Al-Quds College to integrate entrepreneurship into career and technical programs at both institutions. They offered a mutually recognized *Build Your Business* course at both institutions that focused on the "how to" of running a business. To offer the class, Jordanian faculty selected for their practical business experience were instructed in how to train young entrepreneurs. Each institution also created a study abroad program, where students could visit and learn about the business environment and culture of the partner country.

Integration to Incubation

Washtenaw Community College collaborated with Al-Quds College to create Jordan's first community college student business incubator.[206] Faculty from both colleges participated in exchange opportunities to develop classroom curriculum and conduct peer-to-peer mentoring as well as visiting other incubators in both Jordan and the United States. Connections were made with the business and entrepreneurial community in Jordan, who offered workshops and trainings to students and faculty of the program. Finally, a pipeline was created by generating enthusiasm and knowledge around the area of entrepreneurship through a speaker series, clubs, and showcases and then offering formalized classes on entrepreneurial thinking and skills building.

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IMPACT STORY

Amani Abu Tair, founder and CEO of WAZZA, share her inspiring story of how she became a passionate inventor, entrepreneur, and educator. Credit: Forbes

Amani Abu Tair

From a young age Amani Abu Tair has been an entrepreneur and an inventor. At six years old she was selling candy to neighborhood kids outside of her home, at nine she built her own scooter, and by her twenties she had created apps to track hospital shifts for doctors and teach kids about nutrition. Driving her desire to invent was curiosity for the world around her and a passion for solving the problems she saw around her.

Supporting her in this dream was a USAID scholarship to obtain a master's degree in business administration at Technion University in Tel Aviv as part of the Youth Entrepreneurship Development Project. Abu Tair was one of 14,000 young Palestinians who took part in the project which developed career centers at local universities and helped students with career guidance, technical training, and internships. Her master's degree gave her the skills necessary to scale up another of her inventions, Braille FMZ, a small, mechanical device making braille education more accessible for blind children in Jerusalem and the West Bank.

Abu Tair is determined to become the most successful social entrepreneur in the world and has made great strides towards that goal, helping to establish the first energy incubator in Jerusalem and now, her newest venture, creating the Wazza app. Inspired by the encouragement and dedication she received from her mother and now her own desire to help her children grow, Abu Tair created the Wazza app to facilitate the communication between teachers and parents in the Middle East and North Africa. For her work in entrepreneurship she has received recognition through the the Intel Challenge me competition, Microsoft Imagine Cup, and Celebration of innovation, as well as receiving Presidential Recognition as one of best innovators of Palestinian Innovation and Creativity. In 2019, she was named to Forbes' Middle East 30 under 30 as one of the region's top entrepreneurs at age 28. She continues her passion for solving problems through her both her work and by advocating and encouraging young women in the Middle East and throughout the world to pursue their passions.

Sources:
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Through "Ana Usharek" ("I Participate"), university students throughout Jordan are learning about democratic values and political systems. Photo: USAID

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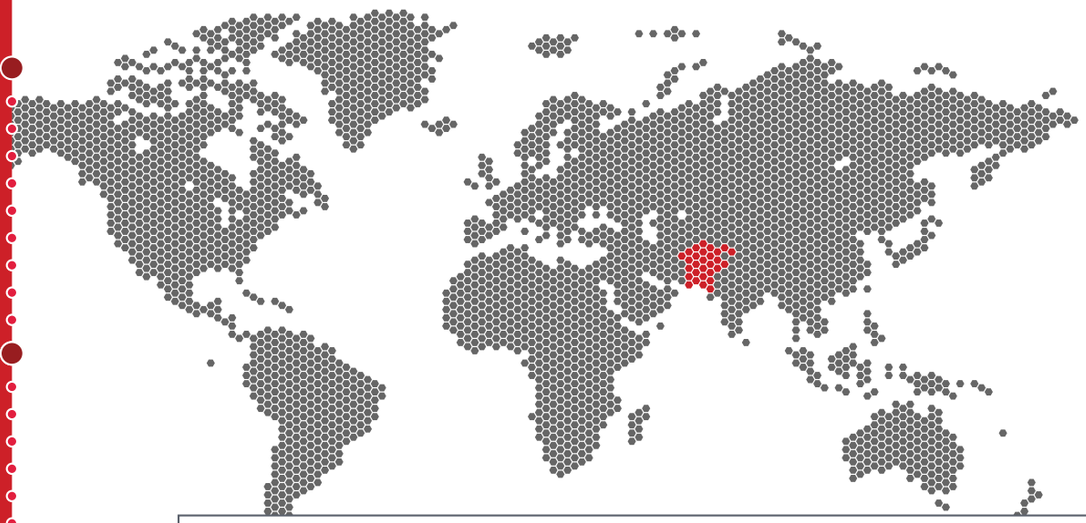

Office of Afghanistan & Pakistan Affairs

The Office of Afghanistan and Pakistan Affairs (OAPA) was created in 2010 to provide the region with the tools, technical support, capacity building, and institutions for stability, economic development, and security. Despite the office's relative newness, USAID has been conducting higher education programming in the Afghanistan/Pakistan region since the founding of the Agency.[207] From developing an engineering curriculum at Kabul University in the 1950s to the launch of the U.S.-Pakistan Centers for Advanced Studies in 2015, students throughout the region have been able to experience the promise and opportunity of higher education. From 2000 to 2020, USAID support to Afghan and Pakistani higher education took many forms, a few of which are profiled below.

USAID-Funded Faculty of Education Building in Lahore. Photo: USAID Pakistan

Female University Students Complete Internship. Kabul, Afghanistan – March 16, 2011. Photo: USAID Afghanistan

Partnerships

Kabul University reopened its doors in 2002. A dramatic increase in skilled workers and trainers was necessary in order to provide humanpower to Afghanistan's rebuilding efforts. Purdue University partnered with Kabul University to expand the capacity of the institution to educate an influx of students through on-campus and distance-learning platforms. This was done by providing computers to set up distance-learning labs, renovating and adding new facilities, training faculty, revising curriculum, and funding scholarships for students to study in the United States.[208]

Scholarships

The Merit and Needs-Based Scholarship Program was established in 2004 to provide higher education learning opportunities to young Pakistani students that otherwise would not be able to pursue further education. To date, more than 4,800 scholarships have been provided to students pursuing degrees in agriculture, business administration, engineering and technology, medicine, nursing, and social sciences.[209] To encourage gender parity in higher education, under Phase-II of the project, 50 percent of scholarships were awarded to female students, with 4 all-female universities added to the 26 existing partner universities.

Institutional Capacity Building

A joint venture between the U.S. Department of State, USAID, the Pakistani Ministry of Science and Technology, and the Higher Education Commission of Pakistan, the U.S.-Pakistan Science and Technology Cooperative Program seeks to increase the research and scholarship capabilities of Pakistani higher education institutions. By facilitating linkages between U.S. and Pakistani institutions, the program has helped fund science and technology projects, supported the publication and presentation of research, and provided skills training to researchers in Pakistan.[210]

Workforce Development

The University Support and Workforce Development Program supported the establishment of higher education programs that are most relevant to the Afghan job market by linking universities and potential employers, helping Afghan higher education institutions create and tailor curricula to market needs, and strengthening university management.[211] From 2013 to 2019, the program supported 11 public Afghan universities launch new degree programs, provided workforce training to 7,930 individuals, and allowed 1,306 students to participate in internship experiences.[212]

Policy Reform

Higher education in Afghanistan experienced a rapid expansion after the fall of the Taliban. The Afghanistan Higher Education Project supported the Afghani government in addressing this increase in demand by developing the leadership and management capacity of the Ministry of Higher Education (MOHE) and public universities. HEP assisted the MOHE in developing a national quality assurance system for higher education based on international standards through the Afghanistan Quality Assurance and Accreditation Agency.[213] A new corps of education leaders were also trained in Master's degree programs providing the human capacity necessary to sustain future development.

USAID's Global Development Lab

HARNESSING THE RESEARCH AND INNOVATION POWER OF HIGHER EDUCATION

USAID's Global Development Lab was established in 2014, serving as an innovation hub for the Agency. The Lab brings together diverse partners to catalyze the next generation of breakthrough innovations to advance USAID's mission to end extreme poverty and support inclusive growth.

The Lab's focus on leveraging the promise of science, technology, innovation, and partnership reflects USAID's broad embrace of innovation to bring about positive change and solve some of the world's most pressing challenges. Engagement with higher education has been a key component of the Lab's work since its founding—harnessing the power of institutions and individuals to find solutions to development challenges through science, technology, innovation, and partnerships.

The work of the Lab has brought USAID's engagement with higher education to a new level. Signature partnership programming that leverages the expertise of the higher education community includes:

- The Higher Education Solutions Network (HESN 1.0), the Partnerships for Enhanced Engagement in Research, and three programs under the HESN 2.0 framework: Long-Term Assistance and Services for Research (LASER), the Research Technical Assistance Center (RTAC), and an open source platform, the Science, Technology, Innovation, and Partnerships Annual Program Statement (STIP APS).

- HESN 1.0 is a partnership between USAID and seven top universities to harness the ingenuity and passion of university students, researchers, and faculty to deliver solutions to global development challenges. Through HESN, USAID created eight Development Labs that worked to incubate, catalyze and scale new science and tech-based solutions.[214]

Nha Trang, Vietnam September 25-27, 2017
Photo: Montakan Tanchaisawat, USAID

This expanded global network of development actors, platforms, and programs will allow USAID to source, convene, fund, and translate research in new and high impact ways.

- Under the HESN 2.0 portfolio, LASER creates a network of researchers that can co-create with USAID partners around critical development questions. RTAC forms a rapid response cadre of technical experts. Through the STIP APS, the Accelerating Local Potential program was created. This new partnership modality will help propel higher education institutions in low-and-middle income countries to become global leaders in scientific education and research, and to increase their presence as a source of knowledge and innovation for local government officials, policymakers, and other development actors. This expanded global network of development actors, platforms, and programs will allow USAID to source, convene, fund, and translate research in new and high impact ways.

- Partnerships for Enhanced Engagement in Research[215] (PEER) is a grant program that funds scientists and engineers in developing countries in partnership with U.S. government-funded researchers to address global development challenges. PEER catalyzes collaborative research and establishes enduring relationships that build scientific capacity and strengthen the research ecosystem in developing countries.

July 2 2013, Lusaka Zambia. LED Build It Session: Erin Pierce, an IDIN research student from Olin College of Engineering (part of the IDIN Consortium), teaches IDDS participants how to make battery-powered three-way LED flashlights, during the IDDS "Build It" sessions, which introduce participants to various hands-on design and engineering activities. Photo: Elizabeth Hoffecker Moreno

Looking Back to Move Forward: Higher Education and USAID

Building the capacity of higher education to serve development needs has always been a cornerstone of USAID programming and will continue to be as the Agency moves forward. A landscape analysis of USAID programming from FY 2014-2018 found nearly 800 activities that engaged in the higher education space, across every regional and technical bureau at USAID. USAID higher education programming has evolved over time, based on country needs and development priorities. Higher education programming will continue to evolve and be an investment across all sectors—from agriculture and education, to rule of law and health, and every sector in between.

As local institutional capacity has improved, USAID support has moved from nearly solely bringing students to the U.S. for long-term study to providing scholarship support to gain a quality, U.S.-style education in the partner country or in neighboring countries—often with short-term study opportunities in the United States for exposure to American culture and values. Examples of this focus has been scholarship programming in Egypt, Lebanon, and Pakistan that has allowed hundreds of students who may not have otherwise had access to higher education to attend local institutions.

Over USAIDs history, relationships between higher education institutions have evolved from one-to-one or "twinning" partnerships to networks and consortia of institutions that bring different experiences and institutional types together—often resulting in strong links between faculty and students in the United States, as well as the partner country.

As local higher education institutional capacity has improved, often through partnership, and coupled with a focus on locally led development, local higher education institutions are truly catalysts of locally owned and led development. This has allowed programming

to shift, and many local institutions are now the lead institution on activities and programming, with the U.S. partner playing a more supportive role.

With an Agency focus on collaborating, learning, and adapting, our higher education programming is also able to adapt to local context and needs. In the Philippines, for example the Science, Technology, Research, and Innovation for Development Program was able to learn and adapt its programming. While initial stages of the activity focused on scholarship and curriculum support along with research capacity building, the success of a small grant program, demand from unexpected higher education institutions, and other research interventions allowed for adaptation in a later phase of the activity to focus on innovation ecosystem support and to move away from scholarships.

As USAID's higher education programming, across sectors, moves forward, we seek to build on the experience of our past investments, and to utilize the power of the higher education community to gather and share evidence on what is, and isn't, working in our programming. Investments in higher education, both in institutions and individuals, is integral to the journey to self-reliance.

ANNEX A: HISTORICAL USAID HIGHER EDUCATION PROGRAMS

This is not a comprehensive list of all USAID higher education programming, but attempts to present a view of all activities that were identified as part of the desk review for this study.

1960s

AFRICA REGIONAL
African Scholarship Program of American Universities (ASPAU) (1961-1976)
African Graduate Fellowship Program (AFGRAD) (1963-1990)
African Higher Education Program (AHEP/AAI) - INTERAF (1967-1979)

ARGENTINA
Graduate Economics (1962-1968)
Agricultural Economics Service (1962-1969)
Engineering - AID Bucknell (1963-1967)
Balcarce Agricultural College (1963-1972)
National Institute of Agriculture Technology (1964-1966)
Education and Manpower Development (1964-1972)
Technical Assistance to INTA (1968-1972)

BANGLADESH
East Pakistan Universities (1958-1973)

BOLIVIA
Teacher Training (1966-1969)
University Scholarship (1967-1969)

BRAZIL
Agricultural Education (1951-1973)
Rural University of Minas Gerais (1953-1963)
Higher Education Planning (1958-1976)
Science and Technical Research Textbooks (1962-1973)
College of Agriculture, University of Sao Paulo (1964-1972)
Partnerships for Agricultural Education (1963-1973)
Developmental Science and Technical Research in Chemistry (1969-1974)

BURMA
Rangoon University Liberal Arts College (1959-1969)

CAMEROON
Secondary and Technical Education (1963-1969)

CHILE
Training for Development (1964-1973)

COLOMBIA
Higher Education (1962-1972)
Institute of Colombian Agriculture (1966-1973)

CONGO
Specialized Post University Training Program (1961-19701)
Congo Polytechnic Institute (1962-1973)
National Pedagogic Institute (Teacher Training) (1967-1969)

COSTA RICA
Development of the College of Agriculture (1959-1963)
Agricultural Development and Agrarian Reform (1962-1968)
Textbook Project (1965-1973)
Health and Sanitation (1966-1967)
General Assistance to Education (1966-1970)
University of Costa Rica Medical School (1959-1966)

DOMINICAN REPUBLIC
Teacher Training (1963-1975)
Higher Education (1966-1975)

ECUADOR
Catholic University, Quito (1968-1971)
Central University, Quito (1968-1971)
Technical Education (1968-1971)
University of Guayaquil (1968-1971)

ETHIOPIA
Agricultural Education and Research (1954-1972)
Higher Education Institutional Development (1960-1976)
University Facility Development (1968-1976)

GUATEMALA
University of San Carlos (1957-1961)
University Development (1963-1973)
Development of Educational Policies and Priorities (1964-1969)

GUYANA
Industrial Training Center (1965-1971)

HONDURAS
Education Development (1965-1974)
Secondary Education Teacher Training (1967)

INDIA
General Agricultural University Development (1954-1965)
Kanpur Indo-American Program (1957-1972)
University of Udaipur and Punjab Agricultural University (1955-1964)
Agricultural University Development, Mysore State University (1955-1972)
Agricultural University Development, Andhra Pradesh (1963-1972)
Maharashtra Agricultural University (1967-1973)

INDONESIA
University of Indonesia, Bogor (1958-1966)

IRAN
Utah State University and College of Agriculture of the University of Tehran (1952-1966)
Karaj Agricultural University (1952-1966)

JAMAICA
Teacher Training (1965-1972)

KENYA
Higher Agricultural Education (1962-1972)

KOREA
College of Agriculture, Seoul National University (1955-1961)
Vocational, Technical, and In-Service Training (1956-1968)
Education Policy and Planning (1967-1971)

LATIN AMERICA REGIONAL
Regional Training Services (1958-1968)
Regional Education Development (1967-1972)
Latin American Scholarship Program for American Universities (LASPAU) (1966-1977)
Regional Technical Aids Center (RTAC) (1957-1975)
Development of Institutions of Higher Education (1963-1970)
Latin American Scholarship Program of American Universities (LASPAU) (1966-1977)

MALAWI
Agricultural Development - College of Agriculture at Bunda (1963-1982)

MOROCCO
Assistance to Higher Agricultural Education University of Minnesota (1969-1977)

NEAR EAST & SOUTH ASIA REGIONAL
American University of Beirut Regional Training (1951-unk.)

NICARAGUA
Educational Planning and Development (1954-1973)

NIGERIA
University of Nigeria (1960-1970)
Educational Planning and Advisory Services (1961-unk.)
Agricultural Complex at Ahmadu Bello University (1964-1974)
Agricultural Education for Future Leaders (1965-1972)
University of Ife Public Service Training (1966-1974)

PANAMA
University of Panama (1955-1964)
Agricultural Research (1956-1964)
Private Higher Education Development (1966-1973)
Santa Maria University (1969)

PARAGUAY
National University of Asuncion (1960-1963)
National University Faculty of Agriculture and Veterinary Medicine (1964-1966)
Education Development (1968-1976)

PERU
Manpower and Education (1962-1975)
National Agrarian University (1965-1971)
National University of Agriculture (1962-1971)

PHILIPPINES
University of the Philippines College of Agriculture (1952-1960)

REGIONAL OFFICE FOR CENTRAL AMERICA AND PANAMA
Development of Institutions of Higher Education (1964-1974)
Business Administration Masters Programs (1967-1973)
Education Advisory Services (1969-1975)

SIERRA LEONE
Agricultural Extension Training (1969-1970)

SOUTH KOREA
Higher Education Rehabilitation (1954-1967)

TANZANIA
Morogoro Agricultural College (1962-1972)

THAILAND
Kasetsart University (1965-1968)
Vocational Education (1967-1972)

TUNISIA
Agricultural Education - Chott Maria School (1962-1971)

TURKEY
Ataturk University (1955-1968)
Academics of Economics and Commerce (1960-1972)

UGANDA
Bukalasa Agricultural College (1961-1971)
Veterinary Training Institute, Entebbe (1961-1971)
Arapai Agricultural College (1963-1970)
Makerere Agriculture Faculty (1964-1972)

URUGUAY
University De La Republica Oriental (1962-1965)

VENEZUELA
National Manpower Training Development (1962-1972)

VIETNAM
National College of Agriculture (1960-1963)
Vocational Education (1967-1973)
Leadership Training (1967-1974)
General Higher Education (1967-1977)
Agricultural Education (1969-1974)

1970s

AFRICA REGIONAL
Expanded In-Service Training (1968-1976)
African Graduate Fellowship Program (AFGRAD) (1963-1979)
African Scholarship Program of American Universities (ASPAU) (1961-1976)
The Inter-African University Scholarship Program (INTERAF) (1967-1979)
Educational Advisory Services (1969-1975)
Education and Training Activities (AAI Headquarters) (1968-1979)
African Mathematics Program (1970-1975)
African Science Program (1971-1976)
African American Scholars Council (1972-1975)
Instructional Television Evaluation (Ivory Coast) (1972-1975)
African Economic Development Grant (1970-1977)

ASIA REGIONAL
Regional Education Development (1967-1976)
Asian Institute of Technology (1958-1974)
Quantitative Changes and Prospects in Education in Southeast Asia (1978)

BRAZIL
Establishment of EMBRAPA (est. 1972)

CENTRAL AMERICAN REGION
Development of Institutions of Higher Education - Legal Textbooks (1971-1973)

COLOMBIA
Legal Education Reform (1971-1973)

EAST AFRICA REGIONAL
Makerere Agriculture Faculty (1964-1972)
Educational Research and Development (1968-1973)

EGYPT
Cairo University Instructional Materials Project (1977-1979)
University Textbook Project (1977-1979)

ETHIOPIA
University General Support (1960-1976)
University Facilities (1968-1976)

GEORGIA
An Educational Program with Emphasis on Industrialization Leading to the Degree, Master of Science (1976)

GLOBAL
Socio-Economic Studies and Activities (1972-1985)
Educational Technology (1973-1984)
Government/Labor Organizations Relations (1977-1982)

INDONESIA
Higher Agricultural Education (1969-1975)
Science Education Survey (1972-1973)

JAMAICA
Education sector survey (1977)
Family Planning Services (1977-1984)
Baseline Study of Agricultural Research, Education, and Extension (1979)

JORDAN
Vocational Training (1979-1980)

KENYA
Population Studies and Research Center (1976-1982)

KOREA
Education Development (1971-1973)

LAC REGIONAL
Training for Development Program (1978-1982)
Establishment of the Instituto Centroamericano de Administracion de Empresas (INCAE) (1963-1968)
Free Labor Development (AIFLD) (1962-unk.)
Caribbean Mathematics Project (1976)
Training for Development Program (1978-1982)

LAOS
Education Development (1963-1976)
Teacher Training Education Development (Community Education) (1963-1976)

LIBERIA
Rural Education Development (1956-1972)

MOROCCO
Non-Formal Education for Women (1976)

NEAR EAST REGIONAL
International Center for Agricultural Research in the Dry Areas (1977-2012)

NIGERIA
Teacher education (1970)
Advanced Professional Studies (1972-1975)
Educational Planning and Advisory Services (1961-unk.)
Public Services Training (1966-1974)

PERU
National Responsible Parenthood Program (1979-1982)

TANZANIA
Educational Materials and Advisory Services (1965-1973)

THAILAND
Asian Institute of Technology (1958-1974)
Rural Education (1964-1976)
Vocational Education (1966-1973)

UGANDA
Graduate Agriculture Faculty (1972-1980)

VIETNAM
Establishment of Higher Education Long-Term Planning (1967-1977)

YEMEN
Basic Education Development (1979-1986)

ANNEX A: CONTINUED

1980s

AFGHANISTAN
Development Support Training (1978-1982)

ANGOLA
Agostinho Neto University (1998-2000)

ASIA & THE NEAR EAST REGIONAL
Women in Politics Program (1993-unk.)

BARBADOS
Executive Management Seminar in Bridgetown (1980)

BANGLADESH
Women's Enterprise Development Project (WEDP) (1982-1997)

CAMEROON
Medical Systems for Cameroon (1979-1984)
Agricultural Education Project (1982-1990)

CARIBBEAN REGION
AIDS Communication and Technical Services (1988-1995)
Caribbean Leadership and Development Training Project (1990-1996)
Drug Abuse Prevention and Education Pilot Project
(1992-1994)
Caribbean Education Development (1979-1983)
Regional Development Training (1979-1983)
Caribbean Basin Scholarship Program (1983-1988)

CENTRAL AMERICAN REGION
Central American Scholarship Program (1985-unk.)
Latin American Journalism Program (1988-1997)

COSTA RICA
Human Resources Planning and Development (1979-1984)

DOMINICAN REPUBLIC
Rural Development Management (1981-1984)
University Agribusiness Partnership Project (1989-1996)

ECUADOR
Training for Development (1980-1984)

EGYPT
Peace Fellowship Program (1985-1995)

GHANA
Community Health Team Support (1979-1983)
Population Planning and Rural Development (1979-1984)

GLOBAL
Family Planning Activities thru Home Economics (1978-1983)
Integrated Family Farm Development (1994-1997)
Conventional Energy Training Project (1983-1987)

HONDURAS
Rural Education Scholarships (1980-1982)

INDIA
Integrated Rural Health and Population (1980-1983)

INDONESIA
Western universities agricultural education (1981)
Higher education development training (1981)
Sarjana curriculum in chemistry/biochemistry for Institut Pertanian Bogor (1984)
Improving the efficiency of educational systems (1986)
The Bogor Institute of Agriculture (1989)
Basic Research and Implementation in Developing Education Systems Project (BRIDGES) (1989-unk.)

JAMAICA
Agricultural education (1989)

LAC REGIONAL
Cooperative Association of States for Scholars (CASS)
(2008-2015)
Leadership Center of the Americas (1988-1993)
Health Institute Improvement (1978-1983)
Human Resources Development and Services (1979-1984)
Communications and Technology Applications (1979-1984)
Experimental Radio Education (1980-1982)
Leadership Center of the Americas (1988-1993)
Cooperative Association of States for Scholars (1988-2008)

MOROCCO
Development Training and Management Improvement (1978-1983)
Sector Support Training Program (1983-1989)
The Industrial Training and Commercial Job Training for Women Project (1979-1984)

NEAR EAST REGIONAL
American University of Beirut (1951-unk.)
International Center for Agricultural Research in the Dry Areas (ICARDA)(1977-2012)
USA/ American University of Beirut Training Grant (1952-1989)

NEPAL
Development Training (1985-1992)
Institute of Agriculture and Animal Science (IAAS) II (1984-1991)

NIGERIA
Nigerian Manpower Project (1980)

PHILIPPINES
Strengthening Tertiary Agricultural Education (1988)
University of Philippines at Los Banos Review and Suggestions (1989)

RWANDA
Educational reform (1989)

SOUTH AFRICA
Grant for payment of university fees at the University of Western Cape (1988)
South Africa Bursaries Project (1989)
Teacher training program for black South Africans with PROMAT College Trust (1989)
Training for disadvantaged South Africans (1989)
Howard University Emergency Management (1994-unk.)
Vista University Partnership (1998-2000)
National Access Consortium, Western Cape (1998-2000)
Strengthening Academic Infrastructure in Forestry in South Africa (1998-2003)
Althone Technical College Partnership (1999-2001)

SRI LANKA
Basic Research and Implementation in Developing Education Systems Project (BRIDGES) (1989-unk.)

SWAZILAND (now ESWATINI)
Swaziland Institute of Accountants
Teacher Training

TANZANIA
Training for Rural Development (1979-1985)
University of Dar es Salaam (1998-2000)

THAILAND
Kasetsart University (1988)

UGANDA
Manpower for Agricultural Development Project (1983-1993)
Makere University Partnership (1996)

YEMEN
Basic Educational Development (1980-1986)
Improving Efficiency of Educational Systems (IEES) (1984-1989)
Education Development Support Project (1987-1997)
Yemen American Language Institute (1985-1990)

ZIMBABWE
Zimbabwe Basic Education and Skills Training (1984-1990)

1990s

AFRICA REGIONAL
Advanced Training for Leadership and Skills (ATLAS) (1990-2003)
Strengthening African Agricultural Research and Faculties of Agriculture II (1991-2003)

ALO
For a list of activities from 1998-2004 under the ALO Higher Education Partnerships for Global Development Program visit https://www.oecd.org/derec/unitedstates/35838050.pdf

ALBANIA

Management Development Center (1992)

Increased Environmental Management Capacity to Support Sustainable Economic Growth (1998-2002)

ASIA REGIONAL

Colombo Plan Staff College for Technician Education (CPSC) (1990-1993)

BELARUS

Democratic Pluralism Initiatives (1992-1997)

BULGARIA

The Management Education Program (1992)

CZECH REPUBLIC AND SLOVAKIA

Economics Education for Agribusiness Managers (1993

EGYPT

Project to Promote the Development of High Institutes of Nursing in Egypt (1990-1993)

University Linkages II Project (ULP/II) (1993-1996)

Education Reform Project (1996)

Integrated English Language Program II (1995-2004)

EUROPE AND EURASIA REGIONAL

Central Asia Accounting Reform Project (1991-1996)

ERITREA

University of Asmara/Eritrean (1998-2000)

ETHIOPIA

Addis Ababa Commercial College Partnership (1998-2000)

Debub University Partnership (1998-2000)

Community School Grants Program (1994)

GUATAMALA

Better Educated and Rural Society (1997-2003)

Support the Implementation of the Peace Accords (1997-2003)

HUNGARY

Total Quality Management Project (1992-1993)

JORDAN

Community College Entrepreneurship: Integration to Incubation (2012-2014)

KAZAKHSTAN

Economic Restructuring and Financial Reform (1992-1997)

KENYA

Agricultural Development Center of Excellence (1991-1996)

University of Nairobi (1999-2001)

Center for Sustainable Dryland Ecosystems and Societies

Kenyatta University Assistive Technology (2011-2014)

LAC REGIONAL

Regional Technical AID Center (1985-1996)

Environmental Support Program (1990-1996)

Intra-Regional Higher Education Project (1991-1996)

Advanced Training in Economics (1991-1998)

Caribbean and Latin American Scholarship Program (1989-1998)

Health and Nutrition Technical Services Support (1994-unk.)

Partners of the Americas for Civic Education Economic Policy Research United States Telecommunication Training Institute (1990-1992)

Energy Efficiency Project (1992-1999)

A Broad-base of Leaders and Potential Leaders in LAC Countries Equipped with Technical Skills, Training and Academic Education (1998-2003)

MALAWI

Malawi Institute of Education Site (1999-2001)

MOROCCO

The Agronomic and Veterinary Institute Hassan II (1990-1993)

NAMIBIA

Polytechnic of Namibia (1999-2001)

NEAR EAST REGIONAL

Democratic Institutions Support Project (1992-1996)

POLAND

Institute for Business Studies (1992)

ROMANIA

Small and Medium Enterprise Centers (1992)

RUSSIA

Democratic Pluralism Initiatives (1992-1997)

SENEGAL

Universite Gaston Berger de Saint Louis (1999-2001)

UKRAINE

Democratic Pluralism Initiative (1992-1997)

Accelerated Growth and Development of Private Enterprises (1994-2005)

WEST BANK/GAZA

In Support of Palestinian Democracy (1994-1996)

ZAMBIA

Copperbelt University (CBU) (1999-2001)

2000s

AFRICA REGIONAL

Transforming CBNRM Education in Southern Africa (2009-2013)

AFGHANISTAN

Afghanistan's Higher Education Project (2006)

Afghan eQuality Alliances (2007)

The Advancing Afghan Agriculture Alliance (A-4) (2008)

ALBANIA

Increasing Institutional Capacity in Agricultural Economics (2008-2012)

ALGERIA

Recruiting Employable Students at the University with Management Education (RESUME) (2009-2012)

ARMENIA

Center for Gender and Leadership Studies, Yerevan State University and Arizona State University (2012-2015)

Advancing Gender Equalityand Women's Empowerment in Armenia (2012-2015)

BAHRAIN

Bahrain Entrepreneurship Project (2012-2015)

BARBADOS

Supporting Entrepreneurs through the JOBS Initiative (2011-2014)

Building Capacity to Manage Climate Risk and Water Resources in the Caribbean (2012-2015)

BOLIVIA

Strengthening Higher Education Capacity for Environmental Monitoring and Forest Biodiversity Conservation in the Bolivian Amazon (2012-2015)

BURKINA FASO

Africa-US Network of Centers of Excellence in Water and Environmental Science & Technology (2011-2015)

BURUNDI

Strengthening Rural Agriculture Development (2009-2013)

COLOMBIA

Human Rights Teaching and Research Partnership Program (2012-2015)

Building Human Rights Capacity in the Colombian Caribbean (2012-2015)

UMN-Medellin Human Rights Law School Partnership Program (2012-2015)

Strengthening Local Capacity for Prioritizing Conservation Research and Action in the Colombia Andean-Amazon: A Networked Approach (2012-2015)

Central & South American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development Center (SBDC) Model throughout the Americas (2012-2014)

ECUADOR

Improving University Education and Outreach on the Ecuadorian Amazon (2012-2015)

EGYPT

Enhancing Capacity for Research in Economics (2008-2013)

Executive Master in Business Administration in Alexandria, Egyp (2008-2013

Business Education and Private Sector Alignment (BEPSA) (2007-2013

Leveraging Community College Workforce Development Expertise: Creating Educational Pathways to High Skills Employment at Mataria Technical College (2010-2015

Leadership for Education and Development (LEAD) Scholarship Program (2007-2016

ETHIOPIA

Improved Drinking Water Resource Utilization through Integrated University Research, Planning, and Training Initiatives in the Lake Tana Region Ethiopia (2010-2013)

Sustainable Water Resources (2011-2015)

ANNEX A: CONTINUED

GEORGIA

Governing Justly and Democratically (2007)

GHANA

US-African Higher Education Partnership with Ghana (2009)

University of Ghana – Brown University academic partnership to address HIV/AIDS in Ghana (2011-2013)

GLOBAL

AidData Center for Development Policy, The College of William & Mary

Center on Conflict & Development, Texas A&M University

Comprehensive Initiative on Technology Evaluation, Massachusetts Institute of Technology (MIT)

Development Impact Lab, University of California, Berkeley

Global Center for Food Systems Innovation, Michigan State University

International Development Innovation Network, Massachusetts Institute of Technology (MIT)

Resilient Africa Network, Makerere University, Uganda

Social Entrepreneurship Accelerator at Duke, Duke University

Long-term Assistance and Services for Research, Purdue University

Research Technical Assistance Center, NORC at the University of Chicago

HAITI

The UMass Boston/INAGHEI University Partnership (2008-2013)

INDIA

India Support for Teacher Education Program (2013-2014)

INDONESIA

Number of Justice Sector Personnel that Received USG Training (2005)

JORDAN

Renewable Energy Curricula Development (2011-)

Community College Entrepreneurship: Integration to Incubation (2012-2014)

Expanding Jordan's Green Collar Workforce: Career Pathways in Solar Technology, Worker Safety Management, and Water Quality Management (2010-2014)

Community College Entrepreneurship: Integration to Incubation (2012-2014)

Economic Empowerment through Entrepreneurship (2010-2015)

KENYA

Center for Sustainable Dryland Ecosystems and Societies (CSDES)

Capacity through Quality Teacher Preparation (2011-2014)

Association for Strengthening Agricultural Research in Eastern and Central Africa

Capacity through Quality Teacher Preparation (2011-2014)

Centre for Sustainable Drylands: A University Collaboration for Transforming Higher Education in Africa at the University of Nairobi (2011-2014)

KOSOVO

Transformational Leadership Program: Scholarships and Partnerships (2014-2019)

KYRGYSTAN

Support to the Kyrgystani Legal Defense Community (2012-2017)

LAC REGIONAL

CAFTA-DR Environmental Law Capacity Building Initiative (2010-2013)

Pathways to Cleaner Production in the Americas: Educating Future Professionals (2012-2015)

Central American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development (SBDC) Model throughout Central America (2011-2013)

LEBANON

SUNY Community College Consortium (2012-2014)

LIBERIA

Center for Excellence in Health and Life Sciences (2011-2015)

University Scholarship Program (2010 - Continuing)

MALAWI

Agro-Ecosystem Services: Linking Science to Action in Malawi and the Region (2011-2014)

Animal Health Programs for Improving Malawi's Dairy and Livestock Industry (2004-2006)

MALI

dot-EDU: UNiversity to University Linkages in Mali (2002-2003)

MEXICO

Establishment of the Centro Mexico Emprende Small Business Development Center (2009)

Training, Internships, Exchanges, and Scholarships Program (2001-2007)

MOROCCO

Collegiate Entrepreneurship and Collaborative Strategies (2012-2014)

Linkages for Entrepreneurship Achievement Project (LEAP) (2012-2014)

HED:Automotive Diagnostics Partnership and Scale-Up (2010 -2015)

PAKISTAN

Partnership for Women in Science and Technology in Pakistan (2008-2013)

PARAGUAY

Women's Leadership Project in Paraguay (WLPP) (2012-2015)

PERU

Building Conservation Capacity for a Changing Amazonia (2012-2015)

Central & South American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development Center (SBDC) Model throughout the Americas (2012-2014)

PHILIPPINES

Governing Justly and Democratically (2008)

University Partnership Linking Out-of-School Youth to Agri- Entrepreneurship Development to Promote Job Opportunities for Business Scale-up for Mindanao (UPLOAD JOBS for Mindanao) (2012-2015)

ROMANIA

Training Pharmacists for Expanded Role in Primary Health Care Project

RWANDA

Rwanda Women's Leadership Program in Agriculture (2012-2015)

Promoting Gender Equity and Female Empowerment 2012-2015)

SENEGAL

Development of Agronomy and Crop Production Academic Programs, Research, and Need Based Extension Programs for Sustainable Food Production in Senegal (2010-2015)

Use of ICT and Service Learning to Develop Health Curricula (2010-2013)

SOUTH AFRICA

John Ogonowski Farmer-to-Farmer Program (2007)

Nano Power Africa (2011-2013)

SOUTH SUDAN

South Sudan Higher Education Initiative for Equity and Leadership Development (2013-2015)

Rebuilding Higher Education in Agriculture to Support Food Security, Economic Growth and Peace Efforts in South Sudan (2011-2015)

TUNISIA

ISET Tataouine and ISET Medenine Sustainability Center (2012-2015)

Promoting Water Management, Energy Efficiency, Renewable Energy Technologies in the Agricultural Sector of Tunisia (2012-2015)

Promoting Sustainable Energy Technologies in the Industrial Sector of Tunisia (2012-2015)

UGANDA

Drinking Water Supply, Sanitation, and Hygiene Promotion: Health Interventions in Two Urban Communities of Kampala City and Mukono Municipality, Uganda (2010-2013)

Capacity Building in Integrated Management of Trans-boundary Animal Diseases and Zoonoses (2011-2013)

One Health to Address Human, Animal, and Ecosystems Health in Central and Eastern Africa (2013-2014)

UKRAINE

Ukrainian Standardized Testing Initiative(2007-2017)

YEMEN

Economic Empowerment Through Entrepreneurship (E3) (2013-2015)

1970s - 2000s CRSPs

SMALL RUMINANT CRSP (1978)
Phase 1 - 1978

INTSORMIL CRSP
Phase 1 - 1979
Phase 2 - 1984
Phase 3 - 1991
Phase 4 - 1997
Phase 5 - 2002

BEAN/COWPEA CRSP (1980-2007)

TROPSOILS CRSP
Phase 1 - 1981

HUMAN NUTRITION CRSP
Phase 1 - 1981
Phase 2 - 1989

PEANUT CRSP
Phase 1 - 1982
Phase 2 - 1990
Phase 3 - 1993
Phase 4 - 2002
Phase 5 - 2008

POND DYNAMICS CRSP (1982-2008)

FISHERIES STOCK ASSESSMENT CRSP
Phase 1 - 1985

SUSTAINABLE AGRICULTURE AND NATURAL RESOURCE MANAGEMENT CRSP
Phase 1 - 1992
Phase 2 - 1997
Phase 3 - 2004
Phase 4 - 2009

INTEGRATED PEST MANAGEMENT CRSP
Phase 1 - 1993
Phase 2 - 1999
Phase 3 - 2004
Phase 4 - 2009

GLOBAL LIVESTOCK CRSP
Phase 1 - 1996

BASIS CRSP
Phase 1 - 1996
Phase 2 - 2000-2006

SOIL MANAGEMENT CRSP
Phase 1 - 1997

BASIS ASSETS AND MARKET ACCESS CRSP
Phase 1 - 2006
Phase 2 - 2012

AQUAFISH CRSP
Phase 1 - 2006
Phase 2 - Innovation Lab - 2013

SORGHUM, MILLET AND OTHER GRAINS (INTSORMIL)
Phase 1 - 2007
Phase 2 - 2010

DRY GRAIN PULSES CRSP
Phase 1 - 2007

LIVESTOCK-CLIMATE CHANGE CRSP
Phase 1 - 2010

NUTRITION CRSP - AFRICA 2010

NUTRITION CRSP - ASIA 2010

HORTICULTURE CRSP 2010

HORTICULTURE INNOVATION LAB

GRAIN LEGUMES INNOVATION LAB 2013

PEANUT AND MYCOTOXIN INNOVATION LAB 2013

SORGHUM AND MILLET INNOVATION LAB 2013

FtF Innovation Labs

APPLIED WHEAT GENOMICS
Kansas State University

CLIMATE-RESILIENT BEANS
The Pennsylvania State University

CLIMATE-RESILIENT CHICKPEA
University of California, Davis

CLIMATE-RESILIENT COWPEA
University of California, Riverside

CLIMATE-RESISTANT SORGHUM
University of Georgia

CLIMATE-RESISTANT WHEAT
Washington State University

CROP IMPROVEMENT
Cornell University

FOOD PROCESSING AND POST-HARVEST HANDLING
Purdue University

FOOD SAFETY
Purdue University

FOOD SECURITY POLICY RESEARCH, CAPACITY AND INFLUENCE
Michigan State University

FOOD SECURITY POLICY
Michigan State University

FISH
Mississippi State University

GENOMICS TO IMPROVE POULTRY
University of California, Davis

HORTICULTURE
University of California, Davis

INTEGRATED PEST MANAGEMENT
Virginia Polytechnic Institute and State University

LEGUME SYSTEMS RESEARCH
Michigan State University

LIVESTOCK SYSTEMS
University of Florida

MARKETS, RISK, AND RESILIENCE
University of California, Davis

NUTRITION
Tufts University

PEANUT
University of Georgia

REDUCTION OF POST HARVEST LOSSES
Kansas State University

SMALL-SCALE IRRIGATION
Texas A&M University

SORGHUM AND MILLET
Kansas State University

SOYBEAN VALUE CHAIN RESEARCH
University of Illinois

SUSTAINABLE INTENSIFICATION
Kansas State University

ANNEX B: RETROSPECTIVE METHODOLOGY

The primary methodology for compiling this retrospective was a desk review of publicly available literature and limited interviews with USAID staff, implementing partners, and recipients of scholarships support.

Extensive searches were conducted of USAID's Development Experience Clearinghouse (DEC) to retrieve historical documents relating to higher education activities conducted before and since the Agency's founding. Key word searches included, but were not limited to, the following terms and their derivatives: higher education, post-secondary, tertiary, university, college, research, training, scholarship, or degree. General web-based searches were also conducted to find information on specific activities and/or participants of programming.

Members of USAID's Higher Education Working Group were also asked to contribute the names of activities, individuals, and institutions from their working areas that could be included in the report. Any activities that were found as part of the DEC search or through individual contribution are included in Annex A. From these activities, a select number were chosen to receive activity spotlights or impact stories. Information for these spotlights was gathered from the DEC, the institution websites, and from reports written by implementing partners.

Decisions to include certain activities as spotlights in this document were based on the available documents and other information on activities. The authors also strived for representation across countries within the respective regions (at the time) and to represent a variety of higher education interventions across sectors, as well as activity types.

USAID reports to Congress and regional survey reports were utilized to formulate trends in higher education policy and implementation over the timeframe this retrospective covers.

Endnotes

1 Hadley Read, Partners with *India: Building Agricultural Universities* (Urbana-Champaign: Board of Trustees, University of Illinois, 1974).

2 Library of Congress, *Point Four: Background and program (International Technical Cooperation Act of 1949)*, http://pdf.usaid.gov/pdf_docs/Pcaac280.pdf

3 United States Congress, Office of Technology Assessment, *New opportunities for U.S. universities in development assistance (OTA-BP-F-71)* (1991), http://ota.fas.org/reports/9131.pdf.

4 Jan Svejnar, *CERGE-EI: The American-Style Ph.D. Program in Economics for Transition Economies* (University of Michigan, 2005), http:// siteresources.worldbank.org/INTDECCAPBUIECO/Resources/JanSvejnar.pdf.

5 USAID, *20 Years of USAID Economic Growth Assistance in Europe and Eurasia* (2013), https://www.usaid.gov/sites/default/files/documents/1863/EE_20_Year__Review.pdf

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