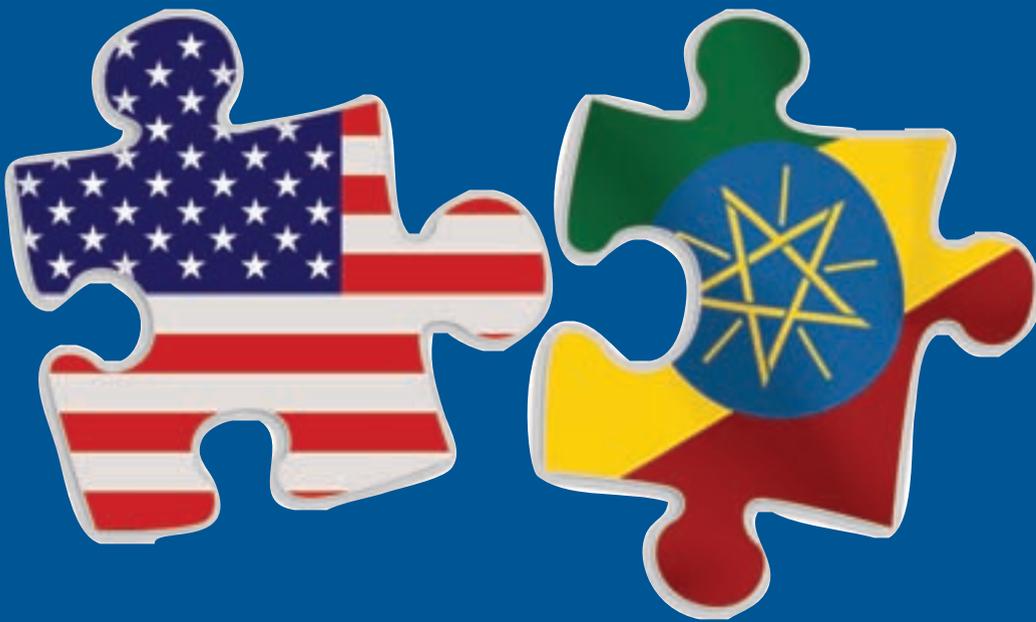


Building Sustainable U.S.–Ethiopian University Partnerships:

Findings from a Higher Education
Conference



IIE Information Resources

www.iie.org	Institute of International Education website
www.iienetwork.org	Resources for international educators
www.iie.org/opendoors	<i>Open Doors Report on International Educational Exchange</i>
www.iie.org/projectatlas	Data on global student mobility
www.iiebooks.org	IIE's online bookstore
www.iiepassport.org	Directory of study abroad programs
www.StudyAbroadFunding.org	Funding for U.S. Study Abroad

U.S. Government Information Resources

http://ethiopia.usembassy.gov	U.S. Embassy website
www.facebook.com/us.emb.addisababa	U.S. Embassy Facebook page
http://exchanges.state.gov	Bureau of Educational and Cultural Affairs, U.S. Department of State
www.usaid.gov/our_work/education_and_universities	U.S. Agency for International Development, Education and University Strategies
www.usaid.gov/our_work/cross-cutting_programs/asha	USAID American Schools and Hospitals Abroad Grant Program
www2.ed.gov/about/offices/list/ope	Office of Postsecondary Education, U.S. Department of Education
educationusa.state.gov	EducationUSA website

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Building Sustainable U.S.–Ethiopian University Partnerships: Findings from a Higher Education Conference

Sponsored by

**The Embassy of the United States of America and
The Institute of International Education**

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FOREWORD

The December 2010 “Building Sustainable U.S.-Ethiopian University Partnerships” conference in Addis Ababa brought together higher education administrators and faculty from the U.S. and Ethiopia to consider the mutual interests that tertiary institutions in both countries have in forming greater linkages. The specific conference aims were:

- 1) to present models of successful university partnerships;
- 2) to provide tools to better manage partnerships once they are established; and
- 3) to give exposure to existing institutions and initiatives that support higher education development globally and in the region.

Prior to the conference, participating Ethiopian universities responded to a survey about the state of current U.S.-Ethiopian partnerships, and the information and resources needed to further build high-quality, sustainable linkages. Then, through a day and a half of stakeholder presentations, panel discussions, a “World Café” dialogue, and various interactive workshops at the conference, Ethiopian and American educators raised key challenges and opportunities for increasing higher education partnerships, and discussed many possible solutions.

This conference report provides the texts of conference remarks by Ethiopian Minister of Education Demeke Mekonnen and U.S. Ambassador Donald E. Booth, a summary of the pre-conference survey results, a précis on the World Café dialogue, and finally, general outcomes and recommendations.

We hope that this report will serve as a useful follow-up to the conference, and prompt additional reflection on U.S.-Ethiopian academic partnerships as well as renewed efforts to increase and strengthen them.

We deeply appreciate the advice and support received from Ethiopian Minister of Education Demeke Mekonnen, State Minister Dr. Kaba Urgessa, Planning Head Ato Solomon Shiferew, U.S. Ambassador Donald E. Booth, Institute of International Education President Dr. Allan Goodman, IIE Deputy Vice President Daniel Obst, USAID Education Chief Allyson Wainer, Dr. Susan Buck Sutton, Dr. Belay Kassa, Dr. Barbara Stoecker, Ato Tesfaye Habtamu, Dr. David Lindstrom, Dr. Wendy Belcher, Ms. Kimberly Koch, Dr. Baye Yimam Mekonnen, Dr. Amy Collick, Dr. Akbarali Thobhani, Ms. Maura Mulloy; and our conference design team members, Ato Wondwossen Tamrat, Dr. Tesfaye Teshome, Ato Solomon Lule, Dr. Teshome Nekatibeb, W/o Ubah Adem Meder, W/o Semira Alhadi, Ato Yohannes Birhanu, W/t Lensa Mekonnen, Mr. Joshua Reiman, W/o Mehret Tesfaye and W/t Helina Mengistu.

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I. REMARKS OF KEY STAKEHOLDERS

*Message from Ambassador Donald E. Booth,
Ambassador of the United States of America to Ethiopia*

It is with great pleasure that I welcome you to this first-ever conference on “Building Sustainable U.S.-Ethiopian University Partnerships.” The U.S. Embassy has been delighted to work with the Institute of International Education in Ethiopia, the premier U.S. institution in the field of international educational exchange, and with the Ministry of Education to organize this gathering.

We deeply appreciate the high-level participation of each of Ethiopia’s public universities, and many of its private universities, in this conference—an indication, we hope, that Ethiopian institutions of higher learning are as interested as we are in increasing both the quantity and the quality of the partnerships and exchanges between universities and colleges in our two countries.

The inspiration for this conference came from Ethiopia’s breathtakingly visionary commitment to expand tertiary education throughout the country in order to meet the demand for an educated workforce as Ethiopia continues its rapid development.

While I have been in Ethiopia only since April 2010, I have had occasion to visit a number of universities here and to meet senior leadership, faculty, and students. Just last week, I visited both Haramaya and Dire Dawa Universities, and met with their dynamic leadership teams; and in July I had a similar opportunity to visit Bahir Dar University. One can’t help but be impressed by the dedication of Ethiopian educators to their students and to their mission to train the next generation of Ethiopian leaders and innovators.

I know that U.S. universities also are eager to provide their students and their faculty with the global experience and outlooks that the complex issues of our interconnected world demand. While U.S. universities may have traditionally looked to Europe for academic linkages and exchanges, they are increasingly looking to the developing world. President Obama brought representatives of a number of American universities on his recent trip to India. These institutions are seeking to expand their reach internationally, and, as one news article put it, “get in on the ground floor as India’s economy and education systems mature and the nation becomes a global power.”

Through this conference, we hope to identify partnership and exchange possibilities for U.S. and Ethiopian higher education institutions. Of course, there are already many successful partnerships between universities in our two countries—and we hope this conference will showcase their best practices—but we see a lot of room for growth, too.

As you may know, the majority of U.S. Government assistance to the Ethiopian education sector is dedicated to primary education. In 2010, we provided nearly \$20 million through the U.S. Agency for International Development to assist with teacher training, textbook and curriculum development, as well as administrative capacity building.

The focus on primary education for USG assistance is mandated by our Congress, but we also believe it is very appropriate to be investing heavily in the early grades—and improving the quality of schooling

offered to young children—so that these youth are prepared for secondary and higher education when they reach that level.

One area of USG support for tertiary education has been through such exchanges as the Fulbright and the IFESH programs, which bring U.S. scholars and academics to Ethiopian campuses for anywhere from several weeks to a full academic year. But these programs are relatively small, particularly when you consider the need for faculty and instructors on Ethiopia's burgeoning campuses.

Unfortunately, we have had to suspend some of our exchange programs that sent Ethiopians to the U.S., including the Fulbright Junior Staff Development program, because of non-return problems. We don't want our education assistance to support the very brain drain that creates shortages of trained faculty. However, I note that we have had good success with the U.S. Department of Agriculture's Faculty Exchange Program, through which a number of Ethiopian educators have spent a semester at American universities. In fact, one of our conference participants, Dr. Fikre Lemessa, the new President of Jimma University, participated in this program last year.

The U.S. Government also supports university linkages through funding coming out of Washington. American Schools and Hospitals Abroad or ASHA, a USAID program, supports capital improvement and equipment procurement projects undertaken by private U.S. organizations on behalf of overseas institutions. This is a tremendous program that has existed since 1959 and assisted African institutions in Kenya, Uganda, Tanzania, Sudan, among others. However, to date, no Ethiopian universities have participated. To be an ASHA beneficiary, a strong partnership with a U.S. institution is essential.

Another competitive grant program funded by the U.S. Government is the State Department's Educational Partnerships Program, which supports faculty and staff exchanges between U.S. colleges and universities. Metropolitan State College of Denver, Colorado and Axum University, both represented here at this conference, have recently been awarded one of these grants to start a student exchange program. This is one of the first programs we know of in Ethiopia that will bring American students to an Ethiopian campus.

In addition to these grant programs, we also support research and training partnerships through funding that comes from our health, economic development, and humanitarian assistance programs. For instance, Addis Ababa, Hawassa, and Haramaya Universities will benefit from a five-year, \$10 million award from the Medical Education Partnership Initiative or MEPI with Emory and Johns Hopkins Universities and the University of California, San Diego. The MEPI grant is funded by the U.S. President's Emergency Plan for AIDS Relief—or PEPFAR as we like to call it—in order to help train and retain new health care workers.

In addition to MEPI, PEPFAR is also supporting six Ethiopian universities through direct funding agreements with the U.S. Centers for Disease Control and Prevention, or CDC, for HIV prevention in their faculty and student population, and for HIV/AIDS care and treatment services to patients in their large teaching hospitals and institutions. We expect that other U.S. Government programs such as the Feed the Future and Global Health Initiatives will similarly work with U.S. and Ethiopian institutions on training and capacity building projects.

Increasingly, we are seeing our Congress paying more attention and providing more resources to higher education. A very new \$1.4 million USAID award has just been given to a partnership between Addis

Ababa University and the University of Connecticut for enhancing higher education in water studies and research. In our view, increased and more innovative linkages and ties of all kinds between U.S. and Ethiopian universities—from joint research and degree programs to faculty and student exchanges and institutional partnerships—will help to accomplish the higher education development goals and global outlooks that academic institutions in both countries are seeking.

We know that many academic linkages begin with an acquaintanceship or contact between just two scholars, or even from one student's exchange experience. We hope that this conference will prompt Ethiopian and American academics to follow-up on the good partnership ideas they may have had in the past, and also prompt university administrators to be encouraging and supportive of such linkages.

Because we really hope to see some concrete partnerships develop out of this conference, I am pleased to announce that we are establishing a small grants competition through which U.S. and Ethiopian universities that have innovative linkage ideas may jointly apply for seed money. We will make five \$15,000 grants, or \$75,000 in total, available through this funding. The application deadline will be January 30, so please inform your colleagues about this opportunity. My Embassy colleagues here at the conference will be making these seed money grant applications available tomorrow afternoon.

As you may have noticed, the logo for this conference has two side-by-side puzzle pieces, with the American and Ethiopian flags on them. Perhaps you have been “puzzling” over this choice of logo? The point is that in building a sustainable relationship between U.S. and Ethiopian institutions, it is very important that the fit be right. When two pieces of a puzzle fit or interlock, they form a good foundation for more pieces to come together. The goal of this conference is for all of us to help each other find the right fit for partnerships that are beneficial to both sides. I believe strongly that given the history and strong ties between the American and Ethiopian governments and people—and the value that both countries place on higher education—we can have many more innovative university partnerships.

December 10, 2010

MESSAGE FROM MINISTER DEMEKE MEKONNEN,

Minister of Education of the Federal Democratic Republic of Ethiopia

I would like to welcome you all on behalf of the Ministry of Education of the Federal Democratic Republic of Ethiopia and myself to this very important higher education conference.

Please allow me to be thankful for the U.S. Embassy, and particularly for the Institute of International Education, for organizing this conference and for the initiative to establish U.S.-Ethiopian university partnerships.

As you all know, currently the government of Ethiopia has prepared a five year growth and transformation plan to improve and accelerate the economic development of the country. We are now striving to attain these clearly identified goals whose ultimate objective is to eradicate poverty from the country. On top of this, understanding their indispensable and inseparable nature to development, we are also striving to ensure democracy and good governance in the country. In this regard, we have made tremendous achievements in the past few years in the education sector in general and the higher education subsector in particular.

In order to sustain and improve the results achieved so far, the government of the Federal Democratic Republic of Ethiopia has given due attention to education as a principal development sector. In particular, higher education is considered to ensure the need for trained and skilled manpower; to produce citizens who believe in peace, democracy, and multiculturalism; and to effectively transform technology.

Our universities are committed to a big national mission in relation to producing capable human resources for the economy without which growth and transformation of the nation is impossible. To realize this mission, it is wise to strengthen partnerships with international universities, like U.S. universities, to build themselves more in technology and human resources. In this regard, I do believe that we will utilize this opportunity optimally to build and sustain partnerships with U.S. universities.

I would also like to confirm that the Ministry of Education of the Federal Democratic Republic of Ethiopia remains helpful to provide all the necessary support to strengthen partnerships and to take prompt action.

December 10, 2010

II. EXPANDING CAPACITY TO DEVELOP PARTNERSHIPS BETWEEN U.S. AND ETHIOPIAN HIGHER LEARNING INSTITUTIONS: CONFERENCE SURVEY FINDINGS

The Institute of International Education (IIE) administered a survey to all participating Ethiopian universities in order to learn what they identified as key challenges and opportunities for developing effective partnerships with U.S. institutions. By illuminating the Ethiopian perspective on current trends with regard to building effective partnerships (e.g., interest levels, areas for potential collaboration, and capacity issues), the findings can inform both U.S. and Ethiopian audiences about ways to address challenges and build upon strengths in order to develop effective university partnerships between the two countries.

The participating Ethiopian institutions included 19 public universities and six selected private universities. In classifying themselves, 15 universities identified as “comprehensive” (undergraduate and graduate), eight universities identified as “undergraduate only,” and one identified as “graduate only.” For the purposes of this survey’s findings, it will be sometimes helpful to distinguish public and private universities involved in the conference, as well as between those universities that have been established for longer periods of time (“older”) versus those that the Ethiopian government has established in recent years (“new”).

- Private universities and colleges (six) comprise: Admas University College, City University College, New Generation University College, Royal University College, St. Mary’s University College, and Unity University.
- “Older” universities (10) comprise: Addis Ababa University, Arba Minch University, Bahir Dar University, Gondar University, Haramaya University, Hawassa University, Jimma University, and Mekelle University.
- “New” universities (12) comprise: Adama University, Ambo University, Axum University, Debre Birhane University, Debre Markos University, Dilla University, Dire Dawa University, Jijiga University, Meda Wolabu University, Mizan Tepi University, Samara University, Wolayita Sodo University, Wollega University, and Wollo University.

Summary of Results

Survey results indicate that while all Ethiopian universities surveyed would like to partner with U.S. higher education institutions (primarily in order to build collaborative research efforts and to facilitate knowledge and cultural exchange) and that many have made some attempt to do so, most Ethiopian universities lack a clear and comprehensive strategy for building and sustaining effective partnerships with U.S. institutions.

Major survey findings are explored in more detail in the following pages.

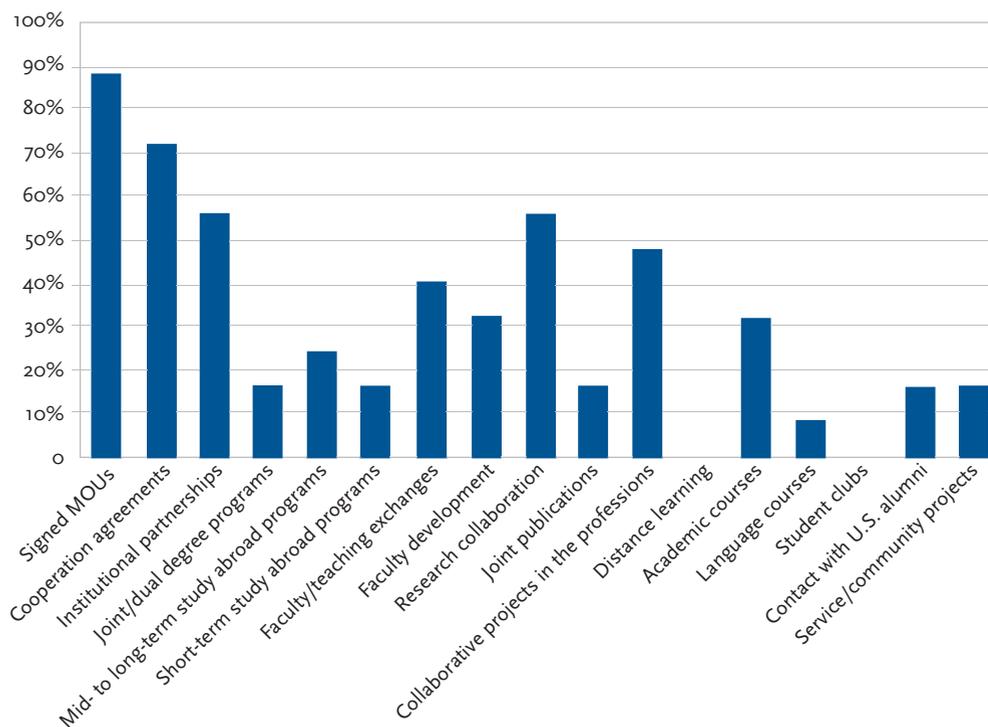
Current Status of Partnerships

According to survey data, 55 percent of Ethiopian universities have attempted to partner with U.S. higher education institutions (notably, 70 percent of older universities have made attempts, compared with only 22 percent of new universities). Many of the universities surveyed indicated that they had some level of existing partnership with such prestigious universities as Brown University, Yale University, Cornell University, Indiana University, The University of Arizona, University of Maryland, The Ohio State University, Oklahoma State University, Johns Hopkins University, and University of Washington. This is not an exhaustive list of U.S. institutions that have partnered with Ethiopian universities. Further research would need to be conducted to document this data more fully.

Though many Ethiopian universities describe having engaged in certain partnership areas with U.S. institutions (e.g., signed MOUs and cooperation agreements, faculty exchanges, etc.), they also suggest that they are not as successful as they would like to be in building and sustaining effective partnerships. For example, many respondents indicated that they lack a clear and comprehensive strategy for engaging with U.S. institutions. Seventy percent of those surveyed reported that they have no current strategy for engaging with U.S. institutions. Interestingly, only 20 percent of older universities report having a strategy, compared with 33 percent of new universities (and only two of six of private universities). Of those universities that do have a strategy, less than 30 percent classify that strategy as “strong” or “very strong.”

For purposes of reference, the following graph catalogues the areas in which Ethiopian institutions say they are currently engaged at some level with U.S. institutions:

Figure 1: Current Areas of Engagement with U.S. Universities



Challenges in Creating Partnerships with U.S. Higher Education Institutions

In describing the challenges their institutions have faced in developing partnerships with U.S. higher education institutions, survey respondents indicated that the major challenge by far was the lack of contacts with U.S. institutions from which to build partnerships (91 percent).

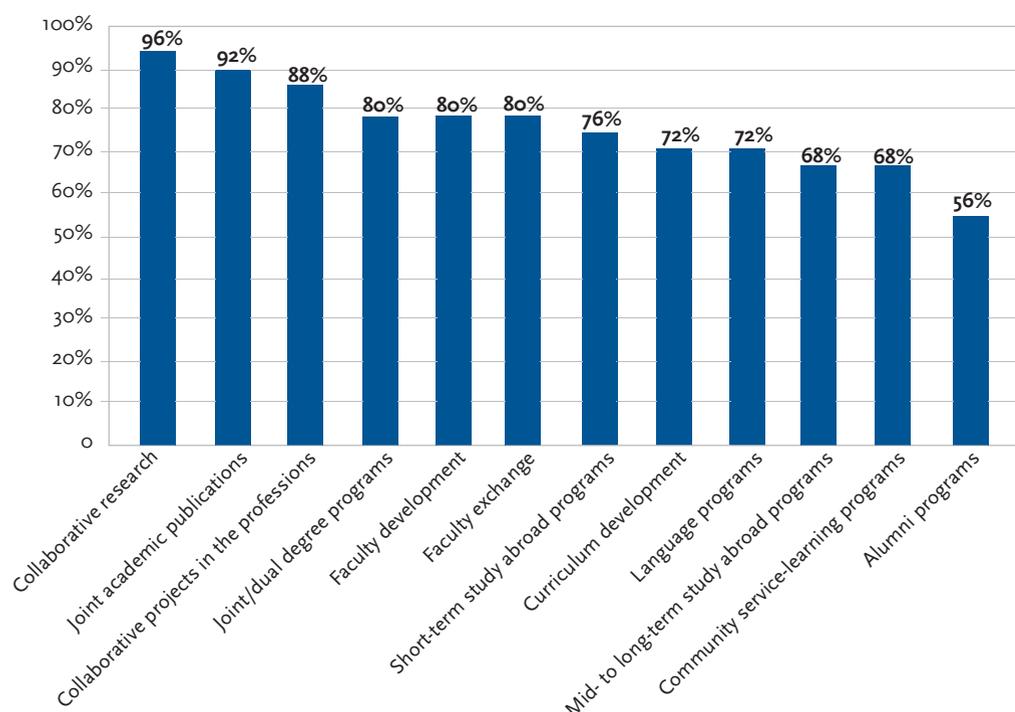
Other issues of some significance were that Ethiopian institutions struggle with affording potential project costs (39 percent overall; three of six of private universities), and have not planned strategically for how to build and sustain partnerships (30 percent). Respondents also wrote in the following potential challenges:

- Ethiopian universities have a crucial lack of information regarding how to establish partnerships with U.S. institutions;
- there is little interest on the part of U.S. institutions to collaborate with Ethiopian institutions;
- there is less support from the Ethiopian higher educational system for effective partnership; and
- Ethiopian institutions experience difficulty meeting salary demands of U.S. scholars.

Areas of Potential Collaboration

The most frequently cited areas of potential collaboration between U.S.-Ethiopian institutions in which survey participants expressed significant interest included collaborative research (cited by 96 percent of respondents), joint academic publications (92 percent), and collaborative projects in the profession (88 percent).

Figure 2: Areas of Potential Collaboration between U.S.–Ethiopian Universities



In written comments, survey participants suggested the following additional areas for collaboration:

- sharing of successful practices;
- joint community work;
- ICT development;
- Ethiopian-American students' education and experience sharing; and
- upgrading libraries, books, and journals.

Ethiopian-U.S. Faculty/Scholar Exchange

All survey participants indicated that they would like to attract more U.S. scholars to teach and do research, for the following major reasons: to engage in joint research and academic collaboration with the U.S. (100 percent); to bolster cultural, language, and knowledge exchange between U.S. and Ethiopian scholars (92 percent); and to help their institutions become more globally competitive (92 percent). Eighty-three percent of private universities also suggested the promise of additional revenue as a major motivating factor; this percentage was much less significant among public universities. Participants also wrote in suggestions that scholar exchanges could be additionally helpful for the following reasons: to jointly produce research and projects, to enable technology transfer, and to employ U.S. practices in working together to solve global problems.

However, in spite of their expressed unanimous interest in hosting more U.S. scholars, 73 percent of respondents indicated that their institution's current level of engagement in doing so ranged only from very weak to weak to average. In explaining the challenges of hosting U.S. scholars, survey respondents indicated particular worries over the cost of housing (100 percent) and required support services (55 percent).

In outlining factors that would build their institution's capacity to host more U.S. scholars, respondents unanimously agreed that the biggest potential support would be better linkages with potential U.S. partner institutions. Other key support factors would be: more funding opportunities (84 percent), raising the visibility and reputation of their programs in order to attract scholars (72 percent), and understanding and promoting their own offerings in order to better market their institutions to potential U.S. scholars (68 percent).

Conversely, when asked about their institutions' interest in sending Ethiopian scholars to U.S. institutions to teach and conduct research, 96 percent of survey respondents indicated that they would be interested in doing so—primarily as a basis for building longer-term partnerships (96 percent) and to increase joint research and collaboration (96 percent). Respondents also indicated that they would like to expose Ethiopian scholars to new programs and knowledge (87 percent), and to bolster their institution's global competitiveness (78 percent). Participants also wrote in that scholars are interested in “a global experience,” and that such linkages could play an important role in “capacity building” and in helping to “standardize education globally.”

Respondents who expressed hesitation regarding sending Ethiopian scholars to U.S. institutions indicated potential challenges in the following areas: a lack of relationships with U.S. institutions in areas of interest (86 percent), inadequate institutional resources to send scholars abroad (75 percent),

and higher cost of living in the U.S. (57 percent). Surprisingly, the risk of scholars' non-return was not mentioned as a potential hindrance (only one institution identified this as a potential challenge to sending Ethiopian scholars abroad).

In outlining factors that would support capacity for sending Ethiopian scholars to the U.S., respondents again unanimously emphasized that better linkages with U.S. institutions would be the most helpful factor (100 percent). They also indicated that other capacity-building factors would be: more funding opportunities (96 percent) and better technology linkages to stay in touch with scholars who are abroad (92 percent).

Ethiopian-U.S. Student Exchange

Ninety-six percent of respondents indicated that they would like to attract more U.S. students to study on their campuses, for the following mutually beneficial reasons: to increase joint research and collaboration between U.S. and Ethiopian institutions (84 percent); to promote cultural, knowledge, and language exchanges between U.S. and Ethiopian students (84 percent); to raise the institution's profile with U.S. professors (76 percent); to help their institution become more globally competitive (71 percent); and to expose U.S. students to another culture and worldview (71 percent).

In spite of the near-unanimous desire to host more U.S. students, 81 percent of university respondents indicated that they lacked a strong current level of engagement in activities related to hosting. Respondents suggested that the following factors would help increase their institutional capacity to host U.S. students: more linkages with U.S. professors and teaching/research exchanges (100 percent), raising the visibility and reputation of their institution's programs (86 percent), and more scholarship and funding opportunities for U.S. students (86 percent).

In terms of sending their own students to study at U.S. institutions, all Ethiopian institutions indicated that they desired to do so. They suggested that such exchanges could: be catalysts for future institutional linkages (96 percent); bolster the exchange of language, knowledge, and culture (96 percent); expose students to different ideas and knowledge to support Ethiopia's development (96 percent); enable earning of advanced degrees and increase the number of trained faculty on Ethiopian campuses (82 percent); and enable access to different programs than are available in Ethiopia (73 percent).

Survey Conclusions

In summary, all Ethiopian institutions surveyed indicated a strong desire to increase both the quality and quantity of their partnerships with U.S. institutions.

Their primary reasons for wanting to establish partnerships include: increasing mutually beneficial joint research and collaborative projects, promoting cultural and knowledge exchange through staff and student exchange programs, and increasing the international profile and competitiveness of their institutions.

However, survey respondents indicated that their institutions experienced difficulty establishing partnerships due to the following major reasons: lack of a clear and comprehensive strategy for engaging with U.S. institutions, a shortage of connections with U.S. institutions from which to build partnerships, and worries over the costs of partnering (including salary demands from U.S. scholars,

potential project costs, and perceived lack of scholarships and funding opportunities).

Ethiopian institutions suggested that the following factors could support their capacity to build effective partnerships: more linkages with U.S. institutions that would be potential partners, strategic planning regarding how partnerships can be mutually beneficial, more scholarship and funding opportunities, and raising the visibility and reputation of their country's programs.

III. BUILDING ON THE STRENGTHS OF ETHIOPIAN AND AMERICAN UNIVERSITIES: A DIALOGUE

Conference attendees participated in a working session intended to spur dialogue and generate an exchange of ideas around the guiding question: What does my university offer that would be beneficial to an international partnership?

This question gave participants the opportunity to explore and reflect on what their university could bring to the table in order to create a mutually beneficial partnership (i.e., what is their “competitive advantage”). All Ethiopian and American representatives took part in this discussion session. They were given an opportunity to participate in three rounds of discussions at 30 minutes each, moving around to meet more people and cross-fertilize ideas. After completing the rounds of discussion, participants were given the opportunity to reflect on what they learned from this exercise.

In reporting back what they had learned from the session, some institutions provided a listing of comparative strengths that their institution could offer to a partnership; others provided more general areas for potential partnership. The following summary spotlights general themes that emerged from the discussion.

Partnership Advantages

Participants discussed the various advantages of creating partnerships, including the fact that partnerships could be catalysts for change, facilitate cultural exchange, and serve as a liaison for important joint research efforts and international community service.

Cultural Exchange

Many participants stressed the value of the cross-cultural experience generated by staff and student exchange (including values and culture exchange). Such exchange could include specific cross-cultural training, acquisition of indigenous knowledge, and language training. One participant suggested that partnerships could turn “brain drain” into “brain circulation.”

Potential for Collaborative and Exploratory Research to “Make a Difference”

A number of participants also noted that partnerships could create the potential for exploratory research that could “make a difference.” For example, exchange programs could offer young graduate students and researchers the chance to travel to a different country to explore interests and develop specialties. Other participants noted that Ethiopian universities are in the process of development, and as such are eager to learn, partner, and seek funding in order to “make a difference.” They suggested that Ethiopia could be “a research lab” and “fertile ground for research” that offers many opportunities to “apply creative solutions to global challenges” by testing innovations and piloting projects.

What Both Sides Can Offer

Session participants agreed that U.S.-Ethiopian partnerships offer the opportunity for scholars to engage in collaborative research projects and to specialize in research unique to the location, as well

as opportunities for mutually beneficial cross-cultural experiences and language training for students and faculty. Participants also noted that in preparation for engaging in partnerships, it is important to reflect on one's own comparative research strengths and faculty expertise that are unique to the institution/location.

What U.S. Institutions Can Offer

Participants discussed the benefits that U.S. institutions could bring to U.S.-Ethiopian partnerships, including: help with capacity development (securing funds for research, developing curriculum, offering joint degree programs, enhancing facilities and equipment, training staff), technology development and transfer, research and fundraising experience, securing funds, and extensive connections with other universities, private organizations, and NGOs. U.S. institutions are increasingly looking to offer global experiences to their students, and to bring global perspectives to their campuses. They are also looking to tap into dynamic economies and cultures to enhance their own capacity.

What Ethiopian Universities Can Offer

Participants suggested that Ethiopian universities are ripe for innovation and experimentation, including the implementation of developmental ideas to address global challenges in: climate change, nutrition and food security issues, sustainable development, infectious diseases, capital and technology transfer, and conflict mitigation.

Ethiopia's Comparative Research Strengths

Session participants spent time reflecting on what comparative advantages Ethiopian universities could offer to U.S. institutions, especially in terms of their unique research strengths. These areas of comparative research strengths include:

- Ecotourism
- Health (e.g., traditional medicine, tropical diseases; some universities have well-established longitudinal health research centers)
- Anthropology and culture (e.g., pastoralist communities, indigenous knowledge, ethnic groups, cultural diversity, cross-border activities and movements)
- Ecology (e.g., climate diversity, climate change, solar energy)
- Agriculture (e.g., organic coffee and fruits)
- Livestock
- Flora and Fauna
- Geology
- Archaeology (e.g., paleontology finds such as Lucy)

Advantages of Living and Working Conditions in Ethiopia

Participants also brainstormed about specific advantages of the living and working conditions in Ethiopia. For example, participants noted that Ethiopian institutions have lab facilities in various areas (medicine, health, agriculture, engineering) that U.S. scholars could use to conduct collaborative research and innovative development projects. Moreover, participants cited advantages in living conditions, including the low cost of living, nice climate, and safety of the capital city and countryside.

Potential Partnering Challenges

Both U.S. and Ethiopian participants discussed potential challenges to international partnerships, as well as how to address the challenges. General issues that surfaced included the need to

- work together to obtain financial resources such as fellowships/scholarships and research funds;
- communicate effectively about key issues in setting up and maintaining a partnership (e.g., setting clear terms and expectations for the partnerships, delineating duties and responsibilities, and planning joint efforts to obtain funding); and
- develop curriculum based on international standards.

Potential Challenges of Partnering with U.S. Institutions

Participants noted that partnerships with U.S. institutions can be more difficult to navigate than with European institutions, due to the following major reasons: U.S. faculty and administrators are not necessarily rewarded in their academic careers—given tenure and publishing requirements—for pursuit of international partnerships with foreign institutions; the U.S. Agency for International Development focuses on funding primary education rather than higher education; public funding for U.S. institutions is declining generally; the U.S. has strict immigration rules; and U.S. higher education institutions have relatively strict entrance requirements (e.g., language, grade point average). There was a discussion regarding the need to work with American universities and colleges, the U.S. government, and IIE on addressing these topics.

Potential Challenges of Partnering with Ethiopian Institutions

Participants discussed potential issues that Ethiopian institutions might face in partnering, particularly with regard to hosting U.S. scholars and students. These included: worries over sufficient housing/working facilities, as well as being able to pay sufficient salaries to visiting scholars. There was a discussion regarding the need to work together to generate funding and scholarship opportunities, especially targeted toward joint research and collaborative projects.

IV. RESULTS OF PARTNERSHIP SEED MONEY COMPETITION

At the conference, U.S. Ambassador Donald E. Booth announced a small grant competition for “seed money” to start innovative partnerships between U.S. and Ethiopian institutions. The objectives of the grant competition were: a) to grow mutually beneficial and sustainable partnerships between U.S. and Ethiopian universities and colleges; b) to introduce new higher education institutions to U.S. and Ethiopian partnerships; and c) to strengthen the skills and experience of faculty and administrators in both countries in developing and implementing partnerships. Some 45 wide-ranging joint grant proposals were submitted by U.S. and Ethiopian institutional partners by the extended deadline in February 2011. The U.S. Embassy announced in March 2011 five grants of \$15,000 each for new partnerships between:

- Wollo University/Langston University—Development of a Center for Small Ruminant Artificial Insemination
- Wolaita Sodo University/University of Florida—Archaeology and Cultural Heritage Management Training
- Jimma University/Cornell University—Clean-Burning Cookstove Development Project
- Hawassa University/Washington State University—Anthropology Teaching Support and Research Collaboration
- Bahir Dar University/University of the District of Columbia—Research Partnership on Renewable Energy

The projects selected range from research collaborations to faculty training and exchange to capacity building. The participating universities represent many different regions in both countries. And the project topics also reflect the huge range of interests between the U.S. and Ethiopia—from agriculture cultivation to alternative energy to cultural heritage. When the initial partnership projects are completed in 2012, the Embassy plans to publish the seed money project experiences, including best practices and lessons learned.

V. GENERAL OUTCOMES AND RECOMMENDATIONS

Both U.S. and Ethiopian conference participants expressed great enthusiasm about increasing the quality and quantity of U.S.-Ethiopian institutional partnerships, primarily in order to: 1) promote cultural, knowledge, and language exchange; 2) design collaborative research, projects, and publications; and 3) build the international reputation and global competitiveness of their institutions. Yet they also acknowledged that both institutions must be prepared to address potential challenges and areas of disagreement in order to build effective and sustainable partnerships.

Key recommendations that can facilitate more effective and sustainable U.S.-Ethiopian institutional partnerships include:

- 1) Spend time reflecting on areas of common interests and mutual benefits that can form the basis for an international partnership. Determine what comparative advantages each institution brings to the partnership, including the geographical location, research area strengths, and faculty expertise that are unique to your institution. Reflect on what your institution can gain from the partnership, as well as what you can offer.
- 2) Connect with other institutions in your country that have already developed international partnerships, and utilize their expertise/experience in planning how to design successful international partnerships. Set up discussions with institutions in your country that have already built successful partnerships with international institutions in order to get their advice on identifying potential international partners and planning how to set up effective partnerships.
- 3) Develop a clear institutional strategy for the type of partnership your institution wants to create (e.g., faculty/scholar exchange, collaborative research and projects, etc.) and identify potential international partners that are compatible with your strengths/needs and mission. Ensure that potential international partner institutions will be a good fit, in terms of having similar goals for the partnership, being able to build upon your strengths and fill in your gaps in targeted areas, and being in an area of geographical interest to your institution. If faculty and programs from your institution already have connections with international institutions, use these existing connections to identify potential partners.
- 4) Once you have identified a potential international partner, determine the level at which to begin negotiating partnership agreements. With some larger U.S. institutions, for example, it may be more helpful to initiate a connection at the faculty or departmental level. Yet in negotiating and signing a partnership agreement, it will be crucial to have high-level support from university presidents on both sides of the partnership. If faculty or programs from your institution already have connections with potential international partners, it may be better to start by negotiating agreements on the department level. However, to ensure buy-in and support at all levels, engage all relevant decision-makers (faculty, department, and institution) in negotiating the partnership agreement. It is essential to have high-level support from university presidents on both sides, and important to note that Ethiopian institutions will need to negotiate and sign partnerships at the institutional level.
- 5) Once you have identified a potential international partner, hold discussions about how partnership projects and activities can be mutually beneficial and can involve the sharing of expertise, faculty, and students between universities. Potential areas for U.S.-Ethiopian partnerships include:

-
- a. Collaborative research and projects that are innovative and designed to address developmental and/or global challenges. Ethiopian universities are eager to partner and seek funding to “make a difference,” especially in terms of implementing innovative research and developmental projects designed to address global challenges in: climate change, nutrition and food security issues, sustainable development, infectious diseases, capital and technology transfer, conflict mitigation, etc. Reflect on how to take advantage of Ethiopia’s comparative research strengths and lab facilities to accomplish research and project goals.
 - b. Faculty/scholar and student exchange programs. Outline each country’s challenges of hosting scholars/students (e.g., U.S. institutions have strict entrance requirements; Ethiopian institutions may lack housing facilities or stipend funds to host scholars), and brainstorm together about how to address potential challenges, including working together to find sources for funding and scholarship opportunities. The Cultural Unit of the U.S. Embassy can be a source of up-to-date information on U.S. Government academic fellowships and grants, including the Fulbright Program, which provides grants for one to nine month experiences for visiting U.S. scholars. The Fulbright African Research Scholar Program, the International Visitor Leadership Program, and the Study of the U.S. Institutes also provide some opportunities for Ethiopian scholars to go to the U.S for study, research, and consultations with counterparts. The Embassy’s Educational Advisor can provide information on applying for scholarships and financial assistance from U.S. universities and colleges.
- 6) In negotiating agreements between the two potential partner institutions, discuss how the institutions will work together to pool resources and address potential challenges. For example:

Ethiopian institutions may face challenges in affording costs associated with partnering (e.g., project costs, providing stipends or housing allowances, etc.). Discuss how to jointly work together to obtain funding and scholarship opportunities. The U.S. Embassy and IIE can be sources of up-to-date information on funding available from government and nongovernmental sources, albeit primarily through competitive, application-based programs, such as the Fulbright and grant competitions by various organizations and USG agencies. U.S. and Ethiopian institutions should work together on submitting applications and proposals that are compelling and credible.
 - 7) In negotiating partnership agreements, set out clear expectations and assign responsibilities for each partner. Anticipate areas of potential disagreement (e.g., how to address changing budgets due to shifting economic conditions), and have mechanisms in place for addressing and mediating disagreements. Negotiate financial agreements, address any legal/regulatory issues (e.g., legal analysis of memorandums of understanding), ensure that plans are in place to address language/cultural issues, and discuss how to standardize curriculum in order to ensure that students are able to obtain credit for international coursework.
 - 8) Ensure that both institutions have resources and structures in place to sustain the partnership over time. Each institution should have a team or office in place to manage its part of the partnership. Set out a plan to establish regular communication between partners. Implement a strategy for reviewing and evaluating the partnership over time, and put in place a potential exit strategy if needed.

APPENDIX A: CONFERENCE AGENDA

DAY ONE: FRIDAY, DECEMBER 10, 2010

11:00 am	Registration and Lunch
1:00–1:10 pm	Welcoming remarks: Ambassador Donald E. Booth, U.S. Ambassador to Ethiopia
1:15–1:25 pm	Opening Remarks: Ato Demeke Mekonnen, Minister of Education
1:30–2:15 pm	Keynote Address: Dr. Allan Goodman, President, Institute of International Education
2:15–3:30 pm	Panel: Successful U.S.-Ethiopia Partnership Models Moderator: Prof. Susan Buck Sutton, Indiana University-Purdue University Indianapolis Panelists: <ul style="list-style-type: none">• Prof. Belay Kassa, President, Haramaya University, and Dr. Barbara Stoecker, Oklahoma State University, showcased their long-term partnership.• Ato Tesfaye Habtamu, graduate of Bahir Dar University and Cornell University Partnership on Water Resources.• Prof. David Lindstrom, Brown University, showcased the successful research partnerships between Brown University and Jimma, Haramaya, and Addis Ababa Universities.
3:30–4:00 pm	Break
4:00–5:45 pm	World Cafe Session: Participatory Discussions and Networking Exercise “What does my university offer that would be beneficial to an international partnership?”
6:00 pm	Adjournment and departure to U.S. Embassy
6:30 pm	Reception at U.S. Embassy hosted by Ambassador Donald E. Booth

DAY TWO: SATURDAY, DECEMBER 11, 2010

9:00 am–12 pm

Concurrent Sessions

Concurrent workshop sessions were delivered twice—once in the morning and once in the afternoon—so that workshop participants would be able to attend the two sessions that were most relevant to their institutional experience. Workshops were hands-on sessions so that participants came away with practical tools for building and sustaining partnerships. Sessions are described in the following pages.

SESSION A: Developing a Strategic Partnership Program for the 21st Century

Workshop Moderator: Prof. Susan Buck Sutton, Indiana University-Purdue University Indianapolis

Colleges and universities around the world are asking international partnerships to do more than they have historically done. Partnerships are moving beyond the occasional exchange of students to become engines of transformational changes that enhance both partner institutions. This workshop explores this new understanding of what partnerships can do. Participants will leave with a clear understanding of the many goals partnerships can serve and the steps necessary to implement a strategic partnership program. This workshop also focuses on issues that surround partnerships between institutions in the U.S. and East Africa, and draws on the workshop leader's experience with the 20-year partnership between Indiana and Moi Universities, a partnership that has led to over \$100 million in external funding and significant program building for both institutions.

SESSION B: Steps to Designing a Research Partnership

Workshop Moderator: Prof. Wendy Belcher, Princeton University

Four main challenges confront scholars hoping to conduct research in collaboration with other scholars across international boundaries. First, they must find someone to collaborate with; second, they must understand the expectations of those they hope to collaborate with (given their career goals, research aims, and institutional contexts); third, they must negotiate differences in those expectations (such as author order); and fourth, they must present their research together in a format acceptable to international journals. This workshop session treats each of these challenges in turn, suggesting tools for establishing, managing, and publishing the results of research partnerships.

SESSION C: Managing International Partnerships for Success and Sustainability

Workshop Moderator: Kimberly Koch, formerly of American Council on Education

This workshop will help participants put their strategic partnership ideas into practice. Participants will be led step-by-step through designing, implementing, and evaluating partnerships so that they are able to implement successful programs. The workshop is designed to provide colleges and universities with concrete tools for design and implementation of partnership programs that are effective and sustainable. Participants will discuss goals and timelines; learn how to write effective agreements; share experiences on managing conflict between partners; and hear about funding opportunities for partnerships. These tools will help colleges and universities to design programs that meet the needs of their institutions and can be sustained over the long term.

SESSION D: Managing Mutually Beneficial Exchange Programs

Workshop Moderators: Daniel Obst, Deputy Vice President, and Cheryl Francisconi, Country Representative-Ethiopia, Institute of International Education

In the rapidly developing international education sector, exchange and study abroad programs continue to be highly desired programs in universities throughout the world. Currently many new types of exchanges are taking place for students and faculty, including short term courses, sandwich programs, and virtual exchanges. In this session, participants will discuss some of the current models of exchanges, will explore the data on student mobility, and will also consider and discuss ways to build exchanges that help address the challenges of “brain drain” and non-return.

12:00–1:30 pm

Lunch

1:30–4:30 pm

Concurrent Sessions (Repeated)

4:30–5:00 pm

Closing Plenary: The Way Forward

APPENDIX B: CONFERENCE PARTICIPANTS

ADAMA UNIVERSITY

Ato Bogale Tessema
Wro. Wossen Argaw

ADDIS ABABA UNIVERSITY

Dr. Teshome Nekatibeb
Prof. Derebssa Dugsa
Dr. Tekalign Woldemariam
Dr. Hirut Woldemariam

ADMAS UNIVERSITY COLLEGE

Ato Mehari Yimulaw
Ato Molla Tsegaye

AMBO UNIVERSITY

Ato Lakew Wondimu
Ato Tadesse Kena Amentae

ARBA MINCH UNIVERSITY

Dr. Tarekegn Tadesse
Dr. Yoseph Birru

AXUM UNIVERSITY

Ato Haileselassie G/Mariam
Dr. Mebrehatom Mesfin

BAHIR DAR UNIVERSITY

Ato Solomon Lule
Dr. Baylie Damtie

BROWN UNIVERSITY

Dr. David Lindstrom

CAPITAL NEWS

Ato Mulugeta Ayene

CITY UNIVERSITY COLLEGE

Dr. Taye Berhanu
Ato Maschal Demessie Abteu

CORNELL UNIVERSITY

Dr. Amy Collick

DEBRE BIRHAN UNIVERSITY

Dr. Tamire Zewde Tefera

DEBRE MARKOS UNIVERSITY

Dr. Tewodros Bekaffa
Ato Yilkal Kefale

DILLA UNIVERSITY

Dr. Amare Banitider Dagneu
Ato Tariku Berassu

DIRE DAWA UNIVERSITY

Ato Paulos Asrat
Dr. Wegayehu Bekele
Ato Getinet Alemayehu
Wro. Uba Adem Meder

EDUCATIONUSA

Clara Priester

GONDAR UNIVERSITY

Dr. Mengesha Admassu
Mesha
Dr. Desalegn Mengesha
Degefaw

GRADUATE OF BAHIR DAR/

CORNELL UNIVERSITY

PARTNERSHIP

Ato Tesfaye Habtamu

HARAMAYA UNIVERSITY

Ato Nega Assefa

HAWASSA UNIVERSITY

Dr. Tesfaye Abebe
Dr. Sheleme Beyene Jiru

HIGHER EDUCATION STRATEGY CENTER

Dr. Solomon Moges

IFESH

Wzt. Lissan G/wold
Ato Mamo Mengesha

INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS (IUPUI)

Dr. Susan Buck Sutton

JIJIGA UNIVERSITY

Ato Seid Mohammed
Dr. Abdinasir Ahmed Ibrahim

JIMMA UNIVERSITY

Dr. Berhanu Belay
Dr. Fekre Lemessa

KENNESAW STATE UNIVERSITY

Dr. Solomon Negash

LANGSTON UNIVERSITY

Dr. Roger Merkel

MEDA WOLABU UNIVERSITY

Ato Biniyam Atnafe
Dr. Ketema Meskela

MEKELLE UNIVERSITY

Ato Goitom Tegegn

METROPOLITAN STATE COLLEGE OF DENVER

Dr. Akbarali Thobhani
Dr. Stuart R. Monroe

MINISTRY OF EDUCATION

H.E. Demeke Mekonnen
Ato Solomon Shiferaw
Dr. Kaba Urgessa
Dr. Adhana Haile
Ato Demissaw Lemma

MINISTRY OF EDUCATION/ HIGHER EDUCATION DESK

Ato Destaw Mequanint

NEW GENERATION UNIVERSITY COLLEGE

Ato Matthew T. Gichile
Ato Bizuneh Beyene Bayssa

THE OHIO STATE UNIVERSITY

Ato Abebaw Tezera

OKLAHOMA STATE UNIVERSITY

Dr. Barbara Stoecker

PRINCETON UNIVERSITY

Dr. Wendy Belcher

THE RAIN TREE INITIATIVE

Dr. Wayne M. Mikula

ROYAL UNIVERSITY COLLEGE

Ato Abdurezak Mohammed

SAMARA UNIVERSITY

Ato Admassu Tasew

Ato Adem Borry

**ST. MARY'S UNIVERSITY
COLLEGE**

Ato Misganaw Solomon

Ato Tedla Haile

UNITY UNIVERSITY

Ato Desta Asfaw

Ato Tariku Bisrat

U.S. DEPARTMENT OF STATE

Ms. Julie McClanahan

**UNITED STATES AGENCY FOR
INTERNATIONAL DEVELOPMENT
(USAID)**

Ms. Allyson Wainer

VOICE OF AMERICA (VOA)

Ato Meleskachew Amiiha

**WILLIAM PATTERSON
UNIVERSITY**

Prof. Aaron Tesfaye

Prof. Melkamu Zeleke

WOLAYITA SODO UNIVERSITY

Dr. Desie Shiferaw

Ato Tamirat Motta Bakalo

WOLLEGA UNIVERSITY

Ato Daniel Masresha Amare

Ato Teshome Takele Dime

WOLLO UNIVERSITY

Dr. Yitabrek W/Hawariat

Dr. Zenebe Baraki

**CONFERENCE DESIGN TEAM
MEMBERS**

Ms. Cheryl Francisconi

Dr. Allan E. Goodman

Mr. Daniel Obst

Ato Wondwossen

Dr. Tesfaye Teshome

Ato Solomon Lule

Dr. Teshome Nekatibeb

W/o Ubah Adem Meder

W/o Semira Alhadi

Ato Yohannes Birhanu

W/t Lensa Mekonnen

Mr. Joshua Reiman

W/o Mehret Tesfaye

W/t Helina Mengistu

APPENDIX C: INVENTORY OF PARTICIPATING ETHIOPIAN INSTITUTIONS

Adama University

University Profile

Adama University is situated on the outskirts of Adama, some 100 kilometers southeast of Addis Ababa. The university was formally established in 2005 and was developed from Nazareth College of Technical Education, which dates back to 1993. The university has seen considerable development and expansion and, in the past few years, student enrollment has grown rapidly to the current level of about 6,000.

Programs

Diploma, Degree

Faculties

Technical Teacher Education, Computer and Informatics, Mathematical and Applied Sciences, Social Science and Language, Business Education

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Adama, Ethiopia

Addis Ababa University

University Profile

Addis Ababa University (AAU) is the first and largest public higher education institution in Ethiopia. It is also one of the largest universities in Africa. AAU was established on March 20, 1950, on the site of the present College of Natural Sciences (Arat Kilo Campus) by Emperor Haile Selassie I. In 1962, it was renamed Haile Selassie I University until it was called Addis Ababa University in 1975. At that time there were only 33 students enrolled compared to the current number of about 45,000 students. Starting from only one diploma and certificate granting department, namely Biology, the university today comprises six colleges, 16 schools, 12 institutes, and six faculties. Currently AAU has 12 campuses located in different parts of the city.

Programs

Regular, extension (evening), and summer program modalities for undergraduate and graduate students. Masters studies in regular (daytime) and extension programs, Ph.D. in regular program. Undergraduate academic programs leading to BA/BSc, BEd, MD, and DVM degrees; most have graduate programs in these and other areas leading to MA/MSc, MEd, MPh, Specialty Certificate and Ph.D. degrees.

Undergraduate Programs

Natural sciences, social sciences and humanities, and arts.

Graduate Programs

Academic units at AAU consist of program units, departments, faculties, schools, institutes, and centers. AAU offers comprehensive programs in all disciplines.

Research Institutes of AAU

Institute of Development Research (IDR)

Institute of Pathobiology (IPB)

Institute of Ethiopian Studies (IES)

Institute of Educational Research (IER)

Institute of Gender Studies (IGS)

Ethiopian Languages Research Centre (ELRC)

Areas of Interest for U.S. Partnerships

AAU operates with the objective of becoming a preeminent research university that gives pride of place to its students in instruction and provision of services while encouraging the robust exercise of academic freedom. This is achieved by developing vibrant graduate programs and by nurturing professional competence, a humanistic education, a scientific culture, academic excellence, and a committed, ethical citizenry.

To fulfill its mission, AAU aims to develop partnership with U.S. higher education institutions in order to meet the following ends:

- To improve the quality of its academic programs;
- To develop and undertake joint research projects;
- To build the capacity of its academic and administrative staff; and
- To enhance intercultural understanding between the U.S. and Ethiopia.

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Admas University College

University Profile

Admas University College commenced its operation in October 1998 with the name “Admas Business Training center.” The center delivered training services in certain tailor-made short-term programs. In April 1999 it upgraded to a college level. Then, after fulfilling the requirements set by the proclamation of the Government of the Federal Democratic Republic of Ethiopia, the college was upgraded to a University College as of March 2007. Since its establishment, the University College has produced more than 25,000 graduates in various fields with certificate, diploma, and degree programs in regular, extension, and distance modes.

With the objective of expanding its quality services to the country, the University College opened six campuses: three in Addis Ababa and three in Bishoftu, Dessie (towns of Oromia and Amhara regions respectively) and Hargesa College of Business, Economics and IT. In addition, the College of Distance Education has opened more than 60 centers throughout the country.

Programs

MBA, Degree

Faculties

Business and Economics, Informatics, Technology, College of Distance Education

Areas of Interest for U.S. Partnerships

- Capacity development on all programs we have listed above through staff and student scholarship, staff exchange, and student exchange
- Training on how to conduct research that can be published in international journals
- Training on teaching methods, assessment, and other related areas
- Enhancing the quality of education at the tertiary level
- Conducting research jointly
- Engaging in community development in collaboration with partner institutions

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Aksum University

University Profile

Aksum University (AkU) is one of the 13 newly established higher education institutions. Axum enshrines one of the most impressive archaeological and historical areas in the world. Axum town is also the main business, tourism, and agricultural zone of the region. The University has two campuses organized into six colleges with over 632 academic staff and more than 600 administrative support

staff. In the academic year 2006/2007, the University had enrolled 745 students in 12 undergraduate degree programs. Currently 6,400 regular students are enrolled in these programs. Once construction has been completed, the university expects to have a total enrollment capacity of 9,300 regular students.

Faculties

College of Engineering and Technology, College of Natural and Computational Science, College of Agriculture, College of Business and Economics, College of Social Science and Language, College of Health Science

Areas of Interest for U.S. Partnerships

The University is interested in any form of partnership with U.S institutions, particularly those that coincide with teaching/learning, research, and community development efforts.

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Ambo University

University Profile

Ambo University is one of the foremost institutes of higher learning in Ethiopia, particularly in the field of Agriculture. It was established in 1947 as a secondary agricultural school by the then-Ministry of Agriculture and later became the School of Forestry. From 1980 onward, the institute began offering a two-year postsecondary diploma. In 1985, it was granted junior college status (named Ambo Junior College of Agriculture) and started training students for two years at the postsecondary level, offering a diploma in General Agriculture. In 1993, it became a full-fledged college and was named Ambo College of Agriculture.

Programs

Diploma, undergraduate and postgraduate programs

Faculties

College of Agriculture and Veterinary Science, College of Business and Economics, College of Natural & Computational Sciences, College of Social Science and Humanities, College of Medicine and Public Health, Institute of Cooperatives and Development Studies, Institute of Technology, Institute of Education and Professional Studies.

Areas of Interest for U.S. Partnerships

- Joint research activities
- Student and staff exchange

-
- Joint degree offering programs
 - Joint short-term training programs
 - Knowledge transfer partnerships
 - Community empowerment programs
 - Environment protection programs
 - Anti-AIDS and other community health programs
 - Youth and development programs

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Ambo University

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Arbaminch University

University Profile

Arbaminch University is located at Arbaminch town, 500 kilometers south of Addis Ababa, in the vicinity of the unique natural and anthropogenic diversity of the East African Rift valley. Arbaminch University was officially inaugurated in June 2004. At this time it was comprised of four faculties, one institute, and one school. The progenitor of Arbaminch University was the former Arbaminch Water Technology Institute (AWTI), which was established in 1986 with the objective of producing trained professionals in the field of water resources. At present, the university runs both undergraduate and postgraduate programs, and enrolls about 6,000 students (2004/05 academic year) in the regular and continuing education (evening, weekend, and summer) programs.

Programs

- Regular undergraduate programs in all the faculties and colleges
- Postgraduate programs: Institute of Technology, College of Business and Economics, College of Natural Sciences, Geography and Land Resource Management
- Extension programs: Evening, weekends, and summer programs

Faculties

Institute of Technology, College of Natural Sciences, College of Business & Economics, College of Social Sciences & Humanities, College of Agriculture, College of Medicine and Health Sciences, School of Postgraduate Studies

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Bahir Dar University

University Profile

The University has its origins in the Bahir Dar Polytechnic Institute, which was established in 1963, and the Bahir Dar Academy of Pedagogy, which was established in 1972 and later became Teachers' College. The amalgamation of the Polytechnic and the College in 2000 created Bahir Dar University.

Faculties/Colleges

Faculty of Education & Behavioral Science, College of Business and Economics, School of Law, College of Agricultural and Environmental Science, College of Health and Medical Science, College of Science, Faculty of Social Science, Institute of Technology (IOT), Institute for Technology for Textile, Garment & Fashion Design (IOTex), Institute of Land Administration

Programs

Regular degree program, Master's program, doctorate

Areas of Interest for U.S. Partnerships

Bahir Dar University is ready to collaborate with U.S. universities in joint research, short-term and long-term training, student and staff exchange programs in various fields of study, including agriculture, medicine, environmental studies, alternative energy, water resources, teacher education, earth science, and social science.

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City University College

University Profile

City University College is an accredited private higher education institution in Addis Ababa, the capital of Ethiopia. There are more than 1,000 students in the regular and extension undergraduate degree program.

Programs

Regular undergraduate program

Faculties

Accounting and Finance, Applied Computer Science, Business Management, and Law

Contact information

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Mailing Address:

City University College

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Addis Ababa, Ethiopia

Debre Markos University

University Profile

Debre Markos University is located 300 kilometers northwest of the capital city of Addis Ababa, with immense research and investment potential, suitable weather conditions, and tourist attractions. After completing the first phase of construction, the University opened in February 2007, admitting the first batch of 760 regular students in the Education faculty. Soon after its establishment, the University employed 53 academics, 34 supporting permanent staff, and 21 contract workers. Currently, the University enrolls 13,382 students (5,750 regular, 3,804 summer, and 1,828 evening students). From the total entrants of 760 and 1,813 students in 2007 and 2007/8 academic years, respectively, the university graduated 532 (70 percent) and 1,335 (73.6 percent) in 2008/9 and 2009/10 academic years respectively. Currently, the University has a total of 502 academic staff (nine Ph.D.s, 243 Masters degrees, 234 Bachelor degrees, and 16 technical assistants) and a total of 168 support staff and 86 contract workers.

Programs

Regular, summer, and extension

Faculties and Colleges

College of Social Sciences and Humanities, College of Business & Economics, College of Agriculture & Natural Resources, College of Natural and Computational Sciences, College of Technology, College of Health Sciences, School of Law

Areas of Interest for U.S. partnerships

Looking for collaborative institutions in all areas of training, research, capacity building, and staff/student exchange.

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Dire Dawa University

University Profile

Dire Dawa University is located 500 kilometers east of Addis Ababa in the industrial and commercial city of Dire Dawa. In the 2006/07 academic year, the university admitted its first batch of 754 students in three faculties and 13 academic programs. In 2010/11, after only four years of existence, the university had 6,234 regular students in five faculties and 29 academic programs. The university also has about 1,450 students in the Continuing Education Program and 1,895 students in the summer in-service training program. This makes the total number of students 9,619.

Programs

Regular, extension, and summer

Faculties

Institute of Technology, School of Business and Economics, School of Social Sciences and Humanities, School of Natural and Computational Sciences, School of Law

Areas of Interest for U.S. Partnerships

- Academic capacity building
- Research capacity building
- Management information systems development
- Academic leadership and management capacity building
- Support for needy students

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University of Gondar

University Profile

Half a century ago, the university was established primarily as a public health college and training center, now known as the College of Medicine and Health Sciences. It is the oldest medical training institution in the country, located in the historical town of Gondar. In 1978, a historical bilateral agreement was made between Karl-Marx University in Germany and Addis Ababa University,

which was instrumental in the establishment of the medical faculty in the Public Health College. Attributing much to the German institutions and experts, the college claimed its autonomy (from AAU) in 1992. The emergence of the Faculty of Management Science and Economics, Faculty of Social Sciences and Humanities, and Faculty of Applied Natural Sciences enabled the college to grow to a University College in 2003. The next landmark, the transition of the University College to the University of Gondar, assisted the university in widening its horizons and becoming a shining example of excellence in quality education, research, and community service.

Programs

Regular undergraduate programs, regular postgraduate programs, extension programs, summer and distance programs.

Faculties

College of Medicine and Health Sciences, Faculty of Natural and Computational Sciences, Faculty of Social Science and Humanities, Faculty of Business and Economics, Faculty of Veterinary Medicine, Faculty of Agriculture, School of Law, School of Education, School of Technology

Areas of Interest for U.S. Partnerships

In all programs in the university

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Haramaya University

University Profile

The main campus of Haramaya University is situated between the towns of Dire Dawa and Harar, some 500 kilometers to the east of Addis Ababa. The origins of the university date back to 1952, with the agreement between the government of Imperial Ethiopia and the United States of America to establish the Imperial Ethiopian College of Agriculture and Mechanical Arts. In 2006 it was renamed Haramaya University. The university is one of the longest established institutions of higher education in Ethiopia and has a distinguished history of achievement in education, research, and development in agriculture. It has an enrollment of over 11,000 students.

Programs

Regular degree programs, Masters programs, doctorate programs

Faculties

The College of Agriculture, Faculty of Business and Economics, Faculty of Education, Faculty of Health Sciences, Faculty of Law, Faculty of Technology, Faculty of Veterinary Medicine

Contact information

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Mailing address:

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Dire Dawa, Ethiopia

Hawassa University

University Profile

Hawassa University has its administrative headquarters and main campus in the resort town of Awassa, some 275 kilometers south of Addis Ababa. The university was established in April 2000 by the merging of three colleges. In September 2006, it became an autonomous university with 21,000 students. Nine thousand students are enrolled in the regular degree programs with about 150 of these in Masters programs.

Faculties

College of Agriculture, Faculty of Forestry and Faculty of Natural Resources, Faculty of Medicine, Faculty of Public Health, Business and Economics, Education, Law, Natural Sciences, Social Sciences, Technology, Veterinary Medicine

Programs

Regular degree programs and Masters programs

Contact information

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Hawassa University

P.O. Box 5

Awassa, Ethiopia

Jimma University

University Profile

Jimma University's genealogy goes back to 1952, with the establishment of Ambo College of Agriculture. In 1999, with the amalgamation of the local College of Agriculture and the Institute of Health Sciences, it became Jimma University. The luxuriance of Jimma's year-round, green, attractive landscape ensures a rich agricultural tradition in the region, including the cultivation of coffee, which gives the university national resonance.

Programs

Regular undergraduate programs, Masters programs

Faculties

Agriculture and Veterinary Medicine, Public Health, Medical Science, Business and Economics, Technology, Education, Law, Social Sciences and Humanities, Natural and Information Sciences

Contact information

Phone: +251 047 111 1458/80

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Website: <http://www.ju.edu.et>

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Jimma University

P.O. Box 378

Jimma, Ethiopia

New Generation University College

University Profile

New Generation University College (NGUC) is a private university founded in Addis Ababa, Ethiopia, in 2002. The founders aimed to provide superior education and quality higher education opportunities to the younger generation of Ethiopia and beyond. The vision of the New Generation University College (NGUC) as a “Center for Excellence” was born out of dynamic ideas and the desire to assist national and regional endeavors to provide adequate numbers of quality higher education institutions. Such institutions are indispensable for effective participation in the current global economic development movement.

Faculties and Programs

Degree programs: Law, Business Administration, Management Information Systems, Accounting and Finance, Human Resource Management & Leadership, Computer Science, Global Studies & International Relations, Language & Communications, Public Health Nursing, Sociology, Public Health Officer, Nursing BSc., Cooperatives & Marketing, Pharmacy

Diploma and Certificate: Accounting, Secretarial Science, Human Resource Management, Marketing, Law/Legal Service-Level V, Information Technology, Pharmacy, Public Health Nursing

Contact information

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New Generation University Collage

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Addis Ababa, Ethiopia

St. Mary's University College

University Profile

St. Mary's University College (SMUC) is a private, dual mode higher education institution established in 1999. It runs undergraduate and graduate programs in business, agriculture, education, law, and information technology. Today SMUC delivers its services in diverse fields of studies to more than 6,000 students in regular and extension classes and to almost 30,000 students in the distance mode of learning. In partnership with Indira Gandhi National Open University, St. Mary's University College also runs graduate programs in eight areas of study, which have a student population of about 3,000. This year we have launched two masters programs in General MBA and MBA in Human Resource Management. SMUC is the founding member of the Ethiopian Private Higher Education Institutions Association and a member of the Association of African Universities.

Programs

Undergraduate and graduate (up to Masters degree)

Faculties and Colleges

Business, Informatics, Law, Agriculture, and Education

Areas of Interest for U.S. partnerships

Collaborative research and teaching at our graduate school in the areas of management and agriculture

Contact information

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Ethiopia

Samara University

University Profile

Samara University was established in 2008. The university strives to be one of the most competent universities in Ethiopia. Currently, we have 430 academic staff, more than 400 administrative staff, and 3,140 students in different disciplines. We envisage having 6,000 students at the end of our construction period.

Faculties/College

- Faculty of Business and Economics: Department of Economics, Management, Accounting, Administrative Service Management
- Faculty of Dry Land Agriculture: Department of Natural Resource Management, Animal Science, and Horticulture

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- Faculty of Natural and Computational Science: Geology, Chemistry, Biology, Physics, Mathematics, Sport Science
 - Faculty of Social Science and Humanities: Anthropology, History, Archaeology, Sociology, Geography and Environmental Science, English, Local Languages, Ethics and Civic Education
 - Faculty of Health Sciences: Nursing, Laboratory Technology and Pharmacy
 - Faculty of Engineering and Technology: Civil Engineering, Hydraulics, Computer Science, Information technology, Surveying/ Drafting Technology, Faculty of Veterinary Science

Programs

BA/BSc Degree

Areas of Interest for U.S. Partnerships

- Animal health
- Climatic change, natural disasters, food security, and poverty alleviation
- Identification, conservation, and improvement of biodiversity
- Range land, water resources, irrigation potential, and property right
- Agricultural problems, productivity, and marketing
- Pests, weeds, invasive alien plants, and toxic plants
- Educational provision
- Historical, sociocultural practices, and indigenous knowledge
- Socioeconomic and technological transformation
- Physical resources
- Human health

Contact information

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Wollega University

University Profile

Wollega University (WU) is one of the public higher educational institutions established at Nekemte in 2007. It is located 331 kilometers west of Addis Ababa in the outskirts of Nekemte town on 150 hectares of land surrounded by evergreen forest, natural scenery, and a spectacular view of Mount Komto. At present, the University runs 47 undergraduate programs and five graduate programs in three different campuses at Nekemte, Gimbi, and Shambu towns. WU is an innovative and pioneering university that introduced continuous assessment and student-centered learning to revolutionize the traditional methods of teaching. This approach promotes communicative teaching.

Programs

Degree, Masters, extension degree program (evening, summer in service & weekend)

Faculties and Programs

Degree programs: Institute of Food Science & Bio Process Technology, College of Agriculture & Rural Development, Faculty of Engineering & Technology, Faculty of Natural Science, Faculty of Medicine & Health Sciences, Faculty of Education, Faculty of Social Science, Faculty of Language Studies & Journalism, School of Veterinary Medicine, School of Economics, School of Accounting & Finance, School of Cooperative & Management, School of Law

School of Graduate Studies: M.Sc. in Plant Breeding, M.Sc. in Plant Protection, M.Sc. in Animal Breeding, MBA in Business Administration, MPA in Public Administration

Areas of Interest for U.S. Partnerships

- Staff Development/capacity building
- Staff and student exchange
- Joint student advising/teaching
- Joint workshops
- Joint short-term training programs
- Joint research projects
- Gender studies
- The environment and other community service areas

Contact information

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President

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Daniel Masresha

Plan and Project Director

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Wollo University

University Profile

Wollo University is one of the newly established government universities in Ethiopia that strives to expand quality higher education in the country. It was officially inaugurated in February 2007.

Currently, the university is staffed with seven Ph.D.'s, 207 second degree holders, 222 first degree holders, and 16 diploma holders (technical assistants). Out of the 452 academic staff members, 171 are on study leave, 57 for their Ph.D. and 124 for their second degree. Additionally, with 440 support staff, the total number of staff in the University exceeds 892. There are 20 departments and 31 programs operating in all the colleges/institutes at the moment. The current enrollment has grown to a total of 10,788 students, of which 5,856 are regular, 3,638 are summer, and 1,294 are extension students. By 2012, when all the buildings have been completed and the staff has been upgraded as planned, the intake capacity of the university is expected to grow to 12,000.

Programs

Regular degree programs, summer programs, and extension programs

Faculties/Colleges

- College of Agriculture and Veterinary Medicine
- College of Business and Economics
- College of Medicine and Health Sciences
- College of Social Science and Humanities
- Institute of Teacher Education and Pedagogical Science
- College of Natural Sciences
- Institute of Technology

Areas of Interest for U.S. Partnerships

Research and Education on Agriculture and Natural Resources, Health Sciences, Information Communication Technology, History and Anthropology, staff and student exchange programs, online learning

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About IIE

The Institute of International Education (IIE) is a world leader in the exchange of people and ideas. An independent, not-for-profit organization founded in 1919, IIE has a network of 30 offices worldwide and 1,100 college and university members. In collaboration with governments, corporate and private foundations, and other sponsors, IIE designs and implements programs of study and training for students, educators, young professionals and trainees from all sectors with funding from government and private sources. These programs include the Fulbright and Humphrey Fellowships and the Gilman Scholarships, administered for the U.S. Department of State, and the Boren Scholarships and Fellowships administered for the National Security Education Program. IIE also provides advising and counseling on international education, and conducts policy research. IIE's publications include the *Open Doors Report on International Educational Exchange*, supported by the Bureau of Educational and Cultural Affairs of the U.S. Department of State, as well as *Funding for United States Study*, the *IIE Passport Study Abroad* print and online directories, and the StudyAbroadFunding.org website.

www.iie.org

About the IIE Center for International Partnerships in Higher Education

The Institute of International Education's Center for International Partnerships in Higher Education (CIP) assists colleges and universities in developing and sustaining institutional partnerships with their counterparts around the world. The Center helps faculty and administrators, policymakers and practitioners develop institutional partnerships by providing diverse resources and initiatives, such as: leading delegations of U.S. higher education leaders to other countries where they are seeking partnerships; organizing U.S. study tours; assisting in developing linkages through the IIE Global Partnership Service; collecting and disseminating best practices; convening conferences and symposia; and providing services to academic institutions.

www.iie.org/cip

About IIE/Ethiopia

The Institute of International Education's presence in sub-Saharan Africa has spanned over 30 years, and IIE has implemented a range of programs to build leadership capacity and expand access to higher education in the region. Working closely with businesses, governments, and nongovernmental organizations, IIE's Ethiopia office has a strong set of programs in leadership development, reproductive health, and scholarship administration. By creating and administering exchange and training programs, IIE helps develop the talent and human resources needed to address the challenges facing the global community.

IIE/Ethiopia's capabilities include design and facilitation of small and large scale meetings for strategic results, leadership program design and implementation, scholarship management, and participatory training design and implementation. IIE/Ethiopia is currently committed to the expansion of leadership development and higher education programs not only in Ethiopia but throughout sub-Saharan Africa.

www.iie.org/addisababa

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