

**PERFORMANCE PROGRESS REPORT  
SF-PPR**

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10. Performance Narrative <i>(attach performance narrative as instructed by the awarding Federal Agency)</i> See attached document			
11. Other Attachments <i>(attach other documents as needed or as instructed by the awarding Federal Agency)</i>			
<b>12. Certification: I certify to the best of my knowledge and belief that this report is correct and complete for performance of activities for the purposes set forth in the award documents.</b>			
12a. Typed or Printed Name and Title of Authorized Certifying Official Christine Hamble Interim Executive Director, Grants & Contracts		12c. Telephone (area code, number and extension) 614-688-8734	
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12b. Signature of Authorized Certifying Official 		12e. Date Report Submitted (Month, Day, Year) 5/27/2016	
		13. Agency use only	

## **Increasing Capacity for Undergraduate Study Abroad in Ethiopia**

Between August 2013 and February 2016, the Center for African Studies led activities designed to develop an education abroad program for non-traditional students to a non-traditional destination: Ethiopia. Working with STEM and other disciplines throughout OSU, CAS formed relationships with the University of Gondar (UoG) and with Addis Ababa University (AAU) to make the program a reality. In addition, to improve the quality of undergraduate education in the short and long term, the project supported exchange between the 3 partner universities with particular emphasis on international education administration, distance learning, and advancing the preparation of educators in STEM and ESL. Thirty-five exchange visits were supported, often cofunding from non-grant sources. Below is a summary of activity related to project objectives.

### ***Increase faculty members' command of content and pedagogical approaches relevant to U.S. and Ethiopian classroom settings.***

- Faculty exchange between AAU and OSU's Colleges of Education increased professional capacity of AAU's ESL staff, provided opportunity for STEM faculty to begin development of pilot modules for Elearning in areas such as regression analysis.
- UoG staff took part in an international Global Learning consortium leading to new ties with Oranim University in Israel.
- Faculty teaching OSU students received and gave feedback on instruction of US students.

### ***Improve institutional systems for the academic, fiscal, and logistical management of group programs and other forms of study abroad for undergraduates, including internships, student exchanges, field work, and research***

- Experience with the 2014 Education Abroad program provided baseline experience through which to plan for improvements in student, staff, and faculty performance.
- Robust exchanges of international education staff between AAU, OSU, and UoG, as well as training workshops in Ethiopia, allowed for additional exposure and benchmarking.

### ***Strengthen institutional commitment to sustained but flexible programming that evolves to address changing needs and resources.***

- Over the course of the program, both AAU and UoG evolved in their understanding of US multi-disciplinary undergraduate education abroad programs and how to best administer them.
- Changes in OSU's model for education abroad along with organizational changes in both partner universities, while sometimes causing setbacks to smooth and consistent implementation of programs, have also led to re-strategizing that better incorporates partner institutions' operating environments.

### ***Objective 1: Improve participants' knowledge, understanding, aptitudes and attitudes needed to live and study in Ethiopia***

- Students participating in the 2014 trip, despite wide variations in their field of study, prior exposure to education abroad, and cultural background (minority, heritage, etc) all experienced and articulated growth in knowledge and understanding of Ethiopian society and culture, as well as a more acute understanding of their own identities as U.S. citizens, in their social, academic, and service interaction in Ethiopia.

### ***Demonstrate ongoing application of knowledge & skills acquired in community, academic, and professional networks.***

- Participating students' interest in Ethiopia, and in development, generally extended well beyond the experience of the May 2014 session. Individual students did 2015 summer internships with UoG. Students continued to participate in Ethiopian cultural events and to join Diaspora organizations for professional networking and service activities. A number have gone on to the Peace Corps, to pursue Masters' programs in development, and to work with global health exchanges.