## WEEK ONE  
### DAY 1 - MAY 3, 2022

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<td>8:00 – 8:55 AM</td>
<td>NETWORKING PRE-SESSION</td>
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<td>9:00 – 9:30 AM</td>
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### WELCOME

**LeAnna Marr**  
Acting Deputy Assistant Administrator and Acting Senior Coordinator of United States International Basic Education Assistance, Bureau for Development, Democracy and Innovation (DDI)  
USAID

### KEYNOTE MESSAGE

**Curiosity is a Survival Skill: How to Learn, Adapt and Be Brave**

Higher education institutions have offered some of the most promising settings for new ideas and innovations to thrive, in part because this is where students, faculty, and staff can collaborate in their thinking and are encouraged to be curious. Curiosity is the currency of innovative organizations, cultures, and even countries. Although the pursuit of our curiosity can be risky and uncomfortable, it can also allow us to generate or find the evidence that we need to hold ourselves accountable and contribute to positive development outcomes. Genuine curiosity about the wants and needs of our communities is a necessary orientation for locally-led development to become a reality. For all these reasons and more, USAID’s former Chief Innovation Officer, Alexis Bonnell, will inspire us to stay curious to support our learning throughout the Summit and in our work beyond.

**Alexis Bonnell**  
Senior Business Executive: Emerging Technology Evangelist  
Google

### 9:35 – 10:30 AM  
CONCURRENT SESSIONS (Research and Practice 55 min. Presentations)

**Embedded Research Translation: An Innovative Model for Collaborative Research Impact**

Higher education has a unique role in international development; however, there is little consensus on terminology or frameworks for how academics can collaborate with development practitioners and policymakers. LASER PULSE is an innovative program that fosters collaboration between these stakeholders to deliver research-driven solutions to field-sourced development challenges. In our session, we will (1) share findings of a rapid literature review on different research translation approaches (2) situate LASER PULSE’s Embedded Research Translation (ERT) model in the findings as an innovative new model for collaborative research impact in international development, and (3) conduct an interactive panel discussion to hear from researchers and practitioners in LASER PULSE projects who have applied the ERT model. A resource document introducing the model and its associated tools and a literature review summary can be viewed under the session resources section.

**Priyanka Brunese**, Research Scientist, Purdue University, LASER PULSE  
**Juan Posada-Burbano**, Project Manager, University of Notre Dame, LASER PULSE  
**Laura Riddering**, LASER PULSE Research Translation Advisor, Catholic Relief Services, LASER PULSE
10:30 – 10:45 AM  
**BREAK**

10:45 – 11:40 AM  
**CONCURRENT SESSIONS (Research and Practice 55 min. Presentations)**

**Internationalizing the English Curriculum: A Social Justice-Oriented Collaboration With Nepali Teachers**

Despite being a diverse country, Nepal’s multilingual and multicultural composition is not addressed in the educational policies and programs, mainly due to a nation-building plan that dictates that Nepali should be the official language of Nepal. We will share a collaborative project that engaged U.S.-based graduate students who partnered with an English teacher in Nepal to co-design a unit of English language lessons. These lessons were subsequently delivered in her classroom with an aim to develop critical pedagogical awareness with a focus on social justice issues. The graduate students reconceptualized themselves as resources while also ensuring a two-directional knowledge exchange with the partner teacher in Nepal. We also found that our teacher-partner in Nepal moved between English, Nepali, and other indigenous languages by adopting a...
The global research funding ecosystem recognizes “Grand Challenges” facing the world, purportedly providing platforms for international research collaboration. However, many universities in less economically developed countries risk being marginalized in, or locked out of, global research consortia because they struggle to meet funders’ administrative requirements. Since 2016, IREX has supported over 100 leaders from African Research Universities Alliance to build personal capabilities and their institutions’ capacity for research management through training, fellowships, grant funding, and coaching to support institutional change. Synthesized data from over 50 participants will be presented with qualitative data from training exercises to provide a snapshot of capacity across several African institutions. Program alumni demonstrate how they have used data to tailor interventions and prioritize institutional performance improvement to complement aggregated data. Finally, program evaluation data will be shared, indicating that this data-informed approach to program design leads to positive institutional change.

Paul Gonzza, Research Manager, Infectious Diseases Institute, Makerere University
Tim Shorter, Senior Program Officer, IREX
Rebecca Ward, Senior Technical Expert, IREX

### Addressing Needs of Agro-Processing MSMEs: Project-Based Learning Approaches for University Students

This session explores how higher education institutions can simultaneously skill students and develop innovations that meet the needs of industry, in this case, the food industry in Uganda. The presenters will show how they applied two approaches—human-centered design (HCD) and project-based learning (PBL) to engage students and address challenges faced by agro-processing medium, small, and micro-industries. The presentation outlines challenges in student learning within the agro-processing industry and the proposed training models that can bridge the identified gaps. Through an interactive panel discussion, the team will share how HCD and PBL were employed to build innovation ecosystems that respond to the needs of external stakeholders and provide students with skills to apply theories to practice.

Emmanuel Baidhe, Project Administrator, Makerere University
Moses Kalyango, Project Administrator, Makerere University
Julia Kigozi, Senior Lecturer, Makerere University
Isaac Oluk, Research and Development Lead, University of Kentucky

### Mental Health Capacity Building in Higher Education

Mental health is an important issue facing higher education students globally. Higher education institutions have witnessed a sharp rise in students’ mental health concerns, placing significant strain on services. In many cases, the rates of mental health issues far outpace the availability of services. In response to similar challenges at the New School, the Trauma and Global Mental Health Lab currently partner with Student Health Services to adapt and deliver a brief psychosocial intervention. Problem Management Plus (PM+) builds capacity for mental healthcare for students experiencing mild to moderate levels of distress. We explore how evidence-based capacity-building strategies can be used to increase the availability and accessibility of psychosocial support. In particular, this talk will present systems that integrate into existing...
education structures to provide educators and staff with sustainable models of mental health support.

Adam Brown, Associate Professor and Vice Provost for Research, New School for Social Research

Lessons Learned in Incentivizing Academics To Participate in USAID-Funded Research

Increasing the participation of the academic community to contribute to actionable government-funded research is a challenge that requires understanding and managing incentives and expectations. While many USAID-funded activities may not directly contribute to the core academic incentive of generating publications that lead to tenure, the Research Technical Assistance Center (RTAC) experience demonstrates that there are other ways to incentivize faculty and student researchers to participate in conducting evidence-based research. These incentives include financial compensation but also non-monetary enticements. We discuss some of the barriers to engaging academics in implementing USAID-funded research and technical assistance and some of the incentives used to create a global network of researchers interested in implementing USAID work.

Gabriela Alcaraz, Research Director, NORC at the University of Chicago, Research Technical Assistance Center
Sutherland Miller III, Project Director, NORC at the University of Chicago, Research Technical Assistance Center

Coaching as a Tool for Success in Higher Education

During this talk, we will suggest how to support innovativeness within higher education institutions via implementing a coaching program, through a case study example of a coaching program for the Makerere University College of Agricultural and Environmental Sciences (CAES) Innovation Scholars Program (ISP). Informed by data collected from previous ISPs working with Malawian universities and data from the current iteration with CAES in its second year, we explore the dramatic shifts that higher education must undergo to address both pressing challenges and take advantage of technological opportunities the need for innovation at the forefront. This includes a literature review, individual coach interviews, and monthly coaches’ surveys and group meetings. We highlight best practices and practical takeaways on developing, implementing, and evaluating an effective higher education coaching model, addressing specific challenges that include bringing innovative practices into traditional education systems.

Cait Goddard, Capacity Development and Design Thinking Specialist, Michigan State University
Sera Gondwe, Lecturer and Business Economist, Lilongwe University of Agriculture and Natural Resources

Teaching Human-Centered Design to Kenyan Computer Science Students

Digital technologies are transforming Kenya, but few Kenyan-born software developers play a significant role in building these technologies. Kenyans should be developing technical solutions to their country’s problems. One way to achieve this is by providing these students with the skills needed to design digital solutions that respond to local people’s needs. However, universities’ computer science programs tend to prioritize developing students’ technical skills over human-centered design approaches. This creative, interdisciplinary, and iterative process places humans at the center of technology development and increasingly develops innovative technologies. I have developed and implemented a short course that introduces Kenyan students to human-centered design to address this problem. In this lightning talk, I will discuss my experiences teaching this course. My observations suggest that the course encourages students to collaborate with students from other disciplines to imagine novel technical solutions to their everyday problems.

Susan Wyche, Associate Professor, Michigan State University

Measurement of Capacity To Innovate Across Project Participants (During and Post-Project)

Project management teams are encouraged to assess their programs’ impact on a Higher-Education Institutions (HEI) post-funding. Teams must show evidence that participants possess a capacity (or rather competency) to apply research, engage local knowledge, and address local problems with innovative solutions. However, measuring “competency” to innovate is complex, requiring the collection of various artifacts across a project cycle, training of artifact reviewers, and conducting several review phases to analyze artifacts in two respects: cognition and application. This lightning talk will present a participatory process for measuring HEI contributions to innovation. Methods were installed to review various artifacts from project activities (e.g., field trip interviews, workshop diaries). The approach to collecting and assessing artifacts introduces practices that can be replicated across the international development arena. By the end of the presentation, attendees will learn about a process to measure competencies for innovation and scales for measuring these competencies.

William Heinrich, Director, Orbis Mindset
Timothy Silberg, Outreach Specialist, Michigan State University

DAILY REFLECTIONS
Synthesis

**Eric Bergthold**  
Executive Director, Office of International Development  
University of Arizona  
Member, USAID Higher Education Learning Network Steering Group

Youth Reflection

**James Odede**  
Founder, Lakehub  
Co-Founder and Chief Technical Officer, AquaRech

MESSAGE FROM LEANNA MARR

**LeAnna Marr**  
Acting Deputy Assistant Administrator and Acting Senior Coordinator of United States International Basic Education Assistance, Bureau for Development, Democracy and Innovation (DDI)  
USAID

All times are listed in U.S. Eastern Standard Time

## WEEK ONE  DAY 2 - MAY 4, 2022

**9:00 – 9:30 AM OPENING PLENARY**

**WMGIC: A Student-Led Innovation Challenge for Applied Learning and Development Problem-Solving**

The William and Mary Global Innovation Challenge (WMGIC) encourages and facilitates interdisciplinary collaboration and applied learning opportunities among students, policymakers, practitioners, and researchers by bringing innovative and sustainable perspectives to solve complex global issues. The student organizers of the competition will share the “WMGIC Model,” a flagship competition on international and sustainable development. Participants will have the opportunity to experience the fast-thinking, nimble problem solving, and crazy dreaming of an innovation challenge competition, as well as hear the winning pitch from the 2022 competition. By partnering together, the development and higher education communities can learn how to join this movement to unleash student innovation and solve problems together.

**Thomas (Huan-Cheng) Liu**  
Gates Scholar and Senior  
The College of William & Mary

**Hannah Garfinkel**  
Graduate Student  
The College of William & Mary

**Isaac K. Narteh**  
Student  
Berea College
Building Preservice Instructors’ Capacity Through Collaboration During COVID

Our team explores innovative efforts to adapt working modalities for collaboration between higher education institutions when in-person training is impossible. We will discuss strategies used to strengthen the capacity of preservice teaching faculty in the Philippines to deliver research-based, early literacy instruction in the context of multilingual education. Through an interactive panel discussion, you will learn about an approach to connect preservice teaching faculty in distant locations. You will also hear how to successfully co-develop teaching modules for a revised Early Childhood and Elementary Education program. We will explore how aligning preservice and in-service content and pedagogy training contributes to developing a cadre of teachers that can support each other in the implementation of evidence-based strategies for multilingual literacy instruction. We will also present creative technological techniques to overcome the challenges of a low-resource context, integrate active learning in virtual settings, and promote sustainable change.

Marion Fesmire, Research Faculty, Inclusion and Literacy Specialist, Florida State University
Ana H. Marty, Research Faculty, ECE and Literacy Specialist, Florida State University
Kate Schell, Doctoral Student, Florida State University

Incentivising Research & Innovation Among African Higher Education Institutions in Conflict-Settings

Higher Education Institutions (HEIs) are strategically placed to address information and data needs to inform development challenges in LMIC and localities. Research and innovation ecosystems in HEIs in low-income countries like those in Africa; however, HEIs that have been affected by conflict have unique challenges. We highlight these issues using the two-country case study involving South Sudan and Somalia. The session presentation and discussion will review several challenges, including the lack of investment in funding for research & innovation, political instability and conflict, and the ethical review processes. We will also address challenges for women entrepreneurs from Muslim countries and homebound women who lack support, funding, and encouragement. You will also learn tips and recommendations from these two case studies from male and female scholars.

Angella Atukunda, Research Manager, Makerere University, ResillientAfrica Network
Nathan Tumuhamye, Director of Operations, Makerere University, ResillientAfrica Network

Research to Practice: How Investments in HEIs Support Innovation and Development

USAID’s investments in higher education can increase innovation and evidence-based policy-making in the countries where USAID has a presence. However, the timeline for the realization of such results can take time. To examine the long-term impacts of these investments, we employ quasi-experimental and mixed methods to conduct long-term retrospective evaluations of two programs. Partnerships for Enhanced Engagement in Research (PEER) is a grant program that funds scientists in USAID partner countries to conduct research activities to solve development problems locally. The Higher Education Solutions Network (HESN) program engaged seven university development labs to strengthen the role of HEIs in development. This panel discussion will present the findings of both studies, focusing on what works in terms of research translation for community development and policy-making. Attendees will learn about the long-term evidence supporting both activities beyond what can be detected at the close of the program.

Danice Guzmán, Associate Director, Evidence and Learning, University of Notre Dame
Lila Khatiwada, Senior Research Associate, University of Notre Dame
Audrey-Marie Moore, Principal Researcher, Mathematica Policy Research
Josh Meuth Aldredge, Research Analyst, Mathematica Policy Research

Assessing HEI-led Innovation and Entrepreneurial Ecosystems: Pilot Testing in Four Countries

One of the learning priorities in the USAID 2022-2026 Learning Agenda relates to effectively measuring change and transformation at the local system level. Assessing change within local systems of innovation and entrepreneurship, or “local innovation ecosystems,” is challenging yet essential for interventions that seek to strengthen these ecosystems and improve their performance. This session will share the process and early results of pilot testing diagnostic approaches designed to assess the capacity and performance of innovation and entrepreneurial ecosystems based at and/or driven by higher education institutions (HEIs) in LMICs. Researchers from the Massachusetts Institute of Technology working on the USAID-funded ASPIRE project (under BRIDGE-Train) and the University of Notre Dame’s Pulte Institute for Global Development working in the USAID-funded Supporting Holistic and Actionable Research in Education (SHARE) will present their lessons learned from piloting closely related innovation ecosystem diagnostics in Guatemala, Kenya, Indonesia, and the Philippines.

Elias Damtew Assefa, Postdoctoral Associate, Massachusetts Institute of Technology D-Lab
Elizabeth Dolar, Research Associate, University of Notre Dame
Elizabeth Hoffecker, Research Scientist and Lead of the Local Innovation Group, Massachusetts Institute of Technology D-Lab
John Muthama, Professor, Faculty of Science and Technology, University of Nairobi

The Innovation Scholars Program: A Higher Education Institutional Capacity Development Story

USAID’s Edulinks and HELIX APS identified the Innovation Scholars Program (ISP) as an innovative model for capacity development for higher education institutions (HEI). Separate USAID mechanisms funded the ISP at three African
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<td>10:45 – 11:15 AM</td>
<td>POSTER SESSIONS - PRESENTER LIVE Q &amp; A (30 min. Q&amp;A)</td>
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**Supporting and Seeding Research and Innovation Within and Between Universities**

The study's objective was to implement a grant writing workshop, provide seed funding for grant proposals, and identify research partnerships and innovation areas between the two universities. Both institutions' senior research faculty presented a hybrid grant writing workshop to the University of Nigeria, Nsukka faculty, and doctoral students from March 22-25, 2021. Following the workshop, the investigators developed a call for grant proposals for pilot grants. Faculty from both universities selected 7 of 26 applications to award grant funding. Based on the success of the grant writing workshop, the Director of Research at the UNN has committed funding to develop a Writing Center, with technical support from the Michigan State University Writing Center. Skills development to enable partners to be true research partners, provision of seed funding for pilot data, and matchmaking potential research colleagues can lead to sustainable institutional growth and innovation between and across institutions.

Rebecca Malouin, Director, Michigan State University  
Amelia Odo, Senior Lecturer, University of Nigeria, Nsukka

**Diagnostic Tool to Assess Innovation Readiness in Philippine Higher Education Institutions**

The proposed poster presentation will focus on the design, implementation, and benefits of an institutional diagnostic tool (IDT) for Higher Education Institutions (HEIs). The poster will capture the methodology and results of the assessment developed with a local partner association of 112 public HEIs to measure their innovation capacity. The experience may be valuable to other countries facing similar challenges in answering the critical question on the innovation theme on how the coordination and governance of HEI systems can be improved to support private sector engagement and innovation ecosystems.

Mir Shariff Tillah, Senior Education Adviser, USAID  
Rossana Zetino-Beale, Senior Innovation Policy Analyst, RTI International

**Facilitating Scholars to Apply Human-Centered Design Thinking in CAES**

The CAES-ISP is an innovation scholars program supporting academic staff and top administrators of Makerere University’s College of Agricultural and Environmental Sciences to develop innovative ways to enhance teaching and learning. The CAES-ISP offers the opportunity to academic staff to work as interdisciplinary teams to solve food-system problems that are relevant to food in Africa while at the same time offering the CAES leadership team an opportunity to revitalize the innovation culture within the College. It consists of 2 tracks: The Academic track and the Top Management track. It was built on the model that fosters Human-centered Design Thinking among scholars. It is implemented to contribute to 5 grand challenges, namely: preparing students effectively for changing international and local markets; preparing students for self-driven career paths; developing innovative technology for the market; strengthening CAES’ influence in policy decision making, and developing a thriving CAES innovation environment.

Fredrick Bagamba, Senior Lecturer, Makerere University College of Agricultural and Environmental Sciences  
Jackline Bonabana-Wabbi, Associate Professor and Program Manager, CAES-ISP, Makerere University

**Introduction to Development Engineering: A New Open Access Graduate-Level Textbook**

Despite increasing focus on the promise of technology for meeting SDGs, enormous challenges remain to harness innovation for social impact around the world. The emerging interdisciplinary field of Development Engineering (DevEng) seeks to improve our understanding of how to better design and implement technological innovations in resource-constrained settings. The DevEng field merges research insights from social sciences and engineering and provides a...
framework for their application to poverty alleviation and economic growth.

The presentation will showcase the new Open Access textbook “Introduction to Development Engineering: A Framework with Applications from the Field.” The book offers an overview, and 19 real-world case studies demonstrating how interdisciplinary learning and awareness of contextual constraints can help new technologies for adoption and scaling. The book is co-authored by pioneering faculty, researchers, and senior doctoral students, and is already being used as the core text for UC Berkeley’s new Master of Development Engineering program.

Anustubh Agnihotri, Doctoral Student, University of California, Berkeley
Ashok Gadgil, Faculty Senior Scientist, Lawrence Berkeley National Laboratory

Development of an End-User Oriented Curriculum and Cultivation of an Innovation Ecosystem

Higher Education Institutions (HEIs) are asked to advance innovations to address local problems adapted to end-user needs; this is not an easy process. The ecosystem needed to facilitate this process faces several challenges, as it rarely invites end-user input throughout the process. When it does, iteration is seldom practiced based on these end-user inputs. To create a space for iteration, a curriculum named the “innovation toolkit” was created by the faculty of Malawi University of Science and Technology (MUST), with the support of Michigan State University (MSU). The toolkit facilitates the application of Human-Centered Design at HEIs. This poster presentation will introduce a process for developing the curriculum collaboratively with international partners. By the end of the presentation, attendees will learn about the 14 modules created, the iteration has taken to create the curriculum, and how it guides students and faculty to implement end-user-oriented innovations for local problems.

Richard Chilipa, Professor, Malawi University of Science and Technology
Timothy Robert Silberg, Outreach Specialist, Michigan State University

11:15 AM – 12:30 PM GENERAL SESSION PLENARY

PANEL DISCUSSION

Assume Nothing: Catalyzing Innovation Ecosystems Through and With Higher Education

Higher education systems and institutions are expected, particularly by the national governments and foreign donors who fund them, to go beyond the traditional endpoint of academic research to provide innovative and practical solutions to economic and social problems. Higher education systems and institutions cannot do this alone and more guidance on how to develop inter-institutional relationships that promote innovation in developing countries is needed. This panel discussion will feature stories from representatives of higher education institutions and networks in Africa that have integrated innovation approaches into their institutions at different scales.

Moderator

Ticora V. Jones
Chief Scientist
USAID

Panelists

Patrick Awuah
Founder and President
Ashesi University

Bernice T. Dahn
Vice President for Health Sciences
University of Liberia

Dorothy Okello
Dean, School of Engineering
Makerere University
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Kabelo Mahlobogwane  
MD, Thuli Mandonsela Foundation  
Founder, The Marking App

| 12:30 – 1:00 PM | NETWORKING ACTIVITY |