



2022 Higher Education Global Evidence Summit

May 3-4 • May 10-11 • May 17-18

All session content will be presented in English



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

VIEW: [WEEK ONE](#) • [WEEK THREE](#)

WEEK TWO DAY 1 - MAY 10, 2022 EMPLOYABILITY

8:00 – 8:55 AM NETWORKING PRE-SESSION

9:00 – 9:45 AM OPENING PLENARY

The Importance of Higher Education in USAID Programming: A Keynote Message and Fireside Chat with Samantha Power

USAID Administrator Samantha Power will deliver a keynote address on the importance of local higher education institutions in advancing development outcomes. Directly following her remarks, she will speak with a young international development professional and recent graduate student from Kazakhstan, Albina Tortbayeva, to further explore how USAID’s programming can support youth and their pathway to employment with and through higher education.



Samantha Power
Administrator
USAID



Albina Tortbayeva
International Development Professional

9:45 – 10:30 AM PLENARY DISCUSSION

The Past, Present, and Future of Higher Education and Work

Higher education has always played a role in workforce development, yet how and why this function has evolved differs across geographic contexts. In this session, we will explore the relationship between higher education and work in the past, present and future. After making a distinction between employability and employment, the moderator will pose a series of questions for the panelists from varied backgrounds to debate. The conversation will revolve around the intersection of higher education, youth, and workforce development; higher education’s commitment to students vs. the government vs. the market; and how higher education institutions around the world may need to evolve to contribute more effectively to workforce development in a rapidly changing labor landscape.

Moderator



Minu Ipe
Managing Director and Vice-Chair of the University Design Institute (UDI)
Arizona State University

Panelist



Moses Chimbari
Pro-Vice-Chancellor
Great Zimbabwe University



Albert Nsengiyumva
Executive Secretary
Association for the Development of Education in Africa (ADEA)



Lucy Heady
CEO
Education Sub-Saharan Africa (ESSA)

10:30 – 10:45 AM

BREAK

10:45 – 11:40 AM

CONCURRENT SESSIONS (Research and Practice 55 min. Presentations)

Supporting Employability During COVID-19: Evidence from Short-Cycle Programs in LAC

Pre-COVID, in LMIC LAC countries, 2.4 million students were enrolled in short-cycle tertiary education programs (SCPs), which prepare students for mid-level technical and associate professional positions. In LAC, these students are disadvantaged and have less access to virtual learning. During COVID, many SCPs have lost students and resources. They have struggled to adapt to the virtual setting while facing the major challenge of delivering crucial practical training and connecting students to economic opportunities. A World Bank panelist will discuss new research on SCPs in LAC and recommendations for program design and implementation in the pandemic and beyond. An FHI 360 panelist will delve into experiences implementing labor bridging activities for students in Guatemala, Honduras, and Jamaica. Key takeaways will include how SCPs can hasten the recovery and improve resilience, opportunities for higher education stakeholders in the region, and recommendations for future research and programming.

Ruth Chisholm, Jamaica Program Director, USAID Advance, FHI 360

Maria Marta Ferreyra, Senior Economist, Office of the Regional Chief Economist, Latin America and the Caribbean, World Bank

Eleanor Sohnen, Technical Advisor, FHI 360

Impact of Higher Education Career Services on Employability in Iraq

In labor market research conducted by IREX with over 500 employers in Iraq from 2016-2017, industry partners stressed a critical need for English language, computer, critical thinking, and problem-solving skills among recent graduates. A 2020 follow-on career services evaluation involving over 1,000 students and recent graduates examined the impact of university career development centers (CDCs) on students' employability. It found that CDCs are likely having a positive impact on youth employment outcomes.

This session's objective is to provide evidence of the impact that university CDCs in Iraq play in enhancing students' employability, including virtual programming during the COVID pandemic. Participants will learn how, despite formidable challenges, CDCs, industry, and Ministry partners provide students with significant professional development opportunities that boost their confidence, knowledge, and skills. IREX will share lessons learned from a decade of work in Iraq, offering audience members the chance to discuss relevance to their contexts as well.

Ammar Waleed Alani, Country Representative, IREX

Stanley Currier, Senior Technical Advisor, IREX

Lori Mason, Senior Technical Expert, IREX

Syako Sulaiman Shekho, Senior Program Officer, IREX

Work-Integrated Learning for Employability: A South African Perspective

Universities are pressured to produce graduates meeting the demands of the ever-changing labour market. The study investigated how universities integrate employability into the curriculum through implementing work-integrated learning. This research explored various ways in which employability is integrated into the curriculum to promote the work readiness of mining engineering graduates. Findings revealed that the mining engineering curriculum values the exit

learning outcomes set by the Engineering Council of South Africa (ECSA) as part of the accreditation process. This suggests that accreditation could be relevant for ensuring that graduates satisfy the exit level outcomes, which supports the development of employability capabilities. The results provide valuable insights into how mining companies and universities can collaborate to design experiential learning activities that empower students to obtain the necessary work experience required in the labour market. Crucially findings might assist curriculum designers in integrating technical and generic skills to support graduate employability.

Paul Othusitse Dipitso, Doctoral Candidate, University of the Western Cape

Higher Education Students' Transition to Employment: West and East Africa Perspectives

Of Africa's nearly 420 million young people aged 15-35, one-third are unemployed, another third are vulnerably employed, and only one in six is in wage employment. The problem is not just unemployment but underemployment (AfDB, 2015). Creating employment opportunities for young people in Sub-Saharan Africa is complex and requires different stakeholders, including higher education institutions. However, students have agency to make choices and take advantage of the opportunities available. The session will be a forum to present and discuss findings from a research project exploring how higher education students can facilitate their transition to employment. Key points will include engagement in advocacy at continental, national and institutional levels, participation in career fairs/training, flexibility in career/job opportunities, networking, and investment of time and effort in learning.

Samuel Asare, Research Manager, Education Sub Saharan Africa (ESSA)

Pauline Essah, Director of Research and Insights, Education Sub Saharan Africa (ESSA)

Motivating Lecturers, Centering Learners and Engaging Communities: An East African Model

How can African universities make their teaching and learning more relevant to their students' future employment and society's needs? How can they support staff in teaching critical thinking and problem-solving skills and developing a more inclusive pedagogy? How can they motivate and enable their staff to lead this change themselves? This session introduces a "made in East Africa" approach to meeting these challenges. Discussions will center around: how they re-designed curricula at the course level to bring change into the classroom more quickly; how they supported colleagues to embed gender-responsive pedagogies; how they created new and lasting mechanisms to engage communities, employers, and students in the process.

Jon Harle, Director of Programmes, INASP

Gloriana Monko, Assistant Lecturer, University of Dodoma

Tupokigwe Isagah, Lecturer and Head of Department, Computing Science Studies, Mzumbe University

Walter Odongo, Senior Lecturer, Department of Rural Development and Agribusiness, Gulu University

Perspectives for Entrepreneurship Among University Graduates in the Global South

Higher Education Institutions (HEI) have the opportunity to alleviate the challenges of unemployment and poor skilling that affect the thoughtful engagement of youth in entrepreneurship. University graduates in large parts of Sub-Saharan Africa find it hard to get employment after completing their studies. To increase entrepreneurship among graduates, the role of HEIs is derailed by funding constraints and capacity limitations within an evolving entrepreneurial ecosystem. Informed by findings from entrepreneurship learning and training programs in Uganda, we focus on Global South perspectives on entrepreneurship. The views are: Creating an Entrepreneurial Ecosystem, Benchmarking Approaches for Improved Delivery of Hands-on Practical Experiences, and Problem-Solving-Centered Teaching and Learning. We used surveys and multi-stakeholder engagement to interrogate these areas based on the human-centered design. Our model serves as an example of the role that HEIs and their partners, supported by USAID, may play to advance employability among graduates in USAID partner countries.

Patrick Musinguzi, Lecturer/Researcher, Makerere University

Raymond Musiima, Programs Manager, Michigan Fellows Agribusiness Initiative (MFAI)

Alice Turinawe, Lecturer, Makerere University

11:40 – 12:00 PM

BREAK

12:00 – 12:30 PM

LIGHTNING TALKS - PRESENTER LIVE Q & A (30 min. Discussions)

5-minute asynchronous pre-recorded presentations. Live 30-minute discussions with the presentation teams during the event.

Advancing Faculty Development Through a Train-the-Trainer Program in Liberia

Over the past few decades, the evolution of medical and health sciences education has highlighted the need for faculty well trained in pedagogy and instructional methodologies. The University of Liberia College of Health Sciences (ULCHS) Faculty Development Program (FDP) provides a blended approach to enhance teaching and pedagogy, leadership, and change management competencies. Developed in Liberia by Jhpiego, USAID, and Mother Patern College of Health Sciences (MPCHS), the program was adapted and expanded to ULCHS through a Train-the-Trainer (TOT) model between 2019-2021. Pre- and post-surveys administered to 65 participants showed an average increase of 70% in all 11

competency domains after the program, with little difference between outcomes of each training. The results suggest that the FDP and TOT approach can effectively increase competency in educational practice.

Marie Martin, Associate Director, Vanderbilt University Medical Center

Odell Kumeh, Deputy Director, Faculty Development, University of Liberia College of Health Sciences

Liberia's Medical Faculty Apprenticeship Program: A Pipeline for Permanent, Full-Time Faculty

A critical capacity-building component in Liberia's physician workforce involves equipping the country's only medical school, A.M. Dogliotti School of Medicine (AMD), with permanent, well-trained medical school faculty. The University of Liberia College of Health Sciences (ULCHS), which houses AMD, developed a 4-year Faculty Apprenticeship (FA) program to establish a pipeline for permanent, full-time medical faculty in preclinical basic sciences. Launched in 2019 with funding from USAID, the program involves three phases: 1) Supervised Teaching Experience, 2) Graduate Training Abroad (for a master's degree in basic sciences), and 3) Mentorship in Transition to Faculty. The FA program includes the selection of high-potential candidates for primary science teaching and culminates in the consideration of program graduates for junior preclinical faculty positions at AMD. In exchange for receiving scholarship funding from ULCHS to support their graduate training, FA program participants commit to serving as junior faculty at AMD for four years, minimum.

Bernice Dahn, Vice President, Health Sciences, University of Liberia

Kristina Talbert-Slagle, Assistant Professor, General Internal Medicine, Yale University

Innovative Work-Readiness Curriculum in Lebanon's Higher Education Institutions

The five-year (2019-2024) USAID Higher Education Capacity Development Program (HECD) delivers institutional capacity building and professional development for staff and instructors at Higher Education Institutions (HEIs) in Lebanon. HECD's approach is grounded in international best-practice for promoting employability skills. The program has facilitated Training of Trainer workshops for HEI instructors on how to deliver an interactive employability course called Work Ready Now, which focuses on 21st-century job readiness skills in-demand by local and international employment sectors. Work Ready Now (WRN) is comprised of five modules covering personal development, communication skills, job-seeking skills, appropriate workforce behaviors, and leadership. The program emphasizes new, experiential learning for university students focused on employability, entrepreneurship, and work-based learning skills needed in today's labor market.

Wael Zaraket, Project Manager/Higher Education Capacity Development (HECD) Program Beirut, Lebanon, Education Development Center, Inc. (EDC)

Global DEI, An Employability Opportunity for Higher Education

How can Global Diversity, Equity, Inclusion, Belonging, and Justice (DEIBJ) support students' employability while developing staff and faculty's professional skills?

Global DEIBJ initiatives support the development and sustainability of students, faculty, and staff intercultural communication competencies (ICC) and other transferable skills. Increased globalization and (in-person and virtual) interconnectedness of multinational work environments amplified the demand for graduates capable of effectively navigating different cultural frameworks. Michigan State University is collaboratively developing global DEIBJ co-curricular programs while supporting the integration of global DEIBJ in the classroom to create cohesion between higher education curricula and future employment. We promote the understanding of respect and inclusion of different cultures and identities. Our goal is to produce globally competent students and culturally aware faculty and staff who are highly valued and career-ready with skill sets and sensitivities across borders.

Anjam Chaudhary, DEI Coordinator, Michigan State University

Ashley Green, Assistant Dean and DEI Director, Michigan State University

12:30 PM – 1:00 PM

GENERAL SESSION PLENARY

DAILY REFLECTIONS

Synthesis



Yolande Miller-Grandvaux

Senior Global Education Strategy Advisor

FHI360

Member, USAID Higher Education Learning Network Steering Group

Youth Reflection



Albina Tortbayeva
International Development Professional

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

WEEK TWO DAY 2 - MAY 11, 2022

EMPLOYABILITY

9:00 – 9:30 AM

OPENING PLENARY

Employability with Dis-Ability: How Employable Africa Enhances Academic and Employment Opportunities for Youth with Disabilities

Employable Africa enhances academic and employment outcomes for youth and children with disabilities. Started in 2018 in Tanzania, Employable Africa uses data and technology innovation to support people with disabilities in Africa to succeed in education and employment by training and supporting digital transcription services. Recognized by many local and international stakeholders for its unique regional impact, Employable Africa has won awards from MCC/PARFAR through DLab Tanzania, Zero-Project, and was an Africa finalist from the World Bank Group. This session will be led by Employable Africa's Executive Director Gwaliwa Mashaka, a data software engineer based in Tanzania who has a disability, and will challenge participants to think about the connection between higher education and employability for individuals with disabilities.



Gwaliwa Mashaka
Founder
Employable Africa

9:35 – 10:30 AM

CONCURRENT SESSIONS (Research and Practice 55 min. Presentations)

The Digital Transformation of Higher Education Internationalization

Workforce demands for graduates with global competencies, including digital literacy, collaboration, and intercultural intelligence, continue to rise. How can higher education transform teaching, learning, and research to meet those demands in a landscape with ever-tightening budgets and greater competition for quality students?

What new strategies are needed to effectively re-design academic programs and management processes to enable those transformations? What approaches can help mitigate resistance amongst campus stakeholders? This session will critically examine how higher education institutions cost-effectively transform international teaching, learning, and research through greater collaboration and creative adoption of online modalities. We will share insights, approaches, and key considerations for the digital transformation of internationalization focusing on transferability, including through breakout groups to brainstorm strategies for your institution.

Yacob Astatke, *Assistant Vice President for International Affairs, Morgan State University*

Katherine A. Salvador Cisneros, *Coordinator of Educational Research at the Center of Educational Research and Services, Escuela Superior Politécnica del Litoral*

Veronica Onorevole, *Associate Director of Programs and Global Initiatives, American Council on Education*

Youth-Led Participatory Action Research in Ethiopia: Implications for Higher Education Innovation/Employability

In this interactive session, four co-authors will present an emergent framework for youth participatory action research in Ethiopia and solicit audience feedback. Innovation and employability are major concerns for the sustainable development of Ethiopian higher education. Currently, the unemployment rate in Ethiopia is 2.79%, a figure that has climbed and will likely further increase as the COVID epidemic and civil war continue (ILO, 2021; Mackintosh, 2021). For those committed to the stability and wellbeing of the Ethiopian people, improving outcomes of higher education graduates in the labor market should be a priority. As team members of a USAID-funded project (Kefeta: Integrated Youth Activity in Ethiopia), we propose that student engagement through youth-led participatory action research (YPAR) is useful for advancing higher education innovation and employability. Specifically, we posit that YPAR will help us answer the following guiding question: "How can HE systems and institutions best incentivize research and innovation?"

Temesgen Leta Bikila, Graduate Student, Arizona State University
Meseret Hailu, Assistant Professor, Arizona State University
Atota Halkiyo, Doctoral Student, Arizona State University
Adnan Turan, Doctoral Student, Arizona State University

Improving Employability of University Graduates in Morocco

The employability of University Graduates is a priority issue for the Moroccan higher educational system. Increased university enrollments and university graduates are at the same time a challenge and an opportunity. More job opportunities need to be created, requiring adequate economic growth. On the other hand, an increased number of university graduates is a real asset for competitiveness in a knowledge-based economy if these graduates are well prepared. Morocco has been undertaking a profound reform of its higher education, whose essential objectives are to train empowered graduates with skills attuned to the job market's needs. The undertaken reform concerns various aspects, including pedagogy, quality assurance, and governance. The paper will present salient aspects of the higher education reform, focusing on those relevant to improving the employability prospects of university graduates.

Abderrazak Ben Saga, Head Division, Ministry of Higher Education, Scientific Research and Innovation
Mohamed Tahiri, Director of Higher Education and Pedagogical Development, Ministre of Higher Éducation, Scientifique Research André Innovation

Accessible Learning for an Inclusive Workforce – Lessons and Best Practices

This session will discuss how accessible technology can be a game-changer for people with disabilities to effectively build their skills and engage in the labour market. We will present Leonard Cheshire's initiative to create an inclusive digital employment pathway under our Innovation to Inclusion (i2i) programme supported by the UK Foreign, Commonwealth, and Development Office. In particular, we will reflect on our experience working with people with disabilities to produce an award-winning training package on soft and digital skills that is accessible and inclusive. We will build on a learning paper on inclusive innovation scheduled for release in May 2022 that will explore the following key question: How can accessible technology be used to effectively engage and retain women and men with disabilities in work? We will share lessons and provide practical examples grounded in rigorous evidence that apply to the design and delivery of higher education provision.

Angel Perez, Senior Technology and Innovation Lead, Leonard Cheshire
Elizabeth Shiakamiri, Programme Manager, Innovation to Inclusion Project, Kenya, Leonard Cheshire

The Role of African Higher Education Institutions in Advancing Youth Entrepreneurship

Our presentation is aligned with the theme of employability, addressing the question, "Beyond their academic course of study, what are ways institutions can support the employability of graduates, particularly for underrepresented groups and individuals?" The selected theme concurs with the study conducted on Higher Education Institutions (HEIs) in promoting youth entrepreneurship in nine Sub-Saharan African countries. Existing research has shown that Sub-Saharan Africa has the youngest population globally; over 50 percent of African people are under 25 years. The growing youth population and many other factors place the continent in a demographic youth bulge and poor economic growth related to unemployment challenges. Although more youths enter the labor market seeking employment every year, the gap between supply and demand in the labor force widens. Some skill development and training initiatives have been implemented to promote knowledge and job readiness to the growing youth population for employment. However, a significant number of African youths still experience unemployment.

Sera Gondwe, Lecturer, Lilongwe University of Agriculture and Natural Resources
Anastacia Mamabolo, Associate Professor, Gordon Institute of Business Science
Abou Traore, Associate Professor, Michigan State University
Peter K. Turyakira, Associate Professor, Makerere University

10:30 – 10:45 AM

BREAK

10:45 – 11:15 AM

POSTER SESSIONS - PRESENTER LIVE Q & A (30 min. Q&A)

Asynchronous pre-recorded poster presentations. Live 30-minute Q&A with the presentation teams during the event.

Aligning Curriculum with Industry Needs Using Online Labour Market Intelligence in Malawi

Malawi lacks a functional labour information system. Figuring out job trends and the most in-demand skills from the industry that is key to informing evidence-based curriculum review for institutions of higher learning is a challenge. Myjobo.com and SHEAMA analysed 15,000 online job vacancies to extract and aggregate non-technical skills included in the Ads to determine in-demand employability skills. The aim was to develop, through a collaborative process, the first *Employability Skills Framework for Malawi* as a key tool for improving employability amongst the graduate pool.

The framework provides a basis for skills assessment, curriculum alignment for higher institutions of learning, career services, and focused skills training programmes. A platform for collaboration between industry and institutions of higher learning now exists to ensure sustained alignment of curriculum and job market trends. In the absence of traditional systems, innovative technological approaches to data generation have helped address the challenges.

Kondwani Mwangulube, Executive Director, Myjobo.com
Emmanuel Nkhukuzalira Magomero, Workforce Development Specialist, ECASU Trust

U.S.-Modeled Career Center Outcomes at Technological Institute of the Philippines

This poster captures the interventions and outcomes of the Technological Institute of the Philippines (TIP) in developing its Career Centers, with technical assistance from USAID through the Science, Technology, Research and Innovation for Development (STRIDE) program (2013-2022). It highlights the journey of a private HEI that has increased graduate employability and private sector partnerships through strengthened career center services patterned on those of US HEIs. Results from U.S.-based training coupled with localization of programs answer the employability question: how can institutions support graduates' employability beyond their academics, particularly for underrepresented groups and individuals? Key learnings and impacts will also be discussed during the Q&A portion, which would interest participants looking to improve both private sector collaborations and student career services at HEIs in a developing country.

Richard Abendan, Chief of Party, RTI International
Frank Alejandrino, Assistant Vice President, Technological Institute of the Philippines

The Tanzania – Nisonger Center ECHO Collaboration on Neurodevelopmental Disabilities

The Tanzania – Nisonger Center ECHO Collaboration on Neurodevelopmental Disabilities is an international virtual program that provides special educators in Tanzania training on Neurodevelopmental Disabilities. It involves learning about evidence-based practices and other strategies to ensure positive outcomes for students with disabilities. The project is an expansion of a pilot project, and the 21/22 Tanzania ECHO Project has reached 30 special educators from the public sector in 4 different cities in Tanzania. It involves a bi-monthly training program with eight sessions. The didactic presentations, live ECHO sessions, and case studies allow for a unique experience of mutual learning, sharing practices, and problem-solving to best meet the needs of low-resource classrooms. The poster reflects on the data collected, the successes, and the importance of similar international collaborations that can be adapted to best fit and mutually support inclusive learning.

Greta Hilbrands, Psychology Post-Doctoral Fellow, The Ohio State University, Nisonger Center
Bijal Lal, Special Education Teacher, Independent - Tujumuishe Tanzania

Connecting Employability and Education: Global Career Competency Frameworks

The global pandemic has reshaped how employers view the workforce and how their employees learn. The concept of hybrid and virtual training and learning experiences for internship and apprenticeship hires, for example, should be part of this conversation. This session explores the relevance, responsiveness, and ROI within education as translated to employability. We'll review this visualization and discuss career competence models and how employers, HEIs, and students can use a framework for learning and development. By sharing research related to employability metrics, you'll learn about the first iterations of the GCC Global Career Competence Model and see examples of these types of metrics applied to various forms of education. This is a session for HEIs, the private sector, and governmental actors alike, as we'll review the benefits of these models for all stakeholders to reshape how you see the upcoming global workforce and education.

Kate Moore, Principal and Co-Founder, Global Career Center
Naveen Shah, Director and Founding Team, India & South Asia, Global Career Center

11:15 – 11:30 AM BREAK

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

PANEL DISCUSSION

Journeys to Employment: Youth Stories on Employability

What is the impact of higher education employability programs on the youth they serve? Through visual storytelling, this session will give alumni of programs at the intersection of higher education, youth, and workforce development a chance to share what made these programs transformative to their lives and livelihoods. After each story, participants will have the opportunity to ask questions and make written resolutions to apply their learning to future programs and practices.

Moderator



Rebecca Ward
Senior Technical Advisor
IREX

Panelists



Roshane Tareke Bartley
Youth Leader



Kevin Ndura
Cloudfactory Kenya Ltd.



Maryam Nihad
Youth Leader

DAILY REFLECTIONS

Youth Response



Ananya Singh
Graduate Student
Jawaharlal Nehru University

12:30 – 1:00 PM

NETWORKING ACTIVITY