



USAID HIGHER EDUCATION LANDSCAPE ANALYSIS 2014-2018

This publication was produced at the request of the United States Agency for International Development. It was prepared independently by Jennifer L. Lebrón, Dr. Anne Griffin, and Dr. Robin DePietro-Jurand.

On the cover: Kabul University, October 28 2014: Enrolled in Kabul University's Masters in Public Policy and Administration program (MPPA), Nadia hopes to have a career serving her country as a key member of the Afghan government. Thirteen years ago, this wouldn't have been possible; while the Taliban was in power few people reached higher education and women were barred from schools entirely. However, through efforts of the new Afghan government and international organizations, quality higher education is becoming a reality for people like Nadia. USAID alone, through the Higher Education Project, has contributed \$92 million toward the development of Afghan Universities, funds and efforts that are paving the way for better educational systems, increased university access, and new generations of innovators and leaders. Credit: USAID/Afghanistan

CONTENTS

ACRONYMS	IV
ACKNOWLEDGMENTS	VI
EXECUTIVE SUMMARY	I
METHODOLOGY	I
LIMITATIONS	I
FINDINGS	2
CONCLUSION	3
HIGHER EDUCATION LANDSCAPE ANALYSIS	4
SCOPE OF WORK	4
METHODOLOGY	5
LIMITATIONS	7
ORGANIZATION OF THE HIGHER EDUCATION LANDSCAPE ANALYSIS	7
HIGHER EDUCATION AND FUNCTIONAL BUREAUS	8
ECONOMIC GROWTH, EDUCATION, AND ENVIRONMENT (E3)	8
GLOBAL DEVELOPMENT LAB	10
DEMOCRACY, CONFLICT, AND HUMANITARIAN ASSISTANCE (DCHA)	14
FOOD SECURITY	15
GLOBAL HEALTH	17
HIGHER EDUCATION AND REGIONAL BUREAUS	20
AFRICA	21
ASIA	23
OFFICE OF AFGHANISTAN AND PAKISTAN	25
EUROPE & EURASIA	27
LATIN AMERICAN AND THE CARIBBEAN	29
MIDDLE EAST AND NORTH AFRICA	30
ANALYSIS OF HIGHER EDUCATION LANDSCAPE	32
TYPES OF HIGHER EDUCATION ACTIVITIES	32
<i>Partnerships</i>	33
<i>Scholarships</i>	34
<i>Institutional Capacity-Building</i>	36
<i>Workforce Development</i>	36
<i>Policy Reform</i>	37
INCLUSION-RELATED CONSIDERATIONS	38
<i>Women</i>	38
<i>Financially Disadvantaged Students</i>	39
<i>Disability</i>	39
<i>Additional Inclusion Criteria</i>	40
CONFLICT CONSIDERATIONS	40
MINORITY SERVING INSTITUTIONS (MSI)	41

HIGHER EDUCATION ENGAGEMENT CONTRIBUTIONS TO GLOBAL DEVELOPMENT GOALS	42
<i>Successes</i>	42
<i>Challenges</i>	43
<i>Gaps and Further Considerations</i>	44
<i>Informing USAID Higher Education Programming</i>	44
<i>Summary of Findings</i>	45
RECOMMENDATIONS	45
CONCLUSION	47
REFERENCES	48
ANNEX A - STATEMENT OF WORK	51
ANNEX B - INTERVIEW PROTOCOL	57
ANNEX C - ADDITIONAL METHODOLOGICAL DETAILS	59
ANNEX D - HIGHER EDUCATION LANDSCAPE DATABASE	60
ANNEX E - ADDITIONAL RESOURCES	64

ACRONYMS

AAAS	American Association for the Advancement of Science
ABA/ROLI	American Bar Association Rule of Law Initiative
ACE	American Council on Education
AUSWDP	Afghanistan University Support and Workforce Development Program
BFS	Bureau for Food Security
BIFAD	Board for International Food and Agricultural Development
BUILD-IT	Building University-Industry Learning and Development Through Innovation and Technology [Vietnam]
CDR	Center for Development Research
COMET	Connecting the Mekong through Education and Training [Vietnam]
DCHA	Bureau for Democracy, Conflict, and Human Rights
E3	Bureau for Economic Growth, Education, and the Environment
E&E	Europe & Eurasia
GCFS	Global Center for Food Systems Innovation
GER	Gross Enrollment Ratio
HE	Higher Education
HEA	Higher Education for Economic Growth Activity [El Salvador]
HED	Higher Education for Development
HEEAP	Higher Engineering Education Alliance Program [Vietnam]
HEI	Higher Education Institution
HELA	Higher Education Landscape Analysis
HELM	Higher Education Leadership and Management
HESN	Higher Education Solutions Network
HRH	Human Resources for Health
iAGRI	Innovative Agriculture Research Initiative
IDIN	International Development Innovation Network
ISP	Innovation Scholars Program [Malawi]
JCP	Jordan Competitiveness Program
JILEP	Judicial Independence and Legal Empowerment Project [Georgia]
LAC	Latin America and the Caribbean
LASER	Long-Term Assistance and Services for Research
LEVE	Local Enterprise and Value Chain Enhancement
LGBTQ	Lesbian, Gay, Bisexual, Transgender, and Queer
LUANAR	Lilongwe University of Agriculture & Natural Resources [Malawi]
MENA	Middle East and North Africa
MIT	Massachusetts Institution of Technology
MNBSP	Merit and Needs Based Scholarship Program [Pakistan]
NAS	National Academies of Sciences
OHCEA	OneHealth Central and East Africa
PEER	Partnerships for Enhanced Engagement in Research
POTENTIAL	Promoting Opportunities through Training Education, Transition Investment, and Livelihoods for Youth [Ethiopia]

PRIORITAS	Prioritizing Reform, Innovation, and Opportunity for Reaching Indonesia’s Teachers, Administrators, and Students
PwD	Persons with Disabilities
RIFellows	Research and Innovation Fellowships
RTAC	Research Technical Assistance Center
SEOHUN	Southeast Asia OneHealth University Network
SOAR	Support Operational AIDS Research
STEM	Science, Technology, Engineering, and Math
STIP APS	Science, Technology, Innovation, and Partnership Annual Program Statement
STRIDE	Science, Technology, Research and Innovation for Development and Education
SUA	Sokoine University of Agriculture [Tanzania]
SWEEP	Social Work Education Enhancement Program [Vietnam]
TLP	Transformational Leadership Program [Kosovo]
ToT	Training of Trainers
TTI	Teacher Training Institute
TVET	Technical and Vocational Education and Training
TVSF	Technical Vocational Female Scholarship [Vietnam]
USAID	United State Agency for International Development
USG	United States Government
VULLI	Vocational and University Leadership and Innovation Institute [Vietnam]
WDP	Workforce Development Program [Jordan]

ACKNOWLEDGMENTS

The HELA team would like to thank all of the key informants who generously gave their time to be interviewed and who continued to provide valuable feedback during the analysis. The team would also like to extend our appreciation to Samantha Alvis for her support in planning and implementing the analysis, her efforts to gather internal data for our review, and her continued assistance throughout this process. In addition, Corrie Sutherland provided valuable support to the team for which we are grateful. The analysis would not be possible without the leadership of the Office of Education and the feedback from the Higher Education and Youth Workforce Development team who conceptualized this analysis. We are also grateful for the Higher Education Working Group's feedback on a presentation of an earlier draft of this report, and for their continued commitment to meaningfully and thoughtfully engage higher education in the important work of the Agency.

EXECUTIVE SUMMARY

The objective of the Higher Education Landscape Analysis was to conduct a comprehensive review of USAID's work engaging higher education (HE) across sectors and regions during fiscal years 2014-2018. As recipient, partner, and implementer of USAID funding, higher education is central to the missions of USAID. However, it is difficult to understand higher education's rich contribution across the Agency due to current reporting requirements and the siloed nature of work within operating units. This Landscape Analysis sought to bring clarity and coherence to higher education-related activities taking place across the Agency. Specifically, this analysis had four key objectives:

1. Determine what HE engagement, both with U.S. and host-country institutions, happened across USAID Operating Units from FY 2014 to FY 2018.
2. Identify successes, challenges, lessons learned, and gaps of higher education program implementation across the Agency.
3. Share experiences on the contribution of HE programming to achieving development priorities across sectors in order to better communicate to internal and external stakeholders the breadth and depth of HE programming.
4. Inform future USAID HE programming and how higher education institutions (HEIs) can be integrated into programming.

The three-person Higher Education Landscape Analysis (HELA) team (Dr. Anne Griffin, Team Lead; Jennifer Lebrón, Technical Specialist, and Dr. Robin DePietro-Jurand, Senior Technical Specialist) created a database of HE engagement activities between FY 2014 and FY 2018 to complete the analysis. The HELA team also reviewed the activities for additional information regarding inclusion, conflict and crisis, and minority serving institution engagement.

METHODOLOGY

This landscape analysis was primarily based on document reviews and interviews with 22 key informants. In addition, the team collected implementing narratives provided by operating units in annual Operational Plans and Performance Plans and Reports that reported on indicators related to higher education. Through an iterative data collection process, the team created the HELA database to analyze and code HE engagement activities across operating units.

LIMITATIONS

The team approached the evaluation with as much methodological rigor as possible, though there are certain limitations that may have an impact on the findings. There are significant limitations of this analysis due to time constraints affecting the availability of key informants to be interviewed. While the activities listed in the HELA database (Annex D) are as comprehensive as possible, the limited reporting requirements for higher education activities outside of E3 may affect the overall completeness of the analysis.

FINDINGS

1. Objective 1: Higher Education Engagement Activities

There are five primary types of higher education engagement that take place within the Agency: partnerships, scholarships, institutional capacity-building, workforce development, and policy reform. These categories are not discrete and often overlap, and each type of engagement was found in nearly all function and regional bureaus. The intensity of the engagement (i.e. HEIs as recipient of aid, implementer of activities, or partner in activities) and the purpose of the engagement (i.e. to strengthen higher education or another development goal) vary widely across operating units. A complete list of HE engagement activities found through this analysis is in the HELA database in Annex D.

2. Objective 2: Successes, Challenges, Gaps, and Lessons Learned

Success: There are significant successes in HE engagement, both in terms of supporting host-country HEI capacity-building as well as other, non-education development goals. USAID successfully utilized the deep connections higher education has within larger social systems including workforce, technology and innovation, teacher professional development, community engagement, and policymaking to support development priorities.

Challenges: Several challenges emerged through the analysis. Institutional capacity-building is not well understood across the Agency, particularly for HEIs, and the predominant partnership model may be inadequate to systematically improve host-country HEI capacity.

Gaps: There is a need to collect systematic evidence of what works in HE, particularly around the purpose and outcomes of scholarship programs and capacity-building activities. In addition, although USAID engages with hundreds of HEIs, it relies on the same institutions as partners or recipients of aid for multiple activities across the Agency. Within host-countries, HEIs that are more rural or regional are often not engaged compared with urban institutions.

Lessons Learned: Key informants and extensive document reviews revealed several potential lessons learned, including the advantage of interdisciplinary teams from U.S. HEIs in partnership programs, the need for systematic evaluations on short-term vs. long-term scholarship activities, a clear definition of institutional capacity-building that includes both academic and non-academic institutional functions, workforce development programs that create lasting connections to industry and HE, and a better articulation of policy reform goals within activities.

3. Objective 3: Achieving Development Priorities

In addition to the success of HE engagement in achieving a variety of development goals outside of education, the analysis revealed engagement activities focusing on inclusion, conflict and crisis, and partnerships with minority serving institutions. While gender was a near-automatic consideration in most HE engagement activities, other inclusion criteria such as disability and LGBTQ, and activities focusing on conflict or crisis contexts, were less common. During the period of review, minority serving institutions made up a small fraction of implementers of HE engagement activities, primarily through subawards from other U.S. HEIs.

4. Objective 4: Inform Future USAID Programming

The HELA team has five primary recommendations for USAID to improve HE engagement across the Agency:

- **Focus on institutional capacity development** to support both academic and non-academic functions and include capacity development of HEIs as part of larger activities with development goals outside of education.
- **Continue to engage the private sector and clarify workforce development goals** to build on previous success in public-private partnership models.
- **Strategically improve coordination and communication within USAID Bureaus, Operating Units, and Missions** to collectively harness HE engagement activities across functions, improve efficiency, and better share success.
- **Create meaningful mechanisms to collect data** to systematically understand HE engagement, conduct future meta-analyses across sectors, and support internal decision-making.
- **Develop evidence and continue further analysis** to understand what works in higher education and become a leader in evidence-based decision-making in higher education for development.

CONCLUSION

The success higher education engagement has provided on a number of development goals to date demonstrates these institutions' ability to conceptualize, support, and deliver USAID programming around the world. USAID invests considerable funds into higher education institutions to capitalize on the unique and myriad roles they play in society. However, without improved internal data collection systems, cross-unit oversight, and clear Agency-wide definitions and objectives of higher education engagement, such investments will not be as efficient as possible or have maximum impact. With further attention to the role higher education has played and will continue to play in global development, continued and greater success can be achieved.

HIGHER EDUCATION LANDSCAPE ANALYSIS

The landscape of USAID's higher education work is complex, reflecting the myriad roles institutions and systems of higher education play globally. Higher education institutions¹ (HEI) are indeed engines of development and can enhance the value and quality of international assistance. HEIs can be a strategic partner in development by providing technical and research expertise to tackle development challenges. HEIs educate and increase workforce capabilities of disadvantaged populations. HEIs can implement development activities and uniquely deliver results on the ground through multifaceted networks of researchers and practitioners around the world. HEIs strengthen individuals, institutions, and systems, and play many critical roles in American foreign assistance goals to reduce poverty and improve the livelihood of marginalized and vulnerable populations throughout the developing world.

As recipient, partner, and implementer of USAID funding, higher education is central to the missions of USAID. However, it is difficult to understand higher education's rich contribution across Agency operational units. For example, higher education institutions are listed as crucial to achieving capacity-building in the U.S. Global Food Security Strategy (USAID, 2016a); as partners in strengthening health systems to carry out health priorities in the Global Health Strategic Framework (USAID, 2012); and as central actors in development in the USAID Education Policy (USAID, 2018a). This Landscape Analysis seeks to bring clarity and coherence to the vast scope of higher education-related activities taking place across the Agency. Understanding how USAID can harness the power of higher education and build the capacity of higher education to assist countries on their journey to self-reliance is a critical goal of this work.

SCOPE OF WORK

The objective of the Higher Education Landscape Analysis (HELA) was to conduct a comprehensive review of USAID's work engaging higher education (HE) across sectors and regions during fiscal years 2014-2018. (The full Statement of Work is in Annex A). This analysis will enable USAID to:

1. Know what HE engagement, both with U.S. and host-country institutions, is happening across USAID Operating Units and how HEIs can be integrated into programming;
2. Identify successes, challenges, lessons learned, and gaps of higher education program implementation across the Agency;
3. Share experiences on the contribution of HE programming to achieving development priorities across sectors in order to better communicate to internal and external stakeholders the breadth and depth of HE programming; and
4. Inform future USAID HE programming.

¹ USAID identifies HEIs as organizations that provide educational opportunities that build on secondary education, providing learning activities in specialized fields. They aim at learning at a high level of complexity and specialization. Higher/tertiary education includes what is commonly understood as academic education but also includes advanced vocational or professional education. This may include public or private universities, colleges, community colleges, academically affiliated research institutes, and training institutes, including teacher training institutes.

Activities that engage or build the capacity of HEIs and systems of higher education both within and outside of the education sector are pertinent to a full understanding of the role that HE plays in Agency programming. As explained in the Methodology that follows, the Landscape Analysis describes an expansive picture of higher education activities across the Agency.

METHODOLOGY

The purpose of this analysis was to understand how USAID engaged with higher education institutions or worked to build higher education capacity between FY 2014 and 2018. The team defined higher education engagement in the following ways: a) activities that sought to strengthen host-country higher education institutions or systems as a primary or subsidiary goal; b) activities that contracted with, or provided funds to, host-country higher education institutions regardless of the purpose; c) activities that provided support to students, faculty, or staff of in-country higher education institutions (i.e. scholarships or faculty awards); and d) activities that engaged in workforce development or vocational education if such activities took place at the post-secondary level.

Three research questions guided this analysis:

1. What engagement with HE and HEIs is happening across USAID's operational units?
2. How does USAID investment in HE programming contribute to the Agency achieving its development goals across sectors?
3. What are the critical elements of the landscape analysis that should inform future USAID HE programming?

In addition to these general research questions, the three-person Higher Education Landscape Analysis (HELA) team (Dr. Anne Griffin, Team Lead; Jennifer Lebrón, Technical Specialist and Dr. Robin DePietro-Jurand, Senior Technical Specialist) set out to uncover best practices and lessons learned from higher education-related activities. The team also sought to understand activities that focused on inclusion (e.g. gender, disability, LGBTQ) and conflict and crisis.

To answer the research questions, the landscape analysis was based on document reviews and interviews with key informants as primary methods. Through initial desk reviews of program reports, operational plans, evaluation documents, and other resources from each operating unit, the team gained an overall sense of HE activities funded by USAID. After conducting an initial overview of documents, the team used purposeful sampling to interview 22 key informants who could speak to the breadth, depth, and scope of higher education engagement (see Annex B for Interview Protocol). Most key informants are part of the Higher Education Working Group (a voluntary meeting of USAID staff across the Agency's bureaus who work with or have an interest in higher education engagement) and were selected to share the activities of each functional or regional bureau. Other key informants were recommended by staff in the Office of Education because of their previous experience with activities that engage higher education or because they are responsible for reporting information about higher education engagement to external audiences such as Congress. Finally, the HELA team asked each key informant for additional individuals to interview and continued snowball sampling until no new names were provided.

In addition, the HELA team set out to create a comprehensive list of activities that engaged higher education institutions or strengthened higher education capacity with USAID funding. Key informants were asked, where possible, to provide lists and other relevant data on projects that engaged HE within their respective sectors or regions. To supplement this data, the team obtained data reports from the Agency's internal system that included activities that reported on specific standardized program structure and definitions (SPSDs) related to higher education. These included:

1. Education & Social Services (ES)
 - a. Higher Education (ES 2)
 - b. Engaging Higher Ed Institutions in Research and Development (ES 2.1)
 - c. Access to Tertiary Education and Professional Dev (ES 2.2)
 - d. Host-country Strategic Information Capacity (HE) (ES 2.3)
 - e. Engaging Tertiary Institutions in Workforce Development (ES 2.4)
 - f. Systemic Reform of Tertiary Institutions (ES 2.5)
 - g. Access to HE Opportunities (ES 2.6)
 - h. Education and Social Services: Social Policies, Regulations, and Systems (ES 3)
2. Democracy, Human Rights, and Governance (DR)
 - a. Justice Systems and Institutions (DR 1.4)
 - b. Professional and Institutional Capacities of Media (DR 5.2)
 - c. Human Rights Systems, Policies, and Protection (DR 6.1)
3. Economic Growth (EG)
 - a. Workforce Readiness (EG 6.3)
 - b. Agriculture (EG 3)
4. Health (HL)
 - a. Malaria (HL3)
 - b. Nutrition (HL9)

SPSD² program elements (see Annex C) outside of higher education were included as the definitions relate to higher education in some way. For example, justice systems and institutions (DR 1.4) includes strengthening law schools, while agriculture (EG 3) includes increasing research capacities.

After assembling a list of potential activities, the team performed a keyword search on the narratives to determine if the activity met the above definition of higher education engagement. When the implementing narrative was unclear or incomplete, the HELA team reviewed activity reports, program evaluations, the USAID website, and other supplementary material to further review each activity for inclusion (see Annex C for additional details). The list of higher education activities was assembled on a spreadsheet and coded by categories determined to be most useful by the Office of Education staff. To complete coding, the HELA team used implementing narratives provided by operating units in annual Operational Plans (OP) and Performance Plans and Reports (PPR) as the main source of information for all activities. As needed, and reflecting available time and resources, the HELA team also consulted supplementary material (i.e. activity reports, evaluations, etc.) and key informants when possible to further code each activity. As a result, the coding and subsequent analysis of the higher education

² The Standardized Program Structure and Definitions (SPSDs) is the system that promotes the collection of consistent data across USAID operating units and lists various program categories with common definitions for the use of foreign assistance funds. <https://www.state.gov/ff/releases/other/255986.htm#HADefinitions>

landscape was an iterative process, utilizing all available information from interviews and desk reviews to create the database of higher education activities found in Annex D, as well as this report.

LIMITATIONS

There are significant limitations to an analysis of this type that merit mentioning. First, using data pulled from the OPs and PPRs as a primary method for assembling a list of HE activities may not be comprehensive. Activities may not report on all relevant indicators due to time and budgetary constraints, meaning activities that engaged higher education may not have been recorded through this system. While key informants and supplementary data were used to overcome this limitation, it remains a key weakness of the analysis.

Second, due to time constraints, the HELA team was not able to review all supplementary material that may have been relevant to coding and analyzing higher education activities. Supplementary material, such as evaluation and activity reports, could shed light on the names of HEIs connected to an activity as well as the methods used to engage specific institutions, particularly when HE was not a primary focus of the activity. About half of the projects included in the HELA spreadsheet relied solely on the implementing narrative as the source to code projects, (i.e. names of HEIs, implementing partners and activity keywords for the analysis).

Third, due to time constraints, the team was restricted to interviewing key USAID staff within Washington D.C. operating units. Staff located in missions, as well as implementing partners of activities, may have provided a more in-depth understanding of activities on the ground. While every attempt was made to interview staff from all relevant operating units, some gaps, such as activities centered on media strengthening, exist.

Fourth, the HELA team stopped short of performing an assessment of the quality of HE engagement. The report's focus was on providing a descriptive accounting of USAID HE engagement, revealed through database filtering and other sources. It was clear that this was not a meta-evaluation of the USAID higher education work; the team's objective instead was to conduct a comprehensive overview.

Fifth, the HELA team did not have easily accessible options to locate and analyze the information on complex funding levels for a majority of the individual HE activities, on a fiscal year or life of project basis, to correspond with the relevant four year period covered by the report. Due to this constraint, all funding levels per HE activity were not coded sufficiently to allow for an analysis of funding trends.

Lastly, the decision about what ultimately determined whether an activity was indeed HE engagement was subjective. In a number of cases, detailed consultation on a case-by-case basis was not possible with relevant USAID staff. The team considers the HELA spreadsheet an excellent starting point and views it as a living document that can be amended, adjusted, and corrected over time.

These limitations inform this analysis.

ORGANIZATION OF THE HIGHER EDUCATION LANDSCAPE ANALYSIS

This analysis begins with a description of the strategic design and rationale of the higher education engagement activities that took place in each of the Agency's five functional bureaus (Economic Growth,

Education and the Environment; Democracy, Conflict, and Humanitarian Assistance; Food Security; Global Health; and the Global Development Lab), and six geographic bureaus (Africa, Asia, the Office of Afghanistan and Pakistan, Europe and Eurasia, Latin America and the Caribbean, and the Middle East and North Africa) between FY 2014 and FY 2018. After each bureau is reviewed, a cross-unit analysis discusses the types of HE engagement across the Agency and the role of inclusion in HE engagement. The analysis concludes with a discussion of the ways higher education engagement has contributed to development goals including the successes, challenges, and gaps. The analysis concludes with recommendations.

HIGHER EDUCATION AND FUNCTIONAL BUREAUS

Activities that cross national boundaries, are global in nature, and are organized within one of the five functional bureaus within the Agency begin this analysis. It is vital to note that higher education engagement takes place throughout the Agency, and each of the functional bureaus play an individual and collective role in understanding the landscape of higher education engagement within USAID. Because the Economic Growth, Education, and the Environment (E3) Bureau reports on higher education engagement for the Agency and a large majority of activities take place within the Global Development Lab, these two bureaus provide an important foregrounding of higher education activities within the Agency. The remaining three bureaus are presented in alphabetical order representing their equally important role in promoting higher education engagement.

ECONOMIC GROWTH, EDUCATION, AND ENVIRONMENT (E3)

The Economic Growth, Education, and Environment (E3) Bureau is comprised of 13 offices, which vary in their engagement with higher education. The Office of Education is responsible for reporting on the Higher Education Congressional directive, and all activities funded with these specific funds are managed either in the field or by Washington-based operating units. The Office of Education serves as a thought leader on activities related to education, creates and implements priorities and strategies on education for USAID, and provides technical assistance to Missions interested in engaging in education activities.

During the period of study for this report, the USAID Education Strategy 2011-2018 set the priorities of the Office of Education with three goals: 1) improved reading skills for 100 million children in primary grades by 2015; 2) improved ability of tertiary and workforce development programs to generate workforce skills relevant to a country's development goals; and 3) increased equitable access to education in crisis (USAID, 2011). Within Goal Two, strategies that engaged higher education included: a) creating university partnerships to improve teaching and research; b) supporting increasing and modernized research management systems; c) establishing centers of excellence for research; d) increasing transparency of admissions procedures; e) providing merit and need based scholarships, internships, and practical experiences; f) delivering employability skills through workforce development and higher education curriculum revisions; and g) supporting curricular changes that promote peace and stability in conflict and post-conflict societies (USAID, 2011).

Between FY 2014 and FY 2018, higher education engagement within the Office of Education utilized HEIs as implementing partners to improve K-12 education, provided scholarships and other mechanisms for access to higher education, and strengthened higher education institutions themselves. Currently, the

Office of Education does not manage any higher education activities from Washington, D.C., so many of the activities utilizing HE funds are discussed in depth within the regional sections of this report.

However, there are programs within E3 that engaged higher education using other funds, such as the large number of projects involving teacher education and professional development. For example, the Basic Education Program (Kosovo, 2011-2016) delivered in-service teacher education (including training on LGBTQ rights) and partnered with the University of Pristina to improve teacher preparation curriculum with both higher education and basic education funds. While not all teacher training could be considered post-secondary, many programs collaborate with higher education institutions to deliver in-service or pre-service training for teachers such as the Leadership and Teacher Development Program (West Bank/Gaza, 2012-2018), the Lifelong Learning Program (Guatemala, 2018-2020), and Reading for Ethiopia's Achievement Development II (Ethiopia 2012-2017).

A signature higher education activity within the Office of Education was Higher Education for Development (HED), which was implemented by the American Council on Education (ACE) and supported partnerships between U.S. and host-country HEIs. From 2005 to 2015, HED managed 159 awards comprising 136 unique partnerships that contributed “to creating new bodies of knowledge and bringing innovative solutions to market, engaging active and emergent leadership and building a competent workforce” (ACE & USAID, 2015, p. 7). HED was a Leader with Associate Award with a \$143 million budget that supported different types of partnerships—from a single U.S. and single host-country HEI partnership to complex consortia of HEIs across one or more countries and regions. Over the ten-year period, HED worked with 126 host-country institutions in 51 host countries and collaborated with 87 U.S. HEIs (ACE & USAID, 2015, p. 6). Each HED award incorporated a transparent merit-based selection process conducted by an academic peer review committee composed of technical sector and regional specialists. Most of the disciplinary foci of the partnerships in the earlier years (FY 2008-2011) were in agricultural sciences and environmental natural resources, and later (FY 2012-2015), predominantly in workforce development and entrepreneurship education. The partnerships were geographical spread, largely represented by Mexico (30 percent) and Morocco (18 percent); these two countries received the largest percentages of HED funding (ACE & USAID, 2015, p. 8).

Other higher education work outside of institutional partnerships included a small portfolio of workforce development activities at the post-secondary level (most workforce development programs focus on out-of-school youth or secondary learners). Workforce development programs focus on multiple aspects including education (such as basic literacy), skill building (soft, vocational and technical skills), and other cross-cutting aspects (such as financial literacy). The Workforce Development Project (Djibouti, 2017-2021) provides support to technical and vocational education and training (TVET) institutions to increase linkages in the workforce ecosystem, and provides training to TVET instructors while adapting the curriculum to connect with workforce needs in the country. USAID Mitra Kunci (Indonesia, 2017-2022) provides trainings to universities to address issues related to workforce development while supporting other areas such as increasing awareness of the role of youth with disabilities. The HELA database (see Annex D) provides more information on workforce development activities taking place at the post-secondary level in operation throughout missions.

In 2018, a new USAID Education Policy was launched, replacing the 2011-2018 Education Strategy. This new policy integrates higher education across each of the four education priorities. Specifically, increasing “access to quality education” particularly for marginalized and vulnerable youth includes access

to higher education; supporting children’s development of “literacy, numeracy, and social-emotional skills” involves teacher education and professional development by HEIs; gaining “skills to lead productive lives [and] gain employment” affects TVET and other workforce training activities at the tertiary level; and finally, utilizing higher education institutional “capacity to be central actors in development” involves research, education delivery, and community engagement by HEIs (USAID, 2018a, p. 9). While activities reviewed for this analysis would not have reported on priorities in the new Education Policy, the shift in priorities related to higher education provides an important background to understanding the role of E3 and the entire landscape of higher education engagement within USAID.

ECONOMIC GROWTH, EDUCATION, AND ENVIRONMENT PROGRAM SPOTLIGHT

<p>India Support for Teacher Education Program (In-STEP) (2013-2018) India</p>	<p>A \$4.3 million activity using basic education funds, In-STEP focused on building the capacity of teachers, headmasters, and other education officials to improve pedagogy and teaching. Through a partnership with Arizona State University (ASU) and the Government of India’s Ministry of Human Resource Development, the program sent educators from teacher training institutes in East and North Eastern States to ASU to participate in a three-month course. These intensive training courses included teaching methods, in-service and pre-service teacher education, and assessment techniques to allow teachers to see first-hand innovative teaching and learning approaches and encourage proposals for reform in education.</p>
<p>Nigerian Center for Reading Research and Development (2017-2020) Nigeria</p>	<p>The Nigerian Center for Reading Research and Development promotes early grade reading in primary education through a partnership with Florida State University (FSU) and Nigeria’s Bayero University in Kano State (BUK). This three-year higher education partnership is focused on training BUK faculty in the teaching of reading and best-practices for conducting reading research in the Nigerian context. Each year, two BUK faculty-fellows will be in residence at FSU to receive mentoring from faculty at FSU’s Center for Reading Research. The activity will ultimately establish a new Nigeria Center for Reading Research and Development at Bayero University.</p>

GLOBAL DEVELOPMENT LAB

The Global Development Lab (known as The Lab) brings together a diverse set of partners to discover, test, and scale new solutions to address critical challenges in international development and to accelerate the Agency’s development impact. Uniquely, the Lab is a functional bureau that leverages both internal Agency funds and a small number of non-USAID funding partners to carry out its programming efforts, including its higher education engagement activities.

The Lab represents some of the most visible higher education programming within the Agency and focuses on two core activities: individual capacity-building specifically related to researchers in higher education and institutional capacity-building for research through networks and partnerships between U.S. and non-U.S. higher education institutions. Much of this work is housed in the Lab’s Center for Development Research (CDR) and is conducted through three main programs: Partnership for Enhanced Engagement in Research (PEER), Higher Education Solutions Network 1.0 (HESN 1.0), and Higher Education Solutions Network 2.0 (HESN 2.0).

Partnership for Enhanced Engagement in Research supports scientific and technological research through a competitive awards program that invites scientists in developing countries, in partnership with a U.S. scientist, to apply for funding to support research and capacity-building activities on topics of importance to USAID. Unlike other partnerships that involve U.S. and non-U.S. collaborations, PEER awards are given directly to the developing country institution of higher education, while the U.S. research scientist

and institution serves as a collaborator or mentor to the host-country scientist. USAID is one of several U.S. government (USG) partners who support PEER, which is implemented by the U.S. National Academies of Sciences, Engineering, and Medicine (NAS) and funded through government and private partners. In September of 2018, PEER announced its latest group of 26 awards, bringing the number of research projects supported since the program began in 2011 to 306 (PEER, n.d.). Each award is relatively small, with host-country researchers receiving as little as \$17,000 to as large as nearly \$500,000 for each three-year project. To ensure fiscal management of the research award by the host country institution, NAS provides training in awards management, accounting, and financial practices to faculty and staff of the recipient institution.

Higher Education Solutions Network I.0. The original HESN program (differentiated in this report as HESN I.0) was announced in 2012 in response to the President’s Policy Directive on Global Development, which called for investments in innovations that would leverage U.S. advantages in science, technology, and innovation to solve long-standing development challenges (Kalil & Steffan, 2012). HESN I.0 (2012 - 2017) started with the award of five-year cooperative agreements to eight Development Labs at six U.S. universities and one university in Uganda (Table 1). The life of project budget was \$140.5 million. HESN labs were designed to channel the ingenuity of university students, researchers, and faculty toward global development. While the Agency has a long history of working with HEIs to build human and institutional capacity, modernize curricula, expand access, and enhance quality, according to key informants, the HESN approach focused on the development outcomes rather than specific capacity-building initiatives. In many of the HESN I.0 labs, activities are primarily used in service to societal change, innovations in research, and overall global development through convening, researching, and networking capabilities of higher education institutions (HESN, 2016).

TABLE 1: HIGHER EDUCATION SOLUTIONS NETWORK I.0 UNIVERSITIES

HESN NAME	UNIVERSITY
AidData Center for Development Policy (AidData)	The College of William and Mary
Center on Conflict & Development (ConDev)	Texas A&M University
Comprehensive Initiative on Technology Evaluation (CITE)	Massachusetts Institution of Technology (MIT)
Development Impact Lab (DIL)	University of California, Berkeley
Global Center for Food Systems Innovation (GCFSI)	Michigan State University
International Development Innovation Network (IDIN)	Massachusetts Institution of Technology (MIT)
ResilientAfrica Network (RAN)	Makerere University, Uganda
Social Entrepreneurship Accelerator at Duke (SEAD)	Duke University

However, HESN I.0 labs have had significant impacts on the institutions hosting the awards, as well as other HEIs around the world. In the seven universities hosting HESN I.0 labs, new curricula have been created, graduate and undergraduate student research has been funded, practica focused on international development have been formed, new internships have been facilitated, and many internal and global

faculty research collaborations have taken place (Amulya et al., 2016). However, these innovations came despite what a mid-term evaluation found to be significant institutional barriers, including disciplinary and departmental silos, rigid institutional procedures, and administrative delays and lag-time for curriculum approvals (Amulya, et al., 2016).

The HESN 1.0 labs have also supported capacity development of host-country institutions of higher education. One example is a collaboration between the Global Center for Food Systems Innovation (GCFSI) at Michigan State University and the Lilongwe University of Agriculture and Natural Resources (LUANAR) in Malawi called The Innovation Scholars Program (ISP). This program supported faculty development in new ways. The program consisted of workshops—co-designed by the participants and multiple partners and facilitated by the ISP Lead Team—that focused on design thinking, community engagement, teaching and learning, organizational change, resource mobilization, and communication in science. Through this program, faculty members learned to connect research and teaching to solve local problems and subsequently changed student practice and other program curricula. In addition, administrative leaders—including deans, department heads, and the university registrar—developed ways to overcome institutional constraints such as creating new approaches to faculty assessment. According to its final report in 2017, the GCFSI used design thinking as a framework (see Figure 1) for engaging in organization change at LUANAR. Specifically, this change in approach required U.S. partners to build their own “capacity to engage with partners in new ways before [building] the capacity of our partners” (GCFSI, 2017, p. 12) which can serve as a model for approaching capacity development through higher education partnerships in other sectors.



Figure 1: LUANAR’s Innovation Scholars Program Design Model. (GCFSI, 2017)

The ResilientAfrica Network at Makerere University in Uganda is another example of how the HESN 1.0 labs engaged host-country higher education institutions in unique ways. First, this lab was the only one funded at an institution outside of the United States. This lab was also the only one to explicitly focus on creating a network of other African universities to carry out its mission of creating communities more resilient to social, economic, and political shocks. The partnership strategy was also deliberately created with other institutions in 13 countries, creating a dual research and higher education institutional capacity mission.³

Other HESN 1.0 lab and host-country higher education institution partnerships focused on short-term technical training of faculty and graduate students, research collaborations, and curriculum changes and developing educational materials. For example, the International Development Innovation Network (IDIN) at MIT partnered with Singapore Polytechnic to provide faculty training and curriculum

³ RAN has university partners in the following countries: Uganda, Rwanda, DRC, Tanzania, Somalia, South Africa, Zimbabwe, Malawi, Ethiopia, Kenya, Ghana, Senegal, and Mali.

development support to Singapore Polytechnic faculty and staff. A midterm evaluation of the HESN activity found that IDIN's collaboration with Singapore Polytechnic had a direct impact on students as well; Singapore Polytechnic adapted IDIN's innovation design approach to its Learning Express program for undergraduates, which enrolled about 500 students per year as of 2016 (Amulya et al., 2016). However, this same evaluation found that HESN 1.0 lacked a deliberate strategy for catalyzing and documenting local or regional research ecosystems or for scaling up the collaborations and partnerships initiated by labs with other USAID projects such as PEER (Amulya et al., 2016).

The Higher Education Solutions Network 2.0. In 2018, USAID announced a new version of the Higher Education Solutions Network (HESN 2.0), which focuses on creating a stronger buy-in model, facilitating more local engagement through decentralization, and providing a more targeted approach to engaging with internal stakeholders at USAID. HESN 2.0 provides for continued transformation through local partnerships between U.S. and non-U.S. institutions and local organizations, as well as providing tool kits and other resources that specify how higher education institutions can be more effective in fostering societal change. Under the HESN 2.0 umbrella are three new programs that will run from 2018-2022, including the Long-Term Assistance and Services for Research (LASER), the Research Technical Assistance Center (RTAC), and the Science, Technology, Innovation, and Partnership Annual Program Statements (STIP APS).

LASER, headed by Purdue University, will leverage a network of more than 50 universities around the world to identify experts and create research collaborations that will address development challenges. In partnership with Indiana University, University of Notre Dame, and Makerere University (Uganda), LASER will help generate research questions, fund research projects, and support policy adaptation and implementation (USAID, 2018b). RTAC similarly builds on a global network of university researchers to provide USAID operating units with rapid-response, on-demand research expertise. RTAC is implemented by NORC at the University of Chicago but involves a consortium of 250 researchers at 128 institutions around the world, including minority serving institutions in the United States, and in other countries where USAID works. RTAC and LASER utilize the research, convening, and coordination strengths of higher education institutions to create a broad base of evidence and practices that work to solve a variety of development challenges. The STIP APS is an internal mechanism that allows USAID operating units to utilize a global network of researchers and institutions in order to generate solutions to development problems that specifically require interdisciplinary partnerships. This mechanism focuses on facilitating collaboration between higher education institutions, non-HEI partners, local governments, and other stakeholders to strengthen innovation, entrepreneurship, individual, and institutional capacity (STIP, APS, 2018).

The Lab also provided fellowships through two programs open to U.S. researchers. First, the Research and Innovation (RI) Fellowship Program supports PhD and master's researchers who conduct development-related research in-country under the direction of an in-country host institution. Each RI Fellow is fully or partially funded under the cooperative agreements from USAID partnered with six U.S. universities.⁴ Second, the American Association for the Advancement of Science (AAAS) Science & Technology Policy Fellowship gives scientists and engineers with a doctoral degree an opportunity to work in Congress and in federal agencies on policy issues.

⁴ Arizona State University, Notre Dame University, Rutgers University, University of California Berkeley, University of California Davis, and University of Chicago

GLOBAL DEVELOPMENT LAB PROGRAM SPOTLIGHT

PEER - Students with disabilities and pedagogical practices of teachers (Cycle 6)
(2018 – 2021)
Haiti

Of the humanitarian aid for education, very little is allocated for children with disabilities. This project will collect and analyze data on students with disabilities and the pedagogical practices of their teachers in areas of Haiti devastated by Hurricane Matthew in October 2016. The Haitian Ministry of Education has begun to address the educational needs of those with disabilities, but demographic summaries suggest that less than 4 percent of children with disabilities are registered in school.

Development Impact Lab at the University of California, Berkeley
2013-2016
India

The Development Impact Lab supports innovators who are prototyping, scaling, or evaluating technologies for low-resourced settings through direct grants to individuals and institutions, facilitating partnerships, and convening networks of HEIs around the world. In one example, DIL partnered with Jadavpur University in India to implement India-compatible standards for arsenic remediation and to collaborate with community members on sustainability challenges. DIL established long-term teams of researchers who went to Jadavpur to gain exposure to the problem and facilitate collaborative research, and Jadavpur students spent time in UC Berkeley labs to build local research capacity.

DEMOCRACY, CONFLICT, AND HUMANITARIAN ASSISTANCE (DCHA)

The Agency's Democracy, Conflict and Humanitarian Assistance (DCHA) Bureau programming related to HEIs prioritizes institutional capacity-building and systems strengthening while serving the larger goals of good governance, inclusive growth, and the advancement of democracy in complex political environments. These programs range in type and scale and include institutional partnerships, curriculum development expertise, human and institutional capacity development, student exchanges, and research grants. These activities primarily support media and journalism quality, human rights, and justice or legal reform.

DCHA activities recognize the importance of a quality legal education in creating a well-functioning judiciary to promote the rule of law and combat corruption; it engages higher education institutions through the creation, support, and improvements of law schools around the world. Several of these efforts have been successful in creating new legal curriculum, improving teaching, and expanding access to legal education in a variety of countries. For example, the Fair Justice Project (Ukraine, 2011-2016) worked with numerous universities throughout Ukraine to support regulatory, legislative, and institutional reforms in judicial institutions by collaboratively delivering Michigan State University's judicial administrative court certificate program to Ukrainian court administrators. Through a cooperative agreement with the American Bar Association Rule of Law Initiative (ABA/ROLI), DCHA funded law school-strengthening initiatives including short-term training for legal professionals, as well as law school curricula changes in Mexico (Legal Education Program, 2011-2016). In addition, ABA/ROLI worked in Kyrgyzstan (Support to the Kyrgyzstani Legal Defense Community, 2012-2019) to embed clinical practice into law school curriculum at seven law schools throughout the country, as well as advocating for its inclusion into the national curriculum standards (ABA/ROLI, 2016).

One activity provides some insight into the difficulties in supporting legal education to create trust, promote civil society, and improve access to legal services to underserved populations. In Liberia, the Legal Professional Development and Anti-Corruption activity (2015-2020) seeks to, among several other priorities, improve institutional capacity at the Louis Arthur Grimes School of Law. Recognizing the challenging financial and political environment and redesigned structure for the activity, a mid-term

evaluation noted that all of the law school faculty are part-time, faculty and administrators at the law school did not have the financial resources and research interest to create legal clinics as proposed in the activity, and efforts to embed a fundraising officer into the law school met with administrative resistance and concern (Social Impact, 2018). Despite success in supporting events and workshops, these structural issues point to the difficulty in institutional capacity-building.

OFFICE OF AMERICAN SCHOOLS AND HOSPITALS ABROAD (USAID/ASHA)

Within the DCHA bureau, the Office of American Schools and Hospitals Abroad (ASHA) supports the construction and infrastructure needs, including those at higher education institutions abroad, with a current budget of approximately \$20 million annually. Established in 1947 as a public diplomacy program, ASHA was incorporated into USAID when the Agency was established in 1961. Since its inception, ASHA has assisted nearly 300 universities, secondary schools, libraries, and medical centers in more than 80 countries globally. These serve as study and demonstration centers for American ideas and practices (USAID, 2017). In the current portfolio, about half of ASHA awards go to infrastructure and facility construction, while the remaining half are invested in equipment and technology. Through the ASHA model, institutions of higher education abroad must have a U.S. partner who enters into a cooperative agreement with USAID to distribute funds to host-country institutions. Much of the ASHA funding to institutions of higher education has gone to the American-style universities abroad (e.g. the American University of Cairo, American University of Beirut, etc.). Other examples of higher education funding through ASHA include the establishment of medical centers of excellence in Guatemala through the Liga Nacional Contra el Cancer/Institute Nacional de Canerologia (U.S. partners included Washington University in St. Louis and Varian Medical System in California) and the Ashesi University in Ghana, which furnished and equipped new campus spaces.

DEMOCRACY, CONFLICT, AND HUMANITARIAN ASSISTANCE PROGRAM SPOTLIGHT

<p>Legal Professional Development and Anti-Corruption Activity (LPAC) (2014-2019) Liberia</p>	<p>The program strengthened legal professional development institutions, supported the human and institutional capacity development at four legal education, information, and professional institutions: the Judicial Institute, the Louis A. Grimes School of Law, the Liberia Legal Information Institute, and the Liberian National Bar Association.</p>
<p>New Justice Program (2016-2020) Ukraine</p>	<p>This program addresses the challenges to the legal education caused by the legacy of the Soviet system. The program confronts the lack of quality assurance in Ukraine’s legal education and negative impact of corruption in testing, exams, and accreditation. It includes activities that modernize instructional methods and ensures effective practice-oriented skills-based learning through formal adoption into the law school curriculum.</p>

FOOD SECURITY

Agricultural higher education engagement has a long history within USAID. Many agricultural colleges, agricultural researchers, and government leaders around the world have been supported, trained, and educated through programming and partnerships sponsored by the Agency since it was established in 1961 (USAID, 2016b). USAID recognizes the vital importance of the higher education community in advancing the goals of agriculture and food security, as seen in the U.S. Global Food Security Strategy and annual Title XII reports to Congress (e.g. Title XII, 2017). Through the advice of the Board for

International Food and Agricultural Development (BIFAD),⁵ the bureau primarily engages higher education through the development and support of partnership programs between U.S. and host-country institutions that support institutional development and capacity-building, research strengthening, and a variety of training opportunities.

One of the largest USAID programs that engages higher education institutions is the Feed the Future Innovation Lab program. Comprised of 24 individual research labs hosted at U.S. universities, the Feed the Future Innovation Labs (FTFILs) partner with more than 100 institutions of higher education worldwide to advance research and capacity development in agriculture. For example, the Innovation Lab for Nutrition (2010-2020), which is managed by the Tufts University Friedman School of Nutrition Science and Policy⁶ and operates in eight countries in Asia and Africa, established a dietetics program with Bunda College at LUANAR in Malawi. Another example is the Innovation Lab for Soybean Value Chain Research (2013-2018), which operates in 11 African and two Asian countries and is led by the University of Illinois in Urbana-Champaign.⁷ This lab has created a Master of Science curriculum at the West Africa Center for Crop Improvement (WACCI), training sessions and seminars implemented directly by Lab faculty and staff, training-of-trainers (ToT) programs, PhD and Masters training, short courses such as these at the Africa Plant Breeders Academy in Nairobi, Kenya, and numerous other short-term training programs. Although the intensity of activities varies across the labs, ongoing collaborations between faculty in labs and host-country institutions, training, and research support are present in all FTFILs.

Other examples of institutional capacity-building projects include the Innovative Agricultural Research Initiative (iAGRI, 2012-2017) activity, a collaboration between The Ohio State University, five other U.S. land-grant universities, and Sokoine University of Agriculture (SUA) in Tanzania.⁸ The activity supported institutional capacity through 23 “organizational experiments” that allowed SUA to informally pilot institutional changes, such as the creation of a teaching assistant program, mechanisms to generate revenue from academic programs, and short-courses to improve pedagogy (iAGRI, 2015, p. 27). The program provided graduate level training to 135 young Tanzanian professionals in agriculture-related fields and strengthened institutional capacity of SUA to contribute to food security in Tanzania. It also promoted collaborative research among staff from SUA; Ministry of Agriculture, Food Security, and Cooperation; and the U.S. university partners.

Connected with institutional capacity-building is the Bureau’s long tradition of short-term and long-term training. Nearly half of the USAID-supported training provided by U.S. institutions comes from Feed the Future Innovation Labs; the labs collectively provide training on a variety of topics including scientific methods, equipment maintenance, safe pesticide use, planting techniques, data collection, grant writing, financial management, leadership, and others (Title XII, 2017).

⁵ BIFAD advises USAID on agriculture and higher education issues pertinent to food insecurity in developing countries. It was established by Title XII of the Foreign Assistance Act in recognition of the critical role that U.S. land grant institutions play in agricultural development.

⁶ Tufts University manages the activities and conducts research in close partnership with four U.S. universities (Tufts University, Purdue University, Johns Hopkins University, and Harvard University) as well as development partners such as Development Alternatives, Inc. (DAI).

⁷ Partners include the University of Missouri (UOM), Mississippi State University (MSU), and the International Institute for Tropical Agriculture (IITA).

⁸ Land-grant university partners include The Ohio State University, Michigan State University, University of Florida, Virginia Tech, Tuskegee University, and Iowa State University.

The Bureau for Food Security also supports other large programs for graduate education: The Borlaug Higher Education for Agricultural Research and Development (BHEARD, 2012-2021) and the Borlaug Leadership Enhancement for Agricultural Productivity (LEAP, 2013-2018) programs. While about half of the participants in BHEARD earned degrees within the United States, participants also contributed to growing South-South collaborations, studying at regional centers in Brazil, Kenya, Ghana, and India (Title XII, 2018).

FOOD SECURITY PROGRAM SPOTLIGHT	
<p>Innovation for Agricultural Training and Education (InnovATE) (2012-2017) Worldwide</p>	<p>Implemented by a consortium of schools led by Virginia Polytechnic Institute and State University (Virginia Tech), InnovATE responded to requests from USAID Missions to strengthen the full range of institutions responsible for educating agricultural professionals including universities, technical schools, vocational schools, secondary schools, and primary schools in such areas as curriculum reform, pedagogy, infrastructure, financing, and administration. InnovATE has hosted workshops on designing more effective agricultural education and training programs to promote sustainable development and youth entrepreneurship.</p>
<p>Agriculture Education and Innovation Systems Project (AEISP) (2010-2014) India</p>	<p>AEISP was initiated in 2011 and implemented by Cornell University with the goal of improving the livelihoods of rural populations through several education-related activities to create technical innovations, teaching capacity, and develop extension links within Indian higher educational institutions. The program supported the design of an animal science curriculum, faculty training in the United States, follow-on mentoring of agricultural faculty at Banaras Hindu University (BHU) and Rajendra Agricultural University (RAU) in India.</p>

GLOBAL HEALTH

The Bureau for Global Health approaches higher education engagement in a variety of ways: as a collaborator for achieving health development goals, as a recipient of funding for research and further health systems strengthening activities, and as implementer of health projects around the world. In the Global Health Strategic Framework 2012-2016, higher education institutions are part of a network of other organizations, such as private businesses, foundations, hospitals, associations, and other implementing partners, which are viewed as necessary to achieving global health goals (USAID, 2012). Because higher education institutions have an important and multilevel role in strengthening health systems, targeting institutional and organizational capacity of higher education creates significant opportunities to achieve health goals.

Post-secondary training for nurses, doctors, technicians, and other health workers is critical to Global Health programming. Higher education engagement takes the form of pre-service education and in-service or professional development in partnership with universities and other medical associations and institutes. The Maternal and Child Survival Program (MCSP, 2014-2019), for example, released guidance on how to best support pre-service education through a comprehensive approach to individual and institutional capacity development (MCSP, 2017). This guidance included curricula reforms; targeted student recruitment to meet specialized health needs (i.e. recruiting students from rural locations to return to communities in need), professional development for faculty, and infrastructure and management support; and worked toward national policy standards (MCSP, 2017). This program, like others in Global Health, represents a wraparound, comprehensive approach to institutional strengthening by engaging at the institution in multiple ways—with students, faculty, and administration and through access, training, curricula changes, and infrastructure improvements.

Global Health uses principles including mentorship, coaching, cultivating champions, minimizing time on site, reducing classroom training, peer-to-peer learning, and other pedagogical and curricular philosophies to guide pre-service training reforms (MCPS, 2016). Global Health relies on evidence from both USAID and the World Health Organization that suggests approaches to educational institution and capacity-building should use alternative techniques like simulation and case-based practice and learning opportunities at the point of care to help providers transfer new knowledge and skills into practice. Each of these interventions affect higher education broadly, and the MCPS program provides specific guidance on working with institutions of higher education specifically (see Figure 2), which could provide an example for other operating units.

FIGURE 2: MCHP OPERATIONAL GUIDANCE FOR PRE-SERVICE EDUCATION PROGRAMS				
CLINICAL PRACTICE	STUDENTS	FACULTY/ PRECEPTORS	INFRASTRUCTURE/ MANAGEMENT	CURRICULUM
<ul style="list-style-type: none"> Expanded number and variety of clinical sites More clinical rotations to increase access to clients Strengthened clinical site services and infrastructure 	<ul style="list-style-type: none"> Strengthened selection and recruitment Student support measures Pre-deployment preparation 	<ul style="list-style-type: none"> Faculty development Site-based refresher clinical training Preceptor preparation and training Strengthened use of information and communication technology in teaching 	<ul style="list-style-type: none"> Skill lab support Computer lab, learning resources access Leadership and management development 	<ul style="list-style-type: none"> Rapid task analysis Competency-based curriculum update Rational integration of use of information and communication technology Leverage open-source digital content
EDUCATION REGULATION				
<ul style="list-style-type: none"> National education standards National competencies Sustainable accreditation mechanisms Competency-based licensure and relicensure mechanisms 				

Source: <https://www.mcsprogram.org/resource/operational-guidance-for-maternal-and-child-survival-country-programs-pre-service-education/>

Global Health also utilizes strong networks of international and national research institutions, including HEIs, to conduct local-level research, infectious disease surveillance, health crises responses, and health outreach and medical care. One example is the Support Operational AIDS Research (SOAR, 2014-2019) project, a worldwide initiative that works to strengthen the capacity of universities to conduct high-quality research through technical assistance, as well as subaward grants to research institutions. SOAR includes awards to established university partners, as well as first-time awardees, expanding the map of recipients of USAID funding beyond traditional partnerships. While these subawards are relatively small, they target individuals and institutions that support specific health goals.

The flagship higher education engagement activity within Global Health is the OneHealth Workforce program (2014-2019). Teams at the University of Minnesota and Tufts University provide support for two regional university networks—the One Health Central and Eastern Africa (OHCEA) network and the Southeast Asia One Health University Network (SEAOHUN)—and four country networks that engaged more than 80 local HEIs. Each network implements a comprehensive One Health (OH) workforce program that: a) engages stakeholders in evaluating workforce needs; b) supports pre-service

training within university health programs; c) creates in-service training supported by the network for animal, human, environment, and other health professionals, including medical; and d) faculty capacity development through short- and medium-term training on teaching, research, and community outreach (see Figure 3). Although similar, OHCEA functions as a regional training center with country offices, while SEAOHUN serves as more of a regional coordination role between the four university networks within Asia.



Figure 3: OneHealth (OH) Workforce Five Main Objectives to guide project’s activities. (OneHealth Workforce Fact Sheet, n.d.)

OneHealth Workforce operates on the premise that universities are unique drivers of change in the health sector as they train current and future health workers while forging partnerships with governments and communities through research, training, and service. According to a recent evaluation, the OneHealth Workforce program has achieved public health outcomes by educating graduate and undergraduate students in multiple disciplines that are in strong demand by donor community and host country government for their experience and expertise (Carrino, Lucey, Pappaioanou, 2018). Capacity-building within the networks includes supporting the creation of secretariats to provide leadership; the development of legal structures to receive direct support from USAID rather than through U.S. university partners; exploring ways in which each network can receive sustainable support from organizations other than USAID; and supporting opportunities for the networks to be leaders in health policies within the region.

However, as key informants and evaluations on the activity point out, the creation of these university networks is both time- and resource-intensive. Indeed, many of the activities that engage higher education within Global Health are worldwide, systems-focused, and large-scale. In this approach, higher education institutions are just one of many organizations engaged in health development system.

GLOBAL HEALTH PROGRAM SPOTLIGHT	
Human Resources for Health (HRH) (2016-2021) Worldwide	HRH addresses human resource challenges in host-country health sector. It focuses on institutional and individual capacity-building to improve the quality of pre-service education for priority clinical cadres, improve competency of clinical health care workers, and build skills of health human resource managers. Through scholarships, HRH works to increase the number of students graduating from health training institutions. The program also works with medical schools, training institutions, and teaching hospitals to improve the quality and applicability of training for current health care practitioners.

GLOBAL HEALTH PROGRAM SPOTLIGHT

The Next Generation of Public Health Experts

(2011-2016)

Bangladesh

The goal of the Next Generation of Public Health Experts activity was to improve the quality of public health education in Bangladesh. The activity provided scholarships for economically disadvantaged, meritorious students and short-term training opportunities for working public health professionals. The activity also managed a distance learning program to improve the training skills of public health trainers.

HIGHER EDUCATION AND REGIONAL BUREAUS

Each of the regional operating units engaged with higher education to further development goals, but the strategies and intensity of this engagement varies by region and even by country within each region. According to the 2017 Title XII Report to Congress, nearly half of all USAID funds distributed to foreign universities went to institutions in Asia (see Figure 4); however, this figure does not comprise most of the higher education engagement as found and defined by this analysis. Each of the regional bureaus (Africa, Asia, Europe & Eurasia, Latin America & Caribbean, and Middle East & North Africa) and the Office of Afghanistan and Pakistan (a separate operating unit) are reviewed below with a discussion of regional strategies, higher education engagement activities, and unique aspects of each region provided. The bureaus and operating unit are presented in alphabetical order.

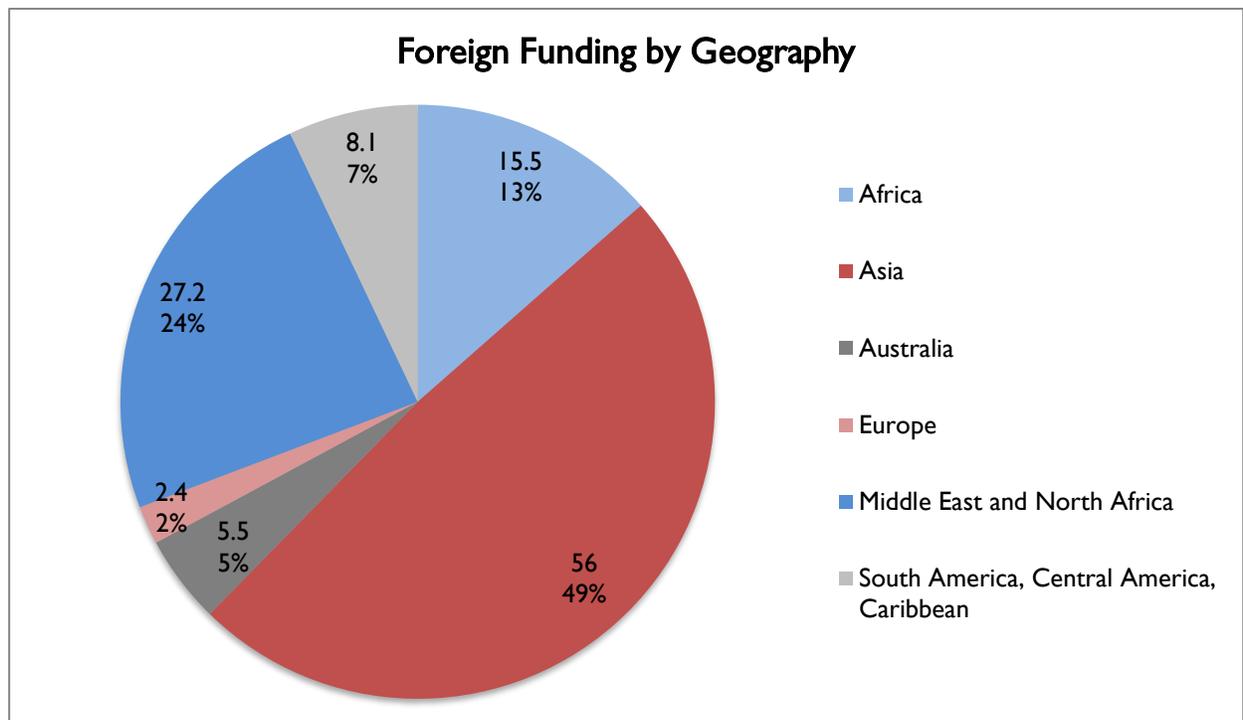


Figure 4: Distribution of USAID's funding to foreign universities. (Title XII Report to Congress, 2017)

AFRICA⁹

In the three USAID regional development cooperation strategies in Africa during the period studied (East Africa, Southern Africa, and West Africa) higher education was not listed as a strategic priority or goal (East Africa, 2016; Southern Africa, 2011; West Africa 2015). However, between FY 14 and FY 18, the region saw an immense engagement with higher education to improve teacher education, agricultural research, environmental protection, human health, democratic institutions, workforce development, and other priorities. In this way, Africa represents the intersecting and cross-functional ways the Agency works with higher education institutions that fall outside of specific educational objectives. Through capacity-building, institutional strengthening, curricular reform, faculty training, scholarship opportunities, and other activities, the Agency utilized a variety of means to meet development goals while simultaneously improving higher education. USAID also drew on strengths in the higher education sector to provide direct investment and partnerships with institutions in the region and to leverage the networking, training, and research capabilities of higher education to achieve a wide range of strategic priorities.

Higher education engagement in Africa primarily took three forms: activities that focused on access and leadership within the higher education sector, activities that provided workforce and other training in a variety of sectors, and activities that built or relied upon the networking capabilities of higher education institutions to inform cross-sector partnerships and improve academic management of institutions. There are several examples of scholarship and youth leadership programs throughout Africa that sought to provide new opportunities for youth. The Malawi Scholarship Program (2013-2020) improves human resources for health through scholarships for undergraduate and graduate students pursuing degrees at Malawi and U.S. institutions in health careers. The Young African Leadership Initiative (YALI, 2010-2019) comprises four Regional Leadership Centers that are all housed at African universities (Kenyatta University [Kenya]; Ghana Institute of Management and Public Administration; University of South Africa; and Centre Africain d'Etudes Supérieures en Gestion [CESAG, Senegal]). Each center offers leadership training, networking opportunities, and professional development while serving as a location for regional collaboration. Africa Lead II (2015-2020) is another example of leadership training through HE engagement; this activity focused on improving leadership capacity for agricultural initiatives broadly by strengthening institutional capacity and providing leadership training for graduates at Sokoine University of Agriculture in Tanzania.

Training activities took place across sectors within Africa. Teacher training for both in-service and pre-service teachers was seen in several countries, often in partnership with HEIs (e.g. Reading for Ethiopia's Achievement Developed II, 2012-2017). In other sectors, the Media Strengthening Project (Mozambique, 2012-2017) provided journalists and media professionals from the national to community level the skills to cover important issues such as climate change, biodiversity, health, and gender-based violence through a partnership between School of Communications and Arts in Mozambique and Rhodes University School of Journalism and Media Studies in South Africa. There were also numerous health-related activities that provided workforce training to health professionals such as the Malaria Laboratory Diagnosis and Monitoring in Ethiopia, (2017-2023) implemented by Columbia University and the Mwayi

⁹ This report defines the following countries as part of the Africa Bureau: Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Eswatini, Ethiopia, Ghana, Guinea, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mozambique, Namibia, Niger, Nigeria, Republic of the Congo, Rwanda, Senegal, Sierra Leone, Somalia, South Africa, South Sudan and Sudan, Tanzania, The Gambia, Uganda, Zambia, and Zimbabwe.

wa Moyo project in Malawi (2011-2016), which included a subaward to the Malawi College of Medicine. The Technical and Financial Support to University of Ghana activity (2013-2018), part of the Feed the Future initiative, trained scientists with an interdisciplinary focus on agriculture, economic policy management, and business capacity-building through a network of agricultural research centers in Africa.

Workforce development programs were also in evidence throughout Africa, such as the Promoting Opportunities through Training Education, Transition Investment, and Livelihoods for Youth (POTENTIAL, 2015-2018) activity in Ethiopia, utilizing BFS and E3 funds to help transition youth from pastoral to other economic sectors through career and skills training. The Ethiopian Center for Disability and Development (ECDD) is a USAID-funded center (Inclusive Skills Training and Employment Program, 2013-2016) that assisted Ethiopians with disabilities prepare for and enter the workforce. This program worked with 21 mainstream technical vocational education and training institutes and universities to improve institutional capacity to provide skills development training for people with disabilities and their instructors.

A variety of activities demonstrate the ways in which African universities are being engaged to lead partnerships, networks, and research for USAID development goals, which build overall institutional capacity. The ResilientAfrica Network and OneHealth Workforce are two networking activities discussed previously that are uniquely located within Africa and are working across the continent to improve research, curriculum, and education in their respective areas. The Ponya Mtoto activity (Kenya, 2017-2020) relies on implementation research from Mount Kenya University to reduce the number of infants dying from bacterial infections. There are also numerous examples of partnerships within the region including a partnership between the University of California Los Angeles and the Kigali Institution of Education (Promoting Gender Equity and Female Empowerment, 2012-2015) as well as numerous partnerships under the FTFILS previously discussed in the Bureau for Food Security section of the report. Africa was also more engaged with minority serving institutions (discussed below) than other regions, particularly in the areas of research, technology innovation, and building capacity at the post-secondary level.

AFRICA PROGRAM SPOTLIGHT	
<p>Borlaug Higher Education for Agricultural Development (BHEARD)</p> <p>(2012-2021)</p> <p>Worldwide</p>	<p>With Michigan State University as lead implementing partner, this activity funded through the Bureau of Food Security covers eleven African countries (as well as two Asian countries) to increase the number of agricultural scientists and strengthen scientific institutions in partner countries. It supports long-term training of agricultural researchers at the master’s and doctoral levels, linking scientific and higher education communities as part of Feed the Future. The program supports coursework at U.S. and regional universities, and provides funding for research in host countries. It also aims to develop, test, and evaluate new models of small-scale institutional capacity development.</p>
<p>Excellence in Higher Education for Liberian Development (EHELD)</p> <p>(2011-2016)</p> <p>Liberia</p>	<p>EHELD was an \$18.5 million investment focused on building Centers of Excellence at the University of Liberia and Cuttington University to improve the quality and enhance the relevance of higher education programs in engineering and agriculture. EHELD developed the “student pipeline” of secondary school students to encourage the study of engineering and agriculture through school visits, summer programs, and career talks. RTI and university partners implemented “Fast Start Camps” to prepare students for academic rigor of university through soft skills, experiential-based training, and project-based learning. EHELD also focused on strengthening the capacity of faculty at the universities through extensive degree training programs and mentoring in areas such as curriculum development and pedagogical techniques.</p>

ASIA¹⁰

The Asia Bureau strategically invested in higher education in several areas, building on the increasing strength of institutions of higher education in the region and utilizing a number of cross-bureau mechanisms and public-private partnerships to invest in higher education. About one-third of the activities reviewed for this analysis were implemented in the Asia region, and of those, about half were in the Asia Pivot priority countries of Indonesia, Vietnam, the Philippines, and India. These activities were aligned with the Regional Development Cooperation Strategy for Asia 2004 – 2018, which focused on increasing scientific, research, and technological capacity through partnerships with higher education institutions in the region and fostering academic networks (USAID, 2014). Between FY14 and FY 18, USAID investments in higher education in Asia focused on individual and institutional capacity-building, skills building, and policy reform through activities such as pre-service teacher training, curriculum development, science and technology knowledge transfer, and workforce development in high growth economic sectors.

In Asia, programmatic advances placed renewed emphasis on HEIs conducting and applying research, delivering quality instruction, and engaging with local communities. Fourteen of the 24 FTFILs involve partnerships with local research and education institutions in Asia and conduct applied research focusing on food security (Feed the Future, n.d.). SEAOHUN, part of the OneHealth Workforce activity (2014-2019), is a network of 14 faculties and schools of medicine, nursing, public health, and veterinary medicine at 10 universities in Indonesia, Malaysia, Thailand, and Vietnam to provide skilled workers needed to combat emerging pandemic diseases. Other examples of activities focused on research capacity included Capacity Building of Indonesia Academy of Sciences (2011-2016) and the Energy Policy and Development Program (Philippines, 2014-2017), which both sought to directly increase the scientific capabilities of faculty and researchers through technical assistance and training.

The region also prioritized activities that bolstered linkages between industry and academia with a focus on economic growth sectors. An example that illustrates this approach is the Science, Technology, Research and Innovation for Development Program (STRIDE, 2013-2019), which boosts the Philippines' capacity for innovation-led inclusive economic development. STRIDE has forged partnerships with more than 380 industry partners, 110 Philippine academic institutions, and 25 U.S. universities (Aguinaldo, 2018). STRIDE has also developed a network of researchers and entrepreneurs, established Career Centers at Philippine universities, advanced high-growth sectors, and created employment opportunities. Similarly, in Vietnam, the Higher Engineering Education Alliance Program (HEEAP, 2010-2020) originated as a partnership between Intel and Portland State University and subsequently evolved through multiple iterations into a suite of activities launched as a Global Development Alliance (GDA). HEEAP aims to modernize engineering curricula at universities and vocational training institutes and provide connections to workforce needs through an alliance of corporate partners, the Vietnamese Ministry of Vocational and Technical Education, and Arizona State University (ASU). HEEAP also incorporated the BUILD-IT project [Vietnam, 2015-2020] under the HEEAP suite of activities, which tightly links science, technology, engineering, and math (STEM) instruction in Vietnamese higher education institutions to the needs and capabilities of industry partners in order to produce graduates who can lead inclusive, technology-based growth. Some of the activities in the university-industry partnership model included lecturers from eight

¹⁰ This report defines the following countries as part of the Asia Bureau: Bangladesh, Burma (Myanmar), Cambodia, China, India, Indonesia, Kazakhstan, Kyrgyz Republic, Laos, Maldives, Nepal, Pacific Islands, Philippines, Sri Lanka, Tajikistan, Thailand, Timor-Leste, Turkmenistan, Uzbekistan, and Vietnam.

Vietnamese institutions travelling to ASU to take part in advanced faculty development training courses; more than 300 faculty received additional training in country (including 31 percent women); and increasing collaborations among faculty.

The Connecting the Mekong through Education and Training program (COMET, 2014-2019), primarily funded by the State Department but implemented by USAID out of the Regional Development Mission Asia (RDMA), shared many of these strategies. COMET focuses on developing transferable workforce skills, providing results at scale, partnering for sustainability and innovative solutions, and deepening relationships with emerging powers. COMET trained university and TVET instructors and administrators to provide youth with market-driven skills, promoted gender-balanced employment in key sectors, and increased technology-based learning and the number of workers in science, technology, engineering, mathematics, accounting, and tourism (STEM+AT). In addition to hard skills, soft skills in leadership, culture, and engagement bridged the gap between education and the workplace to keep pace with rapid economic growth in the region. COMET also linked education providers and employers through public-private partnerships (PPPs) that include collaboration with U.S. companies (e.g. Cisco, Intel, and Amazon Web Services) and universities (e.g. Texas A&M) to leverage cutting edge educational approaches and technologies while improving workforce capacity for international and U.S. companies. By the close of COMET, the project will have helped post-secondary education institutions equip 120,000 youth with the workplace skills demanded by businesses in the Lower Mekong countries of Burma (Myanmar), Cambodia, Laos, Thailand, and Vietnam (USAID, “Connecting the Mekong,” n.d., p. 1).

Activities in this region also engaged in scholarships, research, curriculum development, and policy reform. Prioritizing Reform, Innovation, Opportunities for Reaching Indonesia’s Teachers, Administrators, and Students (PRIORITAS, 2014-2017) utilized each of these engagement strategies to improve access and enhance the quality of higher education through tuition support, training courses, distance learning initiatives, and expansion to underserved areas. PRIORITAS fostered institutional capacity development by establishing and strengthening partnerships with U.S. institutions while also providing technical assistance and resources to improve the quality of basic education. Together with university partners, PRIORITAS developed pre-service and in-service curriculum materials, improved the quality of laboratory and practice teaching schools, improved practicum programs, and engaged in classroom action research with partner schools. Furthermore, PRIORITAS increased the skills of lecturers at Teacher Training Institute (TTIs) and worked with faculty from 48 TTIs to develop and deliver pre-service and in-service programs that promote active learning and enhance overall student outcomes. Lastly, PRIORITAS worked to increase the capacity of the Ministries of Education and Religious Affairs to help district governments to plan, manage, implement, and coordinate service delivery.

ASIA SPOTLIGHT

Vocational Training and Education
for Clean Energy (VOCTEC)

(2011-2015)

Regional

VOCTEC built regional capacity of qualified technical trainers and technicians to install, operate, and troubleshoot off-grid solar photovoltaic (PV) systems in the Pacific Islands. VECTEC's Train-the-Trainer approach provided technicians a support system and ensured that local institutions are able to continue to educate and manage future operators and technicians within the region. VECTEC's capacity-building activities incorporate a gender and social issues in solar PV-related technical training as well as entrepreneurship skills in its vocational courses. The activity worked with The University of the South Pacific and 10 other institutions by providing curriculum, equipment, and training materials; it also promoted virtual training and established 10 training centers throughout the region.

Sustainable Higher Education
Research Alliances (SHERA)

(2016-2021)

Indonesia

This partnership program between U.S. and Indonesian universities will: 1) bring together scholars to conduct world-class science and technology (S&T) research, 2) strengthen research at Indonesian universities, and 3) increase higher education institutions' enabling environment for further research, including encouraging women to study S&T. SHERA will award five four-year grants to Indonesian universities, each with average yearly funding of \$800,000, to conduct collaborative research in the fields of hybrid energy development; fishery, animal, and veterinary sciences; innovative technology on electric-based transportation; city-centered innovation and technology development; and acute respiratory infections.

OFFICE OF AFGHANISTAN AND PAKISTAN

The Office of Afghanistan and Pakistan was created by Executive Order 12163 by then President Barack Obama in 2014. Despite efforts to stabilize insecure or contested areas in Afghanistan and Pakistan, program success is mixed. This may be due to unrealistic expectations about what could be achieved in an active war zone; the lack of capacity of U.S. government agencies to fully support the accelerated efforts, the level of corruption in the Afghan government, and institutional rivalries and bureaucratic hurdles. In Pakistan, better outcomes were derived from USAID investments, though problems of fraud and corruption were still prevalent and conditions dangerous. According to HELA key informants, in both countries, staff turnover is high, decisions on what to fund are politically motivated, and there is overwhelmingly negative political and media attention.

AFGHANISTAN

Changing U.S. and Afghan priorities between 2002 and 2018 have created challenges, but USAID has made significant progress and has shifted away from stabilization activities and toward longer-term development (Hammink, 2017). USAID's objectives for Afghan-led development include expanding sustainable agriculture-led economic growth and improving health, education, and women's empowerment. The current USAID strategy for education is found in the USAID/Afghanistan Plan for Transition 2015 - 2018 (updated 2016).¹¹ USAID has made inroads across the education sector including higher education. In 2003, the gross enrollment rate (GER) in tertiary education was 1.2 percent; 2017 USAID figures estimated the GER at 9.1 percent with about 100,000 (33 percent) women enrolled (USAID, 2019). At the same time, the Ministry of Higher Education has worked to increase the number of female faculty members from 0 percent in 2002 to 14 percent in 2016 (Hayward, 2017).

¹¹ The GoA National Education Strategic Plan 2017 – 2021 does not include provisions for higher education.

Activities in Afghanistan seek to improve quality and access in universities, advance training for workforce skills particularly in agriculture, and broadly support women’s empowerment. Scholarship programs such as PROMOTE (2015-2020) provide access to Afghan women to pursue bachelor’s and master’s degrees in a variety of fields. The Afghanistan Agricultural Extension Project II (AAEP II, 2014-2017) utilized a consortium U.S. HEIs (University of California Davis, Washington State University, Purdue University, University of Maryland, and Texas A&M University) to build capacity of agricultural extension workers in order to transfer useful information and technology to farmers through collaborations with local university faculty and students. It also supported a Women’s Internship Program that provided opportunities for female graduates of Afghan agricultural programs to gain experience in extension service operations and donor funded work. Afghani researchers also received PEER grants around climate change and water resources.

PAKISTAN

U.S. policy in Pakistan is moving from a time-based to a conditions-based strategy that integrates U.S. diplomatic, military, and economic approaches. The primary focus of U.S. development and assistance programs is to develop a stable, secure, and tolerant Pakistan with a vibrant economy. There are five priority areas: energy; economic growth, including agriculture; community stabilization of areas vulnerable to violent extremism; education; and health. The Government of Pakistan’s *Pakistan2025 One Nation—One Vision* outlines its plan for higher education. In addition to increasing public expenditure from 0.2 percent of GDP to 1.4 percent, Pakistan wants to improve access, quality (especially in STEM), and research and development while creating meaningful linkages with industry to ensure education meets labor market demands.

USAID-funded activities in Pakistan aligned with this strategy and focus primarily on workforce development, education support, and research capabilities within the country. The Agricultural Innovation Project (2013-2014), in addition to providing scholarships for master’s and PhD students in agriculture, provides agricultural extension education and training to farmers. Improving Education Quality (2013-2015) uses \$300 million in basic education funds to provide master’s and PhD scholarships in education, pre-service, and in-service training opportunities for teachers and administrators, and support the construction of a Faculty of Education buildings at 17 universities and teacher training institutes across Pakistan. There are also several examples of activities to improve the research capabilities of scientists throughout the country. The Pakistan Support Strategy Program (2011-2016) focused on strengthening national capacity in designing research-based policy reforms by building leadership and networks among several universities and administering competitive research grants.

AFGHANISTAN & PAKISTAN PROGRAM SPOTLIGHT

University Support and Workforce Development Program
(2014-2018)
Afghanistan

The Afghanistan University Support and Workforce Development Program to enhanced the skills and employability of technically qualified and professionally capable Afghani women and men. One of the highlights of USWDP was the formation of cross-border partnerships that brought together university administrators, faculty, and students from Afghanistan and the United States. These partnerships aimed to reduce inequities by providing Afghan universities with educational resources and exposure to pedagogical practices that support all students, especially women and minority ethnic groups excluded by the Taliban. To date, 379 Afghan faculty members participated in professional and academic exchanges with U.S. partner universities, and 163 students received master’s degrees and 464 bachelors degrees (25 percent female).

AFGHANISTAN & PAKISTAN PROGRAM SPOTLIGHT

The U.S. Pakistan Centers for
Advanced Studies (USPCAS)
(2015-2020)
Pakistan

To strengthen applied research, USAID and the Government of Pakistan launched the U.S. Pakistan Centers for Advanced Studies in 2015 to support Pakistan's economic development by educating the next generation of scientists, engineers, and policymakers through innovative academic programs. USPCAS connects three American universities with expertise in agriculture, water, and energy with four Pakistani universities in order to modernize curricula, conduct joint applied and policy research, and foster student and faculty exchanges. Building on a shared mission to engage and lead through education, research, and collaboration, USPCAS faculty and students leverage collective resources and expertise toward discovering solutions to challenges in food security, water scarcity, and energy demand. The three U.S. university partners are the University of California at Davis (paired with the University of Agriculture, Faisalabad), Arizona State University (University of Engineering and Technology and Peshawar and National University of Sciences and Technology), and the University of Utah (with Mehran University of Engineering and Technology).

EUROPE & EURASIA¹²

Europe & Eurasia (E&E) country strategies primarily focus on workforce development needs, strengthening civil society by increasing capacity of legal and media institutions, and strengthening educational systems from pre-K to higher education. Many institutions of higher education fail to impart practical knowledge and skills to graduate, have poor quality instruction, or utilize curriculum with little relevance the needs of employers in the broader economy. Despite relatively high enrollment levels in post-secondary and higher education institutions, the region has high youth unemployment rates. Activities within E&E engage higher education in a variety of ways to both improve the capacity of institutions and support broader development goals, particularly around democracy and governance.

Several USAID activities within the region have sought to strengthen HEI teaching, research, and curriculum, particularly with U.S. HEIs. For example, the HED partnership with Yerevan State University in Armenia and Arizona State University (Advancing Gender Equality and Women's Empowerment in Armenia, 2012-2015) focused on increasing institutional capacity in the areas of research and teaching. The Judicial Independence and Legal Empowerment Project (JILEP, 2010-2015) in Georgia supported two collaborations between the South Texas College of Law and Tbilisi State University and the Washburn University School of Law and Free University Tbilisi. These partnerships helped create two national centers of law in Georgia, which serve as regional training centers as well as academic homes for new legal studies in the country. In a unique partnership model, The Strengthening Extension and Advisory Services (SEAS, 2013-2015) utilized the University of Illinois at Urbana-Champaign (prime) and Texas A&M (subaward) as implementers working with agricultural ministry officials to develop a public agricultural extension service system that created linkages with agricultural schools and the farming community in Georgia.

Other capacity-building activities focused on providing technical assistance to universities outside of the partnership model in a variety of areas. Promoting Rule of Law in Georgia (PROLoG, 2015-2020) uses small grants to local institutions and organizations to support new courses, degree programs, academic chairs, and student engagement related to legal ethics, human rights, and equality. SUSTAIN (Georgia,

¹² This report defines the following countries as part of Europe and Eurasia Bureau: Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Cyprus, Georgia, Kosovo, North Macedonia, Moldova, Montenegro, Russia, Serbia, and Ukraine.

2009-2015) provided technical assistance to five major medical universities to ensure competency-based education prioritizing student and clinical patient communication skills. Developing Georgia's Agricultural Economics Capacity (2017-2017) supported the International School of Economics (ISET) to establish new curriculum focused on agricultural policy research that integrates practical skill development, research projects, and internships. While curricular reform has been a particular focus in many of the activities in the region, some programs, such as Property Rights Program (2014-2018) did not to engage law school faculty in curricular changes although such action was recommended in a program evaluation (Social Impact, 2018), which points to the relevance of this strategy to achieve development goals.

The Transformational Leadership Program - Scholarships and Partnerships (TLP [Kosovo], 2014-2019) utilized several strategies to increase capacity of an HEI while supporting other development goals. TLP was a multi-year program at the University of Pristina (UP) in Kosovo that utilized faculty and institutional partnerships with a number of U.S. institutions (e.g. Arizona State University, Dartmouth College, Indiana University at Bloomington, and the University of Minnesota) to strengthen faculty teaching, research, curriculum, and institutional management. In addition, the program also provided scholarships to master's degree students and post-graduate certificate programs in rule of law, engineering, public administration and others in the United States. Scholarship recipients were required to volunteer in public-, private-, and NGO-sector organizations after returning to Kosovo. TLP also included immersion courses that help students who did not have access to quality undergraduate education receive needed skills and training; courses that provide public policy and leadership training of Kosovo's public servants; support to UP's Center for Teaching Excellence to deliver trainings on pedagogy for faculty and others; support for UP's Career Development Center database that connects students and graduates with internships and jobs; and exchanges between faculty to support broad curricular changes in sustainability, education, and agriculture. Together, the activity's components centered on institutional strengthening and increasing higher education attainment to improve civil society in Kosovo.

Other activities within the region focused on the educational system as a whole, particularly through teacher professional development, pre-service teacher education curricular reform, and national policy reforms to support integration of high school graduates' knowledge and university curriculum. The Ukrainian Standardized External Testing II Legacy Alliance project (2013-2017) worked to sustain success from earlier iterations of the program that eliminated corruption in the national high school graduation and university entrance exams by strengthening the capacity of the Ukrainian national testing system supporting implementation of national policy reforms within the higher education system. Other projects, such as the Basic Education Program (2011-2016) in Kosovo and the Georgia Primary Education Project (2012-2018), sought reforms to teacher education programs and in-service teacher training to support reading, mathematics, and financial literacy. Other activities focused on media literacy and civil society improvements through K-12 and teacher-training curricula (e.g. Ukraine Media Project, 2011-2016).

EUROPE & EURASIA BUREAU SPOTLIGHT

Innovative Solutions and Technologies Center (2014-2017) Armenia	USAID/Armenia funded a program to prepare a highly competitive IT/High Tech workforce by helping Armenian universities modernize their IT curricula, create a modern laboratory at Yerevan State University, provide faculty training, upgrading IT/High Tech curricula at major Armenian higher education universities; creating collaboration between local and U.S. top technology universities including Stanford University, University of California Berkeley, San Jose State University, and Rutgers University; and promoting R&D and commercialization.
Media for Transparent and Accountable Governance (M-Tag) (2014-2019) Georgia	The program strengthens the professional capacity of select Georgian media outlets and journalists to serve as an unbiased conduit of information between citizens and their governing structures, as well to encourage diverse views and debate on issues of public importance such as government reforms and European integration. M-TAG supported the creation of the Multimedia Education Center as a journalism training lab, supporting instruction at Caucasus School of Journalism and Media Management at the Georgian Institute of Public Affairs, the Caucasus University School of Media, International Black Sea University Journalism Program, and Ilya State University Journalism Program.

LATIN AMERICAN AND THE CARIBBEAN¹³

The regional strategy in Latin American and the Caribbean (LAC) focuses on workforce development and improving rule of law. Central American countries have among the lowest secondary school graduation rates in the hemisphere, while Caribbean countries have many secondary leavers without skills sufficient for employment or higher education. Where higher education enrollment is strong, many institutions fail to graduate students with the skills needed to meet labor market demands.

Several projects within LAC specifically strengthen higher education institutions and systems, with a focus on connections to workforce needs. The Advance Program (2015-2020) strengthens the capacity of select two- and three-year technical tertiary institutions in Guatemala, Honduras, and Jamaica. Advance seeks to provide market-relevant and high-quality training to disadvantaged youth by strengthening pedagogy and curricula, improving labor market bridging services, and building capacity to admit, retain, and graduate individuals typically marginalized from higher education. This project also provides scholarships for short-term training in the United States. Another example of a higher education focused project is in El Salvador. Managed by the Economic Growth office, utilizing HE funds, the Higher Education for Economic Growth Activity (HEA, 2014-2019) strengthened the ability of higher education institutions to build partnerships with industry through a clustering model. This model consisted of an anchor university, associated higher education institutions, and an industry partner in one of four workforce areas: information and communications technology, energy and energy efficiency, light manufacturing, and agro-industry and food processing. The activity worked to improve curricula, research, and pedagogy of institutions and faculty; provide opportunities for faculty to enhance industry knowledge; and provide scholarships for faculty to earn master's degrees in teaching and students to enroll in degree programs created by the activity. Despite the fact that El Salvador does not have an education office, funding supported this clustering model's focus on the establishment of linkages

¹³ This report defines the following countries as part of Latin America and the Caribbean Region: Bolivia, Brazil, Colombia, Cuba, Dominican Republic, East and Southern Caribbean, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, and Venezuela.

between universities and industry as well as women’s networking programs and other spillover effects (Gavin, Accioly, and Picardo, 2018).

Other projects within the region draw upon the relative strength of higher education institutions to support regional development goals outside of education. The Access to Justice Project (2014-2017) in Colombia is an example of the multiple ways higher education institutions can be engaged in development. Access to Justice provided multiple subawards to Colombian universities to provide training to individuals working in the justice system and legal services for rural populations; the program also sought to strengthen institutions by identifying weaknesses in legal curricula and seeking to improve victim support services, mediation, and understanding gender-based violence among other issues. Regional strength in higher education can also be seen in the multiple awards to researchers and institutions through PEER and HED. For example, through HED, the Colombia Human Rights activity (2012-2015) was established to improve the respect for and protection of human and basic rights. The activity established three higher education partnerships between three American universities and eight Colombian universities. It worked to enhance human rights curriculum, faculty credentials, and student opportunities. It also strengthened the institutional capacity of Columbian schools of law and trained future legal practitioners in human rights.

LATIN AMERICA AND CARIBBEAN PROGRAM SPOTLIGHT

<p>Appui au Développement et à la Recherche Agricole (AREA) (2015-2020) Haiti</p>	<p>The AREA aims to strengthen Haitian public and private agricultural institutions, with a major focus on increasing capacity in the public/private sectors to design, execute, and evaluate research and extension activities. AREA invests in long-term training of 20 Haitian graduate students enrolled at the University of Florida and Louisiana State University. AREA also works to improve the curricula of seven agricultural universities and partners to conduct research and strengthen the work of the Ministry of Agriculture and the Rural Centers for Agricultural Extension and Development to fulfill their roles in agricultural research and extension through capacity-building.</p>
<p>Food and Nutrition Technical Assistance (FANTA) III Project (2012-2018) Guatemala</p>	<p>The project raises awareness about evidence-based nutrition services to address malnutrition. An inter-university distance learning course was created by adapting a maternal and child nutrition course. More than 50 professors of medicine, nutrition, nursing, and social work completed the courses and later became facilitators in five universities in the Western Highlands; collaborating universities also changed curriculum in health-related fields. In addition, FANTA educated 80 university-level nutrition students on interventions to prevent childhood stunting.</p>

MIDDLE EAST AND NORTH AFRICA¹⁴

The Middle East and North African (MENA) region is complex in that it is characterized by both instability and conflict as well as more stable middle-income countries with high inequality among its population. Ongoing crises in Yemen, Iraq, and Syria often prioritize emergency responses outside the higher education level; however, USAID and other donors have emphasized the need for more activities for youth at the higher level. More commonly, in many MENA countries, higher education partners are engaged to improve overall educational quality, funding, and participation through primary-level teacher education and professional development such as the Leadership and Teacher Development Program (West Bank/Gaza, 2012-2018). A majority of higher education activities took place in Lebanon,

¹⁴ USAID has country offices in Egypt, Jordan, Iraq, Lebanon, Morocco, Tunisia, and the West Bank/ Gaza. USAID supports Syria, Yemen, and Libya from remote offices.

Morocco, Jordan, Tunisia, Egypt, and West Bank/Gaza, and country development cooperation strategies governing MENA investments during the period of review show consistent concerns about alignment of higher education to workforce needs. Strategies in Tunisia, Morocco, and Jordan, for example, all indicate university graduates are unemployed at higher rates than youth without college degrees. There is also concern throughout the region that youth lack the soft skills and life skills necessary to bridge the gap between education and employment.

One activity that clearly aligned to these development goals was a workforce development program in Morocco. The USAID Career Center program (2015-2020), utilizing HE funds of \$24 million over the life of the activity, assists youth, secondary school graduates, and university graduates with employment through career counseling, mentoring, self-assessment, and networking opportunities with employers. To date, six physical and one virtual Career Center have been launched to provide information about employment trends and demands for skills in the private sector and to a lesser extent has helped participants gain workforce readiness and soft skills. Each of the physical Career Centers are housed at either a university (3) or vocational training institute (3) to support access to higher education students in Morocco and ultimately assume ownership of the centers at the conclusion of USAID funding. A large majority of university students and vocational trainees who participated in the center believed the trainings, activities, and ability to network with employers to be particularly valuable, with more satisfaction reported by women (compared to men) and vocational trainees (compared with university students) at the midterm evaluation (Banyan Global, 2018).

A common strategy in workforce development programs in the region is to partner with the private sector to improve employment outcomes for university students. Two programs, the Jordan Competitiveness Program (JCP, 2013-2018) and the Mashrou3i activity in Tunisia (2017-2021), partnered with private business to increase workforce skills of post-secondary students and graduates. JCP primarily focused on policy reforms but partnered with Microsoft and Intel to provide training on emerging technologies for university students and alumni to address education to workforce needs. Mashrou3i partners with the HP Foundation to provide e-learning courses on entrepreneurship and workforce skills to the community including post-secondary graduates and bachelor's degree holders. The project, funded at \$12.5 million, also seeks to integrate this entrepreneurship curricula (independently created by the HP foundation prior to this activity) into universities and training institutions throughout the country. Similarly, the Workforce Development Program (WDP, 2014-2018) developed four new vocational training curricula and strengthened career guidance at Jordanian universities or vocational training institutes as well as facilitated internship and job placement with Jordanian employers for university students. The WDP also provided job training and placement for Syrian refugees in Jordan able to obtain work permits. These activities point to a focus on workforce development goals that utilized HEIs and the private sector in unique ways.

Another focus in the region is on scholarship activities, particularly in Egypt, Lebanon, and the West Bank/Gaza, which represented significant investment in higher education there. The flagship U.S.-Egypt Higher Education Initiative (U.S.-Egypt HEI, 2014-2020) serves as the umbrella program to suite of scholarship activities including STEM and MBA scholarships for women, scholarships to support public school graduates to attend Egyptian public and private universities in Egypt, and scholarships for graduate students to study in the United States or the American University of Cairo. Many of these activities also include English language training, academic skill building, and opportunities to engage in internships or entrepreneurship opportunities in addition to the funding to attend a higher education institution. While

most of these activities are funded through the U.S.-Egypt bilateral agreement, the Leadership Opportunities Transforming University Students (LOTUS, 2010-2020) activity housed within this overall program uses basic education funds to support scholarships to study in high-need areas such as nursing, engineering, computer science, and mass communications at elite Egyptian private higher education institutions. In total, activities in the U.S.-Egypt HEI were funded at \$250 million for the life of all activities (Egypt, 2017). The West Bank/Gaza also has multiple scholarship activities including Access to Success I and II (West Bank/Gaza, 2014-2019) and others providing access to U.S. education for Palestinian students (e.g. Master’s Training Program, 2017-2021). Both Egypt and Lebanon have specific scholarship programs dedicated to the American Universities within each country as well.

MIDDLE EAST AND NORTH AFRICA PROGRAM SPOTLIGHT

<p>U.S. Egypt Science and Technology Joint Fund (1995-Present) Egypt</p>	<p>This activity promotes collaboration between the U.S. and Egyptian scientists to address development challenges and promote economic growth, particularly in applied research and technology commercialization. It works in areas such as public health, food security, energy and water security. Results include high impact scientific research, training for the next generation of youth and female scientists and expanded collaboration between U.S. and Egyptian public and private sector institutions.</p>
<p>Lebanon University Scholarship Program (USP) (2010-2023) Lebanon</p>	<p>One of two components of the Lebanese USAID-Beirut Higher Education Scholarship (HES) Program, the University Scholarship Program enables meritorious and financially disadvantaged Lebanese public and private school graduates to access quality HE to increase their job readiness and maximize their potential. In supporting Lebanon’s democratic and economic development, USP offers university-bound students a unique opportunity to pursue quality HE through scholarships. All students engage in volunteer work, attend leadership and career workshops, and complete internships to complement academic studies. The activity promotes critical thinking, leadership skills, and community service.</p>

ANALYSIS OF HIGHER EDUCATION LANDSCAPE

Higher education is deeply connected to a variety of development goals and outcomes. As the HELA work has demonstrated, the spectrum of USAID’s engagement manifests broadly. Nearly every unit within USAID engages higher education institutions in some way; the intensity of the engagement (i.e. as a recipient of aid, an implementer of activities, or a partner in activities) and the purpose of the engagement (i.e. to strengthen higher education or another development goal) vary widely across the Agency. The following analysis reviews the types of higher education activities throughout the Agency, with attention to issues of inclusion, conflict, and the role of minority serving institutions. Next, a summary of how higher education engagement has contributed to development goals including successes and challenges during the period of review is discussed. Finally, recommendations for the future of USAID’s higher education engagement is discussed.

TYPES OF HIGHER EDUCATION ACTIVITIES

Based on the HELA’s findings, USAID engages in higher education strengthening in the following ways: through partnerships between HE institutions for research, teaching, curricula, and other training; through increasing access to higher education via scholarships; by building capacity within institutions through a variety of reforms and supports; through workforce connections including access, alignment, and partnerships with the private sector; and through policy reform focused on ministry and legal

reforms. Figure 5 provides an overview of the range of ways that higher education acts to strengthen capacity to individuals, institutions and systems. These categories of engagement are not discrete; many activities within this analysis utilized multiple types of engagement for multiple purposes. For example, the iAGRI activity included both capacity development and scholarships as the primary means of higher education engagement.

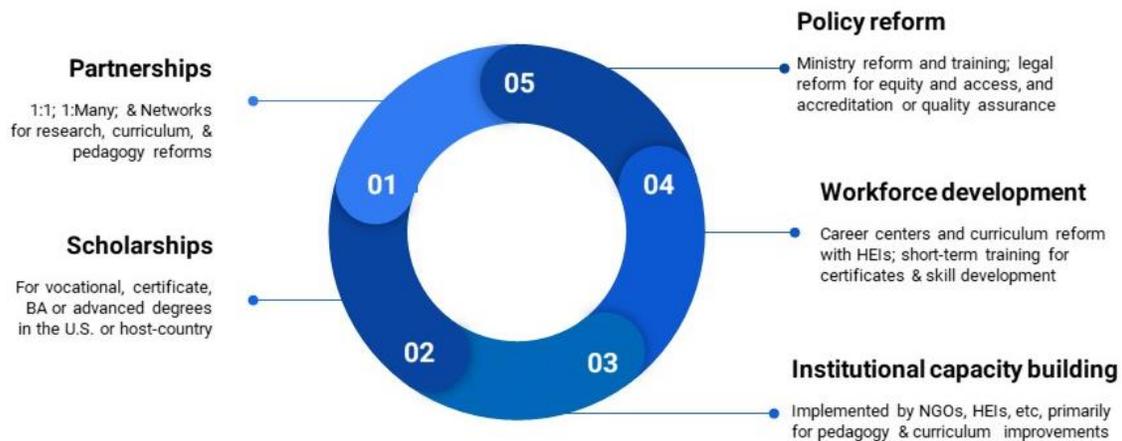


Figure 5: Dimensions of Higher Education Engagement by USAID

PARTNERSHIPS

Partnerships are a cornerstone of higher education engagement within USAID, and the HELA team identified partnerships as the most predominant type of higher education engagement activity across the Agency. Partnerships with U.S. and host-country higher education institutions were evident in numerous activities, the most common being a single U.S. and host-country HEI in partnership (e.g. HED - Improving University Education and Outreach on the Ecuadorian Amazon, 2012-2015). Other arrangements were evident but less common, such as a single U.S. HEI and multiple host-country HEIs in partnership (e.g. Nano-Power Africa, 2011-2016) and networks of multiple U.S. and host institutions (e.g. Further Advancing the Blue Revolution Initiative [FABRI], 2011-2016). The HELA team also found evidence of partnerships that utilized connections between higher education institutions and other organizations. For example, USAID facilitated higher education partnerships involving host-country higher education institutions and for-profit companies typically focused on workforce development or curriculum improvements (e.g. Workforce Readiness [Kosovo], 2014-2018; BUILD-IT [Vietnam], 2015-2020).

PARTNERSHIPS - LESSONS LEARNED

Interdisciplinary and cross-departmental teams from U.S. HEIs can strengthen host-country HEI capacity within partnerships. Sequencing awards to various departments over the life of a project or requiring multidisciplinary support from U.S. partners can ensure a range of capacity-building in one activity.

Food Security was the bureau most commonly engaged in institutional partnerships; nearly all agricultural programs that engage higher education include U.S. and host HEIs in partnership, most prominently the Feed the Future Innovation Labs. The single largest activity that utilized partnerships was the One Health Workforce activity in the Bureau for Global Health, with an investment of \$50 million. One Health Workforce is also unique because it links many of the types of engagement listed here into one activity; the partnership includes scholarships, capacity-building, workforce development, and policy reform utilizing the HEI network in a variety of ways. The Higher Education for Development program was the largest partnership program ever developed by USAID, although this report only analyzed projects within its last year of implementation; HED created institutional partnerships primarily for joint research, improving curriculum, and strengthening pedagogy around the world.

Key informants provided several examples where higher education partnerships were advantageous. First, in partnerships between a U.S. HEI and a host-country HEI, USAID has greater confidence in the financial management of awards and greater ability to ensure financial oversight by giving the award to the U.S. partner, particularly when the host-country HEI may not have strong financial management protocols. Second, institutional partnerships are one of the ways in which highly technical, research-focused knowledge can be transferred to the host-country HEI in a short amount of time. Rather than investing in long-term training through master's and PhD programs, which serve few students and faculty and take many years to complete, institutional partnerships often involve multiple short-term and specialized training by U.S. faculty to many host-country HEI faculty over the life of the project. In this way, USAID utilizes the strength of U.S. higher education (i.e. research and technology) to strengthen host-country HEI faculty, students, and institutions.

Informants also provided numerous ways in which higher education institutional partnerships need to be improved to maximize their potential and benefits. Several informants believed that harnessing the power of U.S. universities to build capacity requires interdisciplinary and cross-departmental awards to the university; awards to only technical or disciplinary experts often leave out organizational scholars, business experts, and institutional staff who can support institutional capacity development. Informants pointed out the limitations of U.S. faculty who are not experts in organizational development implementing short-term training as a substitute for holistic approaches to improving organizational performance. Some activities achieved interdisciplinary teams by accident through the solicitation and application process while others sequentially gave awards to different departments within the same institution.

Another area of concern is the lack of control or ownership of partnerships by host-country HEI partners. Because funding is often distributed to U.S.-HEIs, key informants described issues of local ownership or trust in many partnerships. Better planning support and training of U.S.-HEI partners was cited as a key need to improve collaboration and co-planning within partnerships. Similarly, key informants believed better management processes are needed to support partnerships in the design phase, in particular, working with U.S. universities to understand how to collaboratively set work objectives and indicators for the activity in the beginning.

SCHOLARSHIPS

Scholarships, grants, or other kinds of payments made to support students' education at universities, colleges, and other higher education institutions are another long-standing engagement strategy within the Agency and the second-most common form of higher education engagement found in this analysis.

Scholarships typically cover funding provided to students to support earning degrees or certificates (e.g. Malawi Scholarship Program, 2017-2020) from higher education institutions both in the United States and elsewhere. Activities that engage higher education can include scholarships as part of larger goals (e.g. iAGRI 2016-2020) or scholarships can be the only component of the activity (e.g. University Scholarship Program and Refugee Scholarship Program [Lebanon], 2018-2027). This analysis also includes the PEER faculty research awards under scholarships due to the individual nature of the awards.

Key informants highlighted the power of training programs to build good will, as well as technical support for host countries. For example, key informants talked anecdotally of alumni of agricultural scholarship programs like Collaborative Research Support Program (USAID, 2016b) and BHEARD who years later went on to become the Prime Minister of Rwanda and other senior leaders around the world. Key informants throughout the Agency also discussed personal and professional experiences where scholarship recipients were important connections for USAID programs and partnerships decades later, and that global networks of alumni from these programs were valuable in sustaining research and development. However, there is a lack of systematic data collection on the long-term outcomes of scholarship programs and how they support

SCHOLARSHIPS - LESSONS LEARNED

Evidence is needed to assess the comparative benefits and costs of scholarships for long-term education in the United States and with short-term or local educational opportunities within host-countries.

development goals and very few examples of any analysis on outcomes of recipients (e.g. AMIDEAST, 2016). Current data collection on scholarships typically includes the number of recipients and surveys of education and employment outcomes immediately after funding ends. Retrospective analyses of alumni, quasi experimental designs on employment and educational outcomes, and better efforts to connect with scholarship alumni were all suggested by key informants to improve data collection. Additional comparative data for scholarships and short-term training through partnerships is also needed. The Global Development Lab plans to undertake a quasi-experimental study of the long-term impact of PEER awards on researchers in country. This research project would be one of the first for USAID to examine the longer-term impact of scholarship and training programs on individuals compared with similarly situated researchers who did not receive awards. Other units within USAID expressed interest in obtaining comparative data but lack the resources to carry out such research.

Informants also discussed the difficulties in continuing to support scholarship programs both in terms of logistics and costs. Many informants discussed the complex processes of obtaining visas for faculty and graduate students to collaborate, particularly in conflict countries. Graduate students who receive scholarships for masters or PhD programs in the United States have strict visa requirements that limit their ability to stay in the country to continue research collaborations or limit their ability to work outside the university during their degree program, in field placements or internships, for example. Corruption and flags in the vetting process can create problems in collaboration or general awards, particularly in conflict countries. The design of some agricultural scholarship programs, which require students to attend school in the United States but return to their home country to complete their dissertation or thesis research (known as a sandwich program) also posed problems for students' research development, degree completion, and compliance with university policies. Finally, without systematic data on the short- and long-term impact of supporting students to earn graduate degrees in

the United States through scholarship programs, key informants were unable to state whether scholarship programs offer more or less value than short-term training programs given through partnerships.

INSTITUTIONAL CAPACITY-BUILDING

Separating activities that focused on institutional capacity-building from activities supporting partnerships is difficult within this analysis. Nearly all institutional capacity-building activities included curricula reform and faculty professional development in teaching and research, but these were also present in many partnerships (e.g. SWEEP, 2012-2015). Some institutional capacity-building activities explicitly focused on improving administrative operations and did not utilize HEIs as primary implementers (e.g. AUSWDP, 2013-2018; HELM, 2011-2016). Instead they utilized expertise from U.S. HEIs to support capacity efforts around curriculum, research, and teaching. Most activities that supported institutional capacity were in the form of partnerships, and many activities involved short-term training by U.S. faculty.

INSTITUTIONAL CAPACITY-BUILDING - LESSONS LEARNED

Institutional capacity-building should be viewed holistically, include non-academic functions of the institution such as administration, and be integrated into initial concepts and planning with partners and implementers.

However, key informants described an underserved need to train institutional leaders, financial managers, and others outside of the research and teaching missions of universities in more higher education engagement activities. One example is the Merit and Needs-Based Scholarship Program Phase-II (Pakistan, 2011-2017), which includes institution-strengthening activities beyond traditional curriculum and faculty reform including creating financial aid offices to identify and track female scholars from across the country. The PEER program is another example where administrative capacity-building is part of the activity as it provides financial management training, such as cost-accounting and fund management, to staff at institutions so that faculty awards can be managed with integrity in the host-country HEI. Key informants described the need to incorporate these types of activities, which focus on administrative and financial strengthening into a wider range of programs; informants also highlighted the need to push institutional capacity further to include ways to support organizational agility and internal collaboration within the host HEI. Key informants described many opportunities to incorporate institutional capacity-building into program activities that were weakened by lack of training by U.S. HEI partners who focused on short-term training rather than comprehensive institutional reforms. Institutional capacity-building requires expertise with the right set of skills, management experience, and higher education knowledge to be successful. Finally, experts within USAID also believed that higher education capacity-building must move beyond urban institutions of higher education and include geographically diverse institutions. Several informants commented that USAID has specific institutional partners that receive continuous funding, in part because others lack strong financial controls or financial management expertise.

WORKFORCE DEVELOPMENT

The analysis revealed that workforce development activities occurred at and in cooperation with universities, community colleges or equivalent, and TVET institutions, as well as with post-secondary

community members outside of institutions. However, due to reporting requirements, it was sometimes difficult to determine if workforce development activities occurred with post-secondary graduates if those activities did not also involve a higher education institution. The majority of workforce development projects captured in our analysis that engaged higher education occurred within E3/Office of Education (e.g. LEVE [Haiti], 2013-2018).

WORKFORCE DEVELOPMENT - LESSONS LEARNED

Workforce development programs are most successful when they connect economic analyses, local industry, and educational opportunities through sustained and coordinated efforts.

Other workforce projects took place in Global Health projects that focused on improving the health workforce and integrated higher education and workforce development into overall health-system strengthening (e.g. HRH, 2015-2021). Within Global Health, workforce programs primarily relied on short-term training with secondary school graduates coordinated with faculty from local universities. Other activities that trained nurses and doctors at the university level occurred primarily in pre-service medical education programs, which are captured in capacity-building or partnerships above. Within E3/Office of Education, higher education was used for soft skills and education enhancement, curricular alignment with workforce needs, and public-private partnerships.

Key informants discussed several challenges related to workforce development programs, particularly those that engaged TVETs. Coordination between industry and higher education is a challenge; higher education and vocational education programs often do not produce graduates with the skills needed to enter the workforce immediately after graduation. In many countries, students must, as one informant described, “unlearn” education to be successful in industry. Other informants described the inability for vocational education programs to appropriately respond to the changing world of work. In these cases, key informants described the need to complete economic analyses that identify promising sectors before activities begin, to establish linkages between industry and HEIs through joint professional development, and to establish systems and governing bodies that help coordinate curricula and changing workforce needs. Key informants described successful workforce programs that connect industry and education in new ways and the belief that higher education institutions are uniquely situated to convene communities and industries while providing specialized educational opportunities.

POLICY REFORM

Very few of the activities identified by this analysis addressed policy reforms as a primary or secondary goal of the activity. Several worked specifically on revisions to entry exams for higher education institutions (e.g. USETI II Legacy Alliance [Ukraine], 2013-2017; Supporting Equity through National Testing [Kyrgyzstan], 2015-2017). Other policy-focused projects sought to change the system of higher education, such as through the establishment of a land-grant institution in Sudan (Rebuilding Higher Education in Agriculture to Support Food Security, Economic Growth, and Peace Efforts in Post-Conflict South Sudan, 2011-2016). Several projects utilized higher education institution partnerships or expertise to meet policy objectives in other areas (e.g. Energy Policy and Development Program [Philippines], 2014-2017). This was particularly true among agricultural activities that utilized higher education institutions to conduct research and policy analysis to support agricultural innovation adoption

throughout the host country (e.g. Feed the Future Nigeria Agricultural Policy Project, 2010-2015; FTFIL for Food Security Policy, 2013-2020).

Key informants identified several ways in which policy should be improved to strengthen higher education institutions and systems. For example, work regulations in some countries prevent youth and students from completing internships or work experiences while enrolled in school. However, none of the key informants could identify activities that successfully tackled policy issues. Several new programs, launching in 2018, do list policy reforms as a goal in the activity description (e.g. Enabling Policy Environment for Agricultural Sector Growth Project II [Tanzania]; Health Finance and Governance [Worldwide]; Pakistan Youth Engagement Project; Higher Education Activity [Philippines]). These policy goals include working with governments to strengthen connections between research and policy, eliminating barriers to higher education for underrepresented minority or disabled students, and supporting policies that more closely connect workforce needs and higher education.

INCLUSION-RELATED CONSIDERATIONS

USAID works to be inclusive in its higher education programs of women and other marginalized and vulnerable groups, such as rural populations and ethnic minorities, people with disabilities; and LGBTQ populations. The following highlights programing that has a connection to inclusion goals for USAID.

WOMEN

Nearly all activities that engage higher education report on outcomes by gender, for example by reporting on the number of female recipients, and most activities that focused on a disadvantaged population focused on women's access to higher education and economic opportunities. Scholarships were a primary mechanism to achieve this goal. In Vietnam, the Higher Engineering Education Alliance Program (HEEAP 1.0 and 2.0) and its follow-on project, the Vocational and University Leadership and Innovation Institute (VULLI), have successfully engaged women in engineering programs. HEEAPs Technical Vocational Female Scholarship (TVSF) Program introduced in 2012 awarded 218 female students engineering scholarships valued at 1.4 billion VND (\$60,000) in its first two years. The scholarship program, co-funded by Intel, USAID, Arizona State University, Siemens, Danaher, Cadence, Pearson, and National Instruments, continues today. HEEAP also sponsors the Exemplary Scholar Competition to highlight the achievements of TVSF scholarship recipients and offers competitive scholarships to female engineering students to complete a master's degree in engineering or information technology at Arizona State University. In Pakistan, the Advancing Girls' Education and Skills project (2017–2021) is providing scholarships for female teachers to earn their associates or bachelor's degree in education and thereby improve the chances that adolescent girls will remain in school. In Kosovo, scholarship programs within the TLP provides support for the Caucasus School of Journalism and Media Management aimed at parity between women and men. In Egypt, the U.S.-Egypt Higher Education Initiative (U.S.-Egypt HEI, 2014-2020), provides scholarships to talented, high-achieving Egyptian women to pursue MBAs and undergraduate degrees in STEM fields in the United States. Finally, as part of a suite of activities in Afghanistan, PROMOTE: Scholarships (2015-2020) provides funding for women to earn bachelors, master's, or certificate programs at American University of Central Asia and American University of Afghanistan with special scholarships provided for female employees of Afghan government ministries to earn MBAs.

Other activities used access to higher education as a tool to improve women's economic opportunities for themselves and their families. In Africa, the African Women in Agricultural Research for Development (AWARD, 2008–2022) is a program that USAID, in partnership with U.S. Department of Agriculture and the Gates Foundation, pioneered to invest in female African scientists through a two-year fellowship that works with agricultural research institutions and agribusiness to strengthen the production and dissemination of gender responsive agricultural research and innovation. The South Sudan Higher Education Initiative for Equity and Leadership (SSHIELD, 2013-2015) program, part of the Women's Leadership Program, and the Global Competencies program (FY 2017) to increase opportunities for youth and women by improving employability, are two women's leadership training programs that highlight potential.

Still, other activities sought to use higher education as a tool for women's empowerment and social change. A PEER research project, Three Circles of Aemat, (2014-2017), established a worldwide mentoring program for female scientists. Several HED projects focused on women's leadership including the Women's Leadership Program (Rwanda, 2012-2015), which strengthened the capacity of the Kigali Institute of Education (KIE) and built gender sensitivity and female empowerment into the KIE teacher training college. The Leadership and Advocacy for Women in Africa (LAWA), established in 1993 at Georgetown Law Center with USAID funds, continues to train female human rights lawyers from Africa in a 14-month program for those committed to returning to their countries to advance the status of African women and girls.

FINANCIALLY DISADVANTAGED STUDENTS

USAID funds merit-based scholarships for financially needy, but academically able students to attend U.S. and host-country institutions. Since 2004, USAID has supported scholarships for bright, financially needy Pakistani youth through the Merit and Needs-Based Scholarship Program (MNBSB, 2004-2020). MNBSB assists the Government of Pakistan's efforts to improve the quality of and raise enrollment in Pakistani universities. The U.S.-Egypt Higher Education Initiative (HEI; 2014–2018) provided hundreds of undergraduate scholarships to premier Egyptian universities for talented, underprivileged students in fields critical to Egypt's economic growth through its Leadership Opportunities Transforming University Students (LOTUS) program. Other examples of scholarships that focus on financially disadvantaged students include Building the Future (Kyrgyzstan, 2016-2019), The Next Generation of Public Health Experts (Bangladesh, 2011-2016), and University Scholarship Programs (Lebanon, 2015-2023).

DISABILITY

While working with people with disabilities (PwD) is not a central element in many higher education programs, disability programming was found across USAID programs (USAID/DCHA, 2017) in two broad categories: helping higher education institutions make their education environments more accommodating to PwD and directly supporting the skill development and employability of PwD in the host country. HEI capacity development to support disabled students is a central strategy in the Strengthening Faculties of Education (Egypt, 2016-2021), which provided professional development for teacher education faculty to support PwD. Similarly, activities focused on increasing access to higher education for PwD through scholarships (e.g. Transformational Leaders Program [Kosovo], 2014-2019; U.S.-Egypt Higher Education Initiative Public University Scholarships Program, 2010-2024). New programming including Egypt Access to Higher Education for Persons with Disabilities will help current students with disabilities at public universities and/or technical colleges by providing support services to

ensure their graduation and train career counselors to support disabled students achieve excellence in their programs and help them find employment. USAID also sponsored research for assistive technology and STEM curriculum for deaf and hard-of-hearing students in Morocco (PEER 3-106, 2014-2016; PEER 1-375, 2012-2014).

Activities that focused on the workforce skills and employability of PwD included a program in Macedonia and Albania entitled Social Inclusion through Technology (2016-2018). This activity, not affiliated with a higher education institution, trained high school graduates with physical and mental disabilities in technology careers and facilitated internships and employment in local businesses. A relatively small investment by USAID of \$300,000 in the Strengthening Communities: Empowering People with Disabilities through Employment (SC-EPDE, 2013 -2015) activity in Afghanistan worked to increase employment and economic opportunities for PwD in Kabul Province through vocational, literacy, computer, and English language training.¹⁵

A relatively small program in Ethiopia employed both strategies to support PwD. The Inclusive Training and Employment Program (iSTEP, 2013-2016) worked with an Ethiopian NGO, the Ethiopian Center for Diversity and Development, and 21 public vocational training colleges to facilitate inclusive vocational training opportunities for PwDs, create centers for students with disabilities at three public universities, and provide job-seeking and basic skill development to prepare PwD to enter the workforce.

ADDITIONAL INCLUSION CRITERIA

There are several disadvantaged populations that were affected by activities that engaged higher education. For example, the Ubaka Ejo (2017-2018) activity located in Rwanda and funded by Global Health supports scholarships for orphan and vulnerable children to attend technical and vocational education as part of a comprehensive intervention for families affected by HIV/AIDS. Another example is a fellowship program, the Democracy Fellows and Grants Program (DFG, 2012 - 2019) that engages U.S. universities through research projects that includes LGBTQ (lesbian, gay, bisexual, transgender, and queer) individuals. This activity is hosted through USAID's Center of Excellence on Democracy, Human Rights, and Governance (DRG Center).¹⁶ Finally, the Lifelong Learning Program (2014-2017) in Guatemala provided teacher education and ministry support for Mayan language training, a strategy used to engage indigenous people within the country. USAID's recent Draft Policy on Indigenous Peoples' Issues (USAID, 2018c) lays out how the Agency will strengthen their engagement or better align programming with indigenous peoples' priorities going forward.

CONFLICT CONSIDERATIONS

Activities face particular challenges when they are implemented in countries recovering from natural disasters, emerging from conflict or experiencing social tensions. The perception that a donor activity would take sides in areas of conflict can exacerbate ethnic, regional, or linguistic tensions creating

¹⁵ Typical jobs for people with disabilities include metalwork, woodwork, welding, food preparation (restaurant), building-block production, tailoring, leather goods production, plumbing, laundry service, and hairdressing. All jobs are available in the open labor market and are paid at least minimum wage. Downloaded from <https://zeroproject.org/practice/ethiopia-ecdd/> on October 28, 2018.

¹⁶ While USAID recognizes that denying full participation to LGBTQ individuals to projects because of their identities violates their human rights, there are extensive challenges in measuring participation by LGBTQ individuals in situations where making public such identities could result in discrimination in access to education, discrimination in employment, arrest, imprisonment, or worse.

volatility rather than building trust. One aspect of conflict relevant to higher education is the impact of refugees in an already fragile country. As of May 2018, there were an estimated 68.5 million forcibly displaced people in the world, including 25.4 million refugees (Vox, 2018). According to Inter-agency Network for Education in Emergencies (INEE) data, almost all refugees who have completed secondary school express a desire to attend university, but only 1 percent ever have that opportunity. A few of the activities reviewed supported higher education for refugees or for youth in conflict settings. These projects were limited in scope—often part of a larger higher education or workforce development project—and had to carefully balance investments to avoid creating tensions between refugee communities and host-country nationals. In Lebanon, the American University of Beirut (AUB) was awarded nearly \$24 million for the Higher Education Scholarship Program (2018-2027). The nine-year grant will cover four cohorts of Lebanese students each (University Scholarship Program, USP 8) and one cohort of refugee students (Refugee Scholarship Support program, RSS).

The Afghanistan University Support and Workforce Development Program (USWDP) uses cross-border university partnerships to strengthen the market-orientation of degree programs and build the capacity of teaching faculty at 11 Afghan universities. Due to security concerns in Afghanistan and the significant costs and complex logistics of meeting in third-country locations, university partners have had few opportunities to work side-by-side, making it difficult to tailor degree programs to the Afghan context and understand the specific technical support that faculty members need. Another challenge for USWDP is the barriers faced by female faculty members and students that prevent them from participating in university activities.

The Jordan Competitiveness Program (JCP, 2013-2019) works to align with the goals and opportunities of the Jordan Compact, which coordinates efforts to respond to the Syrian Refugee crisis and aims to create jobs for Jordanians and Syrians by developing exports to the European Union. The Compact hopes to deliver a measure of stability by leveraging donor and technical assistance to support the Jordanian private sector in industries where refugees are likely to be hired.

MINORITY SERVING INSTITUTIONS (MSI)

There are approximately 737 minority serving institutions (MSIs) registered to do business with USAID; they fall into the following five categories: Historically Black Colleges and Universities (HBCU), Hispanic-Serving Institutions (HSI), Tribal Colleges and Universities (TCU), American Indian- and Alaskan Native-Serving Institutions (AIANSI), and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI). Total funding for MSIs in FY2016 was \$25,850,421 or 9.12 percent of all funding for HEIs (MSI Report, 2017). However, not all of these funds were used to engage host-country HEIs, which is a key definition of this landscape analysis; many activities used the research expertise of MSIs for other development purposes. For example, while Florida International University (an HSI) was the primary implementer for the DCHA-funded Disaster Resilience in the Americas Program (2016-2019), this activity does not engage with host-country higher education and, therefore, was not included in the analysis. The student-oriented and teaching missions of many MSIs, combined with lack of resources to support grant work (ACE, 2018), may contribute to the small percentage of MSIs that receive funding from USAID.

Minority serving institutions served as the prime awardee on several HEI engaging activities. Three Feed the Future Innovation Labs are housed at MSIs: Genomics to Improve Poultry at University of California, Davis, an AANAPISI; Rift Valley Fever Control in Agriculture at the University of Texas, El Paso, a HSI;

and Climate Resilient Cowpea at University of California, Riverside, a dually designated AANAPISI and HSI. Arizona State University is an AIANSI and served as an implementing partner on a number of activities with E3/Office of Education (e.g. HEEAP, 2010-2020; BUILD-IT, 2015-2020; VULLI, 2012-2016). Arizona State was also a common subawardee or university partner on other education projects (e.g. YouLead!, 2017-2021; TLP-SP, 2014-2019). The majority of funding given to MSIs that engaged higher education were in the form of subawards, most commonly for the Feed the Future Innovation Labs (e.g. North Carolina A&T State University, Innovation Lab for Small Scale Irrigation). The University of Washington, an AANAPISI, was a frequent subawardee for activities in Global Health including ENHAT-CS (2011-2015) in which they facilitated curriculum and faculty development at three universities in Ethiopia and SIAPS (2011-2018) and, along with other non-MSI universities, supported new curriculum in pharmacology in Kenya.

HIGHER EDUCATION ENGAGEMENT CONTRIBUTIONS TO GLOBAL DEVELOPMENT GOALS

Higher education engagement has led to multiple new degree programs supporting USAID goals, thousands of individuals receiving scholarships and training to further host-country development strategies, and numerous institutional strengthening projects. The analysis also revealed challenges and gaps in higher education engagement that can be further addressed.

SUCSESSES

Higher education engagement activities have led to several strong relationships between U.S. and host HEIs, private business and HEIs, and other public and private sector organizations. The linkages between U.S. and host HEIs formed the foundation of higher education engagement and created opportunities for innovations in science, technology, innovation, and discovery in both the United States and host countries. Key informants were able, primarily through anecdotal evidence, to describe activities that moved from individual department or faculty collaborations to larger institutional collaborations that had an impact on the broader economic systems within the host country. Successful partnerships, according to key informants, often began with personal connections between individuals and took personally invested leadership on both sides of the partnership to transform individual or departmental collaborations into meaningful impact vis-a-vis development objectives.

Activities related to higher education have also yielded considerable success in both conventional scholarship training along with soft skills and leadership training to supply a variety of skills (i.e. workforce, leadership) recognized to drive transformation. Inclusion with regard to gender equality appears to be an automatic consideration in all activity designs with unique activities in place to address lack of access.

Achievements in the strengthening of institutions as demonstrated through curriculum development and program reform in areas ranging from nursing, legal reform, and gender equality were evident in the analysis. Because most activities focused on higher education capacity development involved partnerships, key informants described activities that had lasting an impact with increased organizational capacity that often included interdisciplinary teams from U.S. universities. For example, one HED project had multiple awards given to the same institution, but the award was given to different departments over the lifespan of the award, allowing different disciplinary scholars to participate in the partnership when their expertise was needed to move the activity forward. Similarly, other operating units, such as Global

Health and Food Security, often gave awards to the same institutional partners over time, increasing the capacity of institutions through multiple awards.

USAID also successfully utilized the deep connections higher education has within larger social systems to support development priorities. Multiple units within USAID recognized that higher education institutions provide important gateways to an educated workforce, public-private partnerships, and alignment with curricula and workforce needs. Activities within USAID focused on HEIs connections to the broader education systems by educating teachers, supporting and disseminating effective educational techniques and tools, supporting educational research, and furthering country's educational agendas. As a result, links established between enhanced teacher training at the college level and reading performances were established (i.e. acknowledging the nexus between basic and higher education and the need to reform pedagogy to affect reading levels for future generations of learners.)

USAID also successfully used higher education institutions to support legal education, professional development for justice system actors, and academic freedom and civil discourse at institutions in order to create robust civil societies. In addition, USAID uses higher education institutions as a foundation of integrated health systems by supporting medical innovations from universities through research grants, training and education for health workers through degree and certificate programs, and increasing and utilizing faculty expertise to further health goals, among other uses. This breadth speaks to the comprehensive approach USAID takes to achieve development objectives through higher education engagement.

CHALLENGES

According to the HELA's key informants, human and institutional capacity development (HICD) is not well understood, implemented, or budgeted within USAID. Across the Agency, key informants discussed the need, and challenge, to build capacity within higher education institutions in the respective countries. However, very few individuals could point to specific activities that achieved institutional capacity strengthening in meaningful ways. Individuals with expertise in higher education commented that much of USAID programming did not adequately disaggregate goals that focus on organizational capacity development and institutional capacity development. This poses challenges in particular countries, such as Afghanistan, where there is intense competition between departments within universities, which creates barriers to institutionalizing support and increasing overall organizational capacity. Moreover, the differentiation between training and post-secondary institutions-linked capacity-building needs to be discussed. It is unclear from this analysis whether one form is preferred over another or the status of future funding.

Often institutional strengthening is embedded within a larger activity, which limits its ability to be evaluated successfully. For example, many Higher Education Development partnerships included institutional strengthening as a goal, but such activities were limited to short-term training provided by U.S. faculty to in-country faculty. Because increasing organizational capacity of higher education institutions in-country requires technical expertise, improved infrastructure, and strengthened administrative, operational, and financial systems within institutions, some expressed reservations about using U.S. university partnerships as implementers. Some key informants questioned universities' ability to implement complex development projects because faculty principal investigators are often not organizational development experts. It remains uncertain how HICD is tied into institutional strengthening for HEIs funded by USAID.

Another challenging area for higher education engagement is the Agency's approach to workforce development and its connections to higher education. The role of vocational education has not been well scrutinized by USAID internal and external education stakeholders. The degree to which vocational programs at the post-secondary level will begin to proliferate has yet to be determined.

GAPS AND FURTHER CONSIDERATIONS

The HELA work revealed that the breadth and scope of higher education activities is significant, expansive, and differentiated across sectors and countries. For example, the HELA inventory of activities signaled overlap research partnerships, in particular those with a focus on scientific and technological innovation that were designed to meet host-country development needs. However, it was not evident from the key informant responses regarding relevant "sister" programs that they knew much about overlap or complementarity in ways that reflected lessons learned. They noted that evaluations were time-consuming, expensive, and not readily performed for all major activities in time to consider the results of one activity before another was conceptualized. The key informants also noted that while they were at times aware of corresponding projects, there were also instances where they were not. Moreover, they admitted that often their knowledge was very limited and time-bound. In fact, a critical mass of key informants spoke of frustration with the desire to become more cognizant of ongoing activities, frequently referencing the fast pace and constantly changing circumstances of program cycle implementation at the Agency.

Key informants repeatedly saw weaknesses in the data USAID collects about higher education programming. Because activities must demonstrate success quickly, often within a few years, there exists a tension between the needs and goals of quality higher education engagement. For example, measures that would indicate success in PhD level training programs such as future research collaborations, leadership activities, or technology innovations happen long after the life of a scholarship or training program. Long-term evaluations of scholarship recipients, as well as measures that can serve as proxies for future research abilities (i.e. publications in graduate school) might better evaluate these kinds of activities. It would be important to know if there is a backlog of evaluations and how these are commonly used to outline best practices and lessons learned for the next generation of funded activities.

It is also important to acknowledge gaps in some of the data collected by the HELA team. Due to the nature of data collected and coded, this analysis did not provide solid evidence about whether there was a significant drop-off in scholarships (in favor of research or workforce training, for example) since 2014, although this drop-off was perceived by key informants. In addition, the HELA team was not able to gather information on media strengthening activities under the DCHA bureau.

INFORMING USAID HIGHER EDUCATION PROGRAMMING

Time constraints did not allow the HELA team to gather substantial information on reporting procedures utilized by operational unit. However, an assortment of other dependable data pointed to the above analysis of achievements and lessons learned. The HELA creation of the Higher Education Activity Spreadsheet is a tool that can be used to facilitate reflection on the aggregate of higher education activities funded by USAID's operational units over the last four fiscal years (2014-2018). The inventory of these activities, filtered with a broadened definition of higher education, and organized by geographic region, program type and area, and other categories, serves as a useful living document for continued analysis to be carried out in the future to inform evolving program strategy.

SUMMARY OF FINDINGS

The higher education engagement, as described above, provides a dense assembly of approaches and activity types that are representative of USAID's programming between FY 2014-2018, as carried out under the Education Strategy covering this period. The Landscape Analysis brings coherence to the richness in variety and the expansiveness of reach throughout USAID. The overview of hundreds of HE activities together in one report, with a broadened definition that encompasses overarching strategic goals and objectives, brings coherence to HE programming. More importantly, it allows higher education to be understood as integral to the Agency's development goals as a whole, and positions HE to be seen as the necessary scaffolding that builds individual and institutional capacity, harnesses expertise and innovation, strengthens systems, and promotes policy reform, while shedding light on how the Agency's higher educational programs and plans should evolve.

RECOMMENDATIONS

Based on the analysis of higher education engagement activities, as well as information gathered during interviews with key USAID staff, there are several ways in which higher education engagement can be improved, how USAID can coordinate such efforts, and how the role of higher education can be further utilized to achieve development objectives.

I. Focus on institutional capacity development

USAID should consider formalizing a human and institutional capacity-building policy, so it is better understood, routinely introduced, and adequately budgeted in major programs. Institutional capacity development is a recognized goal of USAID, but current approaches are scattered across the Agency and often not directly related to the unique aspects of higher education, such as policy reform and government support. An institutional capacity policy would also help guide the Agency to embed capacity development in small but significant ways and allow for coordination across the Agency. Evidence of small but significant capacity-building imbedded within some projects (i.e. PEER, Pakistani scholarship program) demonstrate the need to further disseminate these practices into other Bureaus.

Further, institutional capacity-building is an important tool to ensure sustainability and self-reliance while creating stronger future collaborators, partners and implementers around the world. Therefore, the Agency approach to capacity development must also incorporate a systems-strengthening approach that connects higher education institutions to larger social systems. A systems approach to institutional capacity-building should be considered and analyzed to better reveal best practices, clarity, and priority. Higher education's capacity to generate research that leads to new industries, educate teachers to instruct future generations, and engage with communities to support change requires well-trained faculty and staff, resourced facilities, and local and global partnerships among other investments. The new Education Policy, which connects higher education to each of the four education priorities, provides a new focus on systems strengthening as a means for self-reliance as a starting point. In addition, the approach taken by Global Health could provide a model of systems strengthening applicable to other sectors.

2. Continue to engage the private sector and clarify workforce development goals

One of the major goals of USAID's support is to increase the relevance of learning for employment. Like many of the recent successful projects that focus on equipping out-of-school youth with skills, such as those in the Philippines, Senegal, and Rwanda, there is a role for private-sector employers in USAID projects supporting the development of curricula and improving employment opportunities. However, there needs to be a clearer connection between the Agency's support for vocational education (at both the secondary and post-secondary levels) and workforce readiness to better understand trends, rationale, and impact in various contexts. Projects that have experienced significant success incorporated the private sector into the planning and development of academic programs, creating linkages that support students, faculty, and research institutions.

3. Strategically improve coordination and communication within USAID Bureaus, operating units, and Missions

Although it might be expected that most higher education projects would have their provenance in E3/ED, most projects were developed and implemented by the Global Development Lab and the Bureau for Food Security. Because of the disparate nature of activities, USAID should explore its aims in higher education. With the expected reorganization of USAID, it is important that different units work together to ensure that projects are consistent with best practices and various policies and visions across the Agency. Current competing strategies and goals and poor communication between units leaves much of the higher education engagement within the Agency hidden. To reduce the siloing of HE activities, the Agency should widely share the broadened HE definition in effect across operating units, share the benefits and gain buy-in from operating units to utilize the definition, and establish links and more consistent connections throughout the life cycle of funding decisions. Toward this end, deepen use and participation in HEWG and other communication channels to raise the profile and legitimacy of HE-focused work as the development scaffolding among Bureaus.

4. Create meaningful mechanisms to collect data

One of the biggest challenges in completing this higher education landscape analysis was collecting program information across operating units. New mechanisms should be created to ensure regular reporting of higher education programs to a central office within the E3 Bureau on an annual basis. Serving as a clearinghouse (perhaps through PPRs), such reporting mechanisms would allow for an easy accounting of HEI activities aligned with development priorities. Moreover, the clearinghouse can serve as a key resource to plan projects in that it would be developed for the purposes of supporting USAID goals, not reporting to external audiences (i.e. Title XII report).

5. Develop evidence

Currently, there is a small evidence base on what works in higher education. Given this lack of evidence globally, USAID has the potential to become a global leader in rigorous evidence—ranging from system reforms to improvements in teaching, learning, and research. For example, an evaluation of community engagement vis-à-vis higher education programming should be more clearly identified and prioritized within the education strategy. Other evidence bases could include a commissioned study on the partnership dynamics, and the roles of lead implementing partners based in the United States and those located in host countries to outline best practices and lessons learned. An Agency-wide evaluation

policy for projects that engage higher education should be created and assessed to ensure that lessons learned are consistent and follow-on action plans are dependably put into place.

6. Continue further analyses

Given the limitations and time constraints placed on this study, there is still significant work left to be done to understand the full scope and impact of higher education engagement on the Agency's work. While the HELA team acknowledges that the listing of HE activities contained within Annex D may not be complete, implementation of the above recommendations could ensure a deeper and more nuanced analysis in the future. Particularly helpful would be analysis of activity trends over time, such as whether there has been a significant fall-off in individual capacity-building or whether clear long-term impact can be assessed from these activities.

CONCLUSION

Given the limitations of data collection available for this analysis, we can conclude that USAID's higher education engagement is greater than the significant depth and scope the findings here present. We can also conclude that engagement, defined more broadly to include U.S. higher education institutions' activities regardless of purpose, would expand the number of activities found in the analysis. USAID invests considerable funds into higher education institutions to capitalize on the unique and myriad roles they play in society. However, without improved internal data collection systems, cross-unit oversight, and clear Agency-wide definitions and objectives of higher education engagement, such investments will not be as efficient as possible or have as great an impact. The success higher education engagement has provided on several development goals to date demonstrates these institutions' ability to conceptualize, support, and deliver USAID programming around the world. With further attention to the role higher education has played and will continue to play in global development, continued and greater success can be achieved.

REFERENCES

- ABA/ROLI (2016). Kyrgyzstan Annual Program Report. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00MJJ5.pdf
- ACE (2018). Report on Minority serving Institutions. Retrieved from: <https://www.acenet.edu/news-room/Documents/MSIs-as-Engines-of-Upward-Mobility.pdf>
- ACE & USAID (2015). Higher Education for Development program closeout report, Oct 1- 2005- Sept 30, 2015. Washington, D.C.: American Council on Education
- AMIDEAST (2016). University Scholarship Program: Where are they now? Profiles of Lebanon's USP scholars. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00T2O3.pdf
- Amulya et al (2016). HESN mid-term evaluation. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00M6MK.pdf
- Banyan Global. (2018). Mid-term Performance Evaluation of USAID Career Center Activity Final Evaluation Report. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00T2SQ.pdf
- Carrino, C., Lucey, D., Pappaioanou, M. (2018). USAID Emerging Pandemic Threats 2 Program evaluation. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00M55D.pdf
- East Africa (2016). East Africa Regional Development Cooperation Strategy. Retrieved from: https://www.usaid.gov/sites/default/files/documents/1860/East_Africa_RDCS_July_2021.pdf
- Egypt. (2017). Higher Education Fact Sheet. Retrieved from: https://eg.usembassy.gov/wp-content/uploads/sites/156/2016/10/HEI_FactSheet.pdf
- Gavin, M., Accioly, C., & Picardo, O. (2018). Final performance evaluation of the Higher Education for Economic Growth Activity (HEA). Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00T881.pdf
- GCFSI (2017). Higher Education Solutions Network FY 2017 Annual Report: Michigan State University Global Center for Food Systems Innovation. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00N88Q.pdf
- Gilroy, A., Fraser, J. M., Hoa, P. T., & Thuan, N. T. (2014). Mid-term evaluation of HEEAP. Retrieved from: https://pdf.usaid.gov/pdf_docs/PDACX675.pdf
- Hammink, W. (2017). USAID in Afghanistan: Challenges and Successes, a special report of the United States Institute of Peace. Retrieved from <https://www.usip.org/sites/default/files/2017-12/sr417-usaid-in-afghanistan-challenges-and-successes.pdf>
- Hayward, Fred M. (2017). Progress on gender equity in Afghan higher education. University World News 13 January 2017 Issue No:442. Retrieved from: <http://www.universityworldnews.com/article.php?story=20170111130351745>
- HESN (2016). Higher Education Solutions Network Impact Report. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00SX4F.pdf

iAGRI (2015). Innovative Agricultural Research Initiative (iAGRI) Annual Performance Report (Oct 1, 2014 – Sep 30, 2015). Retrieved from: <http://iagri.org/wp-content/uploads/2015/11/iAGRI-Annual-Report-Oct-1-2014-Sept-30-2015-with-annexes.pdf>

InnovATE (2017). InnovATE Semi-annual report, year 5. Retrieved from: <https://vtechworks.lib.vt.edu/bitstream/handle/10919/84883/InnovATE-FY17-Semi-Annual-Report-Reduced.pdf?sequence=1&isAllowed=y>

Kalil, T. & Steffan, R. S. (2012). USAID Launches Development Labs at Seven Universities. Retrieved from: <https://obamawhitehouse.archives.gov/blog/2012/11/16/usaid-launches-development-labs-seven-universities>

MCPS (2016). Operational Guidance for Maternal and Child Survival Country Programs: Pre-Service Education. Retrieved from: <https://www.mcpsprogram.org/resource/operational-guidance-for-maternal-and-child-survival-country-programs-pre-service-education/>

OneHealth Workforce Fact Sheet (n.d.). Retrieved from: https://www.usaid.gov/sites/default/files/documents/1864/OHW_Overview_Handout_2016-ct-508-1.pdf

PEER, (n.d.). Partnerships for Enhanced Engagement in Research (PEER) project description. Retrieved from: <http://sites.nationalacademies.org/pga/peer/index.htm?fbclid=IwAR1tAJDI3GEjCrmHSRgZoxzBOXK8CIUlihGTEefS SWlCuWxPIXBMxk9HFG8>

PROLoG (2018). PROLoG at a Glance. Retrieved from: <https://www.ewmi.org/sites/ewmi.org/files/files/programdocs/PROLoG with numbers - ENG.pdf>

Social Impact (2018). Mid-Term Evaluation of LPAC. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00THDS.pdf

Southern Africa (2011). Retrieved from: https://www.usaid.gov/sites/default/files/documents/1860/RDCS_Southern_Africa_December_2019.pdf

SPSD (n.d.) Department of State Standard Program and Definitions. Retrieved from: <https://www.state.gov/f/releases/other/255986.htm - ES2>

STIP APS (2018). Grant Funding Information. Retrieved from: <https://www.grants.gov/web/grants/view-opportunity.html?oppld=301213>

Title XII (2017). Title XII Report to Congress, 2016. Retrieved from: <https://www.usaid.gov/sites/default/files/documents/1867/TitleXIIReportCongressFY2016.pdf>

Title XII (2018). Title XII Report to Congress, 2017. Retrieved from: https://www.usaid.gov/sites/default/files/documents/1867/FY_2017_Title_XII_Report_to_Congress.pdf

USAID. (n.d.). Connecting the Mekong. Retrieved from: https://www.usaid.gov/sites/default/files/documents/1861/FS_USAID-LMI_COMET_April2019.pdf

USAID (2011). USAID Education Strategy 2011-2015, Education: Opportunity Through Learning. Retrieved from: https://usaidlearninglab.org/sites/default/files/resource/files/USAID_Education_Strategy_2011-2015.pdf

USAID (2012). USAID's Global Health Strategic Framework: Better Health for Development. Retrieved from: https://www.usaid.gov/sites/default/files/documents/1864/gh_framework2012.pdf

USAID (2014). Regional Development Cooperation Strategy for Asia, 2014-2018. Retrieved from: https://www.usaid.gov/sites/default/files/documents/1861/RDMA_RDCS_Public_Version_Final_12-2014.pdf

USAID (2016a). U.S. Global Food Security Strategy 2017-2021. Retrieved from: <https://www.usaid.gov/sites/default/files/documents/1867/USG-Global-Food-Security-Strategy-2016.pdf>

USAID. (2016b). USAID's legacy in agricultural development: 50 years of progress. Retrieved from: <https://www.usaid.gov/sites/default/files/documents/1867/USAID-Legacy-in-Agricultural-Development.PDF>

USAID (2017). Office of American Schools & Hospitals (ASHA): 60 Year Anniversary Report. Retrieved from: https://www.usaid.gov/sites/default/files/documents/1866/ASHA_60th_Anniversary_Report-r.pdf

USAID (2018a) Draft USAID Education Policy. Retrieved from: https://www.usaid.gov/sites/default/files/documents/1865/DRAFT_USAIDEducationPolicy-2018-10-05.pdf

USAID (2018b). LASER. Retrieved from: <https://usaid-hesn.forms.fm/LASER/forms/4068>

USAID (2018c). Draft Policy on Indigenous Peoples. Retrieved from: https://www.usaid.gov/sites/default/files/documents/1866/Indigenous-Peoples-Policy_DRAFT_10.08.2018.pdf

USAID (2019). Afghanistan: Education. Retrieved from: <https://www.usaid.gov/afghanistan/education>

USAID/DCHA (2017). USAID/DCHA Disability Program Fact Sheet. Retrieved from: <https://www.usaid.gov/documents/1866/usaiddcha-disability-program-fact-sheet>

West Africa (2015). West Africa Regional Development Cooperation Strategy. Retrieved from: https://www.usaid.gov/sites/default/files/documents/1860/RDCS_West_Africa_December_2020_External_508_1_2.pdf

Wilson, E. (2017). Effectiveness of Cross-Border Partnership to Increase Quality and Relevance of Higher Education in Afghanistan. USAID Education in Conflict and Crisis Network. Retrieved from: <https://eccnetwork.net/wp-content/uploads/USWDP-partnerships-brief-June-12.pdf>

ANNEX A - STATEMENT OF WORK

LANDSCAPE ANALYSIS OF USAID'S WORK IN HIGHER EDUCATION STATEMENT OF WORK

I. Purpose and Objectives

Congress has a clear mandate on Higher Education (HE) spending. However, HE efforts to strengthen higher education systems, improve higher education institutional capacity, develop new curriculum, and/or train students at a post-secondary level are spread throughout the Agency, across multiple sectors (e.g., health, agriculture, education, democracy and governance) and regions. Currently, USAID's work in HE beyond the HE directive is not well-known or communicated.

The primary objective of this exercise is to create a comprehensive overview of USAID's work in Higher Education across sectors and regions during the period specified in this SOW. This landscape analysis will enable USAID to:

1. Know what HE engagement, both with U.S. and host-country institutions, is happening across USAID Operating Units and how Higher Education Institutions (HEIs) can be integrated into programming;
2. Identify successes, challenges, lessons learned, and gaps of HE program implementation across the Agency;
3. Share experiences on the contribution of HE programming to achieving development priorities across sectors in order to better communicate to internal and external stakeholders the breadth and depth of HE programming; and
4. Inform future USAID HE programming and USAID's new Education Strategy.

II. Background

USAID works in the higher education (tertiary) sector given its unique role in preparing a highly educated workforce, raising industry standards, building research and evidence, and increasing overall GDP to reduce extreme poverty. Through the development of relevant curricula, evidence-building research agendas, and increased community engagement, faculty and students contribute to strengthening all sectors of the economy—from agriculture to energy, from business services to technology, from health to engineering.

HE programming is dispersed across sectors and regions within the Agency. This dispersed nature is important to recognize since HE, depending on the program, can be viewed as a target for capacity-building, a stakeholder in local systems, an implementing partner, and/or a sector-specific aim (e.g. addressing the global shortage of healthcare workers or improving teacher training).

While programming for the HE directive is defined by the Foreign Assistance Standardized Program Structure and Definitions (SPSD) [Program Area 3.2 Higher Education](#), activities that engage HEIs or that

build the capacity of HEIs outside of the education sector are pertinent to this landscape analysis exercise.

HEIs are also broadly defined, and are not limited to just universities. An HEI is an organization that provides educational opportunities that build on secondary education, providing learning activities in specialized fields. Higher education includes what is commonly understood as academic education but also includes advanced vocational or professional education. This may include public or private universities, colleges, community colleges, research institutes, training institutes [including teacher training institutes], etc.

III. Research Questions

Activities that were active between 2014 - 2018 will be reviewed. The following key questions, related to the landscape analysis objectives, will guide the work:

- I. What HE engagement is happening across USAID operating units?
 - a. Which USAID operating units (OUs) are carrying out HE activities or activities that engage and/or strengthen HEIs?
 - b. What types of HE activities are the OUs carrying out (e.g., curriculum, institutional capacity development, scholarship, research partnerships, twinning, system strengthening, policy)?
 - c. What inclusion-related considerations (ie: disability and gender) are being integrated into these activities?
 - d. What programmatic approaches are OUs using to carry out their HE activities?
 - e. What procurement mechanisms are being used? Funding streams?
 - f. What purpose/goals do the HE activities serve?
 - g. How are host-country and/or U.S. HEIs being engaged, if at all, to implement activities? (i.e. is the HEI an implementing partner on a Mission award, a beneficiary, or a stakeholder in the local system?)
2. Share experiences on the contribution of HE programming to achieving development priorities across sectors in order to better communicate to internal and external stakeholders the breadth, depth, and impact of HE programming.
 - a. What were the successes, challenges, lessons learned, and gaps across OUs' HE programming with regards to HE activity design, implementation, management, and contribution to development priorities?
 - b. What are the key inclusion-related (e.g., gender and disability) challenges, lessons learned, and gaps?

- c. How do HE activities differ, overlap, and/or complement each other within and across OUs? What purposes/goals does the work serve?
 - d. What tools, training, guides, etc. (activity deliverables) do regional bureaus or sector offices have on HEI engagement best practices?
3. Inform future USAID HE programming and USAID's new Education Strategy.
- a. How is USAID reporting on its inputs and achievements in higher education? Do the reporting procedures differ by OUs? If so, how?
 - b. Were custom indicators created to measure impact?

IV. Tasks/Design

Contractor will perform a systematic desk review and analysis of the relevant reports, research, and evaluations, and solicitation documents; conduct interviews with key informants; synthesize the overall landscape of USAID's work benefitting higher education institutions across sectors; note accomplishments, which ones were successful and those that were not; discern trends and shifts in programming areas over time; and develop recommendations that will contribute to future capacity development programs in the higher education sector.

The evaluations analyzed in the review may have been conducted with formal evaluation indicators and instruments, or they may have employed less structured methods, including reviews of relevant data and interviews with program managers, school administrators, officials of education ministries, and other national and local officials.

The specific tasks are:

1. Prepare a list of activities across sectors over the 2014-2018 period that in part or in their entirety were designed to strengthen higher education systems, improve higher education institutional capacity, develop new curriculum, and/or train students at a post-secondary level.
2. A planning meeting will be held (involving the Evaluation Team and USAID) at the initiation of this assignment and before the data collection begins. The purpose of the meeting will be to:
 - a. Review and clarify any questions on the SOW
 - b. Clarify team members' roles and responsibilities
 - c. Review and finalize the assignment timeline
 - d. Review and clarify any logistical and administrative procedures for the assignment
 - e. Develop a data collection plan
3. Develop a methodology (including data collection tools, methods, instruments) for selecting appropriate reports, evaluations, research studies, key informants, and other resources.
 - a. Consultations with USAID operating units and the Higher Education Working Group (HEWG) to provide the overarching purpose of the landscape analysis, address stakeholder expectations, and frame the landscape analysis questions.

4. Review and analyze reports, evaluations, and other research studies selected, and develop a methodology to identify successes, challenges, lessons learned, and gaps in engagement with HEIs.
 - a. This should include an analysis of systems strengthening in fragile and conflict-affected countries as well as in countries with stable governments.
 - b. This should also include key inclusion-related (e.g., gender and disability) considerations.
5. Conduct key informant interviews, with all operating units implementing HE programming, to supplement and contextualize analysis.
6. Prepare a synthesis of the findings from the research and evaluations based on the above methodology.
7. Develop recommendations that will help development of future systems strengthening and capacity-building programs of higher education across regions and sectors.

V. Deliverables

The following deliverables will be produced by the consultant team:

- Work plan that outlines specific steps to be taken in the conduct of the landscape analysis, with projected timeline.
 - Including a brief description of the methodology that will be used to select appropriate evaluations, research studies, and key informants.
- Final product of this landscape analysis will be a report of no more than 30 pages excluding annexes and provided in MS Word and PDF format. It will include:
 - Executive Summary of no more than three pages.
 - Review of recent and ongoing higher education activities across the Agency, as identified by the Objectives section.
 - Description of the methodology that was developed to perform landscape analysis.
 - Analysis.
 - Findings.
 - Recommendations that will inform future higher education programming as to how it can strengthen education systems and provide insights into what gaps exist and what additional data and research is needed to close the gaps. Should include recommendations for systems strengthening in fragile and conflict-affected countries as well as in countries with stable governments, as well as disability and gender inclusion.

- Conclusion and Recommendations for USAID resource allocation, programming, and further research.
- Annexes containing relevant materials.
- Spreadsheet with an inventory of all HE activities, including links to relevant activity documents, key informants, etc.
- Oral presentation to USAID and a webinar for USAID Missions and Washington staff with a power-point presentation of analysis, findings, and recommendations. Contractor will use USAID MS PowerPoint template: Standard Definition (4:3) / High Definition (16:9).
- Visuals in large-sized PNG format (400 KB minimum). All visuals (charts, infographics, maps, etc.) created for the report or other deliverables will be provided to USAID as stand-alone deliverables. Charts should adhere to the data visualization checklist and should utilize the USAID colors.

VI. Timeline for Deliverables

DELIVERABLE	TIMELINE
Workplan	14 days after team begins work
Outline of Report	X days after work plan approved
Draft Report with Annexes	X days after outline submitted
PowerPoint Presentation	X days after Drafts submitted
Final Report	XXXX 2018
Oral Presentation and Webinar	XXXX 2018
Visuals	XXXX 2018

All deliverables will go through an iterative process responding to USAID’s review and feedback. For example, the Final Report will go through two reviews, with USAID providing feedback and the contractor providing new versions of the report.

These deadlines are notional. The contractor should submit a proposed timeline with deadlines in the work plan that allows sufficient time for USAID to review deliverables. If the timeline varies substantially, the contractor should provide an explanation.

VII. Level of Effort

One Senior Technical Specialist will guide efforts and oversee the quality of work and deliverables. One associate education program specialist and one associate analyst will provide support to the Senior Technical Specialist. The estimated maximum LOE will be 6 months. We anticipate 60 days of work for the Senior Researcher, 80 days of work for the Mid-Level Researcher, and 80 days of work for the Analyst. Work must be completed by May 2019.

Qualifications of Education Program Specialist - Senior Technical Specialist

- Experienced international education researcher with an advanced degree in a social science or related field preferred.
- Experience in the design, implementation, and/or evaluation of higher education systems strengthening or capacity-building activities.
- A minimum of seven years of prior experience working on higher education activities in the developing world.
- Excellent writing and editing skills.

Qualifications of Education Program Specialist - Associate

- Academic or professional experience in international development/education with a master's degree in a social science or related field preferred.
- A minimum of five years of prior work experience in the developing world in education or a related field.
- Experience in international education and/or higher education systems strengthening research.
- Excellent writing and editing skills.

Qualifications of Analyst-Associate

- Academic or professional experience in international development/education, with a bachelor's degree in a social science or related field preferred.
- Excellent writing and editing skills.
- Experience in qualitative and quantitative research techniques.
- Work experience translating complex, technical information for broad audiences.
- Experience working in the field of international development, with a focus on higher education preferred.

ANNEX B - INTERVIEW PROTOCOL

Interview Protocol

1. Please describe your role and portfolio at USAID.
2. In our review of higher education projects at USAID, we define HE broadly in terms of community colleges, universities, technical and vocational education, teacher training, HE ministry and systems, professional schools, etc. Can you tell us briefly about how your work engages with these HE institutions and systems? Does the program primarily involve the capacity-building of individuals or of institutions?
3. What projects have you worked on in the last four years that have sought to directly affect higher education institutions, systems of HE, or that provided scholarships for degree training?
 - a. We are particularly interested in lesser-known activities that may not be primarily focused on HE but still engage with institutions and systems. Therefore, I'd like to go through a list of potential interventions. Can you respond with any projects that you have worked on that would be related to these and describe goals and outcomes of these projects?
 - Policy reform at the system level (with ministry officials or others?)
 - Curriculum development
 - Professional training (for faculty, teachers, workforce developers, legal or media professionals, etc.)
 - Institutional partnerships
 - Scholarship programs
 - Research programs or strengthening
 - Other kinds of projects?
4. What would be the biggest success story/best practices that you would like to highlight based on your knowledge of HE engagement projects, and why? (prompt for reducing poverty, country development, link to local HE and system building needs)
5. Did any of these projects work specifically with underrepresented individuals (i.e. women, individuals with disabilities, minority populations, LGBTQ)? Can you tell me more about those projects? Did they lead to greater participation and if so what worked? How are you able to determine this impact? Are there any areas of improvement you can highlight?
6. What other operational units at USAID were involved in the key higher education activities that you mentioned? How would you describe any cross-sector programming?
7. Were there other donors involved in the program and if so, please describe the programming and collaboration experience?
8. What are/were the major barriers, if any, to achieving the goals of select HE projects?

- a. Which challenges and lessons learned would you spotlight from the higher education activities under your portfolio? Were there any actions taken as a result? Please give examples.
 - b. If your geographic area included a fragile or conflict-affected country, did your project intervention/activities need adjustments to prevent exacerbating conflict? Please explain, if relevant, whether conflict affected your work and what best practices could be drawn from these experiences.
9. In terms of evaluating the success of these projects, what data or information do you wish you had collected? Why?
 - a. Do the standard USAID indicators capture the important outcomes of your project?
 - b. Did you create any custom indicators?
 - c. Are there suggestions for other possible indicators that might capture additional, important data?
10. Thinking back to your work over the last four years, please mention any project or projects that might have missed opportunities to engage in HE? Tell us about that project(s).
11. Are there other individuals you would recommend we speak to in order to better understand the scope of USAID higher education engagement?

ANNEX C - ADDITIONAL METHODOLOGICAL DETAILS

The HELA team reviewed all SPSP program elements to determine the relevance of each to higher education engagement. Elements that contained any of the following keywords were included in the analysis:

- Higher education, post-secondary, or tertiary
- College, university, law school, institution, or institute
- Workforce, skills, training, career, or vocational
- Research, curricula, teaching, degree, certificate, or faculty

After the HELA team determined which SPSP elements should constitute the initial dataset, the implementing narratives of each activity that reported on these elements was reviewed for inclusion in the HELA database (see Annex D). At least one of the following keywords was present in each of the implementing narratives for activities included in the HELA database:

- Higher education, post-secondary, or tertiary
- College, university, law school, institution, or institute
- Workforce, skills, training, career, or vocational
- Research, faculty, or partnership
- Curricula, degree, certificate, bachelors, masters, doctoral, or PhD
- Distance learning or online
- Scholarship or student
- Teaching, administration, or administrative
- Accreditation, quality assurance, policy, or ministry

String searches (e.g. “university*” or “teach*”) as well as variations on these keywords (e.g. “post secondary”) were also used to review implementing narratives. Narratives that did not contain these keywords or used these terms outside of higher education contexts (e.g. student referring to K-12) were eliminated. Although these keywords indicated a likely engagement with higher education, the full text of each implementing narrative, as well as additional information from the desk review, were ultimately used to determine whether the activity was included in the HELA database.

ANNEX D - HIGHER EDUCATION LANDSCAPE DATABASE

HIGHER EDUCATION LANDSCAPE DATABASE

To view the Higher Education Landscape Database, please go to: <https://www.edulinks.org/resources/usaid-higher-education-landscape-analysis-2014-2018>

CODING SCHEMA		
CATEGORY NAME	DESCRIPTION OR CODES	CODING NOTES
Title of Activity	Text	Retrieved from implementing narrative and/or USAID website
Award Number	Text	Retrieved from operation plan and/or USAID website
Narrative of Activity	Description Text	Retrieved from implementing narrative and/or USAID website. Additional information to clarify HE engagement may have been added by HELA team
Program Area	Democracy, Human Rights, and Governance	Codes are based on SPSD program elements. Coding determined by HELA team, based on activity narrative description
	Economic Growth and Workforce Development	
	Education & Social Services	
	Health	
	Humanitarian Assistance	
	Peace and Security	
	Program Development and Oversight	
	Agriculture	
Region	Africa	Location of the activity as it corresponds to USAID regional bureaus and offices. If more the activity took place in more than one region, the activity was coded as worldwide
	Asia	
	Europe and Eurasia	

CODING SCHEMA

CATEGORY NAME	DESCRIPTION OR CODES	CODING NOTES
	Latin America and the Caribbean	
	Afghanistan and Pakistan	
	Middle East and North Africa	
	Worldwide	
Country	Name of country or Regional code	Country location of the activity, up to three individual countries. If more than three countries were engaged, but all countries were located in the same region, the activity was coded as regional. If more than three countries were engaged but in more than two regions, the country was left blank
Fiscal Year End	Year	Fiscal year (October - September) when the activity began
Fiscal Year End	Year	Fiscal year (October - September) when the activity ended or will end
Implementer (Name)	Name of Implementer	Retrieved from implementing narrative and/or USAID website where available. When not available, left blank
	Contractor	
	Foundation	
	Non-U.S. HEI	
	Non-U.S. NGO	
Implementer Type	U.S. HEI	Implementer type was determined by the HELA team. When not available, left blank
	U.S. NGO	
	Private Business	
	Other	

CODING SCHEMA

CATEGORY NAME	DESCRIPTION OR CODES	CODING NOTES
Link to Project Activity Website	URL	A URL link to the program activity, either a USAID or implementer website
	Research	
	Capacity Development	
	Training	
	Workforce	
	Curriculum	
	Pedagogy	
	Faculty PD	
Activity keywords	Teacher PD	
	PD - Other	
	Partnership	
	Policy	
	Scholarship	
	Distance Education	
	Technology	
	Teacher Training	
Higher Education Institutions	Name of HEI	Any U.S. and host-country HEI involved in the activity. Retrieved from implementing narrative and/or USAID website where available
Inclusion Target	Disability	Coded if the activity engaged with a targeted population for inclusion. If more than one population was engaged, multiple was coded. When not available, left blank
	Gender	

CODING SCHEMA

CATEGORY NAME	DESCRIPTION OR CODES	CODING NOTES
	Ethnic Minority	
	Low Income	
	LGBTQ	
	Rural	
	Multiple	
Conflict or Crisis	Yes or No	If the activity took place within a country experiencing conflict or crisis as listed by USAID's Education in Crisis & Conflict Network (https://eccnetwork.net/) at the time of the activity, or the activity engaged refugee population within the host country, coded Yes
Life of Project Funding	U.S. Dollars	Determined from project activity website or summaries where available. When not available, left blank
Funding total for HE activity	U.S. Dollars	If available from key informants or activity documentation, a U.S. dollar amount of the life of project funds used to engage HE. When not available, left blank
Link to Project Evaluations	URL	Where available, a link to an external project evaluation. Also provided are links to last annual activity report or last quarterly activity report. All reports available from the Development Experience Clearinghouse
Coding Notes	Text	Additional coding notes from HELA team

ANNEX E - ADDITIONAL RESOURCES

Association Liaison Office for University Cooperation, The (2003). Partnering to address shared development goals. Retrieved from: https://pdf.usaid.gov/pdf_docs/PNADAI12.pdf

Bagdonis, J. M., Guison-Dowdy, A., and George-Mwangi, C. (2015). A multi-case study evaluation of four higher education partnerships. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00KRF5.pdf

Bagdonis, J., M. (n.d.) Higher Education in Development: A Theory of Change and Its Applications, Univ. of Massachusetts, Amherst, power point

BIFAD (2014). BIFAD review of strategic human and institutional capacity development (HICD) issues and the role of USAID and Title XII under Feed the Future Programs. Retrieved from: https://pdf.usaid.gov/pdf_docs/PBAAB875.pdf

Boardman, G., Dwatmadji, D., Ceelan, J., and Kusuma, W. (2014). Evaluation of the Indonesia university partnerships program: Phase three - partnerships #5-#8. Retrieved from: http://pdf.usaid.gov/pdf_docs/PA00JRCZ.pdf

Chapman, D., & Quijida, J. J. (2008). An Analysis of USAID Assistance to Basic Education. Retrieved from: [https://www.epdc.org/sites/default/files/documents/An Analysis of USAID Assistance to Basic Education.pdf](https://www.epdc.org/sites/default/files/documents/An%20Analysis%20of%20USAID%20Assistance%20to%20Basic%20Education.pdf)

Chesterfield, R., & Dant, W. (2013). Evaluation of LAC Higher Education Scholarships Program. Retrieved from: https://pdf.usaid.gov/pdf_docs/PDACX232.pdf

Cultural Practice & QED (2017). Enhanced engagement in research: Mid-term evaluation of the Partnerships for Enhanced Engagement in Research (PEER) Program. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00MNJP.pdf

Dunworth, W. (2017). Building University-Industry Learning and Development Through Innovation and Technology (BUILD-IT) Alliance mid-term evaluation. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00N28H.pdf

Ed Data II (2016). Case Study on USAID West Bank and Gaza Education Programs. Retrieved from: [https://ierc-publicfiles.s3.amazonaws.com/public/resources/Case Study USAID-Education in Palestine_FINAL4.pdf](https://ierc-publicfiles.s3.amazonaws.com/public/resources/Case%20Study_USAID-Education%20in%20Palestine_FINAL4.pdf)

Erbaugh, J.M., Crawford, E., and Adipala, E. (2009). Strengthening faculties of agriculture in Africa through collaborative post-graduate Degree Training by U.S. and African Universities: The HEPAD Experience. Abstract, Journal of International Agricultural and Extension Education, 16 (2), 70.

Erbaugh, M. J., Kraybill, D. S., Minde, I. J., and Hansen, D. O. (2016). Implementing human and institutional capacity development with agricultural higher education institutions: The genesis of iAGRI. RUFORM Working Document Series, 14(1), 131-140.

Government Accounting Office (2018). Global Development Lab: USAID Leverages External Contributions but Needs to Ensure Timely Data and Transparent Reporting. GAO-19-46: Published: Nov 7, 2018. Publicly Released: Nov 7, 2018.

Haugen, V., Zikra, M., Guenana, N., and Hermeso, R. (2015). Evaluation of the Cairo Initiative Scholarship Program. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00KPVG.pdf

HED (2012). U.S.-Mexico training, internships, exchanges, and scholarships programs. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00HXXP.pdf

HED (2014). Semiannual progress report. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00KRFI.pdf

Hoti, G., Jameel, A., Zaidi, S., Abbas, F., Danish, M., & Hijazi, S. (2013). Higher Education Commission: University and technical support and higher education support program. Retrieved from: http://pdf.usaid.gov/pdf_docs/PBAAA234.pdf

Junge, N., Koirala, V. K., and Schmidt, M. (2018). Final performance evaluation of the Feed the Future Innovation Lab for Small Scale Irrigation. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00SW4K.pdf

Kaizen Company, The (2017). HICD Assessment of the Ministry of National Education, Vocational Training, Higher Education, and Scientific Research – Morocco. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00T2MI.pdf

Lancaster, I. & Mirembe, J. (2015). Evaluation of HED/USAID Women's Leadership Program-Rwanda (2012-2015). Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00KPDP.pdf

Leigh, S., & Ocheing, E. (2013). Final performance evaluation of the teacher education and professional development project in Kenya. Retrieved from: http://pdf.usaid.gov/pdf_docs/PDACX75I.pdf

Miller, R., Khanter, J., Katerji, W., Andraos, N., Wanna, K., and Herr, H. (2015). USAID Lebanon University Scholarship Program mid-term evaluation. Retrieved from: http://pdf.usaid.gov/pdf_docs/pa00ks5t.pdf

Morfit, C., Gore, J., and Akridge, P. B. (2009). HED/USAID higher education partnerships in Africa 1997-2007. Retrieved from: https://pdf.usaid.gov/pdf_docs/PBAAC025.pdf

National Academies of Sciences (2016). The Role of Science, Technology, Innovation, and Partnerships in the Future of USAID. Retrieved from: https://pdf.usaid.gov/pdf_docs/PBAAF370.pdf

Rojas, F., Romero, C., and Roth, F. (2015). Colombia-U.S. Human Rights Law School Partnership Program Evaluation Report. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00KNFV.pdf

RTI International (2015). USAID Higher Education for Economic Growth Monitoring and Evaluation Plan Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00KSJK.pdf

Sanders-Smith, M., Abedelaal, D., Hosny, O., Gadalla, M., El-Sherif, S., and Eldin, E. G. (2016). Final Performance Evaluation of the Leadership for Education and Development Scholarship Program (LEAD). Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00MFRV.pdf

Social Impact (2017). Excellence in Higher Education for Liberian Development: Final performance evaluation. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00MWXH.pdf

Title XII (2014). Title XII Report to Congress FY 2014. Retrieved from: https://pdf.usaid.gov/pdf_docs/PBAAF773.pdf

Title XII (2015). Title XII Report to Congress FY 2015. Retrieved from: https://pdf.usaid.gov/pdf_docs/PBAAF776.pdf

Title XII (2016). Title XII Report to Congress FY 2016. Retrieved from: https://pdf.usaid.gov/pdf_docs/PBAAJ019.pdf

USAID (2014) African Higher Education: Opportunities for transformative change for sustainable development. Retrieved from: <http://www.aplu.org/library/african-higher-education-opportunities-for-transformative-change-for-sustainable-development/file>

USAID (2016). Data for education programming in Asia and the Middle East (DEP/AME): Case study on USAID West Bank and Gaza Education Program. Retrieved from: https://ierc-publicfiles.s3.amazonaws.com/public/resources/Case Study_USAID-Education in Palestine_FINAL4.pdf

USAID (2017). FY 2017 Projected plan for the U.S. Agency for International Development's actions for assistance to Minority serving Institutions. Washington, DC

USAID (2018). Projected Plan for Assistance to Historically Black Colleges and Universities. Washington, DC

USAID (2017). USAID, Office of Education Tool: Assessing the Quality of Education Evaluations, Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00T7ZW.pdf