Higher education engagement takes place throughout the Agency, and each of the functional bureaus play an individual and collective role in the landscape of higher education engagement within USAID. Because the E3 Bureau reports on higher education engagement for the Agency and a large number of activities taking place in the Global Development Lab, these two bureaus provide an important foregrounding of higher education activities within the Agency. The remaining three bureaus (DCHA, Food Security, and Global Health) present an equally important role in promoting higher education engagement.

USAID recently undertook, with assistance from a team of consultants, a landscape analysis of higher education engagement activities across Agency operating units that occurred between FY 2014 and 2018.
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.

Asia
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.

Afghanistan and Pakistan
Activities in OAPA seek to improve quality and access in universities, advance training for workforce skills particularly in agriculture, water, and energy, and broadly support women’s empowerment.

Europe and Eurasia
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.

Latin American and the Caribbean
Several activities within LAC specifically strengthen higher education institutions and systems, with a focus on connections to workforce needs. Other activities within the region draw upon the relative strength of higher education institutions to support regional development goals outside of education.

Middle East and North Africa
In many MENA countries, higher education partners are engaged to improve overall educational quality, funding, and participation, with a particular focus on primary-level teacher education and professional development. A common strategy in workforce development programs in the region is to partner with the private sector to improve employment outcomes for university students.