USAID Higher Education Learning Agenda

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Objectives

• Present USAID’s Higher Education Program Framework

• Discuss USAID Higher Education Learning Agenda priorities

• Understand the categorization of the learning agenda questions

• Learn how to help contribute to advancing the USAID Higher Education Learning Agenda
Higher Education Program Framework

Three Outcomes of USAID-Funded Higher Education Programming

- Developing the capacity of individuals and higher education institutions
- Strengthening partnerships and transnational relationships
- Promoting higher education as a central actor in locally led development

https://www.edu-links.org/resources/higher-education-program-framework
The Higher Education Learning Agenda

5 Themes

10 questions
Goal: Improve the Data and Evidence Ecosystem

DATA AND EVIDENCE USERS
- Donors
- Government Entities
- Implementing Partners
- Education Service Providers
- Families, Students, Youth, & Communities
- Non-State Actors
- Educators

DATA AND EVIDENCE GENERATORS
- Research Institutions
- Academia
- Implementing Partners
- Education Service Providers
- Government Research Units
- Educators
- Youth
- Non-State Actors

DATA AND EVIDENCE TRANSLATORS
- Research Institutions
- Think Tanks
- Media and Civil Society
- Academia
- Non-State Actors
- Government Entities
- Implementing Partners/NGOs
Learning Agenda Development Process

1. Stakeholder Analysis
2. Workshops to engage USAID staff, Implementing Partners, and the Higher Education community
3. Questions Finalized
4. Evidence Review and Gap Map
5. Implementation Plan
Engagement in the Development of the Learning Agenda

**USAID/Missions** = USAID Mission staff from 8 Missions

**External Stakeholders** = 60 partners, HE associations, HEIs from US and abroad

**HE Champions** = nearly 300 external stakeholders who follow USAID’s HE work
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<thead>
<tr>
<th>QUESTION</th>
<th>THEME</th>
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<tr>
<td><strong>Strategy:</strong> How can higher education systems and institutions become more strategic in planning, implementing and monitoring core activities (e.g., enrollment, academic programs, research, and outreach)?</td>
<td>Management and Financing of Systems and Institutions</td>
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<td><strong>Sustainable Financing:</strong> How can financing of higher education systems and institutions become more sustainable?</td>
<td>Academic Programs</td>
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<td><strong>Distance Education:</strong> How can the viability and effectiveness of online and other forms of distance education be improved?</td>
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<td><strong>Skills for Employability:</strong> How can skills or competencies (e.g., technical and soft skills) for employability best be identified, analyzed, and incorporated into curricula, teaching, and learning?</td>
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<td><strong>Learning:</strong> How can the practice and culture of teaching become more learner-centered?</td>
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<td><strong>Innovation Ecosystems:</strong> How can higher education systems and higher education institutions (HEIs) play a more active role in developing and strengthening national and regional innovation ecosystems?</td>
<td>Research and Innovation</td>
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<td><strong>Private Sector Collaborations:</strong> How can HEIs collaborate more effectively with the private sector to enhance the relevance and quality of teaching and learning, and of research and innovation?</td>
<td>HEI Outreach and Engagement</td>
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<td><strong>HEI Expertise:</strong> How can USAID best partner with HEIs to make use of local knowledge and expertise?</td>
<td>Access, Equity, and Student Services</td>
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<td><strong>Underrepresented Groups:</strong> How can higher education access, retention, and completion rates be improved for underrepresented populations (e.g., women, indigenous and marginalized populations, and people with disabilities)?</td>
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<td><strong>Gender:</strong> What institutional and behavioral changes are needed to improve gender awareness and gender equity?</td>
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Evidence Gap Categorization

1. **Generation**: Minimal evidence exists for these questions, new evidence required.
   - Q2  Finance
   - Q6  Innovation ecosystems
   - Q8  HEI expertise

2. **Capture**: Evidence exists, but is dispersed and needs analysis to transform it into usable information.
   - Q5  Learning
   - Q9  Access for underrepresented groups
   - Q10 Gender

3. **Dissemination**: Evidence exists in a usable form, but it is relatively unknown and requires dissemination.
   - Q1  Strategy
   - Q7  Private Sector Collaborations
   - Q3  Distance Education
   - Q4  Skills for Employability
Learning Agenda Implementation: Phases

**PHASE 1**

**OBJECTIVE 1:**
Build Awareness & Participation in the Learning Agenda

**PHASE 2**

**OBJECTIVE 2:**
Advance Learning through Evidence Generation & Synthesis

**OBJECTIVE 3:**
Promote Evidence Dissemination & Use
Progress to Date

Higher Education Global Evidence Summit
Engaging Higher Education for Change: Employability, Innovation, & the Private Sector

OUR STRENGTH IS IN THE NUMBERS

- Discussion Groups: 281
  - 14 is the average for Whova

- Meetups Created: 200+
  - 1,669 meetup attendance

- Messages Exchanged: 18,000+
  - 1,204 is the average for Whova

laserpulse.org
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<tr>
<th>QUESTION</th>
<th>AVAILABLE OR IN PROGRESS USAID PRODUCED KNOWLEDGE PRODUCTS</th>
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<td><strong>Q1: Strategy</strong></td>
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<td><strong>Q2: Sustainable Financing</strong></td>
<td><strong>SHARE Multi-country Study - HEIGHTS</strong> (in-progress Kenya, Indonesia, Philippines)</td>
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<td><strong>Q3: Distance Education</strong></td>
<td><strong>Evidence summary + Fail Fest Event</strong></td>
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<td><strong>Q4; Skills for Employability</strong></td>
<td><strong>Soft Skills Development to Advance Student-Centered Higher Education</strong></td>
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<td><strong>Evidence Summit</strong> - Evidence Gap Map update (in-progress)</td>
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<td><strong>Q5: Teaching and Learning</strong></td>
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<td><strong>Q6: Innovation Ecosystems</strong></td>
<td><strong>Higher Education and Innovation Ecosystems Primer</strong> (intern product)</td>
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<td><strong>SHARE Multi-country Study - HEIGHTS</strong> (in-progress Kenya, Indonesia, Philippines)</td>
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<td>Case Study - BUILD-IT (Vietnam) Maker Spaces(anticipated Fall 2022, intern product)</td>
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<td>IP &amp; Technology Transfer Discussion Note (anticipated Fall 2022, intern product)</td>
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<td><strong>Q7: Private Sector Collaborations</strong></td>
<td><strong>Primer on HEI-Industry Collaboration</strong> (intern product) + <strong>LAC focused Webinar</strong></td>
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<td><strong>Evidence Summit</strong> - Evidence Gap Map update (in-progress)</td>
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<td><strong>Q8: HEI Expertise</strong></td>
<td><strong>Learning from Evidence Ecosystem work under SHARE (on-going)</strong></td>
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<td><strong>Q9: Underrepresented Groups</strong></td>
<td><strong>Primer on access, retention, and completion for women (Anticipated Fall 2022)</strong></td>
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<td><strong>USAID Higher Education Scholarship Toolkit</strong> - Adding Scholarship Evaluation Synthesis (Anticipated Fall 2022)</td>
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<td><strong>Q10: Gender</strong></td>
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I joined the USAID Higher Education Learning Network (the HELN)

https://www.edu-links.org/heln
Learning Agenda Implementation: Stakeholders for Collaboration

- USAID Missions and Operating Units (internal)
- Implementing Partners
- Researchers and Research Institutions
How You Can Collaborate: Partner with Us!

- Submit concept notes, applications, and proposals that incorporate learning questions
- Align research interests and complete research projects of mutual interest
- Inform us of knowledge and research related to learning agenda themes
- Keep up-to-date by checking our site: https://www.edu-links.org/resources/usaids-higher-education-learning-agenda
- Join networks and communities of practice

Contact us at helearning@usaid.gov