USAID FROM THE AMERICAN PEOPLE

Snapshot of 2020 USAID Activities

This brief advances the last three recommendations of the Higher Education Landscape Analysis: to improve USAID coordination and communication around higher education (HE), to create meaningful mechanisms to collect data, and to contribute to evidence on HE. The brief presents data from the Performance Plan and Report (PPR), updating the Fiscal Year (FY) 2019 brief with results for FY 2020 and targets for FY 2021.

Over
580

higher education institutions (HEIs) provided with capacity development support

Over
9,800

individuals attended HEIs with scholarship or financial assistance

Over
5,500

individuals affiliated with HEIs provided with capacity development support

Over
460

peer-reviewed scientific publications produced

Click here for additional resources on USAID's HE programming.

Click below to learn more.

- USAID's HE Program Framework and Indicators
- Advancing Knowledge and Research
- Providing Quality and Relevant Education and Workforce Training
- Engaging and Strengthening Networks and Communities—Individuals
- Engaging and Strengthening Networks and Communities—Institutions
- Strengthening HE Systems
- Additional Indicators on HE

USAID'S HE PROGRAM FRAMEWORK AND INDICATORS

USAID developed the HE Program Framework to capture its vision of HE as a central actor in driving locally led development. Explore the framework below and the indicators USAID uses to measure results within each theme.

Strengthening HE Systems

ES.2-54 Number of U.S. government (USG)-supported partnerships that address regional, national, and/or local development objectives through or with HEIs

Supp-15 Education system strengthened: policy reform

Supp-16 Education system strengthened: data systems

Advancing Knowledge and Research

STIR-12 Number of peer-reviewed scientific publications resulting from USG support to research and implementation programs

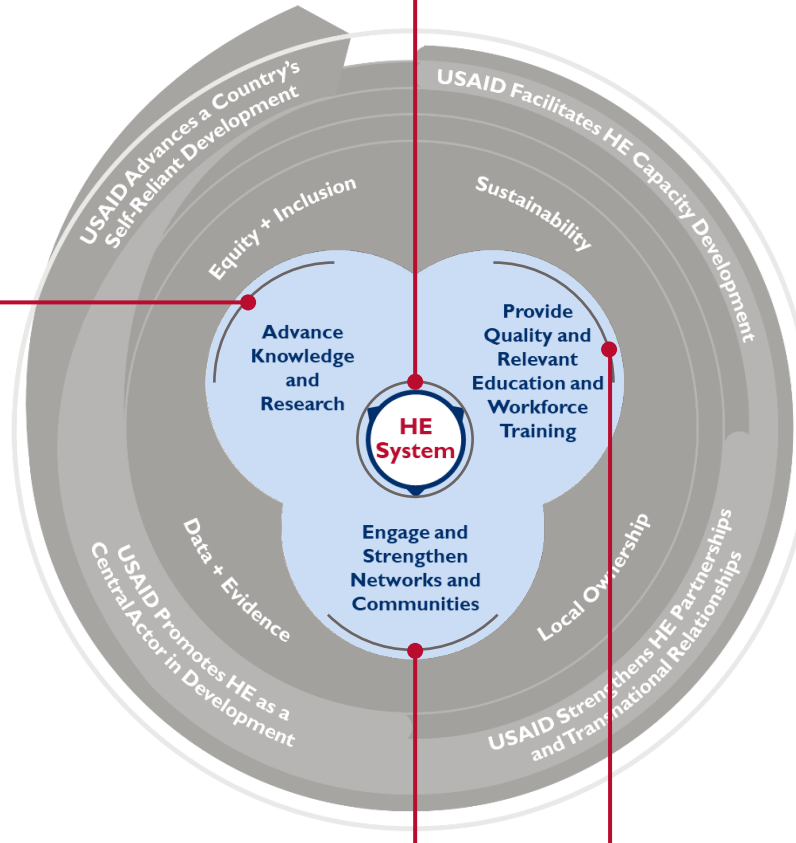**CBLD-9d** Percentage of USG-assisted research institutions with improved performance

Engaging and Strengthening Networks and Communities

INDIVIDUALS

ES.2-52 Number of individuals affiliated with HEIs receiving capacity development support with USG assistance

INSTITUTIONS

ES.2-1 Number of host-country HEIs receiving capacity development support with USG assistance

CBLD-9c Percentage of USG-assisted educational institutions with improved performance

Providing Quality and Relevant Education and Workforce Training

ES.2-2 Number of individuals attending HEIs with USG scholarship or financial assistance

ES.2-53 Number of physical spaces built, repaired, or refurbished for HE with USG assistance

EG.6-11 Average percent change in earnings following participation in USG-assisted workforce development programs

EG.6-12 Percentage of individuals with new employment following participation in USG-assisted workforce development programs

EG.6-13 Percentage of individuals with improved soft skills following participation in USG-assisted workforce development programs

EG.6-14 Percentage of individuals who complete USG-assisted workforce development programs

USAID Advances a Country's Self-Reliant Development · USAID Facilitates HE Capacity Development · USAID Strengthens HE Partnerships and Transnational Relationships · USAID Promotes HE as a Central Actor in Development

Equity + Inclusion · Sustainability · Local Ownership · Data + Evidence

HE System

Advance Knowledge and Research · Provide Quality and Relevant Education and Workforce Training · Engage and Strengthen Networks and Communities

ADVANCING KNOWLEDGE AND RESEARCH

2020 RESULTS

(STIR-12) Over 460 peer-reviewed publications produced

2021 TARGETS

(STIR-12) Over 220 peer-reviewed publications produced

HE systems advance knowledge across sectors by supporting applied research and cultivating innovative solutions. USAID uses two indicators to measure results: STIR-12 (# of peer-reviewed scientific publications produced) and CBLD-9d (% of research institutions with improved performance). As CBLD-9d is a relatively new indicator, results are not yet available. The map below shows which countries reported 2020 results and 2021 targets and highlights success stories.

■ Reporting 2020 results ● Reporting 2021 targets ■ USAID country not reporting results

HONDURAS | The Transforming Market Systems Activity partnered with the National Autonomous University of Honduras to develop a Market Systems Diagnostic Tool. The tool played a key role in the country's response to the COVID-19 pandemic, tracking over 1,300 firms to determine which businesses continued operating, how many jobs were lost, and what types of assistance were needed.

WASHINGTON & REGIONAL-BASED OPERATING UNITS

● Bureau for Development, Democracy, and Innovation

● Bureau for Resilience and Food Security

● Bureau for Democracy, Conflict, and Humanitarian Assistance

● Latin America and Caribbean Regional

● Middle East Regional Cooperation

● Regional Development Mission-Asia

● West Africa Regional

INDONESIA | USAID supported five Centers of Collaborative Research that in turn helped 30 Indonesian HEIs conduct collaborative research that meets international standards. The centers published 206 peer-reviewed papers in globally recognized journals in renewable energy, biotechnology, and other fields. Several articles have since been cited by other scholars.

PROVIDING QUALITY AND RELEVANT EDUCATION AND WORKFORCE TRAINING

2020 RESULTS

ES.2-2 Over 9,800 individuals attending HEIs

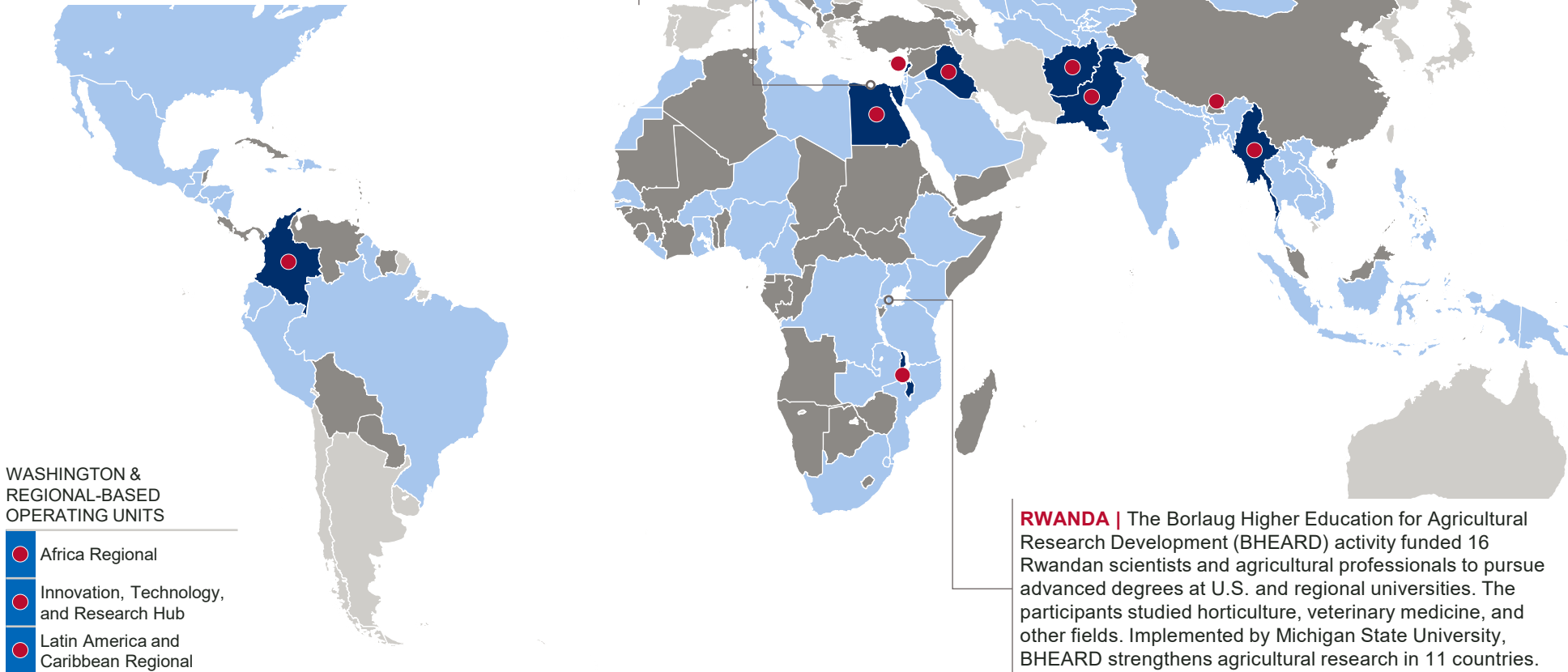**TEAMS** Over 4,500 training and educational exchanges

2021 TARGETS

ES.2-2 Over 10,500 individuals attending HEIs

HE systems strengthen the workforce through continuous, market-relevant teaching, learning, assessment, curriculum, and pedagogical practices. USAID uses several indicators to measure results, including ES.2-2: (# of individuals attending HEIs). In addition, the Agency's Training and Exchanges Automated Management System (TEAMS) tracks training and educational exchanges. USAID is working to ensure these sources of data are consistent. The map below shows which countries reported 2020 results and 2021 targets and highlights success stories.

■ Reporting 2020 TEAMS results ■ Reporting 2020 ES.2-2 results ■ Reporting 2020 TEAMS *and* ES.2-2 results ● Reporting 2021 ES.2-2 targets ■ USAID country not reporting results

EGYPT | In response to the COVID-19 pandemic, the University Centers for Career Development (UCCD) activity, coordinating with the Ministry of Higher Education and the American University in Cairo, shifted to online entrepreneurship training and language classes, including for students with disabilities. UCCD also hosted Egypt's first online career fair, bringing together 45 employers and 4,000 students.

WASHINGTON & REGIONAL-BASED OPERATING UNITS

● Africa Regional

● Innovation, Technology, and Research Hub

● Latin America and Caribbean Regional

RWANDA | The Borlaug Higher Education for Agricultural Research Development (BHEARD) activity funded 16 Rwandan scientists and agricultural professionals to pursue advanced degrees at U.S. and regional universities. The participants studied horticulture, veterinary medicine, and other fields. Implemented by Michigan State University, BHEARD strengthens agricultural research in 11 countries.

ENGAGING AND STRENGTHENING NETWORKS AND COMMUNITIES—INDIVIDUALS

2020 RESULTS

(ES.2-52) Over 5,500 individuals receiving support

2021 TARGETS

(ES.2-52) Over 6,100 individuals receiving support

HE systems engage individuals in local, regional, and international communities to both ground their work in local challenges and connect them to cutting-edge ideas in the HE community. USAID uses ES.2-52 (# of individuals affiliated with HEIs receiving capacity development support) to measure results. The map below shows which countries reported 2020 results and 2021 targets and highlights success stories.
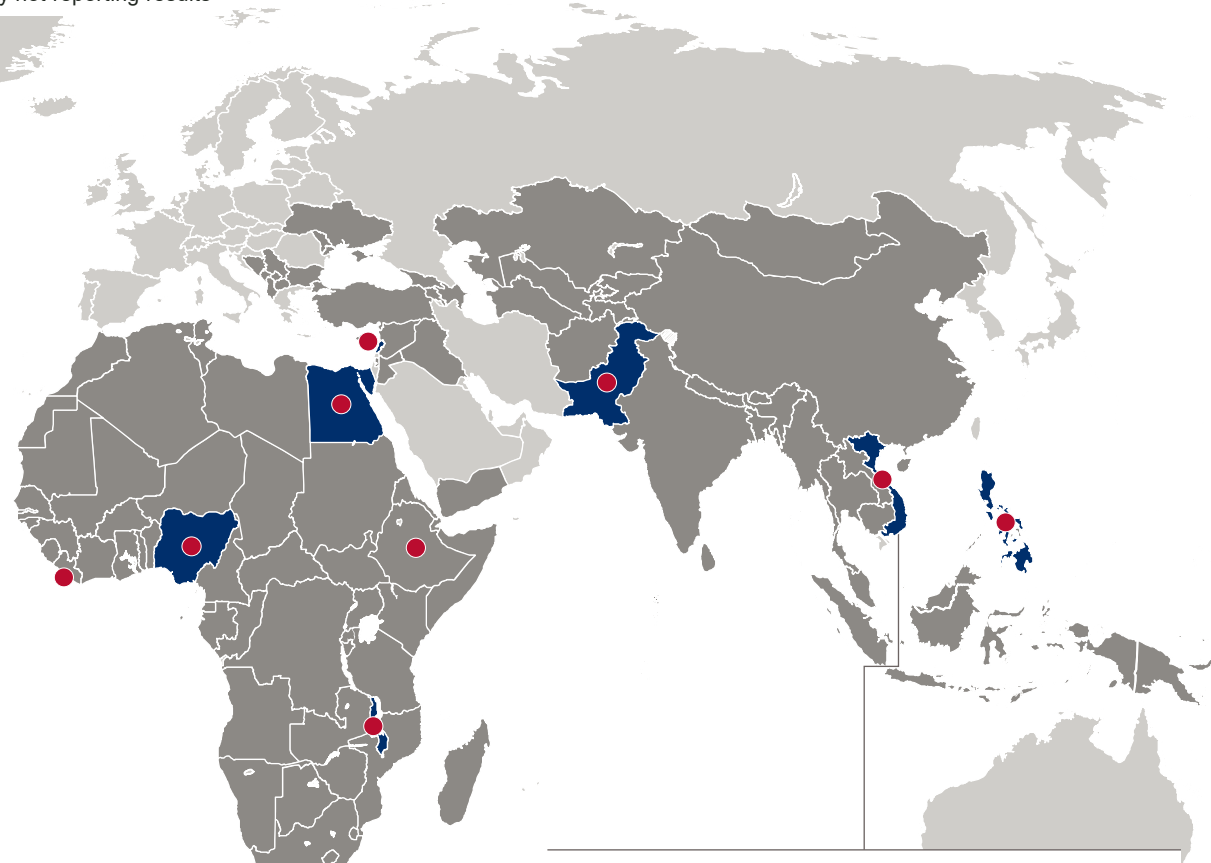
■ Reporting 2020 results　　● Reporting 2021 targets　　■ USAID country not reporting results

PARAGUAY | Under a partnership with Harvard University, the University of Notre Dame, and Instituto Desarrollo, a local HEI, USAID strengthened the quality of legal education by training Paraguayan professors in the Pre-Texts method. This method combines legal education with arts and culture, allowing professors to incorporate different perspectives.

WASHINGTON &
REGIONAL-BASED
OPERATING UNITS

● Innovation, Technology, and Research Hub

VIETNAM | Through the Improving Access, Curriculum, and Teaching in Medical Education and Emerging Diseases (IMPACT-MED) Alliance, USAID helped medical and health professors train students on COVID-19 prevention and response. The professors trained nearly 2,500 final-year students at ten medical schools on preventive medicine, treatment, and applications in public health, eliciting enthusiastic student feedback.

ENGAGING AND STRENGTHENING NETWORKS AND COMMUNITIES—INSTITUTIONS

2020 RESULTS

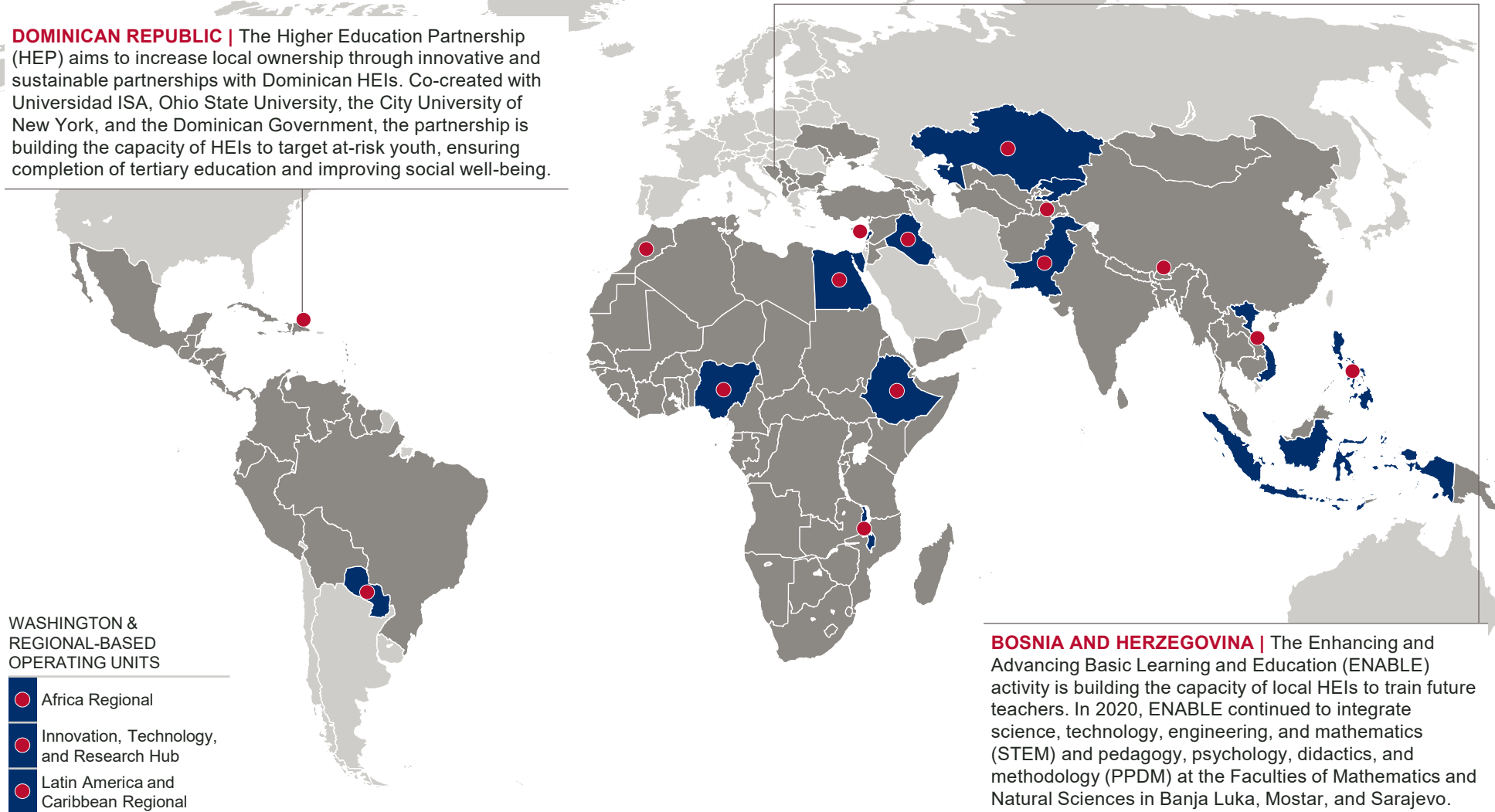**ES.2-1** Over 580 HEIs receiving support

2021 TARGETS

ES.2-1 Over 430 HEIs receiving support

HE systems engage institutions in local, regional, and international communities to both ground their work in local challenges and connect them to cutting-edge ideas in the HE community. USAID uses two indicators to measure results: ES.2-1 (# of host country HEIs receiving capacity development support) and CBLD-9c (% of educational institutions with improved performance). As CBLD-9c is a relatively new indicator, results are not yet available. The map below shows which countries reported 2020 results and 2021 targets and highlights success stories.

■ Reporting 2020 results   ● Reporting 2021 targets   ■ USAID country not reporting results

DOMINICAN REPUBLIC | The Higher Education Partnership (HEP) aims to increase local ownership through innovative and sustainable partnerships with Dominican HEIs. Co-created with Universidad ISA, Ohio State University, the City University of New York, and the Dominican Government, the partnership is building the capacity of HEIs to target at-risk youth, ensuring completion of tertiary education and improving social well-being.

WASHINGTON & REGIONAL-BASED OPERATING UNITS

● Africa Regional

● Innovation, Technology, and Research Hub

● Latin America and Caribbean Regional

BOSNIA AND HERZEGOVINA | The Enhancing and Advancing Basic Learning and Education (ENABLE) activity is building the capacity of local HEIs to train future teachers. In 2020, ENABLE continued to integrate science, technology, engineering, and mathematics (STEM) and pedagogy, psychology, didactics, and methodology (PPDM) at the Faculties of Mathematics and Natural Sciences in Banja Luka, Mostar, and Sarajevo.

STRENGTHENING HE SYSTEMS

2020 RESULTS

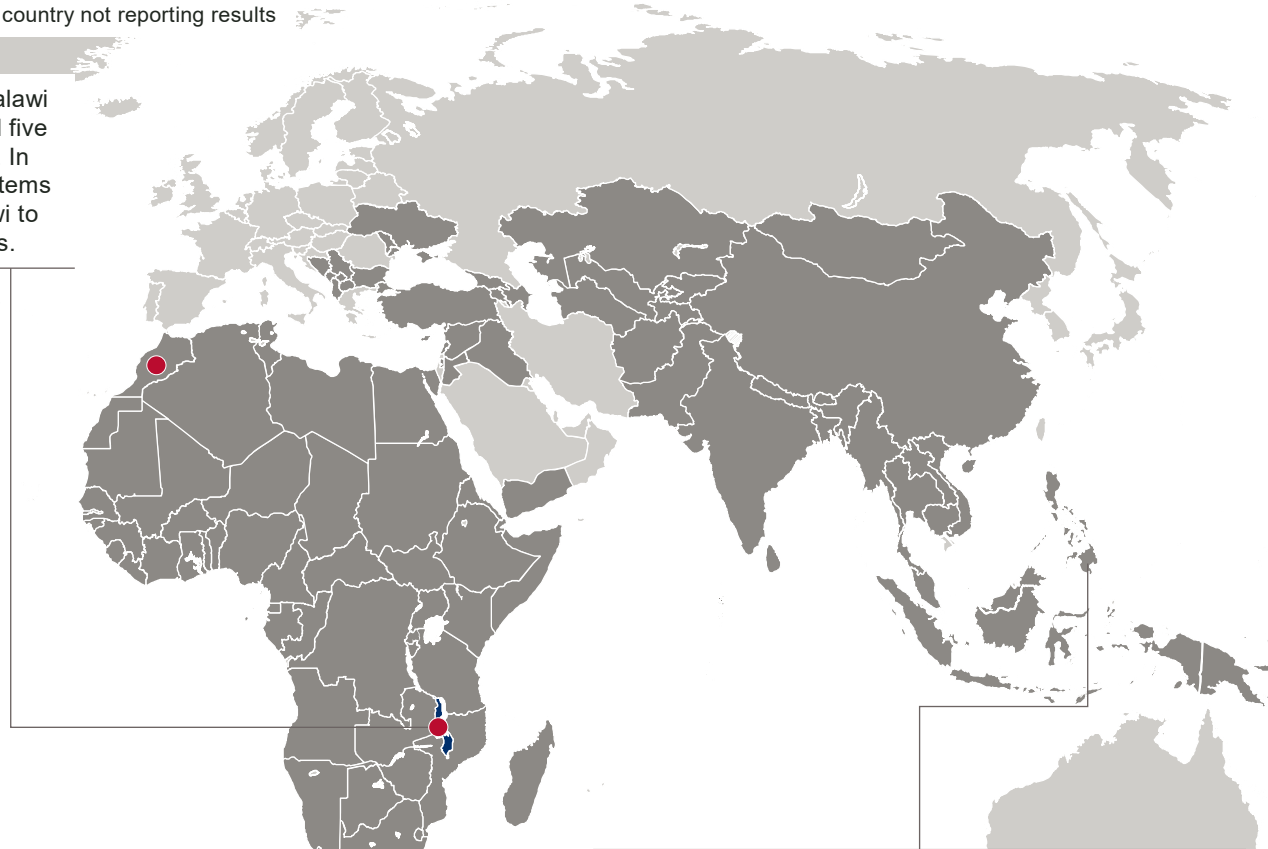(ES.2-54) Over 10 partnerships addressing objectives

2021 TARGETS

(ES.2-54) Over 40 partnerships addressing objectives

Strengthening HE systems can take many forms, such as contributing to policy reforms, improving education data systems, and supporting HEI partnerships. USAID uses several indicators to measure results, including ES.2-54 (# of partnerships that address development objectives through or with HEIs). As this indicator was new for 2020, USAID anticipates more countries will report in future years. The map below shows which countries reported 2020 results and 2021 targets and highlights success stories.

■ Reporting 2020 results   ● Reporting 2021 targets   ■ USAID country not reporting results

MALAWI | The Strengthening Higher Education Access in Malawi (SHEAMA) activity partners with Arizona State University and five Malawian HEIs to improve access to HE for vulnerable youth. In 2020, SHEAMA intensified its work around strengthening systems by launching the first Learning Management System in Malawi to support the delivery of open, distance, and e-learning courses.

PHILIPPINES | Science, Technology, Research, and Innovation for Development (STRIDE) supports Regional Inclusive Innovation Centers (RIICs) that facilitate collaboration between the Philippines government, HEIs, and the private sector. This year, STRIDE helped three HEIs win $105,000 in grants from the government to help local enterprises access innovation services such as product development and prototyping.

ADDITIONAL INDICATORS ON HE

Aside from USAID, organizations such as the UNESCO Institute for Statistics (UIS) and the World Economic Forum (WEF) also use indicators to collect data on HE. The table below presents some of these indicators and the most recently published data where available. These data provide additional context for the countries where USAID works. You can find more information about these indicators at the UIS and WEF websites.

	ACCESS				QUALITY			ENGAGEMENT	GENDER GAPS
	Enrollment in HE (%)		Population attaining at least a Bachelor's (% age 25+)		Skillset of graduates (0-100)	Quality of vocational training (0-100)	Research institutions' prominence (0-100)	University-industry collaboration in R&D (0-7)	Ratio of women to men enrolled in HE (0-1)
COUNTRY	Year	Value	Year	Value	2019	2019	2019	2019	2021
Azerbaijan	2019	31.5	2017	15.7	57.0	58.4	1.7	4.6	1.00
Bangladesh	2019	24.0	2019	9.8	39.9	39.4	6.0	2.6	0.71
Barbados	2011	65.4	n/a	n/a	51.0	52.4	0.4	2.9	1.00
Bosnia and Herzegovina	2019	40.2	2018	7.7	35.0	35.0	1.1	2.4	n/a
Burma	2018	18.8	n/a	n/a	n/a	n/a	n/a	n/a	1.00
Cambodia	2019	14.7	n/a	n/a	44.2	42.1	0.0	3.2	0.90
Colombia	2018	55.3	2018	11.8	54.6	57.7	12.8	3.6	1.00
Djibouti	2011	5.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dominican Republic	2017	59.9	2016	18.1	47.0	48.1	0.0	3.1	1.00
Egypt	2017	35.2	n/a	n/a	35.3	36.7	14.8	3.3	1.00
El Salvador	2018	29.4	2017	6.7	42.6	44.2	0.0	2.6	1.00
Ethiopia	2014	8.1	n/a	n/a	37.2	40.1	2.7	3.4	0.48
Georgia	2019	63.9	2017	34.0	39.8	34.9	1.9	2.9	1.00
Ghana	2019	17.2	n/a	n/a	54.5	50.1	1.5	3.9	0.77
Guatemala	2015	21.8	2014	6.9	51.0	57.7	0.0	3.3	1.00
Haiti	1986	1.1	n/a	n/a	37.0	33.4	0.0	2.0	n/a
Honduras	2018	26.2	2018	9.6	50.1	48.9	0.0	3.3	1.00
Indonesia	2018	36.3	2018	9.4	59.0	60.1	10.6	4.2	1.00
Kenya	2017	11.5	n/a	n/a	51.8	54.4	3.6	4.1	0.74
Kyrgyz Republic	2019	42.3	2009	16.2	36.8	38.8	0.0	2.7	1.00

Sources: Access indicators: UIS | Quality and Engagement indicators: WEF Global Competitiveness Report | Gender Gaps indicator: WEF Global Gender Gap Report

ADDITIONAL INDICATORS ON HE (CONTINUED)

	ACCESS				QUALITY			ENGAGEMENT	GENDER GAPS
	Enrollment in HE (%)		Population attaining at least a Bachelor's (% age 25+)		Skillset of graduates (0-100)	Quality of vocational training (0-100)	Research institutions' prominence (0-100)	University-industry collaboration in R&D (0-7)	Ratio of women to men enrolled in HE (0-1)
COUNTRY	**Year**	**Value**	**Year**	**Value**	**2019**	**2019**	**2019**	**2019**	**2021**
Laos	2019	14.5	n/a	n/a	54.5	45.7	0.0	3.7	1.00
Lebanon	1985	26.3	n/a	n/a	63.6	43.1	3.1	3.6	1.00
Liberia	2012	11.9	n/a	n/a	n/a	n/a	n/a	n/a	0.63
Malawi	2011	0.8	n/a	n/a	40.2	41.9	0.4	2.9	0.62
Moldova	2019	39.2	2018	20.1	43.5	41.6	0.7	2.7	1.00
Morocco	2019	38.5	n/a	n/a	41.0	46.2	5.9	2.8	0.99
Nepal	2019	13.3	2011	4.6	45.0	38.7	1.1	3.0	1.00
Nigeria	2011	10.2	2006	9.0	29.8	30.5	7.2	2.6	0.69
Pakistan	2018	9.0	2011	7.4	55.6	48.6	15.2	3.9	0.87
Paraguay	2010	34.6	2018	13.0	35.3	35.6	0.4	2.4	1.00
Peru	2017	70.7	n/a	n/a	42.5	47.0	2.4	2.9	1.00
Philippines	2017	35.5	2017	16.0	66.4	62.4	2.2	4.5	1.00
Rwanda	2019	6.2	2018	4.1	46.1	50.4	0.4	3.3	0.81
Senegal	2019	13.1	2017	2.8	52.9	60.4	0.4	3.3	0.68
Somalia	1987	2.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a
South Africa	2018	23.8	2017	8.2	44.5	41.0	12.9	4.3	1.00
Tajikistan	2017	31.3	2017	11.9	53.7	55.4	0.0	3.9	0.76
Uganda	2014	4.8	2012	1.7	40.1	46.5	1.7	3.6	0.73
Ukraine	2014	82.7	n/a	n/a	54.5	53.4	11.8	3.7	1.00
Uzbekistan	2019	12.6	2018	16.3	n/a	n/a	n/a	n/a	n/a
Vietnam	2019	28.6	n/a	n/a	41.2	44.0	4.2	3.5	1.00
Zambia	2012	4.1	n/a	n/a	46.0	41.0	0.4	2.8	0.74

Sources: Access indicators: UIS | Quality and Engagement indicators: WEF Global Competitiveness Report | Gender Gaps indicator: WEF Global Gender Gap Report

For questions about this brief,
please email: edulinks@usaid.gov