



FY2022 Appropriations Priorities

State, Foreign Operations, and Related Programs

Agency	Account	APLU FY2022 Request*
Agency for International Development (USAID)	Feed the Future Innovation Labs	\$70 million
	USAID Higher Education	\$270 million
	USAID Higher Education: Institutional capacity building partnerships	\$50 million
U.S. Department of State	EducationUSA	\$50 million

*APLU advocates for *at least* these sums

AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)

FEED THE FUTURE INNOVATION LABS

APLU FY2022 Request: \$70 million

FY2022 PBR = N/A; FY2021 = \$55 M; FY2020 = \$55 M

APLU requests \$70 million for the Innovation Labs in FY2022 to provide resources for the Labs to address new food supply and security needs given the pressures of the COVID-19 economic downturn. The Feed the Future Innovation Labs are at the forefront of international agricultural innovations to address global food security in the developing world. Through the Innovation Lab program, critical ties between U.S. scientists and developing nations are formed, furthering national economic and diplomatic interests. The Innovation Labs are repositories of global agricultural and food system expertise, with technical skills and resources that provide critical early warnings about pests and diseases, food safety, and market issues. As repositories, the U.S. Innovation Lab network of experts provides reliable, science-based information on food production, access, processing, distribution, and supply chain challenges.

The 20 Feed the Future Innovation Labs are led by 13 U.S. universities in partnership with over 40 other U.S. universities, including seven Minority Serving Institutions. The research leaders at these universities work with USAID missions and developing country research institutions on critical issues to advance global food security and contribute to U.S. economic and national security. With the population of food-insecure individuals projected to increase by 22%, bringing it to a total of 844.5 million people, the role the Labs play has never been more important.

Over the past decade, the Feed the Future Innovation Labs have registered notable successes in addressing issues that disrupt the food supply, including post-harvest losses, food safety and access, and pest management. For example, researchers at the USAID Innovation Labs developed:

- 19 new sorghum lines resistant to the greenbug aphid in 2018. The lines were developed using germplasm collected by the sorghum research program from many parts of the world. Today,

many American sorghum producers plant improved varieties developed by USAID-supported research.

- 13 common bean varieties and 2 blackeye pea varieties were developed by Feed the Future Innovation Lab researchers, registered as intellectual property, and have been made available to growers. Now, these varieties are commercially grown in the U.S. (beans in Michigan, Minnesota, Nebraska, North Dakota, and cowpea in California).
- low-priced grain storage bags that contain an ultrasonic device capable of monitoring insect activity in the bags. The optimizes the hermetic plastic bags designed to kill the insects that cause post-harvest losses. The bags are produced by seven companies, sold annually to three million farmers in 58 countries, and used to store many crops including beans, corn, sorghum, rice, and coffee.

These examples are only a sample of the many impacts that the Innovation Labs have had on both domestic and global agricultural supply chains and production systems. More information is available on the impacts Innovation Labs investment in the 2019 publication from the Board for International Food and Agricultural Development, entitled “How the United States Benefits from Agricultural and Food Security Investments in Developing Countries”.¹

USAID HIGHER EDUCATION

APLU FY2022 Request: \$270 million

FY2022 PBR = \$235 M; FY2021 = \$235 M; FY2020 = \$235 M

APLU requests \$270 million in FY22 for the USAID Higher Education account to increase international exchanges, development of innovation networks, and new partnerships to rebuild global engagement, innovation, exchange, and leadership development capabilities. International higher education development programs at USAID advance global human capital, prepare leaders for service, and cultivate private sector growth. All these outcomes enable economic growth and political stability. Through its Higher Education (USAID HE) program funding, USAID taps the power of U.S. academic and research sectors to build individual and institutional capabilities in low- and middle-income countries. The USAID HE programs take several forms: higher education partnerships, scholarships, institutional capacity building, workforce development, and policy/institutional reforms.² The USAID Higher Education Landscape Analysis of 2014 to 2018 is a valuable summary of HE activities.³ As demonstrated in the report, these programs:

- Optimized the timing of professional development for medical practitioners and technicians to reduce mortality, limit virus transmission, and increase preparedness for zoonotic disease containment.
- Enhanced international science collaborations on global science challenges through science policy on data management with developing country researchers and public science leaders.
- Improved global civil law systems via new legal curriculum, teaching, and access to law education.
- Advanced international science methods through trainings on scientific methods, equipment maintenance, data collection, grant writing, financial management, and academic leadership.

¹ <https://www.usaid.gov/bifad/documents/bifad-report-how-united-states-benefits-agricultural-development-and-food-security>

² https://www.edulinks.org/sites/default/files/media/file/USAID_EPIC_Landscape_Findings_and_Recommendations_Brief_v4%20%281%29.pdf

³ Lebron, J., Griffin, A., DePietro-Jurand, Robin. 2019. [USAID Higher Education Landscape Analysis 2014-2018](#), USAID. McMaster, M., Guevara, A., Roberts, L., and Alvis, S. 2019. [USAID Higher Education: A Retrospective 1960-2020](#), USAID

- Stabilized finances for international higher education institutions via revenue generation and capital planning trainings.

USAID HE programs are instruments for economic recovery. These programs reinforce the “university effect” on economic growth. This effect is described in a National Bureau of Economic Research Working Paper⁴ (NBER) that reported that a doubling of universities per capita was associated with a 4% higher future GDP, not including positive spillover effects on a region. The NBER results reinforce the role of higher education institutions as purveyors of an educated and self-governed civil society that supports commercial activity through education and skills training.

In addition to their impacts on the global economy and commerce, USAID HE initiatives put the U.S. in a position to build strategic alliances. These programs serve as an anchor for U.S. soft power and diplomacy at a time when our competitors seek to advance their own capabilities.⁵ U.S. funding of higher education programs is a strategic investment in retaining our position as a global technical leader while exposing key talent to the core U.S. values of an open, just society and economy.

APLU requests an increase in the Higher Education account of \$35 million, which will strengthen USAID’s global engagement, exchanges, and development of critical higher education capacity in developing nations.

USAID Higher Education: Institutional capacity building partnerships

APLU FY2022 Request: \$50 million

FY2022 PBR = \$50 M; FY2021 = \$35 M; FY2020 = \$35 M

International higher education development programs at USAID advance global human capital, prepare leaders for service, and cultivate private sector growth. However, success of such programs can be significantly impaired by lack of capacity of partner institutions of higher education in developing nations. A greater focus is needed on strengthening and expanding direct partnerships between U.S. and developing nation institutions of higher education to build capacity.

Universities are engines for developing human capital. Individual institutions produce tens of thousands of skilled citizens that occupy the positions in their countries’ leadership. These institutions produce the scientists, engineers, teachers, entrepreneurs, doctors, healthcare workers, government administrators, and other professionals who set the conditions for economic and social development. No country can thrive without an effective higher education system. APLU requests \$50 million in FY2022 to support the partnerships initiative to engage U.S. institutions in USAID HE programs.

U.S. Department of State

EducationUSA

APLU FY2022 Request: \$50 million

FY2022 PBR = N/A; FY2021 = N/A; FY2020 = N/A

APLU urges Congress to increase funding for the U.S. Department of State’s Educational and Cultural Exchange Program with language directing at least \$50 million for EducationUSA to help restore the

⁴Valero, A. and Van Reenen, J. 2016. NBER Working Paper No. 22501 Published by the NBER Economics of Education and Labor Studies Program

⁵ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7102532/>

nation's declining international student enrollment. EducationUSA is a Department of State network of over 430 international student advising centers in more than 175 countries and territories. The network promotes the value of higher education at accredited U.S. institutions to students around the world.

International students are critical to our nation's economy, innovation, and global competitiveness. During the 2019-2020 academic school year, international students accounted for 416,000 jobs in the United States and contributed \$38.7 billion to the economy through tuition, housing, domestic travel, food, and spending in local communities during the 2019-2020 academic year.⁶ Despite these impressive figures, the number illustrates a \$1.8 billion decline from the 2018-2019 academic year due to the global pandemic. Given the recent economic downturn, a continuing decline in international student enrollment threatens our economic recovery and the United States' six largest export.

In addition to bringing global perspectives to college campuses, international students are key to building a competitive STEM workforce and advancing innovation in the United States. According to the National Science Board's *The State of U.S. Science and Engineering 2020*, temporary visa holders earned one-third (34 percent) of science and engineering doctoral degrees in 2017 and account for "half or more of the doctoral degrees awarded in engineering, mathematics and computer sciences, and economics."⁷ A Congressional Service study also found that international students received 54 percent of master's degrees issued in STEM fields in the U.S. from 2016-2017.⁸ The data on international student participation demonstrate how important they are to the STEM workforce. As the United States looks to create technological advancements in industries of the future and compete globally with countries investing heavily in the field, Congress must allocate increased funding to programs like EducationUSA to entice the best and brightest international students to choose the United States to further their education. Without the expertise of international students in the STEM workforce, the United States is danger of losing its prestige as the world leader in research and innovation.

The recent decline in international student enrollment, exacerbated by the global pandemic, threatens the nation's global exchange, economic recovery, and sixth largest export. Increased funding to \$50 million for EducationUSA would help restore international student enrollment to pre-pandemic levels, boost the economy, and maintain our competitive edge.

About the Association of Public and Land-grant Universities

APLU is a research, policy, and advocacy organization dedicated to strengthening and advancing the work of public universities. With a membership of 201 U.S. public research universities, land-grant institutions, state university systems, and affiliated organizations, APLU's agenda is built on the three pillars of increasing degree completion and academic success, advancing scientific research, and expanding engagement. Annually, its 201 U.S. member campuses enroll 4.2 million undergraduates and 1.2 million graduate students, award 1.2 million degrees, employ 1.1 million faculty and staff, and conduct \$46.8 billion in university-based research.

⁶ <https://www.nafsa.org/about/about-nafsa/new-nafsa-data-show-first-ever-drop-international-student-economic-value-us>

⁷ <https://nces.nsf.gov/pubs/nsb20201>

⁸ <https://crsreports.congress.gov/product/pdf/IF/IF11347>