



FY 2023 Appropriations Priorities State, Foreign Operations, and Related Programs

Agency	Account	APLU FY2023 Request
Agency for International Development (USAID)	Higher Education	\$270 million
	Feed the Future Innovation Labs	\$70 million
Department of State	Education USA	\$50 million
	Benjamin A. Gilman International Scholarship Program	\$16 million
	Study Abroad Initiatives, Capacity Building/Increase and Diversify Education Abroad for U.S. Students (IDEAS)	\$3 million

AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)

USAID HIGHER EDUCATION

APLU FY2023 Request: \$270 million

FY2023 PBR = \$ TBD; FY2022 = \$250 million; FY2021 = \$235 million

APLU requests \$270 million in FY23 for the USAID Higher Education account to increase international exchanges, development of innovation networks, new partnerships to build global engagements, and leadership development capabilities.

APLU members engage in the Higher Education program to build institutional capacity in partnership with USAID countries. Building capacity leads to permanent institutional arrangements and enabling policy environments for adoption of new technologies, management approaches, and cross-sector innovations. USAID Higher Education programs address capacity building by undertaking short- and long-term trainings to develop workforce skills and competencies, cultivate high-quality governance and processes, and enable evidence-based policymaking.

Recent studies indicate that international institutional capacity for some disciplines is at a crossroads. Many low- and middle-income countries, especially in Central America and Central Africa, now employ fewer than 20 PhDs.¹ In francophone West Africa, Central America, Madagascar, Peru, Indonesia, the Philippines, and Thailand, more than two-thirds of PhD-qualified agricultural researchers at national agricultural research institutes are over 50 years

¹ https://www.asti.cgiar.org/sites/default/files/pdf/au_rnd_africa/AU-2021-report.pdf

old.² Individuals with advanced degrees demonstrate an increased awareness of complex decision structures in addition to disciplinary skills/competencies. As the cohort with advanced degrees shrinks, adoption and adaptation of innovations may become more limited which can have spillover effects on global health and security.

Higher education institutions have an important role in developing the critical skills, knowledge, and competencies necessary for self-sufficiency, particularly in the areas of health, education, and food security. Short- and long-term trainings develop both human and institutional capacities to increase adoption of technology while also advancing U.S. soft power. According to the Title XII Report to Congress for FY2020, USAID programs supported long-term training across many disciplines (agriculture, health, etc.) with 135,826 participants at non-U.S. locations, forty-eight percent of which were female.³ Short-term trainings were even more prolific and included more than one million global participants. 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.

The USAID Higher Education Landscape Analysis of 2014 to 2018 is a valuable summary of HE activities.⁴ As demonstrated in the report, these programs:

- Optimized the timing of professional development for medical practitioners and technicians to reduce mortality and limit virus transmission.
- Enhanced international collaborations for science policy with researchers and public 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.
- 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, described in a National Bureau of Economic Research Working Paper⁵ (NBER), reported that a doubling of universities per capita was associated with a four percent 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.⁶

² <https://www.asti.cgiar.org/pdf/Capacity-challenges-in-agricultural-research-in-the-Global-South.pdf>

³ https://www.usaid.gov/sites/default/files/documents/FY20_Title_XII_Report_to_Congress.pdf

⁴ 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

⁵ Valero, A. and Van Reenen, J. 2016. NBER Working Paper No. 22501 Published by the NBER Economics of Education and Labor Studies Program

⁶ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7102532/>

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

FEED THE FUTURE INNOVATION LABS

APLU FY2023 Request: \$70 million

FY2023 PBR = TBD; FY2022 = \$58 million; FY2021 = \$55 million

APLU requests \$70 million for the Innovation Labs (ILs) in FY2023 to support international research partnerships for global food supply and security needs.

Currently, 21 ILs are led by 14 U.S. universities in partnership with over 60 other U.S. colleges and universities, including 14 Minority Serving Institutions. Through this program, researchers at U.S. universities work with USAID missions and developing country research institutions in areas that depend on agriculture to address issues that disrupt the global food supply, including post-harvest losses, food safety and quality, and pest and disease management. As examples, researchers at the ILs have:

- Identified strategies to increase the number of farms that have risk protection/insurance. (UC Davis)
- Designed post-harvest storage bags that kill detrimental insects, bought by three million farmers in 58 countries. (Purdue University)
- Generated climate-resilient, nutritious varieties of sorghum, millets, root, and tuber crops for cropping systems in Haiti, Senegal, Uganda, and Malawi. (Clemson University)

As repositories of global agricultural and food system expertise, the U.S. Innovation Lab network of experts provides reliable, science-based information on food production, access, processing, distribution, and supply chain challenges. In FY 2020, the 21 Feed the Future Innovation Labs supported partnerships in over 30 countries and provided short-term training to 38,541 individuals.⁷ Sixty-two percent of the trainings occurred, in-person on the African continent. The Innovation Labs also provided long-term training, primarily graduate degree training, to 393 individuals from 33 countries, thereby advancing human capital development and long-term relationships between U.S. scientists and future leaders in developing nations.⁸ These programs are critical for furthering national economic and diplomatic interests.

Evidence shows U.S. government investments closely track with economic growth with estimates of return ranging from \$4-\$10 for every public dollar invested through USAID R&D programs. However, the benefits of U.S. agriculture research investments extend beyond developing countries as growth in these countries results in increased market opportunities for U.S. exports. In 2018, developing countries accounted for two thirds—more than \$90 billion—of total U.S. agricultural exports. These exports supported 800,000 U.S. jobs. Much of the increase that the U.S. sees in agricultural exports arise from markets that continue to grow. Investment in agricultural research, and the development of novel innovations, is part of an

⁷ https://www.usaid.gov/sites/default/files/documents/FY20_Title_XII_Report_to_Congress.pdf

⁸ These programs were impacted by the pandemic.

important strategy to promote economic development in low-income countries for future U.S. export markets.⁹

U.S. Department of State

EducationUSA

APLU FY2023 Request: \$50 million

FY2023 PBR = TBD; FY2022 = N/A; FY2021 = 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 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 2020-2021 academic school year, international students accounted for 306,000 jobs in the United States and contributed \$28.4 billion to the economy through tuition, housing, domestic travel, food, and spending in local communities. Despite these impressive figures, the number illustrates a decline from the 2018-2019 academic year. A continuing decline in international student enrollment threatens our economic strength and the United States' sixth 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 2022*, temporary visa holders earned 37 percent of science and engineering doctoral degrees in 2019 and account for "over half of U.S. doctoral degrees in economics, computer sciences, engineering, and mathematics and statistics."¹⁰ The same report also found that temporary visa holders received 36 percent of science and engineering master's degrees in 2019. 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 should allocate increased funding to 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 in danger of losing its prestige as the world leader in research and innovation.

The recent decline in international student enrollment, 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, boost the economy, and maintain our competitive edge as we recover from the pandemic.

⁹ <https://www.usaid.gov/bifad/documents/bifad-report-how-united-states-benefits-agricultural-development-and-food-security>

¹⁰ <https://nces.nsf.gov/pubs/nsb20221/u-s-and-global-science-and-technology-capabilities>

Benjamin A. Gilman International Scholarship Program

APLU FY2023 Request: \$16 million

FY2023 PBR = TBD; FY2022 = \$16 million; FY2021 = \$16 million

APLU requests \$16 million for the Benjamin A. Gilman International Scholarship Program in FY23 to provide Pell-recipient students with financial resources to study abroad.

Study abroad programs enhance global competency, foster global competitiveness, sustain an informed civic culture and provide students with the critical skills and experience needed to succeed in an increasingly global society. Increasing U.S. global competitiveness requires an ability of its citizenry to understand and interact with diverse cultures and languages, and broadly extending global competency to the next generation of students. Scholarship programs that promote access to study abroad programs ensure participation reflects the full diversity of the American people. APLU seeks funding for the Gilman Scholarship Program to expand opportunity for study abroad to a wider range of postsecondary students.

Study Abroad Initiatives, Capacity-Building/Increase and Diversify Education Abroad for U.S. Students (IDEAS)

APLU FY2023 Request: \$3 million

FY2023 PBR = TBD; FY2022 = N/A; FY2021 = N/A

APLU urges Congress to fund the IDEAS program at \$3 million for FY23. The foundation of federal international study abroad scholarship programs is to spread U.S. culture, ideas, and values through individual exchange and to overcome barriers of geographic distance and bias. This competitive program expands institutions' capacity for study abroad programs, diversifying destination as well as student participants. Between 2019 and 2021, one-third of awardees were Minority-Serving Institutions, helping expand opportunity for study abroad to diverse students and institutions. APLU requests Congress fund this program and build greater domestic capacity for study abroad in furtherance of U.S. domestic workforce, diplomatic, and competitiveness interests.

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 244 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 202 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 \$48.7 billion in university-based research.