DRG Learning Agenda 2017

The USAID DRG Learning Agenda is a set of research questions in priority development areas for which the DRG Center intends to organize and disseminate existing data, generate new evidence, and produce conclusions and recommendations through academic research, program evaluations, and multi-method tests of the assumptions and theories of change that guide DRG programming.

The Learning Agenda is intended to organize and generate evidence to inform USAID DRG strategic planning, project design, and in-service training efforts.

DRG Learning Agenda Formulation

The 2017 Learning Agenda consists of some questions that have been carried over from the 2016 list, as well as new ones that reflect emerging priorities in the DRG sector. The list was informed by ongoing DRG research and evaluation efforts and developed through a consultative process that involved the DRG Center's Learning Agenda Advisory Group, colleagues in other Bureaus, and field staff.

Focus on Utilization

Throughout 2017, the DRG Center will focus on disseminating findings from its 2016 and 2017 learning activities, with the goal of encouraging the use of learning products as USAID Mission staff members design programs and engage in strategic planning.

Photos: AFP Photo/Soe Than Win (above); AFP Photo/Marai Shah (front)

NEXT STEPS

The DRG Center will take the following steps for each question on the 2017 DRG Learning Agenda:

STEP 1
Question workshopping. Each Learning Agenda question is workshopped in order to sharpen its focus and relevance outside the USAID context.

STEP 2
Evidence reviews. Academics assess the need for a comprehensive review of the existing evidence addressing each question. Where necessary, new evidence reviews are commissioned and gaps in the evidence are identified.

STEP 3
New research and evaluation activities. To fill gaps in the evidence, the DRG Center funds select research and evaluation activities. The DRG Center also offers an annual Impact Evaluation Clinic for USAID Missions interested in planning an impact evaluation in the DRG sector.

STEP 4
Learning products. The DRG Center creates and disseminates engaging, program-relevant learning products, which may include infographics, one- and two-page summaries, short video posts, and webinars.

STEP 5
Utilization plan. The DRG Center actively and thoughtfully promotes the use of its products by the DRG cadre by supporting strategic planning, project design, and evaluation at the Mission level and by integrating new evidence into training and technical tools. Through listservs, evidence summits, newsletters, publications, panels, and webinars, the DRG Center also shares its findings with academia and practitioner partners in the DRG Learning Community of Practice. Finally, we collaborate with other units within USAID to extend the reach of our products and to share experience building learning into development practice.

We welcome feedback and engagement on these questions, so please contact us if you have any questions.

External website: goo.gl/Gsn7Y6
Internal website: pages.usaid.gov/DCHA/DRG/learning-L-division
Campaign website: www.usaid.gov/wethepossible
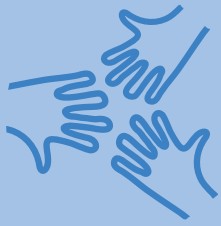#wethepossible
Email: outreachdrg@usaid.gov

DRG LEARNING AGENDA 2017

USAID Center of Excellence on Democracy, Human Rights, and Governance

DRG THEME	2017 DRG LEARNING AGENDA QUESTIONS

Participation & Inclusion

1. What are the most effective civic engagement/ participation strategies for maintaining and creating political space in restrictive environments, including closing spaces and violence-affected societies? What strategies then result in participation becoming habitual?

2. What are the effects of various kinds of external DRG support on the success of social movements? Under what conditions is such support helpful in achieving these movements' stated goals?

3. How do differences in electoral systems affect conflict dynamics, and how can we use that knowledge to develop more conflict-sensitive elections programming?

Transparency & Accountability

1. Does the introduction of e-governance (e.g. computerized case management) improve the performance of, and increase public confidence in, public institutions—e.g., the justice system?
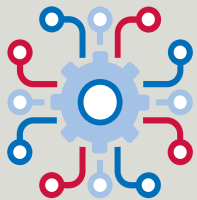
2. When a government sets up separate institutions in the justice sector that address gender-based violence (e.g. police units, prosecutors, courts), what are the implications for both the victims' access to justice and the mitigation of harm to victims?

Human Rights

1. In what ways are human rights awareness campaigns successful and what are their unintended negative consequences?

2. What are the drivers of radicalization? How do violations of human rights and rule of law lead to radicalization?

3. To what extent does targeting marginalized groups for DRG assistance have spillover or multiplier effects on DRG outcomes among untargeted groups?

DRG Integration

1. When PITA principles (participation, inclusion, transparency and accountability) are introduced into non-DRG programming, how do outcomes in other sectors change?

2. How and under what circumstances can citizen engagement in community decision-making, advocacy, and monitoring influence reforms at higher levels of government? And how does this vary across sectors?

Theories of Democratic Change

1. What factors explain momentary openings and lasting liberalization of authoritarian systems, short of regime change? To what extent do institutional, cultural, geographic, and other conditions shape the paths away from authoritarianism?