



## DRG Learning Agenda 2016

The USAID DRG Learning Agenda is a set of twelve 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.

## Learning Agenda Formulation

The Learning Agenda questions were informed by existing DRG research and evaluation efforts, and were developed through a participatory process that involved five DRG Center Theme Teams, as well as consultations with DRG field staff, Sector Council colleagues, and USAID Monitoring & Evaluation Specialists.

## Focus on Civic Participation

Based on survey feedback, questions about the role of civic participation in catalyzing democratic change emerged as a top priority. DRG will highlight research and analysis related to civic mobilization during Learning Agenda implementation.

Photos: 2015 DRG Photo Contest finalists.

# NEXT STEPS

DRG's Learning Division will target the top question under each theme for initial action planning, which will involve the following steps:

STEP 1

**Question workshoping.** Each of the top learning agenda questions will be workshopped in order to sharpen the focus and relational logic of each question.

STEP 2

**Evidence reviews.** Academics assess the need for an evidence review and evaluate the quality of extant reviews. Where necessary, new evidence reviews will be commissioned.

STEP 3

**Learning products.** Depending on the subject matter and target audience, carefully planned and accessibly written learning projects may include infographics, two-pagers, short video posts, and webinars.

STEP 4

**Dissemination plan.** Dissemination is an essential element of the Learning Agenda and will involve distilling findings in order to enhance utilization by the DRG Cadre and partner community. Events and products may include evidence summits, publications, academic panels, and online activities.

We welcome feedback, inquiries, and engagement on these questions, so please do not hesitate to contact us if you have any thoughts or questions. Visit [www.usaid.gov/who-we-are/organization/bureaus/bureau-democracy-conflict-and-humanitarian-assistance/center](http://www.usaid.gov/who-we-are/organization/bureaus/bureau-democracy-conflict-and-humanitarian-assistance/center) or write to [outreachdrg@usaid.gov](mailto:outreachdrg@usaid.gov) for additional information on USAID DRG.



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# DRG LEARNING AGENDA 2016



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

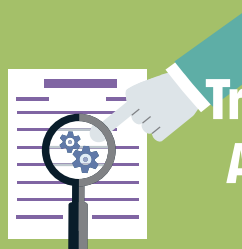
## DRG THEME

## 2016 INITIAL 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 factors influence youth to become involved in constructive political participation instead of violence or apathy?
3. What are the most effective ways to encourage women's civic and political participation in contexts of resistance to gender equality, and what are the risks to women of these strategies?



### Transparency & Accountability

1. How well does external pressure from civil society organizations, media outlets, and citizen participation improve accountability and transparency compared to internal reforms within judicial and political institutions?
2. In what ways might decentralization or deconcentration affect (i) the nature of citizen participation in political processes; (ii) citizen support for the national government; (iii) policy outcomes; (iv) electoral accountability; and (v) the quality of service delivery?
3. In the context of hiring civil servants and providing positive and negative incentives for their behavior, what kinds of interventions are most effective at reducing the propensity of civil servants to engage in corruption?



### Human Rights

1. What types of support to human rights defenders and institutions most improve human rights outcomes, and what aspects of political regimes, institutions and society condition the likelihood of success or failure?
2. In what ways are human rights awareness campaigns successful and what are their unintended negative consequences?
3. In what contexts does assistance to national human rights institutions lead to improved human rights outcomes? How can the possible risks of such assistance be mitigated?



### DRG Integration

1. When participation, inclusion, transparency, and accountability elements have been implemented in non-DRG programming, how do outcomes in that sector change?
2. When citizen participation has led to local reforms in a particular sector, what processes lead to these reforms influencing changes at the regional or national level of that sector?
3. Where there has been collective action to improve local service delivery in one sector, how does that affect collective action to improve delivery in other sectors?