

**Education in Crisis and Conflict (EICC) is a priority area of the USAID Education Policy, along with early learning, higher education, and youth workforce development.** This learning agenda

comprises part of a collection of prioritized learning questions developed by USAID's Office of Education. To address the questions posed by the EICC Learning Agenda, the USAID Education Office will organize and disseminate existing data, generate new evidence, and produce conclusions and recommendations through academic research, situational analyses, literature reviews, case studies, peer-to-peer learning, program and impact evaluations and multi-method tests of the theory of change that guides EICC programming. The Learning Agenda is intended to organize and generate evidence to inform USAID education program strategic planning, design and training efforts.



Jordan/Aaron Rossi/USAID

## Focus on Collaboration in Learning Activities and Utilization of Findings



The EICC team focuses on collaborating with USAID Mission staff and partners to advance learning activities, with the goal of developing learning products that are used by staff and partners in program design, implementation and strategic planning. USAID intends to meet regularly with those that contributed to the formulation of the learning agenda and others to provide guidance on methodology, learning activities and utilization of learning across the global education sector. Taken as a whole, this new wave of inquiry aims to improve the quality and impact of USAID education programs and technical assistance as well as enhance the shared understanding of what works to improve education in crisis and conflict contexts.

**We welcome feedback and engagement on these questions. For more information or to share notes or collaborate, write to [officeofeducation@usaid.gov](mailto:officeofeducation@usaid.gov).**



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# USAID EDUCATION IN CRISIS AND CONFLICT LEARNING AGENDA



Haiti/Aaron Rossi/USAID

# USAID Education in Crisis and Conflict

## LEARNING AGENDA QUESTIONS



### Humanitarian/ Development Coherence

1. In what ways can the education sector advance humanitarian / development coherence in order to improve education outcomes and contribute to Agency cross-sectoral goals such as improved resilience and self-reliance?

### Student Well-Being



1. Which education interventions are the most effective in improving student well-being in crisis and conflict contexts?
2. What is the impact of well-being interventions on student learning outcomes in crisis and conflict settings?



### Equity

1. What education delivery modalities are the most effective at improving equitable access to education in crisis and conflict contexts?
2. What is the contribution of accelerated education to equitable access, learning outcomes, retention, and completion in crisis and conflict contexts?

### Data, Monitoring and Evaluation



1. What are the best indicators, both standard and customized, methods and tools to monitor, measure and evaluate the outcomes and the impact of education interventions in contexts of conflict and crisis?
2. What are innovative approaches to and methods for collecting reliable education data in complex changing environments affected by crisis and conflict?
3. What are the best indicators, methods and tools to measure and evaluate education interventions' impact on Agency cross-sectoral goals in crisis and conflict contexts?



### Strengthening Institutional Capacity

1. How can USAID education programs contribute to building more resilient education institutions in crisis and conflict contexts?
2. Which institutional capacity-strengthening interventions within the education sector in crisis and conflict contexts lead to the i) greatest impacts on access, quality and equitable learning opportunities and ii) the greatest local institutional capacity to deliver those services and realize sustainable results?

## EICC Learning Agenda Formulation

The Learning Agenda questions are emerging priorities in the education in crisis and conflict field. The list was informed by ongoing research and evaluation efforts and developed through a consultative process that involved USAID staff in Washington and at Missions, as well as other key external partners such as donors, researchers and implementing partners. In addition, an advisory group of academics and researchers workshoped each question in order to sharpen its focus, the relational logic of each question, methodological issues and relevance outside the USAID context. Throughout the development process, the EICC team sought to connect with and build on the work of other donors and researchers in order to add value to the field, while at the same time, pursuing strategically chosen lines of inquiry that leverage USAID's comparative advantages, align with agency priorities and inform USAID's Education Policy.

