



# 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 at Washington and Mission level, including USAID Monitoring and Evaluation Specialists, Bureau Education Specialists, Mission Education Office Directors; and other key external partners, including donors, researchers and implementing partners. In addition, an advisory group of academics and researchers workshopped each question in order to sharpen its focus, the relational logic of each question and its relevance outside the USAID context as well as give guidance on methodological issues.

Throughout the development process, the EICC team sought to connect with and build upon 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 Global Education Strategy.

