USAID EDUCATION STRATEGY: GOAL 3
Agency Education Strategy

• **Goal 1:** Improved reading skills for 100 million children in primary grades by 2015

• **Goal 2:** Improved ability of higher education and workforce development programs to produce workforce with the relevant skills to support country development goals

• **Goal 3:** Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015
CORE ELEMENTS IN INCREASING EQUITABLE ACCESS

EXTENDING SAFETY OF EDUCATION
- Safe access for students and teachers
- Well-being and resilience

EXTENDING PEACE BUILDING SCHOOL COMMUNITIES
- Violence mitigation in school community
- Free-of-bias and violence curriculum and learning materials

STABILIZING AND STRENGTHENING INSTITUTIONAL CAPACITY
- HRMIS/EMIS for equitable access and transparency
- Local capacity to deliver education services

INCREASING EQUITABLE ACCESS
- Post primary and youth accelerated learning programs and alternative education services
- Equitable access, including displaced and marginalized
Coordination and Partnerships
Assessment for Education and Conflict Sensitivity
Cost effectiveness analysis
Data collection and sharing
Safety measurement framework and index
Assessment for Education in Crisis and Conflict

A RAPID NEEDS ASSESSMENT GUIDE: FOR EDUCATION IN COUNTRIES AFFECTED BY CRISIS AND CONFLICT

FEBRUARY 2014
This guide was produced for review by the United States Agency for International Development. It was prepared by JRS International, Inc.

CHECKLIST FOR CONFLICT SENSITIVITY IN EDUCATION PROGRAMS

NOVEMBER 2013
This publication was produced for review by the United States Agency for International Development. It was prepared by Valere Haugen and JRS International with substantial input from Nita Papadopoulos (ES Senior Field Technical Advisor).
Required Data on Program Costs

- Extends beyond the project budget to examine the costs associated with all the ingredients of an activity.

- Includes a detailed description of the procedures utilized to value ingredients and the sources of cost data.
• Datasets and related documents to SART, a third party in charge of collecting and managing data to monitor achievement of the education strategy for USAID (e.g. https://sartdatacollection.org).

• Information on project and programmatic practices such as best practices, success stories, research, evaluations and assessment findings, and models and lessons learned from the program, to the COR and the ECCN.
Research and Tools

GUIDANCE NOTE

Literacy in Conflict and Crisis-Affected Contexts

The U.S. Agency for International Development (USAID) is increasingly supporting literacy programs in conflict and crisis-affected contexts, thereby bringing together the objectives of the Education Strategy to improve the reading skills of students in the primary grades, and to increase equitable access to education in conflict and crisis environments. However, not enough attention has been paid to the specific needs of designing, implementing, monitoring, and evaluating literacy education in these contexts. This Guidance Note offers insights based on a review of available program documentation and interviews with 30 practitioners of literacy programming in conflict and crisis-affected settings.

Literacy

Literacy is the skills and abilities that enable a person to read, write, communicate, and think critically. It includes skills in writing and reading, such as vocabulary, fluency, and comprehension. Literacy develops across the lifespan—people learn to read and write in new and different ways on the job, in religious settings, and in different adult areas. In each new context, a learner may acquire new vocabulary, writing style, and purpose for communication. An individual’s literacy is shaped by social, cultural, and political context.

Conflict and Crisis

Conflict refers to a continuum ranging from a relatively stable environment to increasingly escalating tensions that may lead to change, such as institutionalized forms of social injustice, or direct physical or structural violence. Conflict is experienced differently across identity groups, geographic areas, and time. Crisis can be the result of conflict, violence, and natural disasters. Very often, conflict, violence, and crisis overlap, compounding the effects on populations. For example, during a war, illicit drug and weapons trade can increase, intensifying the violence and insecurity caused by the war. These factors combine to create highly insecure environments, challenging the skills of schools and communities to provide a safe and effective learning environment for learners.

The Challenge: Literacy in Conflict and Crisis-Affected Contexts

Development and humanitarian actors deliver a wide variety of literacy programming in conflict and crisis-affected contexts. In these contexts, literacy may be the primary program focus, or it may be embedded in a program that includes broader goals, such as workforce preparation. Unfortunately, research has found that many of these program designs fail to accurately or adequately conceptualize literacy or conflict crises.