



USAID
FROM THE AMERICAN PEOPLE

Leading Through Learning
Global Platform



USAID Education in Crisis and Conflict Network (ECCN) 2024 Priorities

The [ECCN](#) is a global learning network comprising USAID staff and implementing partners all working together to **increase equitable access to safe, quality education for children and youth in crisis- and conflict-affected environments**. The ECCN will use the following questions from the [USAID Education in Crisis and Conflict Learning Agenda](#) to inform the 2023 [USAID Leading Through Learning Global Platform \(LTLGP\)](#) Call for Concept Notes. The topics are not ranked in order and apply to the full education trajectory, from pre-primary through higher education, both formal and non-formal.

Education in Crisis and Conflict Learning Agenda questions:

- [Humanitarian–development coherence](#): In what ways can the education sector advance humanitarian–development coherence to improve education outcomes and contribute to Agency cross-sectoral goals such as improved resilience and self-reliance? For example, looking at global, national, and local levels of education planning and delivery *or* connecting interim solutions with systems strengthening.
- [Resilience](#): How can USAID education programs contribute to building more resilient education institutions in crisis and conflict contexts? Which institutional capacity-strengthening interventions within the education sector in crisis and conflict contexts lead to the 1) greatest impacts on access, quality, and equitable learning opportunities and 2) the greatest local institutional capacity to deliver those services and realize sustainable results? For example, identifying resilience progress measurements *or* supportive changes in institutional culture that increase adaptive, absorptive, and transformative capacities.
- [Safety and well-being](#): Which education interventions are the most effective in improving student and educator well-being in crisis and conflict contexts? We are prioritizing responses to this question focused on social emotional learning and soft skills (SEL/SS), particularly measurement, links to academic competencies, and teacher and learner SEL skills.
- [Equity](#): What is the contribution of accelerated education to equitable access, learning outcomes, retention and completion in crisis and conflict contexts?

Cross-Cutting Considerations: Members are encouraged to apply systems strengthening, equity and inclusion to the above technical topics. The ECCN Steering Group will prioritize concept notes that advance the [USAID Education Policy](#).