

USAID 2020 Global Education Conference

Education Today, Opportunity Tomorrow

INTRODUCTION

The USAID 2020 Global Education Conference is our opportunity to create an ongoing system of learning, build relationships and networks across sectors and countries, and share our collective knowledge, evidence, and experience to better support education as a critical part of a country’s journey to self-reliance.

As the education sector, we are committed to being innovative and evidence-based in how we structure and support learning. We honor this commitment by shaping this conference around Education Policy principles, priority technical areas that are in direct response to education sector needs, sessions that are designed and facilitated to engage attendees through participatory learning methods, and a schedule that encourages multi-stakeholder engagement.

OBJECTIVES

Conference participants will be able to:

- **Highlight and explain** the role of U.S. Government education programming in a country’s journey to self-reliance.
- **Find** new ways of working with and across sectors, agencies, and partner country stakeholders.
- **Cite and apply** evidence to inform decision-making, program design, and implementation.
- **Engage** differently and with non-traditional partners in the education sector (e.g., the private sector, local organizations.)

SCHEDULE & AUDIENCES

Monday, April 6	Tuesday, April 7	Wednesday, April 8	Thursday, April 9	Friday, April 10
<p>Public Days USG, USAID, Implementing Partners, Partner Country Stakeholders, and Donors (600 people)</p>	<p>USG Collaboration (USG, USAID, and multilaterals, 350 people)</p>		<p>USAID Only (250 people)</p>	<p>Regional Consultations</p>
	<p>USAID Focus (USAID and USG, 250 people)</p>			

CONFERENCE TRACKS

Overview: The conference is structured around four interrelated tracks that are based on the principles of the 2018 USAID Education Policy and encourage new ways of engaging with partner country stakeholders, donors, implementing partners, education institutions, private sector, faith-based groups, and other USG agencies. Proposals that effectively incorporate these tracks will ensure cross-sectoral learning and collaboration and support the journey to self-reliance.

Supporting a Country’s Journey to Self-Reliance

As is stated in the [Self-Reliance Learning Agenda Fact Sheet](#), “Self-reliance is a country’s capacity to plan, finance, and implement solutions to local development challenges, as well as the commitment to see these through effectively, inclusively, and with accountability.” Proposals for this track should explore programs, successes, opportunities, lessons and/or challenges in how education programs approach the following key aspects of self-reliance specifically: scale and sustainability, [financing self-reliance](#), [private sector engagement](#), and [re-defining our relationship with partner governments](#). Proposals should also highlight how these aspects of the journey to self-reliance call on us to build host country engagement and ownership in all phases of the program cycle; ensure that a broad range of stakeholders are at the table in cross country assessments; and work with partner country stakeholders to establish a common vision and understanding of the challenges, goals, and metrics for success.

Systems Strengthening

A key principle in the 2018 USAID Education Policy is to “strengthen systems and develop capacity in local institutions.” In the context of the global education sector, a system is a set of conditions - policies, practices, resource flows, relationships/connections, power dynamics, and mental models¹ - that produce their own pattern of behavior over time. A local system, as defined in the USAID’s [Local Systems Framework](#), “refers to those interconnected sets of actors—governments, civil society, the private sector, universities, individual citizens and others—that jointly produce a particular development outcome. Proposals in this track should explore programs, successes, opportunities, lessons, and/or challenges working with local education and workforce development systems to leverage and build their capacity in ways that cultivate ownership and sustainability of education programs.

Evidence-Based Decision-Making

A key principle in the 2018 USAID Education Policy is to “Drive decision-making and investments using evidence and data.” Proposals in this track should explore practices, programs, successes, opportunities, lessons, challenges, tools, and/or skills that demonstrate how research has been conducted, data gathered, and evidence developed to inform the focus or application of an activity, project, or policy leading to better results.

Coordination and Collaboration

¹ Kania, John; Mark Kramer, Peter Senge. *The Water of Systems Change*. June, 2018

A key principle in the 2018 USAID Education Policy is to “Work in partnership and leverage resources.” In addition, the USG Strategy for International Basic Education calls on USAID and nine other government agencies to “...improve the effectiveness and efficiency of its international basic education programs and partnerships by increasing coordination and leveraging each department, agency, and official’s unique experience and expertise at the global and country level.” Proposals for this track should explore how, when and why programs have collaborated or coordinated with other sectors (e.g., Democracy, Human Rights and Governance, Health, Economic Growth, Agriculture, etc.), other USG agencies (particularly those reflected in the USG strategy for International Basic Education), implementing partners, donors, private sector, multilaterals (e.g., GPE, ECW), and partner country stakeholders (e.g., government ministries, civil society groups, local NGOs, etc).

TECHNICAL AREAS

Overview: The conference encourages proposals that address technical areas around which USAID missions have identified as priorities for their professional development. Many of these technical areas have gained prominence the 2018 USAID Education Policy, while others have remained a priority from the previous policy. The conference seeks to represent the diverse set of technical areas from across the education sector, while also ensuring each of these areas is explored across sectors and through the lens of the conference tracks.

- Early Childhood Development**
- Literacy**
- Numeracy**
- Social and Emotional Learning and Soft Skills**
- Promoting Equity and Inclusion²**
- Education in Crisis and Conflict**
- Workforce Development**
- Teacher Support and Professional Development**
- Research, Innovation, and Partnerships**
- Education Finance**
- Positive Youth Development**
- Other**

LEVELS OF EDUCATION

Overview: The conference seeks to explore education across all levels. Some proposal topics may apply to multiple education levels. These levels can include formal and non-formal education

If so, you can select all that apply to your topic.

² From the USAID Education Policy: “frequently include girls, rural populations, individuals marginalized because of their sexual orientation, individuals with disabilities, indigenous peoples, and children and youth from poor households.”

❑ **Pre-primary education**

Characterized by interaction with peers and educators, through which children improve their use of language and social skills, start to develop logic and reasoning skills, and talk through their thought processes. They are also introduced to alphabetical and mathematical concepts and encouraged to explore their surrounding world and environment. Supervised gross motor activities (i.e., physical exercise through games and other activities) and play-based activities can be used as learning opportunities to promote social interactions with peers and to develop skills, autonomy, and school readiness.

❑ **Primary education**

Programs typically designed to provide students with fundamental skills in reading, writing, and mathematics (i.e., literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal, and social development, in preparation for lower secondary education. These focus on learning at a basic level of complexity with little, if any, specialization. This policy will follow partner countries' laws, regulations, policies, and definitions regarding education level.

❑ **Secondary education**

Programs typically designed to build on the learning outcomes from primary education level. Usually, the aim is to lay the foundation for lifelong learning and human development upon which education systems may then expand further educational opportunities. Some education systems may already offer vocational education programs at this level to provide individuals with skills relevant to employment. Programs at this level are usually organized around a more subject-oriented curriculum, introducing theoretical concepts across a broad range of subjects. Teachers typically have pedagogical training in specific subjects and, more often than at the primary education level, a class of students may have several teachers with specialized knowledge of the subjects they teach. This policy will follow partner countries' laws, regulations, policies, and definitions regarding education level.

❑ **Alternative pathways**

For out of school youth who have dropped out of the formal education system or who have never attended school, this level captures programming that typically provides foundational skills (e.g., literacy, numeracy, soft skills) integrated with entrepreneurship support, vocational training, or other services. Accelerated learning programs may also be included in this category.

❑ **Higher education**

The OECD and the World Bank adopted “tertiary education” to emphasize the inclusion of a range of both university and non-university institutions (teacher training colleges, community colleges, technical institutes, polytechnics, distance learning programs, and academically-linked research centers) within a diversified postsecondary education system. Higher education does not include youth workforce development activities at the pre-tertiary level.

SESSION FORMATS

Overview: As the education sector, we are committed to creating spaces and opportunities that apply best practices in adult learning and support active engagement. This commitment means relying less on lectured slide presentations and instead applying more innovative formats and methods that are better suited to engage learners in your session topic. If you are interested in one of these formats, but have no experience with it, there is facilitation support and guidance that can be provided for those who need it.

- **Fireside Chat** | Designed to provide **an in-depth look at a specific topic** from one person's experience and expertise without relying on a PowerPoint lecture. In this format, the session lead is interviewed by another person (think talk show style) to uncover key elements of the expert's story and knowledge, while also turning to the audience for their questions and comments to help guide the conversation.
- **Ignite Talk** | Designed to deliver a **7 minute, timed and automated presentation** (e.g., 20 slides, 20 seconds per slide). This format provides presenters with a structured format that helps them focus on key points and to design slides that communicate through visuals and minimal text. Proposal using this format will most likely be grouped with 1-2 other ignite talks that focus on interconnected topics to form one session.
- **Fail Fest Story** | Designed to embrace the **learning value of failures**. Presenters share a story that celebrates a failure in their work. Failure stories can be developed using the following format: Part 1: "We planned this thing..." Part 2: "This is how we knew it wasn't working..." Part 3: "We think that this went wrong..." Part 4: "Here is how we fixed it..." After the story is shared, participants in the audience can share examples from their own work that are relevant to how one can grow or learn from a similar kind of failure. [Example](#).
- **Panel Discussion** | Designed to present **multiple viewpoints and perspectives** on a single topic. Proposals using this format are strongly encouraged to include panelists from different sectors, agencies, implementing partners, or partner country governments. Proposal should list the titles and background of each of the panelists and how their experience/role in a given sector, agency, or partner country government will bring a perspective that is unique and distinct from the other panelists. Panels should also provide a moderator or request that one be provided.
- **Poster/Visual Presentation** | Participants prepare a poster or other visual display that shares key information, a framework, or visual story about a particular topic. All the visual displays are set up in a gallery space and throughout the conference, attendees are encouraged to walk the space, converse with the designers, and share ideas as they circulate.
- **Other**

GUIDANCE | A strong proposal will...

- ❑ Show cross-track and engagement across technical areas and engage local partners and stakeholders in a dynamic way.
- ❑ Identify which of the conference objective(s) the session seeks to achieve.
- ❑ Describe how the session will explore one or more of the conference tracks and on which technical areas(s) it will focus. In other words, a session should not just talk about systems strengthening in the abstract; instead it should explore systems strengthening through the lens of a technical area like social and emotional learning or higher education, etc. And visa versa, a session should not talk about social and emotional learning in general; instead it should explore social and emotional learning through the lens of one of the conference tracks like “systems strengthening” or “coordination and collaboration.”
- ❑ Indicate the format of the session and why you think it’s an appropriate modality. Describe how you plan to facilitate it in an interactive way that applies adult learning principles.

SESSION EXAMPLES

Title: “Building Partner Stakeholder Engagement in Reforming the Language of Instruction Policy in Mozambique.”

Example: Track - Journey to Self-Reliance | Technical Area - Literacy | Format - Roundtable Discussion

Title: “No More Missed Opportunities: Building Awareness of Potential Private Sector Partners for Inclusive and Equitable Education.”

Example: Track - Journey to Self-Reliance | Technical Area - Disability Inclusive Education | Format - Fail Fest Story

Title: “How Different Agencies Came Together to Design and Deliver Trainings on Youth Workforce Development: Key Learning from Across the USG.”

Example: Track - Coordination and Collaboration | Technical Area - Youth Workforce Development | Format - Panel Discussion

“Do No Harm: Effective Methods and Considerations for Conducting Interviews in Fragile and Conflict Affected Environments.”

Example: Track - Evidence-Based Decision-Making | Technical Area - EiCC | Format - Workshop

“How Project/Activity X Strengthens Pre-service and In-Service Teacher Education in SEL and Soft Skills: A Conversation with Siena Fliescher (USAID/Guatemala)”

Example: Track - Systems Strengthening | Technical Area - Social and Emotional Learning | Format - Fireside Chat

KEY DATES

October 15, 2019	Call for proposals open
November 15, 2019	Deadline for submitting proposals
December 17, 2019	Decisions communicated to those who submitted proposals

CALL FOR PROPOSALS

January 17, 2020	Deadline for presenters to register and confirm attendance
January 22, 2020	Notification of waitlisted presenters
February 5, 2020	Deadline for waitlisted presenters to register and confirm attendance
February 28, 2020	Final conference program