



USAID 2024 Global Education Conference

*Collective Action for Education: Partnering for an Inclusive,
Sustainable Future*

April 15-19, 2024

Call for Conference Proposals

Proposals Due: January 1, 2024

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INTRODUCTION

USAID is accepting conference proposals from USAID education teams and partners for the 2024 Global Education Conference (GEC). Proposals will align to five themed tracks and sub-tracks. **All proposals are due by 11:59 p.m. E.T. on January 1st, 2024.** Information about the proposal submission process will be forthcoming. Submitters are encouraged to use this document to plan for their proposals. Please monitor the [Global Education Conference](#) events page on EducationLinks for regularly updated information.

The USAID 2024 Global Education Conference (GEC) is an opportunity to gather together, build relationships, and foster networks to share our collective knowledge, experience, and evidence to support partner countries' goals to achieve improved learning outcomes for all learners.

The GEC is shaped around [USAID's Education Policy](#) and the [USG Strategy for International Basic Education](#), and is a professional development opportunity for the USAID Education workforce and its partners. The vision for this convening is to support USAID education teams to apply local and global evidence to education planning, programming and implementation, facilitate lively, participatory sessions of promising practices, and engage multiple stakeholders and leadership for innovative, scalable, and sustainable solutions for meeting global and national goals in education.

OBJECTIVES

Conference objectives include:

- Leverage the power of connection to ignite ideas, strengthen partnerships, and cultivate innovation and synergies at all education levels.
- Examine and apply evidence to steer decision-making, inform program design and implementation, and impact education systems strengthening.
- Strategize actions for inclusive and equitable practices, rooted in key global education priorities areas, and applicable to diverse contexts across the learning continuum.
- Create space for education professionals to acquire and/or strengthen skills, knowledge, and abilities that are applicable and relevant to their context and professional growth.

SCHEDULE & AUDIENCES

Monday	Tuesday	Wednesday	Thursday	Friday
Partnering and Networking	Building an Inclusive, Sustainable Sector	Collective Action for the Future	Coming Together Again	Building on Momentum and Catalyzing Progress
USAID + Stakeholder Day USG, USAID, Implementing Partners, Partner Country Stakeholders, and Donors	USAID + Stakeholder Day USG, USAID, Implementing Partners, Partner Country Stakeholders, and Donors	USAID + Stakeholder Day USG, USAID, Implementing Partners, Partner Country Stakeholders, and Donors	USAID Day USAID staff only	USAID REGIONAL DAY USAID staff only

CONFERENCE TRACKS

The conference is structured around interrelated tracks that are based on the principles of the [USAID Education Policy](#) and other U.S. government (USG) priorities. We encourage proposals that effectively incorporate one or more of these tracks through the lens of educational programming and evidence-based decision-making.

Track I: Foundational Learning Across the Education Continuum

A priority in the [USAID Education Policy](#) is to ensure that “children and youth gain literacy, numeracy, and social-emotional skills that are foundational to future learning and success.” USAID works to build foundational skills for all learners from the pre-primary level onward. In both formal and non-formal settings in stable and crisis or conflict-affected environments, USAID strengthens students’ holistic development in literacy, numeracy, and socio-emotional learning (SEL). USAID invests in educational standards, materials, teacher /educator professional development, school leadership initiatives, student assessment, and community engagement to teach learners these essential skills.

Potential Sub-tracks under Foundational Learning

- Pre-Primary
- Primary
- Formal & Non-formal
- Out-of-school learners
- Secondary
- Youth Workforce Development
- Higher Education
- Literacy & Numeracy
- Social Emotional Learning
- Appropriate Technology for Learning
- Other (Please explain additional sub-track idea)

Track 2: Youth and Higher Education

As outlined in the [Education Policy](#), USAID works to build foundational skills for children and youth at all levels of the education continuum from pre-primary to higher education. Specifically, this track will focus on the strengths and needs of youth to ensure they acquire the skills needed to succeed in postsecondary education and training or to find gainful employment. In its [Youth in Development Policy](#), USAID “envisions a world in which young people have the agency, rights, influence, and opportunities to pursue their life goals and contribute to the development of their communities. In this track, proposals should present strategies, approaches, and practices that support holistic youth development in both stable and unstable contexts and in both formal and non-formal education settings.

Potential Sub-tracks under Youth and Higher Education

- Youth Skills Development (TVET, Technology and Digital Skills, etc.)
- Entrepreneurship
- Work-based Learning, other “Learn and Earn” Approaches, etc.
- Climate resilience and leadership
- Supportive Services and Labor Bridging
- Higher Education Capacity Strengthening
- Other (Please explain additional sub-track idea)

Track 3: Inclusive Education

A key principle in the [USAID Education Policy](#) is to “promote equity and inclusion.” The Policy states that “inclusive education focuses on the full and effective participation, accessibility, attendance, and achievement of all students, especially those who, for different reasons, are excluded or at risk of being marginalized.” Inclusive education breaks down barriers, increasing participation and reducing exclusion, facilitating a culture of collaboration, mutual respect, support and problem-solving involving the whole education community. Inclusive education policies and practices help advance learning and skills for all children and youth. In the global education sector, inclusive education includes principles of [Universal Design for Learning \(UDL\)](#) and ensures school systems are equipped with skills, knowledge and resources to teach all learners across the education continuum, from pre-primary through higher education, in accessible environments. To overcome mounting global challenges related to the effects of the COVID-19 pandemic, all people must be supported to succeed in safe, equitable, and inclusive education systems; potential future leaders must not be denied their right to education on the basis of sexual orientation or gender identity. The [2023 USAID Gender Equality and Women’s Empowerment Policy \(Gender Policy\)](#) reflects the USG’s strengthened commitment to ensure that people of all genders and sexual orientations achieve at their full educational potential.

Potential Sub-tracks under Inclusive Education

- Universal Design for Learning (Policy, implementation, and research on the impact on learning)
- Disability or Marginalization
- Gender Identity or Sexual Orientation
- Linguistic and Ethnic Minorities (Including Indigenous Peoples)
- Migrant, Refugee, and IDP Learners
- Assistive Technology
- Other (Please explain additional sub-track idea)

Track 4: Strengthening Education Systems and Resilience

USAID defines resilience as the ability to manage adversity and change without compromising current and future well-being. The [USAID Education Policy](#) notes that in order to improve learning and education outcomes, education systems in partner countries must have the capacity to sustain and improve learning and educational outcomes in the face of shocks and stressors. Resilience capacities at all levels of the education system support the continuation, adaptation, and/or transformation of education services in response to mounting global challenges. These challenges can be related to the climate crisis, conflict and displacement, corruption, and effects of the COVID-19 pandemic to sustain and improve learning and education outcomes. Education programming can also contribute beyond learning outcomes, acting as a critical tool to reduce conflict and radicalization or improve local governance and accountability. Building and supporting the resilience capacities of the education sector relies on systems strengthening approaches at multiple levels from national (Central, Regional and Local) to schools to address root causes of vulnerability such as rules (e.g., policies and norms), roles (e.g., institutional capacities, incentives), resources (e.g., financing), and relationships. System resilience is vital to ensuring that USAID can achieve its policy priorities and ensure that all learners have access to safe, equitable, and quality education in times of adversity.

Potential Sub-tracks under Strengthening Education Systems (SES) and Resilience

- Host Country Government Capacity Strengthening (Central, Regional and Local)
- Community Engagement and Resilience in SES
- Climate and Crisis Resilience (PIVOT)
- Education Finance (Public Financial Management and Domestic Resource Mobilization)
- Public Private Partnership (PPP)
- Role of HE in SES
- Technology for SESR (EMIS, HRIS, LMS etc.)
- Other (Please explain additional sub-track idea)

Track 5: Leveraging Partnerships through Coordination and Collaboration

A key principle in the [USAID Education Policy](#) is to “Work in partnership and leverage resources” and to “prioritize country-focus and ownership.” [Localization](#) is the set of internal reforms, actions, and behavior changes USAID is undertaking to ensure our work puts local actors in the lead, strengthens local systems, and is responsive to local communities. 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 in this track should fall under one or more of the subtracks and 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, Protection, GBV, Climate, etc.), other USG agencies (particularly those reflected in the USG strategy for International Basic Education), local and international implementing partners, donors, private sector actors, multilateral organizations (e.g., GPE, ECW), networks (e.g., INEE), coordinating bodies (e.g., education cluster) organizations of persons with disabilities (DPOs) and representative organizations of other marginalized groups (women-led, LGBTQI+-led, or indigenous-led CSOs), and partner country stakeholders (e.g., government ministries, civil society groups, local NGOs, etc.).

Potential Sub-tracks under Leveraging Partnerships through Coordination and Collaboration

- Localization
- USG, Multilateral, Bilateral, PSE, Across the Agency
- Evidence-Based Decision-Making
- Humanitarian-development coherence
- Cost-effective approaches
- Other (Please explain additional sub-track idea)

SESSION FORMATS

As educators, we are committed to creating spaces and opportunities that apply best practices in adult learning and apply a Universal Design for Learning by incorporating multiple means of engagement, representation, and action and expression. This commitment means relying less on a lecture and slide presentation approach and instead applying more innovative formats and methods better suited to more effectively engage and make content accessible for a wider degree of participants in your session topic. If you are interested in one of these formats and would like to learn more, there is facilitation support and guidance that can be provided to you.

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). The talks are intended to "ignite" conversation that could be discussed further. When done well, they stimulate participant interactions and give participants an opportunity to present and share their area of expertise in a clear, concise, and direct manner. 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. An Ignite Talk may serve as an interlude between longer sessions, or be grouped with 1-2 other ignite talks that focus on interconnected topics to form a single session.

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.

Applied Learning

Designed for **hands-on participant engagement**, focused on co-creation or skill development. This session provides an opportunity to showcase good practice methodologies and innovative approaches to teaching and learning, with a focus on how-to implementation and concrete action steps. Proposals using this type of format should clearly describe the learning objectives (i.e., "at the end of the session, participants will be able to...").

Collaborative Discussion

Designed for participants to **engage in collaborative discussion** around a topic or short presentation. This session type begins with a brief presentation or "mini-lecture" that presents the theme or topic area, followed by discussion questions. Attendees are able to dive deeply into a given

topic area, challenge assumptions, and consider new ways of thinking through active dialogue. Proposals will describe the topic area, estimated length of presentation or “mini-lecture” to, and associated discussion questions.

Facilitated Roundtable (USAID Only Day)

Designed to leverage the **collective wisdom and insight** of a small to medium sized group. The session lead will come prepared with an overarching topic and a list of questions/prompts for a group of people to discuss. A proposal using this kind of format should describe how and who will facilitate the roundtable and how the sharing will be documented (flip chart, note-taker, audio, video, etc.). If the session attracts a large group of participants (20+), different topics/questions can be facilitated using a fishbowl method, where some of the participants sit in a circle in the middle of the room (“in the fishbowl”) to discuss a question, while the rest of the participants observe from the margins. Once people in the middle of the circle have contributed, someone from the margins can tap in and take that person’s seat and enter the conversation in the fishbowl.

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. Participants should prepare a 90 second “pitch” to describe and explain their poster.

- Poster/Visual presentations will be set up in a central location throughout the week.

GUIDANCE

A strong proposal will...

- Identify which of the **conference objective(s)** the session seeks to achieve.
- Identify a primary **conference track** and at least one sub-track the session will explore. Proposals can identify secondary and tertiary conference tracks/sub-tracks as well. Proposals that explore one or more thematic areas (i.e., by incorporating more than one track or sub-track) are welcome.
- Describe how the session will explore one or more thematic areas and help participants see the **application of that theme**. 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. And vice 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 an activity or application of a conference track.
- Show **engagement** across thematic areas and engagement of local partners and stakeholders are encouraged.
- Demonstrate the use of **evidence-based practices** where appropriate.
- Demonstrate alignment with relevant **USAID and USG policies**.
- Indicate the preferred **session format** and describe why you think it's the appropriate modality. Describe how you plan to facilitate the session in an **interactive** way that applies adult learning principles and allows for multiple means of engagement, representation, and action and expression.
- Indicate **which day/audience** the session would like to engage and why (for USAID only).
- Indicate what **key takeaways or learnings** participants will gain from the session and how it can be applied in real-world contexts.

SESSION EXAMPLES

- Title: “Building Partner Stakeholder Engagement in Reforming the Language of Instruction Policy in Mozambique.”
 - Primary Track: Foundational Learning
 - Sub-tracks: Primary Education, Secondary Education, Systems Strengthening
 - Format: Panel Discussion
- Title: “How Different Agencies Came Together to Design and Deliver Trainings on Youth Workforce Development: Key Learning from Across the USG.”
 - Primary Track: Leveraging Partnerships. Secondary: Youth
 - Sub-tracks: Localization, Youth Workforce Development
 - Format: Panel Discussion
- Title: “Do No Harm: Effective Methods and Considerations for Conducting Interviews in Fragile and Conflict Affected Environments.”
 - Primary Track: Strengthening Education Systems and Resilience
 - Sub-tracks: Education in Crisis and Conflict, Evidence Based Decision Making
 - Format: Collaborative Discussion
- Title: “How Project/Activity X Strengthens Pre-service and In-Service Teacher Education in SEL and Soft Skills: A Conversation with Siena Fliescher (USAID/Guatemala)”
 - Primary Track: Foundational Learning
 - Sub-tracks: Social Emotional Learning

- Format: Fireside Chat
- Title: Country-level Opportunities through Global Partnerships - The LEGO Foundation
 - Primary Track: Leveraging Partnerships through Coordination and Collaboration
 - Secondary Track: Strengthening Education Systems and Resilience
 - Sub-tracks: Localization; USG, Multilateral, Bilateral, PSE; Finance
 - Format: Ignite Talk
- Title: Environmental Literacy through Media and Education - Team Sayari
 - Primary Track: Strengthening Education Systems and Resilience
 - Secondary Track: Foundational Learning
 - Sub-tracks: Climate, Foundational Literacy, Primary Education
 - Format: Collaborative Discussion

KEY DATES

December 1, 2023	Proposal submission process opens
January 1, 2024	Deadline for submitting proposals
February 2, 2024	Decisions communicated to those who submitted proposals
February 16, 2024	Deadline for presenters to register and confirm attendance
March 1, 2024	Notification of waitlisted presenters
March 8, 2024	Deadline for waitlisted presenters to register and confirm attendance

SCORING RUBRIC

SCORING ELEMENTS	EXEMPLARY	SATISFACTORY	WEAK
Question # 1 Does this proposal align with at least one of the proposed tracks in the Call for Proposal?	Provides a clear and compelling description of how the session will achieve this objective and relevance to at least one track.	Makes some reference to this conference objective and alignment with at least one track of the conference and how it will be achieved through the session.	Little to no connection to any of the conference objectives or tracks.
Question # 2 Does this proposal examine and apply evidence to steer decision-making, inform program design and implementation, and/or impact education systems strengthening?	Provides a clear and compelling description of how the session will achieve this objective through systematically collected and analyzed evidence directly relevant to education systems. (Includes one or more clear examples).	Makes some reference to this conference objective and how it will be achieved through the session. Includes no and/or vague examples.	Little to no connection to this conference objective.
Question # 3 Does this proposal strategize actions for	Provides a clear and compelling description of how the session will	Makes some reference to one or more of the conference objectives and	Little to no connection to this or any of the conference objectives.

SCORING ELEMENTS	EXEMPLARY	SATISFACTORY	WEAK
inclusive and equitable practices , rooted in key global education priorities areas, and applicable to diverse contexts across the learning continuum?	achieve this objective through evidence-based examples of good inclusive and equitable practices.	how it will be achieved through the session.	
Question # 4 Does this proposal create space for education professionals to acquire and/or strengthen skills, knowledge, and abilities that are directly applicable and relevant to their context and professional growth?	Provides a clear and compelling description of how the session will achieve this objective. Provides one or more clear examples of tools/methods for engagement within the session.	Makes some reference to this objective and how it will be achieved through the session. Provides vague and/or no examples of tools/methods for engagement within the session.	Little to no connection to this or any of the conference objectives.
Question # 5: Does this proposal include a well thought out methodology for engaging adult learners?	Gives a clear rationale for the session format choice and provides a structured and robust description of how the session is designed and will be facilitated to leverage networking and partnership for improving learning.	Mentions which format the session will use and provides adequate rationale, structure and description of how the session will be designed and facilitated.	Little to no description of a session format rationale or design or methodology.
Question # 6: Does this proposal leverage expertise and insights from across the education sector ?	Involves presenters, facilitators, or subject matter experts from at least two stakeholder groups - Mission staff, implementing partners, donors, partner country stakeholders, USG.	Explores various sectors and stakeholders but lacks adequate representation of individuals from those sectors or stakeholder groups.	Only explores one perspective from the education sector.