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ASIA AND THE NEAR EAST

Education Crisis and Intervention Framework

ANE Bureau awards Task Order to AMEX under the Instability, Crisis and Recovery Program IQC.



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Award Amount: \$250,000
Period of Award: 10/1/07 - 3/31/08
Training venue & date: ANE Regional Mission RDMA or OMEP (TBD) in February 2008
Target audiences for the study include technical and policy advisors in:
 1) USAID ANE Field and Regional Missions
 2) USAID Washington
 3) U.S. government counterparts

The AMEX Team is composed of AMEX and Creative Associates.



AMEX International, Inc. has a strong record of USAID project leadership.

AMEX has more than 20 years of proven experience in the management of large-scale and complex projects involving the coordination of diverse resources and technical assistance. AMEX is a current prime holder of the ICRP IQC.



CREATIVE ASSOCIATES INTERNATIONAL

Creative Associates has been designing and implementing education projects for USAID for nearly 30 years, specializing in countries experiencing crisis and violent conflict. Creative has extensive experience conducting research and analysis of education interventions in crisis areas, and has been instrumental in the development of USAID's global framework for fragile states.

Background

Failing educational systems hold back the realization of human potential in many Asia and Near East (ANE) countries creating a vicious cycle of deprivation and ignorance that exacerbates the problem of radicalism. Compounding this problem are natural and man-made disasters that continue to pervade the region; in the past five years alone there have been a range of crises from Afghanistan to Lebanon, from the tsunami to the Pakistan earthquake.

Conflict and crisis are critical issues facing the ANE region at large, yet there is a dearth of tangible frameworks that USAID Missions and policy makers can use for phased interventions within the region. In order to understand the relationship between education and crisis, it is necessary to dig deeper, to a more complex level, to understand the significant connections between education and societal stability, including the propensity to engage in extremist violence or conflict. The critical need for education programming in crisis situations coupled with education's role to diminish underlying conditions that contribute to terrorist recruitment requires access to better analytical and strategic data.

Objective

Education programs should address the immediate response to emergencies while simultaneously promoting the development of the sector in early recovery. The purpose of the current task order is to build analytical, planning and programming capacity by assisting ANE Missions and policy makers in their efforts to sequence education programmatic interventions in crisis situations. Among the key objectives of this Task Order are to: 1) Analyze the impact and lessons learned from education programming in conflict and disaster situations; 2) Develop a sequential framework and monitoring system for education in crisis; 3) Disseminate findings and elicit additional feedback from key representatives from field Missions and other entities; and 4) Model an education and crisis ancillary tool-kit that identifies alternative funding scenarios (e.g. public-private alliances, corporate social responsibility, etc). In addition, a regional workshop will be organized in order to provide a better understanding of the linkages between education, conflict and crises, to elicit relevant experience from Missions working in relevant settings, and to receive input to shape the final product.

The AMEX Team will present ANE technical and policy advisors with a practical toolkit they can use to adapt education strategies to crisis situations and inform decision-making when allocating resources among responses to urgent needs. This toolkit will build on the work of other agencies but will focus on USAID's modalities of assistance, comparative advantage and constraints. It will take the users step by step through an analytical process and will present the issues that must be addressed in designing and implementing education programs and projects. It will help them 1) understand the unique character of each crisis situation, 2) look at options and analyze trade-offs in responding to it, 3) learn from other projects implemented in similar situations, and 4) apply tools of strategic planning and program and project design.