Scope of Work: Conflict Sensitive Education Lead Researcher

"From Training to Transformative Action"

Application Deadline: May 20, 2017

Section 1: Background

With an estimated 476 million girls and boys aged 3 to 15 living in countries affected by crises, INEE recognizes the importance of ensuring education is conflict-sensitive. The demand for conflict-sensitive education (CSE) has gained increasing attention given recent developments in the field of education in emergencies, including from the Global Partnership for Education and the newly established Education Cannot Wait. The Incheon Declaration states that education should respond to the educational needs of children and adults in crisis situations and promote safety, resilience and social cohesion, with the aim of reducing the risks of conflict and that government and civil society organizations should address education in emergency situations.

INEE defines CSE as a process of understanding the context in which education takes place, of analyzing the two-way interaction between the context and education programs and policies and of acting to minimize the negative and maximize the positive influences that education policies and programming have within an organization´s given priorities. If education policies are not conflict sensitive, education may actually create or exacerbate existing tensions between groups. However, as Reisman and Janke (2015) stress, there is a need that CSE "should be better understood and adopted by all partners, specifically by the education ministries, particularly at the planning stage".

In 2014 INEE launched the CSE Pack and disseminated the INEE CSE Training Materials. The CSE Pack includes a Guidance Note, Reflection Tool, and Guiding Principles, all of which are available in English, Arabic, Spanish and French. The CSE Training Materials include a 90-min CSE training module for the EiE training package, and a two-day CSE training package of 8 modules complete with Facilitator's Guide, PowerPoint presentations and Activity Handouts.

In an effort to build on this work, the INEE CSE Subgroup is working to (1) Build the evidence base on the implementation and impact of the CSE Pack and CSE Training materials through the development of case studies and evaluations; (2) Communicate learning on CSE to network members to support information sharing, increase awareness on the importance of CSE approaches, and build the capacity of members to

effectively apply CSE approaches; and (3) Promote and support the roll-out of the INEE CSE Pack and Training Materials.

In this effort, the INEE CSE subgroup will carry out a 3-5 day CSE training of trainers (TOT) in July 2017. This ToT will include a research component to better understand the short-term impact of the CSE Pack and CSE training on capacity building, and policy and practices of responsible bodies. The insights gained from this research will contribute to knowledge production at INEE and inform future planning and strategies for CSE dissemination and advocacy.

Objectives of the Research

The research aims to better understand the process of building capacity on CSE and help further promote the application of conflict sensitive strategies through the CSE Pack.

More specifically, the research will:

- Document the process of the CSE training (both ToT and subsequent training in selected contexts);
- In cooperation with the Research Advisory team, review relevant literature on capacity development and institutional change in support of CSE.
- Analyze the extent to which CSE concepts and approaches have been adapted, internalized, and institutionalized into policy and practice of ToT organizations and government agencies; (this will include pre-ToT information gathering).
- Identify lessons learned and good practices on the implementation of CSE roll-out within particular contexts;
- Develop recommendations for future INEE capacity development work on CSE.

Section 2: Approach or Methodology

The research design will be essentially qualitative, aiming at understanding actors´ perceptions on CSE and the process of contextualization and appropriation at the organizational and government levels. The lead researcher will develop tools, conduct data-collection and write a report in collaboration with CSE Anchor Organizations. Anchor Organizations (AOs) are those organizations participating in the CSE ToT in mid-2017, and that have also committed to conducting a training in their own context later in 2017. AOs will work with the lead researcher in all research phases. The process will be supported by researcher advisors and by other CSE sub-group members.

Possible data collection methods include:

- Pre- and post-training participant surveys to gauge knowledge acquisition;

- Participatory evaluation via self-reflection of involved individuals through surveys, focus groups with TOT participants, and in-depth interviews with key figures;

- 2 case studies (desk research, virtual and/or in-person data collection) in countries where AOs

have held CSE trainings.

These are suggestions, however, the Lead Researcher will be responsible for designing the research methodology in collaboration with the Research Advisory Team. It is expected that the consultant will take 2 trips to selected AO locations to collect data

Section 3: Tasks

Tasks for this consultancy include:

- Development of research methodology and instruments (survey, interview questions, etc.)
- Literature review on capacity development and institutional change in support of CSEParticipatory evaluation of TOT
- Data collection on the extent to which the ToT was internalized, implemented and adopted by the organizations and trainees, at the levels of policy and practice of AOs and government agencies
- Desk research and report writing
- Promotion of research findings

Section 5: Deliverables

Task	Deliverable	Data Sources/ Methods	Estimated Timeline
1. Development of research methodology and instruments (survey, interview questions, etc.)	1a. Activity plan, final research methodology and research instruments 1b. Virtual meeting held at the outset of project to present and discuss resource objectives	· To be developed in collaboration with INEE Research Advisory Group, AOs	June 21, 2017
2. Literature review on capacity development and institutional change in support of CSE.	2a. Carry out a literature review on capacity development and institutional change		July 14, 2017

3. Participatory evaluation of TOT	3a. Evaluative pre-post- survey circulated among workshop participants 3b. Findings of the survey results analyzed and included in final report	· Questionnaire · Focus groups · Interviews · Participant observation at TOT · Focus group with trainees	Survey drafted: June 21 Results analyzed: August 11, 2017
4. Data collection on the extent to which the ToT was internalized, implemented and adopted by the organizations and trainees, at the levels of policy and practice of AOs and government agencies	4a. Analysis included in final report · Two case studies on AOs included in report	· Questionnaire · Focus groups · Interviews · Field visits (to MoE etc) · Desk and field research	April 16, 2018
5. Desk research and report writing	5a. A draft report documenting the findings from study and case studies with list of recommendations for future INEE work on CSE, submitted for review and comment 5b. A final, print-ready report that addresses all comments	· Desk research · Relevant literature · Report	May 16, 2018
6. Promotion of research findings	6a. Lead a webinar (or similar) to share and	N/A	May 20, 2018

	discuss research findings 6b. Write article or field note for submission to the Journal for Education in Emergencies 6c. Contribute to knowledge production (e.g. speaking on a panel or writing an academic paper in cooperation with research advisors)		

This work will begin June 2017 in advance of the July 2017 training of trainers. The final deliverables will be due May 2018.

Qualifications

- PhD level degree in education or social sciences
- Research experience (at least 5 years) in contexts of emergencies or affected by crisis;
- Ideally experience of applying INEE tools, including CSE Pack, in programming;
- Knowledge of education systems and education programs in the Africa and MENA regions;
- Strong written and communication skills in English (knowledge of Arabic, French and/or Spanish an advantage)
- Excellent communication and interpersonal skills; ability to work with multiple and diverse stakeholders, including diverse colleagues from a range of backgrounds (gender, nationalities, ethnicities, etc.), as well as with different stakeholders, for example NGOs, UN agencies, governments, and donor agencies
- Experience in consulting / working independently to produce concrete deliverables within a set timeframe.

Experience & Education: Minimum of 10 years' experience in education research, involving a range of research activities and products. Qualitative and quantitative experience required. Minimum of five years' experience conducting research on education in developing countries. Wide range of publications and conference presentations. Master's degree in a related field required; Ph.D. preferred. Candidates speaking French, Spanish or Arabic in addition to English preferred.

To Apply:

To apply, please submit your CV detailing relevant skills, a cover page of no more than 2 pages detailing similar, relevant work, an estimate of the number of days it will take you to complete this work, a USG bio data form, 3 professional references and a writing sample, preferably related to CSE and/or capacity

building in some way. All application materials should be submitted to usaideccn@edc.org no later than May 20, 2017.

Application due date: May 20, 2017