

Terms of Reference – Gender Project Consultant

Background

The Global Coalition to Protect Education from Attack (GCPEA) is conducting research to better understand the effects of attacks on education on girls and women and how to address them. Since its formation, GCPEA has significantly contributed to the growth in research and advocacy on education-related attacks in situations of armed conflict and other types of insecurity. However, there is currently a lack of research and advocacy on the gender-specific nature and consequences of both attacks on education and military use of educational institutions on girls and women. Although it is commonly understood that girls and women are uniquely impacted by attacks and military use of educational institutions, the extent of this problem is unknown. Furthermore, there remains a need for targeted, actionable recommendations on how to protect girls and women from the gender-specific aspects of such violations or on how to redress the situation.

GCPEA seeks to hire a Gender Project Consultant to conduct research and develop gender-specific recommendations on protecting girls and women from education-related attacks and military use of educational institutions. Based on the Consultant's outputs, GCPEA will integrate a stronger gender perspective into its work and advocacy with national governments, armed forces, non-state armed groups, and donors. The Consultant's work will better position GCPEA to encourage its advocacy targets to (1) implement measures and take concrete steps to protect girls and women from attacks on their education and (2) respond to the specific needs of girls and women who experienced gender-based and general attacks in the education context.

GCPEA was established in 2010 by organizations from the fields of education in emergencies, higher education, protection, international human rights, and international humanitarian law who were concerned about ongoing attacks on educational institutions, students, and staff in countries affected by conflict and insecurity. The mission of GCPEA is to advocate for the protection of students, teachers, schools, and universities from attack during conflict and insecurity. GCPEA includes the following members: the Council for At-Risk Academics (CARA), Human Rights Watch, the Institute of International Education Scholar Rescue Fund, Protect Education in Insecurity and Conflict (PEIC), Save the Children, Scholars at Risk Network, UNESCO, UNHCR, and UNICEF.

Duties and Responsibilities

The Consultant will directly report to the GCPEA Gender Project Program Officer and work in close collaboration with GCPEA Working Groups to explore and highlight the context and impact of attacks on education and military use of educational institutions on girls and women and how to better protect girls and women from attacks and military use.

Approximate Duration of Assignment: 60 working days.

Consultant Fee: Applicants must provide a budget, excluding travel costs (to be covered by GCPEA).

Main Responsibilities

1. Conduct desk study and country case study (field research) on the context and impact of attacks on education and military use of educational institutions on girls and women and how to better protect girls and women from attacks and military use.
2. Draft briefing paper on the context and impact of attacks on education and military use of educational institutions on girls and women and how to better protect girls and women from attacks and military use.

Deliverables

The Consultant is expected to conduct research as well as draft and revise the briefing paper based on feedback provided by GCPEA Working Groups from March 1 – July 31, 2017. The Consultant is also responsible for revising the briefing paper based on feedback provided by GCPEA Working Groups and external reviewers during October.

1. Research methodology. (March)
 - a. Finalize research methodology (including for desk study, expert interviews, and country case study), timeline and work plan, and outline for briefing paper. (March 15)
2. Briefing paper that examines the context and impact of attacks on education and military use of schools on girls and women and how to better protect girls and women from attacks and military use. (March – July)
 - a. Conduct desk study on context, impact, programs, and polices. (March 16 – April 30)
 - b. Identify country case study, which will be informed by the desk study. (April 30)
 - c. Country case study research. (May 31)
 - d. Write up country case study research and draft complete briefing paper, including targeted, actionable recommendations, and incorporate feedback from GCPEA Working Groups. (July 31)
 - e. Create model implementation action plan for use by governments, intergovernmental and UN agencies, civil society groups, communities, etc. to assist them in developing and implementing protections and responses.
 - i. The model plan will include:
 1. Model measures to better protect girls and women from attacks on education and military use of schools and universities; and
 2. Model measures to better respond to girls and women who have experienced education-related attacks. (July 31)
3. Attend expert seminar to review recommendations for *Education Under Attack 2018*, including recommendations on protecting girls and women from attacks on education and military use of schools and universities. (October)
 - a. Participate in workshop. (early October)
 - b. Revise briefing paper recommendations based on workshop outcomes related to protecting girls and women from attacks on education and military use of schools and universities. (October 31)

The Consultant is responsible for identifying and answering salient research questions in the briefing paper, such as but not limited to:

Understanding the Problem: Attacks on Education and Military Use of Educational Institutions

- What types of attacks on education have girls and women experienced?
- How do girl and women victims think their personal futures and communities have been shaped by experiencing these attacks?
- How do girls and women think their personal futures and communities have been shaped by armed forces and armed groups using their educational institution?

Redressing the Problem: Protection Measures and Responsive Measures

- What actors have adopted measures to protect girls and women from attacks on education? From military use of schools and universities? (Consider governments, intergovernmental and UN agencies, civil society groups, communities, etc.)
- What actors have adopted measures to respond to the experiences of girls and women who have faced gender-based education-related attacks? (Consider governments, intergovernmental and UN agencies, civil society groups, communities, etc.)

- Where have protection measures and responsive measures been adopted?
- How were such measures developed and implemented?
- How did the involvement of women, particularly in decision-making, shape the process and substance of such measures?
- How successful were such measures, particularly as perceived by girl and women victims of education-related attacks?
- What are accepted good practices for protecting girls and women from education-related attacks?
- What are accepted good practices for responding to girl and women victims of education-related attacks?

Experience and Skills

1. Ph.D., Ph.D. candidate, or other advanced research training in fields such as gender studies, human rights, humanitarian assistance, or education.
2. Significant research experience on human rights or humanitarian issues, including conducting literature reviews, other desk research, and field research and interviews. Research experience should include a focus on women's and girls' issues.
3. Excellent research, analysis, and writing skills.
4. Experience writing research reports and making practical and policy-oriented recommendations based on research.
5. Extensive field experience working on human rights or humanitarian assistance in conflict situations, ideally focusing on gender and education.
6. Strong understanding of the gendered challenges faced by girls and women in armed conflict and post-conflict situations.
7. Communications skills (to conduct interviews) in either French or Arabic are highly preferred.
8. Excellent interpersonal skills and ability to quickly incorporate feedback from different individuals and organizations.

How to Apply

Qualified applicants should email the following materials to gcepa@protectingeducation.org (addressed to the GCPEA Gender Project Program Officer, Ms. Anji Manivannan) with the subject hearing "Gender Project Consultant":

1. Cover letter (1-page maximum);
2. Curriculum vitae, highlighting gender expertise;
3. Work plan, including timeline and budget; and
4. Short essay discussing a potential country case study and why it would be worth exploring in a briefing paper on girls' and women's experiences with attacks on education and military use of educational institutions. You may discuss the potential case study in relation to the potential research questions above. (300 words maximum.)

Applications are due on February 26. We thank everyone for their interest but only shortlisted candidates will be contacted.