



Inter-Agency Network for Education in Emergencies  
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence  
La Red Interagencial para Educación en Situaciones de Emergencia

## INEE Working Group on Education and Fragility

### *Field-based Situational Analyses of Education and Fragility: Understanding Education's Role in Fragile Contexts*

## Terms of Reference for Situational Analyses Synthesis Report

### Background

The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of over 4,000 members working together within a humanitarian and development framework to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery. The Working Group on Education and Fragility within INEE is as an inter-agency mechanism that coordinates diverse initiatives and catalyzes collaborative action on education and fragility. The Working Group's goals are to:

- Strengthen consensus on what works to mitigate fragility through education while ensuring equitable access for all.
- Support the development of effective quality education programmes in fragile contexts.
- Promote the development of alternative mechanisms to support education in fragile contexts in the transition from humanitarian to development assistance.

The relationship between education and fragility is dynamic and often mutually reinforcing; education is impacted by fragility as fragility is impacted by education. Contexts of fragility are distinguished first and foremost by instability (political, economic, social), often coupled with the risk of or the presence of violent conflict. Different conditions of fragility affect various aspects of education – including access, quality, relevance, equity, and management – in a myriad of well documented ways. Conversely, there is deepening understanding of the impacts of education on both exacerbating and mitigating fragility. However, more evidence is needed on both how education can be delivered effectively in fragile contexts and on how processes and aspects of education can contribute to or mitigate fragility.<sup>1</sup>

The evidence base on which to develop good practice for education in fragile contexts must be strengthened. It is critical for donors, policy makers and practitioners to understand the complex dynamics of education in fragile contexts and investigate the effectiveness of educational policies and programs in reducing fragility. To support the development and analysis of this evidence base, the Working Group on Education and Fragility will undertake four field-based situational analyses that will collect, organize and analyze data on the impacts of education on conditions of fragility.

### Project Description

---

<sup>1</sup> For more information, see the desk study on education and fragility commissioned by INEE and completed by the Conflict and Education Research Group (CERG) at Oxford University in early 2008. (Available on the INEE website: [www.ineesite.org](http://www.ineesite.org))

In 2009, the INEE Working Group on Education and Fragility developed a major research programme to undertake four situational analyses of education and fragility, including two desk studies and two field-based studies. The Situational Analyses that were conducted include:

- Afghanistan desk study developed as a contribution to the Working Group by UNESCO/IIEP (released September 2009)
- Bosnia-Herzegovina desk study developed as a contribution to the Working Group by the University of Ulster (forthcoming)
- Cambodia undertaken by an INEE-commissioned research team (data collection in June 2009, final report forthcoming),
- Liberia undertaken by an INEE-commissioned research team (data collection in September 2009, final report forthcoming),

Each situational analysis examined data and resources related to education and its relationship with fragility in that given context. Specifically, each situational analysis focused on:

- a) understanding the fragility context;
- b) understanding the education sector response to fragility including via sector assessment, planning, service delivery, resource mobilization and system monitoring;
- c) summarizing the impact of education sector responses and programmes on fragility; and
- d) developing lessons and recommendations for education sector response in fragile contexts in the given context and more broadly.

Combined, the four analyses were meant to result in deeper understanding of the relationship between education and fragility both specifically for those contexts as well as for more general recommendations for policy, planning and good practice via a cross-comparison examination – synthesis report – of all four studies with overarching conclusions and recommendations.

The quality of the papers varies considerably and as a result the expected objectives of the reports, in particular the relationship of the analyses and findings of the papers to the education and fragility framework, were not fully met. For example, the Bosnia Herzegovina provides a very strong understanding of the bidirectional relationship between education and fragility, which the Cambodia report was not able to achieve. Similarly the outlines and organizations of the paper, while expected to be similar and aligned with the framework, are different from each other and not all clearly focused.

However, a number of important findings can be teased out of each of the country case studies. They include the factors that contribute to or mitigate conflict as well as the impact of fragility and conflict on education. These findings are present in the papers yet need to be more systematically analyzed and organized in a coherent way aligned with the conflict and fragility assessment frameworks available. The purpose of this consultancy is thus to review each case study and produce a synthesis of the findings so that they may directly inform decision makers as well as policy makers, practitioners and researchers when developing education programs, policies and plans in countries affected by fragility and conflict.

## Role and Responsibilities

The Synthesis Consultant will be responsible for the developing a synthesis paper of the lessons learned of the bidirectional relationship between education and fragility, based on the four Situational Analyses (Afghanistan, Bosnia-Herzegovina, Cambodia, Liberia). The consultant will undertake a number of specified steps that we anticipate will facilitate the report development process. Specifically, the consultant will:

1. Conduct an in-depth review and comparison of the four Situational Analyses analyzing the bidirectional relationship between education and fragility in each case.

- a. Identify the gaps in the analyses as part of a larger thinking process. – in both directions
- b. Point out the questions in the analyses that are not answered.
- c. Identify questions that are not addressed in the analyses.

The consultant may refer to the analytic framework of education and fragility in review of the four studies.

2. Develop a unifying conceptual framework that adequately analyzes the impacts of education on fragility and vice versa which will serve as the methodology for developing the synthesis report.
  - a. Review the literature on fragility and identify key issues regarding dynamics, patterns, etc.
  - b. Review the analytic framework of education and fragility, which served as the basis for the four situational analyses.
  - c. Review the literature on education and fragility/conflict including the impacts of donors/external involvement.
  - d. Review education and fragility-specific analysis/assessment tools (e.g. analytic framework for education and fragility, USAID Education and Fragility Assessment) to gain a solid understanding of the linkages between education and fragility.
  - e. Review all available conflict and fragility analysis/assessment frameworks (e.g. donor conflict assessment tools, inter-agency conflict assessment tools).
  - f. Hold interviews and discussions with members of the INEE Working Group and others as relevant to inform the understanding of the conceptual framework for analyzing education and fragility.
  - g. Draft and submit a concept note that explains the conceptual framework.
3. Develop a comparison matrix based on the conceptual framework that delineates the findings of the papers with the categories promoted by the conceptual framework (i.e. the education factors that are drivers of conflict /fragility, the education factors that mitigate conflict/fragility) using the framework of the Bosnia-Herzegovina desk study as a starting point.
4. Using the comparison matrix analyze the impact of fragility and conflict on education and vice versa to derive general policy implications (as well as recommendations, good practice, possibilities for further research) from the emerging patterns.
5. Utilizing the conceptual framework, synthesize the findings into a final report that will include the following elements:
  - a. Introduction to education and fragility
  - b. Presentation of the conceptual framework
  - c. Brief description of the rationales and methodology for the research programme
  - d. Synthesis of the impact of the education sector on fragility in each case study including
    - i. Identifying what education factors contributed to fragility/conflict in each case study
    - ii. Identifying what education factors contributed to mitigating fragility
    - iii. Identifying shortcomings and opportunities created by donors/external involvement in each case study
  - e. Conclusions and key recommendations based on findings

The Synthesis Consultant will report to the INEE Coordinator for Education and Fragility, the Chair of the Working Group on Education and Fragility and the hiring agency representative (TBD). The Synthesis Consultant will collaborate with the advisory group of Working Group members who are providing technical guidance to the project.

### Timeframe and Level of Effort (LOE)

The Synthesis Consultant is expected to complete **30 working days** on this project. The Synthesis Consultant will submit the conceptual framework concept note to the INEE Coordinator for Education and Fragility within 10 working days of the start of the assignment. Feedback will be provided by the advisory group and the consultant will revise accordingly and resubmit for further review. Within 5 working days of receipt of the advisory group's feedback on the outline, the consultant will submit a first draft synthesis report for review by the advisory group. The consultant will revise per the feedback received and submit a second draft for feedback. Per the second round of feedback, the consultant will finalize the synthesis report and develop an accompanying PowerPoint presentation.

Below is the anticipated timetable with LOE:

<b>Activities</b>	<b>Deliverable</b>	<b>Anticipated LOE</b>
Develop a unifying conceptual framework	Concept note of conceptual framework	8 days
-----	Review by the Working Group	1 week
Develop comparison matrix of four situational analyses	Comparison matrix	3 days
Develop outline for synthesis report using the comparison matrix	Report outline	1 day
-----	Review by the Working Group	1 week
Draft synthesis report and submit for first round of feedback (including comparison matrix of findings)	First draft synthesis report	10 days
-----	Review by the Working Group	2 weeks
Revise synthesis report	Second draft synthesis report	5 days
-----	Review by the Working Group	1 week
Finalize synthesis report, develop PowerPoint presentation	Final draft synthesis report, PPT presentation	3 days

### Qualifications

The Synthesis Consultant must demonstrate a thorough understanding of the conceptual approach that frames conflict assessments (such as drivers of conflict and their impact on specific sectors) and of the linkages between education and fragility/conflict (such as the bidirectional role of education drivers of conflict and the impact of education sector interventions on fragility).

The consultant must meet the following criteria:

- Doctorate or doctoral candidate in social sciences, education, conflict resolution, international affairs or other relevant field
- Strong knowledge and understanding of fragility and the relationship between education and fragility
- Extensive technical knowledge of education systems and sectors including planning, policy, finance and programming
- 8 or more years of relevant experience

**Potential candidates should submit applications to Kerstin Tebbe, INEE Coordinator for Education for Fragility, at [kerstin@ineesite.org](mailto:kerstin@ineesite.org) by Friday 12 February. The consultant should be available to start immediately.**