



Scope of Work

White Paper: Education and Resilience

Short Term Consultancy

Deadline for Applications: September 28, 2018

The USAID Education in Crisis and Conflict Network (USAID ECCN) is a community of practice composed of USAID education staff, implementing partners and others working to increase equitable access to, and improve the quality of, education in crisis and conflict affected environments. USAID ECCN was initiated to promote knowledge generation and sharing among practitioners, policy makers and researchers related to Goal 3 of the USAID Education Strategy: *improved equitable access to education in crisis and conflict affected environments*. This five-year initiative is meant to complement the contributions of other networks, such as INEE, by providing resources to a smaller, more USAID-related community while also gathering and distributing key information to larger audiences.

Purpose

The purpose of this consultancy is to produce a white paper that provides USAID, including missions, regional bureaus, pillar bureaus and OFDA, and Department of State/PRM, with an overview of global thinking and practice on education and resilience. The white paper will present the status of USAID policy and programming related to education and resilience, and recommendations for enhanced strategy and programming in this domain.

Specifically, the white paper will:

1. Summarize and analyze existing USAID **policy and guidance** on resilience and their application to the education sector.
2. Develop a conceptual framework, including a definition of key terms, concepts and programmatic components on education and resilience including illustrative interventions and indicators.
3. Map and analyze **existing USAID experience** related both to education's contribution to resilience more broadly, and to the agency's support for resilience of the education system more specifically.
4. Provide recommendations to USAID on how to strengthen its action on education and resilience at the level of strategy, policy and programming.

The intended audience for the white paper is USAID, including missions, regional bureaus, pillar bureaus, OFDA and Department of State/PRM.

Background

The Challenge of Crisis and Conflict Contexts

Through its Education Strategy, the United States Agency for International Development (USAID) committed to work with partners to increase equitable access to education for learners living in countries affected by conflict and crisis. More than half a billion children—nearly one in four—live in these countries, often without access to services, including education.¹

Crisis and conflict contexts have become more complex, urbanized and typically involve multiple, simultaneous and recurrent stresses and shocks from climate-related hazards, conflict and criminal violence, forced displacement, food insecurity, and pandemics. Together, these shocks and stresses undermine education outcomes, and challenge the education community to find innovative approaches to education programs. Resilience—understood most simply as the capacity of an individual, community or system to resist, adapt and recover from shocks and stresses—has gained global attention for its potential to shape a new paradigm of international engagement in crisis and conflict contexts, including in the education sector.

Resilience at the Global Level

Particularly since 2005, when resilience was enshrined in the [Hyogo Framework for Action](#), it has grown in prominence in global humanitarian and development policy frameworks, such as the [Sustainable Development Goals](#) (2015), the [Sendai Framework for Disaster Risk Reduction](#) (2015), and the [World Humanitarian Summit](#) (2016).² Resilience has also risen atop multilateral and bilateral partner agendas. It is an integral part of the [new European Consensus on Development](#) and the 2017 Joint Communication on [A Strategic Approach to Resilience in the EU's External Action](#). Since 2014 the OECD has supported members on the integration of its Resilience Systems Analysis (RSA) framework into their strategy and programming. DFID recently conducted a process of mainstreaming resilience into all relevant programs.

Several partners have also made strides in applying resilience to the education sector. The World Bank developed its [Education Resilience Approaches](#) (ERA) suite of tools, UNICEF developed Risk-Informed Programming guidance that includes a [module for the education sector](#), and UNESCO created a booklet series on [incorporating safety, resilience, and social cohesion in education](#).

¹ UNICEF. December, 2016. Press Release: Nearly a quarter of the world's children live in conflict or disaster-stricken countries. https://www.unicef.org/media/media_93863.html.

² The World Humanitarian Summit called for a shift in focus from delivering aid to ending need more effectively and sustainably so that humanitarian action reinforces development gains and development assistance addresses vulnerabilities and reaching those furthest left behind. This included pursuing context-specific approaches that reinforce local systems and build community resilience to shocks in a manner that transcends institutional boundaries.

Opportunity in the Education Sector

USAID is a global leader in financing education in crisis and conflict contexts. Under its Education Strategy (2011), USAID has invested approximately \$500 million between 2011-2015 in over 98 active projects in 21 countries to increase equitable access to education in crisis and conflict. It is uniquely placed to provide leadership in developing more resilient education systems, as well as the contributions education can make to the resilience of communities and societies.

Education is vital to enhancing the resilience of learners, school communities and broader society, through both humanitarian and development policy and programming. Relevant and quality education can counter the underlying causes of violence and foster inclusion, tolerance, human rights awareness and conflict resolution – facilitating the longer-term effort towards cohesive communities and peaceful societies. Education helps communities understand disaster and climate risks, reduce vulnerabilities to natural hazards, and better prepare for and mitigate the impact of crises.

The education sector itself—institutions, systems, schools and staff—also needs to be resilient. Education sector plans and policies must better address disaster vulnerabilities and conflict factors, and promote flexible, adaptive and diversified delivery systems. Schools should be located away from disaster prone sites and should be constructed in a disaster resilient manner. School curricula should contain content on disaster risk reduction, violence prevention and peacebuilding. As critical community platforms for collective action, school stakeholders can conduct preparedness and risk identification exercises as front-line, life-saving measures for learners, staff and families alike.

Resilience in USAID

USAID is committed to helping build the resilience of vulnerable communities in areas subject to recurrent crisis, and to increase their self-reliance to manage crises without compromising their future wellbeing.³ USAID has issued policy and program guidance in 2012 ([Building Resilience to Recurrent Crisis](#)) and, recently developed its [Resilience Measurement Practical Guidance Series](#), as well as an [e-learning course](#). However, USAID has not yet developed guidance or learning opportunities on education and resilience.

USAID has begun to make important contributions to the education and resilience agenda through its Education in Conflict and Crisis Network (ECCN). Resilience informs the conceptual framework and methodology of the [USAID Rapid Education and Risk Analysis Toolkit](#), as well as the [USAID Safe Learning Environments Qualitative Assessment Toolkit](#). USAID has further laid out a Learning Agenda for Education in Crisis and Conflict that includes investigating how USAID education programming can strengthen the capacity of education institutions so they are more resilient (see question 1 under the Strengthening Institutional Capacity Thematic Area of the 2018 USAID EICC Learning Agenda, attached to this SoW).

³For USAID, resilience is “the ability of people, households, communities, countries and systems to mitigate, adapt to and recover from shocks and stresses in a manner that reduces chronic vulnerability and facilitates inclusive growth.”

Tasks and Deliverables

	Tasks	Deliverables/ Milestones	Deliverable Description	Due Date
1	Draft Workplan	Workplan that describes each output, methodology, and delivery date. Includes Advisory Panel meetings.	Word document	Oct 26, 2018
2	Compose Advisory Panel	Names, contacts and rationale for 5-7 experts in resilience and education, submitted for approval by USAID (then subject to confirmation by experts)	Word document or excel sheet	Oct 26, 2018
3	Summarize and analyze USAID policy, guidance	Document that lists and analyzes existing policy and guidance on resilience and, as available, resilience and education.	3-5 page Word document PowerPoint presentation (summary)	Nov 30, 2018
4	Draft Conceptual Framework and Outline for White Paper	Document that lays out the major conceptual, policy and programmatic elements for USAID's approach to resilience and education.	Graphic and or 2-3 page document	Nov 30, 2018
5	Plan and facilitate meetings with Advisory Panel	Plan and prepare 2-3 meetings/consultations (two in- person in Washington, DC). The timing and purpose of each consultation should be included in the detailed work plan. The first consultation will refine the conceptual framework for White Paper. The last consultation will serve to validate findings and recommendations	Meetings (virtual/in-person) Word document reports with recommendations	(TBC - Likely early December 2019 and mid-January 2019)
6	Draft 1 of White Paper (incl. mapping and analysis of relevant USAID/USG efforts)	Mapping and analysis of efforts and opportunities to strengthen resilience and education: - USAID strategies, policies, instruments, guidance and tools ^[L] _[SEP] - USAID programming - Mapping and analysis findings ^[L] _[SEP]	Mapping and analysis: Word or Excel document	Jan 4, 2019
7	Final Draft White Paper	The final draft White Paper (maximum 25 pages) will incorporate feedback from Advisory Panel, USAID staff, ECCN Support Team members.	Word document PowerPoint presentation (summary) (max. 10 slides)	Feb 15, 2019

Qualifications

Applicants applying as an individual must meet all the requirements of position number 1 described below. Applicants applying as a company, organization or agency, must have at least

one team member who meets all of the requirements of position number 1 and may include other team members who meet the requirements of position number 1 and/or number 2.

Position number 1: Experience and Education Requirements
Minimum of 10 years' experience in education, preferably in conflict and crisis and including resilience programming, including a mix of field and global level engagement.
Minimum of five (5) years' experience in developing and managing education programs or networks.
Established relationships with education in conflict and crisis networks, research/academic institutions, and implementing organizations in the field of education in conflict and crisis.
Master's degree in a related field required; Ph.D. preferred. Candidates speaking French, Spanish or Arabic in addition to English preferred.
Position number 2: Experience and Education Requirements
Minimum of 5 years' experience working in development, preferably in education or another social sector.
Minimum of 2 years' experience in a program assistant capacity.
Bachelor's degree required.

Only applicants that meet the above criteria will be considered. In addition to the above required qualifications, applications will be evaluated by a committee according to the degree to which they meet following technical criteria.

Technical Criteria	Weight
Demonstrated ability to draft policy briefs.	10
Wide range of publications in peer-reviewed journals and conference presentations.	15
Demonstrated expertise in issues relating to resilience, risk reduction (conflict and disaster), humanitarian-development coherence	15
Knowledge of USAID policy and instruments	10
Knowledge and experience with capacity development, systems strengthening and local institutional development.	10
Total Points possible	60

To Apply

To apply as an individual, please submit:

1. Your CV detailing relevant skills;
2. A cover page of no more than 2 pages detailing similar, relevant work;
3. An estimate of the number of days it will take you to complete this work, using the pricing template noted below;
4. A USG bio data form;
5. Three professional references; and
6. A writing sample on a relevant topic.

All application materials must be submitted to usaideccn@edc.org with the subject line **Resilience SOW** no later than the application due date listed above.

To apply as a company, organization or agency, please submit:

1. CVs detailing relevant skills of everyone proposed on the project;
2. A cover page of no more than 2 pages detailing similar, relevant work;
3. A budget including the daily rates for everyone proposed on the project, proposed days at that rate for each person proposed for this work, per task as listed in the Tasks and Deliverables table, and any other costs, including overhead costs, using the pricing template noted below;
4. Three professional references; and
5. A writing sample on a relevant topic.

All application materials must be submitted to usaideccn@edc.org with subject line **Resilience SOW** no later than the application due date listed above.

Note on travel: This work will include 2 meetings in Washington, DC. The individual or company, organization or agency staff selected for this work will be expected to attend in person, so travel may be required. USAID ECCN will reimburse all travel costs so those costs do not need to be included in the proposal for this work.

(Please direct any questions to usaideccn@edc.org by 5pm ET, September 17, 2018 with subject line “Consultancy question – Resilience” by September 17, 2018 at 5pm EST. Responses will be posted on eccnetwork.net by September 20, 2018.)

Pricing Template:

Services: Unless otherwise directed, price quotes for services must be in the following format. (Please include direct and any overhead/administrative costs, not including travel expenses.)

Personnel

Name and Position Title	Hourly Rate	Number of Hours	Total Amount (USD)
___	___	___	___
___	___	___	___
___	___	___	___

Other Costs

Item	Unit Cost	Number of Units	Total Amount
___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___

Total Price Quotation: ___

If applying as an individual, ECCN has allocated up to 310 hours for this work. If applying as a company, organization or agency, ECCN has allocated up to 200 hours in the Senior Researcher category and 110 hours in the Research Assistant category for this work.

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