

## CALL AND TERMS OF REFERENCE

### Principal Investigator

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#### I. Background

Inspiring Girls and Grassroots Networks for Inclusive and Transformative Education (IGNITE) is a consortium funded by the Agence Française de Développement (AFD) through the Support Fund for Feminist Organizations (SFFO). The consortium comprising the International Rescue Committee (IRC), MENA Partner, the Partnership for African Social and Governance Research (PASGR), and Urgent Action Fund-Africa (UAF-Africa) aims at empowering adolescent girls and advance gender equality in seven target countries in Sub-Saharan Africa and the Middle East, namely Burkina Faso, Cameroon, DR Congo, Ethiopia, Jordan, Lebanon, and Nigeria. For this assignment, the project will specially focus on Nigeria, Cameroon, and Ethiopia. The overall objective of the project is to facilitate feminist Civil Society Organizations (CSOs) to advance gender-transformative education and empowerment for marginalized adolescent girls, rooted in sustainable and locally driven approaches.

IGNITE will be supporting feminist and youth-led CSOs to accelerate gender equality in and through education. This will be achieved through sub-granting and collaborative organizational capacity strengthening in finance, administrative and technical areas, including research.

#### II. Research question and methodology

Anchored on [PASGR's Utafiti Sera \(Research to Policy\)](#) approach – an innovative and tested co-creation framework for enhancing engagement of multiple stakeholders in the research and policy making processes. IGNITE will conduct research to investigate how feminist-led CSOs can effectively collaborate with adolescent girls to challenge and transform gender-related social norms that act as barriers to adolescent girls' education outcomes. The Research is intended to present an opportunity to map local CSOs/feminist organizations and gain a better understanding of the policy ecosystem in which they operate. The research will evaluate progress towards enhancing adolescent girls' access to education and examine the socio-cultural practices and norms that impede their equity in access. Further, the research will lead to the identification of key stakeholders as well as organizations working on capacity development pathways and will aim at supporting the partners in advancing girls' educational outcomes, including government departments, organizations specialized in girls' education, school communities, and teacher unions, parents, guardians, caregivers, and community members during the lifespan of the project.

### **a. Research Questions**

The overall aim of this research is to facilitate feminist CSOs to advance gender-transformative education and empowerment for marginalized adolescent girls, rooted in sustainable and locally driven approaches through a mixed-method research approach. In line with the identified policy gaps, this research study will seek to answer the following specific questions:

- i. How do power dynamics influence access to education by adolescent girls and in what ways do they manifest within the policy spectrum on girls' education?
- ii. How do gender norms and patriarchal systems contribute to exclusion of women from decision-making, and what are the implications for adolescent girls' education?
- iii. What roles do feminist organizations play in shaping policies related to girls' education, and how do they link with policymakers and other stakeholders in the education sector?
- iv. How do existing policies support or impede girls' access to education, and what effects do these policies have on the quality and inclusivity of educational opportunities for adolescent girls?
- v. What opportunities exist for leveraging policy change and supporting shifts in social norms through an adaptive and iterative approach using the Thinking and Working Politically approach?

### **b. Research Objectives**

The overall objective of the project is to facilitate feminist CSOs to advance gender-transformative education and empowerment for marginalized adolescent girls, rooted in sustainable and locally driven approaches. Specifically, the study will be guided by the following research objectives:

- i. To examine the influence of power dynamics on access to education by adolescent girls and explore manifestations within the policy spectrum on girls' education.
- ii. To analyze how gender norms and patriarchal systems contribute to the exclusion of women from decision-making processes and assess the implications for adolescent girls' education.
- iii. To investigate the roles of feminist organizations in shaping policies related to girls' education, and to understand their strategies for engaging with policymakers and other stakeholders in the education sector.
- iv. To assess how existing policies either support or impede girls' access to education, and to evaluate the effects of these policies on the quality and inclusivity of educational opportunities for adolescent girls.

- v. To identify opportunities for leveraging policy change and supporting shifts in social norms through an adaptive and iterative approach, utilizing the Thinking and Working Politically (TWP) approach.

The research will adopt the Utafiti Sera<sup>1</sup> approach during entire research process. This includes conducting the Political Economy Analysis (PEA): a comprehensive stakeholder mapping, as well as in-depth analysis of interests to enhance the understanding of their dynamics in influencing adolescent girls in society, particularly in terms of education, social norms, and behavior change. The PEA will therefore provide useful insights into the workings of policy systems, identify barriers to girls' education, and determine appropriate actions for bringing about positive change, both for and beyond feminist CSOs. Interviews and focus group discussions will be conducted to understand family and community values, assess retention risks, review school and government policies and highlight the intersectional discrimination committed against girls.

### **c. Research Methodology**

The research study will adopt a mixed method research design combining both qualitative and quantitative research approaches. The two design options will employ a cross-sectional survey (quantitative) with either ethnography or grounded theory (qualitative), depending on the specific country contexts. A cross-sectional survey collects data to draw conclusions about a population of interest at a particular point (time). Ethnography is the study of human interaction in their social environments and activities. It aims to understand the values, behaviours, and beliefs of a particular group of people. The term "grounded theory" refers to a collection of systematic inductive methods for conducting qualitative research to develop theories (theory building).

The Principal Investigator in collaboration with PASGR will develop the research instruments (data collection tools and sampling techniques) that will be employed by the research study.

In collaboration with PASGR, the country Principal Investigator assisted by the Research Associate will adopt a political economy analysis lens in reviewing existing policies on and adolescent girls' education in the target countries, with a focus on identifying the gaps and proposing suggestions for improvement. It will also be instrumental in mapping of stakeholders with a specific focus on girls' and adolescent girls' education in Ethiopia, Cameroon, and Nigeria. The PEA approach is much preferred for its utility in conducting an in-depth analysis of the social, political, economic, and cultural underpinnings and principles that govern education of girls (adolescent) in the three countries. The analysis

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<sup>1</sup> Political Settlement is 'the forging of a common understanding, usually between political elites, that their best interests or beliefs are served through acquiescence to a framework for administering political power' (DFID, 2009).

interrogates formal and informal rules that create incentives and influence the ability of important actors, their powers, motivations, interests, and their interactions with one another, and how political bargaining processes unfold.

The approach is recognised since it enables the identification of opportunities and barriers, as well as strategies for overcoming those barriers. Unsworth & Williams, (2011) state that PEA provides knowledge that may be used to mobilise social groups, including active groups, to demand improved services from their government and how informal local institutions influence development. The PEA will allow the mapping of the key stakeholders that will be incorporated in the entire research process in line with the Utafiti Sera approach. The approach will allow PASGR to establish the community of practice based on the identified key stakeholders as well as walk with them in the entire period of the research including the uptake phase.

Findings and recommendations from the PEA and synthesis of existing evidence from the review of policies will serve as a foundation to develop evidence-based strategies aimed at enhancing girls' education opportunities and improving their overall outcomes. Additionally, the findings from these studies will be clearly documented, and their implications will be utilized to engage policymakers and practitioners.

### **III. Specific Roles**

#### **a. Principal Investigator role**

The Principal Investigator (PI) roles encompass the following tasks:

1. Conduct a comprehensive review of the policies and regulations and analysis of key stakeholders to generate evidence to inform adolescent girls' educational opportunities and outcomes, promoting gender equality and empowering girls to thrive in their educational pursuits.
2. Stakeholder Mapping and Analysis:
  - Identify key stakeholders and institutions involved in shaping policies, programmes, and social norms related to girls' and adolescent girls' education in each country.
  - Analyze the roles of women led organization, feminist CSOs and youth led organizations and other stakeholders to influence policies and social norms concerning girls' education.
3. Systems and Structure Analysis:
  - Analyze the systems and structures in each country that impact girls' education, with a focus on identifying factors that contribute to or hinder gender-transformative education.
4. Barriers and Challenges Assessment:

- Identify and assess the barriers and challenges faced by adolescent girls in accessing inclusive and gender-transformative education in Nigeria, Cameroon, and Nigeria.
5. Opportunities for Policy Change and Social Norm Shifts:
    - Identify opportunities for leveraging policy change and supporting shifts in social norms using the Thinking and Working Politically approach.
    - Explore the adaptive and iterative approach to promote positive changes related to girls' education and empowerment, with a focus on the most marginalized girls
  6. Conducting In-depth qualitative Research and Data Collection:
    - Conduct a comprehensive literature review to gather relevant information on adolescent girls' access to education and the social norms surrounding them in Ethiopia, Cameroon, and Nigeria.
    - Collect primary data through interviews, focus group discussions, and surveys to understand the dynamics influencing access to education by adolescent girls in these countries
  7. Stakeholder Engagement Strategy:
    - Develop a stakeholder engagement strategy to actively involve key stakeholders in the process.
    - Plan individual meetings with stakeholders and extend invitations to the 'Utafiti House' for informed discussions on policy changes and social norm shifts related to girls' education.
  8. Collaboration and Transformative Shifts:
    - Foster collaboration among stakeholders to create realistic spaces for engagement and drive transformative shifts in societal norms that promote gender equality and empower adolescent girls.
  9. Reporting and Recommendations:
    - Prepare a comprehensive report that summarizes the findings and analysis of the PEA in each country.
    - Provide evidence-based recommendations to inform policy discussions and actions to improve girls' education and address social norms that hinder gender-transformative education.
  10. Continuous Learning and Adaptation:
    - Continuously learn and adapt the Utafiti Sera model based on feedback and emerging insights during the implementation process.
    - Ensure an iterative approach to the analysis and engagement to maximize the impact of the initiative on girls' education and social norm transformation.

**Note:** The scope of work will be tailored to address the specific contexts and challenges of girls' education outcomes and social norms in each country - Ethiopia, Cameroon, and

Nigeria. The findings and recommendations from the research will contribute to evidence-based decision-making and policy formulation to promote gender-transformative education and empower adolescent girls in the region.

### **b. Timeline**

The Principal Investigator is expected to be engaged for the whole duration of the project, from March 2024 to March 2026, allowing time for the consultants to conduct a thorough and comprehensive context analysis/mapping. The detailed timeline for the various tasks will be mutually agreed upon between the selected consultant and the project stakeholders. Flexibility in setting the timeline will ensure that the assessment process is well-paced and efficient, accommodating any unforeseen challenges or adjustments required during the project implementation phase. Moreover, regular communication and progress updates between the consultant and the project team will be essential to ensure smooth coordination and adherence to the agreed timeline.

### **c. Qualifications and Expertise for the Principal Investigator.**

The ideal consultant should possess the following qualifications:

#### **Principal Investigator.**

- An advanced degree preferably a Ph.D. degree in public health, development, education, social sciences, gender studies or a related field.
- At least 10 years of proven experience in conducting PEA analyses and needs assessments in the field of adolescent girls' health and education or any relevant thematic areas.
- Strong knowledge of social norms, gender issues, education systems, and relevant policies and programs with a special focus on adolescent girls in your country of choice i.e Ethiopia, Cameroon or Nigeria.
- Proficient in quantitative and qualitative research methods and data analysis techniques.
- Experience working directly with adolescent girls and familiarity with ethical implications of working on gender-based violence, social norms, adolescent health and education.
- Clear understanding of feminist and women's rights CSOs and feminist movements
- Extensive understanding of feminist MEAL (Monitoring, Evaluation, Accountability and Learning) systems
- Excellent report writing and communication skills.
- Familiarity with the context and education sector in the specify countries of focus: Ethiopia, Cameroon or Nigeria as selected.

- Demonstrated experience in working effectively with diverse stakeholders, including adolescent girls, government agencies, feminist CSOs, and community organizations.
- A gender-responsive approach in the entire research process will be essential to understanding and addressing the specific challenges faced by adolescent girls in the education sector.
- Ability to propose evidence-based interventions and strategies that can contribute to improving girls' access to quality education and enhancing their educational outcomes.
- Strong research skills and the ability to deliver high-quality outputs within the specified timeframe will be crucial for the successful completion of the consultancy.
- Fluency in English and/or French. For Cameroon, the candidate should be fluent in both English and French, written and oral.

### **Application process**

Interested candidates for the role of Principal Investigator (PI) are required to submit an application or expression of interest for this position. Applications should include:

- A CV/resume, including contact information.
- A cover letter explaining their interest in the position, and relevant experience.
- Include the financial proposal/budget.
- A description of any affiliated institution that can host the Utafiti Sera house.

Interested and eligible candidates are requested to submit their application with the subject clearly indicating "Principal Investigator" no later than 5.00pm EAT 23rd February 2024 to [recruitment@pasgr.org](mailto:recruitment@pasgr.org) and cc [mkapchanga@pasgr.org](mailto:mkapchanga@pasgr.org)

For any inquiries and questions related to the call, kindly reach out to [mkapchanga@pasgr.org](mailto:mkapchanga@pasgr.org) and [jbabu@pasgr.org](mailto:jbabu@pasgr.org)

Any form of canvassing will lead to automatic disqualification