

GAP Analysis Consultant

Introduction

SCT has been operating in Thailand since 1979 and currently operates in 14 Provinces with field offices in Mae Sot and Pattani and headquarters in Bangkok. SCT's education programme targets the most vulnerable children including migrant children, ethnic minority children, asylum seeking and refugee children. SCT leads the Education Consortium in the refugee camps along the Thai-Myanmar border and provides support to the Karen and Karenni Education Stakeholders Team (KKEST) to advocate for indigenous education priorities in the education policy reform in Myanmar with support from DFAT and the EU.

Background.

Under the consortium with SCI in the inclusive education and safe school program under DFAT and EUD fund, SCT aims to strengthen the capacities of consortium member staff, stakeholders, special education teachers and teachers to foster sensitization on GEDSI approaches and mainstreaming of inclusive education service. SCT is committed to identifying and considering the unique the needs, abilities, and opportunities of all children, youth and gender-diverse people. Yet, investments to tackle root cases of deeply entrenched gender norms remains limited .

Objectives: Purpose and Key Research Questions

The objectives of this consultancy are to deepen project's understanding of gender and power inequalities in 7 Karen refugee camps, aligns and complements the project's Theory of Change (ToC), and update the design and implementation of activities February-June 2025. Findings of the GAP Analysis will be complementary to the baseline process and used to develop a GAP Strategy, which will be implemented throughout the project cycle.

The overall objectives of this research include:

1.To deepen BEST-PREP VI understanding of gender and power dynamics and relations within programming areas in Tak refugee camps by examining the overall differences in power relations, socio-cultural barriers and constraints among women, men, boys, girls, and excluded groups (such as sexual and gender minorities and individuals with disabilities) that limit access to and benefits from resources, services, and economic opportunities, especially in education system. The ability of such groups to participate in community-level activities, fora, and decision-making will also be reviewed.

2. To generate baseline value related to gender indicator list below:

2.1 indicators in DFAT EiE

- Outcome 1.1: % increase in Number and type of schools having gender and CwD inclusive School infrastructure, teaching & learning materials and school supplies
- Outcome 2.4: % of consortium education staff and key teachers with increased knowledge on inclusion, after receiving capacity strengthening trainings
- Outcome 3.1: % Of community-led safe school improvement plans implemented that are consultative, conflict sensitive, disability inclusive and gender responsive
- Outcome 3.2: % Of children from targeted TLCs (Myanmar) and schools (Thailand) who receive appropriate child protection support which meet Safe School quality
- Output 3.1.2: # Of facilitated dialogue sessions provided to community for gender equality in women employment and girl's participation in education
- Output 3.4.1: % of men and women teachers, school authorities, and RTTs with increased knowledge on child safeguarding risks, and harmful gender norms affecting the children.
- Output 3.4.4: % of children who perceive of school safety in and around, and understand on CSG risks in relation to SGBV, social and gender norms.

2.2 indicators in EU Protection

- Output 4.1: % Increase of knowledge and skills of teachers, school authorities, and RTTs on child safeguarding risks, and harmful gender norms affecting the children
- Output 4.2: # of school-specific CSG policy developed and adopted based on SC's CSG standards with implementing measures and monitoring mechanism to protect children from violence
- Output 5: Increased level of children's perception of safety in and around school, and understanding on CSG risks in relation to SGBV, social and gender norms

3. To develop a GAP strategy to promote gender-transformative approach to overcome the barriers and empower the children and the local communities (including schools and partners) for safe and quality education. The development of a GAP strategy that will ensure that Activity interventions: (1) Do no harm: activities do not endanger or create negative impacts for participants, and (2) Empower all participants so that the highest- level program outcomes are achieved.

Scope

A consultant is expected to carry out the analysis in 4 selected refugee camps namely, Mae La, Umpium, Mea La Ma Lung, Tham hin. The data shall be collected from:

- 15 Schools

- At least 200 students
- At least 50 teachers
- At least 15 head teachers
- At least 50 parents
- Camp stakeholders such as RTT, KWO, Muslim Women Group, Camp Committees, OCEE and KRCEE
- NGOs who work along Thai-Myanmar border

Key tasks

The overall study is comprised of the following tasks:

- a. Consult with Save the Children Thailand team regarding concepts of GAP analysis, concepts, project goal/objectives, and the context of educational sector and protection landscape within the target refugee camps along Thai-Myanmar border. This collaborative effort will ensure a shared understanding while also identifying potential risks and devising mitigation plans in conjunction with SCT's technical team.
- b. Conduct an initial literature review, reviewing project documents, demographic data, relevant government policies and research to establish contextual understanding and identifying information gaps.
- c. Develop an inception report. The inception report will inform the analysis framework, research questions, data collection methods and tools, and sample size. The inception report will be reviewed by SCT team to ensure ethical consideration, impact, and feasibility.
- d. Work with MEAL staff to submit methodology and tools to Save the Children's internal ethics review committee.
- e. In the field: collect primary data in the project area. Engaging with Child safeguarding focal points, teachers and education sectors to uncover GAP within the target camp schools.
- f. Analyse data and produce a GAP Analysis draft report.
- g. Conduct a participatory validation workshop with BEST/PREP VI project, KRCEE, OCEE and camp committee committees'.
- h. Facilitate Action Planning Workshop. The consultant(s) will document and present research findings and recommendations in a clear, concise, and practical Gender and Power Analysis Report. This report will be shared through an oral debrief with key BEST-PREP VI staff and other relevant stakeholders, as available. The consultant is encouraged to use creative methods to present findings and recommendations that facilitate greater readership and usability of information by BEST-PREP VI program staff.

Expected Outputs / Deliverables

- Inception Report
- Specifies details on the methodology, critical tasks, anticipated outputs, date-bound timelines, resource needs, and responsible person(s).
- Final Gender and Power Analysis Report, including a list and breakdown of interviewees and focus group participants, findings, recommendations and copies of all tools. Excluding the Cover Page, Table of Contents and Annexes, the report should be a maximum of about 40 pages, single-spaced and in Times New Roman 12 pt font, and be formatted as follows:
 - Electronic versions of the raw data of collected, information on and contact details for all respondent and all SPSS/Excel files
 - Presentation of final report
 - GAP Strategy/ Action Plan: An initial version of a comprehensive programmatic strategy containing relevant data and information that includes specific, practical ways to carry out recommendations, including specific activities, indicators to monitor outcomes, and a designation of who is responsible for implementation.
- Kick off meeting and final debrief with key BEST-PREP VI staff and stakeholders.

Qualification and expertise

The research has to be completed in February -June 2025. A field data collection would be mandatory and ideally would take place in February -June 2025 .

To be considered, the research team members together must have demonstrated skills, expertise and experience in:

- Masters' degree in Social sciences, gender studies or relevant area to the project.
- Proven experience designing and conducting high quality research. Proven ability and track record conducting ethical and inclusive research with vulnerable populations while ensuring rigorous ethics, integrity, and safeguarding
- Experience working directly with refugee communities and children
- Demonstrated experience in GESDI approach
- Strong analytical skills and ability to clearly synthesize and present findings, draw practical conclusions, make recommendations and to prepare well-written reports in a timely manner;
- Demonstrated experience of disaggregating and analysing data by gender, disability and other aspects of identity such as diverse SOGIE, Indigeneity, Ethnicity, language etc.
- Thai or international consultant who has experience working in Thailand with work permit
- Ability to work independently and meet tight deadlines
kindly include a clear plan for language proficiencies in the team and/or translators included in the team
- Flexibility to travel (if needed)

How to apply

We invite interested candidates to submit an application for the consultancy should include:

- Expression of interest: stating candidate skill and experience suitable for the consultancy (max 2 page)
- Technical and financial proposal: Outline of research framework and methods, proposed timeframe, work plan and budget (max 4 pages; applications over limit will be automatically excluded).
- CV of proposed individual/s
- Provide at least 2 research samples in Thai or English led by the leading consultant on the assignment

Applications should be sent by email to the following email address: Request full TOR or more information at Sarnsuwan, Porntip <porntip.sarnsuwan@savethechildren.org>

Deadline

The deadline for submission is 20 February 2025.