

## Call for Consultants: USAID Gender-based Violence Learning Agenda

NORC at the University of Chicago is one of the largest and most highly respected social research organizations pursuing high quality social science research both in the U.S. and internationally. NORC is conducting an activity to support a USAID-funded learning agenda to synthesize evidence about contextual factors and identify promising practices in addressing gender-based violence around the globe.

This research activity will comprise of 11 literature reviews of recent peer-reviewed and gray literature on gender-based violence in Asia, Africa, Latin America and the Caribbean, the Middle East, and Eurasia. (The 11 topics to be addressed are listed in an annex to this announcement.) For this activity, NORC is seeking qualified Principal Investigators (PIs) to conduct literature reviews, and present corresponding findings at a symposium in May 2019 in Washington, DC. PIs will be engaged as individual consultants by NORC.

This activity will be conducted at the PI's home location, with regular virtual meetings with the NORC team and USAID counterparts. PIs will be provided with support to travel to May 2019 symposium site. International applicants are welcome to apply.

### Required Qualifications:

- Masters or PhD in sociology, economics, political science, public policy, anthropology, or other relevant field.
- Minimum of 8 years of experience conducting research or direct service related to gender-based violence
- International field experience in Asia, Africa, Latin America and the Caribbean, the Middle East, or Eurasia
- Experience working with international donors, such as USAID
- Experience working with multidisciplinary research teams
- Demonstrated expertise and knowledge of issues to gender equality, empowerment of women, empowerment of girls
- Strong record of research, publication, and presentations in any of the following areas:
  - Gender-based violence
  - Intimate partner violence
  - Women's political participation
  - Child and Early Forced Marriage (CEFM)
  - School-related gender-based violence (SRGBV)
  - Online harassment of women and girls
  - Gender-based violence in conflict settings, including violence against ethnic minorities
  - Women's economic participation in the informal sector, business development, and savings and loans association

Interested applicants should submit their CV and a short statement of qualifications and interest (not to exceed 1 page) identifying the particular research question(s) of interest to the applicants to [Onyango-letitia@norc.org](mailto:Onyango-letitia@norc.org) by 5:00 pm EST, November 30, 2018.

### Annex: Research Review Topics

- (1) When a government sets up specialized institutions in the justice sector that address gender-based violence (e.g. police units, prosecutors, courts), what are the implications for both the victims' access to justice and the mitigation of harm to victims?
- (2) What is the effectiveness of 1-stop GBV resource centers?
- (3) What is the impact of women's participation in village savings and loans associations (VSLA) on intimate partner violence?

- (4) What are effective measures to address conflict-related sexual violence? What are the key factors that prevent conflict-related sexual violence? What are the key factors (sources of resilience) that help individuals, families, and communities cope with and recover from the impacts of conflict-related sexual violence?
- (5) Reviewing current research, what is the impact of information communication technology (ICT) ownership, access, and usage on GBV? Specifically, what is the relationship between online harassment of women and girls and offline sexual and physical violence against women and girls?
- (6) Are there certain forms of VAW of greater intensity for women working in the informal sector? If so, what drives them and how can they be addressed?
- (7) Collate research that indicates successful interventions on addressing Child and Early Forced Marriage (CEFM) that included working with faith-based and community leaders. Synthesize the research to determine what works when engaging faith-based leaders and community leaders.
- (8) "What do we know about the impact of corporal punishment in schools on learning and cognitive and social development? What do we know about the impact of corporal punishment in schools on educational outcomes, such as retention, absenteeism, and drop out? What do we know about the gendered dimension of corporal punishment and how this impacts learning and educational outcomes? How does school corporal punishment impact the prevalence of other forms of school-related gender-based violence (SRGBV), such as bullying/peer violence and sexual violence? "
- (9) While there has been a fair amount written on the subject of gender-based violence in conflict settings, this research question seeks to look more specifically at sexual and gender-based violence against members of religious and other minorities. The focus should be mainly on the Middle East and North Africa region, but compared with other parts of the world, as well. Looking at both state and non-state policies and responses, how is SGBV targeting members of religious minorities different from other kinds of SGBV in conflict settings? Are there differences in SGBV targeting minority women in conflict vs. non-conflict settings? In answering these questions, the researcher should synthesize descriptive statistics (where possible), policy analysis, case studies from the MENA region, and rigorous evaluation of interventions to reduce SGBV in MENA.
- (10) How are violence and other impediments to women starting businesses and other enterprises different in Morocco and other parts of North Africa compared other parts of the world? Within North Africa, what is the variation in these impediments and what can we learn about overcoming these obstacles by a) comparing the experience of North African countries (with specific attention to Morocco, Libya and Tunisia) and b) learning from the results of policy changes and development interventions in North Africa and similar regions to increase women's economic and civic participation? In answering these questions, the researcher should synthesize descriptive statistics (where possible), policy analysis, case studies from the MENA region, and rigorous evaluation of interventions to increase women's economic and civic participation in the MENA region.
- (11) How are violence and other impediments to women's political participation different in Libya and other North African countries compared to other parts of the world? Within North Africa, what is the variation in these impediments and what can we learn about overcoming these obstacles by a) comparing the experience of North African countries (with specific attention to Libya, Morocco and Tunisia) and b) learning from the results of policy changes and development interventions in North Africa and similar regions to increase women's political participation? In answering these questions, the researcher should synthesize descriptive statistics (where possible), policy analysis, case studies from the MENA region, and rigorous evaluation of interventions to increase women's political participation in the MENA region.