



# AHRC Research Networking Scheme: GCRF Highlight Notice for Education in Conflict and Protracted Crises

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## **II. Introduction**

This highlight notice is intended to encourage the development of research networking proposals which explore the contribution that arts and humanities research can make to education and learning in low or middle income country contexts affected by conflict and/or protracted crises. It also seeks to support the development of sustained international boundary crossing collaborations with Low and Middle Income Countries (LMICs) which receive [Official Development Assistance \(ODA\)](#) and/or with organisations which play an important role in supporting international development and/or education and learning in low and/or middle income countries.

Additional funding is being made available to support applications under this highlight notice as a part of the allocation to the AHRC under the [Global Challenges Research Fund \(GCRF\)](#) (see section below). Given that international collaboration with developing countries is central to this highlight notice, applications may seek up to £30,000 of supplementary funding specifically to enhance international activities, collaborations and participation (particularly in relation to LMICs) in addition to the normal £30,000 networking scheme limit.

This highlight notice will close at **1600 hours on Thursday 24th May 2018, with projects expected to commence no later than 1<sup>st</sup> January 2019.**

### III. Context

The AHRC is in discussions with the Department for International Development (DfID) and British Academy about potential future collaboration on the theme of education in conflict and protracted crises. DfID has identified a relative lack of robust research evidence on the effectiveness of educational interventions in contexts of conflict and protracted crises<sup>1</sup> and a need for further research on the long-term role of education in conflict de-escalation, peacebuilding and post-conflict development and to inform innovations to improve access to quality education for all those affected by conflict and protracted crises.

Analysis of the current AHRC portfolio and initial consultations, including a workshop held at the British Academy on 1st December 2017 and discussions at AHRC's GCRF Strategic Advisory Group (see Annex 1&2 for summary of discussions), indicate that this is a field in which there is a rich research agenda and significant capacity for research across the arts and humanities to make distinctive and innovative contributions. This highlight notice is intended to provide an opportunity to explore the potential for the arts and humanities to make innovative contributions in this area, to enhance UK and LMIC arts and humanities and cross-disciplinary research capability in this field and to build international partnerships with researchers, NGOs and local educational and cultural organisations in LMICs.

More widely arts and humanities research can contribute to a fuller understanding of local contexts, including historic, cultural, religious, linguistic, economic, political and other factors, and the intersections between them. Without this understanding, measures or interventions aimed at supporting education and learning risk being ineffective and even counter-productive and the intended wider impacts on the development of societies affected by conflict and/or protracted crises may not be achieved. Engagement with local expertise, organisations, creativity, heritages and knowledges plays a critical role in building such understanding of local contexts as well as vital resources for research innovation. Research networks can provide a valuable way of bringing together UK researchers with diverse local / regional / cultural expertise, knowledges and perspectives, to co-develop future research agendas and explore the potential for future boundary-crossing research collaborations.

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<sup>1</sup> See for example DfID funded literature review Burde, D., Guven O., Kelcey, J., Lahmann, H., Al-Abadi, K. (2015), Education Rigorous Literature Review – What Works to Promote Children's Educational Access, Quality of Learning, and Wellbeing in Crisis-Affected Contexts at [https://assets.publishing.service.gov.uk/media/57a0897ee5274a31e0000e0/61127-Education-in-Emergencies-Rigorous-Review\\_FINAL\\_2015\\_10\\_26.pdf](https://assets.publishing.service.gov.uk/media/57a0897ee5274a31e0000e0/61127-Education-in-Emergencies-Rigorous-Review_FINAL_2015_10_26.pdf)

The theme of education in conflict and protracted crises provides opportunities to connect with a wide range of AHRC themes (e.g. Translating Cultures, Care for the Future), priority areas (Languages, Design and Heritage) and/or cross-Council initiatives such as the Connected Communities Programme, the Partnership for Conflict Crime and Security Research (PaCCS) and joint AHRC/ESRC migration/forced displacement research activities. There are also opportunities to connect with other GCRF networks and projects funded by the AHRC and with the wider (RCUK and other delivery Partner) GCRF portfolios in areas such as education, resilience, conflict and forced displacement. However, whilst proposals connected to such existing research will be welcomed, we will also be pleased to see proposals under this highlight notice which are seeking to develop new research agendas or partnerships and/or to explore LMIC conflict / protracted crises affected contexts which are not covered by other research projects.

As this highlight notice is intended to support innovative exploratory research and capability / partnership development it is open to networking applications covering a wide range of topics and research approaches and is broadly framed in terms of issues relating to education and diverse LMIC contexts affected by conflict and protracted crises. It is not therefore tied specifically to the remit/ themes/ geographical scope of any future DfID / collaborative research programme in this area which may be more tightly framed or focused. However, it is hoped that learning from the networks supported can be shared with and inform any future initiatives in this area and researchers involved may be invited to participate in future networking activities involved as a part of any future relevant initiatives.

## **IV. Aims of the Call**

### **A. Scope**

This highlight notice is open to research networking proposals grounded in arts and humanities research expertise and perspectives which seek to address challenges relating to education and learning in low or middle income country contexts affected by conflict and/or protracted crises. To be eligible for consideration under this highlight notice proposals must meet the requirements for the highlight notice as outlined in this document, including ODA compliance requirements.

Proposals under this highlight are expected to be highly internationally collaborative and the development/ enhancement of sustainable international collaborations, particularly in LMICs, is a key aim. This could include involvement of international academic co-investigators and/or collaborators as well as non-academic collaborators / partners in LMICs and/or organisations involved in international development and/or delivering education in LMIC contexts. We would strongly encourage the engagement of overseas or international development partners or local expertise / partners / practitioners in shaping and framing networking proposals from their early stages of development. We would expect to see evidence / discussion within the proposals submitted about how this international engagement has occurred, how this has shaped the proposed research networking agenda and how engagement with local/regional LMIC contexts and expertise affected by conflict / protracted crises has informed the proposed activities and identification of participants, and how engagement will be sustained over the lifetime of the network (and, where appropriate, beyond), etc.

In relation to networking activities it is important that there is evidence of a **sustained process of engagement/collaboration** with key LMIC/development partners/collaborators/ professional or learning groups and/or of a longer-term legacy which extends beyond participation in single one-off networking events. Where appropriate this can include research networking activities which support the development of capacity/capabilities in developing countries.

The holding of networking events in LMICs is strongly encouraged where appropriate, particularly where this would facilitate greater /sustained involvement of LMIC collaborators and enhanced understanding of local contexts. However, it is recognised that this may be difficult in some conflict-affected contexts and that appropriate risk and safety assessments may need to be taken into account in deciding on appropriate locations for activities.

Proposals under the highlight notice should move beyond broad aspirations to engage with relevant partners and provide evidence that engagement / consultation with relevant partners in LMICs/development organisations has taken place and has informed the development of the networking proposals.

In order to accommodate, where appropriate, the enhanced involvement of international co-investigators from LMICs, **applications under this highlight notice may include more than one co-investigator**, provided that any additional co-investigators beyond the normal limit of one are based in a LMICs and would play a significant role in the overall leadership of the network.

## **B. Research Areas**

In terms of education and learning we are open to proposals addressing any of (or any combination of)- but not limited to the following research areas:

- learning at any stage of, or across, the lifecourse/ all educational levels, including early years, school age, further, higher, workplace, vocational and adult education, lifelong learning, cross- and inter-generational and peer learning;
- learning in any context, both formal and informal, including for example, learning in cultural, creative and heritage organisations / sites, learning in the home, family or community settings, learning in institutional contexts such as care homes, prisons etc., learning in digital environments, faith based learning systems, cross-boundary learning in diasporic communities, learning in transitory or displaced contexts (e.g. refugee camps), learning transitions and interactions between different contexts (e.g. home-school) etc.;
- indigenous / local knowledges and skills development, indigenous learning cultures, assets and systems, indigenous languages, crafts and creative practices, inter-general transmission of local environmental knowledge, educational use of cultural artefacts, creative outputs or heritage sites, etc.;
- teacher training, learning and development;
- the design of educational environments (physical and virtual), organisations, services and systems;
- proposals addressing issues such as gender, exclusion, inclusion, participation, marginalisation and inequalities in the context of education and learning;
- educational capability building / development, e.g. LMIC educational institution capacity development / organisational learning;

- learning content and curricula, what is (and is not) taught, including for example learning from or about difficult or hidden pasts/ histories / heritages/ creative outputs, cultural identities and beliefs formation, cross-cultural learning, languages learning (including endangered or multi-lingual learning), faith- based learning, learning as a part of transitional justice, peacebuilding, addressing legacies of the past, etc.;
- learning within specific groups or contexts such as, for example, ex-combatants, prisoners, injured, displaced populations, orphaned, bereaved, traumatised, abused, marginalised, groups subjected to human rights violations, and/or education of vulnerable groups or learners affected by physical or mental illness or disability in conflict/ crisis contexts).

**We would encourage proposals that:**

- Recognise the importance of understanding local contexts and indigenous/ local knowledges and assets, beliefs and faiths, histories and heritages, practices and traditions, cultures and diversity;
- involve LMIC collaborators from the outset in the co-design of the networking activities and consider how LMIC engagement can be sustained over the duration of the networking award (and where appropriate beyond) and/or consider how to develop contextually appropriate and/or include participatory / locally / learner engaged approaches within proposed design of the research networking activities;
- address gender, exclusion / marginalisation and other inequalities, and/or consider how to address the needs of the poorest groups or those at risk of ‘being left behind’;
- reflect on issues around translation, language and communication across and between cultures (including between UK/ international and local ‘experts’ or ‘educators’, professional groups, local change agents and translators and diverse local communities);
- review whether there are opportunities to learn from the past and to address its legacies, or from experience in other contexts and translate to other contexts, or from existing research and practice;
- consider how non-academic research impact and outcomes might be captured or assessed or articulated in ways which reflect the specific contexts, challenges, needs and aims of the research network, for example in relation to: learning / educational outcomes or experience or individual or community development; data, evidence, warrants, testimony or indicators; addressing the challenges of conflict / protracted crises; LMIC /local capability development or legacies; and/or in terms of wider cultural, societal or economic impacts or value or contribution to international / development / humanitarian /aid policies, governance or practice.

### **C. Global Challenges Research Fund and Requirements for ODA Compliance**

The Global Challenges Research Fund (GCRF) aims to support cutting-edge research that addresses the challenges faced by developing countries through:

- challenge-led disciplinary and interdisciplinary research
- strengthening capacity for research and innovation within both the UK and developing countries
- providing an agile response to emergencies where there is an urgent research need.

Further information about GCRF is available on [AHRC's website](#).

When assessing whether an activity is eligible for GCRF funding under this call, we will consider whether projects satisfy OECD criteria on eligibility. This will be done by assessing whether applications:

- aim to promote the welfare and economic development of a country or countries on the DAC list of ODA recipients
- are designed to address a development need, and
- focus on developing country problems.

It should be noted that activities in developing countries whose main purpose is to promote the culture or values of the donor (i.e. in this case the UK) are not reportable as ODA and therefore research proposals primarily focused on education and learning about British culture or values in LMICs contexts is not eligible for consideration under this highlight notice.

**Applications which are not ODA-compliant will not be accepted under the highlight notice.** Where applications are not accepted under the highlight notice, if applicants wish the application to be considered through the standard networking scheme route a fresh application would need to be submitted which complies with the standard networking scheme funding limits and requirements. In some cases awards under the highlight notice may be recommended subject to revised / enhanced ODA-compliance statements being submitted.

In terms of the LMIC context, we are open to proposals based in any country or context on the DAC list of ODA recipients affected by conflict or protracted crises. Note: Antigua and Barbuda, Chile and Uruguay are expected to graduate from the next DAC list and given the timeframe of networks supported under this highlight notice ODA compliance should therefore not be based primarily on their involvement]. Proposal can include for example:

- networks focused on a single LMIC context or networks looking across multiple LMIC contexts (e.g. in terms of cross-cultural/ cross-national learning);
- LMIC populations affected by many different forms of conflict (e.g. civil or ethnic, state, transnational or proxy) and at any stage of conflict cycles, for example conflict prevention, on-going/ recurring / persistent conflict, conflict reconciliation, or transitions/ recovery from recent or past conflict(s);
- LMIC populations in fragile states and/or affected by, for example, high levels of violence, crime or insecurity, or lack of respect for human rights or threats to cultural or ethnic identities or heritages;
- LMIC contexts affected by protracted (sustained or recurring over a number of years) crises of other kinds for example rapid environmental change, extreme levels of environmental degradation or pollution risks, or recurring natural disasters / hazards, communities affected by challenges of hosting of large numbers of refugees, depopulation and unsustainable livelihoods, collapse of local institutions, heightened risk of death or disease, etc.;
- education and learning as a part of humanitarian relief activities (including interconnections between humanitarian and long term development assistance);

- short or long-term displaced populations within LMIC countries [Please note for the purposes of this highlight notice proposals focused on learning of displaced populations/ refugees living in developed countries falls out of scope; however, proposals considering the role of diaspora, transnational networks or displaced populations based in developed countries in supporting learners in LMIC country contexts (including displaced populations within LMIC countries) would fall in scope];
- contexts affected by intersections between different/ multiple forms of conflict and protracted crisis (e.g. natural disaster zones also affected by conflict or populations displaced by conflict).

## V. Remit and Eligibility

Inter-disciplinary boundary-crossing proposals are welcomed, including those proposals that cross Research Council remits. Where proposals extend beyond the AHRC's subject remit, they should ensure that they bring arts and humanities research expertise and distinctive arts and humanities research concepts, ideas and/or approaches centrally into the development of relevant cross-disciplinary fields. In order to be considered under this highlight notice **applications must draw significantly on relevant arts and humanities research literature, context and concepts or approaches and include significant research expertise within the remit of the AHRC.**

Inter-disciplinary proposals may be considered which involve collaboration between the arts and humanities and the social sciences and with disciplinary fields such as of education, psychology and pedagogy which predominantly fall within the remit of the ESRC (for further see [AHRC's Research Funding Guide](#), section 7.4, on subjects where AHRC and ESRC share interests and responsibilities). Research proposals in broad fields such as educational research will be expected to demonstrate how they will engage with research and expertise (as well as, where appropriate, practice) in relevant arts and humanities research areas (e.g. languages, faith, law, creative arts, performance, history, literature, architecture, design, museums and heritage) which fall within the remit of the AHRC and to consider how the network will proactively create opportunities for inter-disciplinary research with wider arts and humanities subject areas.

Unless otherwise stated, the eligibility criteria as published in section 3 of the [AHRC Research Funding Guide](#) will apply.

## VI. Application Process and Format

In addition to meeting the standard requirements for applications to AHRC's research networking scheme (as stated in the AHRC's Research Funding Guide), in order to be considered under this highlight notice applications must also:

- 1) Include a statement at the top of the case for support outlining how the proposed networking activities are focused on exploring how arts and humanities research (working with other disciplines where appropriate) can contribute to education and learning in low or middle income country contexts affected by conflict and/or protracted crises and to the development (and welfare more broadly) of these LMIC contexts; where appropriate contributions to wider

international development agendas or challenges and/or to the development (and welfare more broadly) in other LMIC contexts may also be outlined in this statement.

Additionally, where appropriate, the statement should summarise:

- key relevant research literature, evidence or reports about the importance or value of the research issues to be explored by the network for international development/LMICs, particularly contexts affected by conflict and/or protracted crises;

*and/or*

- an account of how the proposal has been developed in consultation with, and to reflect the needs of, relevant partners in LMICs / development organisations and/or reflects local development contexts, strategies, priorities, policies or practices.

2) Explain in the case for support how the proposed network will support the development of significant collaborations and sustained engagement with:

- researchers (and/or HEIs/research organisations) in one or more of the countries which appear on [the Development Assistance Committee list of ODA Recipients for 2014-16 \(these can be countries under any category in the ODA list](#) – hereinafter also referred to as Low and Middle Income Countries, LMICs)[Note: Antigua and Barbuda, Chile and Uruguay are expected to graduate from the next DAC list and given the timeframe of networks supported under this highlight notice ODA compliance should therefore not be based primarily on their involvement]

*and/or*

- non-academic partners (e.g. cultural, creative, heritage and educational organisations, charities and NGOs, voluntary, non-profit, civil society, public or private sector organisations) in LMICs;

*and/or*

- relevant international organisations with remits that include supporting development in LMICs (e.g. international aid, development, humanitarian, educational or cultural exchange organisations).

Collaborators or network members could include overseas academic co-investigators, project partners or other project collaborators as appropriate but these collaborators should play a significant role in the development, intellectual leadership and pathways to impact activities of the network rather than just be listed as ‘participants’ in events and their role in shaping the proposed activities should be discussed in proposals;

3) Provide an Impact Summary with a primary focus on users and beneficiaries in LMICs and/or of direct relevance to international development policy/practice. Applications must also include a Pathways to Impact attachment which describes the pathways and activities through which it is expected that the research network will make a contribution to:



- the economic development of, and/or to the welfare (broadly defined) of people in, one or more LMIC

*and/or*

- international development policy or international development practice in LMICs.

In the case of this highlight notice there is expected to be a contribution to education and learning in LMIC contexts which are affected by conflict / protracted crises. Whilst proposals involving reciprocal learning between developed and developing countries will be welcomed the primary learning benefits should be focused on learners in LMIC contexts which are affected by conflict / protracted crises.

Details should be provided of planned engagement with non-academic collaborators or partners in ODA recipient countries and/or with organisations concerned with supporting international development in LMICs (e.g. aid, humanitarian or development agencies, educational organisations or charities or cultural organisations etc.);

4) Submit an ODA compliance statement as an additional attachment (one side of A4) providing a full justification for how the research network meets the requirements for ODA funding. The RCUK guidance suggests that in completing a statement on ODA compliance applicants use the questions below:

1. Which country/ countries on the DAC list [with the exception of Antigua and Barbuda, Chile and Uruguay which are expected to graduate from the next DAC list] will directly benefit from this proposal and are these countries likely to continue to be ODA eligible for the duration of the research?

2. How is your proposal directly and primarily relevant to the development challenges of these countries?

3. How do you expect that the outcome of your proposed activities will promote the economic development and welfare of a country or countries on the DAC list?

5) In addition, the inclusion of letters of support from partners or collaborators in LMICs and/or development organisations can be helpful where these outline, from the partners/ collaborators perspective, how the activities would address an educational / development need they have identified or has been identified in relevant LMICs local contexts and/or how they expect to benefit from collaboration with the network and/or why they believe the activities would be of benefit to communities learners in local conflict/ protracted crisis affected LMIC contexts. **Letters of support must not exceed two side of A4.**

Applications should be submitted through the Research Councils' Joint Electronic Submission (Je-S) System (<https://je-s.rcuk.ac.uk/>). A separate call for this highlight notice will be available for applications in Je-S from Wednesday 14th March 2018 named "Research Networking Highlight for Education in Conflict and Protracted Crises 24 May 2018". In order to be considered under this highlight notice applications must be submitted by research organisations before **1600hrs on 24th**

**May 2018. Please ensure you do not submit to the standard networking scheme “Research Networking (open call)”.**

Proposals relevant to this highlight notice can be submitted at any time from when the forms become available in Je-S up to **1600 hours on Thursday 24 May 2018** and will be processed on receipt. Early submission ahead of the end of the highlight is encouraged to avoid possible delays in processing if large numbers of applications are submitted close to the end of the highlight period.

To prepare a proposal form in Je-S:

- log-in to your account and choose ‘Documents’ from the menu
- Then select ‘New Document’,
- ‘AHRC’ as the Council,
- ‘Standard Proposal’ as the Document Type,
- ‘Research Networking’ as the Scheme,
- “Research Networking Highlight for Education in Conflict and Protracted Crises 24 May 2018” as the Call/Type/Mode
- and then ‘Create Document’.

Je-S will then create a proposal form, displaying the relevant section headings. Using the ‘Help’ link at the top of each section will provide guidance relevant to that section of the form.

Note that clicking 'submit document' on your proposal form in Je-S initially submits the proposal to your host organisation's administration, not to AHRC. Please remember to allow sufficient time for your organisation's submission process between submitting your proposal to them and the Call closing date.

## **VII. Guidance on Costs and Project Timescales**

Unless otherwise stated, project costs, minimums, maximums and timescales as published in the AHRC Research Funding Guide will apply.

Applications may propose a start date a minimum of 5 months after submission. All applications under the highlight notice are expected to start in Autumn, no later than **1st January 2019**. Should successful applicants encounter unanticipated delays which may a start date on or before 1 January 2019 difficult they should contact the AHRC as soon as possible following the notification of the outcome of the application to discuss possible options.

Proposals addressing areas relevant to the highlight notice may continue to be submitted after **24 May 2018** but they will not be eligible to access supplementary funding for the highlight notice or the higher funding limit for international activities. Such applications would have to apply through the standard networking call route on J-eS and fall within the standard funding limits (£30,000 for UK costs and £15,000 for international costs) and requirements of the Networking Scheme.

Applicants under this highlight notice are eligible to apply for up to £30,000 of supplementary funding for international activities in addition to the normal £30,000 networking scheme limit. This is instead of the normal provision for up to £15,000 of supplementary funding for international activities. The total limit (fEC) on applications under the highlight notice is therefore £60,000. Please note this higher limit for supplementary international activities applies only to applications submitted under this GCRF highlight notice for Education in Conflict and Protracted Crises and meet the criteria for ODA-compliant funding under the Global Challenges Research Fund.

This additional provision for international activities is intended to extend the opportunities under the highlight notice which meet the following criteria:

- support the activities of international co-investigators based in LMICs (additional co-investigators may be included beyond the normal networking scheme limit of one where they are based in LMICs) or of collaborators in international development organisations (costs associated with international co-investigators may be funded at 100% fEC as detailed below and in AHRC's Research Funding Guide);
- increase or diversify participation by international development organisations (e.g. aid agencies, cultural organisations) and/or collaborators based in LMICs (researchers or non-academics, including where appropriate teachers and/or learners) in research networking activities;
- support the organisation of research networking activities/ events in LMICs;
- enhance pathways to impact aimed at supporting the development (and welfare more broadly) of one or more LMIC;
- support targeted knowledge exchange activities focused on non-academic audiences with interests in international development strategy, aid policy, educational or development practice and or with educational providers in LMIC contexts;
- enhance the dissemination of outcomes targeted at audiences in LMICs (including costs of producing outputs, learning materials and/or conducting activities in different formats, media and languages in order to reach diverse audiences or communities in LMICs where appropriate).

**All funding requested in excess of the standard limit of £30,000 must be directly attributable to international collaboration as outlined above and in AHRC's Research Funding Guide .**

Please note that, as stated in AHRC's Research Funding Guide (1.5.4), the following should not be included within any requests for supplementary funding for international activities above the standard scheme limit:

- additional UK Investigator time or administrative support in the UK spent supporting the international collaboration (whether in the UK or abroad);
- costs of UK based workshops/ exhibitions / educational (e.g. schools/ HEIs) activities involving international participants such as room hire or catering (however, travel and subsistence costs of overseas collaborators to attend workshops /events in the UK may be included within the additional international costs).

Some supplementary funding for international activities may be used to support international activities which do not meet these criteria (e.g. overseas events / collaborations in countries which

are not on the DAC list of ODA recipients) within the normal £15,000 limit for such activities. However, where applications request supplementary international funding above this level (under the increased £30,000 limit for this highlight) we would expect the majority of the funding requested for international activities, and any funding in excess of the normal £15,000 limit, to be directly attributable to activities which meet the criteria outlined above.

## VIII. Further Information on Eligible International Costs for this Highlight Notice

AHRC's standard international co-investigator and international funding policy applies but with some additional provisions for the costs of work undertaken at an overseas organisation in Low or Middle Income Countries (i.e. all countries on the DAC list) as summarised in the following table:

Description	Research Councils Contribution (percent)
Costs incurred for overseas Co-Investigators and any locally employed staff, e.g., per cent of actual salary based on time worked on the grant (entered as exceptions on J-eS form).	100
Costs incurred by the overseas organisation and associated with the research, e.g., consumables, field work etc. (entered as exceptions on J-eS form).	100
Costs incurred by the overseas organisation and associated with the research, e.g., consumables, field work etc. (entered as exceptions on J-eS form).	100
Costs incurred by overseas investigators or staff for travel and expenses (entered as exceptions on J-eS form).	100
A contribution towards indirect and estates costs at overseas organisations in LMIC/ developing countries is permissible, calculated at up to 20% of the total salary costs charged to the grant for all overseas staff in developing countries (entered as exceptions on J-eS form).	100

Applicants should seek contributions from project partners, e.g., business, government and third sector organisations where appropriate. In acknowledgment of the fact some smaller third sector organisations do not have the capacity to co-fund research activities, costs to support partners from third sector organisations, e.g. NGOs, are eligible under this call. This includes costs for staff salaries (up to 1 year FTE), travel and subsistence, other direct costs and overheads. Costs will be funded at 100 per cent FEC and should be entered as exceptions on J-eS form. Total costs associated with third sector bodies' contribution must not exceed 30 per cent of the overall cost of the grant at 100 per cent FEC.

Key variations to the standard AHRC policy on international co-investigator policy for this GCRF call are:

- i) there is no 30% limit on total overseas co-investigator costs for individuals based in developing countries (on the DAC list), although a 30% limit applies to third sector

- organisations and to costs associated with overseas co-investigators who are not based in developing countries on the DAC list;
- ii) international co-investigators based in LMICs may be added in addition to the normal limit for the Research networking scheme of one co-investigator;
  - iii) in addition to the costs for overseas academic co-investigators, costs for third sector / NGO partners may also be funded at 100% fEC, subject to 30% overall limit of the total cost of an award at 100% fEC;
  - iv) a contribution towards indirect and estates costs can be made for overseas organisations within DAC list (LMIC) countries, calculated at up to 20% of the total salary costs charged to the grant for all overseas staff (any such contribution towards LMIC indirect and estates costs must be included within the overall £60,000 limit (at 100% fEC) for applications under this highlight notice); however, in line with the standard AHRC co-investigator policy estates/ indirect/overhead costs cannot be requested for international co-investigators employed by academic organisations which are not based in a DAC list country (i.e. research organisations located in developed countries and their subsidiaries).

## IX. Assessment Process and Criteria

Proposals will be subject to two specialist peer reviews by members of the AHRC's Peer Review College. The proposal and reviews will then be moderated by a panel who will make funding recommendations to the AHRC. Proposals submitted under the highlight notice will be assessed on their quality and individual merits according to standard networking scheme criteria but with reviewers also asked to consider issues of fit to the highlight notice and ODA compliance.

## X. Call timetable

Activity	Date
Application forms available on je-s	14 <sup>th</sup> March 2018
Deadline for submissions	16.00 hours; 24 <sup>th</sup> May 2018
Panel meeting	Early September
Funding decisions to be issued	Early October
Start date of awards	No later than 1 <sup>st</sup> January 2019

## XI. Scheme Requirements and Post Award Reporting

Unless otherwise stated, the scheme requirements and post award reporting as stated in the AHRC Research Funding Guide will apply.

Award holders will be required to submit outputs, outcomes and impacts that arise from AHRC's funding through the Researchfish system. Information can be added to Researchfish at any point once the award has started but award holders will also be required to 'submit' this information to AHRC at one 'Submission Period' each year. Award holders will receive an email with log-in details shortly after their award has started. More details on Researchfish are available on the RCUK website here: <http://www.rcuk.ac.uk/research/researchoutcomes/>.

## **XII. Contact Information**

For queries about this call such as eligible activities and costs or remit of the call please contact AHRC at [enquiries@ahrc.ac.uk](mailto:enquiries@ahrc.ac.uk) or telephone: 01793 416060 (available Monday to Friday 8:30-16:30)

For queries on using Je-S such as creating and submitting the application form or Je-S account creation, please contact the Je-S Helpdesk on 01793 444164 or [jeshelp@rcuk.ac.uk](mailto:jeshelp@rcuk.ac.uk) (available Monday to Friday 08:30 – 5:00).

### AHRC/DFID/British Academy workshop

#### Education Research in Conflict and Protracted Crisis

1 December 2017

#### Workshop Background and Objectives

This workshop was jointly organised by AHRC, DFID and the British Academy and was intended to contribute towards the development of a large scale research programme on education in conflict and protracted crisis (Education Research in Conflict and Protracted Crisis, ERICC). The event brought together experts from a range of backgrounds to discuss existing gaps in knowledge and evidence on education research in conflict and protracted crisis contexts as well as how to fill these gaps. The agenda of the workshop was designed to facilitate round table discussions on these main questions as well as provide opportunities for networking. This note provided a synthesised summary from feedbacks from group discussions.

#### Roundtable Discussion 1: Research and knowledge gaps

##### **Formal and Informal Education**

- Cross over of formal education and informal education (state/non state provided education).
- Issue of continuity of education, specifically in relation to informal education.
- Focus should not only be on schools; other spaces can also be very important.
- Link between schools and family level education; inter-generational learning.
- Informal education relies heavily upon local initiatives (NGOs, charities) however more thought needs to be given in regards to planning of curriculum, level of education etc.
- Settings where education is a secondary rather than primary role / function/ outcome – not what it is designed to do in first place.

##### **Role of School in Communities**

- Pseudo-parental role of schools.
- Relationship between Health and Conflict, specifically how schools address learning difficulties as well as special health needs which have occurred as a result of living in conflict e.g. wounds, psychological issues.
- The role schools play in communities in conflict zones, which go beyond education e.g. helping community's deal with trauma etc., resulting in education becoming lost.
- Role of education in citizenship making/shaping political subjectivities.
- Role of education in the process of reconciliation.

- Impact of changing modes of governance on education.

### **Educational Content and Actors**

- Focus on quality of education, not just the fact that it's provided.
- Greater focus on teacher identities, developing expertise and autonomy.
- Teacher training, particularly new generation teachers.
- Intergenerational learning/spaces (memory work).
- The role of museums in regards to spaces of learning.
- Opportunity for UK museums to provide education in global south.
- School curriculum and materials.

### **Inclusion and Protection**

- How to ensure that schools provide safe spaces.
- Who are receiving an education and who are being excluded from an education? It cannot be assumed that all children are at school even where education is accessible.
- There is a focus on compulsory education however little attention is given to both pre-school and higher education.
- Importance of Adult education as well as education aimed at children.
- Uneven geography of knowledge, particularly around language and history.
- Questions arose as to how you train teachers to think about diversity, language, identity etc.?
- Education structure/ systems vs lived experiences, e.g. girls becoming pregnant, loss of parents, child labour, children caring for siblings, injured or ill parents etc., result in some individuals having a 'patchy' education. How can education structures respond to lived experiences?
- Research needed on out-of-school challenges / interactions e.g. psychosocial wellbeing both short term and long term.
- How child friendly spaces transition into schools.
- Intersectionality and vulnerability (how to identify the most vulnerable).

### **Infrastructure and Technology**

- The role technology plays in education in conflict settings.
- Technology and de-specialising education.



- The limits of technology in conflict settings e.g. loss of educational records/qualifications.
- Use of block chains to reduce loss of information and data.
- Lack of infrastructure and its impact on education e.g. loss of lights after a certain time impacting on ability to complete homework.

**Additional research gaps identified**

- How different generations experience and respond to protracted conflict.
- More research needed on Francophone Africa, as a result of UK research following UK colonial patterns.
- Potential to learn across different post-conflict settings.
- Need to strengthen cultural, ethnography and anthropology input to educational research.
- Need to open up new logics of thinking through joint funded programmes.
- Programmes should not be only outcome oriented but include focus on processes and greater understanding of specific contexts.

## **Roundtable Discussion 2: Methods**

### **Co-production**

- Projects need to be collaborative in real sense, it was suggested that co-production be strongly encouraged, as this was seen to be crucial in this particular research area.
- Local stakeholders need to be involved in every single aspect of the project, from contributing to project thinking and methodologies to defining and designing outputs.
- Co-production methodology needs to avoid colonialism relationship/perception/ power inequalities. Importance of sharing and discussing values early on and identifying the benefits for all participants.
- The Connected Communities Programme has highlighted a number of challenges with co-research co-production (see *Creating Living Knowledge Report*). *Productive Margins*, a research project under the Programme led by the University of Bristol, was mentioned to be a good example of a UK co-production programme.
- Inclusivity of local global south universities and acceptance of difference of requirements.
- Important for researchers to engage with new stakeholders.
- Seed / networking funding could play an important role as platform building for new

### **Capacity Building**

- While there was a lot of discussion on capacity building the use of term 'capacity building' was challenged; instead we could think about different approaches to what is excellent.
- Importance of understanding what the institutional pressures in countries concerned are.
- Delegates suggested holding an initial developmental stage which would be purely focused around building [mutual] capacity/ relationships with stakeholders and to understand what people on the ground would find useful. This needs to build more in-depth mutual understanding than can be developed in one-off workshops.
- The development stage would not be defined by standard outputs, but rather engagement outputs could be documented e.g. via a log frame.
- Other suggestions included longer-term initial funding scheme to allow sufficient time for robust scoping, research team building and co-production.

### **Community Involvement**

- What is communities' understanding of research?
- Importance for communities to collaborate in research programmes to improve practices. However questions were raised as to how you both persuade and reward community members for participating in research.

- How should/can community voices drive research? Need for networking and interconnectivity.
- Necessity of different formats of knowledge dissemination so that it is accessible to all.
- Questions were raised around local people's involvement in research teams and whether they would be seen to be suitable to list on funding application.

#### **Extracting value from existing research**

- Importance of synthesising existing research and conducting meta-reviews. Learn from success stories.
- Questions were raised as to how research is most effectively translated into education policy and practice and into wider development / aid policy? What sorts of outputs are effective and how do policy-makers/practitioners find out about them?
- Research activity needs to be shared with other funders and charities in order to avoid duplication, i.e. communities being interviewed by both humanitarian / aid organisations and researchers asking for the similar information, but issues of confidentiality and sharing data are complex especially in conflict settings.

#### **Flexibility**

- Need for flexibility at the application stage, specifically not determining outputs at the outset as the form or shape of those may change as research progresses.
- Funding applications need to acknowledge and address risks and may need to build in some contingency provisions.
- Budget for networking and outputs could consider potential of digital resources e.g. video.

#### **Early Career Researchers/ Researcher development**

- A number of delegates mentioned the potential opportunities of including both UK and Global South early career researchers / PhD students in research projects, as this was seen to be important for building future research capabilities.
- It was noted that learning / training / professional development element for researchers wishing to work in this area needs greater attention e.g. around issues such as conflict sensitivities, politics of education, security, ethics, languages, etc.

#### **Methodology and Investment Size/type**

- Methodology needs to reflect the longevity of crisis.
- Participatory methodology throughout the whole research cycle.
- Need for longer term / follow-up research/ learning from the past, specifically in relation to GCRF projects.

- Ethnographic study vs short term consultancy based research.
- Importance of longitudinal research.
- Challenges of identifying appropriate range of outcomes / indicators; it is important to identify what exactly is useful to measure in specific context (rather than apply a blanket approach); how to capture outcomes in terms of say peacebuilding, careers, wellbeing etc.?.; challenges of comparing the relative effectiveness of different approaches in different contexts.
- Secondary data analysis – making use of existing data where they exist.

### **Risks**

- Funding processes can reinforce power hierarchies, especially if LMIC partner funding is channelled through UK academics/ institutions, English rather than local languages (if different) is used as the project language or western assumptions about knowledge, systems, assessment etc dominate, although provisions such as overseas / LMIC co-investigators may be helpful in reducing the impact of this;
- Researchers may find engagement with ‘marginalised groups’ and access to some groups in conflict affected societies problematic; partnerships with marginalised groups may be more difficult as they may have weaker civil society support organisations/ infrastructure/ networks, and/or these may not be seen as ‘suitable’/ eligible partners or meet due diligence requirements for funding applications - with associated risks that inequalities in research coverage persist
- Supporting local or transnational infrastructure for conducting research safely may only be available for some LMIC contexts and could result in research is focused on the same or similar cohorts / contexts where this support infrastructure is in place and not on those groups ‘most in need’ or most at risk of being ‘left behind’.
- Duty of care to partners and community members who may be caught in ethnic-based tensions. Creation of ethics support groups was discussed.

### **Politics of Research**

- Research and education can become highly politicised in some contexts; permissions for conducting research and how evidence is used can also be driven by local politics.
- Research can challenge the positions of donors/agencies/ organisations and difficulties can arise in partnerships with ngos/ donors if for example critical/ independent research questions the effectiveness or outcomes of current, past or planned educational initiatives.

### Additional comments from AHRC's GCRF Strategic Advisory Group Following the Workshop

- Alongside formal education it is important in conflict contexts to consider informal education (e.g. in community/ family settings, in cultural, faith and other institutions, digital and other media etc.) and the inter-relationships between formal and informal settings.
- Conflict can disrupt traditional learning pathways and increase the need to consider innovative approaches to learning across the lifecourse, including early years, further/ higher and adult learning as well as inter-generational and informal learning, and transitions between different/ disrupted learning opportunities.
- There is a need to consider the content of learning in conflict / crises contexts, for example around issues such as difficult or contested histories, languages, literature, art, identity, faiths, political–philosophy, etc.
- There are questions over who is being educated, raising important issues around gender and inclusion/ exclusion.
- In-depth studies of particular conflict contexts offered the potential to build deep understandings of cultural contexts, partnerships and local capabilities. Comparative research and multi-context projects could complement such projects by providing valuable opportunities to learn from research, history and innovation across different conflict / protracted crisis contexts.
- There could be value in a broad portfolio of projects exploring a diverse range of protracted conflict contexts (including those at different stages of conflict / displacement cycles / conflict prevention/ post-conflict transition/ peacebuilding in diverse cultural contexts, different forms of ethnic, indigenous, proxy, political and regional/ global conflict).
- A portfolio looking at a wide range of contexts could reduce the risk of reinforcing current inequalities where some conflicts are the focus of most aid and research whilst others are under-researched and/or marginalised in development discourses.
- There were risks of overly 'linear' thinking both about conflict cycles and education / learning across the lifecourse and between generations; a more dynamic view of protracted conflict as waxing, waning, transforming etc. and disrupted and fluid learning opportunities across ages would better reflect the complexities of some conflict/ crisis affected contexts.
- Intersections around wider societal violence (e.g. gender or ethnic based), crime and discrimination, as well as between education and protection (e.g. of children, women, minority groups, disabled/ traumatised, etc.) and with issues of learning to live with difference / diversity may be important considerations for some projects.
- Researchers may need to give careful consideration to how to deal with situations where the 'state', formal education systems and/or overseas countries/organisations may be seen by

some communities to be 'actors' / 'agents' on a particular 'sides' in conflicts. There could be space for some proposals to explore 'activist' and 'bottom-up' approaches to education / learning.

- Issues of security/ safety in current conflict zones, including for learners, teachers, local partners as well as UK and local researchers will need careful consideration
- There is a need to account for indigenous knowledges, languages and skills, not just "Western" education models/ settings, curricula, worldviews, etc.
- It is important consider conflict/ crisis displacement, acknowledging that this raises issues of non-fragile LMICs that have taken in migrants as well as wider diasporic networks.