

**TERMS OF REFERENCE  
INDIVIDUAL OR INSTITUTIONAL CONSULTANCY  
Child Protection in Education  
Pacific Island Countries**

## **1. Background**

Under the 2018-2022 Multi-Country Child Protection Programme, UNICEF Pacific is providing technical and financial support to strengthen child protection systems in 14 Pacific Island Countries and Territories (PICT). The Programme comprises 3 Outputs: (i) strengthening of the legal and policy framework; (ii) building the capacity of services across social welfare, justice, police, health and education sectors; and (iii) promoting social and behaviour change.

Under Output 2, the Programme provides for the development and implementation of a comprehensive institutional and human capacity building package for each of the 5 key sectors, including regulatory framework, management tools and training modules, all to be embedded in sectoral existing systems to ensure sustainability.

The objective of this output/milestone is to prevent and respond to child protection concerns in schools and through schools in all pre-, primary and secondary schools in the country. Child protection issues in schools include all forms of teacher-student, student-teacher and student-student violence, such as violent discipline, sexual harassment, abuse or exploitation, peer bullying, school fights, etc. Child protection through schools refers to the role of educators in the detection, reporting and referral of child abuse, neglect or exploitation which may occur outside the school, in homes and communities.

Although ten out of fourteen PICT's prohibit corporal punishment in schools and there is no quantitative data on the prevalence, the practice still exists as many teachers have not been trained on alternative discipline and behaviour management.

According to WHO Global School Health Based Survey conducted in 11 PICT's between 2010 and 2014, from 29% up to 67% of children 13-15 years of age reported being subjected to bullying, from 33% to 65% engaged in physical fights and 46% to 68% severely injured as a result.

Few Pacific Island Countries have comprehensive child protection in education policies and implementation is partial. Three countries have comprehensive policies, three have safeguarding policies and the remaining countries do not have any child protection policy.

## **2. Purpose of assignment**

To provide technical assistance to PICT's to develop child protection in schools policies, implementation plans, management tools and selected activities to implement the policies.

## **3. Scope of work/work assignments**

Based on UNICEF Pacific Technical Guidance Note on Child Protection in Education, the Consultant(s) will be expected to provide technical assistance to ministries of education to carry out the following activities, through home-based work for literature review and drafting, and country visits for consultations and workshops.

### ***3.1 Integration of child protection in national policies/strategies/plans/budgets***

-In countries that are in the process of developing/revising their multi-year National Development Plans or Strategies, or their Education Sectoral Policies/Strategies/Plans/Budgets, ensure that child protection is reflected adequately.

-When the Ministry of Education is preparing its annual government education budget, assist in the preparation of the budget to ensure that resources are allocated for the implementation of the Child Protection in Education Policy

### **3.2 Development of the policy and regulatory framework**

- Develop a comprehensive child protection in education policy, including child protection in and through schools, in particular child safeguarding, code of conduct for teachers, positive discipline, prevention of bullying, reporting/referral mechanisms, detection of child protection cases, etc.
- Develop a costed multi-year implementation plan for the policy

#### ***Fiji***

- Revise 2015 Child Protection in Education Policies and various sub-policies: only technical inputs to successive drafts have been requested by the Ministry of Education Policy Unit drafters.

#### ***Kiribati***

- Develop costed implementation plan for Child Safe Schools Policy 2018.

#### ***Marshall Islands (Republic of)***

- Revise Public School System Child Protection Policy 2015 to align it with Child Rights and Protection Law 2015 and to ensure it is comprehensive
- Develop costed plan for implementation of the revised Public School System Child Protection Policy 2015

#### ***Nauru***

- Develop comprehensive child protection in education policy
- Develop costed plan to implement the policy

#### ***Samoa***

- Expand National Safe School Policy 2017, which only covers child safeguarding, into a comprehensive child protection in education policy

#### ***Solomon Islands***

- Develop costed plan to implement the Child Protection in Schools Policy finalised in 2018

#### ***Tuvalu***

- Revise Child Protection in Schools Policy: provide technical inputs to successive drafts produced with assistance from the Ministry Technical Assistant

### **3.3 Development of management tools to be embedded in existing system**

Develop guidelines and forms to ensure the child protection policy is implemented, to be included in:

- Education Information Management System (EIMS): child protection cases
- Supportive supervision and performance evaluation of teachers
- School standards and quality monitoring
- Review and planning meetings with teachers and other education personnel
- Reporting templates
- Planning and budgeting tools
- Any other relevant planning, monitoring and evaluation process and/or tool

#### ***Solomon Islands***

- Develop above-mentioned management tools to be embedded in the existing education system

#### ***Tuvalu***

- Develop above-mentioned management tools to be embedded in the existing education system: provide technical inputs to Ministry Technical Assistant

### **3.4 Development of training and orientation materials**

- Develop or provide inputs to student curriculum or lesson plans, for example to promote non-violence in schools, age-appropriate self-protection skills, etc.
- Develop or provide inputs for training modules for teachers to implement the policy, for example on positive discipline and behaviour management, promotion of non-violent relationships among students, detecting, reporting and referral of child abuse, neglect or exploitation, etc. to be included in existing pre-service and in-service teacher training systems
- Develop or provide inputs for orientation modules for various audiences (school administrators, parents' associations, school boards, child protection school focal points, etc.) to implement the policy
- For all the above, train a team of master trainers

#### ***Solomon Islands***

- Develop teacher training module and train master trainers

#### ***Tuvalu***

- Develop lessons plans, orientation modules and training modules: provide inputs to Ministry Technical Assistant

### 3.5 Development of school-based activities

For example:

- Establish school-based complaint/reporting/referral mechanisms
- Develop anti-bullying programmes
- Develop child protection-related activities for school-based youth, sports or arts clubs
- Etc.

#### **Micronesia (Federated States of)**

- Develop anti-bullying activities in schools through the "Youth for Change" network of peer educators

#### **Tuvalu**

- Develop school-based activities: provide inputs to Ministry Technical Assistant

## 4. Work schedule/work plan

**Contract period:** As soon as possible to 31 December 2019.

**Estimated number of working days:** 80

Detailed work plan will be developed on a bi-monthly basis, based on partner government availability.

### Estimated timeframe

Deliverables	Home based	In country
Fiji – Technical inputs to revision of policies	4	0
Kiribati – New implementation plan	3	3 x 2
Marshall – Revised policy	3	3 x 2
Marshall – New implementation plan	3	3 x 2
Micronesia – Technical inputs to anti-bullying programme	3	0
Nauru – New policy	3	3 x 2
Samoa – Revised policy	3	3 x 2
Samoa – New implementation plan	3	3 x 2
Solomon – New implementation plan	3	3 x 2
Tuvalu – Technical inputs to revised policy, implementation plan, management tools, training modules and school-based activities	5	5
<b>Total</b>	<b>33</b>	<b>47</b>

## 5. Payment schedule

Payments will be based on the submission of bi-monthly reports, deliverables produced during the reporting period, and travel receipts. All payments will be subject to review, verification and approval of reports and deliverables by the Child Protection Section Chief. Final payment amounts will be based on actual number of days worked during the reporting period, and actual travel as per receipts, based on prior agreement and subsequent verification by Programme Chief.

### Estimated schedule of payments

Documents to be submitted	Date	Estimated Payment
1 <sup>st</sup> report and deliverables	31 August 2019	30%
2 <sup>nd</sup> report and deliverables	31 October 2019	35%
Final report and deliverables	31 December 2019	35%

## 6. Deliverables

Description
Fiji – Technical inputs to revision of policies
Kiribati – New implementation plan
Marshall – Revised policy and new implementation plan
Micronesia – New anti-bullying programme
Nauru – New policy
Samoa – Revised policy and new implementation plan

Solomon – New implementation plan
Tuvalu – Inputs to revised policy, implementation plan, management tools, training modules and school-based activities

## **7. Supervision**

The Consultant will be under the overall supervision of the Chief Child Protection, and will work closely with the UNICEF Pacific Child Protection Team in Suva and Field Offices.

## **8. International travel**

The Consultant will make his/her own travel arrangements from place of residence to countries. Because the price of air tickets varies greatly, travel expenses will not be paid as a lump sum included in the contract but will be reimbursed by UNICEF upon submission of receipts, following approval of air fare quotations provided by the Consultant to UNICEF prior to ticket being issued in order to verify that the itinerary is the most direct and most economical. Travel expenses include air ticket, airport transfers and daily subsistence allowance at UNICEF Pacific Consultant rates. Visa expenses will be covered by the Consultant, however UNICEF will provide a letter to support the visa application. To the extent possible, every effort will be made to limit travel to 6 round-trips from home base to PICT, by combining various countries in one trip.

## **9. Work place and other working conditions**

Given the nature of the work, the Consultant will not be provided office space and will work with own computer and phone. Expenses for communication (phone and internet access) and transport within the capital town and where consultations and workshops will take place, are included in the daily subsistence allowance. The Consultant may have occasional/limited access to space and other facilities in UNICEF field offices in Kiribati, and Solomon Islands, and United Nations Joint Presence Offices (UNJPO) in Nauru, RMI, Samoa and Tuvalu.

## **10. Qualifications**

### ***Education***

- Advanced university degree in education, or in another social science discipline, combined with relevant experience in education.

### ***Experience***

-Five to 8 years of relevant experience, i.e. technical assistance and advocacy with governments for the development of child protection in education policies, procedures, management tools, teacher training, student curriculum, and school-based activities.

-Previous experience in Pacific Island Countries and Territories preferable.

### ***Skills/Competencies***

-Excellent writing and analytical skills  
 -Demonstrated facilitation/training skills  
 -Ability to persuade, influence, negotiate, advocate  
 -Excellent people's skills, relating with people, team work, networking  
 -Adaptability, flexibility, cultural sensitivity, tact, diplomacy, patience, respectful attitude  
 -Excellent communication skills, both speaking and writing; in particular, ability to communicate technical concepts, knowledge and skills in a clear, simple and jargon-free language; ability to present information in a well-structured, logical manner

### ***Languages***

-Excellent spoken and written English

## **11. How to apply**

Submit:

### ***Individuals***

- Cover letter indicating: (i) motivation; (ii) suitability for the position; (iii) date of earliest availability; (iv) financial offer (including professional fees and living allowance);
- Resume/Curriculum Vitae (CV)
- Scan of highest academic degree obtained
- If the candidate already has one, up-to-date UN Personal History Form (P11) duly completed; otherwise, only short-listed candidates will be requested to submit it.

### ***Institutions***

- Technical proposal
- Financial proposal
- CVs of all proposed team members; P11 as indicated for individual applicants.