

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS

Title Consultant for Positive Discipline in Junior and Senior High Schools	Duty Station: Jakarta
Purpose of Activity/Assignment: <p>Schools should be a safe and inclusive place for all children to learn and develop to their full potential. However, for many children across Indonesia, this is not the case, and many children still experience corporal and psychological punishment. The 2021 Violence against Children (VAC) survey conducted by the Government also reported that 34 per cent of boys and 41.05 percent of girls aged 13-17 years old experienced at least one type of violence in their lifetime. A survey of 1,682 Indonesian students aged 12–14 years, conducted between October 2013 and March 2014, found that 27.2 percent of boys and 9.4 percent of girls had experienced physical violence (been hit, beaten, slapped, or kicked) by school staff in the last 6 months (ICRW and Plan International, 2014). Recent developments in the past few weeks in February 2022 have seen viral news of teachers administering physical punishment such as hitting students in front of their friends for arriving late or burning their shoes for wearing the wrong colours have been made viral in mainstream and social media.</p> <p>With more than 500,000 schools closed since March 2020 and some schools still closed until now, the COVID-19 pandemic has impacted children in significant ways, from loss of learning, and deteriorating mental health, to heightened risk of violence and abuse. In March 2022, the Ministry of Education, Research and Technology (MOECRT) pushed the start of limited face-to-face learning at schools in Indonesia according to the 4 Ministers Joint Decision Letter (SKB 4 Menteri). The start of limited school reopening is an important period that requires teachers' role to better support children to recover from the loss of learning and mitigates the risk of violence against children. However, even before the pandemic, the use of physical and psychological punishment is still often seen as the most effective method of disciplining children. There is a need for intervention to change the current harmful practices so that they will not be exacerbated by the COVID-19 pandemic.</p> <p>The enforcement of punishment has negative impacts on a student's development and well-being. Studies show that corporal punishment is often associated with increased aggression, mental health issues such as anxiety and depression, decreasing sense of self-respect and confidence, as well as poor academic achievements. When children are not feeling comfortable and protected at school, this could also push them to drop out of school, leading to children resorting to negative coping mechanisms and adopting risky behaviors such as alcohol and substance abuse, or child marriage</p> <p>The Government of Indonesia is committed to ending all forms of violence against children, including in the education settings. The Minister of Education strongly pushes to end the "3 cardinal sins of education" namely bullying, sexual violence, and intolerance. Indonesia is also a pathfinder country in the Global Partnership to End Violence against Children (GP EVAC). To this end, the Ministry of Education, Culture, Research and Technology (MOECRT) has been reviewing the Ministry of Education Regulation No. 82/2015 on Prevention and Response to Violence in Education Institutions and adopting the ROOTS bullying prevention model for scaling up starting in 2021, with the support of UNICEF. To complement the programmes, in 2022, MOECRT will also begin to roll out positive discipline intervention to an estimated 1,300 junior and senior high schools across Indonesia, also as one of the efforts to end 3 cardinal sins of education. A Positive discipline is a pedagogical approach based on the power of positive action, a sense of responsibility (consequences), understanding (logic), as well as dialogue, and respect for children's development. The intervention will seek to transform the prevalent norms among teachers and school staff of administering punishment for students' misbehavior using a positive discipline approach. It will in turn enable students to think logically, educate children to take responsibility, and develop long-lasting positive behaviors.</p> <p>UNICEF is seeking a consultant to support in coordinating the process of rolling out the programme at the national level, which includes liaising with the MOECRT in Jakarta to replicate and in turn roll out the core activities of the programmes in secondary schools (junior and high school level). The consultant will also work together with a selected partner to provide technical assistance, including providing support to the sub-national level if needed and adapting the positive discipline module to the high school context.</p>	

Scope of Work:

1. Provide technical support and follow up all day-to-day coordination aspects with the Ministry of Education, Culture, Research and Technology (MOECRT), and key partners including coordination at the sub-national level.
2. Lead the adaptation of the positive discipline module in the high school context.
3. Support gender-sensitive monitoring and evaluation of UNICEF and MOECRT's positive discipline programme
4. Act as the liaison person between UNICEF and MoECRT, specifically with the Directorate of Junior High Schools and Directorate of Senior High Schools.

Supervisor:	Start Date:	End Date:	Number of Days (working)
Child Protection Specialist	1 June 2022	31 March 2023	10 months

***Work Assignment Overview (SMART)**

Tasks/Milestone	Deliverables/Outputs	Timeline
<ul style="list-style-type: none"> ▪ Manage and follow up day-to-day technical support for the Ministry of Education and Culture and other partners; ▪ Manage the coordination of the government partners; including monitoring visits as necessary. ▪ Provide technical and operational support and advice to project implementation. ▪ Provide technical capacity development to the government and implementing partners, ensuring the transfer of skills to government and the key partners/stakeholders for coordination of the programme; ▪ Monitor and report on project implementation and provide timely input ▪ Provide support to the sub-national level as necessary ▪ Provide support for developing the module adaptation and gender-sensitive monitoring tools. 	Monthly report on activities, including: <ul style="list-style-type: none"> ○ Technical assistance in the process of module adaptation ○ Support regular administration process with MOECRT ○ Support planning and coordination with UNICEF, MOECRT, and implementing partners. ○ Minutes of regular coordination meetings with MOECRT and other relevant partners in positive discipline implementation 	June 2022
	Monthly report on activities, including: <ul style="list-style-type: none"> ○ Minutes of regular coordination meetings with MOECRT and other relevant partners in positive discipline implementation ○ Support regular administration process with MOECRT. ○ Support planning and coordination with UNICEF, MOECRT, and implementing partners. ○ Support MOECRT to disseminate a positive discipline model to schools and local Education Offices across Indonesia ○ Assist in recruitment and training of national facilitators in positive discipline ○ Provide recommendations for selection standards of National Facilitators ○ Lead FGD and consultation process for module adaptation 	July 2022
	Monthly report on activities, including: <ul style="list-style-type: none"> ○ Minutes of regular coordination meetings with MOECRT and other relevant partners 	August 2022

	<ul style="list-style-type: none"> ○ Support regular administration process with MOECRT. ○ Lead FGD and consultation process for module adaptation ○ Support MOECRT to disseminate a positive discipline model to schools and local Education Offices ○ Finalize adapted positive discipline module 	
	<p>Adapted positive discipline module to High School Context</p> <p>Monthly report on activities, including:</p> <ul style="list-style-type: none"> ○ Minutes of regular coordination meetings with MOECRT and other relevant partners ○ Support regular administration process with MOECRT. ○ Support facilitation in the training of positive discipline for teachers. ○ Assist MoECRT in documenting the action plan from schools 	September 2022
	<p>Monthly report on activities, including:</p> <ul style="list-style-type: none"> ○ Minutes of regular coordination meetings with MOECRT and other relevant partners. ○ Support regular administration process with MOECRT. ○ Support facilitation in the training of positive discipline for teachers. 	October 2022
<ul style="list-style-type: none"> ▪ Liaise with PUSPEKA and ROOTS consultant in providing links with a bullying prevention programme. ▪ Manage and follow up all day-to-day technical support for the Ministry of Education and Culture and other partners; ▪ Manage the coordination of government partners; including at the sub- national level and monitoring visits as necessary. ▪ Provide technical and operational support and advice to project implementation; ▪ Provide technical capacity development to the government and implementing partner, 	<p>Monthly report on activities, including:</p> <ul style="list-style-type: none"> ○ Minutes of regular coordination meetings with MOECRT and other relevant partners. ○ Support UNICEF's implementing partners in monitoring positive discipline implementation. ○ Support MOECRT for offline and online monitoring activities in targeted schools 	November 2022
	<p>Monthly report on activities, including:</p> <ul style="list-style-type: none"> ○ Minutes of regular coordination meetings with MOECRT and other relevant partners ○ Assist in the regular monitoring of positive discipline implementation ○ Develop database and collect documentation from positive discipline program, in coordination with implementing partners. 	December 2022

<p>ensuring the transfer of skills to the government for coordination of the programme;</p> <ul style="list-style-type: none"> ▪ Monitor and report on project implementation and provide timely inputs ▪ Ensure there are linkages for existing programmes in MOECRT (referral system, bullying prevention) ▪ The support evaluation process of a positive discipline programme 	<p>Monthly report on activities, including:</p> <ul style="list-style-type: none"> ○ Assist in the regular monitoring of positive discipline implementation ○ Minutes of regular coordination meeting with MOECRT and other relevant partners. ○ Support implementation partner in developing knowledge products on positive discipline ○ Lead evaluation FGD with National Facilitators and teachers' representatives 	January 2023
	<p>Monthly report on activities, including:</p> <ul style="list-style-type: none"> ○ Support to facilitate follow up actions with MOECRT on positive discipline ○ Support for organizing and analyzing U-Report survey as evaluation with adolescents on corporal punishment and positive discipline ○ Support implementation partner in developing knowledge products on positive discipline ○ Support for organizing and analyzing U-Report survey as evaluation with adolescents on corporal punishment, and positive discipline ○ Support implementation partner in developing knowledge products on a positive discipline 	February 2023
<ul style="list-style-type: none"> ▪ 	<p>Final report on activities, including:</p> <ul style="list-style-type: none"> ○ Database of knowledge product and lessons learned document on the impact of positive discipline programme ○ Support dissemination of lessons learned with implementing partners ○ Result of evaluation FGDs (focus group discussions) with national facilitators and teacher representatives ○ Result of U-Report survey ○ Identified challenges and recommendation 	March 2023

<p>Minimum Qualifications required:</p> <p><input checked="" type="checkbox"/> Bachelors <input type="checkbox"/> Masters <input type="checkbox"/> Ph.D. <input type="checkbox"/> Other</p> <p>Enter Disciplines</p>	<p>Knowledge/Expertise/Skills required:</p> <ul style="list-style-type: none"> ▪ Bachelor's degree and relevant professional experience in Education, Social Sciences, Social Welfare Sciences, Psychology, Human Rights, Development Studies, or other related field is acceptable; ▪ At least 5 years of progressive experience working in the field of child rights, child protection, and/or education. ▪ Previous experience working within Child Protection and Education context with government partners is considered an asset; ▪ A solid understanding of UNICEF's core areas of work is required. Experience with UNICEF country and/or regional office work is highly valued and will be considered an asset; ▪ Experience with module development and adaptation is considered an asset ▪ Demonstrated project management experience; ability to work independently and with a variety of stakeholders, ▪ Ability to provide guidance and training to enhance the capacity of government staff ▪ Effective communication and facilitation skills. ▪ Experience in quantitative and qualitative research. ▪ Strong analytical and writing skills in English. ▪ Fluency in English and Bahasa Indonesia
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