## Terms of Reference

**Individual Consultant/Contractor**

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| **Title** | National Consultant (technical support to assist in the development of a structured digital literacy awareness and promotion campaign, including online safety, for primary and secondary schools in Ghana. |
| **Purpose** | The purpose of the assignment is to provide technical assistance towards the development of a structured digital literacy awareness and promotion campaign for primary and secondary schools – over an academic year - with a focus on the availability of:   1. Age-grade and gender appropriate teaching and learning resource materials aligned with the curriculum to promote digital literacy skills and child online safety measures – for both students and teachers; 2. Guidance on creating awareness among parents and communities on the same through School Management Committees (SMCs), Parent Teachers Association (PTA), & civil society organizations (CSOs) 3. Tools to assess pre and post evaluation changes in knowledge and skills of the target audience – students, teachers, and parents and communities |
| **Location/duty station** | Accra |
| **Duration** | July -December 2019 (6 months), 70 working days over 6 months |
| **Expected Start Date** | August 2019 |
| **Expected Fee** | To be determined and negotiated |
| **Reporting to** | UNICEF Child Protection Officer |
| **Budget Code/WBS No** | WBS/1620/A0/05/806/019/002 |
| **Project and activity codes** | EVAC Fund (SC180139) AWP Activity 19.2 |

1. **Background**

People, especially children adolescents, and young people are increasingly inhabiting a digital world globally as well as in Ghana. Expanding internet access offers an accessible and powerful avenue for children and adolescents to access information, assert their right to education, and to claim social, economic and political opportunities for their empowerment. However, at the same time, these opportunities may also increase vulnerability to violence, including cyberbullying, child online sexual abuse and exploitation, and cyberstalking among others.

A national study[[1]](#footnote-2) on internet use and related opportunities and risks carried out in Ghana in 2017, indicates that 7 out of 10 children use the internet for learning. However, the same study reports 4 in 10 children have seen sexual images at least once during the past year, and 2 in 10 children had met someone face-to-face whom they first got to know on the internet, and 25 per cent of them were upset by this meeting. Similarly, 4 out of 10 children interviewed said they don’t feel safe online and 3 in 10 children had experienced something that bothered or upset them while online. About half of all the surveyed children expressed difficulty talking with their caregivers about such exposures to sexual images.

The need to make the online space safer for children and young people has gained national prominence, triggering stakeholder consultations and some interventions to address the emerging issues around the topic. The efforts to improve the safety of children online have culminated into the development of the National Framework for Child Online Protection led by the Ministry of Communications in August 2016. To step up the national efforts aimed at promoting a safe and hygienic internet space for children, the National Cyber Security Centre under the Ministry of Communication launch the Safer Digital Ghana campaign in October 2018 targeting children, public, businesses, government institutions. With the support from UNICEF, the National Cyber Security Centre and the Guidance and Counselling Unit of Ghana Education Service (GES) engaged over 7,000 students and teachers in over 30 Senior High Schools across ten regions in Ghana on cyber hygiene practices and safe online habits.

It is essential for us to start thinking about how to promote digital literacy among children in Ghana in a structured manner - with a focus on awareness creation, learning and asset building, as well as ensuring their safety online. Given the very high school enrolments in Ghana, education systems and schools provide an excellent entry point to reach the majority of the children and lay the foundations of a digital learning nation. A well-designed digital literacy curriculum can prepare children for the skills they need to engage in technology confidently, safely, and responsibly.

Within this context, UNICEF is seeking the services of an individual national consultant to assist in the development of a structured digital literacy awareness and promotion campaign for primary and secondary schools along with the accompanying resource materials.

1. **Purpose of the Assignment**

The planned school-based digital literacy campaign is expected to respond to the increasing national awareness of the importance of digital literacy in empowering and educating children by providing them with the tools they need to thrive in an ever-changing digital world, and supporting the role educators can play in facilitating this. It will also address the growing concern around children’s online vulnerability and equip girls and boys with the skills to interact with digital technology confidently, safely, and responsibly.

The overall purpose of the assignment is to provide technical assistance for the development of a structured digital literacy awareness and promotion campaign for primary and secondary schools – over an academic year - with a focus on the availability of:

* Age-grade and gender appropriate teaching and learning resource materials aligned with the curriculum to promote digital literacy skills and child online safety measures – for both students teachers and school staff;
* Guidance on creating awareness among parents and communities on the same through School Management Committees (SMCs), Parent Teachers Association (PTA), & civil society organizations (CSOs).
* Tools to assess pre and post evaluation changes in knowledge and skills of the target audience – students, teachers, and parents/caregivers and communities

The consultant is expected to work in consultation with UNICEF, Ministry of Education, its agencies including Ghana Education Service and the National Council for Curriculum and Assessment, Ministry of Gender, Children and Social Protection, the National Cyber Security Centre of Ministry of Communications, and other key actors within the education, protection, and digital technology and engagement ecosystem.

Notably, the enhanced focus on children’s online safety will need to link with the broader Ghana Education Service (GES) led Safe Schools Initiative[[2]](#footnote-3) and the Ghanaians Against Child Abuse (GACA) campaign currently being implemented in the country. The former works with teachers, students, and families and communities to address corporal punishment, sexual harassment and bullying to transform schools into a safe and inclusive learning environment, and the addition of the online child element helps to further expand the scope and vision of safe schools. The GACA social drive seeks to prevent abuse and protect children from harm and promote their wellbeing. It currently has 11 thematic pillars to addressing child protection and sexual and gender-based violence (SGBV) issues in Ghana, including child sexual abuse, child marriage, child trafficking, corporal punishment, child labour, verbal abuse and child online safety among others. The planned digital literacy campaign will build on these existing initiatives to ensure a synergistic implementation for maximum impact.

In the immediate term, the digital literacy awareness and promotion campaign in primary and secondary schools will set the ball rolling and help in firmly embedding the issue in the education sector and beyond. The materials developed will provide useful resources to be used by education actors and civil society organisations. In the long run, the campaign will contribute to the integration of the development of students’ digital literacy into everyday school curriculum teaching and learning.

1. **Specific Tasks to be undertaken by Consultant**

As part of the technical assistance required for the development of the school-based digital literacy awareness and promotion campaign, the consultant is expected to undertake the following key tasks:

**Task 1. Review of Existing Resources and Curriculum Mapping**

1.1. Secondary review of available and relevant teaching and learning resources – globally and nationally - on promoting and supporting digital literacy including online safety among primary and secondary school-going girls and boys, teachers, and families and communities to inform contextualised resource materials development.

1.2. Mapping of the status of digital skills including online safety in the primary and secondary curriculum; and analysis of the barriers and opportunities to strengthen the practice in schools.

**Task 2. Design and Develop Resource Materials on Digital Literacy**

2.1. Envision and design differentiated resource materials – age-grade and gender appropriate and aligned with the curriculum – to support a school-based digital literacy awareness and promotion campaign. The materials should target different education levels and actors, including:

a) Primary, junior, and senior high school students – girls and boys

b) School teachers

c) SMCs, PTA, and parents

2.2. Craft an integrated module on child online safety to complement the existing safe schools' resource pack to strengthen the initiative further.

2.3. Develop a training guide/facilitators manual to accompany the resource materials for digital literacy and safety.

**Task 3. Test and Deliver**

3.1. Pretest and validate all resource materials developed – for primary, junior, and senior high schools - with the different target audiences before finalising for implementation; pretesting should be done with separate groups of girls and boys in order to ensure that materials developed addresses specific gender gaps.

3.2. Liaise with a graphic designer tasked to develop the creative/design work after finalisation of content.

3.3. Develop and recommend an accompanying implementation strategy for the sequenced use of the resource materials in schools - in a structured campaign mode - through the course of a school year for optimal impact.

**Task 4. Evaluate and feedback**

4.1. Develop pre and post evaluation tools to measure the change in knowledge, awareness, and skills of students, teachers, and families and communities. The pre and post evaluation tools should also capture data/feedback on how specific gender gaps are being addressed during the implementation.

4.2. Develop process monitoring checklists for use by teachers, head teachers, and district administrators to facilitate a feedback loop and support effective implementation.

1. **Methodology and Approach**

**The key content of digital literacy** will be derived from good global practices including ITU Digital Skills Toolkit and adapted to Ghana’s context. Generally, the focus will include but is not bound by or limited to the following;[[3]](#footnote-4)

* **Basic digital skills** enable us to function at a minimum level in society. They are foundational skills for performing basic tasks. Basic skills cover hardware (for example using a keyboard and operating touch-screen technology), software (for example word processing, managing files on laptops, managing privacy settings on mobile phones), and basic online operations (for example email, search, or completing an online form).
* **Intermediate skills** enable us to use digital technologies in even more meaningful and beneficial ways, including the ability to critically evaluate the technology or create content. These are effectively job-ready skills since they encompass those skills needed to perform work-related functions such as desktop publishing, digital graphic design, and digital marketing. However, such skills are not set in stone. Indeed, one of the characteristics of intermediate skills, in particular, is that they expand to account for changes in technology.
* **Online safety** is a core competence in any digital literacy programme; this would be the critical component of the materials to be developed. This part of the content is meant to bridge the knowledge gaps on issues such as cyberbullying, online grooming, online violence, sharing private information and self-generated sexual content, privacy and, protection of personal data, etc. This core component would be eventually expected to be integrated into the school curriculum.
* **Mobile literacy skills training**: This component is required to bridge the gap between using a phone for basic functions and using sophisticated smartphones. This is to equip target participants with the necessary digital skills smartphone users need to optimise their mobile internet experience**.**

**Given the gendered nature of digital divide,** the planned intervention is also expected to be gender aware and responsive and hence a consistent use of the gender and equity lens while navigating the development of materials is also required. Girls and women tend to have less access to and use the information and communications technologies than men; and this is a direct result of their unfavourable conditions concerning employment, education and income.

**In terms of work processes, as referenced earlier, the consultant is expected to work closely and through a consultative process** with UNICEF, Ministry of Education (MoE), its agencies including Ghana Education Service (GES) and the National Council for Curriculum and Assessment, Ministry of Gender, Children and Social Protection, the National Cyber Security Centre of Ministry of Communications, and other key actors within the education, protection, and digital technology and engagement ecosystem.

**UNICEF, in partnership with MoE-GES and Ministry of Communications, will set up a Technical Working Group**, to provide overall technical guidance*.* The team will review, provide feedback reports on agreed task/deliverables submitted by the consultant. UNICEF will work with relevant ministries and agencies to provide the consultant with all relevant background materials and information related to the school ICT curriculum, safe school package, and child online protection. Also, UNICEF will also share relevant resources from other countries where UNICEF is supporting similar work.

**UNICEF will facilitate the consultations with relevant stakeholders at key junctures** of the development and validation process. An inception meeting with the technical working group will be held in Accra to kickstart the consultancy and to agree upon the main parameters and scope of the deliverables.

1. **Deliverables and time frame for submission**

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| **Task** | **Deliverable** | **Working Days/ Weeks** | **Timeframe for delivery** |
| **1. Review of existing resources and Curriculum mapping** | **Inception report** on the scope of work, action plan and timeline, and secondary review of available resources | 5 working days | 2 weeks after signing of the contract |
| **Curriculum mapping report** including qualitative analysis of barriers and opportunities | 10 working days | 5 weeks after signing of the contract |
| **2. Design and Develop** | **Draft resource materials** for promoting school-based digital literacy including online safety for students, teachers, and SMCs and PTAs. | **15 working days** | 10 weeks after signing of the contract |
| **Standalone Module for Child Online Safety** (To complement to the Safe Schools Resource Pack) | **10 working days** | 14 weeks after signing of the contract |
| **Trainer and facilitator guide** accompanying the Module on Child Online Safety | **05 Working days** | 16 weeks after signing of the contract |
| **3. Pre Test and Validate resources developed** | **Pre-test and validation report** on the draft module and resources developed. | **5 working days** | 18 weeks after signing of the contract |
| Finalised copies of   1. resource materials on digital literacy fit for age/grade/gender 2. standalone module on child online safety 3. Training Guide/ Facilitators Manual | **5 working days** | 20 weeks after signing of the contract |
| Develop an **Implementation strategy** to roll out the digital literacy programme | **5 working days** | 22 weeks after signing of the contract |
| **4. Evaluate and Feedback** | Develop **evaluation and process monitoring tools** | **10 working days** | 25 weeks after signing of the contract |
| **Total Number of Working Days/Weeks** | | **70 working days/14weeks** |  |

1. **Supervision and reporting arrangement**

For administrative purposes, the consultant shall report directly to UNICEF Child Protection Officer who will work closely with UNICEF Education Officer responsible for the safe school’s initiative. They will jointly provide day to day support to the consultant. All the material and deliverables will need to be reviewed and approved jointly by Chiefs of Education and Child Protection Sections in UNICEF before they are submitted to the Ghana Education Service and National Cyber Security Centre.

1. **Payment and Payment Schedule**

The consultant will be paid based on achievements of clear milestones as per expected deliverables outlined above throughout the assignment:

1. 15% of the total cost upon submission of inception report and detailed work plan
2. 20% of the total cost upon submission of draft materials for senior high for review
3. 20% of the total cost upon submission of draft materials for primary and junior high for review
4. 25% of the total cost after pre-testing and validation and incorporation of inputs.
5. 20% of the total cost after submission of final materials for each target group.
6. **Timeframe**

The assignment is expected to cover a period of 24 weeks (6 months starting June 2019 – December 2019)

1. **Official Travel Involved:**

The consultant will be based in Accra. All official travels outside the duty station related to the assignment would be managed by UNICEF. Official travel does not include travel to and from work.

1. **Expected Qualifications, Experience, specialized knowledge/skills and competencies**

* Advanced degree in Social Sciences or other relevant areas of study, including ICT.
* At least five years of proven experience in content development around issues of ICTs, Digital Literacy, and Child Online Safety

Prior experience in development of curriculum content, capacity building, and community engagement tools development

* Facilitation of high-level strategic planning processes involving a wide range of stakeholders including government representatives
* Prior work with Government and/or UN Agency is an asset
* Demonstrated previous experience of similar assignments including submission of a sample of two

1. **General Conditions: Procedures and Logistics**

* The duty station for this assignment is Accra. The consultant is expected to work from own premises with access to UNICEF Ghana Office with face to face meetings with relevant stakeholders as and when required. It should be noted that the consultant is expected to arrange for his/her computer facilities and transport facilities for commuting to offices
* The consultant should provide his/her own stationery and office materials/ consumables – computer, data storage devices, paper, etc.
* The consultant will have access to UNICEF transport along with UNICEF Security Radio if in the field on official travel.
* The consultant/s will not be entitled to payment of overtime. All remuneration must be within the contract agreement.
* Payments will be based on the successful completion of deliverables

1. **Policy, both parties, should be aware of:**

* Under the consultancy agreements, a month is defined as 21 working days, and fees are prorated accordingly. Consultants are not paid for weekends or public holidays.
* Consultants are not entitled to payment of overtime. All remuneration must be within the contract agreement.
* No contract may commence unless the contract is signed by both UNICEF and the consultant or Contractor.
* Unless authorized, UNICEF will buy the tickets of the consultant. In exceptional cases, the consultant may be authorized to buy their travel tickets and shall be reimbursed at the “most economical and direct route” but this must be agreed prior to travel.
* The consultants will not have supervisory responsibilities or authority on UNICEF budget.
* The consultant will be required to sign the Health statement for consultants/Individual contractor prior to taking up the assignment, and to document that they have appropriate health insurance, including Medical Evacuation.
* The Form 'Designation, change or revocation of beneficiary' must be completed by the consultant upon arrival, at the HR Section

1. **Copyright, Patents, and other Proprietary Rights (if applicable)**

The Government of Ghana and UNICEF shall have the Copyright, Patents and other Proprietary Rights for all documents generated from this consultancy.

1. **The modality of Dissemination:**
2. **Advertising vacancy**

Newspaper E-mail UNICEF Website Relief/External websites

UN Agencies

Other Please specify: (e.g. inviting experts in the field of …………)

***Application Procedure:***

Interested candidates should apply online to the link provided indicate their monthly professional fees in Ghana Cedis*.*

In addition to the CV/Resume, candidates should attach a two-page note on how he/she intends to effectively accomplish this assignment within the time frame.

*Two examples of previous work done should be attached (if applicable, e.g., strategic documents, photos, edited work, videos, etc.*)

1. UNICEF-supported research using the Global Kids online toolkit – risks and Opportunities Related to Child Online Practices [↑](#footnote-ref-2)
2. A safe schools resource pack comprising a comprehensive set of materials including, teachers’ handbook, teacher training manual, peer to peer manual, facts sheets and posters, designed for teachers, parents, school management committees, and students, to address causes and symptoms of school violence including gender and social norms is available and being rolled out. [↑](#footnote-ref-3)
3. This is excerpted from various documents developed by other countries and organizations who have implemented similar interventions. UNICEF will provide available documents; however, consultant is expected to also bring on board other relevant documents to enrich the process and end products expected. [↑](#footnote-ref-4)