

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS

Title	Duty Station:
Consultant for ROOTS Bullying Prevention Programme Evaluation	Jakarta
<p>1. Background and Justification:</p> <p>In 2017, UNICEF in partnership with the Government of Indonesia designed 'ROOTS', a bullying prevention model in South Sulawesi and Central Java provinces. The objective of 'ROOTS' is to decrease peer violence and bullying in junior high schools using a "whole school approach" to change the negative behaviour and attitudes of students and replacing them with positive norms that will be reinforced by teachers and peers. The approach to ending all forms of violence against children in schools recognizes the need to promote changes in attitudes of parents, families, and wider communities in addition to children, teachers, and principals. Globally, available evidence indicates that the impact of bullying is determinantal for children: students who suffer from bullying may be depressed, perform poorly in school, suffer from low self-esteem and/or may even commit suicide. According to PISA (Programme for International Student Assessment) Study in 2018, 41% of students in Indonesia aged 15 have experienced bullying at least a few times a month. Meanwhile, A poll of 2,777 Indonesian young people aged 14-24 by U-REPORT in 2019 found that 45% reported they had experienced cyberbullying, with boys reported slightly higher rates than girls (49% compared to 41%).</p> <p>The "ROOTS" programme is an evidence-based, adolescent-driven anti-bullying intervention model, which was developed with UNICEF support based on the outcomes of a series of workshops with government, universities, civil society and children and adolescents. The programme is underpinned by strong engagement of children, supporting students to 'vote' or 'nominate' their peers to become 'Agents of Change' or members of Organisasi Siswa Intra Sekolah (OSIS or Student Committee) - students who are highly influential in their social networks. Each school nominates at least 30 'Agents of Change' who participate in 15 afterschool sessions to strengthen their capacity in identifying bullying issues in their schools as well as to support their role in the design, implementation, and evaluation of the solutions through campaign and school-wide events.</p> <p>The main objectives of the intervention will be to improve peer relationships and reduce bullying and violence incidents of junior, senior, and vocational high school students through:</p> <ol style="list-style-type: none"> 1. Building a safe and friendly school environment <ol style="list-style-type: none"> a) Conducting student and teacher-led action research to understand the problem and provide a baseline for school action. b) Development of evidence-based action plan and policy for each school based on the action research. 2. Strengthening the knowledge, attitudes and skills of bystanders including students and teachers to address violence and bullying when it happens <ol style="list-style-type: none"> a) Empowering students to act through implementation of a student-led school-wide campaign to end violence and bullying including creation of wall posters and videos based on action research. b) Training teachers through roleplays on how to address situations of violence and bullying and support students to do so. <p>The Ministry of Education, Culture, Research and Technology has committed to adopt the ROOTS bullying prevention model through 3 implementation phases. The first phase was delivered in 2021, the second and the third phase will be implemented respectively in 2022 and 2023 with additional number of schools participants.</p> <p>The first phase of ROOTS has seen the active participation of 1,856 schools in 2021, which resulted in 3,712 teachers trained in delivering ROOTS modules and 55,000 students as agents of change. Additionally, an</p>	

online module for ROOTS has been published and publicly available in Puspeka (Center for Character Strengthening)'s website, accessed by over ~36,000 users. Baseline survey was conducted in September 2021 through U-REPORT, in which over 230,000 students participated. The baseline survey found that in all secondary school levels, over 50 percent of students experienced at least one type of bullying in the last 30 days. The endline survey was conducted in February 2022, also through U-REPORT, where the result shows decrease in bullying incidence across junior, senior and vocational high schools. A more comprehensive evaluation study is needed to examine the impact of ROOTS at schools, as the basis to provide recommendation to the Government of Indonesia, particularly the Ministry of Education, Culture, Research and Technology (MOECRT) in its efforts to ending bullying as one of the "3 cardinal sins of education".

This evaluation will contribute to the achievement of the Joint Government of Indonesia and UNICEF Country Programme Action Plan (CPAP) 2021-2025 under output 5.2 (Adolescent engagement on child protection) and under output 5.3 (Social norms).

Scope of Work:

UNICEF is looking for a contractor to design and implement an evaluation study of the first phase of ROOTS implementation in 2021. The contractor will have strong experience working in child protection and education programme, particularly in the education context, and technical experience in conducting research and monitoring and evaluation study. The objectives of the evaluation are as follow:

- a. Provide in-depth analysis of the baseline and endline survey
- b. Measure the impact of the programme in decreasing bullying prevalence at schools and promoting positive norms and behavior, including the gender dimensions
- c. Document and provide recommendations regarding lessons learned, good practices, and innovations to better inform the sustainability of the programme

The duration for this task is four months, starting from 1 July 2022. The activities will be held in the national level (Jakarta) and selected provinces under UNICEF project areas.

The scope of work is as follows:

1. Desk review and analysis of baseline and endline survey

Analyzing the result of ROOTS baseline and endline survey conducted to secondary school students through U-Report poll as part of the evaluation study.

2. Focus Group Discussions and key informant interviews (KII)

To better understand the impact of ROOTS, a focus group discussion and key informant interviews will be conducted in the national level and selected provinces within UNICEF project areas. The FGDs will engage MOECRT, CSO partners, local Education officers, national facilitators, teacher facilitators, and students.

3. Documentation and validation of the result of evaluation study

The selected contractor will finalize the result of evaluation and recommendation to MOECRT based on desk review and FGD/KII/Workshops conducted.

Key evaluation questions will include the following:

- Are there any distinct types of bullying experiences between adolescent girls and boys?
- Are there any distinct types of bullying experience based on the grades and location (regional context)?
- What would be the perception and roles of teachers in responding to bullying and other forms of peer violence?
- Was the training method and implementation effective?
- What would be the impact of having ROOTS programme implemented at schools in decreasing bullying incidence?
- What would be the impact of ROOTS programme and agents of change in changing norms and promoting positive and protective behaviors among students?

- What drives sustainability of ROOTS programme at sub-national and school levels?
- What are the lessons learned from ROOTS implementation?
- How effective is ROOTS e-learning portal?
- What would be the major barrier/challenges and opportunities?

Methodology

Prospective consultants are invited to interrogate the approach and methodology in the ToR and improve on it or propose an approach they consider more appropriate. The evaluation will use both quantitative and qualitative approach by drawing on key background documents and internal M&E, such as:

1. Baseline and endline survey result
2. MOECRT's National Assessment result
3. Activity reports from IPs in Java and Sulawesi
4. Communication products
5. Roots e-learning evaluation and feedback forms

At a minimum, the evaluation will draw on the following methods:

1. Desk review of background documents and other relevant data
2. Key informant interviews (KIIs) and FGDs

Target respondents for conducting KIIs and FGDs should be done in consultation with UNICEF and MOECRT.

Individuals engaged under a consultancy or individual contract will not be considered "staff members" under the Staff Regulations and Rules of the United Nations and UNICEF's policies and procedures, and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.

*Work Assignment Overview (SMART)

Task	Deliverable	Deadline	Percentage Payment
<ul style="list-style-type: none"> Develop detailed Workplan outlining proposed methodology and timeline for the assignment Developing list of targeted respondents in consultation with UNICEF and MOECRT 	Inception report and workplan. Present in the kick off meeting which consists of background, research questions, methodology, research instruments, timeline and receive inputs from MOECRT and UNICEF	October	30%
<ul style="list-style-type: none"> Desk review of available background data Analysis of ROOTS baseline and endline Data collection through Focus group discussion and KIIs 	Data set	November	40%
Prepare initial evaluation findings	Initial evaluation findings - The report presents the initial evaluation findings from data collection. The report developed prior to the first drafts of the final report should be 10 pages excluding annexes and accompanied by a PPT that	December	20%

	can be used for validation with key stakeholders.		
Present final evaluation report to MOECRT and UNICEF	Evaluation Report (PPT and Word report does not exceed 30 pages, excluding executive summary and annexes.) 1 or 2 pager evaluation brief.	January	10%

<p>Minimum Qualifications required:</p> <p><input checked="" type="checkbox"/> Bachelors <input type="checkbox"/> Masters <input type="checkbox"/> PhD <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; Master's degree is preferable ▪ At least 8 years of progressive experience of 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 as an asset; ▪ Experience with UNICEF country and/or regional office work is highly valued and will be considered an asset; ▪ Strong expertise in analyzing quantitative and qualitative data ▪ Able to operate statistical software such as Stata, SPSS ▪ Demonstrated project management experience; ability to work independently and with a variety of stakeholders; ▪ Ability to provide guidance and training to enhance capacity of government staff ▪ Strong 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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