

### TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS

Title	Funding Code	Type of engagement	Duty Station:
Development of additional contents and resources for the Child Protection Community Facilitation Toolkit (National)	Grant: SC/160258  WBS: 1620/A0/06/803/11.2	<input checked="" type="checkbox"/> Consultant <input type="checkbox"/> Individual Contractor Part-Time* <input type="checkbox"/> Individual Contractor Full-Time * *maximum end date <b>30 June 2023</b>	<b>Accra (including field travel)</b>
<b>Purpose of Activity/Assignment:</b> The purpose of this assignment is to develop additional content and resources on Mental Health and Psychosocial Support (MPHSS), Engagement of Men and Boys, Prevention of Sexual Exploitation and Abuse (PSEA) and Child Protection in Emergencies (CPiE) and Positive Parenting as an additional module for the CP Toolkits. This is to deepen the discussions on these topics during community engagements with the CP toolkits.			
<b>Scope of Work:</b> <b style="color: #0070C0;">Background and Context</b> In partnership with the Government of Ghana and Non-Governmental Organizations within the Child Protection sector, UNICEF has supported the development of resources to build capacities of social welfare and community development officers, civil society partners and other child and family welfare stakeholders on child protection issues, and to stimulate communal reflection and dialogue on child protection, including its gender dimensions, and encourage local actions.  One such key resource is the Child Protection Community Facilitation Toolkit, which includes training manual and several resources including flashcards, interactive games, activities, information packs, etc. for stimulating dialogue, communal reflection and action on a range of child protection issues and topics including gender role analysis, child marriage and teenage pregnancy among others. The tools can be used to engage a variety of audiences including community members – parents, community/traditional leaders, teachers and children themselves in different cultural settings across the country.  The aim of the tools is to create a platform for communal reflection which is further expected to trigger actions leading to behavior and social change to create a safe and protective environment for children. The CP toolkit supports open reflection and dialogue around sensitive child protection issues makes it possible to bring up very sensitive issues that are usually not discussed openly. The tools have been very instrumental in provoking discussions and reflections leading to both individual and collective actions for behavior and social change. Some of the collective actions triggered includes community action planning to address specific child protection issues identified and passage of community laws to protect children. Reports indicate the power of the toolkit in breaking the silence around sensitive child protection issues and individuals' testimonies confirm changes in beliefs and practices. Many communities have been seen making collective commitments for better protection of children and adolescents from harm and investments in their holistic development.  Since its introduction in 2015, over 1000 government and NGO facilitators have been trained countrywide, with over 3000 communities across the country reached and approximately over 300,000 people participating in such engagements annually with more than half of them being children/adolescents. The use of the CP Toolkit has been scaled up from 50 districts to 160 districts across the 16 regions of Ghana with over 20 NGOs and Religious organizations. Over 1000 community facilitators from both government institutions and NGO partners have been trained since 2015 and nearly 4000 communities have been reached across the 16 regions of Ghana.			

Based on recommendations from the Gender Transformative Accelerator Roadmap and internal review of the contents of the CP Toolkits, there is the need to develop additional contents on MHPSS, CPiE, PSEA, Men& Boys engagement and Positive Parenting to respond to these gaps and emerging issues/topics to effectively complement materials and resources already available. UNICEF Child Protection section is therefore seeking to engage an individual consultant to develop additional content resources.

### Key Tasks

The assignment is in two parts as specified below

#### PART ONE

##### Develop additional content on for inclusion in the CP Toolkits

The consultant is required to develop additional contents, flashcards, tools, games etc and facilitator's guide focusing on the underlisted topics:

- a. Mental Health and Psychosocial Support (MHPSS)
- b. Engagement of Men and Boys
- c. Prevention of Sexual Exploitation and Abuse (PSEA)
- d. Child Protection in Emergencies (CPiE)

#### PART TWO

##### Develop a Stand-alone Module on Positive Parenting

1. Consultant is expected to develop a stand-alone module on positive parenting for parents and caregivers of children aged 0–17 years, which is intended to deliver a structured curriculum on parenting targeting primarily **families at high risk of maltreating their children** to prevent abuse and maltreatment of children and enhance parent–child relationships. The module should consist of 60-90 minutes sessions to be delivered weekly in a structured manner in a group-based or individualized format, over a specific period of time, for example, 10weeks/3months etc. This is intended to equip parents/caregivers with knowledge, attitudes, skills, behaviour, and practices to enhance their role as parents.
2. The stand-alone module should be interlaced with appropriate tools, exercises and flashcards from the existing CP Community Facilitation Toolkits or additional ones could be developed to complement the sessions on parenting where relevant.
3. Consultant is expected to have consultations with stakeholders, technical experts and target beneficiaries on key topics to be covered in the standalone module on parenting. The topics could include but not limited to the following:
  - a. Understanding developmental stages and how a parent can respond appropriately to stimulate and encourage desired behaviors
  - b. Nurturing / responsive care,
  - c. Managing difficult behaviour - Nonviolent discipline techniques, positive reinforcement, proactive parenting techniques,
  - d. Setting boundaries/ rules for safety
  - e. Parenting Adolescents (Adolescence is an age characterized by increased parent-adolescent conflict, sometimes linked to more autonomous decision-making and risk-taking behaviour) Caregivers of adolescents therefore often face unique parenting challenges.
4. Facilitate trainer of trainers' workshop
5. Develop an implementation Roadmap for rolling out the parenting module in consultation with relevant partners.

#### Methodology

The consultant will be working in consultation with relevant stakeholders including UNICEF teams in Health, Education, and Social and Behaviour Change as well as users of the CP Toolkits. UNICEF will provide the Consultant with all relevant background materials and information related to the child protection toolkit and other critical resources. The Consultant will be required to seek input and pre-test content developed with users and beneficiaries of the products. The Consultant would be required to liaise with a graphic designer tasked to develop the creative/design work after finalization of content

**Child Safeguarding**

Is this project/assignment considered as "[Elevated Risk Role](#)" from a child safeguarding perspective?

YES  NO If YES, check all that apply:

**Direct contact role**  YES  NO

If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:

**Child data role**  YES  NO

If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):

More information is available in the [Child Safeguarding SharePoint](#) and [Child Safeguarding FAQs and Updates](#)

<b>Budget Year:</b>  2023	<b>Requesting Section/Issuing Office:</b>  Child Protection	<b>Reasons why consultancy cannot be done by staff:</b>  The Child Protection team do not have capacity and time to execute the assignment
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**Included in Annual/Rolling Workplan:**  Yes  No, please justify:

<p><b>Consultant sourcing:</b></p> <p><input checked="" type="checkbox"/> National <input type="checkbox"/> International <input type="checkbox"/> Both</p> <p><b>Competitive Selection:</b></p> <p><input checked="" type="checkbox"/> Advertisement <input type="checkbox"/> <input type="checkbox"/> Roster</p> <p><b>Single Source Selection</b> <input type="checkbox"/> (Emergency - Director's approval)</p>	<p><b>Request for:</b></p> <p><input type="checkbox"/> New SSA – Individual Contract</p> <p><input type="checkbox"/> Extension/ Amendment</p>
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<b>If Extension, Justification for extension:</b>		
<b>Supervisor:</b> <i>Joyce Odame</i>	<b>Start Date:</b> <i>July 2023</i>	<b>End Date:</b> <i>April 2024</i>

<b>Work Assignments Overview</b>	<b>Deliverables/Outputs</b>	<b>Delivery deadline</b>
Desk Review of existing resources on topic already developed by UNICEF or any UN agency, particularly focusing on the MHPSS, Men& Boys Engagement, PSEA and CPIE. Including review of evaluation reports on community engagements, current Toolkit training manual/resource guide/ activities to align and build synergies with the new contents/resources	Inception report outlining understanding of the assignment and suggested methodology and workplan, proposed outline and contents based on a review of existing resources to inform the development of the additional contents	By 30 <sup>TH</sup> July 2023 (10 working days)
Draft additional contents/tools/flashcards/etc. focusing on the MHPSS, Men& Boys Engagement, PSEA and CPIE to orient child protection facilitators and build their capacity on how to facilitate and engage in dialogues on such topics with relevant target audiences – parents/caregivers, children/adolescents, community leaders etc	Draft content/tools e.g., flashcards, games, activities Facilitators Guide focused on MHPSS, Men & Boys Engagement, PSEA, and CPIE. This should follow a similar style of the existing Toolkit	15 <sup>th</sup> September (20 working days)
Provide guidance to graphic designer for design and creatives development including (specifications for production of the tools)		(5 working days)
Pre-test the draft materials with Toolkit users and various target audiences (parents/caregivers, adolescents, community leaders etc) in at least in 3 different locations and share outcomes with UNICEF and Government partners for input. Suggested locations – Upper East, Ashanti and Volta	Revised newly developed content/ resources and tools based on pre-test results, feedback from UNICEF and partners	30 <sup>th</sup> October (20 working days) includes field travel
Develop Training Guide, PPT and Agenda for national level trainer of trainers' workshop on	<ul style="list-style-type: none"> <li>Copy of training Guide/PPT/Agenda</li> </ul>	30 <sup>th</sup> November 2023

<p>new contents/tools developed and support trainer of trainer's session</p>	<ul style="list-style-type: none"> <li>• Training report including recommendations for rollout.</li> </ul>	<p>10 working days, includes travel for residential workshop</p>
<p>Desk Review of existing resources already developed by UNICEF or any UN agency, International NGOs etc on Positive Parenting including existing contents on CP Toolkits. (UNICEF will share a folder of such documents, however desk review should not be limited to these)</p>	<p>Draft outline of key contents for the Positive Parenting module for consultation and validation by key stakeholders</p>	<p>15 December 2023 15 working days</p>
<p>Develop full contents of the positive parenting module including linkages with existing tools and resources from the CP toolkit where relevant</p>	<p>Draft Module on Positive Parenting</p>	<p>31<sup>st</sup> January 2023 10 working days</p>
<p>Pre-test the manual with Toolkit users and beneficiaries and share outcomes with UNICEF and Government partners for input Based on pre-test results, UNICEF and partners' input, finalize the manual</p>	<p>A copy of the revised manual based on field testing and inputs from partners and UNICEF</p>	<p>20<sup>th</sup> February 2023 10 working days. Includes field travel for pretesting</p>
<p>Provide guidance to graphic designer for design and layout including creatives development (specifications for production of manual)</p>	<p>A copy of Print Ready Positive Parenting Manual</p>	<p>10<sup>th</sup> March 2024 5 working days</p>
<p>Develop Training Guide, PPT and Agenda for national level trainer of trainers' workshop on the positive parenting module and support national level trainer of trainers' workshop on positive parenting module and use the opportunity to seek inputs for the roadmap for rolling out the positive parenting module.</p>	<ul style="list-style-type: none"> <li>• A copy of the training Guide/PPT/Agenda</li> <li>• Training report</li> <li>• Roadmap for rollout for the Positive Parenting Module</li> </ul>	<p>31<sup>st</sup> March 2024 10 working days. Includes, travel for residential workshop.</p>
		<p>115</p>

<b>Estimated Consultancy fee</b>	<b>Kindly indicated the estimate amount</b> (115 days over 9 months)																						
Travel International (if applicable)	Not Applicable																						
<p><b>Minimum Qualifications required*:</b></p> <p><input type="checkbox"/> Bachelors <input checked="" type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other</p> <p>Enter Disciplines</p> <p>1. An advanced university degree in human rights, gender studies, sociology, communication studies or other social science field is required.</p> <p style="color: red; font-weight: bold; margin-top: 20px;">*Minimum requirements to consider candidates for competitive process</p>	<p><b>Knowledge/Expertise/Skills required *:</b></p> <ol style="list-style-type: none"> <li>1. At least 10 years of proven experience in content development around issues of gender, child development, child protection, parenting, MHPSS among others</li> <li>2. Prior experience in development of curriculum content, capacity building and community engagement tools development</li> <li>3. Capacity to organize and manage participatory consultations with stakeholders including ability to negotiate and engage with multi-sectorial teams and stakeholders and manage dynamics.</li> <li>4. Prior experience in working with families, children/adolescents and communities on engagement around child and family welfare issues and transformative education on gender equality is a strong asset</li> <li>5. Prior work with Government and/or UN Agency is asset</li> <li>6. Demonstrated previous experience of similar assignments including a submission of a sample of two assignments of similar nature</li> <li>7. Capacity to effectively respond to feedback, work independently and under tight timelines</li> <li>8. Demonstrated ability to build capacity of partners through face-to-face or virtual interaction</li> </ol> <p style="color: red; font-weight: bold; margin-top: 20px;">*Listed requirements will be used for technical evaluation in the competitive process</p>																						
<p><b>Evaluation Criteria (This will be used for the <a href="#">Selection Report</a> (for clarification see <a href="#">Guidance</a>))</b></p> <p>A) Technical Evaluation (e.g. maximum 75 Points)      B) Financial Proposal (e.g. maximum of 25 Points)</p> <p>-</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%; padding: 5px;">CRITERIA</th> <th style="width: 30%; padding: 5px;">MAX SCORE</th> </tr> </thead> <tbody> <tr style="background-color: #d9e1f2;"> <td style="padding: 5px;"><b>TECHNICAL PROPOSAL</b></td> <td style="padding: 5px;"><b>75</b></td> </tr> <tr> <td style="padding: 5px;"><b>1.0 Professional qualification &amp; experience</b></td> <td style="padding: 5px;"><b>30</b></td> </tr> <tr> <td style="padding: 5px;">1.1 Educational Background</td> <td></td> </tr> <tr> <td style="padding: 5px;">1.2 professional experience</td> <td></td> </tr> <tr> <td style="padding: 5px;">1.3 Assignment of a similar nature</td> <td></td> </tr> <tr> <td style="padding: 5px;"><b>Sub – total</b></td> <td></td> </tr> <tr> <td style="padding: 5px;"><b>2.0 Quality of Response to TOR</b></td> <td style="padding: 5px;"><b>25</b></td> </tr> <tr> <td style="padding: 5px;">2.1 Interpretation &amp; Understanding of TOR</td> <td></td> </tr> <tr> <td style="padding: 5px;">2.2 Quality of Comments on TOR</td> <td></td> </tr> </tbody> </table>				CRITERIA	MAX SCORE	<b>TECHNICAL PROPOSAL</b>	<b>75</b>	<b>1.0 Professional qualification &amp; experience</b>	<b>30</b>	1.1 Educational Background		1.2 professional experience		1.3 Assignment of a similar nature		<b>Sub – total</b>		<b>2.0 Quality of Response to TOR</b>	<b>25</b>	2.1 Interpretation & Understanding of TOR		2.2 Quality of Comments on TOR	
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2.3 Overall concord between TOR and proposal	
2.4 Completeness of response to TOR	
2.5 Overall Presentation of Proposal	
<b>3.0 Methodology and Approach</b>	<b>20</b>
3.1 Methodology	
3.2 Relevance of work plan/schedule	
<i>Sub – total</i>	
<b>FINANCIAL PROPOSAL</b>	<b>25</b>
<b>4.0 Financial Proposal</b>	
4.1 Relevance of budget	
4.2 Efficiency of budget	
<i>Sub – total</i>	
<b>Grand Total</b>	<b>100</b>

<b>Administrative details:</b>  Visa assistance required: <input type="checkbox"/>  <input checked="" type="checkbox"/> Home Based <input type="checkbox"/> Office Based:	If office based, seating arrangement identified: <input type="checkbox"/> IT and Communication equipment required: <input type="checkbox"/> Internet access required: <input type="checkbox"/>
<b>Request Authorised by Section Head</b>	<b>Request Verified by HR:</b>
<i>Approval of Chief of Operations (if Operations):</i>	<i>Approval of Deputy Representative (if Programme)</i>
_____	_____
<i>Representative (in case of single sourcing/or if not listed in Annual Workplan)</i>	

<sup>1</sup> Costs indicated are estimated. Final rate shall follow the “best value for money” principle, i.e., achieving the desired outcome at the lowest possible fee. Consultants will be asked to stipulate all-inclusive fees, including lump sum travel and subsistence costs, as applicable.

Payment of professional fees will be based on submission of agreed deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant

**Text to be added to all TORs:**

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.

The selected candidate is solely responsible to ensure that the visa (applicable) and health insurance required to perform the duties of the contract are valid for the entire period of the contract. Selected candidates are subject to confirmation of fully vaccinated status against SARS-CoV-2 (Covid-19) with a World Health Organization (WHO)-endorsed vaccine, which must be met prior to taking up the assignment. It does not apply to consultants who will work remotely and are not expected to work on or visit UNICEF premises, programme delivery locations or directly interact with communities UNICEF works with, nor to travel to perform functions for UNICEF for the duration of their consultancy contracts.

UNICEF offers [reasonable accommodation](#) for consultants with disabilities. This may include, for example, accessible software, travel assistance for missions or personal attendants. We encourage you to disclose your disability during your application in case you need reasonable accommodation during the selection process and afterwards in your assignment.