

Requesting Section: Child Protection, UNICEF EAPRO

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### **TITLE: Terms of Reference for institutional consultancy to develop regional e-learning course on the protection of children in the context of migration (RFPS)**

#### **1. Background**

Worldwide millions of children are living in migration or displacement, placing them in situations of risk. While not a new phenomenon in the Southeast Asia region, migration and related child protection risks are a significant concern. The Southeast Asia region encompasses countries of origin, transit and destination, with internal and cross-border migration being significant features. Given that the drivers of migration are multi-faceted and complex, the impact of migration requires regional action. The drivers include asylum seekers, intra-regional migrant labour flows, trafficking, and internal labour migration. Key child protection risks in the region include child immigration detention; lack of protection for refugee and asylum-seeking children and children of migrant workers (due to low ratification levels of relevant international human rights treaties); discrimination in access to basic services (e.g., education, health); exploitation by smugglers and traffickers; statelessness; millions of children remaining in origin countries while their parents migrate for work; facing risks of violence, abuse and exploitation; and lack of data on the situation of migrant children contributing to their vulnerability.

The Convention on the Rights of the Child (CRC) recognizes every child's right to protection from violence, abuse, neglect and exploitation, to access justice and to quality care. In accordance with the CRC, States have the primary obligation to ensure that all children are protected and cared for. To meet this obligation, it is imperative for States to establish strong child protection systems to prevent and respond to all child protection risks and concerns. A vital element of this system is a strong social services workforce (SSW) with a clear mandate to protect children. A well-planned, trained and supported SSW plays a critical role in identifying, preventing and managing risks, and responding to situations of vulnerability and harm, including those related to (unsafe) migration.

In-service training for social service workers is therefore a key component to ensuring that the SSW can effectively fulfil this role, including for children affected by migration. Further, even if a country may have recently developed a robust child protection curriculum for social service workers, it may not have included the latest knowledge related to recent changes in children's vulnerabilities, such as an increasing number of children on the move.

In fall 2019, Thailand launched the ASEAN Training Centre for Social Work and Social Welfare. One of its main purposes is to develop and provide training courses and curriculum on social work and social welfare for technical and professional skills for the development of social work and social welfare in ASEAN. This Training Centre is referenced in the ASEAN Ha Noi Declaration on Strengthening Social Work Towards Cohesive and Responsive ASEAN Community.

With the support of the European Union<sup>1</sup>, UNICEF has been embarking on its first cross-regional programme to support children affected by migration. "Protecting children affected by migration in Southeast, South and Central Asia" (2018-2022) (the programme) aims to ensure that the rights of all children affected by migration are protected, respected and fulfilled, through improved child protection service delivery and enabling

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<sup>1</sup> The programme is receiving over €10.5 million contribution from the European Union.

environments, against the background of UNICEF’s Strategic Plan 2018-2021<sup>2</sup>, six-point policy agenda on migration<sup>3</sup>, UNICEF’s Global Programme Framework on Children on the Move<sup>4</sup> and in the spirit of the EU Communication on The Protection of Children in Migration (EU/COM2017/211). In Southeast Asia, the countries included in the programme are Malaysia, Myanmar and Thailand, and activities are also being carried out at the regional level.<sup>5</sup> Among other things, this programme aims to build the capacity of key regional actors, such as social workers and immigration officials, on the rights and needs of children affected by migration, so that they can strengthen their work to provide services to this vulnerable group of children. The ASEAN Training Centre on Social Work and Social Welfare provides a platform through which to accordingly reach key front line workers in the ASEAN region.

## **2. Objectives, Purpose & Expected results**

UNICEF seeks to engage an institution to develop – in close cooperation with a regional steering committee comprised of relevant key actors, and other stakeholders in Southeast Asia – an English-language e-learning course on the protection of children in the context of migration, to be launched and rolled out through the ASEAN Training Centre for Social Work and Social Welfare.

The overarching objective of this e-learning course is to contribute to a trained and supported social service workforce (SSW) in the ASEAN region, so that it can effectively fulfill its role, including by responding to the rights and needs of children in the context of migration. The overall course objective is to equip SSW in ASEAN countries with the basic knowledge to respond to the rights and needs of children in the context of migration. The course will also be accessible to other key actors, such as immigration officials, border police, first responders and others working with children in the context of migration.

At a minimum, the course will cover the following broad areas:

- situation of children in the context of migration in the ASEAN region (including the underlying causes for migration and displacement, and related risks and opportunities);
- care and protection needs of children in the context of migration in the ASEAN region;
- making systems accessible to children in the context of migration;
- key legal frameworks and instruments and relevant guidelines and principles;
- case management for children in the context of migration; and
- sustainable solutions for children in the context of migration

The e-learning course will cover material at a level comparable to a 3-day in-service face-to-face training. It will be developed in such a way that it can be i) used as a standalone training as well as combined with a face-to-face training; ii) incorporated into pre- and/or in-service training of social workers; and iii) also be integrated into the trainings of other relevant stakeholders, such as immigration officials and border guards. The curriculum will be developed through the generous contributing support of the European Union under the umbrella of the EU and UNICEF co-funded programme “Protecting children affected by migration in Southeast, South and Central Asia”. As mentioned above, this programme among other things aims to build the capacity of key regional actors, such as social workers and immigration officials, on the rights and needs of children affected by migration, so that they can strengthen their work to provide services to this vulnerable group of children.

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<sup>2</sup> Especially under Goal Area 3 EVERY CHILD IS PROTECTED FROM VIOLENCE AND EXPLOITATION and using Change Strategy 8: USING THE POWER OF EVIDENCE TO DRIVE CHANGE FOR CHILDREN

<sup>3</sup> <https://www.unicef.org/emergencies/childrenonthemove/uprooted/>

<sup>4</sup> UNICEF Global Programme Framework on Children on the Move (PD/GUIDANCE/2017/002)

<sup>5</sup> The other countries participating in the programme are Bangladesh, Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan. Activities are also being carried out at the regional level in Central Asia.

### 3. Description of the assignment

Key work assignments include the following.

#### Phase 1 (inception report)

An **inception report** following a desk review, key informant interviews, and content and needs analysis. The report shall:

- outline how this e-learning course will complement existing curricula for social service workers in the region;
- provide an overview of relevant existing curricula in Southeast Asia and in other regions;
- with a functions-focused approach, a) identify the primary target audience for this online course, b) identify options for the certification of individuals who complete the course, and c) propose options for how support in follow-up to the course could be ensured; i.e., how to ensure longevity and impact of learning;
- outline the proposed modules, training methods and a summary of the content that is to comprise the e-learning course;
- make recommendations for how the e-learning course could be paired with face-to-face instruction;
- outline how maximum reach will be ensured, considering the languages of the ASEAN region; and
- outline how to ensure sustainability of the course.

#### Phase 2 (blue-print document)

A **blue-print document** that includes the following:

- course structure divided into modules with learning objectives for each module;
- defined activities for each module which best support the learning goals, along with the format or method through which the content will be presented in each module and for each activity;
- pre- and post-assessments of each module to determine whether the knowledge has been acquired;
- a printable certificate that is to be accessed by each participant upon completion of the course;
- list of specific learning materials that will need to be collected or developed for each activity in different modules; and
- work plan on how the learning material will be prepared.

#### Phase 3 (beta version of the e-learning course & piloting)

- a. **Beta version of the course:** Based on the blue-print document, develop an e-learning structure that will be usable in an e-learning authoring tool. The work requires organizing the flow of information, sequencing of concepts, and structuring concepts in an easy-to-follow manner.
- b. **Pilot beta version:** The beta version of the “Protecting children in the context of migration” e-learning course will be tested by having a representative group of actors go through specific parts of the course, or the entire course. The pilot will serve to test the format and content of the course, evaluate learners’ reactions and learning as well as achievement of learning objectives.

#### Phase 4 (gold version of the e-learning course)

**Gold version:** After a limited pilot period the institution is expected to modify the online course to incorporate the feedback and areas of improvement which the pilot may have provided insight into.

#### 4. Deliverables

Deliverables will include an inception report, a blueprint document for the e-learning course on the protection of children in the context of migration, a beta version of the e-learning course, and a gold version of the e-learning course. All deliverables must be completed in line with the ASEAN Style Guide, and UNICEF Style Guide and UNICEF Brand Toolkit (to be shared with the winning bidder). The final version of the course shall be easily translatable for use in the region. Further, upon completion of the final version of the course, a certificate shall be automatically generated based on a quiz or test that is administered at the end of the course.

UNICEF will also count on the selected vendor to select the appropriate format, technology and design templates that ensure the final product is a disability-accessible learning resource. Accessibility features should further include voice over, captions and strong color contrasts, in line with international disability standards.

The details are outlined below.

All deliverables shall be submitted in **English**.

1. **End Month 1:** An **inception report**, outlining the proposed modules, training methods, sustainability and a summary of the content that is to comprise the e-learning course. The inception report shall be presented according to an outline, content and structure agreed with UNICEF.
2. **End Month 4:** A **blue-print document**, containing the course structure with modules, activities and learning objectives. This shall include a list of specific learning materials that will need to be collected or developed for each activity prepared.
3. **End Month 6:** A **beta version** of the e-learning course on the protection of children in the context of migration and **piloting** of the e-learning course on the protection of children in the context of migration
4. **End Month 7:** **Gold version** of the e-learning course, based on the feedback and recommendations from pilot testing of the beta version

#### 5. Reporting requirements

Deliverable	Activity	Deadline
<b>1. Inception report</b> with outcomes of the content and needs analysis.	Develop inception report	29 October 2021
<b>2. Blueprint document</b> for the e-learning course on the protection of children in the context of migration.	Design a blueprint for the e-learning course, containing the course structure with modules, activities and learning objectives. This shall include a list of specific learning materials that will need to be collected or developed for each activity prepared.	10 January 2022
<b>3. Beta version</b> (and piloting) of the e-learning course on the protection of children in the context of migration	Develop and pilot a beta version of the e-learning course	14 March 2022

<p><b>4. Gold version</b> of the e-learning course on the protection of children in the context of migration.</p>	<p>Develop gold version of the e-learning course: further refine, modify and finalize the course against the feedback and recommendations from pilot testing of the beta version</p>	<p>11 April 2022</p>
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## 6. Location and Duration

- The assignment is planned to be completed between October 2021 to April 2022. A detailed workplan will be agreed with the selected contractor.
- The contractor will work independently from their own premises. The work can be completed remotely including virtual meetings and video calls.
- No travel is foreseen under this assignment.

## 7. Qualification requirements or Specialized skills / Experience Required

- Extensive technical knowledge of and experience in the development of social work curricula, tools and resources, including in e-learning format;
- Proven experience in successful management of similar projects;
- Team leader to have at least 10 years of experience, preferably academic, in social work/child protection, and in developing social work and other relevant curricula;
- The proposed team must be comprised of experts that collectively meet the following requirements:
  - advanced university degree in social sciences, such as social work (preferred) or psychology, law or sociology (with at least 5 years of progressively responsible professional work experience in child protection), strong knowledge and/or excellent understanding of social work/social services workforce (preferably applicable to children/youth and families' area) at the national or international levels;
  - strong knowledge and/or excellent understanding of social and/or migration issues (preferably applicable to children/youth and families) at national or international levels;
  - strong expertise in teaching pedagogy and ICT, and especially the development of Mass Online Open Courses (MOOC);
  - experience in developing courses for the social service workforce;
  - experience in developing e-learning content for the social service workforce;
  - knowledge of the Southeast Asia region through relevant work/research experience;
  - gender expertise (team leader and/or team member(s));
  - fluency in English; excellent writing skills.

Further institutional requirements include:

- Professional links/partnerships with social work, social science research and migration academic bodies (e.g. university faculties) an asset;
- Ability to be flexible and deliver results under tight deadlines;
- Fluency (oral and written) in English.

Applications can be made by a lead agency working in partnership with another entity (for instance a university and a child rights NGO).

## 8. Evaluation process and methods

The evaluation panel will first review each response for compliance with the mandatory requirements of this RFPS. Failure to comply with any of the terms and conditions contained in this RFPS, including provision of all required information, may result in a response or proposal being disqualified from further consideration. Kindly also refer to the detailed instructions in the main LRPS document.

Each valid proposal will be assessed by an evaluation panel first on its technical merits and subsequently on its price. For this RFPS, the weight allocated to the technical proposal is 75 % (i.e. 75 out of 100 points). To be further considered for the financial evaluation a minimum score of 52 points is required. Only proposals with a score of 52 or more points in the technical evaluation will be financially evaluated (i.e. the financial proposal will be opened). For further details and the distribution of points kindly refer to table 1 below.

The weight allocated to the financial proposal is 25% as per the following: the maximum number of 25 points will be allotted to the lowest technically compliant proposal. All other price proposals will receive points in inverse proportion to the lowest price. Commercial proposals should be submitted on an all-inclusive basis for providing the contracted deliverables as described in the TOR.

The proposal(s) obtaining the overall highest score after adding the scores for the technical and financial proposals is the proposal that offers best value for money and will be recommended for award of the contract.

**Table 1: Evaluation Criteria and distribution of points**

CATEGORY	Max. Points
<b>1. OVERALL RESPONSE</b> <ul style="list-style-type: none"><li>Proven experience and knowledge in relation to the TOR; proven experience in successful management of similar projects <b>(10 points)</b></li><li>Understanding of scope, objectives, and completeness of response <b>(10 points)</b></li></ul>	<b>20</b>
<b>2. METHODOLOGY</b> <ul style="list-style-type: none"><li>Quality of the proposed approach and methodology, including innovativeness of the approach and instructional strategies <b>(15 points)</b></li><li>Quality of proposed implementation plan, i.e. how the bidder will undertake each task, which team member will undertake or contribute to each task, and time-schedules including monitoring and quality assurance process <b>(15 points)</b></li></ul>	<b>30</b>
<b>3. PROPOSED TEAM and ORGANISATIONAL CAPACITY</b> <ul style="list-style-type: none"><li>Team leader and members - relevant experience, skills &amp; competencies <b>(10 points)</b></li><li>Proven track record in the development of social work curricula, tools and resources, including e-learning curricula, for diverse audiences in the Southeast Asia region <b>(10 points)</b></li><li>Quality of previously developed e-learning curricula provided <b>(5 points)</b></li></ul>	<b>25</b>
<b>TOTAL POINTS FOR TECHNICAL PROPOSAL</b> (min. passing score = 52 points)	<b>75</b>
<b>4. FINANCIAL PROPOSAL</b> <ul style="list-style-type: none"><li>Full marks are allocated to the lowest priced proposal. The financial scores of the other proposals will be in inverse proportion to the lowest price.</li></ul>	<b>25</b>
<b>TOTAL POINTS</b>	<b>100</b>

## 9. Administrative issues and response to this tender

- Bidders are requested to provide a detailed technical proposal in **Annex C** – Technical response form. The technical proposal must include all information needed to fully evaluate the proposal against the requirements and evaluation criteria outlined in section 7 and 8 of this TOR.
- Bidders must ensure not to include any financial information in the technical proposal.
- Bidders are requested to provide the detailed cost proposal in **Annex D** – Financial response form. All cost implications for the required service/assignment as per this TOR must be included. No costs can be added later.
- If the bidder wishes to include additional or optional elements outside the defined deliverables as per this TOR, these should be clearly marked as such in both, the technical and financial proposal.

## 10. Payment Schedule

No.	Payment	Tentative schedule	Remarks
1.	20%	November 2021	Inception report
2.	20%	January 2022	Blueprint document for the e-learning course on the protection of children in the context of migration
3.	30%	March 2022	Beta version of the e-learning course on the protection of children in the context of migration
4.	30%	April 2022	Gold version of the e-learning course on the protection of children in the context of migration

- The payment schedule must be based on completed deliverables.
  - If the bidder wishes to propose an alternative payment schedule, it must be included in the financial proposal. The final payment schedule is to be reviewed and agreed with UNICEF.
  - Payment terms 30 days net upon receipt of approved invoice.
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