Psychosocial Support for Elementary School-aged Children

TERMS OF REFERENCE

Title: Development of “Teachers’ Manual for the Capacity Building of Parents and Caregivers on Psychosocial Interventions for Elementary School-aged Children During Disasters and Emergency Situations”

Type of Contract: Individual Consultant

Contract Period: 21 September 2020 – 31 March 2021

1. BACKGROUND

The United Nations Department of Economic and Social Affairs (UN DESA) estimates that in 2017, 258 million people were residing out of their country of birth as “international migrants”, a triple-increase over the past 50 years. Of these international migrants, 106 million were from Asia.1 Migration occurs primarily between countries located within the same region, accounting for 60% of migrants from Asia, largely for work. Further, the number of those forcibly displaced globally has increased from 42.7 million in 2007 to 68.5 million in 2017 due to conflicts, climate change, and disasters induced by natural hazards, many of which have occurred in Asia and the Pacific.2 Today 1 out of every 110 people in the world is displaced, compared with 1 in 157 a decade ago, with much of this increase having occurred over the last five years.3

In response to this, UNESCO identified education for refugees, migrants and internally displaced persons (IDPs) as one of three agile priorities under the strategic transformation4. In September 2019, UNESCO developed education strategy for crisis affected people on the move 2020-2025, which will support Member States to ensure that their national education systems provide inclusive and equitable quality education at all levels for refugees, IDPs and migrants affected by crisis, and their host communities. The strategy is guided by three targeted actions: 1) system strengthening, 2) knowledge generation and dissemination, and 3) advocacy and thought leadership.

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Since its global outbreak in 2020, COVID-19 has been affected 177 countries to close their schools and 1.26 billion students are out of school as of early May 2020. The number of students occupies 72.4% of the world's student's population. The affected countries were facing serious challenges to continuously provide students with education and to support students equitably. The remote learning has been emphasized and most of the countries including high income countries realize difficulties to so due to the lack of infrastructure, hardware, software and education contents, and inadequate capacities of various education administrative levels including schools. National and local governments have been pressed to procure, provide or lend personal computers or tablets as well as to open the national education resource platforms and develop capacities of teachers and other staff. Yet, the disadvantaged population especially population with disabilities, in extreme poverty, crisis-affected like migrants and refugees and stateless became more difficult to reach or support.

The programme is now initiated to support education of the crisis-affected populations amid and after COVID-19 through the three targeted actions mentioned above through the project “Education for Crisis-Affected Populations in Asia and the Pacific under COVID-19 Response.” The expected output of this project will be a “Teachers’ Manual for the Capacity Building of Parents and Caregivers on Psychosocial Interventions for Elementary School-aged Children During Disasters and Emergency Situations.” This resource material will be handed-over by UNESCO to the Bangsamoro Autonomous Region in Muslim Mindanao and Department of Education in the Philippines.

The overarching goal is to support Member States to develop viable policies and sustainable programmes to ensure crisis-affected people on the move are able to fully realize their right to education, and access inclusive, equitable and quality learning opportunities under COVID-19.

2. RESPONSIBILITIES AND ACTIVITIES

Under the authority of the Director of UNESCO Office, Jakarta, and direct supervision of the Head of Education Unit, the Contractor will be responsible for the following activities:


   a. The draft adapted version of the Teachers' Manual should be developed considering the K to 12 Basic Education Curriculum of the Philippines’ Department of Education, UNESCO’s Positive Discipline in the Inclusive Learning-Friendly Classroom, Hyogo Framework for Action (HFA), DepEd’s Unified DRRM in Basic Education Framework and Inter-Agency Standing
Committee (IASC) Guidelines on Mental Health and Psychosocial Support Services (MHPSS) in the Philippine setting.

b. Conduct desk research to gather details, information and guidance on current trends and developments in elementary education and parents’ engagement in the Philippines and in particular in post-conflict and post-disaster areas, such as Marawi and Tacloban.

c. Coordinate with UNESCO regarding the content of adapted Teachers’ Manual, pilot training methodology, and potential co-writer(s) with professional background in psychology and elementary education which shall be further defined with stakeholders.

d. Consult the Teachers’ Manual adaptation with the relevant government officials, researchers, and monitoring partners where necessary.

The copy of the “SEES Teachers’ Manual on Psychosocial Interventions for Secondary School-aged Students During Disasters and Emergency Situations (2015)” can be downloaded from this link: https://bit.ly/2F3DiFl

B. Conduct an online pilot training to the selected elementary school teachers and consultation with the key education officials on the “Teachers’ Manual for the Capacity Building of Parents and Caregivers on Psychosocial Interventions for Elementary School-aged Children During Disasters and Emergency Situations.”

a. Organize an online pilot training for the elementary school teachers to gather feedback on the adapted Teachers’ Manual in December 2020. The administrative arrangement and final schedule of the training should be coordinated with UNESCO and its partners.

b. Organize an online consultation with the key elementary education officials to gather feedback on the adapted Teachers’ Manual in December 2020. The administrative arrangement and final schedule of consultation should be coordinated with UNESCO and its partners. UNESCO may nominate additional participants that can provide feedback to the teacher’s manual.

c. Collect the necessary feedback and inputs from participants of pilot training and consultations using an appropriate methodology and instruments to generate quantitative and qualitative data to improve the draft of the Teachers’ Manual.

d. Liaise directly with project focal persons at the pilot areas regarding the administrative arrangement for the online pilot trainings and consultations. The Contractor should regularly inform UNESCO on the updates, developments and final arrangements of the activities.

e. Provide reasonable internet load credits to the participants of the online pilot training and consultations. The internet costs should be included in the financial proposal in addition to the professional fees.
f. Provide the e-certificates for the participants of the online pilot training and consultations. The draft of certificate should be submitted to UNESCO for approval.

C. After the pilot training and consultation, finalize the “Teachers’ Manual for the Capacity Building of Parents and Caregivers on Psychosocial Interventions for Elementary School-aged Children During Disasters and Emergency Situations.”

a. Integrate the feedback from the pilot training and consultation in the final version of the adapted Teachers’ Manual with approximately 30,000 words.

b. Ensure the copyrights of the photos, illustrations, and figures used in the adapted Teachers’ Manual have been secured from the copyright owner.

c. Include the preliminary pages for the foreword from Philippines’ Secretary of Department of Education, Minister of Basic, Higher and Technical Education of the Bangsamoro Autonomous Region in Muslim Mindanao, and Director of UNESCO Jakarta.

d. The final version of the adapted Teachers’ Manual should use American English and proof read preferably by a native speaker.

e. Submit to UNESCO Jakarta the final version of the adapted Teachers’ Manual as electronic file, well formatted, proper layout, and ready for printing following the 7th Edition of APA Publication Manual.

D. Conduct an online training of trainers for thirty (30) selected participants in the Philippines education sector to introduce and model the use of the “Teachers’ Manual for the Capacity Building of Parents and Caregivers on Psychosocial Interventions for Elementary School-aged Children During Disasters and Emergency Situations.”

a. Organize an online training of trainers for thirty (30) selected participants in the education sector to introduce and model the use of the adapted Teachers’ Manual in January 2021. The administrative arrangement and final schedule should be coordinated with UNESCO and its partners.

b. Liaise directly with project focal persons at the pilot areas regarding the administrative arrangements for the training of trainers. UNESCO should be periodically informed of the updates, developments and final arrangements.

c. Provide reasonable internet load credits to the participants of the training. The internet cost should be included in the financial proposal in addition to the professional fees.

d. Provide the e-certificate to the participants of the training of trainers. The draft of certificate should be submitted to UNESCO for approval.
3. OUTPUTS AND TIMELINE

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Date of Submission</th>
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<tbody>
<tr>
<td>Draft: Teachers’ Manual for the Capacity Building of Parents and Caregivers on Psychosocial Interventions for Elementary School-aged Children During Disasters and Emergency Situations</td>
<td>30 November 2020</td>
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<tr>
<td>Training Report Including Teachers and Education Key Officials Feedback from Pilot Training and Consultation on “Teachers’ Manual for the Capacity Building of Parents and Caregivers on Psychosocial Interventions for Elementary School-aged Children During Disasters and Emergency Situations”</td>
<td>31 December 2020</td>
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<tr>
<td>Final Version (Camera Ready): Teachers’ Manual for the Capacity Building of Parents and Caregivers on Psychosocial Interventions for Elementary School-aged Children During Disasters and Emergency Situations</td>
<td>31 December 2020</td>
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4. INPUTS

UNESCO as well as its implementation partners will provide the contractor with feedback and advice on the adaptation of the Teachers’ Manual. Furthermore, the contractor will be provided with contacts of relevant network partners within the Philippines in consultation with Education Unit, UNESCO Jakarta.

The contractor shall bring in his/her research background, knowledge and experience as well as relevant contacts within the Philippine’s psychosocial support, positive parenting and education system.

5. ELIGIBILITY, QUALIFICATION AND EXPERIENCE REQUIREMENTS

The contracted expert shall have the following qualifications and experiences:

- At least a master’s degree in the field of psychology. A specialization in developmental psychology, positive parenting, guidance and counseling or psychosocial support is an asset;
- Professional experience of at least ten (10) years in the field of psychology in the Philippines. Specific professional experience in the field of developmental psychology, positive parenting, guidance and counseling or psychosocial support is an asset;
- Familiar and has used the “SEES Teachers’ Manual on Psychosocial Interventions for Secondary School-aged Students During Disasters and Emergency Situations (2015)” published by UNESCO Jakarta Office and Philippines’ Department of Education.
• Extensive knowledge and experience on Inter-Agency Standing Committee (IASC) Guidelines on Mental Health and Psychosocial Support Services (MHPSS) in the Philippine setting;
• Expertise in mental health and psychosocial support during disasters and emergencies and has conducted psychological first aid in the aftermath of disaster and/or emergency situations within the Philippines;
• Experience in conducting at least three (3) capacity building initiatives for teachers and education key officials in the Philippines using the “SEES Teachers’ Manual on Psychosocial Interventions for Secondary School-aged Students During Disasters and Emergency Situations (2015)” published by UNESCO Jakarta Office and Philippines’ Department of Education.
• Experience in conducting at least three (3) capacity building initiatives for teachers and/or education key officials and other professionals in the Philippines on areas of positive parenting, developmental psychology or guidance and counseling.
• Experience in conducting at least three (3) online capacity building initiatives for teachers and/or education key officials and other professionals in the Philippines on areas of psychosocial support, positive parenting, developmental psychology or guidance and counseling.
• Demonstrated expertise in the field of parents’ engagements for the prevention of violence against children especially amidst emergencies (e.g. disasters, pandemic, and the like).
• In-depth knowledge of parents and/or caregivers’ engagement for children positive behavior, mental health and psychosocial support services and capacity building approaches applied in the Philippines;
• Excellent knowledge of developmental psychology, positive parenting, national mental health and psychosocial support services networks and change agents in the Philippines;
• Proficient of the official languages (English and Filipino) of the Philippines. Knowledge of the local language spoken in Philippines’ Bangsamoro Autonomous Region in Muslim Mindanao and Region VIII-Eastern Visayas is an asset.

6. COPYRIGHT, PATENTS AND OTHER PROPRIETY RIGHTS

All rights, including but not limited to title to property, copyright, trademark and patent in any work produced by the contractor by virtue of his/her contract, shall be vested in UNESCO which alone shall hold all rights of use.