

## TORs: Massive Open Online Course (MOOC) targeting professionals working with children in the context of international migration - version 27 Nov 2017

### 1. Background to need

It is proposed that a specialised MOOC focusing on appropriate care for children in the context of international migration be prepared building on the introductory [MOOC on Alternative Care](#) (see Annex 1, starting May 2017) as well as multiple existing resources for unaccompanied and separated children.<sup>1</sup> The [UN Guidelines for the Alternative Care of Children](#) (UN Guidelines) provide comprehensive protections to children on the move. Whilst they are widely used by alternative care professionals and systematically referred to by the CRC Committee in their concluding observations, its protective frameworks are under-utilised in humanitarian contexts.

The need to provide effective solutions for this growing vulnerable group is clear. The UNICEF report, [Uprooted: The Growing Crisis for Migrant and Refugee Children](#) (September 2016) notes “Nearly 50 million children have migrated across borders or have been forcibly displaced – and this is a conservative estimate; more than half of these children – 28 million – have fled violence and insecurity; an estimated 17 million children displaced within their own countries – children in dire need of humanitarian assistance and access to critical services...”. In addition 112,000 unaccompanied and separated children were seeking asylum in 2015.<sup>2</sup> Moreover the [New York Declaration](#) on refugees and migrants adopted by consensus (20 September 2016)<sup>3</sup> recognised that special attention be given to unaccompanied or separated children. Commitments included the need to “give primary consideration at all times to the best interests of the child” as well as “refer their care to the relevant national child protection authorities and other relevant authorities”. The Declaration also recognised that “detention for the purposes of determining migration status is seldom, if ever, in the best interest of the child” and that it will be used “only as a measure of last resort”.

The implications of such unrivalled need and broad political commitment to national child protection systems are far reaching. The UN Guidelines are particularly relevant to children on the move as two chapters are dedicated to care provision for children outside their country of habitual residence (VIII) and care in emergency situations (IX). The UN Guidelines provide concrete responses, *inter alia*, by addressing representation as well as providing appropriate care such as kinship care, foster care, small group homes etc., moving away from institutional care (including detention). To consolidate such responses, the expertise of humanitarian actors – legal, policy and practical – must be considered. By combining the know-how of appropriate care and humanitarian experts alike in a MOOC, a holistic approach resulting in quality sustainable solutions is achievable.

### 2. Format and objectives

The **format** of the international training tool would be presented as a free to access, open online course, a Massive Open Online Course (MOOC) to engage the widest possible number of frontline workers (alternative care, humanitarian and other professionals or volunteers working with children) with an interest or responsibility for prevention of separation, protection and promotion of appropriate care for children on the move. Whilst not primarily designed for border and migration professionals, the course would also be of use for this group as a basic introduction to considerations for child migrants, particularly those travelling unaccompanied. The MOOC would be designed and developed in a manner that could be repeated, although there would be cost and administration implications for future revisions. Such a design would allow for the inclusion of more promising practices as well as new challenges as they emerge in the coming years.

The **main objectives of the MOOC** would be to:

- Build bridges in learning between the humanitarian sector, alternative care workers and others in contact with children on the move to improve responses;

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<sup>1</sup> See for example resources developed - <http://cpwg.net/>, <http://www.ifrc.org/fr/how-to-help/learning-education-training/learning-platform1/>, <http://www.savethechildren.org.uk/resources/online-library/alternative-care-emergencies-toolkit>; <http://www.unhcr.org/cgi-bin/tehis/vtx/search/?page=&comid=4a278a496&cid=49aea93ae2&keywords=Training>; <http://www.unicef.org/emergencies/childrenonthemove/> etc.

<sup>2</sup> <http://www.unhcr.org/high-commissioners-dialogue-on-protection-challenges-2016.html>

<sup>3</sup> UNGA high level plenary meeting to address large movements of refugees and migrants, and Leaders’ Summit on Refugees were held 19-20 September in New York

- Identify main problems that children face by way of situation analysis;
- Consider how international standards enable frontline workers respond to these problems;
- Identify challenges in providing appropriate care within existing frameworks;
- Promote “appropriate” protection and care, by planning for family and community based options; and
- Provide guidance on the implementation of monitoring and effective oversight; and the provision of independent complaints mechanisms.

### 3. Steering group

A **Steering group** (SG) will have the primary responsibility for prioritising what content should be used for each module, as well as input into the content and the format of the course, such as:

- Number of hours per week required to complete each module – inclusive of video teaching content, reading materials, discussions, additional work and assessments
- How to avoid Information overload – bearing in mind that practitioners are in all likelihood currently employed, the course needs to be accessible enough that it does not constitute a barrier to following through with the modules.
- Relevance – content should be balanced with applicability and consideration as to how this MOOC will further enhance the learner’s work in this sector.

The **technical partner** to develop the MOOC will be selected by the steering group after an open bid. A **small drafting team** under the technical partner would develop the content. The steering group can provide input as to who is in the drafting team. The drafting team will work with individual organisations within the steering group to serve as reference groups on particular modules/issues. The contractor is the final arbitrator of course content.

The SG will work closely with Government, UN Treaty Bodies and other relevant actors to develop and disseminate the tool. The SG will be chaired by Tiziana Bonzon, International Federation of the Red Cross (IFRC) and Mia Dambach, International Social Service (ISS). The two organisations will be responsible for coordinating project execution and fundraising, ensuring the link between humanitarian and social work.

- IFRC will bring its humanitarian work experience, capacity building, through its societies and volunteers
- ISS will bring its experience of alternative care, training and MOOC development to promote quality sustainable solutions. Importantly, ISS will bring its recognised capacity to lead on successful international inter-agency initiatives such as Moving Forward and MOOC on Alternative Care.
- The SG will include many agencies working on the implementation initiatives mentioned in Annex 1. The following agencies have agreed to collaborate on a MOOC including International Federation of Educative Communities (FICE), International Federation of Social Workers (IFSW), Hope and Homes for Children (HHC), Global Partnership to End Violence Against Children, International Committee of the Red Cross (ICRC), the Federation (IFRC), International Detention Coalition (IDC), International Organisation on Migration (IOM), International Social Service (ISS), Latin American Foster Care Network (RELAF), Save the Children, SOS Children’s Villages International, Terre des hommes (TdH), United Nations High Commissioner for Refugees (UNHCR) and United Nations Children’s Fund (UNICEF)<sup>4</sup>.

### 4. Course content

The **course content** would be principally anchored in the Convention on the Rights of the Child and its General Comment no. 6, the 1951 Convention Relating to the Status of Refugees, International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, [UN Guidelines](#), CMW-CRC Joint General Comment on Children and International Migration and [1996 Hague Protection of Children Convention](#). References to the Global Compacts on refugees and on safe and orderly migration currently under development will be made where necessary. To ensure continuity and coherency between the different modules, a video narrative would complement the instruction input which for example follows a family living in vulnerable circumstances (e.g.: a child moving from his or her country of origin through transit country and arrival at destination country or could be a number of stories). The academic rights based theory and sharing of practitioner expertise will be buttressed by University partnerships to the extent of their availability, whereas the practical elements will be SG supported, through their networks as well as input from partners in the field.

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<sup>4</sup> IOM and UNICEF/UNHCR act as a channel to the GMG and wider UN family for feedback

A **monitoring and evaluation** process will be built into the development and dissemination of the MOOC, such as an optional survey for those who have completed the course.

The **target population** for the international training tool would be **frontline professionals and volunteers**, working directly with children and making decisions on his or her behalf. This can include those working within humanitarian organisations, social workers, para-social workers, community support workers, lawyers, psychologists, child protection professionals, teachers, medical workers, government officials (e.g.: border staff and migration officers, judiciary), policy makers, professional associations, international as well as regional bodies and others with an interest or responsibility for child protection and child care.

The material will be prepared on the basis that the target population will have some understanding or experience about child protection and child care. Conversational level of English, French or Spanish is desirable – e.g.: B1 – although as an open platform, anyone interested in providing appropriate care may access the MOOC. Depending on funding translation into Arabic, Turkish, German and/or Russian might be worthwhile. In addition to having individual access to the tool, consolidated learning experiences will be promoted by the steering group through various Universities and other local opportunities. To enable a consolidated learning experience, a short facilitation guide may be developed with preparatory reading materials and external resources.

## 5. Output

The chosen applicant body would prepare and finalise the MOOC on COM. The scope of activities:

- Review of existing material (desktop review)
- Collect examples of policies and practices
- Ensure consultation with steering group members and other relevant experts to include cross regional and multi-disciplinary perspectives regarding possible MOOC content.
- Technical development of initial MOOC modules taking into account the draft outline previously prepared by the steering group
- Prepare a draft initial script for MOOC modules
- Undertake preliminary consultation of script of initial modules with a select group to test the direction of MOOC (e.g.: focus groups, expert interviews in various regions)
- Drafting of MOOC content/script incorporating feedback from preliminary consultation
- Sharing second draft of MOOC content/script with a cross-section of professionals for comment
- Collection of suggestions and incorporation of appropriate revisions as decided with SG
- Finalisation of MOOC
- Funding dependant, a Monitoring and Evaluation process could be considered, such as identifying number of active participants as well as a short survey about their MOOC usage

## 6. Expertise required:

The successful candidate will be able to demonstrate expertise in:

- Development of legal and social work training, particularly in migration and alternative care settings, including in developing and middle income country contexts.
- Deep knowledge and understanding of the principles and provisions of international instruments related to children on the move (see course content above), including ongoing developments such as Global Compacts and the Joint General Comment.
- Proven experience developing and writing child's rights based guidance, training and advocacy tools.
- Demonstrate knowledge, competence and experience in developing a MOOC.
- Excellent writing and analytical skills in English, so that end product is accessible for target audience
- The successful bidder would need to demonstrate they have a partnership with a MOOC platform provider or if not, show how they would deliver and market a MOOC.

## 7. Expertise desired:

- Experience of the UN system or other international and non-governmental organisations
- Working knowledge of other UN languages

## 8. Application process:

A draft MOOC would be expected to be prepared within 12 months, with the final product ideally being ready within 18 months. This includes time for revisions of script/content upon further consultation with experts. The number of days required to carry out this task will depend upon the agreed format of the MOOC. This will be negotiated once the consultation is concluded. This work will take place in 2018 to be finalised in early 2019. The fee payable for this work will be subject to negotiation with the successful applicant. Whilst funding has been secured for the initial work, it will be necessary to undertake the work in phases.

Expressions of interest in this consultancy addressing the expertise required should be sent with accompanying curriculum vitae(s) as well as a price proposal to **Mia Dambach** at [mia.dambach@iss-ssi.org](mailto:mia.dambach@iss-ssi.org) and **Tiziana Bonzon** at [tiziana.bonzon@ifrc.org](mailto:tiziana.bonzon@ifrc.org) by **8 January 2017 (17h, CET)**. Only applications that include a more in-depth response to the development of the MOOC demonstrating knowledge and competency will be considered. A draft must budget also be submitted with a proposed timeframe for executing the different tasks.

## Annex 1: Background to alternative care work and international initiatives

**1. Background:** According to UNICEF<sup>5</sup>, more than two million children live in care institutions; this is likely to be a severe underestimate, whilst many more are living in other forms of alternative care. These children are subject to higher risks of exploitation, abuse and other violations. The Convention on the Rights of the Child 1989 (CRC) recognises the child's right to be cared for by his or her parents, and sets out States Parties' obligations to provide suitable alternative care.

From as early as 2004, international guidance for children deprived of parental care or at risk so being were called for with a view of improving the implementation of the CRC. Much work was carried out by Government, UN agencies and civil society resulting in the "[Guidelines for the Alternative Care of Children](#)" (Guidelines) being formally welcomed by the UNGA in November 2009 (A/RES/64/142). The Guidelines are based on two overarching pillars, principles of necessity and suitability<sup>6</sup>, with a strong emphasis on preventing the need for alternative care.

**2. International projects:** Since 2009 through inter-agency initiatives, stakeholders have been working towards implementing the Guidelines, for example<sup>7</sup>:

- [Moving Forward Handbook \(2011-2013\)](#)<sup>8</sup>

Moving Forward (MF) provides specific guidance on the how the Guidelines can be implemented, by providing promising practices among multiple countries and various regions. It provides professionals an impetus and innovative means for implementing the 'desirable set orientations for policy and practice' set out in the Guidelines. The handbook likewise offers crucial guidance to civil society in terms of monitoring implementation and reporting to national bodies such as ombudspersons, national child rights institutions as well as international treaty bodies, most notably the CRC Committee.

- [Tracking Progress Initiative \(2014 -2018\)](#)<sup>9</sup>

The "Tracking Progress" Initiative (TPI)<sup>10</sup> is an interactive, strengths-based diagnostic and learning tool designed to help governments and NGOs determine the extent to which a state or region has effectively implemented the Guidelines, and the priorities for change still ahead. By identifying gaps, this in turn can inform improvements in services and support evidence-based advocacy and strategic planning. Promising practices identified in monitoring can then be shared for replication. In these ways systematic monitoring will help ensure full implementation of the Guidelines, improving the quality of care for children and above all creating positive change for children and their families.

- [MOOC: Alternative Care \(2016-2018\)](#)<sup>11</sup>

International training tool provides teaching, supporting policy and practical implementation between the Guidelines and priority areas for change revealed in the TPI. An International Seminar on Children's Rights in Alternative Care in October 2016, focusing on promising practices and ongoing challenges, was used as one platform for filming of the online training. (see [www.alternativecaregeneva2016.com](http://www.alternativecaregeneva2016.com)).

The MOOC on children in the context of international migration would further build on the framework of the above initiatives.

These aforementioned tools have the advantage of having wide support due to the collaborative development process.

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<sup>5</sup> Progress for Children, UNICEF, 2009 at 23, [http://www.unicef.org/publications/files/Progress\\_for\\_Children-No.8\\_EN\\_081309.pdf](http://www.unicef.org/publications/files/Progress_for_Children-No.8_EN_081309.pdf)

<sup>6</sup> Moving Forward Handbook, 2012 at 22, <http://www.alternativecareguidelines.org/Portals/46/Moving-forward/Moving-Forward-implementing-the-guidelines-for-web1.pdf>

<sup>7</sup> Other examples include: The Minimum Standards for Child Protection in Humanitarian Action (CPMS) <http://cpwg.net/minimum-standards/> and Alternative Care in Emergencies Toolkit, Save the Children <http://www.savethechildren.org.uk/resources/online-library/alternative-care-emergencies-toolkit> etc.

<sup>8</sup> SG members included ATD 4th World, BCN, Family for Every Child, RELAF, Save the Children and UNICEF led by ISS and SOS Children's Villages International

<sup>9</sup> SG members include Eurochild, Family For Every Child, Hope and Homes for Children, ISS, RELAF, SOS Children's Villages International and UNICEF led by Better Care Network and Save the Children

<sup>10</sup> Adapted from article by Martin F, Tracking Progress Initiative – Monitoring the Guidelines' Implementation, ISS Monthly Review, 2015

<sup>11</sup> SG members include BCN, Hope and Homes for Children; International Federation of Social Workers; International Federation of Educative Communities (FICE); RELAF; Save the Children & UNICEF led by ISS and SOS Children's Villages