



Centre for excellence  
for Children's Care and Protection

# Terms of Reference

Potential co-facilitators and moderators of the MOOC  
'Caring for Children Moving Alone: Protecting  
Unaccompanied and Separated Children on the Move'

UOS

July 2019



*building brighter futures*

# Contents

About CELCIS .....	2
Expressions of Interest.....	2
About the Children Moving Alone MOOC.....	2
About delivery of the Children Moving Alone MOOC .....	3
The course format .....	3
Planned runs .....	3
Content.....	4
Learning materials.....	4
Languages.....	5
The role of CELCIS in delivering the MOOC.....	6
Co-facilitators and Moderators.....	6
Expressions of Interest.....	6
Requisite knowledge and skills .....	7
Time commitment, key tasks and activities .....	7
Contractual obligations and payment for subcontracted co-facilitators .....	7
Timescales .....	8
Assessment and Scoring/Selection of Co-facilitators .....	8

## About CELCIS

The Centre for Excellence for the Care and Protection of Children (CELCIS) is a leading improvement and innovation centre based at the University of Strathclyde in Scotland. We improve children's lives by supporting people and organisations to drive long-lasting change in the services they need, and the practices used by people responsible for their care.

We want to see a world where children and young people at risk of harm or in need of care and protection have safe, healthy, happy, and loving childhoods, and are supported to be all they hope to be.

## Expressions of Interest

CELCIS is inviting expressions of interest from individuals who are knowledgeable and interested in co-facilitating the delivery of a Massive Open Online Course (MOOC) focused on raising awareness and knowledge about the alternative care, protection and other support needs of unaccompanied and separated refugee and migrant children.

## About the Children Moving Alone MOOC

CELCIS was commissioned by a taskforce comprised of international child protection development and humanitarian agencies to deliver a Massive Open Online Course (MOOC) focused on raising awareness and knowledge regarding the alternative care and protection for as unaccompanied and separated children as well as those travelling with caregivers but at risk of separation. Taskforce members include:

Better Care Network  
CELCIS  
Global Partnership to End Violence Against Children  
Hope and Homes for Children (HHC)  
International Detention Coalition (IDC)  
International Federation of Educative Communities (FICE)  
International Federation of Red Cross and Red Crescent Societies (IFRC)  
International Federation of Social Workers (IFSW)  
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)  
United Nations Children's Fund (UNICEF).

The Taskforce is co-chaired by ISS and IFRC.

Please see <http://www.childrenonthemovemooc.com/index.php/en/> for a quick overview of the MOOC and the agencies who have been involved in commissioning, developing and promoting participation in the MOOC.

## About delivery of the Children Moving Alone MOOC

### The course format

The MOOC is delivered as six modules over 6 weeks.

- Each module opens on a weekly basis over a six week period.
- Each module corresponds to approximately 2 hours direct work by course participants with up to 2 additional hours for further study and responses/interaction.
- A specific sub-topic is dealt with each week (please see Appendix 1), and the short introduction to each module by the 'Lead Educator' recalls what had been dealt with so far and, in particular, what issues are to be covered by the module in question. The Lead Educator is the 'human face' associated with the MOOC throughout and engage with the learners on camera as well as through the comments board.

### Planned runs

There is commitment to deliver four more runs of the MOOC in 2019, 2020 and 2021, with the following proposed schedule.

<b>2019</b>	Start date	End Date
Children Moving Alone - 2nd run	02-Sep-19	13-Oct-19
<b>2020</b>		
Children Moving Alone - 3rd run	10-Feb-20	22-Mar-20
Children Moving Alone - 4th run	14-Sep-20	25-Oct-20
<b>2021</b>		
Children Moving Alone - 5th run	12 - April 12 <sup>th</sup> 2021	26-May-21

## Content

The MOOC primarily focusses on the provision of alternative care to unaccompanied and separated children on the move – both in transit countries and at country of final destination. The MOOC explains the importance of providing suitable alternative care – including the processes to decide upon and provide such care - and how this can offer protection to unaccompanied and separated children protection as well as access to other essential services.

The MOOC covers the following topics:

- Why unaccompanied and separated children are on the move, the risks they face and, how best to respond to their circumstances
- Understanding some of the international treaties and conventions that should guide the work to support unaccompanied and separated children – with a specific focus on the UN Convention on the Rights of the Child, the UN Guidelines for the Alternative Care of Children and the UN Global Compacts for Safe, Orderly and Regular Migration
- What is the process of identification and registration
- Understanding the importance of offering a range of suitable alternative care options in a country and how this can offer protection to unaccompanied and separated children on the move
- Illustrating examples of suitable alternative care and support for unaccompanied and separated children being practiced around the world
- The skills those working with unaccompanied and separated children on the move should have
- Methods and procedure to fully assess needs and vulnerabilities of unaccompanied and separated children and make decisions that are in their best interests
- How to facilitate full and meaningful participation of children
- How to support children and young people leaving care
- The importance of coordination and cooperation between the humanitarian sector and alternative care professionals to improve responses to unaccompanied and separated children.
- The importance of working within/to support a national child protection system

## Learning materials

The course modules are comprised of the following elements:

1. **Video teaching content** - Each weekly MOOC module will include videos that illustrate the topics being studied that week. CELCIS has produced over 40 short videos that illustrate promising practices in Ethiopia, Sicily and Mexico. In addition there are interviews with experts, pre-made videos provided by taskforce organisations and welcome to the course, welcome to the week and end of week videos.
2. **Text and reading materials** – Almost every course page has appropriate text relating to the learning related to specific topics.
3. **A video story** – Each week an episode of a specially made film is presented – ‘Aden’s Story’ that is relevant to the module’s theme and posing one or more questions.
4. **Discussion boards** – Opportunities are provided for course participants to engage in interactive discussions on topics linked to the module content, such as questions and responses to video presentations and stories.
5. **Quizzes** – At the end of each week is a multiple-choice short quiz which allows course participants to quickly gauge their own learning and understanding
6. **Polls** (please see section )
7. **Video recordings** filmed during the run of the MOOC (please see section)

More information is available in the course overview for potential delegates:

<https://www.futurelearn.com/courses/caring-for-children-moving-alone>

## Languages

The course is delivered in English, Spanish, French and Arabic. All course pages are presented in English. On each course page are transcriptions of any videos in each of the course languages which are downloadable in pdf format. On each course page are translations of the course pages content in Spanish, French and Arabic which are downloadable in pdf format. All videos that have been produced by CELCIS are subtitled in the course languages. All videos are downloadable. There is also an audio recording of videos available for those with slow internet connections and for learners who are visually impaired. Videos that have been provided by an external source are not subtitled or transcribed.

During the course run, course participants can post comments on a discussion board. They are able to post these comments in English, French, Spanish and Arabic. In order to read, understand and respond to comments, the Lead Educator and co-facilitators have access to translators to support moderation and facilitation during the course of a run of the MOOC.

## The role of CELCIS in delivering the MOOC

The delivery of the online MOOC is the responsibility of the CELCIS, University of Strathclyde, and the Lead Educator and facilitators are contracted within specific terms of reference to support the running and facilitation of the MOOC.

This follows the requirements of the learning delivery partner Future Learn, the design of this particular MOOC, and a commitment to actively foster learning and exchange among participants in keeping with the vision of the Children Moving Alone MOOC Taskforce <https://www.futurelearn.com/courses/caring-for-children-moving-alone>.

The role of facilitation is a particularly important component of the MOOC as it allows for interaction with course participants (learners). It is acknowledged that many of the course participants live and work in difficult situations that demand long working hours – especially in humanitarian situations. Close course facilitation is therefore one way in which appreciation and encouragement of the work and engagement of course participants' engagement can be acknowledged. Facilitation provides course participants with a personal connection to the course team and it is understood this significantly contributes to successfully maintaining the active engagement of a large percentage of course participants. Facilitators also provide opportunities for interaction through answering course participants questions, posting additional information and comments based on course progress, and providing general feedback when appropriate. It also allows for careful scrutiny of course participant comments in case of inappropriate messages and being able to identify any technical or other difficulties they report.

Feedback from course participants highlights how much they appreciate this close facilitation.

## Co-facilitators and Moderators

### Expressions of Interest

CELCIS is inviting expressions of interest from individuals who are knowledgeable and interested in co-facilitating the delivery of a Massive Open Online Course (MOOC) focused on raising awareness and knowledge about the needs of unaccompanied and separated children.

To submit an Expressions of Interest please email: [celcis@strath.ac.uk](mailto:celcis@strath.ac.uk) Please provide information outlining how your knowledge, skills and experience meet the following criteria:

1. Understanding the rights, needs, circumstances, and risks for unaccompanied and separated refugee and migrant children, including consideration relating to the provision of alternative care and protection during their movement, their entry to, and resettlement in countries of final destination and return.

2. Awareness and appreciation of the diversity of cultural, economic and social contexts, that course participants in the MOOC are living and working within.
3. Ability to respond, engage and stimulate exchange of learning between participants within the MOOC while also grounding this in promoting increased knowledge and understanding regarding the rights, needs, circumstances, and risks for unaccompanied and separated children.
4. Ability to work flexibly and collaboratively with the Lead Educator and other co-facilitators to cover the period that the MOOC runs.

## **Requisite knowledge and skills**

Co-facilitators require awareness and knowledge of the core topics covered by the MOOC and an appreciation of the diversity of cultural, economic and social contexts relevant to working with participants from multiple countries.

Co-facilitators must have the capacity to recognise the challenging circumstances in which many of the learning participants will be working and the ability to be attentive and responsive to their learning within the MOOC.

Co-facilitators need the ability to use the various tools within the online learning platform that are intended to stimulate interaction and exchange (e.g. use of 'comments' and 'likes', 'pinning' materials and summary comments, polling etc). Clear guidelines and orientation for facilitators will be available as part of the induction in the role.

Co-facilitators must have the confidence to work with translators, subcontracted to support the delivery of the MOOC.

## **Time commitment, key tasks and activities**

- Commitment to work as a member of team, facilitating alongside the Lead Educator and one other facilitator.
- Commitment to covering 6 weeks run of MOOC, spending a minimum of 42 hours, evenly spread across the 6 weeks
- Commitment to a regular check in per day while the MOOC is live to read comments of participants, respond to key questions and emerging themes, cover planned activities within the week's module
- Careful attention to addressing any issues arising regarding inappropriate usage of the MOOC and/or the express of inappropriate and discriminatory views and materials.

## **Contractual obligations and payment for subcontracted co-facilitators**

All work undertaken by co-facilitators and moderators will be subject to a working agreement between them and CELCIS/University of Strathclyde.



The nature and type of this agreement and the payment method will be agreed between the individual and CELCIS based on specific circumstances regarding the individuals location, employment, status and any right to work conditions etc.

Co-facilitators will be paid the equivalent of £1500 per MOOC run.

The daily/hourly rates published within this TOR are to be considered as indicative and may be subject to some minor adjustments, which are again dependent on each individuals circumstances and the type of contract or working agreement used. For example, individuals within the United Kingdom may be subject to deductions at source associated with income tax and national insurance contributions.

All individuals appointed as co-facilitators will be required to provide proof of identity and personal details in order for the University to be able to facilitate payment. Individuals who are either: based within the UK, intend to travel to or may be within the UK at any point during the time they may be undertaking work for the University will also be required to provide appropriate Right to Work Evidence.

Payment will generally be made in arrears following the submission of the agreed claim documentation outlining hours of work and activities.

## Timescales

	Deadline
Expressions of Interest	12-Aug-2019, 00.00 BST
Notification of selected co-facilitators	15-Aug-2019
Agreement of contract	2-Sep-2019

Successful applicants will be expected to participate in co-facilitating the next run of the Children Moving Alone MOOC as a process of orientation and induction.

Children Moving Alone - 2nd run	02-Sep-19	13-Oct-19
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## Assessment and Scoring/Selection of Co-facilitators

Individuals submitting an Expression of Interest will be assessed and selected on how their knowledge, skills and experience demonstrate their ability to meet the following criteria:

5. Understanding the rights, needs, circumstances, and risks for unaccompanied and separated refugee and migrant children, including consideration relating to the

provision of alternative care and protection during their movement, their entry to, and resettlement in countries of final destination and return.

6. Awareness and appreciation of the diversity of cultural, economic and social contexts, that participants in the MOOC are living and working within.

1. Ability to respond, engage and stimulate exchange of learning between participants within the MOOC while also grounding this in promoting increased knowledge and understanding regarding the rights, needs, circumstances, and risks for unaccompanied and separated children.

2. Ability to work flexibly and collaboratively with the Lead Educator and other co-facilitators to cover the period that the MOOC runs.

### **About CELCIS**

CELCIS is a leading improvement and innovation centre in Scotland. We improve children's lives by supporting people and organisations to drive long-lasting change in the services they need, and the practices used by people responsible for their care.

### **For more information**

**Visit:** [www.celcis.org](http://www.celcis.org) **Email:** [celcis@strath.ac.uk](mailto:celcis@strath.ac.uk) **Tel:** 0141 444 8500