

TERMS OF REFERENCE
SHORT TITLE OF ASSIGNMENT
Consultancy for positive parenting experts
BACKGROUND

1. Background:

Egypt is a low middle-income country¹ with an estimated population of 93 million people where children comprise 38% of the total population amounting to 33.4 Million Children. Children in early childhood years (0-6) constitute almost half of the children in Egypt (15 million), while those who are suffering from sort of disability account for 5% of children (5-17 years). The country's rapid population expansion is set to continue, with an annual growth rate of 2.13% that is projected to add another 25 million people by 2030.

Egypt is going through a demographic phase marked by a significant increase in its youth population compared to other age groups, a so-called "youth bulge". Although annual population growth rates had dropped from 3.6% in 1980 to 1.9% in 2007, the rate rebound to more than 2.5% and resulted in a second youth bulge. In 2012, there were more than 11 million Egyptians under the age of 5, a generation nearly 50% larger than the first bulge. This second bulge will put yet more pressure on services as well as labor market unable to absorb the current youth.²

The demographic trends pose numerous development challenges including increasing monetary poverty levels which has escalated through the past 15 years amounting to 27.8% of the population in 2015. According to age distribution poverty levels were highest among children (28.8%) where 9.2 million children (aged 0-17) are living in extreme monetary poverty³ Monetary poverty undermines families' ability to invest in their children's health, nutrition, and education, or worse still monetary poverty can lead household to adopt negative coping strategies putting children at a higher risk to exploitation (child labour, early marriage etc.).

Overall the rapid population growth is hindering sufficient coverage of basic social services resulting in 28% of children suffering from multidimensional poverty⁴ (10 million children) in turn 1 in 3 of those children suffer from deprivation in 3 or more dimensions. Moreover, almost half of the children suffering 3 or more deprivations are under five children (47.4%). Regarding different dimensions of multidimensional poverty, under five children show particular deprivations within the domains of protection, nutrition and Early stimulation.

First regarding violent disciplinary practices where the children between age of 3 to 4 were the most subjected to violent disciplinary practices compared to other age groups. As for nutrition, under five children are facing double burden of malnutrition where they show increasing prevalence of both stunting (21%) and obesity (16%),⁵ in addition to a 27% prevalence rate of anemia. In addition, their school readiness is weak,⁶ where only 28% of children 4-5 years accessed preprimary education.

In Egypt girls under age of 20 are around 19 million making up one fifth of Egypt's population. In 2015 8 million of these girls were adolescents between 10 and 19. According to the latest projections from the United Nations

¹ GDP (nominal) per capita - \$3,740 (2015).

² World Bank (2015), Country Partnership Framework for the Arab Republic of Egypt for the period FY 2015-2019, Report No. 94554-EG (20 November 2015), p. 6

³ Children in Egypt: A Statistical Digest 2016, UNICEF Egypt: Cairo.

⁴ A child is defined as suffering from multidimensional poverty when experiencing deprivation in two or more of 8 dimensions of child well being (Protection, Education, Nutrition, Health, Housing conditions, Access to information devices, Access to sanitation, Access to water)

⁵ 29% of children below 5 years old are stunted, 16% of children below 5 years old are overweight and/or obese and 27% children between 6 months – 5 years old are anaemia

⁶ Only 28% of children access pre-primary education (4-5 yr olds), 32% of children access nurseries (0-3 yr olds) and approximately 40% of children in nurseries above the age of 3.

(UN) Population Division, this group will grow to 11.5 million in 2030, a 44 % increase in 15 years. Despite this sizable proportion girls in Egypt experience gender inequality where in 2015 Egypt ranked 136 on the global gender gap index. Strong gender-based disparities manifest themselves in areas of reproductive health, economic functioning, and overall empowerment (in particular decision making and social mobility). Despite the country has made significant progress towards achieving the education for all target, illiterate girls are still almost double to the number of illiterate boys. In addition, women have significantly lower participation in the labor force than men do (26% vs 79%) and lower literacy (65% vs 82%). Moreover, over 15% of all marriages in Egypt are child marriages, sexual harassment in public places is common, and according to the Egyptian Demographic Health Survey (EDHS) 2014, 30% of women age 15-49 have experienced some spousal violence. Furthermore, out of 8.5 million girls aged 5-14, 1.6 million underwent FGM/C and 3.1 million girls may be at risk, based on mothers declared intentions to pursue this practice⁷.

Physical and emotional punishment of children by parents and caregivers is deeply entrenched in Egyptian culture and often used as a “legitimate” disciplinary tool. A 2015 study⁸ revealed that parents were the main perpetrators of violence, followed by peer-to-peer bullying and violence perpetrated by teachers. Half the children surveyed (ages 13-17) had been beaten in the year preceding the research, while around 70% had suffered some form of emotional abuse, with levels of violence being highest at home in comparison to violence in schools.

Similarly, the 2014 Egypt Demographic and Health Survey (EDHS 2014) showed that 93% of children aged 1-14 have been exposed to violent disciplinary practices. 79% of children in the poorest wealth quintile of the population were exposed to physical disciplinary practices, compared with 71% of children in the richest quintile – showing the universality of the practice. However, severe physical punishment is significantly more widespread in rural areas than in urban settings.

Another research⁹ showed that the majority of parents (58 per cent) thought that physical punishment is not needed for raising their children. The National Council for Childhood and Motherhood (NCCM) UNICEF 2015 study also indicated that parents were open to alternative forms of discipline.

Childcare and child discipline are largely women’s work. According to 2014’s EDHS, 95.5% of preschool teachers are females, and mothers contribute 6 times more than fathers in the caregiving of their children. Thus, females and mothers are the main caregivers for children, which illustrate the unbalanced situation of caregiving that reflects on children’s development.

According to the UN Women study Understanding Masculinities (International Men and Gender Equality Survey – IMAGES Middle East and North Africa (Egypt, Lebanon, Morocco and Palestine), in spite of the gap in who does the daily caregiving, men would like to do more. While 60 % of men said, they spend too little time with their children because of work, nearly half also participate in some aspects of childcare. Almost half of men and women reported being in favor paid parental leave for fathers.

Where daily caregiving is concerned, fewer than 10 per cent of men and 20 per cent of women felt that there is shame in men taking care of children or contributing to housework. Nevertheless, the view, held by the vast majority of men and women, that changing diapers, bathing, and feeding children should be a woman’s responsibility, is reflected in daily life. While infant and toddler care is the preserve of women, more than two-fifths of men reported ever having fed or supervised their children. Still, more than three-quarters of these men reported that, while they have lent a hand, their wives do most of this work. In contrast, almost three-quarters of men reported playing with their children, an activity which they largely shared with their wives. Almost two-thirds of men reported that they spend too little time with their children, due to work or the search for it. And while almost two-thirds of women saw their husbands’ role in childrearing as primarily that of a financial

⁷ Egyptian Demographic Health Survey, 2014, MoH and EI Zanaty

⁸ National Council for Childhood and Motherhood (NCCM) and UNICEF (2015), Violence against Children in Egypt. A Quantitative Survey and Qualitative Study in Cairo, Alexandria and Assiut, NCCM and UNICEF Egypt, Cairo.

⁹ Family Conditions Survey, 2009. Information and Decision Support Center, Egypt

provider, only 40 per cent of men agreed with this assessment. This suggests that men desire involvement beyond breadwinning, more so than women seem to acknowledge¹⁰.

Against this background and in line with national reforms and Government's priorities, UNICEF provides technical support to the National Council for Childhood and Motherhood, institutional counterparts and relevant stakeholder on parenting as key driver of change to address national priorities such as eliminating violence against children (EVAC) and early childhood development (ECD).

Positive parent-child interaction is an essential requirement for positive childhood development¹¹ and for prevention of violence against children. Children who experience positive parenting in the form of positive reinforcement and involvement, warmth and affection, and consistent nonviolent discipline are more likely to achieve their developmental potential, learn pro-social skills, and make a meaningful contribution to society.¹² They are also more likely to transfer these skills to their own children, thus strengthening the intergenerational transfer of positive parent-child relationships and child development.¹³

A mapping of existing community outreach services and programmes that can serve as entry points for a positive parenting programme was conducted in 2016. Adopting a forward-looking approach, the mapping exercise investigated entry points to reach vulnerable parents and families as well as those youth and adolescents who will soon become parents. Possible entry points include the Ministry of Social Solidarity's (MoSS) family counselling bureau, their Early Childhood Development (ECD) centers, the national conditional cash transfer programme (Takaful), Primary Health Units (PHU) and youth centers and counselling units. It is recommended that positive parenting programmes and principles are mainstreamed at all levels of service delivery. A system approach integrating positive parenting practices may contribute to enhance nurturing care for children including reducing acceptance for violent behaviors.

One existing example is the current partnership between the Ministry of Health and UNICEF regarding a positive parenting intervention for migrant, refugee and Egyptian parents through existing Public Health Units and by training more than 700 Egyptian nurses and health sector practitioners, specifically Community Health Volunteers, Ministry of Health supervisors, Pediatricians, in order to develop a common understanding of the importance of parenting on children's lives in terms of their wellbeing, development and resilience. There is opportunity with the formative research to get this programme more evidence based and adjust the methodology and tools accordingly and enhance it as part of a national programme.

OBJECTIVE

UNICEF is seeking the support of an institution with expertise in positive parenting, advocacy planning and communication strategies to mainstream positive parenting in Egypt. The institution will have advocate and create knowledge sharing opportunities to promote positive parenting among relevant stakeholders; to provide technical support on positive parenting through various online and offline tools and platforms, and to facilitate two-way communication with parents.

In particular UNICEF is seeking support in designing, adopting and refining an evidence-based and scalable intervention on positive parenting and Early Childhood Development (ECD) focusing on non-violent practices and positive parental involvement for children in the age group of 0 to 18. This would entail technical support and consultation on identifying the underlying social norms shaping these practices and creating communication and knowledge sharing platforms - with potentials for scaling up and sustainability – in support of a national positive parenting program.

¹⁰ UN Women (2017), Understanding Masculinities (International Men and Gender Equality Survey – IMAGES Middle East and North Africa

¹¹ Eshel, N., et al., *Responsive parenting: Interventions and outcomes*. Bulletin of the World Health Organization, 2006. 84: p. 991-998.

¹² Kotchick, B.A. and R. Forehand, *Putting parenting in perspective: A discussion of the contextual factors that shape parenting practices*. Journal of Child and Family Studies, 2002. 11: p. 255-269.

¹³ Belsky, J., et al., *Intergenerational transmission of warm-sensitive-stimulating parenting: A prospective study of mothers and fathers of 3-year-olds*. Child Development, 2005. 76(2): p. 384-396.

The assignment specific objectives includes:

- Contributing to the national programme on positive parenting by contributing to national formative research, development and roll out of positive parenting tools, and capacity building
- Establish and/or contribute to a comprehensive positive parenting digital platform
- Technical contribution and support to UNICEF edutainment and mass media products to promote positive parenting
- Contribute to mainstream positive parenting strategies, including with UNICEF public and private partners by participating in national taskforces and meetings, providing key recommendations for policies and strategies, facilitating knowledge sharing opportunities
- Capacity building support to National Child Helpline and/or any other relevant partner on positive parenting

METHODOLOGY

For any social and behavior change initiative to be effective and sustainable, it must start with behavioural analysis and simultaneously address change at all levels (individual, interpersonal, community, organizational, policy/enabling environment).

The selected institution is expected to provide technical expertise and implementation support based on the following guidelines and principles:

- a) building on existing programmes and existing community strengths (from outside expertise to people's personal experiences)
- b) develop context appropriate solutions informed by user needs
- c) equity based design to reach the most vulnerable, ensure gender transformative dynamics and inclusion of children with disabilities
- d) strengthen possible synergies
- e) design for scale from the start
- f) acknowledge the behavioural change process' private and social dimensions therefore taking in consideration group decisions making dynamic in addition to individual decision making dynamics
- g) ensure participatory and empowering dynamics

All the content produced will have to open source with the highest quality production and are subject to revision by government counterpart and UNICEF.

ACTIVITIES, DELIVERABLES AND TIMELINES, PLUS BUDGET PER DELIVERABLE		
DELIVERABLES	ESTIMATED DURATION TO COMPLETE	PAYMENT
1. Technical support for the national positive parenting programme including evidences generation, tools design, and capacity building.		
1.1 Assisting in working with the research team to develop and formulate tools (at least 2) for positive parenting as well as contribute to strategies for the roll out of the tools	22 days	10%
1.2 Support in design a minimum of 2 innovative tools for the National Positive Parenting Programme	30 days	10%

1.3 Testing the tools developed for the National Positive Parenting Programme inception phase	15 days	5%
1.4 Conduct 5 TOT workshop (5 days each for 25 people for each workshop) on the tools generated	25 days for workshop implementation 10 days preparation	15%
1.5 Contributing in evidence generation on knowledges, attitudes and practices to inform programmes and communication activities (Rapid Assessment for Edutainment TV Format, Focus Groups for Awladna campaign, Impact Evaluation for Edutainment TV format)	30 days	10%
2. Technical contribution and support to UNICEF edutainment and mass media products to promote positive parenting		
2.1 Collaborate with UNICEF and partners to optimize new campaign tactics including messaging to parents, digital communication tactics and offline media, including supporting the edutainment series on positive parenting; positive parenting/ EVAC mass media campaign (including support in 10 online advocacy and promotion for push messages and polls.) and religious leaders docu-drama series production	30 days	10%
3. Contribute to integrating positive parenting strategies and communication to UNICEF national counterparts and partners by participating in national taskforces and meetings and providing key recommendations for policies and strategies		
Attend and contribute with action plans and recommendations to national stakeholder consultations/sensitization across the parenting sector with respective agencies responsible for the implementation of the Parenting Component including;		5%
3.1 Quarterly Ending Violence Against Children (EVAC) taskforce meetings	8 days	
3.2 Quarter Early Childhood Development (ECD) taskforce meetings	8 days	
3.3 Regular representation and coordination with the Supreme Council for Media	10 days (average)	
3.4 Quarterly UNICEF ECD and EVAC consultation workshops	12 days (average)	
4. Capacity building support to UNICEF partners including private sector, CPC and National Child Helpline on positive parenting (<i>*capacity building workshops should include training plans, number of training days, training modules and handouts, all to be handled by the selected institution</i>) (please ensure to		

<i>factor in all costs including any logistical requirements as well as venue, printed materials and travel costs)</i>		
4.1 Conducting 6 capacity building workshops on issues as (positive discipline, inclusion/disability, gender responsiveness & socialization, social and emotional development of children, peer to peer violence/bullying)	<i>10 days preparation 20 days implementation (4 days for each workshop)</i>	25%
4.2 Conducting 4 capacity building workshop for media professionals on issues as (positive discipline, inclusion/disability, gender responsiveness & socialization, social and emotional development of children, peer to peer violence/bullying)	<i>10 days preparation 12 days implementation (3 days for each workshop)</i>	10%
Total	<i>252 days</i>	100%

QUALIFICATIONS, SPECIALIZED EXPERIENCE AND ADDITIONAL COMPETENCIES

Education:

- Certified professionals in positive parenting and or psychology, sociology or any other related social sciences
- At least 5 years' experience of working/ providing social sciences, communication, early childhood development, and education is preferred.
- At least 5 years of professional experience working with online platforms, applications and digital media.
- Demonstrated ability to work in a multicultural environment and establish harmonious and effective working relationships.
- Strong experience in providing logistical support for capacity building, coordination, communication.
- Proved experience in successfully advocacy and networking initiatives.
- Fluent English and Arabic communication skills is a must

CRITERIA FOR EVALUATION

TECHNICAL CRITERIA	POINTS TO CONSIDER
For Consultants	<ul style="list-style-type: none"> • Educational Background (5pts) • Qualifications and skills (5pts) • Range and depth of relevant experience especially with similar projects (10pts) • Competitive advantage over other candidates(5pts) • Language: Fluency in English and Arabic (5pts) • Brief technical proposal (including the background, experience, methodology/approach, timeline and deliverables) and financial proposal. (5pts) • Profile of consultancy firm. (10 pts) • Name of members/team and brief presentation of their experience and qualification. (5pts)
Overall Response	<ul style="list-style-type: none"> • Completeness of response (5pts) • Overall concord between TOR/needs and proposal (15pts)

TOTAL SCORE	70 pts
Weighting	<ul style="list-style-type: none">• Weighting of technical evaluation vs financial offer (70:30)

NOTE FOR CONSULTANTS AND INDIVIDUAL CONTRACTORS:

Please submit a **financial offer** along with your proposal, which contains the following information:

- Fee for services to be provided – based on the deliverables in the Terms of Reference
- Wherever possible, indicate the itemized cost of the travel (air tickets etc). If an international consultation, and daily living costs for your stay in the country.