OPEN CAMPUS

1. The University of the West Indies, Open Campus serves the following English-speaking Caribbean countries:

- Anguilla
- Antigua & Barbuda
- Bahamas, The Commonwealth of
- Barbados
- Belize
- Bermuda
- British Virgin Islands
- The Cayman Islands
- The Commonwealth of Dominica
- Grenada
- Jamaica
- Montserrat
- St. Christopher & Nevis
- St. Lucia
- St. Vincent & The Grenadines
- The Republic of Trinidad & Tobago
- Turks and Caicos

2. The University began teaching in 1948 at Mona in Jamaica as a University College affiliated with the University of London, and became independent in 1962. The University has campuses at Mona in Jamaica, St Augustine in Trinidad and Cave Hill in Barbados, and Open Campus Sites in the above countries (except Bermuda and Turks & Caicos). The UWI on-campus student population is currently over 40,000 full-time equivalent students.

3. In a major initiative to grow our student population and service the widely dispersed needs of country partners, the University has launched the Open Campus, an entity that is built on our success in distance education and continuing studies throughout the Caribbean. The current population of our distance students and continuing education students is over 20,000 and the Open Campus is aggressively developing new programmes to increase student enrollment. Open Campus currently employs a wide variety of distance delivery methods and has 52 education centres in 16 different English speaking countries and a staff of almost 400 professionals to support our growing student population.

PROJECT BACKGROUND
4. Improving citizen security is a Caribbean regional priority that requires comprehensive, coordinated, multidisciplinary reforms and targeted strategies. Given its mandate to build regional capacity, The University of the West Indies (UWI) has embarked upon several research initiatives, to further our understanding of the prevention and reduction of violence against children across the region, some of which have resulted in the development of academic programmes thus contributing to child justice and security reform.

5. The countries of the Caribbean share similar historical experiences of slavery and colonialism, and as a result, legacies of violence continue to pervade cultural understandings of penalty and punishment in varying degrees in the different Eastern Caribbean territories. Child abuse and domestic violence are outcomes of these cultural practices. In some instances, this acceptance is perpetuated by institutions and individuals who have the legal and ethical obligation to protect children. Such violations are often committed in ignorance by adults who lack the knowledge, skills and competencies to adequately support children’s best interests. The foregoing is indicative of the gaps in the legal frameworks, judicial and educational systems and issues inherent in gendered social relations.

6. As a demonstration of its commitment, the Caribbean Child Development Centre (CCDC) of The UWI Open Campus, over a decade ago, conceived, The Child Rights Education Project (CREP) which proactively led the development of a range of Child Rights courses, workshops and training programmes for a variety of stakeholders such as policymakers and managers, front-line practitioners, parents and children. The project process may best be described as, “learning about rights, learning through rights (using rights as an organizing principle to transform the culture of learning) and learning for rights (taking action to realize rights)”. With funding and technical support from UNICEF Jamaica, the scope of the project expanded to encompass research, institutional capacity building through the development and piloting of rights-based policy, training, programming, public service and monitoring and evaluation processes. In addition to the CREP, The UWI Open Campus also offers a Human Rights course within the Community Leadership and Development Programme of the Social Welfare Training Centre. The academic rigour of these programmes and courses and interdisciplinary praxis are comparable with international standards.

7. The UWI Open Campus has developed essential tools and mechanisms for changing how children’s rights are perceived and applied, and contributed to strengthening rights-based capacity of more than 2,000 duty-bearers, in culturally appropriate and contextually responsive ways. Effective child protection and efficient management of child protection cases is a multi-sectoral and multi-disciplinary intervention. Child Rights Education Training (CRET) is viewed an essential input for strengthening prevention and re-victimization reduction efforts that engage sector workers, family and community in the treatment of cases of child abuse, neglect and exploitation, as well as treatment of child victims of crime, child witnesses and child offenders. CRET promotes a rights-based and life-cycle approach to the provision of holistic care for children within the child protection system, using gender sensitivity and maximizing family and community resources.

8. Against this background, The UWI Open Campus, received funding from UNICEF Eastern Caribbean Area (ECA), to conduct a needs assessment to plan an academic programme/(s)
and initiatives geared towards capacity building in child rights, safety and justice and promoting public awareness of same. The aim of the assignment is to protect children from exploitation, and abuse.

WORK LOCATION

9. The Lead Researcher may be located in any of the 12 countries (Anguilla, Antigua and Barbuda, Barbados, British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands) in which the Needs Assessment will be conducted and may be required to travel to at least 2 other countries to collect data.

WORK ENVIRONMENT

10. The job incumbent must be able to work in a virtual team environment.

11. The incumbent must be able to engage others in team meetings, develop new ideas/best practices, and support the work of others using a variety of ICT and collaborative web tools.

REPORTING

12. The Lead Researcher will be supervised by the Project Manager, CCDC.

CONTRACT TYPE

13. The Lead Researcher will be engaged over 9 months on a contract for services for 56 days.

14. This package will not attract the same benefits received by UWIOC staff.

ASSUMPTION OF DUTIES

15. The successful candidate will be expected to assume duties on March 12, 2018.