



Spotlight Initiative
 To eliminate violence against women and girls

Initiated by the European Union and the United Nations:



TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANT	
Title: Individual Consultant to adapt international guidance on out of school CSE to the Caribbean context and develop a Caribbean Toolkit for Civil Society Organizations (CSOs) to implement out-of-school Comprehensive Sexuality Education (CSE)	
Hiring Office:	UNFPA Sub-regional Office for the Caribbean (SROC), Jamaica
Purpose of consultancy:	The aim of this consultancy is to adapt and contextualize the international guidance on out of school CSE to the Caribbean context through a consultative process and in collaboration with young people. The adoption of the international guidance on out of school CSE is intended to improve coordination and delivery of out of school CSE by various civil society organisations (CSOs) in the Caribbean. Additionally, this consultancy is required to develop a Caribbean Toolkit in line with international guidance for CSOs to implement out-of-school CSE. Presently, Caribbean territories and partners use different methodologies and approaches to implement out-of-school CSE. Many of them are locally made and do not adhere to international standards when it comes to out-of-school CSE.
Scope of work: (Organizational context, description of services, activities, or outputs)	<p>Organizational context</p> <p>UNFPA is the sexual and reproductive health and rights agency of the United Nations. Our mission is to deliver a world in which every pregnancy is wanted, every childbirth is safe and every young persons’ potential is fulfilled. UNFPA is working with governments, civil society, regional partners and other UN agencies to achieve the Sustainable Development Goals (SDGs) by 2030, with specific focus on Goal 3 (health), Goal 5 (gender equality), and Goal 10 (reduced inequalities).</p> <p>The English- and Dutch-speaking Caribbean is part of the United Nations “delivering as one” initiative, and as such, the UNFPA Country Programme for the English- and Dutch-speaking Caribbean, is aligned to the United Nations Multi-Country Sustainable Development Framework (UNMSDF) 2017-2021. UNFPA’s programme applies a human rights and culturally sensitive approach, supported by evidence-based advocacy and policy dialogue to address issues of sexual and reproductive health, gender equality, youth and population dynamics. Enabling the environment for sexual and reproductive health and rights; increasing national capacities to advocate for and deliver policies and programmes for access to sexual and reproductive health information and services; and strengthening legal and protection systems for the implementation of laws, policies and programmes to prevent and respond to gender-based violence, which disproportionately affects women and girls, is at the heart of UNFPA’s support in the Caribbean.</p> <p>Every CARICOM country has dedicated domestic violence legislation and laws that advance child protection. Many have drafted national plans and strategies to address</p>



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gender-based violence, in which ending family or domestic violence is prioritised. While these laws have improved some women's access to justice, recent prevalence surveys suggest that a significant number of women experience intimate partner violence and that the majority of those do not report to police, or access services to protect and prevent the recurrence of violence. Policy making and programme development is not sufficiently informed by research and a coordinated approach to administrative data across sectors does not exist in most countries.

Alongside and feeding into system inadequacies, a culture of gender inequality persists and, along with other bases of inequalities, contributes to high levels of gender-based violence, particularly against women and girls. This culture and the associated inequalities impede quality, accessible, effective and non-discriminatory access to services. Gender norms that associate masculinity with power over and control of women are harmful as is the association of discipline of children with corporal punishment.

However, with the sustained demand by women's and human rights organisations, including UN agencies, there is now readily apparent greater resolve to address GBV through systemic approaches. Key inter-governmental and regional institutions have prioritised ending gender-based violence in the period coinciding with the Spotlight Initiative. These include CARICOM and its institutions, OECS Commission and the Caribbean Development Bank.

Complementing the Spotlight country programmes in six Caribbean countries¹, and taking into account the COVID-19 pandemic and its impacts, the Spotlight Initiative (SI) Caribbean regional programme will increase policy coordination and functional cooperation across the region to address family violence. It will set regional standards for essential services delivery, for monitoring the implementation of regional and national family violence laws and policies; it will advance best practice models for prevention; and ensure the engagement of women's organisations in regional accountability frameworks.

- Under pillar 2, regional intergovernmental institutions will be supported to strengthen capacities to drive improvements in national-level delivery of essential prevention and response services to address family violence.
- Under pillar 3 an evidence-based Caribbean model of cultural and behaviour change across the life course will inform primary family violence prevention and sexual and reproductive rights programming across the region.
- Under pillar 5, regional protocols and standards for family violence data management systems will be developed or strengthened to improve timely and cross-sectoral analyses and programmatic responses at national level.
- Under Pillar 6, civil society and women's organisations will be more enabled and empowered to monitor and support family violence responses and prevention programming and have the capacity and connectedness to

¹ Belize, Grenada, Guyana, Haiti, Jamaica and Trinidad and Tobago



advocate for state and intergovernmental accountability to end family violence.

UNFPA defines CSE as a right-based and gender-focused approach to sexuality education, whether in school or out of school. CSE is curriculum-based education that aims to equip children and young people with the knowledge, skills, attitudes and values that will enable them to develop a positive view of their sexuality, in the context of their emotional and social development. By embracing a holistic vision of sexuality and sexual behaviour, which goes beyond a focus on prevention of pregnancy and sexually transmitted infections (STIs).

HFLE has had varying degrees of implementation and measured success across the Caribbean. Assessments conducted by UNFPA (2017) UNESCO (2011) and UNICEF/UWI (2011) showed that the policy environment was generally amenable and there was widespread acceptance of the need for life-skills education, despite pockets of concern about the appropriateness of some topics. These studies showed that the majority of schools surveyed had a life skills-based HIV education programme even though there was evidence of inconsistencies in its delivery. Most of the countries in the region now have some kind of legal institutional support for the development and strengthening of programs for life skills in formal education and have undertaken important curricular activities to incorporate the same in the processes of educational reform.

The growth and development of Caribbean youth continue to be undermined by new presentations of age-old threats. Vulnerability to all forms of violence, particularly bullying, sexual violence, abuse and exploitation persists; Adolescent pregnancy rates remains very high; Access to sexual and reproductive health information and services, including those for HIV and other STIs, is suboptimal; Noncommunicable diseases have increased among adolescents, and; Mental health, substance use/abuse and self-harm have become a dominant feature of adolescent diagnosis in the Caribbean.

It is therefore important that the delivery of CSE through HFLE is well aligned with International guidelines as there is a concern that the environment for advancing CSE in the Caribbean has become less conducive due to progressive advocacy against the sexuality education component of the programmes. However, evidence has shown that sexuality education (SE) that is age-appropriate, rights based, gender-sensitive and life skills-based, can provide young people with the knowledge, skills and efficacy to make informed decisions about their sexuality and lifestyle, lead to reductions in harmful and risk taking behaviours, delay sexual debut and reduce unsafe sexual activity.

A consultant/team will be recruited to adapt the international guidance on out of school CSE to the Caribbean context and develop a Caribbean Toolkit for CSOs to implement out-of-school Comprehensive Sexuality Education. The proposed interventions will provide support to the implementation of the UNFPA activities under pillar 3 of the SI which refers to the strengthening of regional advocacy capacities to:



Advocate for comprehensive sexuality education (CSE).

According to the International Technical Guidance (ITG) on Sexuality Education (2018), comprehensive sexuality education is a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality. It aims to equip children and young people with the knowledge, skills, attitudes and values that will empower them to realize their health, well-being and dignity; develop respectful social and sexual relationships; consider the well-being of others that are affected by their choices; and understand and ensure the protection of their rights throughout their lives. The characteristics of high-quality CSE are that it is:

- scientifically accurate
- incremental
- age- and developmentally appropriate
- curriculum-based
- comprehensive
- based on a human-rights approach
- based on gender equality
- culturally relevant and contextually appropriate
- transformative
- able to develop life skills needed to support healthy choices.

CSE delivery in- and out-of-school in the Caribbean.

The Regional SI has a component that focuses on the provision of CSE to out-of-school youth. This is essential as it is an indispensable component to achieve the 2030 Agenda for Sustainable Development and the SDGs. The 2030 Agenda commits to leave no one behind, reach the furthest behind first, and to empower those most vulnerable, including women and children, youth, persons living with disabilities, people who are at high risk of acquiring or living with HIV/AIDS, indigenous peoples, and migrants/refugees. CSE delivered through a human rights and gender equality-based approach, in an out-of-school context in particular, is crucial to reach marginalized adolescents and youth, mainly young women and girls who are disadvantaged, many of whom are already mothers and socially isolated.

In addition to reaching children and young people who are not in school, and the most vulnerable and marginalized children and young people, out-of-school CSE fulfils several other important functions:

- providing CSE that is tailored to the different needs of specific groups of children and young people, e.g., young people living with HIV, or young people who identify as lesbian, gay, bisexual, transgender, queer, or other non-cisgender and/or non-heterosexual orientations (LGBTQ+), or young people with a disability.
- providing CSE to children and young people who go to school in countries where CSE is not included in the school curriculum.
- supplementing in-school sexuality education, particularly in contexts where this is not comprehensive or of high quality.



	<ul style="list-style-type: none">• providing programmes that explicitly involve parents and guardians. <p>This out-of-school CSE intervention aims to operationalize the International Technical and Programmatic Guidance on out-of-school CSE and support the implementation of out-of-school national programs. For the purpose of this programme, out of school CSE population will be defined as children and young people that are not attending school (face to face nor remotely) or have dropped out. The intervention is part of the regional SI efforts that will ensure overall oversight of the intervention, alignment of the national components with global and regional strategy for out-of-school CSE and alignment of CSE tools and materials generated from the project. There are two main and two sub activities to support the development of programme resources for the delivery of high quality CSE for out of school in the Caribbean.</p> <ol style="list-style-type: none">1. The adaptation of international guidance on out of school CSE to the Caribbean context and,2. The development of a Caribbean Toolkit for CSOs to implement for out of school CSE, including specific groups of young people.3. The development of training manuals and facilitation guides to support consultations and capacity development.4. The facilitation of training and consultations workshops for key stakeholders. <p>For both main activities the consultant(s) will use the International Technical and Programmatic Guidance on Out-of-school Comprehensive Sexuality Education to guide their work. CSOs will also be engaged to hold consultations with young people across the region. The lead consultant is expected to prepare a work plan outlining how he/she intends to complete the tasks assigned and this is to be included in the initial proposal that is submitted. The Consultant will work closely with the Regional SI team and other stakeholders.</p> <p>Description of roles and responsibilities of the consultant/ team:</p> <ul style="list-style-type: none">• Adapt the international guidance on out of school CSE to the Caribbean context• Develop an out of school CSE toolkit to be implemented by CSOs in consultation with CSOs that will be engaged by UNFPA for that purpose, the toolkit should provide sensitization about GBV and make reference to GBV referral pathways where these exist• Provide technical assistance and guidance to CSOs to assist them in engaging with specific youth populations• Train CSOs to use the Caribbean out of school CSE toolkit• Support the implementation of the Caribbean youth engagement guidance for out of school CSE that is being developed by UNFPA SROC.• Provide technical assistance where needed and support regional agencies, civil society organizations and community leaders to implement and manage the programme effectively <p>Key Steps</p> <ol style="list-style-type: none">1. Inception Report outlining: methodology and approach, work plan detailing activities, timelines, resources, and costs.
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	<ol style="list-style-type: none"> 2. Document findings from engagement of key stakeholders including CSOs detailing the challenges, requirements, and gaps they anticipate for the delivery of out of school CSE. 3. Literature review including an overview of relevant toolkits in the region or elsewhere for out of school CSE that can be used as a base for the Caribbean Toolkit for CSOs to implement out-of-school CSE. The literature review shall include identification of gaps in existing tools related to out of school CSE, and make recommendations for how these gaps will be addressed in the Caribbean out of school CSE toolkit. 4. Adapt the international out of school guidelines to the Caribbean context outlining any changes proposed for the delivery of out of school CSE in the Caribbean. It should be taken into consideration that both out of school CSE and in school CSE will be complementary to each other and both should be in line with international guidance and standards. 5. Develop a Caribbean Toolkit for CSOs to implement out-of-school CSE in consultation with CSOs. 6. Develop a facilitator's guide for the youth consultations and provide support for youth consultations. 7. Provide necessary technical assistance for programme implementation. 8. Facilitate a webinar presenting the Toolkit (validation). 9. Develop a Trainer of trainers (ToT) package/manual: methodology (in-person and virtual classrooms), agenda, training materials, training evaluation forms, participants criteria. 10. Implement a regional ToT workshop targeting identified CSOs. (note: considerations must be given to COVID-19 situation in which remote teaching and learning may be utilized). 11. Coach the trainees for the first roll out of the Toolkit. <p>For webinar, consultations and trainings the consultant must produce:</p> <ul style="list-style-type: none"> ● Agenda ● Event Report ● Participant Register ● Participant Feedback Form ● Pictures, videos - group & interactive (including participants & presenters) 						
<p>Duration and working schedule:</p>	<p>This is a deliverable based consultancy and it is estimated to take place between Monday 24 May 2021 to Friday 24 September 2021.</p> <table border="1" data-bbox="459 1742 1444 1966"> <thead> <tr> <th data-bbox="459 1742 515 1803"></th> <th data-bbox="515 1742 1444 1803">Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 1803 515 1899">1</td> <td data-bbox="515 1803 1444 1899">Develop inception report and work plan for adaptation of guidelines and development of toolkit</td> </tr> <tr> <td data-bbox="459 1899 515 1966">2</td> <td data-bbox="515 1899 1444 1966">Submit literature review maximum of 10 pages (excluding annexes)</td> </tr> </tbody> </table>		Activities	1	Develop inception report and work plan for adaptation of guidelines and development of toolkit	2	Submit literature review maximum of 10 pages (excluding annexes)
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<p>Place where services are to be delivered:</p>	<p>The consultant/team is expected to work remotely, utilizing their own office space, computer, internet, telephone and other equipment, as needed, to undertake this assignment.</p>														
<p>Delivery dates and how work will be delivered (e.g. electronic, hard copy etc.):</p>	<p>This is a deliverable based consultancy and it is estimated to take place between May to September 2021. The Consultant is expected to submit the following deliverables in accordance with the time frame listed.</p> <table border="1"> <thead> <tr> <th data-bbox="459 1574 515 1664"></th> <th data-bbox="523 1574 1114 1664">Deliverables for development of Caribbean Toolkit</th> <th data-bbox="1121 1574 1442 1664">Due Date</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 1664 515 1742">1</td> <td data-bbox="523 1664 1114 1742">Inception report and work plan</td> <td data-bbox="1121 1664 1442 1742">6/7/2021</td> </tr> <tr> <td data-bbox="459 1742 515 1809">2</td> <td data-bbox="523 1742 1114 1809">Literature review</td> <td data-bbox="1121 1742 1442 1809">6/28/2021</td> </tr> <tr> <td data-bbox="459 1809 515 1933">3</td> <td data-bbox="523 1809 1114 1933">Draft document outlining the adaptation and contextualization of international guidance on out of school CSE to the Caribbean context</td> <td data-bbox="1121 1809 1442 1933">7/12/2021</td> </tr> </tbody> </table>		Deliverables for development of Caribbean Toolkit	Due Date	1	Inception report and work plan	6/7/2021	2	Literature review	6/28/2021	3	Draft document outlining the adaptation and contextualization of international guidance on out of school CSE to the Caribbean context	7/12/2021		
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	<p>4</p> <p>5</p> <p>6</p> <p>7</p>	<p>Training materials and sessions with stakeholders for the development of the toolkit and facilitation guide</p> <p>Final document on the Caribbean out of school CSE guidance and facilitator's guide for youth consultations</p> <p>Caribbean Toolkit for CSOs to implement out-of-school CSE in consultation with CSOs and webinar materials and launching webinar</p> <p>Conduct a training for trainers and coaching of the trainees for the first roll out of the Toolkit and completion of all youth consultations</p>	<p>7/26/2021</p> <p>8/13/2021</p> <p>8/27/2021</p> <p>9/10/2021</p>
	<p>The literature review, inception, draft and final reports and toolkit are expected to be delivered electronically.</p>		
<p>Monitoring and progress control, including reporting requirements, periodicity format and deadline:</p>	<p>The consultant will report directly to the UNFPA CSE focal point and may expect support from the technical team from the SROC including the GBV and SRH specialists. Deliverables will be assessed for quality and to the extent they fulfil the requirements of the TOR. The Sub-Regional Office reserves the right to discontinue the contract if it feels that the consultant/team does not live up to the expectations or if the consultant/team acts in a way that is detrimental to UNFPA's reputation and image.</p>		
<p>Expected travel:</p>	<p>Travel is not expected, however, should the need arise, it will be carefully monitored by UNFPA against the background of the provisions regarding travel in light of the COVID-19 pandemic. Any travel to the field and related costs will be funded by UNFPA.</p>		
<p>Required expertise, qualifications and competencies, including language requirements:</p>	<p>Required Degree Level: Master's degree</p> <p>Required Experience: 7 years</p> <p>a) Qualifications, skills, experience:</p> <ul style="list-style-type: none"> • Advanced higher degree (Master's) in any of the following relevant areas: Gender based violence, Gender Studies, Public Health, Public Policy, Social Science, Social and Behaviour Change Communication, Human Rights, International Development, or other related fields. • Post-graduate certification in family violence, GBV, adolescent sexual and reproductive health • Minimum 7 years of work experience developing/designing training materials in adolescent sexual and reproductive health, gender-based violence or gender equality programmes and the design, development and implementation of ASRH information and behaviour change communication programmes or other relevant programmes; 		



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	<ul style="list-style-type: none"> • Recognized expertise in the design and/or implementation of CSE programmes and experience in the field of SRHR and GBV with an emphasis on adolescents and youth; • Sound knowledge of human rights is mandatory, with specific focus on women's rights and rights of marginalized populations • Demonstrated ability and knowledge to collect and analyze qualitative and quantitative data; • Knowledge of demographic, political, social and cultural situations in the Caribbean will be an asset; • Familiarity with UNFPA or UN programming; • Excellent writing and communication skills; • Excellent interpersonal skills; culturally and socially sensitive; • Ability to work inclusively and collaboratively with a range of partners, including grassroots community members, religious and youth organizations, and authorities at different levels; • Familiarity with tools and approaches of communications for development; • Ability to work and adapt professionally and effectively in a challenging environment; ability to work effectively in a multicultural team of international and national personnel; • Self-motivated, ability to work with minimum supervision; ability to work with tight deadlines. 									
<p>Inputs/ services to be provided by UNFPA or implementing partner (e.g., support services, office space, equipment), if applicable:</p>	<p>UNFPA will support the consultant/team to make the necessary contacts with government and relevant partners, and to that end, UNFPA will prepare a stakeholder mapping. UNFPA will facilitate sharing of all relevant documents related to this consultancy with the consultant/team once the assignment is awarded. UNFPA will facilitate the use of UNFPA virtual platforms for presentation of results, stakeholders' meetings as needed.</p> <p>Note: it is important to highlight that a CSE Formative Assessment and development of CSE Monitoring and Evaluation guidance and tools will be taking place simultaneously to this consultancy and it is expected that the consultant/team will interact with the respective consultants to ensure this assignment is aligned to and informed by those. In addition, the consultant/team will work closely with CSOs for the successful implementation of the consultations with young people across the Caribbean.</p>									
<p>Other relevant information or special conditions, if any:</p>	<p>Payments for development of Caribbean Toolkit will be made as follows</p> <table border="1" data-bbox="459 1592 1441 2018"> <thead> <tr> <th></th> <th>%</th> <th>Deliverables</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>35</td> <td>1) Inception Report 2) Literature review. To the satisfaction of UNFPA (2 deliverables)</td> </tr> <tr> <td>2</td> <td>40</td> <td>3) Draft of the Caribbean out of school guidance 4) draft Caribbean Toolkit for CSOs to implement out-of-school CSE 5) validation report (webinar and engagement with CSOs) 6) Facilitator's guide for youth consultations 7) ToT training package (Toolkit).</td> </tr> </tbody> </table>		%	Deliverables	1	35	1) Inception Report 2) Literature review. To the satisfaction of UNFPA (2 deliverables)	2	40	3) Draft of the Caribbean out of school guidance 4) draft Caribbean Toolkit for CSOs to implement out-of-school CSE 5) validation report (webinar and engagement with CSOs) 6) Facilitator's guide for youth consultations 7) ToT training package (Toolkit).
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			To the satisfaction of UNFPA. (5 deliverables)
	3	25	8) Final Caribbean out of school guidance 9) Caribbean Toolkit for CSOs to implement out-of-school CSE 10) Report of the ToT implemented. 11) Report of the Youth Consultations completed. To the satisfaction of UNFPA. (4 deliverables)
<p>Expressions of interest</p>	<p>Interested consultants are requested to submit to UNFPA:</p> <ul style="list-style-type: none"> a. up-to-date curriculum vitae(s); b. a technical proposal including timelines c. a recent sample of a writing and editing assignment of content of the overall cost of the assignment, expressed as an overall lump-sum. <p>The proposal should be submitted by e-mail no later than midnight Friday 23 April 2021. Proposals should not exceed 5MB. E-mail address: vacancy.sroc@unfpa.org</p> <p>Email Subject: “Expression of Interest: Individual Consultant to adapt international guidance and develop toolkit on out of school CSE to the Caribbean context”.</p>		