



TERMS OF REFERENCE FOR CIVIL SOCIETY ORGANIZATION

Spotlight activity:	Activity 3.1.4: To scale-up and sustain the implementation of the Health and Family Life Curriculum (HFLE) for in- and out-of-schools with a stronger focus on gender-based violence (GBV) and family violence (FV).			
Requesting office:	<input type="checkbox"/> UNDP	<input checked="" type="checkbox"/> UNFPA	<input type="checkbox"/> UNICEF	<input type="checkbox"/> UNWOMEN
Background:	<p>The Spotlight Initiative (SI) is a global, multi-year partnership between the European Union and the United Nations to eliminate all forms of violence against women and girls. In recognition of the alarming levels of violence against women and girls in Jamaica, the Government of Jamaica, the European Union (EU) and the United Nations (UN) system in Jamaica launched the collaborative effort to combat this threat to sustainable development in the country. The Spotlight Initiative will directly contribute to the achievement of three of the Sustainable Development Goals (SDGs): Goal 5 on Gender Equality, Goal 3 on Good Health and Well-being and Goal 16 on Inclusive and Peaceful Societies.</p> <p>In the context of the Spotlight Initiative and, according to 2015 Inter-Agency Standing Committee (IASC) Guidelines for Gender-Based Violence Interventions in Humanitarian Settings, gender-based violence (GBV)¹ is an umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private.</p> <p>Family violence covers physical, social, sexual, economic and emotional abuse and acts of abuse and aggression within relationships that are considered as family connections or akin to family connection. It includes married couples, intimate partners whether living together or dating, and violence between parents and children. Family violence is gender-based, with the most prevalent form of violence within the family being violence against women and girls. The SI offers a valuable prospect to mitigate family violence that is a significant public health and development issue with major consequences at the individual, community and national levels. The social and cultural acceptance of family violence embed the norms, attitudes and behaviours inculcated within the family, reinforcing violence as a norm.</p> <p>The SI in Jamaica addresses three key priority areas within family violence against women and girls: 1) Child Sexual Abuse, 2) Intimate Partner Violence and 3)</p>			

1

https://interagencystandingcommittee.org/system/files/guidelines_for_integrating_gender_based_violence_interventions_in_humanitarian_action.pdf (page 5)

Discrimination against vulnerable groups. The approach will be guided by the core principle of the 2030 Agenda for Sustainable Development – Leaving No One Behind and underpinned by an intersectional approach that will ensure that interventions address key social factors such as gender, socio-economic status, age, sexual orientation and gender identity, HIV status, disability and rural-urban location..

Implementation will be led by a number of UN agencies, working closely with the Ministry of Culture, Gender, Entertainment and Sports as well as other government entities such as the Ministry of Education, Youth, and Information (MOEYI) as well as civil society organizations (CSOs). The four parishes in which Spotlight will focus are Kingston and St. Andrew, St. Thomas, Clarendon and Westmoreland. Interventions will target selected communities in these parishes.

The vision of the Jamaica Spotlight Initiative is that the rights of women and girls to live free from violence are protected, promoted, and upheld. The impact that the SI will work towards achieving is that all women and girls, particularly those who are most vulnerable, live a life free from violence and harmful practices. The Spotlight Initiative in Jamaica will contribute to transforming the society where women and girls can live free from family violence. It aims at addressing the issue of the normalization of violence in Jamaica, and have society see family violence as a public issue. The initiative will focus its intervention at the four parishes earlier mentioned because of the exposure to high levels of violence reported in them; while legislation and policy work will reach the population nationwide.

While the Initiative takes a women and girls-centred approach (the group mainly exposed to vulnerability), important efforts will be made to engage men and boys to address the toxic masculinity that is deeply embedded in the society. There will be collaboration to bring into the discourse non-traditional actors, such as rural women and girls, groups representing women with HIV and disabilities, sex workers, LGBTQI networks, among others.

The main objectives are:

1. To contribute to the reduction of family violence against women and girls and
2. To improve access for women and girls to essential, safe, adequate, integrated gender-responsive services

Founded on the socio-ecological model for addressing sexual and gender-based violence, the six outcome areas of the Spotlight Initiative are:

- Pillar One: Legislative and Policy Frameworks
- Pillar Two: Strengthening Institutions
- Pillar Three: Prevention and Social Norms
- Pillar Four: Delivery of Quality, Essential Services
- Pillar Five: Data Availability and Capacities
- Pillar Six: Supporting the Women’s Movement and CSO

	<p>Given the COVID-19 pandemic, and until further notice, all project activities will be implemented virtually and online under the principle ‘to do no harm’. UNFPA will continue to adhere to the national guidelines from the health and education authorities to judge how young people who do not have access to online technology may be reached. This is a risk limitation as the most vulnerable and marginalized young people may not have access to the Internet and/or electricity and may be out of reach.</p> <p>Anecdotal evidence suggests that the current COVID-19 pandemic with its attendant school closures as well as online teaching modalities may have resulted in an increase in the out of school population including among young people who lack access to remote teaching in the absence of electricity and/or Internet. In addition, the impact of the COVID-19 has been deleterious and that there has been an increase in the reports of GBV at community level. Such evidence also suggests that the longer hours that students spend online exposes them to sexual and other risks including pornography, sexual grooming, sexting, trafficking and cyber-bullying.</p>
<p>Objectives</p>	<p>The overall objective of Activity 3.1.4 is to:</p> <ul style="list-style-type: none"> ● Support the MOEYI and CSOs to scale up and sustain the implementation of the Health and Family Life Education (HFLE) curriculum with a stronger focus on GBV and FV for children and young people in and out of school. <p>The specific objectives are to:</p> <ul style="list-style-type: none"> ● Design a training package for school and CSO staff on VAWG and conduct training in VAWG for MOEYI and CSO programme staff in the four parishes; ● Review and update materials for HFLE sessions/workshops in schools and out-of-schools to have a better focus on prevention of VAWG and FV in all their forms; and ● Support school-based, student-led campaigns.
<p>Scope of work: <i>(Description of activities or outputs)</i></p>	<p>The Health and Family Life Education (HFLE) Curriculum Programme of the Ministry of Education, Youth and Information for Grades 7, 8 and 9 of the Jamaican school system was revised in September 2018 and is presently being published. The revision was undertaken because of the assessment that traditional curricula do not guarantee that children and adolescents attain their optimum potential as citizens given the growing societal influences that encourage students to participate in high risk behaviours that negatively affect teaching and learning. Young people are also more unruly, more likely to flout the rules of authority, and see little significance in schooling that does not properly make them ready for their different life roles².</p> <p>The advantages of a life skills approach are myriad. In addition to information, young people need skills, opportunities and an environment that will permit them to acquire the proper values, attitudes and positive behaviours that will permit them to successfully manage the stresses of daily life. The theoretical underpinnings of the life skills approach reside in findings that being competent</p>

² Ministry of Education, Youth and Information. Health and Family Life Education (HFLE) Curriculum (Grades 7-9). September 2018.

in life skills can:

- Mitigate high risk sexual behaviour;
- Promote conflict resolution and anger management;
- Ameliorate academic performance; and
- Foster positive social norms.

The most recent Curricula are organised to reflect guidance provided by the HFLE Regional Curriculum Framework (UNICEF/ CARICOM/ EDC). Therefore, the HFLE programme is established on five themes:

1. Sexuality and Sexual Health
2. Self and Interpersonal Relationships
3. Safety and Security
4. Appropriate Eating and Fitness
5. Managing the Environment

The curricula are founded on the following Life Skills: 1) social and interpersonal skills (including communication, refusal skills, assertiveness, and empathy); 2) cognitive skills (including decision making, critical thinking and self-evaluation); and 3) emotional coping skills (including stress management and increasing an internal locus of control).

The design of a training package and the training in VAWG will strengthen the capacity of staff of the MOEYI and CSO and will be an essential part of implementation of Activity 3.1.4. Basic training for all staff should include: guiding principles; goals and activities of VAWG programming; and a review of VAWG and gender issues relevant to the education sector. Staff should be trained about the importance of a human rights and survivor-centred framework and be encouraged to reflect on their own attitudes and beliefs related to gender and VAWG. The GBV referral pathway being advanced under the Spotlight Initiative should also form a part of the training. For teachers and trainers that will deliver the in and out of school teaching, training will also be conducted in sexuality in order to imbue teachers with greater confidence to successfully and confidently deliver the sexuality and sexual health component of the HFLE Curriculum.

Under the Spotlight Initiative, scaling up and sustaining the Health and Family Life Education (HFLE) curriculum, will enhance the sexuality and sexual health as well as the safety and security components of the curricula, elaborating them to further address gender-based violence and family violence. This will also imply not only strengthening the HFLE curricula, where deemed necessary, but also development of relevant aid materials for the delivery of HFLE in and out of school. It will be necessary to differentiate the out-of-school HFLE materials in light of the heightened sexual and reproductive health (SRH) risks and vulnerabilities faced by out-of-school and often unattached youth such as GBV, HIV and other sexually transmitted infections (STIs), unplanned pregnancy, transactional sex, commercial sex, and human trafficking. The Ministry of Education, Youth and Information has advised that the HFLE Curriculum for Grade 9 is used for students in Grades 10 and 11. This Curriculum may also be used for out of school young people.

	<p>The school-based, student-led campaign should foster gender equality among adolescents in schools by promoting equality in relationships between girls and boys, exploring the traditional norms that shape men’s and women’s responsibilities and roles, and interrogating the use of violence (an example is the perpetration of non-partner rape which studies elsewhere have cited that a sense of sexual entitlement was the commonest impulse). The campaign will also focus on community and school-related GBV.</p> <p>The target groups will include: in-school and out-of-school youth with various intersectionalities: adolescent mothers; LGBTQI; adolescents living with HIV; adolescents with a disability; sex workers; adolescents living in slums and rural areas, to the extent possible. The age group cohort is that in Grades 7-9. Interventions will take place in 6 schools as well as out-of-school adolescents in six selected volatile communities in targeted parishes - Kingston and St. Andrew, St. Thomas, Clarendon and Westmoreland.</p>												
<p>Duration and milestones:</p>	<p>From the signature of the implementing partner agreement until December 2021, for a maximum of 13 months total.</p> <table border="1" data-bbox="456 842 1435 1633"> <thead> <tr> <th data-bbox="456 842 1070 926">Milestones</th> <th data-bbox="1070 842 1435 926">Timeline</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 926 1070 1171">Deliverable 1: The inception report with the technical proposal including a desk-based review. Also included should be a clear methodology based on an assessment with proposed images/messages/language to be used.</td> <td data-bbox="1070 926 1435 1171">4th quarter 2020</td> </tr> <tr> <td data-bbox="456 1171 1070 1339">Deliverable 2: Training in VAWG for MOEYI and CSO programme staff conducted and training package validated for scale up at national level.</td> <td data-bbox="1070 1171 1435 1339">1st quarter 2021</td> </tr> <tr> <td data-bbox="456 1339 1070 1465">Deliverable 3: Materials for HFLE sessions/workshops in schools and out-of-schools reviewed and updated</td> <td data-bbox="1070 1339 1435 1465">2nd quarter 2021</td> </tr> <tr> <td data-bbox="456 1465 1070 1549">Deliverable 4: School-based, student-led campaigns supported.</td> <td data-bbox="1070 1465 1435 1549">3rd quarter 2021</td> </tr> <tr> <td data-bbox="456 1549 1070 1633">Deliverable 5: Evaluation Report</td> <td data-bbox="1070 1549 1435 1633">4th quarter 2021</td> </tr> </tbody> </table>	Milestones	Timeline	Deliverable 1: The inception report with the technical proposal including a desk-based review. Also included should be a clear methodology based on an assessment with proposed images/messages/language to be used.	4 th quarter 2020	Deliverable 2: Training in VAWG for MOEYI and CSO programme staff conducted and training package validated for scale up at national level.	1 st quarter 2021	Deliverable 3: Materials for HFLE sessions/workshops in schools and out-of-schools reviewed and updated	2 nd quarter 2021	Deliverable 4: School-based, student-led campaigns supported.	3rd quarter 2021	Deliverable 5: Evaluation Report	4 th quarter 2021
Milestones	Timeline												
Deliverable 1: The inception report with the technical proposal including a desk-based review. Also included should be a clear methodology based on an assessment with proposed images/messages/language to be used.	4 th quarter 2020												
Deliverable 2: Training in VAWG for MOEYI and CSO programme staff conducted and training package validated for scale up at national level.	1 st quarter 2021												
Deliverable 3: Materials for HFLE sessions/workshops in schools and out-of-schools reviewed and updated	2 nd quarter 2021												
Deliverable 4: School-based, student-led campaigns supported.	3rd quarter 2021												
Deliverable 5: Evaluation Report	4 th quarter 2021												
<p>Location of activities:</p>	<p>All interventions will take place in 6 schools as well as out-of-school adolescents in the selected volatile communities in the targeted parishes - Kingston and St. Andrew, St. Thomas, Clarendon and Westmoreland. Some interventions such as the training will have a parish reach and the intention is to create and validate materials that can be scaled up at the national level by the MOEYI beyond the Spotlight Initiative.</p>												
<p>Coordination & reporting</p>	<p>The CSO will report to the UNFPA designated technical focal point for the Spotlight Country Programme in Jamaica.</p>												

mechanism:	
Inputs/services to be provided by UNFPA:	Oversight of the activity in collaboration with UNICEF Pillar 3 lead. Relevant materials/documents and guidance documents will be facilitated and UNFPA will also facilitate the contact with key stakeholders.
Other relevant information or special conditions, if any:	<p>Interested CSOs should present an Expression of Interest as requested in the call as well as the CV of the team leaders and those of the team members highlighting their experience of working on issues of gender-based violence, gender equality and women’s empowerment, Health and Family Life Education/Comprehensive Sexuality Education with in- and out-of-school populations.</p> <p>Shortlisted CSOs will be contacted to prepare and submit a technical and financial proposal using the templates that will be shared. The proposals should be in alignment with the TOR for the review and update materials for HFLE sessions/workshops in schools and out-of-schools; conduct of training in VAWG for MOEYI and CSO programme staff; and support to school-based, student-led campaigns</p>
Allocated budget:	This activity will be funded under the Spotlight Initiative Pillar 3 with the following budget allocation: US\$ 98,000 until December 2021.

