



**Spotlight Initiative**  
To eliminate violence against women and girls

Initiated by the European Union and the United Nations:



TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANT	
<b>Title: Individual Consultant to develop robust M&amp;E guidelines and tools to assess the impact of CSE through HFLE.</b>	
<b>Hiring Office:</b>	UNFPA Sub-regional Office for the Caribbean (SROC), Jamaica
<b>Purpose of consultancy:</b>	The main purpose of the consultancy is to develop robust M&E guidelines and tools to assess the impact of Comprehensive Sexuality Education (CSE) through the Health and Family Life Education (HFLE). The Monitoring and Evaluation (M&E) guidelines and tools will be used at the regional and country levels in the Caribbean to provide clear guidance and targets for solid and visible reform actions to facilitate the effective monitoring and evaluation of the progress, outputs, outcomes and impact of the CSE through the HFLE programme. The monitoring and evaluation framework must be informed by the recommendations and findings of the formative assessment of the CSE component within the HFLE curriculum against international best practices and, specifically, the International Technical Guidance (ITG) on Sexuality Education (2018) in collaboration with CARICOM, Academia and UN Agencies.
<b>Scope of work:</b> <i>(Organizational context, description of services, activities, or outputs)</i>	<p><b>Organizational context</b></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. Creating an enabling 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 gender-based and sexual violence against women and girls is at the heart of UNFPA's support in the Caribbean.</p>



Every CARICOM country has dedicated domestic violence legislation and laws that advance child protection. Many have drafted national plans and strategies to address 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 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 appears to be greater resolve to address GBV through systemic approaches. Key inter-governmental and regional institutions have prioritised ending gender-based violence in the period, including programmes such as the Spotlight Initiative. These include CARICOM and its institutions, OECS Commission and the Caribbean Development Bank.

Complementing the Spotlight country programmes in six Caribbean countries<sup>1</sup>, 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.

<sup>1</sup> Belize, Grenada, Guyana, Haiti, Jamaica and Trinidad and Tobago



- 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 advocate for state and intergovernmental accountability to end family violence.

UNFPA defines CSE as a rights-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 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 HFLE delivery is well aligned with International guidelines as there is a concern that the environment for advancing HFLE in the Caribbean has become less conducive due to progressive advocacy against sexuality education component of the programmes although 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. Currently there are no M&E framework and tools to measure progress of the delivery of CSE through HFLE in the Caribbean. The development of an M&E framework was a recommendation of the Regional meeting held in Trinidad and Tobago in 2018. It is important to note that without M&E frameworks and tools, the Caribbean will not be able to document the impact of CSE through HFLE and inform programme development.

With the foregoing considered, UNFPA will recruit an individual Consultant to develop robust M&E guidelines and tools to assess and monitor the impact of CSE through HFLE. This will complement and strengthen the implementation of the UNFPA's activities under pillar 3 of the SI which refers to the strengthening of regional advocacy capacities to:

**(1) 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.

**(2) CSE delivery in- and out-of-school in the Caribbean.**

The Regional SI will also have a component that focus 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 with disabilities, people who are at high risk of acquiring or living with HIV/AIDS, gender non-conforming persons, indigenous peoples, and migrants. CSE delivered through a



	<p>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 are socially isolated.</p> <p>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:</p> <ul style="list-style-type: none"> <li>- 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 of diverse sexual orientation and/or gender identity and young people with a disability.</li> <li>- providing CSE to children and young people who go to school in countries where CSE is not included in the school curriculum.</li> <li>- supplementing in-school sexuality education, particularly in contexts where this is not comprehensive or of high quality.</li> <li>- providing programmes that explicitly involve parents and guardians.</li> </ul> <p><b>Description of roles and responsibilities</b></p> <p>As described above, a consultant will be recruited to develop robust M&amp;E guidelines and tools to monitor and assess the impact of CSE through HFLE. The focus of the role is to develop M&amp;E guidelines and tools to assess the impact of CSE through HFLE in schools which can be implemented at the regional and national levels, with support from stakeholders delivering CSE through HFLE. The consultant will develop a robust M&amp;E Framework which is feasible within the available resources, using existing data collection systems as much as possible, with a focus on strengthening these systems and also including measures to monitor the experiences of users of CSE through HFLE. The M&amp;E framework will include process, outputs (both quality and coverage) and outcomes and it will give due consideration to intersectionality such as age, socio-economic class, sexual orientation, gender identity, disability, HIV status, age, ethnicity, etc. While the focus is on CSE through the in school HFLE, the results of this consultancy will also inform the development of the out-of-school CSE toolkit, which is another intervention within the regional SI to be led by UNFPA.</p> <p>The approach will be done in a participatory way, in collaboration with the SI team, regional entities, such as CARICOM and PANCAP, Civil Society Organizations (CSOs) and Ministries of Education. The proposed approach is structured into three phases of work:</p> <ul style="list-style-type: none"> <li>● Phase 1: Inception <ul style="list-style-type: none"> <li>- Inception report of desk review process and outline of methodology and conceptual framework that will be used in English.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>- Review the current M&amp;E frameworks (where they exist) used by various countries and drawing on the lessons learnt from the delivery of CSE through HFLE in the Caribbean and identify strengths, weaknesses, gaps and issues in implementation as per the formative assessment so as to implement effectively the new M&amp;E guidelines and tools in keeping with the International Technical Guidance (ITG) on Sexuality Education (2018).</li> <li>• Phase 2: Develop draft M&amp;E guidelines and tools to monitor and assess the impact of CSE through HFLE. The draft M&amp;E guidelines and tools will be prepared in the form of an operational manual, including: <ul style="list-style-type: none"> <li>- monitoring and evaluation principles;</li> <li>- procedures and templates for data collection and reporting for process, outputs and outcome indicators; and</li> <li>- roles and responsibilities for reporting on the results achieved, including format, content, frequency, source(s) of data.</li> </ul> </li> <li>• Phase 3: Adjust the framework based on input feedback from the SI team and dissemination.</li> </ul>		
Duration and working schedule:			
		<b>Activity</b>	<b># of Working Days</b>
	1	Desk review and interaction: <ul style="list-style-type: none"> <li>• Background reading and review of: <ul style="list-style-type: none"> <li>- CSE component of the HFLE curriculum</li> <li>- Existing CSE M&amp;E frameworks in and out of the Caribbean</li> <li>- Interact with UNFPA's partners in Trinidad &amp; Tobago, Jamaica and Belize who are working also towards improved CSE under the national Spotlight programme.</li> <li>- Recommendations and findings of the formative assessment of the CSE component within the HFLE curriculum</li> <li>- Reports on CSE through HFLE Implementation.</li> <li>- Other relevant documents including (but not limited) regional and international guidance and tools and the Integrated Strategic Framework for the Reduction of Adolescent Pregnancy in the Caribbean).</li> </ul> </li> </ul>	10
	2	Conduct M&E readiness assessment and submit Inception report:	10



		<ul style="list-style-type: none"> <li>- Working closely with the SI team, meet with key stakeholders at national and regional levels and seek feedback on the implementation of CSE through HFLE M&amp;E framework including strengths and weaknesses and challenges implementing the framework.</li> <li>- Assess the capacities, strengths and weaknesses of existing data collection systems around CSE through HFLE.</li> <li>- Assess the level of demand for performance information and the extent to which information generated under CSE through HFLE M&amp;E framework used.</li> </ul>		
	3	<p>Write readiness assessment report and draft M&amp;E guidelines and tools:</p> <ul style="list-style-type: none"> <li>- Write a report outlining observations and results of the readiness assessment, including recommendations, risk mitigation strategies and implications for delivering CSE through HFLE.</li> <li>- Develop a draft of the M&amp;E guidelines and tools for CSE through HFLE.</li> </ul>	15	
	4	<p>Consult with SI partners formally on the draft M&amp;E guidelines and tools:</p> <ul style="list-style-type: none"> <li>- Conduct interviews with core groups including CARICOM, Academia, Ministries of Education and UN agencies on the M&amp;E approach and methods and analyze any challenges or issues they might anticipate.</li> <li>- Develop data collection tools in close collaboration with the SI partners.</li> <li>- Create at least 2 reference groups to include intended users of the M&amp;E tools from all over the region.</li> </ul> <p>Draft the implementation strategy</p>	15	
	5	<p>Finalise M&amp;E Framework and Data Collection Tools - Desk based:</p> <ul style="list-style-type: none"> <li>- Finalise draft M&amp;E guidelines and tools and seek feedback on document.</li> </ul>	10	



		<ul style="list-style-type: none"> <li>- Incorporate feedback and finalise M&amp;E guidelines and tools.</li> <li>- Final M&amp;E framework and tools are launched.</li> <li>- Final implementation strategy</li> </ul>	
<b>Place where services are to be delivered:</b>	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.		
<b>Delivery dates and how work will be delivered (e.g., electronic, hard copy etc.):</b>	This is a deliverable based consultancy and it is estimated to take place between Monday <b>1 March 2021</b> to Friday <b>21 May 2021</b> . The Consultant is expected to submit the following deliverables in accordance with the time frame listed.		
		<b>Deliverable</b>	<b>Due Date</b>
	1	Inception report; that includes desk review, readiness and a road map of the activities to be completed with timelines.	3/12/2021
	2	Draft M&E guidelines and tools. The new guidelines and tools. should: <ul style="list-style-type: none"> <li>- Identify the audiences and purpose of the M&amp;E;</li> <li>- Identify the resources need for implementing the M&amp;E guidelines and tools, including financial and human resources;</li> <li>- Outline how the M&amp;E guidelines and tools. will meet requirements consistent with best practices on CSE data collection including the International Technical Guidance (ITG) on Sexuality Education (2018);</li> <li>- Be selective in what is measured and focus on the most important information to meet the audiences' information needs as feasible within the resources available; Describe the data collection methods and any performance expectations (ie. Targets);</li> <li>- Clearly take into consideration to intersectionality such as age, socio-economic class, sexual orientation and</li> </ul>	4/10/2021





		<p>gender identity, disability, HIV status, age, ethnicity;</p> <ul style="list-style-type: none"> <li>- Include baseline information where relevant for performance measures; Allocate responsibility for the data collection and timeframes;</li> <li>- Include tools which have been developed where there is not an existing data collection system to support data collection where needed, or revise and update tools from the CSE component of the HFLE curriculum;</li> <li>- Explain how the monitoring data will be synthesised and analysed, and include tools for this analysis where needed;</li> <li>- Outline the timeframes and formats for expected reporting on progress;</li> </ul> <p>The draft M&amp;E guidelines and tools should be accompanied by a draft implementation strategy</p>		
	3	<p>Dissemination report</p> <ul style="list-style-type: none"> <li>- Overall progress in disseminating and validating the M&amp;E guidelines and tools, including completeness of data being collected, quality of data being collected, and any capacity building needs around data collection, analysis, interpretation and use;</li> <li>- Any issues or challenges with the dissemination and validation of the M&amp;E guidelines and tools and how they are being addressed</li> <li>- Any updates or changes that are needed for the M&amp;E guidelines or data collection tools and systems;</li> </ul>	5/7/2021	
	4	<p>A final updated M&amp;E guidelines and tools incorporating any necessary final changes agreed to be accompanied by an implementation strategy.</p>	5/ 21/2021	
	<p>The inception, draft, final and updated M&amp;E guidelines and tools are expected to be delivered electronically.</p>			



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<b>Monitoring and progress control, including reporting requirements, periodicity format and deadline:</b>	<p>The consultant will report directly to the CSE focal point. 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>
<b>Expected travel:</b>	<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>
<b>Required expertise, qualifications and competencies, including language requirements:</b>	<p>Required Degree Level: Master's degree Required Experience: 5 years a) Qualifications, skills, experience:</p> <ul style="list-style-type: none"> <li>• Advanced higher degree (Master's or equivalent) in health, education, social science, economics, international relations, international development, public administration, management or other related field;</li> <li>• Minimum 5 years of experience of professional experience in analyzing data collection systems related to health, education and/or SRH for UN agencies and/or other international organizations in the position as lead consultant or team leader;</li> <li>• Recognized expertise in monitoring and evaluation;</li> <li>• Strong track record of innovative leadership in managing evaluations, and proven ability to produce demonstrable results;</li> <li>• Demonstrated ability and knowledge to collect and analyze qualitative and quantitative data;</li> <li>• Knowledge of demographic, political, social and cultural situations in the Caribbean will be an asset;</li> <li>• Familiarity with UNFPA or UN programming;</li> <li>• Excellent writing and communication skills;</li> <li>• Excellent interpersonal skills; culturally and socially sensitive;</li> <li>• Ability to work inclusively and collaboratively with a range of partners, including grassroots community members, religious and youth organizations, and authorities at different levels;</li> <li>• Familiarity with tools and approaches of communications for development;</li> <li>• 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;</li> <li>• Self-motivated, ability to work with minimum supervision; ability to work with tight deadlines.</li> </ul>



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<b>Inputs/ services to be provided by UNFPA or implementing partner</b> (e.g., support services, office space, equipment), if applicable:	UNFPA will support the consultant/team to make the necessary contacts with government and relevant partners, to that end, UNFPA will prepare a stakeholder mapping. UNFPA will share all relevant documents related to the assessment will be shared with the consultant/team once the assignment is awarded. UNFPA will facilitate the use of UNFPA virtual platforms for presentation of results, stakeholders meeting as needed.			
<b>Other relevant information or special conditions, if any:</b>	<b>Payments will be made as follows:</b>			
		<b>%</b>	<b>Deliverables</b>	<b>Due Date</b>
	1	20%	Inception report. Upon the satisfaction of UNFPA	3/12/2021
	2	35%	<ul style="list-style-type: none"><li>• Draft M&amp;E guidelines and tools.</li><li>• Draft implementation strategy</li></ul> Upon the satisfaction of UNFPA	4/10/2021
3	45%	Dissemination report and Final updated M&E guidelines and tools incorporating any necessary final changes agreed and final implementation strategy.  Upon the satisfaction of UNFPA	5/21/2021	
<b>Expressions of interest</b>	<p>Interested consultants are requested to submit to UNFPA:</p> <ul style="list-style-type: none"><li>a. up-to-date curriculum vitae(s);</li><li>b. a technical proposal including timelines</li><li>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.</li></ul> <p>The proposal should be submitted by e-mail no later than midnight Sunday 21 February 2021. Proposals should not exceed 5MB. E-mail address: <a href="mailto:vacancy.sroc@unfpa.org">vacancy.sroc@unfpa.org</a></p> <p>Email Subject: Expression of Interest: Individual Consultant to develop robust M&amp;E guidelines and tools to assess the impact of CSE through HFLE.</p>			