



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



## TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANT

<b>Spotlight activity:</b>	Activity 2.1.4: Review and update Gender-Based Violence (GBV)/Violence against Women and Girls (VAWG) Awareness in the training curriculum for pre-service and in-service teachers and school leaders/ administrators.			
<b>Requesting office:</b>	<input type="checkbox"/> UNDP	<input checked="" type="checkbox"/> UNFPA	<input type="checkbox"/> UNICEF	<input type="checkbox"/> UNWOMEN
<b>Background:</b>	<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 (VAWG). 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 directly contributes 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)<sup>1</sup> 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 (FV) 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 Spotlight Initiative 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</p>			

<sup>1</sup> [https://interagencystandingcommittee.org/system/files/guidelines\\_for\\_integrating\\_gender\\_based\\_violence\\_interventions\\_in\\_humanitarian\\_action.pdf](https://interagencystandingcommittee.org/system/files/guidelines_for_integrating_gender_based_violence_interventions_in_humanitarian_action.pdf) (page 5)

---

violence embed the norms, attitudes and behaviours inculcated within the family, reinforcing violence as a norm.

In Jamaica, notwithstanding progress made in advancing gender equality and women's and girls' empowerment, gender discrimination, including its worst manifestation and forms, such as violence against women and girls, continue to adversely impact all the dimensions of sustainable development. The country has the second highest rate of femicide – intentional homicide of females - in the world, according to the UN Office on Drugs and Crime (UNODC). Topping the list was El Salvador with 13.9 out of every 100,000 women murdered in 2017, followed by Jamaica with 11 per 100,000 in the same year. The femicide epidemic threshold rate established by the World Health Organization is 10 murders per 100,000. Jamaica is therefore at epidemic level. By contrast, a regional comparison showed rates of 6.6 for Trinidad and Tobago, 5.6 for Grenada, 2.6 for Guyana, and 2 for Barbados, respectively.

According to the 2016 Women's Health Survey, one in four Jamaican women have suffered physical violence at the hands of their partner. In some communities, rates are reportedly as high as 60 per cent. The explanatory factors include the commonplace patriarchal views of masculinity, in which some men perceive themselves to be in a position of power, control and dominance over women. According to the 2016 Jamaica Women's Health Survey, 70 per cent of the persons sampled believe that the man is the head of a household, and that the place of a woman is to do the domestic work and raise children.

Increasingly, however, women in Jamaica have made advances in academic achievement and are becoming more economically empowered and independent. This perceived disruption of traditional roles can result in anger and frustration on the part of men. In this context, without conflict resolution and anger management skills, violence may become the default response in a dispute.

The Spotlight Initiative in Jamaica addresses three key priority areas within family violence against women and girls: 1) Child Sexual Abuse, 2) Intimate Partner Violence and 3) Discrimination against vulnerable groups. The approach is being 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.

The main Spotlight Initiative 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

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 Spotlight Initiative works 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 contributes 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.

While the Initiative takes a women and girls-centred approach (the group mainly exposed to vulnerability), important efforts are being made to engage men and boys to address the toxic masculinity that is deeply embedded in the society. Collaboration is taking place 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.

Implementation is being led by several 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 focuses are Kingston and St. Andrew, St. Thomas, Clarendon, and Westmoreland.

Schools and other educational institutions are not insulated from the cultural norms, traditions, societal behaviours, laws, and government policies that occur in the country and the community. They are also not isolated from the individual experiences of students, teachers, and staff both outside and inside schools and other educational institutions. In the absence of pre-service and in-service teachers trained in integrated, comprehensive GBV/VAWG awareness, schools and other educational institutions can tacitly normalise and bolster harmful gender norms. They can legitimise a violent environment both in and outside the classroom by using patriarchal authoritarian pedagogy that strengthens the unequal

	<p>power balance between different categories of women and girls as well as men and boys by not properly addressing sexualized bullying and by permitting corporal punishment. Schools can reinforce traditional gender norms by which the expectations of men and boys are that they should be strong, respond with violence, or apply to male dominated economic sectors. Women, on the other hand, may be expected to be passive, submissive and apply to female dominated sectors. It is therefore necessary to address gender norms at all levels and across multiple settings to prevent, mitigate and respond to GBV/VAWG in schools and the society at large.</p> <p>Schools, from primary level to higher educational institutions, vocational training, and non-formal education, are important sites for normative change and have the potential to address gender inequalities and prevent, mitigate, and respond to GBV/VAWG. It is important that schools actively promote a gender equal, respectful, non-violent culture with gender aware pedagogy amongst teachers, students, and other staff. High-quality, gender sensitive, GBV/VAWG aware education has the potential to create young people as change agents and can confer the necessary gender transformation to end GBV/VAWG.</p>
<p><b>Spotlight Initiative Activity:</b></p>	<p>The activity is under the Pillar 2 outcome that provides the opportunity to support the strengthening of national and sub-national institutions, empowering them to deliver integrated, coordinated, high quality, evidence-based and sustained programmes to address family violence. More specifically, the benefits to be realized under this Pillar include:</p> <ul style="list-style-type: none"> <li>● Integration of VAWG in the pre-service and in-service training curriculum of first line health responders, teachers, and school administrators.</li> <li>● Improved capacity of all relevant government agencies, CSOs, in the designing, planning and implementation of programmes that address family violence, and in eliminating violence in all its forms in Jamaica including the application of gender responsive budgeting.</li> <li>● Improved multi-sectoral coordination for the implementation of the National Strategic Action Plan on Gender-Based Violence (NSAP-GBV).</li> <li>● Local Development Plans and programmes address Family Violence through the mainstreaming of VAWG and FV considerations in all activities being planned at the local level across stakeholder agencies.</li> <li>● That all institutional policies, procedures, regulations, protocols, and guidelines that inform the operation of the criminal justice agencies to promote gender equality, do not perpetuate tolerance for gender stereotyping and inequality.</li> </ul>

	<ul style="list-style-type: none"> <li>• The integration of efforts to eliminate VAWG, including FV with national and citizen security policy and programming, thereby benefiting from the resources allocated to the generalised fight against crime.</li> </ul> <p>Under Output 2.1, key officials at national and/or sub-national levels are better able to develop and deliver evidence-based programmes that prevent and respond to family violence, especially for those groups of women and girls facing multiple and intersecting forms of discrimination.</p> <p>Activity 2.1.4: Review and update GBV/VAWG Awareness in the training curriculum for pre-service and In-service teachers and school leaders/ administrators.</p> <ul style="list-style-type: none"> <li>• The objective is to develop, pilot, and validate a training curriculum for integrated, comprehensive GBV/VAWG teaching instruction and delivery by pre-service and in-service teachers. This will contribute to the overall objective to ensure that teaching institutions integrate training in their curriculum to increase awareness, prevention, and mitigation of GBV/VAWG, including family violence, in line with gender-transformative international standards. The ultimate outcome is to contribute to modification in social and gender norms, prevent and mitigate GBV/VAWG.</li> </ul>
<p><b>Scope of work:</b> <i>(Description of activities or outputs)</i></p>	<p>The review and update of GBV/VAWG Awareness in the teacher training curriculum will strengthen the capacity of pre-service and in-service teachers and school leaders/ administrators and is an essential part of implementation of Activity 2.1.4. In turn, trained teachers, school leaders and administrators will be able to reach in-school and out-of-school youth with various intersectionalities, including different gender identities; adolescent mothers; adolescents living with HIV; adolescents with a disability; and adolescents living in slums and rural areas, to the extent possible. They will also have heightened awareness of the importance of making appropriate referrals into the GBV referral pathway.</p> <p>Training teachers, school leaders, and administrators in awareness of gender-based violence can play an essential role in addressing violence against women and girls in and out of schools and communities. Here are some ways that training can help:</p> <ul style="list-style-type: none"> <li>• Identifying and reporting cases of gender-based violence: Teachers, school leaders, and administrators can be trained to identify signs of gender-based violence and understand the importance of reporting such cases to appropriate authorities. By strengthening their oversight, management, and reporting of incidents, they can help ensure that survivors receive support and that perpetrators are held accountable.</li> <li>• Creating safe and inclusive learning environments: Training can help</li> </ul>

---

	<p>teachers and school leaders create safe and inclusive learning environments where all students feel comfortable and respected. By promoting positive attitudes towards gender equity and non-violent behaviour, they can help prevent gender-based violence.</p> <ul style="list-style-type: none"><li>• Educating students about gender-based violence: Teachers can incorporate lessons on gender-based violence into their curriculum, raising awareness among students about what constitutes violence and how to prevent it. This can help students develop the skills to recognize and report abuse.</li><li>• Encouraging community involvement (including for in and out of school children): Schools can engage with parents, civil society organizations and law enforcement agencies to raise awareness about gender-based violence and develop strategies to prevent it. By involving the wider community, schools can create a network of support for survivors of violence and help break the cycle of abuse.</li></ul> <p>Overall, training teachers, school leaders, and administrators in awareness of gender-based violence can help create a safer and more equitable learning environment and contribute to the prevention of violence against women and girls in and out of schools as well as in the wider community.</p> <p>The expected results are as follows:</p> <p><b>Expected result 1:</b> A training curriculum for pre-service and in-service teachers and school leaders/ administrators that integrates GBV/VAWG awareness comprehensively is developed and validated.</p> <p><b>Expected result 2:</b> A comprehensive training package including training modules with Learning Outcomes and Assessment Tools (including monitoring and evaluation) to implement the updated curriculum is developed, validated, and pilot tested.</p> <p>The basic training for all pre-service and in-service teachers and school leaders/ administrators should include, at a minimum, guiding principles; goals and activities of GBV/VAWG programming; and a review of GBV/VAWG and gender issues relevant to the education sector. Pre-service and in-service teachers and school leaders/ administrators 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, GBV/VAWG, and family violence. The GBV referral pathway being advanced under the Spotlight Initiative should also form a part of the training.</p> <p><b>Expected result 3:</b> An advocacy strategy to promote the uptake and scale-up of the updated curriculum for pre-service and in-service teachers and school leaders/</p>
--	---

	administrators that integrates GBV/VAWG comprehensively is developed and implemented.												
<b>Duration and milestones:</b>	The lead consultant will work for approximately <b>100 days</b> within the period May 12, 2023 to October 31, 2023.												
	<table border="1"> <thead> <tr> <th>Milestones</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>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 the proposed approach to achieve the stated results.</td> <td>June 2, 2023</td> </tr> <tr> <td>Deliverable 2: A training curriculum for pre-service and in-service teachers and school leaders/ administrators that integrates GBV/VAWG comprehensively is developed and validated</td> <td>August 31, 2023</td> </tr> <tr> <td>Deliverable 3: A comprehensive teacher training package including training modules with Learning Outcomes and Assessment Tools (including monitoring and evaluation) to implement the updated curriculum is developed, validated, and pilot tested.</td> <td>September 30, 2023</td> </tr> <tr> <td>Deliverable 4: An advocacy strategy to promote the uptake and scale-up of the updated curriculum for pre-service and in-service teachers and school leaders/ administrators that integrates GBV/VAWG comprehensively is developed and implemented.</td> <td>October 24, 2023</td> </tr> <tr> <td>Deliverable 5: Final Report</td> <td>October 31, 2023</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 the proposed approach to achieve the stated results.	June 2, 2023	Deliverable 2: A training curriculum for pre-service and in-service teachers and school leaders/ administrators that integrates GBV/VAWG comprehensively is developed and validated	August 31, 2023	Deliverable 3: A comprehensive teacher training package including training modules with Learning Outcomes and Assessment Tools (including monitoring and evaluation) to implement the updated curriculum is developed, validated, and pilot tested.	September 30, 2023	Deliverable 4: An advocacy strategy to promote the uptake and scale-up of the updated curriculum for pre-service and in-service teachers and school leaders/ administrators that integrates GBV/VAWG comprehensively is developed and implemented.	October 24, 2023	Deliverable 5: Final Report	October 31, 2023
	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 the proposed approach to achieve the stated results.	June 2, 2023											
	Deliverable 2: A training curriculum for pre-service and in-service teachers and school leaders/ administrators that integrates GBV/VAWG comprehensively is developed and validated	August 31, 2023											
	Deliverable 3: A comprehensive teacher training package including training modules with Learning Outcomes and Assessment Tools (including monitoring and evaluation) to implement the updated curriculum is developed, validated, and pilot tested.	September 30, 2023											
	Deliverable 4: An advocacy strategy to promote the uptake and scale-up of the updated curriculum for pre-service and in-service teachers and school leaders/ administrators that integrates GBV/VAWG comprehensively is developed and implemented.	October 24, 2023											
Deliverable 5: Final Report	October 31, 2023												
<b>Required expertise, qualifications, and competencies, including language requirements:</b>	<p>The lead consultant should possess:</p> <ul style="list-style-type: none"> <li>• Doctorate in any of the following relevant areas: Psychology, Gender based violence, Gender Studies, Public Health, Public Policy, Social Science, Social and Behaviour Change Communication, Human Rights, or other related fields.</li> <li>• Master of Arts in Education specialising in Curriculum &amp; Gender.</li> <li>• At least 10 years of professional gender mainstreaming work experience at the national level in any of the following fields: teacher training, teacher evaluation; design, development, and implementation of teacher training curricula; gender-based violence or gender equality programmes.</li> <li>• Sound knowledge of human rights is mandatory, with specific focus on women’s and girls and rights of marginalized populations. Knowledge of the education sector in Jamaica including its stakeholders.</li> </ul>												

	<ul style="list-style-type: none"> <li>• Experience in providing technical assistance in the design and/or implementation of Health and Family Life Education programmes in and out of school is a very strong asset.</li> <li>• Knowledge of the Jamaican legal framework and situation related to GBV, including among marginalized populations is an important asset.</li> <li>• Demonstrated high level management experience and knowledge of results-based management practices, including previous experience leading a team and managing the performance of staff and /or contracted expertise to ensure that professional standards are met.</li> <li>• Experience working in the UN or other international development organization is desirable.</li> <li>• Excellent oral and written skills; excellent drafting, formulation, reporting skills; accuracy and professionalism in document production and editing.</li> <li>• 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; 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> <p><b>b) Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrated experience and skills in participatory dialogues and consultation with differentiated target audiences (i.e. adolescent mothers; LGBTQI; adolescents living with HIV; adolescents with a disability; sex workers; and adolescents living in slums and rural areas).</li> <li>• Qualitative research skills in administering focus group discussions, in-depth interviews, and key-informant interviews with key stakeholders among national, and local government officers; non-governmental organisations; civil society and UN agencies.</li> <li>• Demonstrated experience in development of at least 3 sets of training and educational material to a broad cross-section of stakeholders.</li> <li>• Demonstrated report writing skills (link to online reports, articles, is required).</li> <li>• Fluency in English Language is required. Ability to communicate in Jamaican Patois is an asset.</li> </ul> <p><b>c) Personal ethics</b></p> <p><b>Core Values:</b></p> <ul style="list-style-type: none"> <li>• Respect for Diversity</li> <li>• Integrity</li> <li>• Professionalism</li> </ul> <p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>• Awareness and Sensitivity Regarding Gender Issues</li> <li>• Accountability</li> </ul>
--	---



	<ul style="list-style-type: none"> <li>• Creative Problem Solving</li> <li>• Effective Communication</li> <li>• Inclusive Collaboration</li> <li>• Stakeholder Engagement</li> <li>• Leading by Example</li> </ul>
<b>Location of activities:</b>	The activity will take place in selected training institution (s) for pre-service and in-service teachers and school leaders/ administrators. The majority of these are headquartered at national level in Kingston, the capital city.
<b>Coordination &amp; reporting mechanism:</b>	Oversight of the activity will be in collaboration with the UNFPA designated technical focal point for the Spotlight Country Programme in Jamaica as well as UNICEF.
<b>Inputs/services to be provided by UNFPA:</b>	Relevant materials/documents and guidance documents will be facilitated.
<b>Expected travel:</b>	No long-distance travel is expected.
<b>Other relevant information or special conditions, if any:</b>	<p>Payments will be made on satisfactory delivery of deliverables as follows:</p> <ul style="list-style-type: none"> <li>• Deliverables 1-3: 80%</li> <li>• Deliverables 4&amp;5: 20%</li> </ul>