

TERMS OF REFERENCE

TITLE	Champions for Change against GBV – Spotlight Initiative Youth Ambassador Programme
LOCATION OF ASSIGNMENT	Kingston, Jamaica
TYPE OF CONSULTANCY	INDIVIDUAL
LANGUAGE(S) REQUIRED	English
DURATION OF CONTRACT	4 months (mid-August to mid-December 2021)
REPORTING TO	UNICEF Education Specialist and UNESCO National Education Officer

I. BACKGROUND

In Jamaica, harmful social norms, attitudes, behaviours, and practices, particularly discriminatory gender norms and inequitable power relations between women and men, are root causes of family violence. The patriarchal system in Jamaica holds values, beliefs and practices that privilege men and their normative roles in society over those of women. In this context, violence is accepted as an integral part of normal gender relations. These normalized beliefs and practices also engender a culture of impunity for family violence. The concept of male power within the home remains a major driver for intimate partner violence in Jamaica. Over 70% of women in Jamaica believe that the man is the head of the household, which speaks to normative ideas about gender roles and gender power imbalances. This informs what persons come to identify as acceptable behaviours from the male partners and how women exercise or not exercise agency within the home – which lead to violence. This culture of violence within families often results in generational violence, as children who observe their mothers being beaten are more likely to be perpetrators themselves or victims of IPV and other violent behaviour.

Global estimates show that 1 in 3 women worldwide experiences either physical and/or sexual violence, mostly by an intimate partner at some point in their lives. Notwithstanding progress made in advancing gender equality and women's and girl's empowerment, gender discrimination, including its worst manifestations and forms, such as violence against women and girls, continue to adversely impact all the dimensions of sustainable development in Jamaica. The country continues to be among those globally with the highest rates of crime and violence, with some crimes exceeding both global and regional averages. Whilst there is evidence that overall crime rate has been trending down, violence in the home continues to be high. Within this context, women and girls are disproportionately affected. Data indicates that 8% of the victims of selected major crimes were children and 60% of these were girls. One-fifth of Jamaican women report that they were sexually abused as children. Among women who report sexual violence as children, the main perpetrators were friends or acquaintances (22.9%), complete strangers (16.5%) and family members other than parents or siblings (15.9%).

To address the global challenges of violence against women and girls, the European Union (EU) and the United Nations (UN) have embarked on a new multi-year programme in several countries called the EU-UN Spotlight Initiative. The Spotlight Initiative aims to support transformative change on the ground to prevent and reduce violence against women and girls. The Spotlight Initiative (SI) in Jamaica provides a unique opportunity to address family violence as a major public health and development issue that has significant ramifications at the individual, community, school and national levels. The SI in Jamaica will address 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 Jamaica SI includes school-based interventions that engage students and the wider school community in life skills education and promotes positive and gender sensitive social norms. Schools



are in a unique position to address and prevent violence against children and youth. Beyond providing education and organized activities for young people, schools are the ideal environment to challenge some of the harmful social and cultural norms related to violence. In addition, they present an opportunity to bring students, parents, teachers and the wider community together to tackle some of these issues. School-based efforts to reduce all forms of violence including school-related Gender Based Violence (SRGBV) are most effective when supported by a whole-school approach, led by effective school leaders, to promoting a safe and supportive learning environment. Because of the global Pandemic (Covid19), there are restrictions on gatherings and schools have moved to implement online and/or hybrid classes. As a result of this, all programming will be designed to include virtual delivery in order to acknowledge and observe the protocols established by the Government of Jamaica.

The in-school work is coordinated through a SI Education Working Group component of the SI includes UNICEF and UNESCO, UNFPA, the MOEYI, UN Women and implementing partner NGOs. The Champions for Change SI Youth Ambassador Programme will be overseen jointly by UNICEF and UNESCO.

UNICEF is a human rights organization concerned with the fulfilment and realization of children's rights. Globally, the organization is tasked with ensuring and assisting Governments to adhere to the Convention on the Rights of the Child. In Jamaica, UNICEF supports the implementation of programmes which work specifically to reduce inequities among the poorest quintiles and most vulnerable populations. UNICEF provides funds and technical assistance to the Government of Jamaica and non-governmental organizations via three programmes: Adolescent Health and Empowerment, Lifelong Learning, and Child Protection, with support from a cross-cutting unit focused on Communication & Monitoring and Evaluation.

The United Nations Educational, Scientific and Cultural Organization, UNESCO, is the UN lead agency on ensuring access to Quality Education for Everyone (Sustainable Development Goal 4). UNESCO is well placed to address the issue of VAWG through its work with the global guidance on addressing school-related gender-based violence and the Global working group to end School-related gender-based violence (SRGBV).

Solution – Peer-led Early Stage Intervention (Response to Issues)

The impact of domestic violence prevention programs can be enhanced when developed and conducted in collaboration with young people. Evidence shows that peer-led interventions can have positive outcomes, especially when compared to 'traditional' approaches. A 2008 study on the Preliminary Evidence of an Adolescent HIV/AIDS Peer Education Program found that there was a significant difference in HIV knowledge between the peer education group and traditionally educated group, with peer educated group showing an increased knowledge. Additionally, students in the peer education group were more likely to engage in safe sex as compared to those in the traditionally educated group.

Peer education is the teaching or sharing of health and wellness related information, values and behaviours between individuals with shared characteristics. This approach may involve the delivery of part or all of an intervention by same age or older peers in informal or formal settings, such as community centres, street settings, nightclubs, school classrooms or youth clubs, using pedagogical or 'diffusional' methods (i.e. where peer-led education occurs as part of the normal communication within social groups). Peer-based programmes have been used to target substance use, sexual risk

behaviour, HIV prevention and psychosocial wellbeing among young people, and there is promising evidence from existing intervention models.

Youth wellbeing and social development can improve when young people are active in social change. As a result, a peer to peer gender-based intervention programme, called the ***Champions for Change against Gender-based Violence Initiative***, is being proposed to be implemented within youth leaders and clubs in selected secondary schools in Jamaica covering target groups aged 12-19. Students in school represent a 'captive audience' and schools are particularly well placed to reach disadvantaged young people from different socio-economic backgrounds. A school-based intervention programme has the potential to change behaviour, as well as improve knowledge and increase awareness about gender-based violence.

Young people are most engaged in a space where they are most comfortable, they find peer-led sessions to be encouraging and interactive, moreover, they often feel that peers are trustworthy sources of information and prefer peer-led sessions over teacher-led sessions. Most importantly, however, this approach has been found to be impactful because peers are likely to be embedded in social groups and communities; they share social status and cultural background and which have greater credibility than adults or professionals; to the extent that behaviour change messages may resonate to a greater extent with young people.

Contribution to the national development plan and regional policies and development frameworks

The programme directly contributes to the achievement of Jamaica's National Strategic Action Plan to eliminate gender-based violence, which was launched in 2017, by the Government of Jamaica in collaboration with the Bureau of Gender Affairs, a division within the Ministry of Culture, Gender, Entertainment and Sport. The Plan focuses on the five strategic priority areas:

- a) Prevention
- b) Protection
- c) Intervention
- d) Legal procedures
- e) Protocols for data collection

It takes into account the sociocultural background; specific needs of the victims, survivors and witnesses of violence; and the human and financial resources available to ensure sustainability and alignment with the 2030 Vision National Development Plan, National Policy for Gender Equality, and the United Nations 2030 Agenda for Sustainable Development.

Regionally, Caribbean countries have signed international and regional conventions that recognize women's rights and the recent Joint Statement on Gender Equality anchored in the Small Island Developing States Accelerated Modalities of Action (SAMOA) Pathway and the SDGs. The following regional frameworks, instruments and strategies are currently being used to advance gender equality and empowerment of women in the Caribbean.

- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) 1979
- Convention of Belem do Para - Inter-American Convention on the Prevention, Punishment and Eradication of Violence Against Women 1995
- The CARICOM Plan of Action 2015-2019
- United Nations Multi-Country Sustainable Development Framework 2017-2021
- The CARICOM Integrated Strategic Framework to Reduce Adolescent Pregnancy 2014-2017

II Scope of Work

The ***Champions for Change against Gender-based Violence Initiative*** is a Peer-led gender-based violence intervention program executed through social and experiential learning and will focus on promoting respectful relationships messages through the use of the literary and creative arts such as art, music, speech, drama and dance. These messages will be shared via an online mechanisms.

The overall purpose is to:

- a) Promote gender equality and engage men and boys in prevention of VAWG
- b) Sensitise young people about family violence and access to public services
- c) Involve young people in social change
- d) Develop the skills and confidence of youth leaders as peer educators.
- e) Reinforce behaviours and attitudes in young women that constitute confidence and expectation of respect
- f) Help young people, especially young men develop respectful attitudes and behaviours towards girls and women

UNESCO has identified youth engagement and empowerment as one of its two priority areas in the Caribbean.

This programme will complement existing projects and internal sectors at the UNESCO Cluster Office in Kingston, such as:

- UNESCO Clubs
- UNESCO Youth Ambassadors
- UNESCO Cultural Sector (Creative Industries)
- UNESCO Communication Sector (Using Youth Mobile Apps)

The UNESCO Cluster Office for the Caribbean has also led a Youth Engagement Campaign, which was aimed at creating avenues for increased youth involvement. In this regard, the Cluster Office collaborated with an initial 100 volunteers to support activities and programmes. These included local youth forums, Youth Speed Mentoring sessions and support for the events held by the Jamaica Federation of UNESCO Clubs. The UNESCO Youth Ambassador Programme in Jamaica builds on these volunteers and is unique in its form. It relies on a strong partnership with the Youth Advisory Committee of Jamaica's National Commission under the leadership of the Minister of Foreign Affairs. The UNESCO Youth Ambassadors are a crucial network that can be called upon to provide ideas, support communication and outreach efforts as well as effective and independent implementation of events throughout the year.

The consultant will work with UNICEF and UNESCO and other SI colleagues to carry out the following tasks:

- **Map** existing peer led in school programming in order to determine synergies for programme implementation.
- **Prepare a SI Champions for Change Against GBV training Manual - a draft** will be developed based on the findings of the mapping. This draft manual will be reviewed in consultation with key stakeholders to develop a final document incorporating relevant feedback. **The final**



manual will outline the programme, the roles of various stakeholders and a monitoring and evaluation framework.

- **Lead the implementation of 4 weeks pilot programme for training of VAWG Champions in select schools, with the view to replicate and upscale in the subsequent semester.**
- **Report on activities and findings**, as scheduled and agreed with UNICEF and UNESCO. Reporting will include an **inception report**, regular (monthly) updates on activities and a **final report** with 6 months implementation roadmap (January to June 2022)

III. DELIVERABLES, TIMELINES & PAYMENT

The following results/outputs are expected from the consultancy:

1. **An Inception report** outlining approaches and target dates for the execution of the assignment.
2. **A Draft SI Champions for Change against GBV manual that includes a mapping of existing peer led in school programming and shows plan for how this programme can be infused in most relevant existing programming.**
3. **Four-week pilot training programme**
4. **The Finalized SI Champions for Change against GBV Manual.**
5. **A Final report with 6 months programme implementation roadmap (January to June 2022)**

Deliverables	Timeline	Payment percentage
1. Inception Report	Sept 15, 2021	15%
2. Draft Manual with Pilot Programme	Oct 10, 2021	30%
3. Program pilot –	mid Oct to mid	55%
4. The Finalized Manual and Final report with implementation roadmap	Nov. Dec 15, 2021	

Reporting Responsibilities

Updates will be provided jointly to UNICEF and UNESCO according to an agreed schedule.

Child Safeguarding

General Terms and Conditions

For every child, you demonstrate.....

UNICEF's core values of Commitment, Diversity and Integrity and core competencies in Communication, Working with People and Drive for Results.



UNICEF is committed to diversity and inclusion within its workforce, and encourages all candidates, irrespective of gender, race, sexual orientation, nationality, culture, appearance, socio-economic status, ability, age, religious and ethnic backgrounds to apply to become a part of the organization. UNICEF has a zero-tolerance policy on conduct that is incompatible with the aims and objectives of the United Nations and UNICEF, including sexual exploitation and abuse, sexual harassment, abuse of authority and discrimination. UNICEF also adheres to strict child safeguarding principles. All selected candidates will, therefore, undergo rigorous reference and background checks, and will be expected to adhere to these standards and principles.

Child Safeguarding Is this project/assignment considered as “Elevated Risk Role” from a child safeguarding perspective?

YES

Direct contact role

YES

If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel. **At least 8 hours a week over the course of the project.**

IV. SUBMISSION AND SELECTION PROCESS

A consultant will be selected following a competitive process. To be considered, an individual or agency must submit:

1. A **technical proposal (3-5 pages)**, including:
 - a. Purpose Statement
 - b. Project activities, methodology, outcomes, timeline
 - c. Communication strategy
 - d. Risk Management strategy
 - e. Justification for approach
 - f. Summary/conclusion
2. A **financial proposal**, including:
 - a. Detailed cost estimate for all deliverables outlined in the TOR in Jamaican dollars.

Qualifications

Required:

- An advanced University degree in Education
- A minimum of 3 years of teaching experience
- Research skills
- A minimum of three years’ experience in youth mobilization/activism/ gender studies
- Excellent interpersonal, networking, advocacy and facilitation skills
- Demonstrated ability to work in a multicultural environment and establish harmonious and effective working relationships.
- Experience in conducting training, programme development and supervision

Excellent oral and written communication skills in English is essential.

Timelines

- | | |
|--------------------------------|--|
| • July 25, 2021 | Submission of Proposal and cost-estimate |
| • July 30, 2021 | Notification of Selected Individual |
| • August 15- December 15, 2021 | Delivery of Activities and Reports |

Criteria for Selection

Candidates will be evaluated based on a cumulative methodology, i.e. the award of the contract will be made to the candidate whose offer has been evaluated and determined as:

1. Responsive/compliant/acceptable, and
2. Having received the highest score out of a pre-determined set of weighted technical and financial criteria specific to the solicitation.

Technical component score	Max 80 points
Financial component score	Max 20 points
Total score	Max 100 points

Only candidates obtaining a minimum of 65 points (of the total technical points) will be considered for the financial evaluation.

Technical Evaluation

Technical Criteria	Technical Sub-criteria	Maximum Points
Technical Proposal	With: <ol style="list-style-type: none"> Purpose Statement Project activities, methodology, outcomes, timeline Communication strategy Risk Management strategy Justification for approach Summary/conclusion 	20
Education	An advanced University degree in Education	15
Work Experience	<ul style="list-style-type: none"> A minimum of 3 years of teaching experience A minimum of three years' experience in youth mobilization/activation 	15
Knowledge & Skills	<ul style="list-style-type: none"> Sound knowledge and or experience in youth activism/mobilization/ gender studies Research skills Excellent interpersonal, networking, advocacy and facilitation skills Experience in conducting training, programme development and supervision 	5 10 5 5

	<ul style="list-style-type: none"> Excellent oral and written communication skills in English is essential. 	5
Total Maximum obtained for Technical Criteria		80
Minimum score for technical compliance		65

V. CONTRACTUAL REQUIREMENTS OF UNICEF JAMAICA

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Costs indicated are estimated. Final rate shall follow the “best value for money” principle, i.e., achieving the desired outcome at the lowest possible fee. Consultants will be asked to stipulate all-inclusive fees, including lump sum travel and subsistence costs, as applicable.

Payment of professional fees will be based on submission of agreed deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant

Individuals engaged under a consultancy or individual contract will not be considered “staff members” under the Staff Regulations and Rules of the United Nations and UNICEF’s policies and procedures, and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.

VI. HOW TO APPLY

To apply, [click](#) on the Apply link found either at the beginning or at the end. Submit the supporting documents and 3 references.

- **Technical Proposal must be submitted as a separate document.**
- **Financial Proposal must be submitted as a separate document.**

In case of doubts please send your queries to Charlene Buckley (cbuckley@unicef.org) at least 3 working days before the deadline.



Finalized by:

Education Specialist

Date

Approved by:

Deputy Representative

Date