



Terms of Reference – Consultant

Establish education standards of essential services for women and girls and children subject to violence in the Caribbean in collaboration with the Spotlight Caribbean Regional Programme- UNICEF

Revised 22 June 2022

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1. BACKGROUND INFORMATION

The Secretariat of the Caribbean Community is the principal administrative organ for the Caribbean Community (CARICOM) and is headed by the Secretary General, who is the Chief Executive Officer of CARICOM. The mission statement of the secretariat is to provide dynamic leadership and service in partnership with Community Institutions and groups, towards the attainment of a viable, internationally competitive and sustainable Community, with improved quality of life for all.

In October 2021, CARICOM and UNICEF signed an agreement to support the implementation of the Spotlight Initiative (SI) Caribbean Regional Programme¹. The Spotlight Initiative 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) by 2030. In the Caribbean, the Initiative aims at ending all forms of violence against women and girls, targeting the reduction in prevalence and incidence of family violence.

One area of the agreement signed by the CARICOM Secretariat and UNICEF is to contribute to the SI Initiative's Pillar 2: Coherence around Violence Against Women – Violence Against Children (VAW-VAC) policies and standards; education standards for violence against women and girls (VAWG), and gender competencies for front-line workers.

The CARICOM Secretariat and CARICOM Member States have prioritized different aspects of gendered violence, most recently through the development of regional strategies and policy positions, including the Draft CARICOM Regional Gender Equality Strategy, the CARICOM Prevention of Violence against Children Strategy (PVAC) and the Caribbean New School Model (CNSM). The two latter strategies are under the leadership of the Human Resources Development (HRD), within the Directorate of Human and Social Development (HSD) of the CARICOM Secretariat, who collaborate with other regional institutions in their development, implementation, and monitoring. The HRD Work Programme is the lead on the implementation of the proposed consultancy.

Activities under the project will contribute to institutional strengthening that focuses on support to common standards and innovative methodologies by regional institutions to build the capacities of health, justice, social protection, education and other sectors as part of a comprehensive multi-sectoral response. As such, regional institutions will have the capacities (through the generation of knowledge, standardised tools/protocols and financial resources) to detect, prevent, monitor and respond to VAWG and VAC and to drive improvements in comprehensive multi sectoral response and delivery of essential services across the region, including in relation to the COVID-19 response.

These activities will also reinforce the protections guaranteed in the Convention on the Rights of the Child (CRC), which all CARICOM Member States are signatory, to take all appropriate legislative, administrative, social, and educational measures to protect children from all forms of violence while in the care of parents, legal guardians, or any other person who is designated to care for the child.

¹ At the country level, the Spotlight Initiative is being implemented in Belize, Grenada, Guyana, Haiti, Jamaica and Trinidad and Tobago. This regional programme will benefit both Spotlight, and non-Spotlight Caribbean countries through the production of and access to regional public goods. It will add value, and contribute to the scale, sustainability, visibility, lessons learnt and replication of programming throughout the region.

1.1. Beneficiary

All CARICOM Member States will benefit from the implementation of this project.

1.2. Contracting Authority

CARICOM Secretariat

1.3. Current situation

Only 40 per cent of women seek help of any sort after experiencing violence, and only 10 per cent go to the police (United Nations, 2015²), due to a number of factors, including the shame related with the violence, fear of payback, the high costs of accessing services, or a lack of knowledge of how, and where, to access services. Providing access and/or referrals to survivor-centred services, such as immediate and long-term health care, counselling, timely police response, access to justice, as well as safe accommodation and shelter, can help women and girls and children break intergenerational cycles of violence.

The Essential Services Package for Women and Girls Subject to Violence³ is a guidance tool identifying the essential services to be provided to all women and girls who have experienced gender-based violence, including services that should be provided by the health, social services, police and justice sectors as well as guidelines for the coordination of these services.⁴ The term “essential services” refers to a set of core services that respond to the immediate and long-term needs, and well-being, of women and girls who have experienced violence. With a minimum and coordinated response among them, essential services can respond to some of the most common forms of violence against women and girls, such as sexual violence and intimate partner violence, in diverse contexts and circumstances.⁵ The Essential Service Package (ESP) is endorsed by all UN agencies and plays a key role in poverty reduction and development and efforts to achieve the Sustainable Development Goals.

Educational institutions are important sites for normative change and have the potential to address gender inequalities and prevent and respond to gender-based violence (GBV). Under the SI Caribbean Regional Programme, the education sector has been identified as one of the priority areas for strategic intervention. However, the transformative potential of the education sector to champion gender equality and prevent and respond to violence against women and girls (VAWG) and violence against children (VAC) depend on a multisectoral approach among sectors of government and civil society.

In the Caribbean, the national level efforts at essential service delivery are impeded by the absence of gender-sensitive and standardized protocols; inadequate inter-sectoral coordination; limited capacities; and inadequate monitoring and evaluation frameworks. As part of a “whole-of-education” approach where several interventions can be coordinated to achieve more sustainable results, there is a need to better understand the role of the education sector in the protection against both victimization and perpetration of violence and as part of integrated services.

² https://unstats.un.org/unsd/gender/downloads/WorldsWomen2015_report.pdf

³ The Essential services package forms part of the United Nations Joint Global Programme on Essential Services for Women and Girls Subject to Violence.

⁴ <https://www.unwomen.org/en/digital-library/publications/2015/12/essential-services-package-for-women-and-girls-subject-to-violence>

⁵ <https://www.unwomen.org/en/what-we-do/ending-violence-against-women/services-for-all-women>

An assessment on the role of the education sector for the prevention and response to VAWG and VAC in the Caribbean was conducted between February and May 2022. All Member States and Associate States of CARICOM were invited to participate. The information and recommendations collected through consultations with key actors from the education and non-education governmental sectors, as well as the civil society, will serve as the basis for the development of the education standards. Some of the findings are described below.

The assessment identified a narrow set of education policies that inform the prevention and response to gender-based violence in school and at school-related activities, with the Education Act and Policies concerning school safety/child safety most frequently cited. Furthermore, they identified a lack of clarity concerning the conceptual framework on violence against women and girls and children for the education sector, as well on the protocols and pathways. Data management and reporting systems at school and national levels were considered by respondents as very important, but ineffective. Respondents identified the key actors involved in the prevention and response to gender-based violence. At the school level, these were the guidance counselor, Principal, safety officer, security officer, teachers, and student support services. At the national level, the range was broader, including the guidance counselor, social services, legislative body, child protection authority, police, gender unit, the justice sector, student support services, special education, special victims' unit, and the Office of the Prime Minister.

Four immediate priorities for attention stand out, based on interviews, surveys and focus group discussions with focal points from the education, health, justice, police and social services sectors, as well as from the civil society:

- Conceptual clarity across the region about gender-based violence against women and girls, and against children, and agreed working definitions to which both governments and civil society subscribe in order to aggregate and disaggregate information, and to be able to formulate specific amendments to legislation, to develop appropriate policies in and outside of the education sector, and to ascertain where there are gaps along the continuum of teacher training, teacher development, supervision and related matters, curriculum and materials development in harmony with cultural sensitivities, and ways and means to measure and/or verify achievements and progress.
- Determination of a baseline of gender-based violence in school and at school-related activities, for which the education sector has accountability. How gender-based violence is situated, or not, in the broader phenomenon of violence in schools, should be carefully considered across the region.
- Development of procedures and protocols for coordination and collaboration within the education sector and across sectors to deal with key processes like identifying red-flags, referrals, rapid response to incidents, witness protection, reporting and data-management, monitoring, and evaluation.
- Development of standards for the teaching profession that would affect teacher training and support, teacher supervision and performance management, personnel administration, and related matters. The time is opportune to consider this area, as Member States are currently seized with developing and rolling out teaching standards.

The Spotlight Initiative will support an effective and sustainable regional roll-out of the ESP through institutional strengthening of core regional institutions and CSOs.

1.4. Related programmes and other International Development Partners activities

This project is related to outcomes on the SI Regional Caribbean Programme, in particular:

OUTCOME 2: Regional and/or sub-regional systems and institutions plan, fund and deliver evidence-based programmes that prevent and respond to violence against women and girls, including family violence, including in other sectors.

As there are currently no standards for the education sector within the ESP, the SI Regional Caribbean programme will undertake operational research and engage key and high-level education actors, among other actors such as the task force for the Caribbean New School Model and academia with expertise in the education/gender sectors, to determine the content and proposed roll out for such standards. It will support regional institutions to develop and extend at the national level, standardized services and tools for school and non-school based life skills programmes from early childhood through adolescence.

The education system has a key role to play in transforming harmful social norms into inclusive, peaceful, and respectful social norms, to create a safe environment, and to contribute to the prevention, and response to violence against children, and girls in particular. A comprehensive primary prevention approach would advance the values of gender equality and non-violence and seek to transform socialization across the life cycle through institutions that are influential in transmitting and reproducing social norms. Prevention efforts must engage with early childhood and adolescent development processes not only in the home, but in the school, in the community and with society as a whole.⁶

The education standards for essential services will also support and strengthen the whole-of-education sector response to VAWG and VAC, which is also led by the Human Resources Development (HRD), within the Directorate of Human and Social Development (HSD) of the CARICOM Secretariat.

Moreover, a regional community of practice (CoP), co-chaired by CARICOM Secretariat and UNFPA, to promote exchanges, cooperation and learning under the framework was officially launched through a two-day face-to-face workshop the 23 and 25th of May 2022. The CoP will define the priorities for intersectoral capacity building on the ESP at a regional level; and exchange of good practices and south-south cooperation with the objective to improve policies and programmes oriented to respond to family violence (secondary and tertiary prevention). The CoP is an opportunity to engage core regional institutions and CSOs in the coordination of these services provided by the education sector as part of a quality, multisectoral response.

2. OBJECTIVE, PURPOSE & EXPECTED RESULTS

2.1. Overall objective

Establish standards to address violence against women and girls, and against children within the education sector in the Caribbean as part of a coordinated regional multisectoral response.

2.2. Purpose

To develop education standards of essential services for integration within the Essential Services Package in the Caribbean.

Using the ESP framework, the aim is to identify the provision of support and essential services for survivors within the education sector for all women and girls and children who have experienced gender-based violence.⁷ These services are in the immediate-, short-and long-term, through

⁶ See UNESCO / UN Women Guidance on Addressing School Related Gender Based Violence. <https://www.unwomen.org/en/digital-library/publications/2016/12/global-guidance-on-addressing-school-related-gender-based-violence>

⁷ intersectional approach is

coordination with service providers in and outside the education sector – including health, social services, police and justice sectors. These standards will be approved for integration within the ESP in the Caribbean.

2.3. Results to be achieved by the Consultant

The following results are expected:

- a) Inception report including workplan and methodology
- b) Draft education standards (based on the ESP framework of essential services for survivors and documentation provided by the education sector informants among others) and electronic folder (containing raw data and supporting documents)
- c) Presentation of draft education standards of essential services to key stakeholders (materials and power point slide deck shared with stakeholders to be provided in advance)
- d) Proposed final education standards of essential services within the ESP guidelines.

3. ASSUMPTIONS & RISKS

3.1. Assumptions underlying the project

- Human resources will be available to implement the project.
- The estimated cost of the project is adequate for the project implementation.
- Finances will be available to fund and implement the project.
- The project scope will not change once the stakeholders signs off on the scope statement.
- Schedule: tasks, durations, and dependencies will be completed during the project,

3.2. Risks

- The Region is currently managing a response to the global COVID-19 pandemic, which has created national economic challenges that may delay implementation of the project.
- Competing priorities for education focal points in Member States

4. SCOPE OF THE WORK

4.1. General

4.1.1. Description of the assignment

The Essential Services Package framework has general principles, common characteristics and foundational elements that cut across sectoral, intersectoral and multi-sectoral interventions.

- The general principles inspire and inform thinking, conceptualizing, planning, implementation, monitoring, evaluation, and advocacy for interventions that address gender-based violence. Grounded in human rights norms and standards, including those codified in the CEDAW and CRC, these principles, once followed, help to ensure that interventions are focused, grounded in evidence and informed by research, relevant to context, and which takes on board the perceptions and perspectives of those subjected to violence and which holds the perpetrators of violence accountable by all of society.
- At the operational level, the common characteristics ensure that well-conceived interventions can be and are carried out with optimal efficiency, and with due consideration for the ethical dimensions of informed consent.

- The foundational elements speak to the preconditions and/or concurrent conditions that are minimally conducive to effective deployment of interventions to address gender-based violence.

The two remaining sections – essential services and actions; coordination and governance of coordination speak to the form and content of eventual interventions, and the mechanisms that must be in place to ensure coordination across interventions, across levels within the education sector, and across sectors.

The Education Standards of Essential Services for Women and Girls and Children Subject to Violence will be tabled at the next meeting of the Council for Human and Social Development- Education.

4.1.2. Geographical area to be covered

The assessment will cover all CARICOM Member States and Associate Members. There are fifteen (15) full Member States of the Community (Antigua and Barbuda, Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Haiti, Jamaica, Montserrat, St. Kitts and Nevis, Saint Lucia, St. Vincent and the Grenadines, Suriname and Trinidad and Tobago); with five (5) Associate Members (Anguilla, Bermuda, British Virgin Islands, Cayman Islands and Turks and Caicos). It should be noted that the geographical scope of the Spotlight Regional Programme would include CARICOM Member States (Dutch, English and French speaking).

4.1.3. Target groups

- Representatives from the Ministries of Education (including education officers, principals, teachers, school supervisors, student support services)
- ESP focal points in all CARICOM members and Associate members
- The task force for the Caribbean New School Model
- Academia with expertise in the education/gender sectors

4.2. Specific work

- Design the methodology to develop the standards, schedule, and instruments to collect information, and the outline of the report
- Collect information based on the methodology approved
- Write the first draft of the standards and create an electronic folder containing rough data and supporting documents
- Facilitate online review and consultations for the first draft of the standards
- Deliver the final standards
- Present the final standards to key stakeholders

4.2.1. Responsible body

The Secretariat is the principal administrative organ of the Caribbean Community. In this capacity, project implementation, management, monitoring, and evaluation form a major part of the Secretariat's work programme. The internal system of management will ensure that the activities in the work programme are conducted in a timely manner.

The Secretariat, through the Directorate for Human and Social Development (HSD), will assume responsibility for the implementation and management of the project, in close coordination with the UNICEF Regional Coordinator, Spotlight Caribbean Programme. The CARICOM Spotlight Advisor on Education and Prevention of Violence Against Children, will be the Project Manager and

responsible for the day-to-day management of the project. The Programme Manager, Human Resource Development will be the Quality Evaluation Manager.

4.2.2. Management structure

The Directorate of Human and Social Development will be supported by relevant Programmes in the implementation of the project, including: -

- the **Resource Mobilisation and Technical Assistance (RMTA)** Programme which serves as interlocutor between the Secretariat and UNICEF. RMTA also serves as a repository for expertise and information in project management and supports project development, implementation and management in the Secretariat and CARICOM Regional Institutions.
- the **Finance Programme** will be responsible for managing the project's finances which include the preparation of financial reports and statements; and
- the **Procurement Sub-programme** which is responsible for executing the Secretariat's procurement process in accordance with established guidelines.

All Programmes which support project management execute their functions through the Office of the Deputy Secretary-General.

The project will be managed under the general direction of the CARICOM Spotlight Project Manager on Education and Prevention of Violence Against Children. She will provide oversight to the recruitment procedures for the consultant and project implementation. The Quality Manager (Programme Manager- HRD), provides overall oversight for the implementation of the HRD component of the Regional SI under which this project is a sub-component.

4.2.3. Facilities to be provided by the CARICOM Secretariat and/or other parties

As per contracts, the CARICOM Spotlight Advisor on Education and Prevention of Violence Against Children will be assigned to oversee the work of the Consultant to serve as an interlocutor between the CARICOM Secretariat, CARICOM States, Regional partners, and the Consultant.

5. LOGISTICS AND TIMING

5.1. Location

The operational base for the project is the Caribbean Community (CARICOM) Secretariat, Turkeyen, Greater Georgetown, Guyana. ***The consultant should t be able to work remotely.***

5.2. Start date & Period of implementation of tasks

The intended start date is 15 July 2022 and the period of implementation of the contract will be four (4) months from the start date.

6. REQUIREMENTS

6.1. Staff

Note that civil servants and other staff of the public administration of any Member State of the Community, or of international/regional organisations based in the country, shall only be approved to work as experts if well justified. The justification should be submitted with the tender and shall include information on the added value the expert will bring as well as proof that the expert is seconded or on personal leave.

6.1.1. Key expert

Key expert consultant must submit CVs and signed Statements of Exclusivity and Availability.

The profile of the key expert consultant for this contract are as follows:

Key expert: Consultant

Qualifications and skills

The expertise required for the assignment requires a combination of the following qualifications:

- A Master's Degree required in any of the following: Social Sciences, Education, Gender, International Relations, or related fields.

Competencies

- Strong research and analytical skills
- Ability to plan, coordinate and monitor work plan.
- Strong communication and interpersonal skills, both oral and written.
- Good organization and management skills.
- Demonstrates ability as a team player.
- Proficiency in the use of MS Office (MS Word, MS Excel, MS PowerPoint) etc.
- Ability to manage and use virtual platforms for the convening of meetings.

General professional experience

- At least 5 years of professional work and-or academic experience at international/regional level on the prevention of violence against women and girls and/or violence against children from a gender perspective

Specific professional experience

- Proven experience in the development, implementation and-or evaluation of strategies and standards related to the prevention and response to VAWG and VAC will be considered an asset
- Experience addressing VAWG and VAC and/or with education stakeholders will be considered an asset
- Experience in Protection against Sexual Exploitation Abuse, child safeguarding will be considered an asset

The expert must be independent and free from conflicts of interest in the responsibilities they take on.

6.1.2. Other experts, support staff & backstopping

- Not applicable

6.2. Office accommodation

No office accommodation at the CARICOM Secretariat will be required. The consultant will be expected to work remotely.

6.3. Facilities to be provided by the Consultant

➤ See above

7. REPORTS

7.1. Reporting requirements

The Consultant will submit the following reports in English electronically (word version and pdf). ***The Consultant will receive inputs from the peer review group on all deliverables during the two weeks after reception. The time for feedback must be built into the implementation timeline.***

:

1. **Inception Report** (at Appendix 2) of no more than 10 pages to be produced after **two weeks** from the start of implementation. In the report the Consultant shall describe the workplan components, empirical field (literature review), methodology, instruments, timeline, and outline of the standards.
2. **Draft of education standards of essential services** of maximum twenty- five (25) pages (main text, excluding annexes) in the format given in Appendix 3 to be produced 10 weeks from the start of implementation.
3. **Report on consultative process**, to be produced 16 weeks from the start of implementation. This report refers to the consultation and presentation process. It should include the dates and list of participants of the online meetings, as well as a summary of key comments and agreements. It should also include the PPT presentation prepared for the presentation. See **appendix 4** for format guidelines.
4. **Revised draft education standards of essential services** with the same specifications as the draft standards, incorporating any comments received from the parties on the draft report, to be produced 18 weeks from the start of implementation. The report shall contain recommendations on Education Standards for preventing VAWG.

7.2. Submission and approval of reports

The deliverables referred to above must be submitted to the CARICOM Spotlight project manager on Education and Prevention of Violence Against Children identified in the contract. The CARICOM Spotlight project manager on Education and Prevention of Violence Against Children is responsible for ensuring a timely submission of reports and for reviewing all products in collaboration with the UNICEF Spotlight Regional Coordinator, who may include other implementing partners such as UNFPA and PAHO. The Evaluation Manager (CCS) will assure the quality of the products and recommend approval for payment against specified deliverables.

All deliverables must be submitted to the CARICOM Spotlight project manager on Education and Prevention of Violence Against Children for review.

Meetings convened for the purpose of this project, such as the regional consultation, will be attended by the Project Manager and where possible the Evaluation Manager and UNICEF Regional

Coordinator. In preparation for these meetings, the Consultant will submit the requisite documents at least two (2) weeks in advance.

8. MONITORING AND EVALUATION

8.1. Definition of indicators

The following criteria shall be used to assess the performance of the Contractor:

- Quality of deliverables: The quality of the deliverables shall be judged by their clarity and the depth to which they comprehensively cover the subject based on the objective of the consultancy.
- Quality of consultations and presentations: The consultations should be open to comments and improvements. The consultant should present the findings clearly and raise interest in stakeholders.
- Meeting of deadlines for outputs.

8.2. Special requirements

- None

9. APPENDICES

Appendix 1 – Draft Work-plan

		July 2022	August 2022	September 2022	October 2022
1.1 Inception report approved	Consultant				
1.2 First draft of the standards delivered	Consultant				
1.3 Report on the consultation and presentation process delivered	Consultant				
1.4 Final version of the standards delivered	Consultant				

Appendix 2

The Inception Report must be concise and clear and should include the following suggested sections:

1. A brief description and objectives of the assessment
2. Components of the education standards of essential services, methodology, information gathering plan, outline of the report
3. Limitations and constraints identified along with mitigation strategies
4. Project implementation plan

Appendix 3

The education standards of essential services should include:

1. Title and opening pages
2. List of Acronyms and abbreviations
3. Table of Content including list of annexes and tables
4. Introduction essential services in the education sector (introduction, purpose and scope, language and terms)
5. Framework for essential services package (the overall framework, unique features of the framework specific to guide the education standards of essential services)
6. Guidelines for essential services within the education sector as part of the ESP
7. Tools and resources

Appendix 4

The Report on the consultation and presentation process should include the following:

1. Minutes from the consultations via email and online meetings, including list of participants with key information (position, country, institution, age, sex...)
2. PPT presentation
3. General comments and recommendations concerning the process and participants