

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANT- FLE/CSE Technical Specialist - Suva, Fiji Based

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Hiring Office:	UNFPA Pacific Sub-Regional Office				
Purpose of consultancy:	<p>Purpose of the consultancy</p> <p>The purpose of the consultancy is to provide technical, programme and advocacy support for Comprehensive Sexuality Education (CSE)/ Family Life Education at regional and country level as part of the UNFPA Pacific Adolescent and Youth (A&Y) Unit.</p> <p>The FLE/CSE Consultant will analyse relevant political, social and economic trends, provide advocacy and technical support and guide the planning, implementation and monitoring of FLE/CSE results at the regional level and in nine (9) UNFPA program countries.</p>				
Background	<p>UNFPA has been working in the Pacific region for over 30 years implementing SRH programmes in 14 countries and territories through the Pacific Sub-regional Office (PSRO) in Suva. UNFPA's overall regional program is articulated in its 7th Multi-Country Programme (MCP 7) that contributes to the UN Sustainable Development Cooperation Framework 2023-27 in the Pacific. As a United Nations agency, UNFPA's fundamental approach is to work with in-country partners, primarily national governments, to expand their capacities and achieve locally sustainable responses to SRHR.</p> <p>With approximately 28% of PICTs' population between 10 and 24 years¹, the Pacific is a very young region. The percentage of young people aged 10-24 years is highest in the Republic of Marshall Islands, Samoa, Solomon Islands, Tonga, Vanuatu, Kiribati and Nauru where it exceeds 29% of the total population. The lowest is observed in Palau and Niue where it is less than 25% of the total population but still higher than 19%.</p> <p>The Adolescent Birth Rate (number of births in 1,000 girls aged 15 to 19) is a core indicator of quality of life for adolescents and young people. At least ten of the Pacific Island countries and territories have had an alarming level of adolescent births in recent years. The rates are the highest in Marshall Islands (85), Vanuatu (81), Solomon Islands (77) and Kiribati (51). Additionally, in almost half of the 14 PICTs, ten to nineteen percent of girls aged 15-19 are already married.</p> <p>Children and adolescents are often not informed about the challenges of adolescence, making it difficult to break down harmful socio-cultural practices that limit their well-being, including access to services. Adolescent girls who become pregnant often do not complete school, face social and familial exclusion, and are at increased risk of poverty, and sexual and gender-based violence. The concept of youth empowerment and meaningful involvement in decision making at all levels is far from being a norm in the region and young people are often not involved in identifying solutions to their social challenges.</p> <p>Through this consultancy, the A&Y unit will be supported to consolidate progress made in 2024 to finalise FLE integration for in-school, support rollout for both in and out of school and facilitate countries to execute FLE M&E plans developed to ensure quality results reporting for the Transformative Agenda program and MCP7.</p>				
Scope of work:	<p>The following scope is expected of the consultancy:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Tasks</th> </tr> </thead> <tbody> <tr> <td>1. Provide technical support to countries with policy needs to build political will & support for FLE, including supporting policy development, finalisation and approval to ensure government recognition of FLE as a mandatory subject with a dedicated teacher, for example, in Vanuatu and Fiji, and strengthen the sustainability and effectiveness of FLE.</td> </tr> <tr> <td>2. In collaboration with government counterparts, NGOs implementing FLE programs and regional technical partners, ensure the alignment of the FLE programme with international standards and successful approaches, including My Body, My Life, My World modules, for both in and out of school programmes.</td> </tr> <tr> <td>3. In collaboration with government counterparts and curriculum developers, provide technical support to further integrate FLE into in-school curricula and ensure the quality and comprehensiveness of that inclusion, for example, in Fiji.</td> </tr> </tbody> </table>	Tasks	1. Provide technical support to countries with policy needs to build political will & support for FLE, including supporting policy development, finalisation and approval to ensure government recognition of FLE as a mandatory subject with a dedicated teacher, for example, in Vanuatu and Fiji, and strengthen the sustainability and effectiveness of FLE.	2. In collaboration with government counterparts, NGOs implementing FLE programs and regional technical partners, ensure the alignment of the FLE programme with international standards and successful approaches, including My Body, My Life, My World modules, for both in and out of school programmes.	3. In collaboration with government counterparts and curriculum developers, provide technical support to further integrate FLE into in-school curricula and ensure the quality and comprehensiveness of that inclusion, for example, in Fiji.
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<i>(Description of services, activities, or outputs)</i>					

¹ 2021 SPC Population projections

	<ol style="list-style-type: none"> 4. In collaboration with Solomon Islands, Samoa and Vanuatu national counterparts including staff from institutions of higher learning and governments, provide technical support and capacity building for development of pre-service teacher training programmes for FLE. 5. Provide technical support to national FLE partners in all countries to operationalize their out of school FLE manuals and to improve their capacity to plan, manage and effectively implement their out of school FLE programs.. 6. Provide technical support and build the capacity of national FLE partners to finalise, adapt and effectively implement their plans for monitoring the results of in and out of school FLE implementation, report on those results and make appropriate changes to improve their programmes based on the results as needed. 7. Support and participate in the review of FLE programmes undertaken by UNFPA in three of the program countries , including analysis of learner assessment results from Kiribati and Samoa and undertaking classroom observations in Federated States of Micronesia)) 8. Support strengthening of FLE coordination at country level through existing and new coordination bodies and committees by identifying gaps and providing solutions from both programmatic & operational perspectives. 9. Support FLE resource mobilisation by ensuring preparation of relevant documentation, i.e. technical briefs, concepts, presentations to donor steering committees, conference papers and participating in related meetings and public events as needed. 10. Support countries and regional implementing partners in development and review of 2025 annual work plans with focus on FLE interventions. 11. Support review of 2024, quarterly & annual reports from FLE coordinators, regional implementing partners and countries on FLE implementation. 12. Contribute to preparation of Transformative Agenda Annual Review Meeting, Steering Committee meetings and 2024 annual report for Transformative Agenda. 13. Contribute to Transformative Agenda Midterm Review providing inputs as requested 14. Support management and supervision of national FLE Coordinators and Consultants. 15. Lead the Adolescent and Youth Programme in the absence of UNFPA's Chief of Adolescents & Youth. 				
<p>Duration and working schedule:</p>	<p>Duration: 11 months (October 9, 2024 – September 8, 2025) during official UNFPA working days and hours.</p>				
<p>Place where services are to be delivered:</p>	<p>UNFPA Pacific Fiji office and Field offices.</p>				
<p>How work will be delivered (e.g. electronic, hard copy etc.):</p>	<p>All versions of the documents should be submitted in standard UNFPA office applications e.g MS Office</p>				
<p>Monitoring and progress control, including reporting requirements, periodicity format and deadline:</p>	<table border="1"> <thead> <tr> <th data-bbox="311 1653 901 1691">Expected deliverables</th> <th data-bbox="901 1653 1495 1691">Timelines</th> </tr> </thead> <tbody> <tr> <td data-bbox="311 1691 901 2060"> <ul style="list-style-type: none"> • Technical support provided to countries with policy needs to build political will & support for FLE and strengthen the sustainability and effectiveness of FLE. • Regional technical partners are supported to adapt their technical support to national contexts and the quality of national level FLE implementation is enhanced through the </td> <td data-bbox="901 1691 1495 2060"> <ul style="list-style-type: none"> • On-going as per country implementation plans. • On-going and monthly basis </td> </tr> </tbody> </table>	Expected deliverables	Timelines	<ul style="list-style-type: none"> • Technical support provided to countries with policy needs to build political will & support for FLE and strengthen the sustainability and effectiveness of FLE. • Regional technical partners are supported to adapt their technical support to national contexts and the quality of national level FLE implementation is enhanced through the 	<ul style="list-style-type: none"> • On-going as per country implementation plans. • On-going and monthly basis
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	<p>identification of capacity needs, and development of tools and guidelines.</p> <ul style="list-style-type: none"> • Technical support provided to further integrate FLE into in-school curricula and ensure the quality and comprehensiveness of that inclusion. • Technical support provided and capacity built in specified countries developing pre-service teacher training programmes for FLE. • National FLE partners are supported to operationalize out of school FLE manuals and improved their capacity to plan, manage and effectively implement their out of school FLE programs. • Technical support provided and capacity of national FLE partners built to finalise, adapt and effectively implement their M&E plans to monitor the results of in and out of school FLE, report on those results and make appropriate improvements to their programmes based on the results as needed. • Support provided in the review of regional and national FLE programs and monitoring visits conducted in specified program countries, including classroom observations of FLE and results of the Mid-term Review are reported to DFAT. • Programme and operational support provided to increase the functionality of national FLE coordination committees. • Technical briefs, concept notes and presentations are prepared and delivered at regional and national level to mobilise and leverage resources for FLE/CSE, as needed. • Quality bi-annual and annual plans are developed and executed by partners for in and out of school FLE/CSE. • Quality monthly, quarterly and annual implementation progress reports from FLE coordinators, countries and regional technical implementing partners are submitted on a timely basis. • Contribute to preparation of Transformative Agenda Annual Review Meeting, Steering Committee meetings and 2024 annual report for Transformative Agenda. 	<ul style="list-style-type: none"> • On-going as per country implementation plans. • On-going as per country implementation plans. • October – December 2024 for development and January – May 2025 for implementation in Tonga and Solomon Islands. On-going as per country implementation plans and needs in other countries • On-going as per country implementation plans and needs in other countries • October 2024 – March 2025 for observations and June 2025 for Mid-term Review report. • On-going as per country needs • On an as needed basis. • December 2024 and June 2025. • Monthly, Quarterly and Dec 2024. • Monthly as required. • Annual Review meeting and SC meeting: October 2024, SC meeting: March 2025, Annual report: March 2025 • Q2-Q3 2025
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Supervisory arrangements:	The Consultancy will be under the direct supervision of International Programme Coordinator, UNFPA Pacific. Payment will be on a monthly schedule after submission and approval of monthly reports.	
Required expertise, qualifications and competencies, including language requirements:	<p>Qualifications: Master's Degree in health, population, education and/or other related social science discipline with at least 10 years of relevant experience.</p> <p>Experience:</p> <ul style="list-style-type: none"> ▪ Familiar with UNFPA's core mission of advancing sexual and reproductive health and reproductive rights and ICPD. ▪ Experience in developing and implementing comprehensive sexuality education (CSE) programs, including curricula, teaching and learning materials, facilitator and teacher training and other capacity building programmes. ▪ Experience developing and undertaking M&E monitoring, evaluation and review plans and tools. ▪ Knowledge on youth SRHR and socio-economic issues in the Pacific. ▪ Experience in the field of development and population activities, with experience in programme or project management ▪ Experience using office software packages and web-based management systems. <p>Skills</p> <ul style="list-style-type: none"> • Good communication and advocacy skills • Proactive, good emotional intelligence • Excellent written English language skills • Excellent drafting skills and ability to write reports • Ability to organize and plan work following the established timeframes • Computer Literacy: Proficiency in the use of standard MS Office packages and the Internet. 	
Inputs / services to be provided by UNFPA or IP	UNFPA will provide office space, equipment and internet connectivity.	
COA:	SRP07SRH/PROGHRSUPTTASRO/AUB35/PU0074	
<p>Conditions & Remuneration: UNFPA PSRO will contract Individual Consultant and will be responsible for the payment of fees payable according to qualification and standard terms of payment and subject to satisfactory completion of assignment outputs. Candidates must complete a United Nations Personal History (P.11) form, together with updated Curriculum Vitae and financial proposal. Applications without completed P.11 form will not be considered. The P.11 form as well as a complete Terms of Reference can be downloaded from the office web site http://pacific.unfpa.org and application emailed to vacanciespsro@unfpa.org</p> <p>Notice: There is no application, processing or other fee at any stage of the application process. UNFPA does not solicit or screen for information in respect of HIV or AIDS and does not discriminate on the basis of disabilities, HIV/AIDS and gender</p>		
Signature of Requesting Officer:	<p>DocuSigned by:</p>  <p>A863F986CE52497...</p>	