

Terms of Reference for Individual Consultant [National]

TERMS OF REFERENCE	
Hiring Office:	UNFPA Pacific Sub-Regional Office
Title:	Family Life Education Coordinator
Background	<p>Based on the 2023 SPC Mid-year Population Estimates, 18% of the total population were adolescents aged 10-19 years and 26% were made up of young people aged 10-24 years. The ongoing efforts of the Government of Fiji on adolescent and youth development and the prevention of teenage pregnancies have resulted in the reduction of the Adolescent Birth Rate (ABR) over the past 10 years. The ABR in 2010 was 36 per 1000 and in 2023 was 31 per 1000 based on Sexual Reproductive Health Indicator Data. Fiji's lower incidence of adolescent fertility, compared to the rest of the developing countries in general, is a positive development for the empowerment of young women. In addition to fewer adolescent girls being compelled to leave school to assume family duties, fewer births are occurring in this higher risk group.</p> <p>The government is committed to ensuring access to age appropriate and context specific Family Life Education (FLE) in and out of school. Access to FLE is a core national commitment made by the government during the Forum Minister of Education meeting in Nadi 2007 where the integration of FLE in the formal education curriculum was endorsed by all Pacific Forum countries. Family life education curriculum is not new to Fiji; rather the existing curriculum needs to be aligned with the latest international standards. In 2022, Fiji completed a draft scope and sequence of FLE topics in relevant subjects.</p> <p>To support planned efforts of MOE, UNFPA is providing financial and technical programme support through the Transformative Agenda for Women, Adolescents and Youth in the Pacific: Towards Zero Unmet Need for Family Planning Programme funded by the Department of Foreign Affairs and Trade (DFAT) Australia.</p> <p>The aim of this assignment is to provide coordination, programming and technical assistance to the Ministry of Education to accelerate the implementation of FLE under the UNFPA managed DFAT Transformative Agenda programme in Fiji.</p>
Purpose of consultancy:	<p>UNFPA seeks a full-time Family Life Education (FLE) Coordinator to lead the development and implementation of a revised, internationally aligned FLE curriculum for primary and secondary schools. This includes enhancing teacher competency and providing appropriate resources. The Coordinator will:</p> <ul style="list-style-type: none"> ● Ensure the implementation of the MOE's FLE monitoring and evaluation plan. ● Consolidate high level policy and advocacy support for FLE through evidence generated on the success of FLE implementation and ensure its institutionalization for sustainability. ● Support the planning, approval and implementation of capacity building approaches for in and pre service teachers. ● Support the integration of FLE in the Fiji Education Management Information System to track FLE teaching and learning outcomes and the integration of FLE in the existing learner assessment framework. ● Ensure programmatic linkages between FLE implementation and young people's access to SRH services through the health sector. ● Support the Ministry of Education in executing the coordination and oversight role for in-school FLE in Fiji. ● Facilitate synergies among different youth initiatives across the Ministries of Education, Health, Youth, Women, Children and Social Protection as well as those supported by UNFPA, other development partners and CSOs.

Scope of work:
(Description of
services, activities,
or outputs)

A. FLE curriculum revision drafted & learner assessment

1. Work with the MoE Primary officers for Healthy Living and Moral and Civic Education and the Secondary Curricular officers to integrate the FLE content into the curricular documents (scope and sequence, syllabi and teaching and learning materials) for primary years and to finalise the scope and sequence, and develop the syllabi and teaching and learning materials for secondary year.
2. Plan and implement the teacher's consultations on the scope and sequence for secondary FLE .
3. With support from Family Planning Australia (FPA), lead the development of corresponding Teacher's Guides and Student books for delivering FLE.
4. Provide on-going technical support for the teacher's consultations and teacher training for FLE in the Healthy Living and Moral and Civic Education subjects.
5. Review, identify and propose entry points for FLE integration in the existing learner assessment framework.
6. Advocate for and influence FLE committee to support FLE within the learner assessment framework.

B. Build FLE teacher competencies approach through the developed proposals.

1. Develop proposals submitted to MOE on teacher micro credit scheme and offer of FLE as a minor in the bachelor of Education program.
2. Upon approval from MOE, draft and submit proposal outlining stages of implementation for building teacher competencies.
3. Identify needs i.e. technical, human resource and programmatic including resource mobilization, for implementation of the teacher competence building proposals.

C. FLE implementation; monitoring and evaluation and linkage with SRH services.

1. Lead and coordinate the roll-out of FLE monitoring and evaluation plan, including the integration of school-based FLE indicators into the Fiji Education Management Information System for tracking FLE teaching and learning outcomes.
2. Enhance collaboration with the Ministry of Health and Medical Services to create stronger connections between schools offering Family Life Education (FLE) and community-based Sexual and Reproductive Health (SRH) services.
3. Improve referral systems and facilitate health facility outreach programs to schools to ensure students have access to SRH services.

D. Coordination support

1. Support FLE coordination activities through the MoE Primary Curricular officers for Healthy Living and Moral and Civic Education and Secondary Curricular officers by contributing to meeting agenda items, stakeholder presentations, assist to convene and chair sub-committee meetings as required and prepare monthly reports on progress of sub-committees' activities to the Curricular officers.
2. Facilitate stakeholders' dialogues and policy advocacy on FLE.
3. Facilitate linkages among different youth programmes across relevant Government Ministries, development partners and CSOs.

Key Deliverables:

1. Final approved revised scope and sequence and syllabi with integrated FLE content for primary years, at least 4 - 8, in Healthy Living and Moral and Civic Education in line with international standards.
2. Final approved revised scope and sequence and syllabi for the Family Life Education subject in secondary years, 9 - 13 in line with international standards
3. Final approved teachers' guides to accompany revised syllabi for years as agreed with MOE and UNFPA
4. An inception report of the approved teacher competence plan by MOE highlighting first year implementation plan.
5. Revised learner assessment framework with FLE integrated.
6. FLE indicators integrated into FEMIS.
7. FLE M&E reports are available, provided to UNFPA, and findings are acted upon to improve the delivery of FLE.
8. Monitoring and progress reports that clearly include disaggregated activity outputs and indicator results (where applicable)
9. Meeting minutes/reports on stakeholder coordination meetings and FLE policy dialogue or advocacy.

Duration and working schedule:	9 months [March 2025 - December 2025] Full Time.								
Place where services are to be delivered:	Suva, Fiji - Fiji Ministry of Education.								
Delivery dates and how work will be delivered	<p>This work will be delivered in-person in Fiji. The Coordinator will be based at MOE, Fiji, and is expected to report to the UNFPA's Adolescent and Youth Technical Specialist and be under the guidance of Permanent Secretary for Education based in Fiji.</p> <p>The consultant will work closely with UNFPA Fiji Programme Specialist and UNFPA regional implementing partners including Family Planning Australia.</p> <p>Monthly progress reports on planned activities that contribute to the achievement of all deliverables are a pre-requisite for monthly certification and subsequent payments to the Specialist.</p>								
Monitoring and progress control, including reporting requirement, periodicity format and deadline. Note: Number of days is presented for the purposes of fee determination; otherwise, the payment will be per submission of the deliverable	<table border="1"> <thead> <tr> <th>Tasks</th> <th>Deliverables</th> <th>Delivery due dates and payment schedule</th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> 1. Work with the MoE Primary officers for Healthy Living and Moral and Civic Education and the Secondary Curricular officers to integrate the FLE content into the curricular documents (scope and sequence, syllabi and teaching and learning materials) for primary years and to finalise the scope and sequence and develop the syllabi and teaching and learning materials for secondary year. 2. With support from Family Planning Australia (FPA), lead the development of corresponding Teacher's Guides and Student books for delivering FLE. 3. Review, identify and propose entry points for FLE integration in the existing learner assessment framework. 4. Advocate for and influence FLE committee to support FLE within the learner assessment framework. 5. Develop proposals submitted to MOE on teacher micro credit scheme and offer of FLE as a minor in the Bachelor of Education program. 6. Upon approval from MOE, draft and submit proposal outlining stages of implementation for building teacher competencies. 7. Support the identification of needs i.e. technical, human resource and programmatic </td> <td> <ol style="list-style-type: none"> 1. Final approved revised FLE curriculum for target secondary and primary grades as agreed with MOE and UNFPA 2. Final approved teachers' guides to accompany revised curriculum for outstanding grades as agreed with MOE and UNFPA 3. An inception report of the approved teacher competence plan by MOE highlighting first year implementation plan. 4. Revised Learner assessment framework with FLE integrated. 5. Drafts and final approved FLE Monitoring and Evaluation plan with clear integration of FLE indicators in the overall EMIS 6. Monitoring and progress reports that clearly include disaggregated activity outputs, indicator results (where applicable) 7. Meeting minutes/reports on stakeholder coordination meetings and FLE policy dialogue or advocacy </td> <td> <p>Monthly schedule of payments based on a schedule of deliverable and task plan agreed with the overall supervisor (UNFPA's Adolescent and Youth Technical Specialist) at the beginning of each month.</p> </td> </tr> </tbody> </table>	Tasks	Deliverables	Delivery due dates and payment schedule	<ol style="list-style-type: none"> 1. Work with the MoE Primary officers for Healthy Living and Moral and Civic Education and the Secondary Curricular officers to integrate the FLE content into the curricular documents (scope and sequence, syllabi and teaching and learning materials) for primary years and to finalise the scope and sequence and develop the syllabi and teaching and learning materials for secondary year. 2. With support from Family Planning Australia (FPA), lead the development of corresponding Teacher's Guides and Student books for delivering FLE. 3. Review, identify and propose entry points for FLE integration in the existing learner assessment framework. 4. Advocate for and influence FLE committee to support FLE within the learner assessment framework. 5. Develop proposals submitted to MOE on teacher micro credit scheme and offer of FLE as a minor in the Bachelor of Education program. 6. Upon approval from MOE, draft and submit proposal outlining stages of implementation for building teacher competencies. 7. Support the identification of needs i.e. technical, human resource and programmatic 	<ol style="list-style-type: none"> 1. Final approved revised FLE curriculum for target secondary and primary grades as agreed with MOE and UNFPA 2. Final approved teachers' guides to accompany revised curriculum for outstanding grades as agreed with MOE and UNFPA 3. An inception report of the approved teacher competence plan by MOE highlighting first year implementation plan. 4. Revised Learner assessment framework with FLE integrated. 5. Drafts and final approved FLE Monitoring and Evaluation plan with clear integration of FLE indicators in the overall EMIS 6. Monitoring and progress reports that clearly include disaggregated activity outputs, indicator results (where applicable) 7. Meeting minutes/reports on stakeholder coordination meetings and FLE policy dialogue or advocacy 	<p>Monthly schedule of payments based on a schedule of deliverable and task plan agreed with the overall supervisor (UNFPA's Adolescent and Youth Technical Specialist) at the beginning of each month.</p>		
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	<p>including resource mobilization for implementation of the teacher competence building proposals.</p> <p>8. Lead and coordinates adaptation, finalization, approval and roll-out of FLE Monitoring and Evaluation plan (with reference to UNFPA developed regional framework) including the integration of school-based FLE indicators into the Education Management Information System for tracking FLE teaching and learning outcomes.</p> <p>9. Coordinate with Ministry of Health and Medical Services to strengthen programmatic linkages between schools delivering FLE with SRH service delivery at community level through for instance improved referral and health facilities outreaches to schools.</p> <p>10. Support MoE Primary Curricular officers for Healthy Living and Moral and Civic Education and Secondary Curricular officers by contributing to meeting agenda items, stakeholder presentations, assist to convene and chair sub-committee meetings as required and prepare monthly reports on progress of sub-committees' activities to the Curricular officers.</p> <p>11. Facilitate stakeholders' dialogue and policy advocacy on FLE as planned.</p>		
Supervisory arrangements	The consultant will be supervised by the UNFPA's Adolescent and Youth Technical Specialist and will be under the guidance of the MoE Permanent Secretary and the overall supervision is based in Fiji.		
Duration of contract:	Deliverables are expected to be delivered within the period of March-April to December 2025.		
Required expertise, qualifications and competencies, including language requirements	<p><i>The potential candidate must possess the following:</i></p> <p>Education</p> <ul style="list-style-type: none"> ● An Advanced University Degree (Master's) in Education, or Social Sciences with 7 years of relevant work experience in the field of health promotion, with particular focus on adolescents and youth SRH, Family Life Education/comprehensive sexuality education, gender equality, and human rights. <p>OR</p> <ul style="list-style-type: none"> ● An equivalent professional qualification [Master's] in a discipline relevant to the following areas: Education; Family Health; Health Research; Health Promotion; Gender Equality <p>Knowledge, Attitudes, and Experience</p> <ul style="list-style-type: none"> ● At least 7 years of relevant work experience in the field of health promotion, with particular focus on adolescents and youth SRH, Family Life Education/comprehensive sexuality education, gender equality, and human rights. 		

	<ul style="list-style-type: none"> ● Experience with designing, monitoring and evaluating health promotion, disease prevention, or gender equality interventions for adolescents and youth in general and FLE programmes in particular. ● Experience with high-level policy dialogue, policy advocacy, program planning, coordination and implementation of participatory stakeholders’ workshops. ● Knowledge and good understanding of Family Life Education/CSE issues in the context of Fiji/Pacific ● Previous experience with education curriculum review and alignment with international guidelines, including Family Life Education curriculum. ● Strong analytical skills and ability to conceptualize complex and multi-faceted aspects of an issue into a concise and clear-cut assessment conclusion. ● Extensive experience in generating/writing summaries, analysis and assessment reports. ● Strong communication skills; communicating in a clear and articulated manner, technical and/or complex issues to different types of audiences. ● Excellent interpersonal, negotiating, intercultural communication skills and political acumen. ● Strong understanding of and belief in the ten key qualities of CSE/FLE in accordance with the International Technical Guidance on Sexuality Education, especially scientifically accurate; comprehensive; based on a human-right approach; based on gender equality; and transformative; as well as understanding of the need to change victim-blaming and discriminatory attitudes. ● Supports the human rights of all, prioritizing the equality and inclusion of women, LGBTQ+ individuals, and people with disabilities in its programs and initiatives including FLE ● Previous experience with the United Nations and/or an international institution or organization is an advantage; ● Professional knowledge of UNFPA’s global and regional programme frameworks, including the International Conference on Population and Development (ICPD) Programme of Action is an advantage. ● Computer Literacy: MS Office applications. ● Experience in writing reports/analytical papers and training tools in English. ● Language: English and Fijian are required.
<p>Inputs / services to be provided by UNFPA or implementing partner (e.g. support services, office space, equipment), if applicable:</p>	<p>The selected individual is expected to utilize their personal computer/laptop for this assignment.</p> <p>MOE will provide office space to conduct daily work.</p>