**TERMS OF REFERENCE FOR COMPREHSIVE SEXUALITY EDUCATION TOOLKIT FOR NORWEGIAN CHURCH AID**

In the world today adolescents make up 16 % world’s population. The largest ever number in the history. Too many of these young people still make the transition from childhood to adulthood receiving inaccurate, incomplete of judgment-laden information affecting their physical, social and emotional development. Many young people’s approach adulthood faced with conflicting, negative and confusing messages about sexuality that are often exacerbated by embarrassment and silence from adults, including parents’ teacher and religious leaders according to UNESCO. Many societies have attitudes and laws that discourage public discussion about sexuality and sexual behavior. Social norms can also perpetuate harmful conditions like gender inequality in relation to sexual relationships, family planning and modern contraceptive use. This inadequate preparation exuberates the vulnerability of children and youth to exploitation and other harmful outcomes.

A significant body of evidence shows that CSE enables children and young people to develop accurate and age appropriate knowledge, attitude and skills, positive values, including respect for human rights, gender equality and diversity, and attitudes and skills that contribute to safe healthy, positive relationships. CSE can help young people reflect on social norms, cultural values and traditional beliefs in order to better understand and manage their relationships with peers, parents, teachers and other adults and their communities.

NCA has a focus on adolescent/young people’s development. The changes adolescents undergo, have implications on their understanding and acting on information, who and how they are influenced by, how they think about their future and make decisions in the present, how they perceive risks in a period characterized by changes and new experiences and how adolescents develop new relationships, including sexual debut, sexual identity and substance use.

NCA sees sexuality education as an essential component of quality education that is comprehensive and life skills- based, and supports young people to gain knowledge, develop skills, ethical values and attitudes needed to make conscious, healthy and respectful choices about relationships, sex and reproduction.

NCA works in 21 countries globally, and six countries have chosen CSE under the GBV programme for the period 2020-2024. Those being South Sudan, Ethiopia, Malawi, Tanzania, Mali and DRC.

NCA is an ecumenical diaconal organization that works for global justice, helping the poorest and those in need, regardless of their political or religious affiliation. NCA’s vision is “Together for a Just World”. NCA being a faith-based organization implements some of our work through local faith actors.

The toolkit will contribute towards NCA’s Global Programme on GBV sub goal 5: ***Women and adolescents’ access comprehensive sexuality education and modern family planning****.*

Presently, NCA Country offices and partners use different methodologies and approaches to work with CSE. Many of them locally made not adhering to international standards when it comes to CSE. Hence NCA seeks to develop a consolidated toolkit which will include and make use of the existing best practices and methodologies for engage partners and faith actors to promote and implement CSE in communities and secure access to CSE for adolescents/young people.

The toolkit will be prepared within a framework of human rights and gender equality which promotes a structured learning about sex and relationships, in manner that is positive affirming and centered on the best interest of the young person in line with the UNESCO’s Education 2030 Agenda. NCA seeks to design a comprehensive curriculum that will have a positive impact on young people’s health and wellbeing**.**

The CSE toolkit will be used by well-trained trainers such as teachers in a school setting and by less skilled trainers and it will target adolescents/young people in all settings thus including refugee camps, slums etc.

NCA has throughout the years used the term life skills education especially related to HIV and AIDS work. With the CSE toolkit, NCA will secure that the core elements have a firm grounding in human rights and reaffirms sexuality as a neutral part of human development. We seek a general guidance that can be locally adopted to address beliefs, cultures and attitude special for the local context without minimizing the fundamental elements of CSE.

In many countries where NCA works, CSE is not included as part of the national curriculum. 263 million children and young people between the ages of 6 and 15 are not attending school or have dropped out according to UNESCO (2016). Non formal settings, such as community centers, sports clubs, scout clubs, faith-based organizations, vocational facilities, health institutions and online platforms, among others, therefore till play essential role in education of CSE.

**CONTRACT PURPOSE AND EXPECTED RESULTS**

**OVERALL OBJECTIVE**

The overall objective is to develop a toolkit to secure access to CSE for adolescents /young people in NCA programs using learning from existing material and ongoing practice and secure new development if needed. The toolkit shall adhere to international standards of CSE.

The consultancy will be divided in two parts and NCA will at this stage only commit to PART A to the prevailing travel restrictions to COVID-19.

**PURPOSE**

**Twofold purpose:**

1. Develop a CSE toolkit for adolescents and young people
2. Pilot the toolkit trough in country-training on how to use the toolkit

**RESULTS TO BE ACHIVED BY THE CONTRACTOR:**

**Main Part A deliverable: Toolkit**

**Main Part B deliverable: Participatory training package**

**DELIVERABLES:**

**PART A:**

**A1: Inception Report**

1. Work plan with specific dates of each delivery, including when drafts are to be submitted and review time
2. Suggested methodologies the consultant propose the use in the development of the tool
3. Each delivery should be broken down to smaller components and include dates when each smaller component is to be ready in draft, revise, and finalized from
4. Project milestones, including risk analyses for each milestone
5. Must demonstrate how the consultant plan to involve adolescents and faith actors in the development of the toolkit
6. Consultations with NCA country offices who implement CSE program (NCA will decide which countries to engage).
7. Inception report should be submitted within 14 days upon signature of contract

**A2. Literature Review**

1. Literature review should be max 10 pages (excluding annexes) and draft submitted withing 4 weeks upon signature of contract (or in agreement with NCA based on inception report milestones
2. The primary focus is to get an overview over relevant toolkits for CSE that can be used as a base for the NCA toolkit.
3. The literature review shall include identification of gaps in existing tools related to CSE, and recommendations for how these gaps will be addressed in the new NCA CSE toolkit

**A3. Toolkit**

All toolkit parts shall be submitted to NCA in draft, revised and finalized form on dates agrees upon in the inception report. An outline of the toolkit shall be submitted within 4 weeks upon signature of contract (or in agreement with NCA based in inception report milestone.)

The toolkit shall adhere to the standards set by UNESCO regarding CSE:

* It shall be scientifically accurate
* Incremental
* Age and developmentally appropriate
* Curriculum base
* Comprehensive
* Based on human rights
* Based on gender equality
* Culturally relevant and context appropriate with references on how this can be done
* Transformative
* Able to develop skills need to support health choices
* Entail scientific correct conceptual framework like definition of sexuality

The toolkit should also include specific sections on:

* Gender-Based Violence, including forced intercourse or other forced sexual acts, child’s sexual abuse, dating violence, female genital mutilation, early and forced marriages, bullying, and psychological abuse
* Sexual harassment in or on the way to school.
* Violence based on sexual orientation and gender identity expression.
* Pregnancy related GBV (against girls that are pregnant at school)
* HIV and Aids.
* Cohabitation
* Young people living with disability
* Young people living with HIV (YPLHIV)

Monitoring and Evaluation:

The toolkit shall include a section on how to monitor and evaluate the increased knowledge and skills of young people, and the progress towards the different sections.

The toolkit shall use a learner -centered approach which allow learners actively participate in learning process and encourage distinctive learning style.

**A 4. Participatory Training Manual**

The participatory training manual will focus on how to implement the toolkit. The training shall use participatory approaches where games etc. shall be an integrated part. The participatory training manual shall be submitted to NCA in draft, revises and finalized form on dates agrees upon in the inception report. An outline of the participatory training manual shall be submitted to NCA and agreed upon prior to developing the full draft.

 **A.5 Facilitate a webinar on the Toolkit**

The consultant is responsible for ensuring that all materials are reviewed and available prior to the webinar, including:

* Presentations with talking points
* Discussion guide
* Methodology for how to carry out the webinar – e.g. have a plan for how potential group work is going to take place, have a plan for how to manage questions etc. during the webinar, adjust training based on type of participants during the webinar (if the webinar is taking place during Covid-19 restrictions, then it is likely that only Programme Managers and higher level staff will be able to participate)

**Part B:**

**B1: Facilitate training using the Training Manual for the Toolkit in two selected countries**

The consultant is responsible for ensuring that all remote logistics are taken care of, such as:

* All materials for printing are shared 3 weeks prior to the training
* List of all materials needed is shared 3 weeks prior to the training
* Agree on what needs to be translated before the training, and provide such materials on a date agreed to ensure sufficient translation time
* Training report per country

**B2: Conduct a survey 3 months after the training. The consultant is responsible for:**

* Developing survey questions
* Inserting questions into KOBO or PIMS (software decided by NCA)
* Analysing results
* Write a report based on results

**B3: Revise the Package based on the pilots.**

The consultant is responsible for:

* Revise the full Toolkit and Participatory Training Manual based on pilots and survey
* **ASSUMPTIONS AND RISKS**

Given the current COVID-19 situation, NCA has divided this consultancy into two parts: Part A which can be achieved without travel to programme countries, and Part B which includes travel to programme countries. NCA will only commit to Part A at this time given the uncertainty related to travel.

* **timing, logisitics and facilities**

The consultancy can start as soon as possible, and upon agreement with the consultant(s). The consultancy is home-based, and potential travel to pilot countries will be decided upon based on the prevailing COVID-19 situation at that time. NCA will provide accommodation and per diem in the pilot countries. NCA will also provide air travel to and from the pilot countries.

* **reporting**

The consultant will provide brief weekly updates on progress and challenges through email, in addition to the deliverables below. All reports and deliverables will be in Oxford English. Reports, Packages and Training materials will be provided in word, excel and other Microsoft-based easily editable documents.

**MANDATORY QUALIFICATIONS**

1. Proven educational background in public health, nursing, midwifery, public health nurse or similar.
2. Minimum five years of work experience from working with CSE and /or SRHR programs

**EXPERIENCES**

1. Proven track record in developing manuals and packages on SRHR
2. Experience engaging and working with faith-based organizations and faith-based actors
3. Excellent English communications skills, both verbal and written
4. Experience in facilitating participatory trainings