

## TERMS OF REFERENCE

### Three curriculum developers/trainers for face-to-face and online courses on restorative justice with child victims for Albania, Greece and Romania (i-RESTORE project)

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**Location:** ALBANIA, GREECE and ROMANIA. One curriculum developer and trainer will be assigned to each country

**Title:** i-RESTORE – Three Curriculum developers/trainers for face-to-face and online courses on Restorative Justice with child victims in Albania, Greece and Romania

**Period of the consultancy:** 8 months

**Estimated number of days for the consultancy:** 30 working days per trainer/curriculum developer

#### 1. Presentation of Terre des hommes

Terre des hommes (Tdh) is the leading Swiss organisation for children’s aid. Since 1960, Tdh has helped build a better future for vulnerable children and their communities, making an impact with innovative and sustainable solutions. Active in around 40 countries, Tdh works with its own teams and/or local and international partners to develop and implement field projects which significantly improved the daily lives of over four million children and members of their communities in 2019, in the domains of health, protection and emergency relief.

Through our Access to Justice programme, we encourage states in Europe to provide effective access to justice for children in contact with the law. We support the implementation of non-custodial measures for children and of stronger procedural safeguards. With our partners, we promote the use of restorative justice processes in cases involving children, either as victims or suspects/offenders. Through innovative methodologies, we engage with children to ensure that we understand their views. At regional level, we facilitate the sharing of best practices and learning, awareness-raising and advocacy for child-friendly justice. We also support the creation of the Barnahus, a multi-disciplinary service that provides care for child victims and witnesses of violence and abuse.

#### 2. About i-RESTORE

Tdh Hungary is leading the project “i-RESTORE - Better Protecting Child Victims Rights through Restorative Justice” (September 2019 until August 2021). The project’s main objective is to promote the use of restorative justice in cases involving child victims by improving knowledge amongst national stakeholders on child-victim friendly restorative justice and empowering children to advocate for better protection of child victims. The i-RESTORE project is led by Tdh Hungary and implemented in partnership with the European Forum on Restorative Justice, Restorative Justice Netherlands, Terre des hommes Romania and Terre des hommes Greece. The project is funded by the European Union’s Justice Programme (2014-2020).



*i-RESTORE is co-funded by  
the European Union’s Justice  
Programme (2014-2020)*

### 3. Objectives of the consultancy

Terre des hommes Hungary is looking for three curriculum developers/trainers to develop and conduct face to face and online training courses about restorative justice and its application with child victims in Albania, Greece and Romania. The training modules will be defined based on the findings of the research previously conducted within the framework of i-RESTORE. The training courses will be based on active research findings (of national research results and the good practice collection) and the experience of the selected experts. The courses will be developed according to a blended learning format: they will be delivered both face-to-face and through an e-learning format. *\*Please note that due to COVID-related restrictions, the face-to-face format might be re-evaluated, and all trainings might then need to be delivered online as well.*

The main goal of the i-RESTORE training programme is to *build the capacities and foster mutual learning amongst national policy makers and practitioners in criminal justice to implement child-victim-friendly restorative justice approaches and mechanisms, through face-to-face and e-learning training material.*

In practice, the trainings will:

- Raise awareness of professionals on restorative justice in cases involving children and young people, with special attention for child victims;
- Provide professionals with tools to work in a more child-friendly way in the justice system of the implementing countries (Albania, Greece and Romania).
- Build the capacities of professionals working with children in Albania, Greece and Romania

Specific objectives will include:

- Develop a face-to-face training programme on restorative justice with child victims in Albania, Greece and Romania
- Develop an e-learning module on restorative justice with child victims in Albania, Greece and Romania

### 4. Methodology

**Locations:** Albania, Greece and Romania; in-country travels may be requested to provide the trainings.

**The three selected national curriculum developers/trainers will be part of a team led by a research consultant from Restorative Justice Netherlands and one research consultant from the European Forum on Restorative Justice.**

The selected curriculum developers/trainers are expected to support the development of a face-to-face and an e-learning training programme, providing a general understanding of restorative justice and its use with child victims, as well as a specific section related to their target country (Albania, Greece or Romania). The country specific sections will build on the findings of the research previously conducted in the i-RESTORE project about the current situation concerning restorative justice and child victims in each target country.

The following specific activities will be conducted by the national curriculum developers/trainers:

1. Support the development of the structure/plan of the face-to-face and e-learning programmes on restorative justice.

2. Analyse the global research report on restorative justice with child victims (including a specific focus on Albania, Greece and Romania) as a basis to develop three face-to-face courses and an e-learning course (mentioned in points 3, 4 and 5 below).
3. Analyse each of the 3 national research reports on restorative justice with child victims in Albania, in Greece and in Romania as a basis to develop the face-to-face course and the e-learning course.
4. Support the development of the face to face and e-learning courses in English
5. Adapt the training programmes to local context, while adding local expertise to the drafting of the e-learning modules.
6. Participate in the online sessions to prepare and discuss the face-to-face and e-learning materials with representatives of the consortium.
7. Participate to the meeting with the restorative justice advisory group and present the draft materials concerning their respective countries.
8. Incorporate feedback received on the content of draft materials from the consortium and the restorative justice advisory group.
9. **Only for the expert in the Albanian legal system:** deliver three 2-days country-specific face-to-face training sessions in Albania
10. **Only for the expert in the Greek legal system:** deliver three 2-days country-specific face-to-face training sessions in Greece
11. **Only for the expert in the Romanian legal system:** deliver three 2-days country-specific face-to-face training sessions in Romania

The curriculum developers/trainers will work under the supervision of the Regional Project Coordinator for i-RESTORE based in Budapest. The curriculum developers/trainers and the Project Coordinator will agree on the schedule of curriculum development and of the face-to-face and e-learning trainings, according to the timeline approved by the Donor.

The face-to-face courses will be attended by a multidisciplinary group of maximum 45 professionals, i.e 15 participants for each of the 3 training sessions per country working for/with children, for/with victims of crime and/or knowledgeable about restorative justice. **The three selected national curriculum developers/trainers will be expected to contribute to the selection of the trainees' audience by reaching out to their local networks in their respective countries.** The target group will possibly include:

- legal professionals (e.g. judges, lawyers, prosecutors)
- other criminal justice professionals (e.g. probation officers, police, prison staff)
- restorative justice practitioners (e.g. mediators, facilitators)
- victim support workers
- child protection professionals (e.g. social workers, psychologists)
- representatives of NGOs working with children and/or restorative justice
- professionals in education (e.g. teachers, school counsellors, educators)
- policymakers (e.g. representatives at the ministry of justice or education, national ombudsmen and ombudswomen)
- academics (e.g. researchers in children rights and/or restorative justice)
- others who express interest in the topic (i.e. child victims and restorative justice)

The e-learning courses will be conducted for the same audience, however reaching a larger group. Further details about the e-learning course will be discussed with the project's consortium.

## Ethical principles

The following general cross cutting principles will guide the curriculum development and training process:

- Follow Terre des hommes and the i-RESTORE consortium guidelines on the technical design of the face-to-face and e-learning modules.
- The principle of “**the best interests of the child**” (Article 3, CRC) should be of primary consideration in all actions affecting children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies.
- The principle of “**non-discrimination**” (Article 2, CRC) whereby all key-principles and fundamental rights enshrined in the CRC apply to all children, irrespective of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- The principle of “**child participation**” (Article 12, CRC) acknowledges the right of children to express their views freely in all matters affecting them, the views of the child being given due weight in accordance with the age and maturity of the child.
- Quality of training methodology that allows for **validity and reliability of findings open to peer review**.

## 5. Deliverables, Timeline and Work Plan

All following deliverables should be produced by the team of curriculum developers/trainers within the set timeframe:

### List of Expected Deliverables and Suggested Number of days

Deliverable	Est. Nb of Days per Trainer	Lead Role	Supportive Role
Review of the global and national research reports	2	National Trainers	RJN, EFRJ
<b>Deliverable 1. Development of the structure/plan of the face-to-face and e-learning training courses</b> , based on the <b>results of the research</b> previously conducted in i-RESTORE about Restorative Justice with child victims in Albania, Greece and Romania, in collaboration with the project’s consortium	3	RJN, EFRJ	National Trainers
Feedback on Development of the structure – final version	1	RJN, EFRJ	National Trainers
<b>Deliverable 2. A training guide in English</b> for the selected local curriculum developers/trainers produced in collaboration with the project’s consortium	2	RJN, EFRJ	National Trainers
Feedback on training guide – final version	1	National Trainers	RJN, EFRJ

<b>Deliverable 3. A workbook in English for the face-to-face training participants</b> produced in collaboration with the project's consortium, which will include the training programme, the methodology used, the exercises, etc.	2	RJN, EFRJ	National Trainers
Incorporation of feedback on Workbook for the face-to-face training – final version	1	National Trainers	RJN, EFRJ
<b>Deliverable 4. A workbook for the e-learning training participants</b> produced in Romanian, Albanian and Greek collaboration with the project's consortium, which will include the training programme, the methodology, the exercises, etc.	2	RJN, EFRJ	
Incorporation of feedback on Workbook for the e-learning training – final version	1	National Trainers	RJN, EFRJ
<b>Deliverable 5. Delivery and production of e-learning materials</b> (e.g. videos, exercises, case studies) produced in collaboration with the project's consortium.	2	RJN, EFRJ	National Trainers
<b>Deliverable 6. Development and application of pre and post questionnaires for the face-to-face and e-learning trainees</b>	1	National Trainers	RJN, EFRJ
<b>Deliverable 7.</b> Adaptation of the training guide and workbooks to local needs of Albania (e.g. different audience, different context, etc.).	5	National Trainer Albania	RJN, EFRJ
<b>Deliverable 8.</b> Delivery in Albanian of three 2-days face-to-face training sessions in Albania	7	National Trainer Albania	RJN, EFRJ
<b>Deliverable 9.</b> Adaptation of the training guide and workbooks to local needs of Greece (e.g. different audience, different context, etc.).	5	National Trainer Greece	RJN, EFRJ
<b>Deliverable 10.</b> Delivery in Greek of three 2-days face-to-face training sessions in Greece	7	National Trainer Greece	RJN, EFRJ
<b>Deliverable 11.</b> Adaptation of the training guide and workbooks to local needs of Romania (e.g. different audience, different context, etc.).	5	National Trainer Romania	RJN, EFRJ
<b>Deliverable 12.</b> Delivery in Romanian of three 2-days face-to-face training sessions in Romania	7	National Trainer Romania	RJN, EFRJ

**Total number of days for each curriculum developer and trainer: 30 working days over a period of 8 months.**

## 6. Roles and responsibilities

The three selected national curriculum developers/trainers will be part of a team led by a research consultant from Restorative Justice Netherlands and one representative from the European Forum on Restorative Justice.

### a. Role of RJN and EFRJ

RJN and EFRJ will be responsible for the development of the structure/plan of the face-to-face and e-learning training courses, the workbook and the training guides. RJN, in collaboration with the regional project coordinator, will in particular be responsible for leading the online sessions with the team of trainers.

### b. Role of Terre des hommes

The Regional Project Coordinator will be responsible for overall coordination with the consortium's focal points. He will be in regular contact with the curriculum developers/trainers and RJN/EFRJ. He will participate in the online sessions to discuss any logistical support needs and organisational matters.

The Regional Programme Manager Access to Justice for Tdh Regional Office for Europe will participate in strategic discussions with the research team of EFRJ and RJN and the curriculum developers/trainers, when required, to advise on alignment of approach and findings with regional programme strategies.

Tdh offices in Albania, Greece and Romania will provide assistance to the curriculum developers/trainers in accessing the key informants and provide logistical support if needed.

### c. Role of the curriculum developers/trainers

The curriculum developers/trainers will work under the supervision of the Regional Project Coordinator for i-RESTORE, who is based in Budapest. The curriculum developers/trainers and the Regional Project Coordinator will agree on the schedule of curriculum development and of the face-to-face and e-learning trainings, according to the timeline approved by the Donor.

To ensure the smooth implementation of the mandate, the curriculum developers/trainers will be in regular contact with the Regional Project Coordinator of i-RESTORE and with the Research Coordinators from RJN/EFRJ. This will include communication via email, telephone and through Skype discussions.

The curriculum developers/trainers will be responsible for providing feedback on the English material produced, adapting the material to local contexts and delivering the training programmes.

The curriculum developers/trainers must sign the Terre des hommes Child Safeguarding Policy and Code of Conduct and be willing to adhere to its principles and expected practices. They must also comply with Terre des hommes Policy Against the Financing of Criminal Activity and be willing to go through a screening process. If a breach of the policy or code of conduct takes place the consultancy will be terminated immediately without any financial burden on Tdh.

## 7. Profile of the curriculum developers and trainers

**For all candidates:**

The preferred candidates have practice experience in restorative justice with child victims and a willingness to give training on this topic. As this may be too specific for the three countries of this project, the candidates should meet the following requirements:



- Practice and/or training experience in working (restoratively) with children involved in the criminal justice system, or
- Practice and/or training experience in working (restoratively) with (children) victims of crime, or
- Practice and/or training experience in restorative approaches in schools (alternative conflict resolution, nonviolent communication, etc.)

Candidates must have at least a restorative attitude (even if called in other terms) to work with children involved in the criminal justice process and they must be willing to get acquainted with restorative justice theories and practices.

The selected candidates will need to follow an online “training for trainers” with the i-RESTORE team and members of the project’s Restorative Justice Advisory Group to align their expertise in restorative justice with children – and specifically with child victims – with the i-RESTORE consortium guidelines

For the face-to-face training the selected curriculum developers and trainers may use some of the e-learning materials developed for the i-RESTORE project (e.g. videos, case studies, etc.).

**All candidates should ideally have:**

- 5-10 years of relevant work experience, out of which at least 5 years involved practical experience around work on diversion measures;
- Possess recognized experience and/or knowledge relevant to research, teaching and training in the area of justice for youth;
- Desirable to have relevant university degree in restorative justice, criminal justice, criminology, law or another relevant field;
- Be familiar with EU guidelines/policies regarding child justice and victim protection;
- Solid knowledge and understanding of international human rights laws and standards on child justice;
- Excellent written and spoken English;
- High degree of confidentiality;
- Multidisciplinary expertise is an added value.

**In addition to the above mentioned for all candidates, the candidate expert in the Albanian legal system should ideally have:**

- Albanian language proficiency;
- Proven record of good knowledge of the legislation and policies related to child justice and/or child victims in Albania;
- Desirable to have proven record of good knowledge of the legislation and policies related to restorative approaches in the Albanian justice system

**In addition to the above mentioned for all candidates, the candidate expert in the Greek legal system should ideally have:**

- Greek language proficiency;
- Proven record of good knowledge of the legislation and policies related to child justice and/or child victims in Greece;
- Desirable to have proven record of good knowledge of the legislation and policies related to restorative approaches in the Greek justice system

In addition to the above mentioned for all candidates, the candidate expert in the Romania legal system should ideally have:

- Romanian language proficiency;
- Proven record of good knowledge of the legislation and policies related to child justice and/or child victims in Romania;
- Desirable to have proven record of good knowledge of the legislation and policies related to restorative approaches in the Romanian justice system

## 8. Budget and resources

The curriculum developers/trainers are required to mention in their application a daily rate in EUR, based on a total amount of 30 days required to carry out the consultancy (see section 6 above). All other costs related to the consultancy (travel for in-country visit, accommodation, other logistical support) will be covered by Tdh, upon prior approval of the Regional Coordinator.

Payment will be issued in three parts:

- a. 30% upon signature of the contract;
- b. 30% after delivery of face-to-face training packages;
- c. 40% upon facilitation of all face-to-face training sessions.

## 9. How to apply

Tdh will hire three curriculum developers/trainers: one expert in the Albanian legal system, one expert in the Greek legal system and one expert in the Romanian legal system.

Tdh will accept applications from individual candidates as well as from a team of candidates.

Qualified applicants are requested to send the following documents:

1. CV of expert(s) presenting relevant experience with face-to-face and online learning as well as in the subject matter;
2. Description of the consulting company/organization applying, including references to previous similar projects, track record in the subject matter (restorative justice, juvenile justice, diversion) and knowledge of the phenomenon in Europe would be an asset;
3. **In maximum 3 pages**, a concept proposal for the course taking into consideration a 2-day training session in restorative justice answering the following three questions:
4. What topics would you address in this training?
5. How would you structure such a training?
6. What kind of exercises would you propose?
7. References of previous, similar work (including contacts that may be approached for direct reference);
8. Financial proposal including a budget, with cost-breakdown and daily fee;
9. An Indicative timeline for implementation and milestones.

**Deadline to submit applications: 5 August 2020**



Please send the complete documents package to: [mariama.diallo@tdh.ch](mailto:mariama.diallo@tdh.ch) and [marcos.debarros@tdh.ch](mailto:marcos.debarros@tdh.ch). Please include “i-RESTORE Restorative Justice Training, your name and surname/name of your company” in the subject line of the application email. **Incomplete applications will not be taken into consideration.**

*Child Safeguarding Policy: To commit to respect Tdh Risk Management Policies including: Child Safeguarding Policy, Safety and Security Policy and Anti-Fraud/Corruption Policy, Whistle Blowing Policy.*

*Gender & Diversity Policy: To commit to respect Tdh Gender & Diversity Policy.*

*Due to an anticipated high number of applications, Tdh is not in a position to respond to every applicant individually.*

## 10. Reference Documents

T. Chapman, M. Gellin, I. Aertsen & M. Anderson (2017a) *Protecting Rights, Restoring Respect and Strengthening Relationships: European Model for Restorative Justice with Children and Young People*, European Council for Juvenile Justice, International Juvenile Justice Observatory.

T. Chapman, M. Gellin, M. Anderson (2017b) *Toolkit for Professionals: Implementing a European Model for Restorative Justice with Children and Young People*, European Council for Juvenile Justice, International Juvenile Justice Observatory.

T. Gal (2011) *Child Victims and Restorative Justice: A Needs–Rights Model*, Oxford: Oxford University Press.