



## TERMS OF REFERENCE

for

# CURRICULA READJUSTMENT OF THE TERRE DES HOMMES' METHODOLOGIES ON GENDER-BASED VIOLENCE PREVENTION BY ADDRESSING THE EXISTING SOCIAL AND GENDER NORMS

Terre des hommes is seeking a qualified professional or team to conduct a curricula readjustment in the CARING project in English

### 1. PRESENTATION OF TERRE DES HOMMES

Terre des hommes (Tdh) is the **leading Swiss organization for children's aid**. Through our health, protection and emergency relief programmes, we provide assistance to over four million deprived children and their families in more than 40 countries each year through innovative and sustainable solutions.

In **Europe**, Tdh helps children who are affected by migration, who come in contact with the law as a victim, witness or offender, and who need general protection including from the risk of abuse, trafficking or exploitation. Tdh's **child protection teams** work to develop and strengthen national child protection systems and build professionals' capacities who work for children. Tdh mobilises communities and educate families to create safe and nurturing environments for children and youth. We also empower children and increase their resilience through self-led art initiatives and mental health and psycho-social support. Tdh concentrates its work in Albania, Kosovo, Moldova, Romania, Ukraine, Hungary, and Greece, while together with local partners, it also reaches children in 14 other European countries.

In 2022, Tdh supported **7.1 million children and members of their communities through 243 projects in 30 countries**. For more background about Tdh globally and in Europe, visit our [global website](#) and our [European website](#).

### 2. CONTEXT AND THE PROJECT

At the level of the EU, **violence in schools** is one of the most visible and pervasive forms of violence against children. **School related gender-based violence (SRGBV)** is resulted because of gender norms and stereotypes and enforced by unequal power dynamics. As such, gender plays an



influential role in the prevalence of certain types of violence in school, girls being more prone to sexual and psychological violence, while boys, to physical violence. Researches show that across the countries: Romania, Bulgaria, Croatia and not only, the system of social and gender norms is increasing the use of violence, the acceptance of it and limiting the intervention of third parties. Therefore, addressing the gender dimension of violence against children in schools and challenging social norms become imperative not only to better understand the manifestations but also to enable professionals to design prevention programs through which boys and girls are made aware of and empowered to transform unequal and harmful gendered power relations.

Targeting to contribute to decrease gender-based violence in schools, Tdh Romania, Tdh Hungary, Tdh Greece, Brave Phone, SAPI and Association Roditeli are implementing an EU-funded project entitled 'CARING - [Challenging social and gender norms to reduce violence against children in school](#)' from 1 May 2023 to 30 April 2025 in Bulgaria, Croatia, Greece, Romania, coordinated by Tdh Romania.

**The CARING project is based on an integrated and holistic approach to address SRGBV in 4 EU countries** by working with young people to take action in preventing violence, with schools to reinforce their prevention measures, with educational staff to build their capacity to change behaviors and endorse positive attitudes, with parents/ carers to support young people in raising awareness, with relevant public institutions to improve cooperation with schools on violence prevention.

The project is **challenging social and gender norms, shifting behaviors of school staff and young people** who, in turn, will **become change agents promoting positive practices on gender-equity** in their communities. This will be achieved through **capacity-building activities with school staff** from 32 schools; through **trainings with young people**, aged 13-18; through 32 **child-led awareness-raising events**, and **round tables with relevant actors for multi-disciplinary cooperation**.

Therefore, the project is aiming at reaching the following **specific objectives (SO)**:

- SO 1. At project inception to assess the specific social and gender norms which are promoting and maintaining GBV in the 32 selected schools from 4 countries.
- SO 2. To increase the capacities of educational staff and school management (estimated 320) to adopt a tolerant, inclusive, and non-violent communication, behaviour and to promote positive practices related to gender-equity in schools.
- SO 3. To improve the awareness and knowledge of at least 250 young people, aged 13-18 on gender stereotyping and gender equality with a focus on empowering them to become change agents and promote a non-violent behaviour and communication.
- SO 4. To strengthen the multi-agency cooperation at local/county level in partner countries during the project and beyond in order to promote a gender-sensitive approach in their efforts to address prevention of violence in schools and communities.



All project activities will be designed based on already existing and piloted methodologies of partners, most specifically the [YouCreate](#) program, the [REVIS project Manual on Shifting Norms around Violence in Schools](#) and [ACTIV](#)'s training methodology for teachers on GBV.

### 3. SCOPE OF WORK AND DELIVERABLES

Terre des hommes Hungary as task leader, in the frame of the **CARING** project is looking for an expert or group of experts who will readjust the existing Tdh's training curricula and methodologies on GBV prevention by addressing the existing social and gender norms, incorporating the results of the rapid assessment carried out in the frame of the project as follows. (To note: Completing the rapid assessment is not part of the present ToR, but to incorporate the rapid assessment's results in the curricula readjustment.)

A **rapid assessment** is being carried out in **Bulgaria, Croatia, Greece, Romania** to set the training priorities at country and school level, and will measure: - For students and school staff: knowledge and perspectives on gender; the abilities to grasp harmful social and gender norms that enable GBV, to identify GBV, and to prevent and manage cases of GBV; the scale and most frequent types of GBV. - For students: bystander perspectives and barriers against intervention. - For school staff: mechanisms to prevent, report, manage and solve cases of GBV. FGDs and surveys will target at least 160 students (5/school) and 128 staff (4/school). This gender-sensitive assessment will involve the integration of a gender perspective to best design the adjusted curricula. The assessment will surprise intersecting inequalities, investigating how gender intersects with age, education, family composition, and disability. **Planned date of delivering the CARING project's rapid assessment country reports: 20 September 2023 (tentative).**

Based on the above assessment the [ACTIV](#) modules for teachers and [REVIS](#) modules for students will be adapted to the specific context and needs of each country or school, taking into consideration various gender power dynamics. The [ACTIV](#) methodology for teachers is currently organized on separate modules focused on: Understanding Social and Gender Norms; Working with Social and Gender Norms; Exploring the GBV School Context and its Consequences; How to Build a Child-Friendly School; GBV Prevention Activities; Intervention Methods for School Violence. The [REVIS](#) methodology is divided into four learning Modules associated with Tip Sheets that explain key concepts and ideas around social norms. The Activities that follow each Tip Sheet engage young people in art and play-based work through which they identify social and gender norms around violence against children in their school and community. The proposed activities allow youths to explore what it means to feel safe and create activities or projects that they can implement to address a norm they want to work towards shifting. Readjustment of the curricula will comprise of several online meetings with the national trainers, together with whom the necessary changes will be made. The support and input of the continuous professional development providers will be sought in order to be able to receive accreditation on the training course for teachers and make it easy for them to include in their training offer after the project's end. The readjusted curricula will also cover aspects from the [YouCreate](#) methodology in designing youth-led projects and possibly



from the "[Children-led projects on school violence prevention](#)" guide developed in the frame of the REVIS project.

Within the curricula readjustment, the project partners will **analyze the findings of the above-mentioned rapid assessment and identify the specific social and gender norms which need to be addressed/ shifted** and based on those, **specific modules/ activities will be selected/ adjusted from the REVIS and ACTIV methodologies**, integrating better the gender perspective (based on current projects and expertise of the partners). This will be done through several online meetings (initial discussions would take place during partners coordination meetings) with staff members from every partner, including the external trainers who will be selected to be involved in the project. Work will be divided among partners, but **the coordination and final development of the design of the curricula will be done by the chosen external expert(s)**.

The readjusted curricula are aimed to be used in different activities in the frame of the CARING project, as follows:

- A 3-day Training of Trainers (TOT)/ country of the revised Tdh's methodology on shifting social and gender norms will be organized for the school facilitators.
- The trained school facilitators will deliver 1 training/ school for 2 days as per the methodology, to min. 10 peers and school management staff in order to be able to address the gender dimension of violence against children by better understanding its manifestations, and by enabling them to empower boys and girls to transform unequal and harmful gendered power relations.
- Conducting trainings with youth leaders in each school (1 in each school) by school facilitators: 3-day face to face trainings with young people to become youth leaders and promote positive behaviours. Min. 8 young people/ school (ensuring gender balance) will participate in approx. 18 hours of activities.

### **Expected tasks and deliverables**

The expert(s) or team will be required to deliver the following tasks and deliverables:

- **Detailed concept note of the curricula readjustment:** in English, min. 10 pages, summarizing the scope, objectives, methodological approach and bullet points on the content of the curriculum readjustment. It will be shared with Tdh for feedback and approval.
- **Consultations with national partners and key relevant stakeholders on the concept note incorporating the results of the rapid needs assessment** in English.
- **Final version of the readjusted curricula approved by Tdh:** ready-to-print, easy-to read material in English, min. 50 pages, full and final curricula with annexes, incorporating the feedback received from the project partners on the drafted curricula. The expected deliverable is a training manual with two layers (one covering activities and methods of working with teachers and another one with working with YP), by readjusting the REVIS and ACTIV curricula, and covering steps from the YouCreate methodology in designing youth-led projects. The original will be English, and then it will be translated into Bulgarian, Croatian, Greek, Romanian, and



adapted into the local context if needed. The publication must be suitable for distribution in online and printed version also.

- **Transmitting the readjusted curricula to the national trainers and project partners** in English. The format of this knowledge transfer will depend on the consultant’s availability, e.g. it can be a 1-2-day training or a series of online consultations.
- **1 public Webinar (of 1-1.5 hour) to present the final version of the readjusted curricula** in English.

**Further expectations for the expert(s)**

- To deliver the assignment as per the signed contract, Terms of Reference (ToR) and the Technical and Financial Offer and relevant annexes, including Tdh policies where applicable (e.g. those related to Data Protection and Child Safeguarding). To submit all required deliverables as per the agreed deadlines.
- To be available for regular and brief check-in calls, as necessary, throughout the assignment to share updates on the progress.
- To ensure that the identified Tdh project staff is regularly informed in case of any questions and issues (particularly, delays and blockages) that may emerge during the assignment and may require mutual discussion/planning.
- To generally ensure the confidentiality of the process as well as the information and documents received from Tdh.

**For this assignment no travel is foreseen, the work is to be carried out remotely.**

**The layout, graphic design, translation of the deliverables is not part of this consultancy.**

**4. TIMELINE**

The foreseen timeframe and estimated number of working days for the assignment are indicated in the table. The foreseen timeframe can be subject of changes depending on the progress of the rapid assessment. **The final schedule and number of days will be mutually agreed between Tdh and the selected expert**, also taking into consideration the proposal in the Technical Offer. The applicants are invited to develop their detailed work plan for the phase of the assignment period and can break these steps down to further sub-steps to illustrate the process they would plan to follow.

Steps/phases & tasks/deliverables	Timeframe (estimated)	Milestones
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Starting date of contract/assignment		<b>10 Aug 2023 (tentative)</b>
Desk review of available documents and meetings with those involved in the development/delivery of previous methodologies REVIS/ ACTIV/YouCreate	<b>2-3 days</b>	
Development of a detailed concept note and sharing with Tdh for feedback		
Consultations with national partners and key relevant stakeholders on the concept note incorporating the results of the rapid needs assessment		Receiving the CARING project's rapid assessment country reports by 20 September 2023 (tentative). (To note: Completing the rapid assessment is not part of the present ToR, but to incorporate the rapid assessment's results in the curricula readjustment.)
Drafting the readjusted curricula and sharing with Tdh for rounds of feedback	<b>4-5 days</b>	
Delivering the Final version of the readjusted curricula for Tdh's approval	<b>1-2 days</b>	<b>Approved by Tdh by 10 Oct 2023 (fixed delivery date)</b>
Transmitting the readjusted curricula to the national trainers and project partners. 1 public Webinar to present the final version of the readjusted curricula.	<b>1-2 days</b>	<b>Delivery by 31 Oct 2023 (fixed delivery date)</b>
Closing date of contract, final administration.		<b>By 31 Oct 2023</b>



## 5. PROFILE OF THE EXPERT (OR EXPERT TEAM): QUALIFICATIONS AND EXPERIENCE

Tdh will accept **applications from entrepreneurs, academic entities, NGOs and companies as long as they are officially registered with a tax number (i.e. are able to issue an invoice) and have training, education, research or similar as their object of activity, which can be proven by legal documentation.** In case the work is conducted by a team, the team should ideally be diverse and gender-balanced.

### **Expected experience and skills:**

- Demonstrated experience working on the issue of violence among children in school and the impact of social and gender norms.
- At least 5 years of experience working as researchers or implementers of child participatory techniques and good practices, with a strong knowledge of best practices in ensuring child participation.
- Demonstrated significant experience in developing training and learning curriculum both for online and face to face learning.
- Demonstrated relevant experience in training, in particular professionals working in education.
- Deep understanding of the findings of the research and methodologies Tdh provided in the ToR.
- Strong understanding of diversity and inclusion incl. age, gender and diversity sensitivity aspects.
- 3 Samples of relevant similar work done. Examples can be annexed unless confidential.
- Master's degree (or higher) in social sciences, research, training, education or other related field(s) from an accredited university.
- Strong writing skills and ability to convey information and knowledge in tailored manner to the target audiences' needs.
- Full written and oral proficiency in English.
- Strong computer proficiency in producing quality written materials.
- Experience in working in the project countries – Bulgaria, Croatia, Greece, Romania – is an asset.
- Official registration as an individual consultant or as an organization, company, think-tank, academia entity etc. being under the registered scope of activities.
- Capacity to issue invoices with tax registration in Europe (UK and Switzerland included).

## 6. PRICING

The consultant will provide its price proposal in the Financial Offer. Tdh reserves the right to negotiate the final price in light of Tdh's available budget from this based on the quality and competitiveness of the Technical and Financial offers.

Payment by Tdh will be made within 30 days by bank transfer from invoice date, upon full receipt and approval of deliverables. No advance payment will be considered.





## 7. APPLICATION PROCEDURES

**Questions** relating to the ToR, the project or the application process can be submitted to Tdh Hungary’s project team, at [marta.bene@tdh.ch](mailto:marta.bene@tdh.ch) and [judit.almasi@tdh.ch](mailto:judit.almasi@tdh.ch). Answers that may concern all applicants will be shared with everyone as deemed necessary.

Interested applicants shall submit their **application via e-mail to the following e-mail address: [marta.bene@tdh.ch](mailto:marta.bene@tdh.ch)**. The e-mail should have the **subject-line: CARING curricula readjustment – Applicant’s name. The deadline for submission is: 24 July 2023 (23:59 CET)**.

The **application package** shall include:

- **Technical Offer** should contain: - a short concept note of the final deliverable (including approach and methodology, table of content, volume, core content, structure), - workplan (including all phases of the work) with timeline and related number of work days – max. 10 pages.
- **Financial Offer** – with a detailed line item budget, indicating costs in EUR. The indicated prices should be net amounts, Value Added Tax is payable by Tdh in Hungary.
- Up-to-date CV of the expert(s) or professional profile/portfolio in case of an organization – max. 3 pages/CV or company profile.
- Example of previous work carried out (if any, unless confidential or if it can be anonymized);
- Contacts of 3 professional references.
- Confirmation of legal registration (e.g. tax number, EU VAT number) of the applicant for providing similar services and of the ability to issue an invoice.
- Declaration of impartiality (in the applicant’s format).

Applications – incl. all annexes – must be **in English**. Other languages will not be accepted.

Applications must be submitted **as a single application package**. Documents sent separately will not be accepted. Tdh will confirm the receipt of each application within 2 working days.

The Technical and Financial Offer must be (electronically) signed on the first and last page and stamped (if an official stamp is available). Both offers shall contain the name and contacts of the lead expert (or the representative if it is a team, company or similar).

**Applications will be assessed based on the following criteria:**

Assessment criteria	Max. points
<b>Technical Offer</b> – based on: 1) the understanding of the nature and objectives of the ToR; 2) concept note; 3) workplan and timeline proposed; 4) completeness of information based on the ToR.	<b>40 points</b>
<b>Financial Offer</b> – based on: 1) price-value ratio and demonstration of maximum value for money, consistency with the technical offer; 2) completeness of information based on the ToR.	<b>40 points</b>





<b>Profile and experience of the applicant</b> – based on: 1) CV(s) or profile of the organization; 2) submitted previous work.	<b>20 points</b>
<b>TOTAL</b>	<b>100 points</b>

The applications will be evaluated by an Evaluation Committee consisting of the project partners’ staff. The application scoring the highest will be selected for contracting. Prior to contracting, Tdh may conduct a short interview or coordination call with the pre-selected applicant to clarify certain details, experience, motivation or the budget.

All applicants will be informed of the outcome of the selection process by e-mail after the contract is concluded with the selected applicant.

Tdh will provide a detailed briefing on its various policies and principles related to ethical considerations to the selected consultant. All Tdh consultants and contractors (just as staff members, interns and volunteers) are required to sign Tdh’s Child Safeguarding Policy and Code of Conduct and adhere to its principles upon entering into contract.

## **8. REFERENCE DOCUMENTS AND ANNEXES**

The selected expert(s) will be provided with the following documents upon contract start:

- original project proposal and main annexes of the CARING project
- rapid needs assessment report of the CARING project (once ready)
- national and regional baseline and endline assessment reports of the REVIS project
- national mid-term assessment reports of the REVIS project
- final evaluation report of the REVIS project
- Teacher training methodology from ACTIV project
- Children Advisory Board methodology from ACTIV project
- Research Report from ACTIV project
- YouCreate methodology documentation
- Good practices and methodologies from other partners