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TERMS OF REFERENCE

Engagement of two curriculum development specialists

Project	"Voices of Memory, Paths to Trust"
Timeline	Korrik – Tetor 2026
Activity 4	Co-design and Piloting of Two Educational Modules on Transitional Justice and Democratic Values in Six Schools in Bulqizë and Kavajë
Location	Municipalities of Bulqiza and Kavaja

Nisma ARSIS seeks to engage two Curriculum Development Specialists to co-design two educational modules on transitional justice and democratic values and support their piloting in six public schools in Bulqizë and Kavajë.

The specialists will develop interactive, age-appropriate and context-sensitive learning materials that integrate lesson plans, historical timelines, digital storytelling tools and oral history testimonies. They will also support teachers during the piloting process and revise the modules based on feedback from students, teachers and the project team.

1. Background and Context

The project **"Voices of Memory, Paths to Trust"** is implemented by **SICA – Social Impact Center Albania**, in partnership with **Nisma ARSIS**, **Edu4Change**, and **IRCA**, as part of a collaborative effort to strengthen social cohesion, critical thinking, and democratic participation among young people in Albania.

Albania, like many countries in the Western Balkans, continues to navigate complex historical narratives shaped by its past political systems, social transformations, and transitional justice processes. While significant progress has been made in democratic development, there remains a persistent gap in how younger generations understand, interpret, and engage with historical memory, particularly in relation to past injustices, social divisions, and the role of institutions.

Young people often have limited access to inclusive, well-contextualized, and critically informed narratives about the past. At the same time, the rise of misinformation, polarized discourse, and digital echo chambers has further complicated the way history and identity are perceived and discussed. This creates risks of disengagement, mistrust in institutions, and susceptibility to simplified or distorted narratives.

In this context, fostering **memory-based dialogue and critical engagement with the past** becomes essential for building trust, resilience, and inclusive communities. Schools and local institutions play a key role, yet often lack the tools, methodologies, or capacity to facilitate participatory and reflective learning processes that connect historical memory with present-day democratic values and civic responsibility.

The project responds to these challenges by creating **safe, inclusive, and participatory spaces** where young people can explore historical narratives, reflect on identity and memory, and engage in dialogue across communities. Through a combination of **educational activities, community engagement, and digital literacy approaches**, the project aims to empower youth to become active contributors to social cohesion and democratic life.

Implemented across Bulqizë and Kavajë municipalities in Albania, the project adopts a **multi-stakeholder and locally grounded approach**, engaging schools, municipalities, civil society actors, and community

members. Initial engagement with local institutions will serve to identify context-specific needs, ensure ownership, and tailor interventions accordingly.

2. Purpose of the assignment

The purpose of the assignment is to provide technical expertise for the development, piloting and finalisation of two educational modules on transitional justice and democratic values.

The modules will include 6–8 structured units and will be designed for students aged 14–18. They will use participatory learning methods, oral history testimonies and digital tools to strengthen students' historical understanding, critical thinking, empathy, democratic participation and respect for human rights.

3. Scope of work / Key responsibilities

The expert will be responsible for:

The two Curriculum Development Specialists will work jointly and in close coordination with Nisma ARSIS, school representatives, teachers and relevant project partners.

3.1 Preparation and co-design

- Review relevant project documents, national curricula and existing civic and history education materials;
- Assess the learning needs of students and teachers in the selected schools;
- Participate in co-creation workshops with teachers, curriculum experts and transitional justice practitioners;
- Define the learning objectives, structure and methodology of the two modules.

3.2 Development of the educational modules

- Develop two educational modules on transitional justice and democratic values;
- Prepare 6–8 structured learning units for each module;
- Develop interactive lesson plans, classroom exercises, reflection activities and teacher guidance;
- Integrate historical timelines, digital storytelling tools and oral history testimonies collected through Activity 2;
- Ensure that the materials are age-appropriate, gender-sensitive, inclusive and suitable for students aged 14–18;
- Align the modules with relevant national curriculum requirements and human rights education principles.

3.3 Piloting and teacher support

- Support the piloting of the modules in six public schools—three in Bulqizë and three in Kavajë;
- Orient and coach participating teachers on the use of the modules and interactive teaching methods;
- Facilitate teacher peer-learning and reflection sessions;
- Observe selected classroom sessions and provide practical feedback;
- Support approximately 400 students during the 8–10-week piloting period.

3.4 Monitoring, revision and reporting

- Develop pre- and post-assessment tools, observation forms and student and teacher feedback tools;
- Analyse the results and feedback collected during the piloting process;
- Revise and finalise both modules based on the pilot findings;
- Submit all final materials in editable and publication-ready formats;



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- Prepare a final report summarising the development process, pilot results, lessons learned and recommendations for future replication.

4. Deliverables

The Curriculum Development Specialists are expected to deliver:

- An inception report and detailed work plan;
- A brief review of the relevant national curriculum, existing educational materials and identified learning needs;
- Two draft educational modules, each containing 6–8 structured learning units;
- Interactive lesson plans, student worksheets, historical timelines, reflection exercises and digital storytelling activities;
- Guidance materials for teachers on using the modules and facilitating sensitive classroom discussions;
- Materials integrating relevant oral history testimonies collected through Activity 2;
- A piloting plan for six schools in Bulqizë and Kavajë;
- Pre- and post-surveys, classroom observation forms and student and teacher feedback tools;
- Coaching and peer-learning sessions for participating teachers;
- Two revised and finalised educational modules based on the piloting results;
- Editable and publication-ready versions of all educational materials;
- A final report summarising the development process, pilot results, lessons learned and recommendations for replication.

5. Duration and timeline

The assignment will be implemented over four months, from July to October 2026.

The indicative timeline is:

- July 2026: Curriculum review, consultations and co-design workshops;
- August 2026: Development and validation of the two draft educational modules and preparation of monitoring tools;
- August–September 2026: Orientation and coaching of participating teachers;
- September–October 2026: Piloting of the modules in six schools in Bulqizë and Kavajë;

By the end of October 2026: Analysis of feedback, final revision of the modules and submission of the final report.

6. Location

The assignment will be implemented in Bulqizë and Kavajë municipalities, covering six selected public schools, three schools in each municipality. Curriculum development and preparation may be completed remotely, while consultations, teacher coaching

7. Required qualifications

Candidates should meet the following requirements:

- University degree in education, curriculum development, pedagogy, history, civic education, social sciences, human rights or another relevant field;



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- At least five years of professional experience in curriculum development, education or teacher training;
- Proven experience in developing educational modules, lesson plans and learning materials for students aged 14–18;
- Experience using interactive, participatory and student-centred teaching methods;
- Knowledge of transitional justice, Albania's authoritarian past, democratic values and human rights education;
- Experience piloting and evaluating educational materials in schools;
- Ability to develop assessment tools, including surveys, observation forms and feedback instruments;
- Experience coaching and supporting teachers;
- Familiarity with Albania's national curriculum and public education system;
- Strong writing, facilitation, analytical and reporting skills;
- Excellent command of Albanian and good knowledge of English;
- Ability to work collaboratively and address sensitive historical topics in an inclusive and age-appropriate manner;
- Experience with digital learning tools and storytelling methods is an advantage.

8. Payment and contracting

Two Curriculum Development Specialists will be engaged through individual service contracts with Nisma ARSIS.

The fee covers all tasks related to curriculum review, co-design workshops, development of the two modules, preparation of piloting and monitoring tools, teacher coaching, school piloting support, revision of the materials and final reporting.

Payment will be made in instalments linked to the completion and approval of the agreed deliverables. Applicable taxes and deductions will be handled in accordance with Albanian legislation and the terms of each contract.

9. Reporting line

The selected experts will report directly to the Project Coordinator at Nisma ARSIS and will work in coordination with the project team, partner organisations and designated local focal points in Bulqizë and Kavajë.

All deliverables will be submitted to Nisma ARSIS for review, quality assurance and formal approval.

10. Application procedure

Interested candidates should submit:

- An updated CV highlighting relevant experience in curriculum development, education and teacher training;
- A brief technical proposal describing the proposed methodology and approach;
- Confirmation of availability from July to October 2026;

Applications should be sent to info@nisma-arsis.org with the subject: "Application – Curriculum Development Specialist", within 20th of April 2026.



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All experts must comply with Nisma ARSIS's safeguarding, PSEA, Code of Conduct, confidentiality and data-protection policies throughout the assignment. They must apply a trauma-informed and "do no harm" approach, obtain informed consent and immediately report any safeguarding concern to the designated Nisma ARSIS focal point.