

## **Re-advertised call for project applications from Implementing Partners**

### **Background information**

As part of the Words Into Action project, and following a recent Call for Expressions of Interest, the OSCE Office for Democratic Institutions and Human Rights (ODIHR) is seeking applications from qualified organizations to develop differentiated framework curricula and accompanying guidance materials for pre-service training of teachers at primary, secondary, vocational and school director level in how to address intolerance, bias, prejudice, and particularly anti-Semitism, in and through education. These framework curricula should together demonstrate a comprehensive approach.

The Words Into Action project includes activities to promote education to address anti-Semitism that ensure a systematic and human-rights based approach, and will produce various policy and practical tools to enable this. These tools include policy guidelines, developed jointly by ODIHR and the United Nations Education, Science and Culture Organization (UNESCO), classroom challenge aids, and curricula and guidance materials for teacher training that prepare teachers to address the different forms of anti-Semitism which are currently manifested in OSCE participating States, for example, in relation to lessons or incidents in educational establishments. Once final, these publications will be promoted for adoption across the OSCE, complementing existing materials to promote tolerance, respect and mutual understanding and recognition of the human rights of individuals in all communities. An Expert Group was established by the Words Into Action project in 2016 to advise on the direction of the education component. They agreed that the following principles should guide the development and content of these new tools: complementarity, inclusiveness, reflexive thinking, multi-perspectivity, mainstreaming into existing educational initiatives, respect for human rights, gender appropriateness, addressing complexity. For more information on the project, see <http://www.osce.org/project/wia>.

While highlighting the many teaching materials already available, project consultation meetings raised the issue of the preparedness of teachers to address these topics, as well as the successes and failures of existing voluntary, in-service teacher training initiatives. In response, and as a first step, ODIHR consultants drafted a flexible model to guide further development of curricula and guidance materials for pre-service teacher training, which takes account of the contemporary social relevance of the topic. The current assignment builds on this work.

The framework curricula and guidance materials to be developed as part of this assignment will encourage critical thinking and accept that student teachers and children are affected by the anti-Semitism to which they are exposed. Teachers trained on the basis of full versions of the framework curricula and guidance materials should be able to recognize and address intolerance and bias, including anti-Semitism, in an informed and competent manner, using all manner of innovative pedagogical tools, as part of their own school programme.

The documents must also allow for the great diversity in teacher preparation programmes which exist within the OSCE, for differences in the level of a teacher's independence in different national education systems, and for the many specific and different challenge situations for teachers across the OSCE when addressing this topic. To this end, relevant representatives of the successful implementing partner organization are expected to attend a consultative meeting with participants from teacher training institutions across the OSCE region, in Lisbon, Portugal, on 21-22 November 2017, to present an approach, methodology and planning for developing the framework curriculum and guidance materials, and identify parameters for the route through testing and roll-out of the framework curricula into an actual offered course, taking note of any constraints in working with teacher training institutes and practical issues that will affect adoption of these curricula.

All final framework curriculum and guidance materials must appropriately reflect: ODIHR's mandate to work within the OSCE commitments and the international human rights framework; UNESCO's unique mandate and role; perspectives of Jewish communities; gender consideration (different impact on men and women); and OSCE and UNESCO quality standards.

### **Project objective**

To create framework curricula and accompanying guidance materials, which can be adopted by teacher training institutes to develop or adapt their own course programme(s) that prepare trainee teachers to be able to address intolerance, including anti-Semitism, in an informed and competent manner, using innovative pedagogical tools, as part of a school programme.

### **Expected project outputs**

- A description of one comprehensive approach by which teachers at all levels of the system will be equipped to deliver effective education to address intolerance, bias, prejudice, particularly anti-Semitism;
- An initial outline and structure for each framework curriculum and guidance materials to be created, including possible sections and table of contents for each one;
- A full draft of each framework curriculum and guidance materials, which addresses the feedback and comments received from ODIHR and during consultative meetings, and includes examples of good practice from around the OSCE region.

Each framework curriculum and its accompanying guidance materials will clearly demonstrate a common human rights-based approach and style, standards for accomplished teaching at each level on this topic, and an appropriate balance between required knowledge and practical educational application.

## Qualifications

Applicant implementing partners should possess:

- a strong background in education and creating educational materials for teacher training as part of the professional qualification process;
- familiarity with education to address anti-Semitism within a human rights framework;
- demonstrated gender awareness and sensitivity;
- strong publishing, drafting and editing skills;
- expertise in the field of Jewish history and community relations, and of working with Jewish communities on educational initiatives is an advantage;
- experience in working with international organizations on educational initiatives is an advantage.

## Tasks

As part of the project, the implementing partners will be expected to:

- Familiarize themselves with all background reports, briefing papers and recommendations presented by ODIHR and UNESCO on anti-Semitism and related fields;
- Familiarize themselves with the Words Into Action project's parallel process for drafting education policy guidelines for teaching about anti-Semitism aimed primarily at policy makers, including liaison with the consultant(s) hired for that process, as facilitated by ODIHR and Words Into Action project staff;
- Identify an appropriate structure for the framework curriculum and accompanying guidance materials, following one comprehensive approach for all levels of education, based on principles and on analysis of actual examples from OSCE participating States;
- Identify and develop recommended example methodologies which can be used to allow teachers and teacher trainers to recognize and confront their own biases;
- Identify and develop the minimum knowledge content that must be included in the framework curriculum and guidance materials for teachers to fully understand the issue of anti-Semitism, in all its forms, and how it fits into broader issues of intolerance, prejudice, discrimination, bullying or hate crime;
- Identify and describe options for shorter or longer courses that could be created based on the framework curriculum;
- Identify and describe recommended ways self-study and mentoring can be integrated into existing or new teacher training programmes to expand trainee teachers' understanding of anti-Semitism and ways of introducing it in their teaching practice;
- Select and recommend at least ten examples of good practice for inclusion in the guidance materials;
- Ensure that gender aspects are mainstreamed throughout the framework curriculum and accompanying guidance materials;

- Integrate feedback from ODIHR and UNESCO and the consultative meeting into the final documents;
- Present his/her work to the Expert Group for feedback, on an agreed date in 2018, as facilitated by ODIHR and Words Into Action project staff;
- Make recommendations for appropriate presentation, graphic design and publishing styles.

### **Time frame**

The new deadline for receiving project proposals for the assignment outlined above is **12.00 midday (Central European Time) on Thursday, 9 November 2017**. Successful candidate(s) will be contacted in November to agree the final form of the project, set contract terms and provide documentation as part of the due diligence process; contractual arrangements are expected to be concluded in December 2017. The assignment would ideally be carried out from January till June 2018, but if applicants wish to propose a different time frame, they should explain the reasons for it in their project proposal. It may be possible to start some preparatory work already in December 2017.

### **Application procedure**

The call for applications is divided into four lots as follows:

Lot 1:	Framework curriculum and guidance materials to prepare teachers for primary education (ages 7-13), including orientation for cross-curricular and thematic approaches
Lot 2:	Framework curriculum and guidance materials to prepare teachers for secondary education (ages 14-18); including orientation for: - teachers of different subjects: e.g. Literature/literacy, History, Geography, Religious Studies, Social Science, Natural Sciences - cross-curricular and thematic approaches
Lot 3:	Framework curriculum and guidance materials for training teachers in vocational education (ages 16-18), including orientation for cross-curricular and thematic approaches based on citizenship education
Lot 4:	Framework curriculum and guidance materials to prepare school directors (primary, secondary and vocational) including various orientations for, e.g. whole school climate, community outreach, cross-curricular and thematic approaches, etc.

Project proposals should seek to develop a comprehensive approach which links all four Lots, indicating where (named) partners could be responsible for parts of the assignment. While ODIHR will consider project proposals which address Lot 1 or Lot 2 only, preference will be

shown to proposals which address at least Lots 1 and 2 (ideally Lots 1, 2, 3 and 4) as part of the comprehensive approach.

All applications should be sent in English by the deadline above, with the subject line “Implementing Partner Application - Curricula Development for Teacher Training”, to the following e-mail address: wordsintoaction@odihr.pl. The application should state clearly which Lot(s) it addresses and contain:

- a project proposal to produce framework curricula and accompanying guidance materials for training target-group teachers in how to address intolerance, bias, prejudice, and particularly anti-Semitism, in and through education, which includes:
  - an outline of the approach and methodology proposed for drafting the framework curricula and guidance materials;
  - an outline of how co-ordination with ODIHR and UNESCO staff will be ensured throughout the project;
  - short biographies of the implementing partner’s proposed key project staff,<sup>1</sup> and an allocation of working days for each person working on and financed by the project;
  - a description of any proposed partners or additional experts to work with the applicant on the project, including the tasks they would carry out within the overall plan, their qualifications for these tasks, the CVs of key proposed persons, and an indication of when their input would be required (see also Funding Modalities below);
  - a table showing the division of tasks between the applicant organization and any other proposed partners or experts, for proper achievement of the project’s expected results, in graphic form;
  - a month-by-month project time schedule;
  - budget breakdown for the project (note: the cost of travel for attendance at Words Into Action project meetings will be covered by ODIHR separately according to OSCE rules, and should not be included in the project budget).
  - a separate budget for each partner’s activities within the project, if it will involve more than one party;
- documents which demonstrate the experience of the applicant organization and any proposed partner organizations, in both the education sector and in similar anti-bias- or anti-Semitism- related assignments (see also Funding Modalities below).

The proposal should demonstrate how the project addresses the aims of the lot being applied for, and how the implementing partner will consider the following issues in preparing the framework curricula and guidance materials:

Content-related:

- aims, learning objectives for trainee teachers;

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<sup>1</sup> These staff must be employed by the Implementing Partner, i.e. receive their remuneration via payroll, during the project timeframe.

- Words Into Action Education Expert Group’s guiding principles;
- defining targeted outcomes of pedagogical intervention;
- topic coverage including human rights basis;
- standards for and required knowledge about anti-Semitism, as well as philosophy and ethics, group dynamics, belonging and power structures, other forms of group-focused enmity, citizenship, etc.;
- methodologies for adaptation to cultural nuances and local context;
- integration of affected communities and respecting their views in teaching about the subject;
- gendered information;
- balance of content and pedagogical approaches to the subject;
- importance of media literacy skills for teachers and students.

**Practice-related:**

- approaches for educating about bias and controversial issues;
- enabling learning in diverse or mono-ethnic groups of learners;
- student exploration methodologies;
- enabling ‘substantially equal’ learning opportunities for girls and boys, while integrating gender-sensitive approaches
- developing team-work among teachers as a means of facilitating the interdisciplinary approach in schools;
- relations with other teaching staff regarding the topic to ensure an effective educational experience for school students;
- relationship between teaching about and handling behavioural incidents related to the subject;
- linking school and the local or virtual environment.

**Training-related:**

- contribution to and place in reinforcing a teacher’s wider pedagogical skills;
- coursework;
- trainee teacher’s own research, how teachers can or should be encouraged to use techniques applied to observation and social enquiry;
- field experience in or outside the classroom;
- observation of expert teachers;
- educational cohort models;
- support resources/networks/mentoring programmes and feedback models for teachers new to the subject.

**Selection process**

Projects will be selected through a competitive review process that is final. Project documentation must be complete and present a convincing case that the project can be

managed within the time frame and budget proposed. Submission of supporting documentation in English (including translations) will speed up the selection procedure at all stages. If any applicant tries to influence the decision of the Selection Board, their application will no longer be considered.

### **Funding modalities**

ODIHR reserves the right to amend project proposals in agreement with the applicant before making a commitment to fund it. Final funding modalities will be decided by ODIHR after consideration of the project and budget which have been submitted, and discussion with successful applicants. ODIHR may use implementing partner agreements, consultancy contracts, direct payments by ODIHR to a service provider, etc.

For applications from organizations which wish to be considered as Implementing Partners:

- Ministries or government entities, non-governmental organizations, and UN agencies or international organizations can be accepted as Implementing Partners.
- All applicants and proposed partners must be registered in one of the 57 OSCE participating States or in one of the 11 Partners for Co-operation, and operate in conformity with national legislation in the areas in which they are active.<sup>2</sup>
- Implementing partners may not further sub-contract, including with experts or other partners, i.e. all activities which form part of the project must be carried out by payroll staff.
- The following documents may be requested from you during due diligence: filled in and signed Supplier Registration Form; Compliance Certificate; copy of the legal registration document (indicating the country of origin, date of establishment, address etc.); a copy of your Mission Statement, copy of the official Statute/Charter; a list (with CVs, if available) of all Board Members, key management personnel, and proposed project staff; your organization's registered address; a list of previous projects, including the donor, implementation period and respective monetary values; copies of the most recent financial statements; confirmation that the organization has a qualified staff member (preferably a qualified bookkeeper) capable of fulfilling OSCE reporting requirements; evidence of a legally registered bank account (if legally permitted in country of operation);

If an applicant envisages a need for additional experts/consultants to contribute to the project, they should attach to their application a terms of reference for the work to be done, a brief profile for the required person, including minimum years of experience and one or two CVs of consultants who satisfy these requirements. In such cases, applicants should explain briefly

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<sup>2</sup> Groups or organizations that practice any form of terrorism, discrimination, intolerance or other human rights violations, or that promote dominance by one ethnic, religious, political or gender group (including political parties or religious organizations) do not qualify for funding.

in writing how the proposed experts/consultants were identified and confirm that the selection process was transparent and competitive, and there is no real or perceived conflict of interests. Proposed experts/consultants should be nationals of one of the 57 OSCE participating States and may not be civil servants or immediate family members of the staff of the applicant organization(s).

Applicants accept that ODIHR may decide to advertise for or propose alternative experts to carry out certain parts of a project, and that the Office must ensure that all OSCE rules and procedures are followed.

### **Reporting**

A short narrative and financial report on the project, including financial documentation with original invoices for all costs claimed, must be submitted in English to ODIHR at the end of the project. (Financial documentation may be submitted in local languages but a translation into English must accompany each item).