

**Habitat for Humanity Europe, Middle East and Africa****Terms of Reference****Invitation to submit a proposal for Global Education Toolkit for Build Solid Ground Project,  
Contract No. CSO-LA/2017/388-027****1. Introduction**

Habitat for Humanity International (HFHI/EMEA) is implementing a Build Solid Ground project (BSG) co-financed by the European Commission. The project activities will be carried out by a consortium of 14 nonprofit organizations in seven EU countries over the period of three years. The partners will work together to inform EU citizens about global housing and land issues and to show how social, economic and environmental well-being depends on prosperity in the rest of the world.

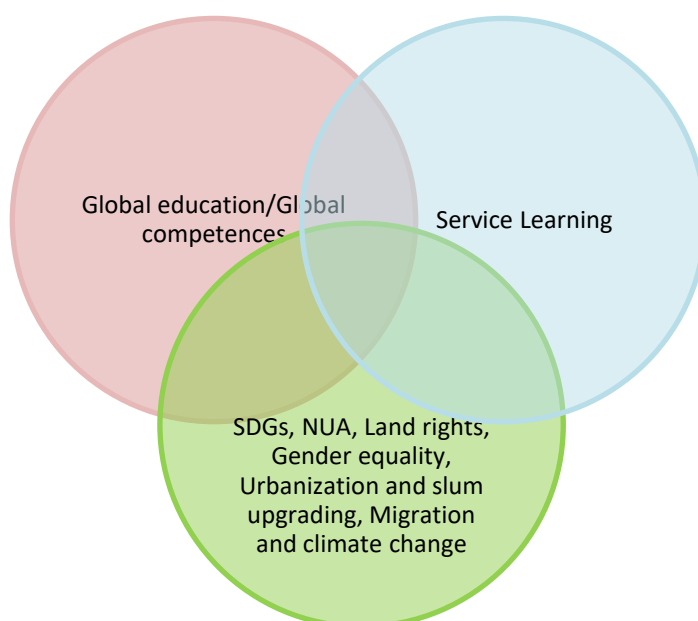
Since teachers, pupils and the wide public in Europe are often not familiar with these topics, it is crucial to define messages that could be used to engage and inform the target group.

**The deliverable will be an online toolkit in the English language with a majority of the texts created in the form of lesson plans or activities for European youth between 15 and 18 years old.** These professionally-created and ready-to-use texts will have high potential to be used both in formal education – at schools and in non-formal education – in youth clubs, during volunteering trips, or at summer camps.

The toolkit must have the potential to be used widely by European Union schools and youth for at least five years. The output will be material in pdf (or online form) and will ultimately be free to download from a Habitat subpage. While the chapters might serve as separate, autonomous texts, the toolkit must be coherent and follow a common theme.

Content and main messages of the toolkit are described in section 2.2.

The toolkit as a whole should contain the three components described in the chart below:



### 1.1. Global Education

**Global education** is an interdisciplinary approach to teaching concepts and skills necessary to function in a world that is increasingly interconnected and multicultural.

**Global competence** is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.

### 1.2. Service-Learning

**Service-learning** is an educational approach that combines learning objectives with community service in order to provide learning experience while meeting societal needs. The toolkit will focus mainly on volunteerism in community service.

A service-learning course has these factors in common:

- A service component where the student spends time serving in the community meeting actual needs (in the case of this toolkit - abroad, in particular in Global South countries).
- A learning component where students seek out or are taught information — often both interpersonal and academic — which they integrate into their service.
- A reflection component that ties service and learning together.

## 2. Background

### 2.1. Objectives of the Build Solid Ground project

Overall objective of the project:

To foster an effective engagement of European Union citizens in support of global, sustainable development through improved awareness, and development education.

Specific objective of the project:

To facilitate active engagement of European Union citizens in support of global housing, land tenure, urban issues and commitments of Sustainable Development Goal (SDG) 11 and the New Urban Agenda (Habitat III) with enhanced understanding and capacity.

### 2.2. Key BSG themes/topics are:

Sustainable Development Goals (SDGs) and the New Urban Agenda are two global frameworks that form a collective blueprint for sustainable urban development for decades to come. The project aims to inform European Union citizens about these commitments, engage them in support of global housing and land issues, and to show how our social, economic and environmental well-being depends upon prosperity in the rest of the world.

Other key project themes to be incorporated into the toolkit are:

Land rights: Millions of people live in fear of losing a home since their rights to the land they live on are not documented.

Gender equality: Major gaps exist between law and practice on women's land rights; closing these gaps is crucial to eliminating extreme poverty.

Urbanization and slum upgrading: People move to cities for work and one out of seven lives in a slum; property rights and technology could be one of the first steps toward improving urban environments.

Migration and climate change: People are increasingly forced to migrate in search of new homes. Affected host communities are under pressure to provide decent housing solutions.

### 2.3. The Toolkit aims to:

Educate Europeans about global development needs and solutions for housing and land tenure in cities.

Offer specialized non-formal learning for interested groups on land tenure, gender equality, housing and poverty reduction.

Show interdependences between Europe and the Global South – the developing countries of Africa, Central and Latin America and Asia.

Motivate European Citizens to volunteer and take action for housing and land rights.

### 3. The target audience

The primary target audience for the toolkit is teachers from European Union schools teaching pupils/students between 15 and 18 years old. Materials must be appropriate and engaging for this age group.

The secondary target audience for the toolkit is non-formal educators from the European Union (youth leaders, leaders of volunteers, NGO stakeholders).

The tertiary target audience is the wider European public.

### 4. Specification of the deliverables

The text of the toolkit will contain not less than 200 standard pages<sup>1</sup> and will consist of three main parts.

The **first** part will be Introduction text. This text will not exceed 5% of the total text of the toolkit.

The **second** part will provide a basic overview of the topics described in section 2.2. These texts will utilize up-to date references from primary sources, with clear quotations and references to the information source. This part may not exceed 35% of the total text of the toolkit. The text must be clearly linked to the third part. Texts must be written in an understandable and suitable style for pupils or students between 15 and 18 years of age with different levels of education, culture, knowledge base, skills and attitudes.

The **third** part will consist of lesson plans with practical activities in line with the criteria listed below. These components must be a minimum of 60% of the total text. Lesson plans or activities must be:

- **Ready to use:** The proposed lessons and activities will not require teachers to do any lengthy self-study or research additional materials, aside from those included in the toolkit. Materials for activities will be those which are readily available in a classroom.
- **Relevant to young people:** The lessons and activities will be easily connected to the concerns and points-of-view of adolescents and young adults.
- **Practical and experiential:** Lessons and activities will include suggestions for putting what has been learned into action, thus involving the participants in more than simply cognitive processes.
- **Suitable for formal and non-formal education**
- **Adaptable:** Lessons and activities must be adaptable to the context, group, society or country in which they are used.

Lesson plans and practical activities must be structured as follows (or similarly, in consultation with HFHI/EMEA):

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<sup>1</sup> Standard page - 1800 characters of the document, including spaces

- **Overview (short annotation of the lesson and activity)**
- **Objectives (2-3 short objectives)**
- **Materials (list of materials or resources to be used)**
- **Preparation (description of what has to be done prior to the activity)**
- **Instructions (the main and longest part of the text)**
- **Debriefing and reflection (list of questions and ideas for reflection)**
- **Suggestions for follow-up (ideas and inspirations around what youth can do in order to get actively involved in the topic of the activity)**

The education toolkit should not be only about knowledge of the themes, but also about development of key competences such as the ability to think critically, express one's own opinion, work in a team, and/or resolve conflicts.

The language of the toolkit is English. The consultant must demonstrate a very advanced (High Advanced to Superior) level of English language usage and must provide a professional proofreader for final review of the text.

## 5. Process

In preparation of the deliverables specified in section 4, the consultants will:

- (1) Draw upon existing work already produced by EMEA/HFHI, as well as draft/identify additional materials, as needed.
- (2) Participate in several rounds of draft, review, and revision — involving parties identified in section 6.
- (3) Draft notes of all review sessions with EMEA/HFHI. Revise all draft and final text content for the online modules, as necessary.
- (4) Finalize module content at all levels, taking into account comments from reviewers under the supervision of EMEA/HFHI.
- (5) Develop a plan and schedule for uploading draft and final content to the online Toolkit content website.
- (6) Implement the plan using established format and procedures in consultation with EMEA/HFHI content development website manager. Once the content is uploaded onto the development website, reviewed, revised, finalized and approved, the module will be migrated by EMEA/HFHI's internal project team over to the public Habitat for Humanity Toolkit (sub) website.

## 6. Cooperation

Consultant will work closely with the Volunteer Program Manager, Volunteer Program Specialist and the DEAR team from HFHI/EMEA.

The consultant will be available for consultation after the delivery of the first draft and second draft, and will incorporate feedback from conversations with EMEA/HFHI stakeholders to finalize the document and to deliver the final draft.

## 7. Compensation

Payment will be made in installments, upon successful completion of the first draft, second draft and final completion of the toolkit.

Funds for intercity travel, hotel, per diem expenses, research, purchase of materials, purchase of copyrights, translation costs, proofreading e.g. must be part of the budget proposal. A maximum of two in-person meetings in Bratislava are anticipated.

## 8. Timeline and conditions

It is estimated that the consultant will need 5-8 months to complete the work. A plan for performance should be included in the consultant's proposal.

The contracting time is from contract signing in 2018 until 31 May 2019.

### Estimated timeframe

15 October 2018	Develop table of contents. Define methodology. Hire authors. Deliver 3-page abstract.
15 January 2019	25% of the work (output) – First draft delivered to HFHI/EMEA for feedback and editing.
15 March 2019	50% of the work (output) – Second draft delivered to HFHI/EMEA for feedback and editing.
31 May 2019	Compilation 100% of the toolkit. The content will be uploaded onto the development website, reviewed, revised, finalized and approved.

## 9. Ownership & Copyright

Nadacia Habitat for Humanity International will be the legal owner and copyright holder of the toolkit; with acknowledgment of the role and contribution of the consultant.

Consultant is responsible for delivering material which is fully in line with Slovak, EU and US copyright laws. All materials (photographs, texts e.g.) used from third parties will have copyright permission or legal license.

## 10. Visibility and Communication criteria

The toolkit style must be in line with the toolkit “Communication and Visibility in EU-financed external actions - Requirements for implementing partners.”

## 11. Consultant qualifications

Consultant should be a European Union company with expertise and first-class capacity in global issues in general, Development (Global) Education, Service Learning, Sustainable Development Goals (in particular SDG 11) and housing issues.

Consultant should also have experience with developing similar education toolkits, preferably on an international (European) level.

Consultant must have the capacity to hire/subcontract experienced authors, editors and other stakeholders, who will develop the deliverables on time and in the expected quality.

## 12. Selection criteria for proposals:

- Detailed breakdown of the budget proposal, quoted in Euros, including VAT, if appropriate (30%)
- Experience (samples of previous work, references and CVs of key experts) (45%)
- Methodology (25%)

## 13. Deadline for submitting a complete proposal (including all items in #12) is 15 September 2018. The proposal should be sent by e-mail to [amackova@habitat.org](mailto:amackova@habitat.org) and [bthomas@habitat.org](mailto:bthomas@habitat.org).

Prepared in Bratislava on 19 July 2018.