



## Amnesty International- International Secretariat

### CALL FOR TENDER

#### Consultant for Developing Educational Resource on Refugees and Migrants

#### Terms of Reference

For an Educational Resource Consultant to develop an educational resource on refugee and migrant rights.

The Global Human Rights Education Program is producing an educational resource to support Amnesty International's two-year campaign, I Welcome: a global campaign on refugees, which focuses on understanding the global refugee crisis with a human rights framework. It will be a tool for human rights educators and activists to reach out and engage others actively in the campaign.

#### 1. Background:

This resource builds on the success of the following education materials developed for Amnesty International's Demand Dignity campaign, which places poverty in a human rights framework and the My Body My Rights campaign on sexual and reproductive rights. Four highly relevant educational resources were developed, which together constitute the Respect My Rights, Respect My Dignity resource pack.

These include:

- Facilitation Manual: a guide to using participatory methodologies for human rights education
- Module 1: Poverty and Human Rights
- Module 2: Housing is a Human Right
- Module 3: Sexual and Reproductive Rights are Human Rights

All of these materials are available on Amnesty International's webpage <https://www.amnesty.org/en/search/?q=respect+my+rights+respect+my+dignity+educational+material> and should be referred to, in order to understand the tone and approach that this resource will take.

The resource will have similar objectives as the previous modules, which is to engage young people and activists; to foster an understanding of a particular human rights issue. Activists should be able to use this resource to develop activities with others within a framework of peer-to-peer education. The resource will be flexible for use in both formal and non formal educational settings in both the global north and south, and will, therefore include case studies from a range of global contexts with which all people can identify.

The content of the resource will be based on Amnesty International's materials related to refugee and migrants such as the recent Amnesty Report Tackling the Global Refugee Crisis: From shrinking to sharing responsibilities.

<https://www.amnesty.org/en/documents/pol40/4905/2016/en/> and materials within but not exclusive to the I Welcome campaign (see communication framework attached).

As with the previous modules, the resource will be designed to be informative, innovative, adaptable, and easily accessible (both online and offline). In addition, it should be able to be used with or without the massive on-line course (MOOC) on refugee rights developed by Amnesty International for the global campaign, which starts in November 2017 and run until November 2018. The resource will be developed in a participatory manner ensuring that all key stakeholders and potential users have the opportunity to input. As part of the participatory process, a 2-day development workshop was held with Human Rights Educators from across the movement. In this workshop a draft outline (see Annex1) and activities were developed. In addition, there will be a half day workshop with other thematic



teams within Amnesty International to further develop the resource outline and identify available Amnesty International material to be included in the resource. This material will be the base for the resource to be developed.

## **2. Scope of the Consultant's work**

The primary responsibility of the consultant will be to draft the content and activities of the educational resource based on the material made available by the Global Human Rights Education Program. This will be done in close collaboration with other Amnesty teams and programmes, as well as human rights educators from Amnesty's national offices in the global north and south.

## **3. Tasks of the Consultant:**

- 3.1 Review the relevant materials already produced by Amnesty International on this issue.
- 3.2 Draft the content for the module based on input from the development workshop, and resources identified by the Global Human Rights Education Program and other key stakeholders.
- 3.3 Work with the Global Human Rights Education Program and other key stakeholders to draft the educational activities to be included in the resource.
- 3.4 Consolidate the content, activities and case studies of the resource in a first draft by 9<sup>th</sup> December 2016.
- 3.5 Incorporate Feedback from key stakeholders for final draft to be ready for editing by 9<sup>th</sup> January 2017.
- 3.6 Report to the Global Human Rights Education Program on the development of the activities to ensure that the work is carried out in accordance with the aims and purposes of the project.

## **4. Duration and Budget**

The development of the educational resource on refugee and migrants' rights will begin immediately a draft of the resource should be ready by the 9<sup>th</sup> December for initial input. Final approved version end of January 2017. The total amount available for this work is 8,500£. This should cover working time of the consultant/s, any travel or related expenses taken as part of the work and all communication costs.

## **5. Skills and Competencies**

Amnesty International welcomes bids from both individuals and teams of consultants. Amnesty International is looking for a consultant(s) with experience in developing human rights education resources and materials for youth. The consultant(s) should have the following skills and competencies

- Demonstrated experience in developing human rights education resources and materials
- Demonstrated knowledge and experience of human rights education
- Thorough understanding and demonstrated experience of implementing participatory methodologies
- Excellent communication and writing skills in English
- A knowledge of refugee and migrants rights is essential

## **6. Application Process**

Applications must include detailed curriculum vitae with sample(s) of previous relevant human rights education resources developed together with a proposal for developing the educational material including a timeline, budget and input on the initial ideas in Annex 1.

Send proposals to Melody Ross at [melody.ross@amnesty.org](mailto:melody.ross@amnesty.org)

NB: The deadline for applications is **9 November**. We will contact only short listed candidates.



## ANNEX 1:

### **Refugee and Migrant Rights are Human Rights: educational material** Initial Ideas

#### **GENERAL OBJECTIVES:**

- Increase knowledge and understanding on the refugee and migrant crisis as a global and human right issue.
- Challenge misconceptions, prejudices and discriminatory attitudes and behaviour towards refugee and migrants
- Enable activists, students, communities and others to take action to promote and defend refugee and migrant rights.

#### **INTRODUCTION**

- About this resource
- The I Welcome Campaign
- How to use the activities
- Safe spaces for learning
- Planning for difficult discussions
- Design your own actions
- Evaluate your work

#### **SECTION I: DEVELOPING EMPATHY**

This section is key to begin to explore diversity and realizing that we have more that unites us than separates us. It is important to be able to put yourself in the other person's shoes- develop empathy. This will be fundamental for all other activities that follow in this resource and for that reason we begin with this section. This section will explore the following:

- Intercultural openness: understanding different ways do not mean different values and/or needs
- Making connections: There is more that unites us than divides us.
- Open-mindedness as a starting point... learn about the "other" is it really another, make connect
- Humanising the issue: human faces
- What diversity brings to us
- Diverse identities of refugees and migrants: women, children, professionals etc.
- Solidarity
- Respect
- Inclusiveness

#### **SECTION II: EXPLORING WHO REFUGEES AND MIGRANTS ARE**

This section will go more in-depth on understanding who refugees and migrants are, telling their stories, giving them a human face, look at their contributions and difficulties. Some of the issues to explore in this section are:

- Understanding multiple identities (intersectionality)
- Positive Stories: How refugees contribute, who were they or are they other than just refugees
- Understanding the complexity (multiple causes) of the migration and refugee situation
- Identifying and challenging common stereotypes (where they come from, why, how to confront)
- Looking at how this fits into a system based on- blaming the other.

#### **SECTION III: UNDERSTANDING THE REFUGEE "CRISIS"**

This section will explore the actual refugee crisis as a global and human rights crisis. Some aspects to consider in this section are:

- Understanding it is a global issue for many decades not just now... why only now do we considered it a crisis.
- Root causes: Understanding why people are leaving and why there is an unequal distribution
- Facts on distribution and changes in refugees and migrants- infographics
- Push and pull factors and causes, understanding why people leave
- Migration flow



- Human rights violations suffered by refugees and migrants recognising the different conditions (women, children, LGBTI, disability)
- Impact on specific vulnerable groups
- Understanding mechanisms of fear tactics and suppression techniques (power)
- How Amnesty works on this issue
- Human rights approach

#### **SECTION IV: REFUGEE AND MIGRANTS RIGHTS AS HUMAN RIGHTS**

This section focuses on the human rights framework.

- Definitions and terminologies: Refugee, migrants etc.
- Basic Rights related to refugees and migrants
- International and national refugee policies (similarities, differences, challenges – changes)
- Interrelation between rights (diverse human rights violations) home, in transit, arrival
- Why is this a human right issue?
- Never again (remembering history...)?
- Not all refugees are the same therefore need to recognise that women, children, gay, transsexual and other marginal groups are even more at risk of human rights violations.

#### **SECTION V TAKING ACTION:**

- State Obligations
- We are all part of the solution
- Shared Responsibility: Amnesty proposal, which is part of the global campaign (This could go into the next sections.)
- Working together: Communities and refugees
- Reaching out to work with refugees (what we need to take into consideration)
- Share positive stories
- What can we do? (personal, local, regional and global)
- Solutions with other organisations at local, national level
- Identifying and analysing sectors and media that contribute to further discrimination and develop counter strategies and actions
- Find ways that citizens and migrant/refugees can communicate and be together
- Understand inter-dependence in decision making (local/national/international),

**After each section, there will be series of educational activities that develop knowledge skills, attitudes and lead to taking action.**