

# Invitation to Tender

## Review of selected projects providing education to forcibly displaced people

### 1. About Misean Cara

Misean Cara is an Irish and international missionary member organisation supporting development, humanitarian and emergency projects in over 50 countries in the Global South. The organisation works with some of the most marginalised and vulnerable communities to realise their human rights through delivery of basic services in the areas of education, health, livelihoods and income generation, as well as advocacy, networking and community mobilisation. Through the work of 77 Irish-based member organisations, Misean Cara's work is guided by its Strategy 2022-2026.

Each of our member organisations is a missionary congregation of sisters, brothers or priests; a religious organisation concerned with missionary development work; or a lay volunteer sending organisation. While registration as a charity in Ireland is a prerequisite of membership of Misean Cara, many members are themselves part of a global congregation implementing relief and development projects in dozens of countries. Others are of a more modest size, reach and means. All are valued and respected members of Misean Cara. In keeping with the principle of subsidiarity which characterises missionary development work, Misean Cara responds to funding proposals submitted by members, and allocates funding on the basis of strategic relevance, need and quality.

Our Strategy sets out key goals in upholding rights to climate resilient livelihoods, education, health, and raising awareness of and mobilisation for human rights and social accountability. The overall funding to projects supported across these areas in 2023 is outlined in the table below. For further information about Misean Cara, visit [www.miseancara.ie](http://www.miseancara.ie)

Sector	Livelihoods	Education	Health	Human Rights	Emergency Response	Member Capacity Development	Total
<i>Number of projects</i>	70	95	60	46	33	17	321
<i>Funding amount (€)</i>	2,402,912	4,823,073	3,176,181	2,329,847	544,323	316,526	13,592,862

Each year, Misean Cara commissions different pieces of evaluation and research work focused on specific thematic or geographical areas. While it contributes to Misean Cara's overall accountability agenda, the emphasis in this work is on the learning opportunities for the individual projects, the members implementing, the wider organisation and the wider sector.

## 2. Background

### 2.1 Context of forced displacement and education

Every year, millions of people are forced to leave their homes due to conflict, human rights violations, persecution, disasters, and the impacts of climate change. The number of forcibly displaced persons reached unprecedented heights in 2023. Today, an estimated 114 million people are forcibly displaced – a number that is expected to double in the next decade, according to UNHCR reports.

Forced displacement is no longer a temporary phenomenon, but has become increasingly protracted, with displacement lasting 20 years on average for refugees and more than 10 years for most internally displaced people.

Up to 75% of those forcibly displaced are hosted in low- or middle-income countries. Low-income countries are especially affected by displacement, as they account for only 10% of the global population but host 20% of the global refugee population, often in areas with already weak education infrastructure. With more than half of those forcibly displaced being under 18, this puts a strain on host communities and resources.

Many schools that have been struggling to provide quality education to their target population now face additional challenges of including internally displaced students, migrants and refugees without the necessary expertise and tools to overcome the cultural, ethnic, and linguistic challenges to integration. Past trauma often negatively affects the learning outcomes of migrant and displaced students, while many students also face legal challenges in accessing education due to their migration status and struggle to have degrees and prior learning recognised. Additionally, young learners frequently suffer discrimination based on their ethnicity, religion or simply being from outside the host community.

The challenges of including forcibly displaced persons in education settings is widely recognised. Multiple stakeholders have commissioned research and position papers into different aspects of this pressing global need, including the 2019 Global Education Monitoring Report focussing on *Migration, Displacement and Education*<sup>1</sup>.

### 2.2 Misesan Cara funding for education projects

Under its Strategy 2022-2026, Misesan Cara supports its members to uphold the right to quality education by increasing the equity of access to education, the quality of education and learning outcomes, and by strengthening the wider education systems at the local, regional and national levels.

In their work, members display elements of the unique Missionary Approach to Development (MADI)<sup>2</sup> and put great emphasis on working with those people furthest behind<sup>3</sup>. The projects included in this review identified forcibly displaced learners as one of their most vulnerable target groups and provide education to them either by mainstreaming them into existing schools, or by providing tailored education programmes to overcome legal, linguistic or cultural barriers.

In 2023, Misesan Cara provided funding of over €4.8m to 95 education projects, implemented by 38 member organisations across 29 countries in the Global South. Member projects cover a wide range of interventions, from providing inclusive access to quality education in pre-primary, primary, secondary, and alternative education, to supporting technical and vocational training and contributing to education system strengthening at the local, regional, and national level.

Reflecting global trends in migration as outlined above, over 22,600 students enrolled in Misesan Cara-funded education projects in 2023 had been forcibly displaced, representing almost 20% of all students reached. This review aims at identifying best practice in working with forcibly displaced

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<sup>1</sup> <https://gem-report-2019.unesco.org/>

<sup>2</sup> <http://www.misesancara.ie/wp-content/uploads/2018/09/Missionary-Approach-Conceptual-Framework-and-Current-Context-July2018.pdf>

<sup>3</sup> <http://www.misesancara.ie/wp-content/uploads/2021/01/Conceptual-Framework-MADI-and-FBF.pdf>

students across different contexts, with a view to producing a guidance document for schools all over the world that face challenges in catering for the specific needs of forcibly displaced learners.

### 3. Brief

#### 3.1 Summary and Scope

This evaluation will focus on five education projects run by four Member Organisations in five countries. These have received funding from Misesan Cara between 2012 and 2024, and some have multiannual funding committed in principle for future years.

The scope of the evaluation is summarised as follows:

- **Locations:** Lebanon, South Sudan, South Africa, Colombia, Thailand
- **Member Organisations:** De La Salle Brothers, CMS Ireland, Marist Brothers, Marist Fathers
- **Related Misesan Cara Strategic Area:** Goal 2: Uphold the Right to Quality Education

The projects to be evaluated and associated funding are summarised in the following table. Projects of particular focus are in **bold**.

Member	Country	Portfolio	Project(s)	Funding Year	Misesan Cara Funding	
De La Salle Brothers	Lebanon	D05/LBN/2017/45	<b>D05/LRG/0222/01/2022-3yr</b>	<b>2022</b>	<b>€684,651</b>	
			D05/LRG/0221/02/2021-3yr	2021	€115,000	
			D05/EME/0820/15/2020-1yr	2020	€15,000	
			D05/LRG/0418/10/2018-3yr	2018	€348,094	
			D05/LRG/0417/14/2017-1yr	2017	€83,319	
					<b>€1,246,064</b>	
CMS Ireland	South Sudan	C08/SDS/2021/10	<b>C08/MED/0923/01/2023-3yr</b>	<b>2023</b>	<b>€135,000</b>	
			C08/SML/0921/04/2021-1yr	2021	€9,999	
					<b>€144,999</b>	
Marist Brothers	South Africa	M01/ZAF/2015/05	<b>M01/LRG/0220/01/2020-3yr</b>	<b>2020</b>	<b>€320,000</b>	
			M01/EME/0420/06/2020-1yr	2020	€10,000	
			M01/LRG/0417/03/2017-3yr	2017	€225,036	
			M01/MPSS/0915/03	2015	€15,000	
						<b>€570,036</b>
	Colombia	M01/COL/2022/42	<b>M01/EME/0224/06/2024-1yr</b>	<b>2024</b>	<b>€15,000</b>	
			<b>M01/SML/0423/06/2023-1yr</b>	<b>2023</b>	<b>€15,000</b>	
			M01/EME/1023/18/2023-1yr	2023	€15,000	
M01/INV/0522/06/2022-1yr			2022	€15,000		
					<b>€60,000</b>	
Marist Fathers	Thailand	M02/THA/2012/01	<b>M02/LRG/0220/01/2020-3yr</b>	<b>2020</b>	<b>€142,000</b>	
			M02/PSSM/0616/01	2016	€114,000	
			M02/PSS/0515/01	2015	€41,025	
			M02/PSS/0514/02	2014	€38,000	
			M02/PSS/0412/02	2012	€100,000	
					<b>€435,025</b>	
<b>Total Misesan Cara funding (€)</b>					<b>€2,456,124</b>	

## 3.2 Overview of Projects

### 1. Fratelli Project (Lebanon)

Fleeing conflict and persecution, refugee Syrian and Iraqi children in Lebanon remain culturally and linguistically isolated, and educationally disadvantaged. The Fratelli program grows stable diverse communities, welcomes pluralism, and fosters peace by intentionally mixing Christians and Muslims, girls and boys, Shia and Sunnis, Syrians, Iraqis, and Lebanese through holistic education. Fratelli builds social inclusion, and promotes strong social, emotional, and moral development through its various programs, serving over 1000 people. The project builds an important bridge between refugee and Lebanese communities. Its services include language and basic ICT training to improve learning outcomes, kindergarten to qualify refugee children for Lebanese schools, counselling, nutrition, sports, socialization programs, summer camps, gender-specific health classes, childcare and livelihood opportunities. The project is a collaboration of the De La Salle Brothers and the Marist Brothers, with De La Salle as the lead agency.

### 2. Yei Vocational Training Centre (South Sudan)

Implemented by CMS Ireland, this project aims to deliver vocational training for young people recently returned from refugee camps outside South Sudan, or from internal displacement within the country. Along with the physical and mental trauma of fleeing and returning, they experience further physical deprivation and mental strain when they find that the situation at home provides no hope of a better future. The returning young people increase the demand on the land, which is also challenged by climate change in the region. The project aims at targeting an equal number of men and women, not only providing them with skills training for a better future, but also with tools to build a sustainable and peaceful community.

### 3. Three2Six (South Africa)

Xenophobia, resource shortages, pressure on the local education system, difficulty in obtaining identification and immigration documentation and poverty prevent many refugee and asylum-seeking children from accessing local schools. The Three2Six Refugee Children's Education Project, set up by the Marist Brothers, supports vulnerable refugee and migrant children (boys and girls) from age five to 14 years who cannot access government schools, teaching mathematics, English and life skills, from Grade 1 to 5 with a mixed grade class for children with special needs. The project finishes in Grade 6, ensuring that all children are transitioned into local schools in time to experience at least one year of mainstream primary school education before starting high school. The project also includes a strong advocacy component to create lasting legislative and cultural change.

### 4. Heart Without Borders (Colombia)

Venezuelan migrant families, and internally displaced people, lack sufficient economic means to meet their children's needs, and government assistance is limited. The Heart Without Borders project aims at offering a safe and child-friendly play environment to forcibly displaced children from five to 13 years. All the project activities have the purpose of mitigating child rights violations such as street begging, informal child work, their recruitment by criminal gangs, and sexual exploitation. Playful-recreational activities and workshops allow children free expression, self-recognition and recognition of the other, shared play, listening to and respecting the other, and intercultural interaction, among other experiences. The project is in its early phase, currently targeting 25 boys and 25 girls, with the aim to increase its reach over time.

### 5. Burmese Migrant Secondary Programme (Thailand)

Ranong, the southern fishing village border crossing town between Thailand and Myanmar, has the highest density of Burmese migrants in Thailand. The Burmese Migrant Secondary Programme (BMSP) provides a four-year education opportunity for students aged 12 to 16/17, as around 85% of Burmese migrant children leave education at that age to work, while few opportunities exist for further education. The project, implemented by the Marist Fathers, provides migrant students with language development in Burmese, Thai and English, computer skills, health education, and a pathway into Thai

non-formal secondary education. Previous graduates have found employment as teachers, translators, community development workers, and health workers.

### 3.3 Strategic Purpose of the Review

The purpose of this review is to identify successful methods of including forcibly displaced learners in different education settings. At the end of the review, a thematic learning report should provide a comprehensive overview of challenges in the inclusion of forcibly displaced learners and outline best practice examples of how to overcome these. By analysing projects across different contexts, regions, ethnicities, and languages, this document is expected to provide a useful starting point for education projects and schools worldwide.

The review is expected to address the following strategic objectives:

1. To assess the impact of different strategies and approaches to successfully include forcibly displaced students in different education settings.
2. To identify the challenges to successful inclusion, and propose appropriate strategies to overcome these.
3. To generate learning that can be disseminated to the wider Misesan Cara membership and other key stakeholders in development and civil society, in order to inform improved implementation of projects with a similar focus. This learning to be described in a thematic learning report (see below under Deliverables) which will include a set of guidelines for education projects seeking to include forcibly displaced learners.
4. To provide substantial findings that will contribute to future planning for the individual evaluated projects and Member Organisations responsible, to support them to attract the resources necessary for continued development and sustainability.
5. To contribute to Misesan Cara's communications agenda through the capture of appropriate and relevant life changing stories supported by photographic material, as well as to contribute to Misesan Cara's annual review, analysis, organisational reporting and fundraising.

### 3.4 Specific Objectives

Through the collection and analysis of evidence (qualitative and quantitative) from a wide range of sources, using appropriate methodologies and drawing on existing data sets for comparison where possible, the evaluation is expected to meet the following objectives:

#### **Objective 1: Collation of successful approaches to advance the right to education for forcibly displaced people**

- What approaches taken by project teams to advance the right to education for forcibly displaced people are successful? Why?
- What approaches taken are unsuccessful? Why? How can these approaches be strengthened?
- How do approaches chosen by project teams fit into the current thinking on the inclusion of forcibly displaced learners? Do they complement or contradict each other?

#### **Objective 2: Identification of challenges and opportunities in providing education to forcibly displaced learners, addressing the following questions:**

- Are there common challenges faced by most (all) projects, regardless of their location, context, or cultural background?
- Are there differences in the challenges and successful approaches between including internally displaced students and including refugees and migrants?
- Are certain approaches successful in one context and fail in another? Why?

- What best practices can be identified and recommended for replication in other education settings?

### **Objective 3: Organisational Learning**

- What lessons can be learnt from the evaluated projects to be replicated by other local teams, member organisations, Misesan Cara and other development actors?
- What lessons can be learnt to inform Misesan Cara's strategic planning, reporting framework, and policy development?

## **4. Expected deliverables**

### **Inception Report**

In line with the overall brief, this report, which will precede any field or project-based work will outline a detailed, finalised methodology (including an impact framework), as well as a work-plan, suggested approach, data collection tools and timeline. This report will be developed in collaboration with Misesan Cara, the relevant member organisations and Project Managers. A draft report should be developed first, and feedback incorporated, before the final Inception Report is submitted. The Inception report should be around 8 – 10 pages excluding annexes (please avoid unnecessary annexes; only add them if essential).

### **One individual project report on each project**

A brief feedback report (5-6 pages excluding annexes) on each of the projects reviewed, including robust evidence on project successes in line with specific objectives in Section 3.4 above. Draft reports should be developed first, shared with project teams and the representative of the relevant Member Organisation (Missionary Development Officers - MDOs), and feedback incorporated, before the final Project Reports are submitted to the individual members, and copied to Misesan Cara.

### **Thematic Learning Report – including practical guidance to including forcibly displaced learners**

One report collating evidence, key observations, and learning, taking into account all the projects reviewed, and also including targeted recommendations (a) for Misesan Cara members in general and (b) for Misesan Cara management and staff. A draft report should be developed first, shared with all stakeholders and feedback incorporated after the validation workshop, before the final Thematic Learning Report is submitted. This report should be around 20-25 pages long (excluding annexes). It should also take account of the unique Missionary Approach to Development Interventions (MADI), and how this enables members to deliver effective projects.

### **Photographs and case studies**

At least **four** informative, eye-catching, and high-quality, high resolution digital photographs of the work of each of the projects visited, each of which is accompanied by a text detailing who is depicted in the photograph and what it shows, and confirming that the project leadership and those depicted in the photograph (except for large group photos) have consented to the photograph being used and published by Misesan Cara for education, publicity, awareness-raising and/or fundraising purposes. At least one of the photographs and accompanying text per project should tell a significant story of change in the lives of the people depicted (case study). All images should comply with the [Dóchas Code of Conduct on Images and Messages](#).

### **Summary PowerPoint Presentation**

A PowerPoint presentation capturing the key insights and findings from the evaluation, both at the individual project level and, more importantly, in terms of overall learning (20-25 succinct PowerPoint slides; the photographs referred to above may be incorporated for illustration).

## 5. Timeframe

It is expected that the preferred tender will be selected by the mid-May and contracts issued by the mid-June 2024. Due to the global reach of this evaluation, consultants may choose to conduct this evaluation remotely or propose suitable consultants in each country to conduct high-quality field work. A hybrid approach, combining remote and field-level contact, is also a possibility. Final reports are to be submitted by late November 2024.

Phase	Timeframe	Activity focus (as per expected deliverables)
<b>Phase One:</b> Inception	To be completed by mid-July 2024	Includes inception meetings, initial interviews and first scan of strategic and project documents. The Inception Report submitted at the end of this phase will finalise agreed effectiveness criteria, methodology and assessment framework, data collection tools and project visit schedule, with provisional agreed dates for Phases Two and Three.
<b>Phase Two:</b> Desk study	To be completed by mid-August 2024	Review of key documents and establishment of key objectives to be verified, including both Misesan Cara objectives and project-level output/outcome objectives.
<b>Phase Three:</b> Primary research and drafting of preliminary project feedback reports/reviews	To be completed by mid-October 2024	One or two days of primary research with each of the sampled projects to assess impact as per the specific objectives laid out in the brief and the finalised criteria agreed in the inception phase. Each project visited will receive a short feedback report. These reports will be finalised after validation meetings with each project team, where key findings are discussed and feedback, where appropriate, is incorporated. It is critical for Misesan Cara that the evaluators ensure meaningful participation of the project team and ownership of initial findings, while also allowing dialogue for learning with project partners.
<b>Phase Four:</b> Analysis and reporting	To be completed by early November 2024	Analysis will combine the insights from the desk study, primary research, and additional data collection. A draft Thematic Learning Report, incorporated specific guidelines for inclusion, as outlined earlier, will be produced and submitted for comment to Misesan Cara.
<b>Phase Five:</b> Validation and Report Finalisation	To be completed by late November 2024	Final validation will take place with member organisations and Misesan Cara staff after draft reports are submitted. Feedback from this validation session, where appropriate, will be incorporated before final reports are submitted.

### 5.1 Support from Misesan Cara

Misesan Cara will provide all relevant documentation for the evaluation, including strategy and policy documents, as well as relevant project documentation and reports. Misesan Cara will provide introductions to representatives of the relevant Member Organisations (Missionary Development Officers - MDOs) and, through them, to the project management teams for each of the projects to be engaged with.

## 6. Tender Outline and Assessment Criteria

Tender proposals will not exceed 12 pages (excluding annexes) and should be structured according to the following assessment criteria:

### **Evidence of relevant expertise (Max. 10 Marks)**

- Methodological expertise;
- Project cycle management;
- Contextual understanding of forced migration and education projects;
- Excellent written and spoken English (relevant local language skills a plus);
- Provide a full curriculum vitae for every member of the proposed evaluation team.

### **Evaluator's experience conducting evaluations of a similar scale and type (Max. 10 Marks)**

- Experience conducting high-budget, multi-country evaluations;
- Experience conducting similar reviews a plus.

### **Demonstrated understanding of the brief (Max. 20 Marks)**

- The tender proposal, overall, must demonstrate a detailed understanding of the strategic purpose and specific objectives of this brief, as well as Misesan Cara's expectations and intended use of deliverables.

### **Quality of proposed methodology (Max. 20 Marks)**

- Robustness of proposed methodology and data collection techniques;
- Feasibility in the given timeframe;
- Meaningful participation by key stakeholders.

### **Clarity and feasibility of proposed plan for the effectiveness review process (Max. 20 Marks)**

- Provide a detailed, phased work-plan with milestones, key dates and a timeline for completion of all tasks.

### **Proposed number of consultancy days and value for money (Max. 20 Marks)**

- The fee proposal submitted shall be in the form of a lump sum in Euro (€), inclusive of VAT and all expenses, with a detailed breakdown of logistical costs, expenses and billable consultancy time (cost per day and number of days required for each task, the daily or hourly rate for all members of the proposed evaluator/evaluation team, as well as the amount of hours/days each member will contribute to each task).
- Total budget, including fees, VAT and all other expenses is to be in the range of €25,000 – €30,000.
- Once a fee has been agreed in Euro, no account will be taken of subsequent currency fluctuations.

### **Proposals should also include:**

- Name and contact details of individual/organisation submitting the tender;
- Identification of lead person carrying overall responsibility for the work;
- Confirmation of acceptance of the conditions described in the invitation to tender;
- Confirmation that the consultant is tax compliant;
- Confirmation that the consultant is covered by appropriate insurance;
- Any further information which the tenderer deems relevant.



## 7. Terms

### 7.1 Budget

The total budget, including fees, VAT and all other expenses is to be in the range of €25,000 – €30,000. The overall fee will be paid on a phased basis, as follows:

- 20% upon completion of the inception phase;
- 40% upon completion of Phase Three;
- 40% upon acceptance by Misean Cara of all deliverables.

### 7.2 Freedom of Information Regarding Tenders

Misean Cara operates under the Irish Government's Freedom of Information Act 1997 and all information held in relation to this tendering process (including queries and proposals submitted in response to this brief) may be subject to requests under the Act.

### 7.3 Copyright and Ownership

Copyright and ownership of all documentation relating to this evaluation must be assigned to Misean Cara. All documents produced by the successful tenderer in connection with this appointment and submitted to Misean Cara will be considered the property of Misean Cara and may be used by us at any time, including for other projects, without prior approval.

### 7.4 Insurance and Tax

A copy of a valid, current Tax Clearance Certificate will be required prior to formal appointment of the successful tenderer and all matters in relation to insurance and tax affairs will be the successful tenderer's responsibility. Also, as noted earlier, all fees and costs outlined in the proposal must be inclusive of VAT.

### 7.5 Child Protection and Safeguarding

The evaluator(s) will be expected to adhere to Misean Cara's Child and Vulnerable Adult Safeguarding Policy, Misean Cara's Prevention of Sexual Exploitation, Abuse and Harassment Policy, and to the related policies and procedures of member organisations at project level.

### 7.6 Governance and Accountability

The evaluator(s) will report directly to the Learning and Development Manager in Misean Cara, who may delegate as appropriate. This will be in line with a regular timetable for contact to be agreed during Phase 1. The evaluator(s) will also work with other relevant Misean Cara staff where necessary.

## 8. Tendering Procedure and Timeframe

Requests for additional information can be made via email to [tender@miseancara.ie](mailto:tender@miseancara.ie) in advance of submitting a tender proposal. A log will be kept of such queries and any additional information provided will be shared with other prospective tenderers. Preliminary indication by email of an intention to submit a tender proposal will ensure you are on this communication list.

Tender proposals will not exceed 12 pages in length, excluding appendices, if relevant, and will form part of the Terms of Reference in addition to this invitation to tender document. It is envisaged that the preferred tenderer will be selected within 2-3 weeks of the submission deadline and contracts issued immediately thereafter. Tender proposals must be submitted by email to Seamus Collins, Learning & Development Manager, at [tender@miseancara.ie](mailto:tender@miseancara.ie) with "**Tender: Education for Forcibly Displaced People**" stated in the email subject line.

The deadline for receiving tenders is Sunday, May 19<sup>th</sup>, 2024.

Misean Cara may invite one or more tenderers for interview prior to awarding a contract for the work.