Tender for Media Literacy for Refugee, Asylum Seeking and Migrant Women (MED LIT) Baseline Research on Skills, Gaps and Needs

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SECTION 1:   INTRODUCTION

1.1. Background to the Project

Media Literacy for Refugee, Asylum Seeking and Migrant Women (MED LIT) is a European Funded project funded under ERASMUS+ Programme of the EU. The project aims to contribute to the integration of refugee, asylum seeking and migrant women, who face a greater risk of social exclusion (double discrimination), in 6 EU Member States (Austria, Greece, Ireland, Italy, Malta & the UK) , by building their competences — knowledge, skills & attitudes — needed to access, interpret, use and/or produce information and other media content, in the context of the internet & social media, and in a safe and responsible manner. ***Media Literacy for this project has been defined as "The ability to access, manage, evaluate and create media information".***

SECTION 2:   TERMS OF REFERENCE FOR THE PROJECT

Media literacy is closely related to active engagement in democratic life, to citizenship and the ability to exercise judgment critically and independently (as identified in the Council Conclusions of 30 May 2016 on developing media literacy and critical thinking through education and training). The concept covers different media such as broadcasting, video, radio, press, through various channels: traditional, internet, social media.

Digital competence, which encompasses the confident, creative and critical use of ICT, is a crucial component of media literacy. A low level of digital competence can leave a person at a disadvantage, not only in the labour market (around 90 % of jobs are estimated to need at least some level of digital skills in the EU (http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52016XG0614(01)), but also in society. There is a clear link between enhancing digital competence and efforts to create more inclusive and cohesive societies. Media literacy also involves other key competences, notably 'social and civic competences' which have a clear link to critical thinking, ensuring that people can value diversity and respect the views and values of others, but also cultural awareness and expression.

Digital inclusion is also one of the main pillars of European policy making and, since the Riga Declaration of 2006 on the migrant population it has become an important focus of these policies. A vast body of research literature emphasizes the importance of digital media in the lives of migrants as a way of not only being connected with their homeland, but also of integrating themselves into the relevant networks, socio-economic activities and institutions of their host countries. Media can facilitate the integration of refugees and migrants in a new country by providing access to information about available education, health or other services or about political and administrative information on the host country, as well as support systems and organisations available. They can also support the learning of the host country language, looking for a job, getting qualifications recognised.

In the "ICT for the Employability and Integration of Immigrants in the European Union report" (European Commission, Joint Research Centre, Institute for Prospective Technological Studies, 2015), as regards newly arrived migrants, it is actually suggested that digital literacy courses should be part of integration courses, since the Internet makes information more easily available and increases the opportunities for developing social networks, which are important for employability and integration. Digital literacy courses should go hand-in-hand with language learning courses, as knowledge of the host country language is a key driver for social, economic and digital integration.

There is relatively little data, research, surveys or studies on migrants' digital literacy and use in Europe and in particular on the degree of e-inclusion. However, studies such as "ICT for the Employability and Integration of Immigrants in the European Union - A Qualitative Analysis of a Survey in Bulgaria, the Netherlands and Spain", show that older and less educated migrants do not have access to or use ICTs as much as the younger and more educated groups, and that migrants use and have good command of ICTs mainly for social communication purposes, but are not making use of them for more advanced purposes such as looking for a job, getting their qualifications recognized, learning the language of the host country, accessing information about available education, health or other services or about political and administrative information.

It is common ground that migration has a disproportionately harsher impact on women than men. Migrant and refugee (/asylum seeking) women are at risk of exploitation, trafficking, racism, social exclusion and violation of their rights to employment and justice. They struggle to integrate due to gender-blind policies and practices that do not adequately reflect their needs and experiences.

Given the above, it is very important to provide refugee, asylum seeking and migrant women, who face a greater risk of social exclusion (double discrimination), with the competences — knowledge, skills and attitudes — and values needed to access, interpret, use and/or produce information and other media content, in the context of the internet and social media, and in a safe and responsible manner, thus contributing to their integration in EU societies.

The project, in order to contribute to the integration of refugee, asylum seeking and migrant women in six EU Member States that large numbers of refugees, asylum seekers and migrants, Austria, Greece, Ireland, Italy, Malta and the UK, will aim at the achievement of following objectives:

-       Enhancing the media literacy competences of (low-skilled/low-qualified) refugee, asylum seeking and migrant women through innovative learning tools

-       Encouraging (low-skilled/low-qualified) refugee, asylum seeking and migrant women to develop and upgrade their media literacy and digital skills through effective outreach-awareness raising.

The project partners are: University of Gloucestershire (UK), Kentro Merimnas Oikogeneias Kai Paidiou (Greece), Verein Mulitkulturell (Austria), FSM, Foundation for Shelter and Support to Migrants (Malta) CESIE (Italy), Inishowen Development Partnership (Ireland).

The above will be achieved through the implementation of the following activities:

1. **Methodological approach & framework for media and digital literacy skills building**
1.1. Identification of current media and digital literacy skills and the associated needs/gaps of low-skilled/low-qualified refugee, asylum seeking and migrant women
1.2. Development of skills building framework for developing refugee, asylum seeking and migrant women's media and digital literacy skills

2. Online training tool for building media and digital literacy skills
2.1. Development of online training tool
2.2. Pilot implementation of online training

3. Peer-to-peer awareness raising methodology and campaigns
3.1. Development of peer-to-peer awareness raising methodology
3.2. Provision of training to refugee, asylum seeking and migrant women
3.3. Implementation of peer-to-peer awareness raising

At a local level the project will build the competences of low-skilled/low-qualified refugee/asylum seeking and migrant women enabling them to access, interpret, use and/or produce information and other media content, in the context of the internet & social media. This will encourage the use of media by the women for more advanced purposes such as looking for a job, learning the language of the host country, accessing information about available services or political/administrative information, and promoting their integration into the relevant networks, socio-economic activities and institutions of the host countries. In this way poverty and social exclusion will be reduced. By developing the skills of low-skilled/low-qualified refugee/asylum seeking & migrant women, the project will contribute to the Erasmus+ Programme objectives, the objectives of the Action Plan on the integration of third country nationals and of the New Skills Agenda for Europe.

Media can facilitate the integration of refugees & migrants by providing access to information about available education, health or other services, about political and administrative information on the host country, and support systems/organizations available. They can also support the learning of the host country language, looking for a job, getting qualifications recognized. The availability of the developed methodologies and online training tool in several languages, as well as their wide dissemination across authorities and stakeholders at local/regional/national and European level will promote the impact of the project on EU MSs integration and education policies.

Media literacy involves key competences, such as social & civic competences which have a clear link to critical thinking, ensuring that people can value diversity & respect the views & values of others, but also cultural awareness & expression. Media can facilitate the integration of refugees & migrants by providing access to information about available education, health or other services, about political and administrative information on the host country, and support systems/organizations available. They can also support the learning of the host country language, looking for a job, getting qualifications recognized.

IDP as a key member of this project representing Ireland and its tasks/deliverables as part of this project to include the following:

2.1   SCOPE OF THE WORK TO BE UNDERTAKEN

Task 1.1. Identification of skills gaps and needs

To include the following 3 key activities:

Desktop research into any relevant published research/studies on media and digital literacy amongst refugee, asylum seeking and migrant women carried out at national or EU level. The short research element will produce a summary document/report on the key findings of this research effort.

•   Undertake a focus group session with the target groups/migrant women and supporting organisations in the region which will help to identify skills gaps and needs.

•   This will then be supported by interviews with 10 individual women. This will further identify skills gaps and needs.

The focus groups and interviews will be audio recorded to aid transcription, and content analysis. Following analysis of the qualitative data, the three elements will be combined into a summary report of these findings in order to provide a foundation for the development of a skills building framework which will be undertaken by one of the other EU partners.

The successful researcher will work with IDP in undertaking the desktop research, developing and delivering the focus group session drafting the summary report of the key findings of this phase. Note: the outcome of the interviews undertaken by IDP staff will be forwarded for inclusion in the report.

2.2   Inishowen Development Partnership Project Support

IDP will support the Project by:
- Working with the researcher to organise the focus group (January 26th)
- Support the capturing of the focus group feedback
- Supplying one to one interview feedback notes to the researcher for inclusion in the report.

2.3   TIMEFRAME

- The project will commence in January 24th 2018 and must be complete by February 9th 2018

Task	Time allocation/day(s)
Desktop Research	2
Focus Group and Analysis	1
Report write up	2
TOTAL	5

Provisional date for Focus group session is January 26th at the Inishowen Gateway Buncrana.

2.4   BUDGET

The budget for the work is a maximum of €1250 including per diem costs, travel and subsistence, VAT and all incidental costs is available. Payment will be made, subject to invoice, based on a the completion of the work.

2.5   FORMAT OF TENDERS

The tender should:
- Set out a clear plan of how the project will be undertaken, specifying content and methodology..
- Outline the experience and expertise of the research personnel to be involved in the project with particular reference to the following:

- ✓ Qualitative Research Experience
- ✓ Workshop design and facilitation experience
- ✓ Knowledge and experience of Media Literacy and Digital Skills Programmes

✓ Knowledge and experience of working with Migrants & Refugees would be desirable.

- Set out a clear total costing inclusive of all incidental expenses (including travel and subsistence costs) Insurance and VAT **if applicable**
- Include the CV of the proposed researcher(s).
- The tender document must be brief and concise and not be more than 6 pages in total plus attachments.

Tender applicants

Applications are sought from self employed individuals who have experience and knowledge to undertake the above work. Ideally candidate should be educated to a minimum of degree level and have some experience in undertaking qualitative research in a similar context. Knowledge of the ethical concerns to collecting data/undertaking research with minority groups such as this would be desirable.

Applications can be made by completing the attached application form and submitting it by email to enquiries@inishowen.ie by close of business 19/01/2018 at 3.00pm.

Note: A short interview may be required and will take place the week of 22nd January . Please ensure you are available this week and also on January 26th when the focus group has been scheduled.

SECTION 3: AWARD CRITERIA

In deciding the award of the contract the criterion shall be that of the most economically advantageous tender having regard to the consideration of:

Criteria	Weighting
Quality and comprehensiveness of proposal approach having regard to the requirements of the brief	15%
Demonstrated knowledge and track record in research	45%
Experience in working with Groups and Community Context	30%
Value for money	10%

SECTION 4:   Terms & Conditions for Tenders

Tenders to undertake the preparation and delivery of the Media Literacy for Refugee, Asylum Seeking and Migrant Women (MED LIT) Baseline Research on Skills, Gaps and Needs

In this document "The Supplier" refers to contractors offering to tender to Inishowen Development Partnership. The "Contracting Authority" refers to Inishowen Development Partnership.

1. Successful Suppliers must submit a current Tax Clearance Certificate from the appropriate authorities of the country in which the company carries out its business **before commencing work**. Where a Tax Clearance Certificate expires within the course of the contract, the Contracting Authority reserves the right to seek a renewed certificate. All payments under the contract will be conditional on the Supplier being in possession of a valid certificate at all times.

2. The price or pricing structures (in Euro) will be fixed for the duration of the contract inclusive of delivery, insurance and all other charges (inclusive of VAT). The VAT rate applicable should be indicated separately.

3. The Contracting Authority is not bound to accept the lowest or any Tender.

4. The preparation, submission and presentation of proposals shall be at the expense of the Supplier

5. Regular meetings will be required during the term of the contract

6. The final date for receipt of tenders is **Friday 19th January at 3p.m.** Tenders received after this date and time, for whatever reason, will not be considered. Emailed tenders will be accepted. Tenders by FAX will not be accepted.

7. The proposals will be evaluated by not less than 2 people, based on the award criteria as specified in this document, subject to modifications/ clarification. Shortlisting may take place. In this case, short-listed candidates may be invited to attend an interview and to deliver a short presentation outlining the Project delivery.

8.   It shall be a condition of contract that the Supplier provides the name and CV of the researcher it proposes to assign to this Project. The project plan as referred to in the tender document must detail the consultancy days/hours proposed to be allocated to each of the personnel assigned to the project. Re-assignment of personnel will not be permitted for this Project without the advance express agreement of Inishowen Development Partnership.   The Lead contact for the Supplier must remain the same throughout the project.

11. The successful Supplier shall be responsible for the delivery of all services provided within the contract on the basis of the agreed fees set at the beginning of the contract. If at any stage during the contract, the work being undertaken by the Supplier is found to be unsatisfactory, the Contracting Authority may terminate the contract. In the event of such a termination the Supplier will only be entitled to an apportionment of the remuneration, in relation to the level of approved acceptable work done, provided for in the contract. The computation of such remuneration shall be based on the extent of approved acceptable work carried out up to date of termination valued by the use of costs in the tender breakdown, expenses and per diem rates identified in the tender submission. This may be subject to a penalty in relation to the costs incurred by the Contracting Authority in having to provide an alternative Supplier to finish the contract now in default.

12.   All work shall be deemed strictly confidential.   Under no circumstances may information be disclosed to other parties without the express permission of the Contracting Authority. The successful Supplier may be required to sign a formal confidentiality/non-disclosure agreement.

13. Any conflicts of interest involving a Supplier must be fully disclosed to Inishowen Development Partnership particularly where there is a conflict of interest in relation to any recommendation or proposals put forward by the Supplier

14. All Tender information should be provided in English

15. Completed tenders should be emailed or returned in a sealed envelope to:

Inishowen Development Partnership,

St. Mary's Road, Buncrana, Inishowen, Co Donegal

Email: enquiries@inishowen.ie

Envelopes should be marked *"MEDLIT Project"*