

Guyana Early Childhood Education Project Terms of Reference

Development of Mass Media Campaigns for Improved Parental/Primary Caregiver Education of Young Children

I. Background

The Government of Guyana and the Global Partnership for Education, in collaboration with the World Bank, have agreed to support an Early Childhood Education Project (ECEP). This project will focus on two objectives: (i) improving emergent literacy and numeracy outcomes at the nursery level and primary Grade 1 in hinterland regions and targeted remote riverine areas, and (ii) enhancing parental/primary caregiver education to improve children's readiness to learn. It will be implemented from 2015-2017, and will include four components: (i) capacity building for nursery and Grade 1 teachers; (ii) provision of ECE Resource Kits; (iii) Parental/Caregiver Education; and (iv) Implementation Support, M&E. The total cost of the project is US\$1.7 million.

These terms of reference pertain to the second objective, which aims to increase the knowledge, skills and engagement of parents and primary caregivers to promote their children's readiness to learn, before children enroll in school. This activity is part of the third component.

Parents of young children play a key role in providing a stimulating home learning environment where emergent literacy and numeracy skills can be developed. Specifically, verbal interaction between parents and their young children (for example, storytelling) has one of the most powerful influences on children's language development.

Yet very few Guyanese parents, particularly those in more remote areas, have been exposed to, much less trained in, methods to support their children's early learning. Also, parents in remote areas have limited resources with which to stimulate their children and support their learning. According to UNICEF's Multiple Indicator Cluster Survey (2006), in Regions 1, 7, 8 and 9, only 30 percent of children have 3 or more children's books and just 37 percent have 3 or more playthings (defined as household objects, homemade toys, toys that came from a store, and objects and materials found outside the living quarters).

Parent/caregiver education is a new critical area of intervention for the MOE that needs strengthening in terms of institutional capacity-building, development of training materials and delivery through multiple channels that reach parents and caregivers wherever they are. The parenting component of the Early Childhood Education Project aims to pilot a new approach to parent/caregiver education and generate lessons learned for possible future expansion.

As part of this effort, the services of a highly qualified and experienced firm, with strengths in the development of mass media campaigns- especially those in education and communication materials and programs- is required.

The sections below describe: (a) parent/primary caregiver component in more detail, to provide the context for this consultancy; and (b) the specific responsibilities, tasks, deliverables, required qualifications and level of expected effort for the successful consultant.

II. Description of the ECE Parent/Primary Caregiver Education Component

Primary caregiver education aims to further support the development of emergent literacy and numeracy among nursery and Grade 1 children in participating schools and their siblings. Due to their geography the hinterland and riverine regions present significant challenges to actively encourage primary caregiver engagement in early childhood education. These include transportation difficulties between home and school, and the irregular and migratory work of many parents who must leave home for months at a time (to the gold mine fields, fishing grounds, livestock grazing lands, etc.). To address this, the project would (i) target caregivers more broadly (not just mothers and fathers), and (ii) use multiple channels (building on existing structures) to reach these caregivers with common messages even if they are not able to attend specific face-to-face sessions. The project will ensure that the same key messages on primary caregivers' role in supporting the development of emergent literacy and numeracy are reinforced across the multiple communication channels.

The Project would support:

- a. Community consultations regarding primary caregiver engagement in children's learning would be conducted in selected hinterland and riverine communities. This would inform the focus of the key messages, the design of the activities, and the methodology(ies) for training primary caregivers. In addition, the project would finance technical assistance for the design of the primary caregiver training, training of trainers, and development of learning materials for primary caregivers and children. Finally, to assess the effectiveness of the primary caregiver education, short surveys on a sample of parents and caregivers will be conducted to obtain feedback to improve future activities.
- b. Face-to-face sessions with primary caregivers would be designed and implemented on a monthly basis at school PTA meetings, parent-teacher conferences, parent days, Learning Resource Centers, clinic, community health worker (CHW) home visits etc. A facilitator would be trained (existing Head Teacher, Nursery Field Officer, nursery or Grade 1 teacher, CHWs) to lead structured small-group or individual sessions with opportunities for primary caregivers to practice interactive activities with their children and receive feedback from the facilitator. Primary caregivers would also receive and/or make simple learning aids as part of these sessions (e.g. picture books, dolls or other toys made with local materials) to be used to promote continued engagement with their child at home. Special outreach (e.g. flyers to primary caregivers, calls from teachers, radio where available etc.) would be used to motivate caregivers to attend these sessions.
- c. A mass media campaign would be used to complement these face-to-face strategies and reinforce messages about caregivers playing a critical role in their children's

development of emergent literacy and numeracy (“being their child’s first and best teacher”), and giving them tips on how to actively do this. The campaign could include: a web-based campaign; DVDs and CDs diffusing information at the local level to community-based groups (church groups, etc.), shops, health centers and LRCs; radio and television ads; instructional posters; picture booklets; and possibly “information-push” campaigns through broadcast messaging to all cell phone owners.

Note that this component will focus on messages promoting parents’ role in developing children’s emergent literacy and numeracy; however, messages on other aspects of child development (as identified in the community consultations) will be included as possible.

The resource personnel for these activities would be the District Education Officers, Nursery Field Officers, Infant Field Officers, Community Health Workers, Head Teachers and retired teachers, and Community Service Officers under the Ministry of Amerindian Affairs.

Target Audiences for Parent/Primary Caregiver Education

Primary targets:

- Parents and caregivers of children between the ages of 3 to 6 years old.

Secondary targets:

- Teachers (Educators) in Nursery and Grade 1 classes
- Parents of children younger than 3 years old
- Day Care providers

III. Responsibilities, Deliverables, Required Qualifications and Level of Effort for this Consultancy

a. Responsibilities/Tasks

The firm will be responsible for leading the design, development and production of mass media education and informational materials for this activity, in close collaboration with the Nursery Technical Coordinator, the Assistant Chief Education Officers (A-CEOs) for Nursery Education and Primary Education, NCERD’s ECE specialists, and UNICEF’s early childhood education specialist. Tasks to be completed include the following:

- 1) Review of the summary of results and findings of the 2014 Nursery Diagnostic Assessment, with particular attention paid to the emergent literacy and numeracy skills of Year 1 Nursery children living in Hinterland regions. This will help identify specific gaps in literacy and numeracy learning and overall “readiness to learn” which can be addressed through mass media campaigns.
- 2) Review of the reports and recommendations of the community consultations undertaken as part of this component and integration of those findings into the development of their communication and information materials in terms of both substance and delivery methodologies.

- 3) Review of existing Information, Education and Communication (IEC) materials related to parental/primary caregiver education developed by the MOE, UNICEF and other agencies.
- 4) Based on the three tasks above, preparation of a Concept Document that articulates the key messages (“the pitch”) to be communicated across multiple media platforms. These messages would be submitted for review to the key counterparts in the MOE mentioned above. The MOE would also share with the firm its ideas regarding key messages; this iterative dialogue would result in a revised Concept Document.
- 5) After receiving feedback and clearance from the MOE to proceed with translation of key messages into mass media communication formats, the firm will prepare a series of materials:
 - i. Posters (avoiding duplication with existing materials), in appropriate languages/dialects
 - ii. Pamphlets and flyers, in appropriate languages/dialects
 - iii. Radio spots, including preparation of printed scripts, in appropriate languages/dialects
 - iv. Instructional videos (DVD and web formats), including written storyboards/scripts that lay out the story lines for each of the videos, in appropriate languages/dialects
 - v. Cell phone text messages
- 6) These materials will be piloted with a small set of focus groups (composed of the target audiences). Feedback from this process will be integrated into a revised and final set of mass media materials.

Objects or symbols of any kind used in the print and audio visual materials should reflect the life and culture of the Guyanese people, especially those in Hinterland communities.

b. Deliverables

- 1) Short 1-4 page report delivered to the MOE, briefly demonstrating an understanding of the findings of the NDA, the community consultations, and review of existing IEC materials; all with a view toward proposing the key messages (“the pitch”) to be developed. The second section of this report would be a definitive work program and timeline to translate these key messages into mass media communication formats.
- 2) Draft mass media materials (including potential layouts for posters and pamphlets; sample scripts for radio spots, instructional videos; possible wording for text message push etc.), to be presented to key MOE ECE counterparts for review, and then subjected to pilot testing with key focus groups.
- 3) Revision of materials, as per feedback from MOE ECE counterparts and focus groups, and translation into appropriate dialects for the communities to be targeted (Hinterland regions 1,7,8,&9, and select remote riverine areas) with these messages.

- 4) Delivery of mass media campaign, including printing/distribution of print materials, broadcasting of radio, “push” of text messages, production/distribution of DVDs with video clips, publishing to web sites, etc.

c. Required Qualifications and Experience

The successful firm should have extensive knowledge and experience in the field of IEC campaigns and social marketing through mass media channels. Previous involvement in development of education-related communication materials would be preferable but would not be required.

- 1) Specifically, the firm should have a portfolio of previous mass media campaigns conceptualized and produced; and delivered for review by the MOE ECE counterparts.
- 2) The firm should be able to provide evidence of at least 4 years of practical, proven experience in designing and delivering mass media campaigns.

Firms should have qualified professional staff in Multimedia Production:

- Script writing;
- Editing (video/audio);
- Graphics design (print and web based);
- Photography;
- Videography

Position	Qualifications	Specific Experience
Project Team Leader	A minimum of an undergraduate degree in Public Communications, Marketing, or any related field.	A minimum of 5 years verifiable professional experience managing projects of a similar nature. A Minimum of 5 years’ experience in any technical leadership capacity for a multi-media production.
Multi-media Specialist	Undergraduate degree in Public Relations, Information Technology, or Marketing. * Associate Degrees and Diplomas will be considered.	A minimum of 5 years experience utilizing various mass media outlets to promote programs, products or services. Demonstrable experience using multi-media to promote a singular advertising campaign.
Script Writer	Undergraduate degree in Communications, Marketing, or English. * Associate Degrees and	A minimum of three (3) years experience in script writing and story boards for all multi-media platforms (radio, television, web-based, and print).

	Diplomas will be considered.	
Editor (video/audio)	Professional training certification	A minimum of three (3) years demonstrable experience in editing (at least 5 pieces of work i.e. clips that span the time period).
Graphics Artist	Professional training certification	A minimum of three (3) years demonstrable experience in graphics (at least 5 pieces of work i.e. a portfolio that spans the time period).
Photographer	Professional training certification	A minimum of three (3) years least demonstrable experience in photography (at least 5 pieces of work i.e. a portfolio that span the time period).
Videographer	Professional training certification	A minimum of three (3) years demonstrable experience in videography (at least 5 pieces of work i.e. clips that span the time period)..

- 3) Familiarity with social and cultural specificities of communities living in remote Hinterland regions and Riverine areas would be of considerable benefit.
- 4) All team members must possess strong English-language (written and spoken) ability, communication skills (presentational skills, listening skills, etc.), along with basic mastery of mass media production technologies, and demonstrated ability to work productively in teams.
- 5) At least three people or firms who can be contacted by the Guyanese MOE as references.

d. Level of Effort and Compensation

It is anticipated that the consultant(s) or firm would be required for an estimated 200 days, over the three years of the Project with the bulk of that time in Year 1. This may be adjusted according to the needs of the Ministry of Education and available budget resources.

The final contract would be based on a fixed price, with payments made upon completion of specific milestones (contract signing and the four deliverables described above).