1. Background

COVID-19 has interrupted the schooling of 1.6 billion learners worldwide (92 per cent of all learners), who are now learning from home. Many are struggling to access e-learning platforms due to a lack of internet access. School closures have had negative impacts not only on children’s learning, but also on their health, nutrition, protection and wellbeing, as many children have lost and continue to struggle to access services and support provided at school. We know that when children drop out of school, they may never go back. These interruptions have exacerbated the risk of permanent dropout for girls and boys, children from poor households and children with disabilities who already faced significant barriers to access before the pandemic.

With all 13,482 schools and 3,064 community pre-schools in Cambodia closed, school re-opening plans will need to include measures to ensure that all children can return to school safely and stay in school.¹ The re-opening of schools must be safe and consistent with the Royal Government of Cambodia’s COVID-19 health response, and with specific public health measures highlighted by the Ministry of Education, Youth and Sport (MoEYS) as being a priority for schools to protect students, staff, teachers and their families. Precautions are necessary to prevent the potential spread of COVID-19 in school settings, however care must be taken to avoid stigmatizing students and staff who may have been exposed to the virus. All children should be able to return to a safe, clean and supportive school environment to ensure that their wellbeing and learning opportunities can be optimized.

This assignment is a national Back-to-School Information, Education and Communication (IEC) campaign which aims to prepare children, parents, teachers and other school personnel for a safe re-opening of schools in Cambodia and the safe return of students to their classrooms and community pre-schools. The campaign will reach targeted audiences with tailored messages and communication assets, offering a cross-cutting perspective on the wellbeing of children, including good hand hygiene, school cleaning and disinfection, healthy eating and physical activity, and safety in schools and online. Special efforts will be made to reach children from poor families, children with special needs, and marginalized communities where children have limited or no access to education, as digital alternatives are out of reach. There is a real risk that many vulnerable children will never return to formal learning without specific targeting.

¹ UNICEF. 2020. UNICEF Response to the COVID-19 Pandemic Background Paper for the Executive Board.
This campaign follows and builds on UNICEF Cambodia’s nationwide Risk Communication and Community Engagement (RCCE) response to the COVID-19 emergency, and ongoing work to strengthen and scale up safe hand-hygiene practices at the household and community level, including through the use of the ‘Yey Komru’ behaviour change campaign. The campaign will run in parallel with a Communication for Education (C4E) initiative that will be launched to directly reach and connect with communities to promote the importance of preparing children for a safe return to school. Through this work, cross-cutting key messages will be promoted, complementary to those delivered through the back-to-school campaign, including those linked to the protection and safety of children’s mental and psychosocial wellbeing.

2. Purpose and objectives of the consultancy/contract

In support of UNICEF and other education sector partners, together with the Ministry of Education, Youth and Sport (MoEYS), specifically the School Health Department, design, implement and evaluate a nationwide Back-to-School IEC campaign to promote a safe return to school and sustained safe school practices after school re-opening.

The target audiences are:

i. Cambodia’s school-aged children – urban and rural
ii. Cambodia’s parents and caregivers
iii. Cambodia’s school directors, teachers and other education personnel.

3. Work assignments/TOR

This assignment involves producing creative and engaging IEC packages for targeted audiences and ensuring the nationwide, effective dissemination of these packages so that every child, every family, every teacher, every school director and every school is prepared for a safe re-opening of schools, that they are well informed about preventive and protective measures against COVID-19, and the importance of maintaining hand hygiene, cleaning and disinfection practices in the long term.

Other UNICEF offices in the region, such as UNICEF China and UNICEF Laos, have implemented back-to-school campaigns as part of the COVID-19 recovery phase. You can review these campaigns under #SafelyBackToSchool.

Below are examples of messages for intended audiences, but these may need to be refined, revised and supplemented, based on an assessment of the need, concerns and situation on the ground, and to reflect current advice by MoEYS:

**Children**
- It is time to go back to school – follow the COVID-19 safety rules and keep learning.
• When going back to school, wash your hands with soap frequently at school, including when you enter the school grounds and/or classroom, and when you leave. Wash your hands with soap as often as possible including before you eat, after you use the toilet and after you play. Do this at home too, and encourage your family to do the same. And keep doing this in future.
• Always wear a mask when you are in school, it protects you and everyone else.
• Remember to stay at least 1.5 metres away from others, so that you can all be safe.
• Tell your parents if you feel sick and ask to stay home.
• Don’t stigmatize or tease anyone, and be kind.
• With schools closed and lockdowns imposed, you may be spending more time online. Keep yourself safe online during the COVID-19 pandemic and improve the time that you and your family have both online and offline.
• If you feel sad, worried or confused talk to someone you trust, like your parents or teacher, or a counsellor/social worker (when available), or call Child Helpline Cambodia (1280) for advice or counselling for free.
• You can talk to safe and dedicated counsellors through these hotline numbers: 017 222 372 / 089 666 325 / 097 9111 918, or by visiting the Transcultural Psychosocial Organization (TPO) Cambodia Facebook page: www.facebook.com/tpocambodia

**Adolescents**

• It is time to go back to school – follow the COVID-19 safety rules to be safe and keep learning.
• Protect yourself and others, be a leader in keeping yourself and others healthy, and practice good hygiene at home and at school: model good practices to younger ones, and don’t stigmatize or tease anyone.
• Stay home if you feel sick. With schools closed and lockdowns imposed, you may be spending more time online. Keep yourself safe online during the COVID-19 pandemic and improve the time that you and your family have both online and offline.
• When sharing information about the COVID-19 pandemic ensure it is accurate and comes from a reliable source: reference MoEYS, the Ministry of Health (MoH), the World Health Organization (WHO) and UNICEF sources.
• If you feel sad or confused, talk to someone you trust, like your parent, friend or a teacher (social workers/counsellors when available) or call Child Helpline Cambodia (1280) for advice or counselling for free.
• You can talk to safe and dedicated counsellors through these hotline numbers: 017 222 372 / 089 666 325 / 097 9111 918, or by visiting the Transcultural Psychosocial Organization (TPO) Cambodia Facebook page: www.facebook.com/tpocambodia

**Parents/caregivers and the community**

• It is time to send children back to school – teach them how to follow the COVID-19 safety rules and keep learning.
• Monitor your child’s health, including mental health. If your child is sick, keep them at home.
• Teach and model good hygiene practices, including regular handwashing with soap.
• Provide children with healthy lunch and snacks, including fruit and vegetables and avoid highly sugary, salty snacks and drinks as much as possible.
• Encourage your child to ask questions and to express their feelings. Prevent stigma by using facts about COVID-19 and remind children to be considerate of one another.
• When sharing information about the COVID-19 pandemic, ensure it is accurate and coming from a reliable source: reference MoEYS, MoH, WHO and UNICEF sources.
• Coordinate with your child’s school to receive information and ask how you can support the school’s safety efforts in respect to COVID-19 prevention.
• Children and teens are now spending a lot more time online. Learn some practical tips to keep your children safe online during the COVID-19 pandemic.
• If you are concerned about your child, your family member or if emotional and/or behavioural problems of your child persist, call the Transcultural Psychosocial Organization (TPO) Cambodia hotline numbers: 017 222 372 / 089 666 325 / 097 9111 918 or go to TPO Cambodia’s Facebook page: www.facebook.com/tpocambodia

Teachers and other school staff
• It is time for schools to re-open – follow the COVID-19 rules to keep children and yourself safe.
• Share the latest facts about COVID-19 and its prevention with students and parents.
• When sharing information about the COVID-19 pandemic ensure it is accurate and coming from a reliable source: reference MoEYS, MoH, WHO and UNICEF sources.
• Encourage students to ask questions and share information to prevent misunderstanding and stigma relating to COVID-19.
• Model and promote good hygiene practices, particularly hand hygiene, school cleaning and disinfection.
• Observe and monitor students’ physical, emotional and psychological conditions daily.
• Take care of your own physical and mental wellbeing. Reach out to your peers to seek and offer support.
• If you see a student who is sick, assess their condition and have them stay home. Do this privately and avoid stigmatization per established procedures referenced below. Reassure students that they will be supported in catching up with the lessons they might have missed.
• When there are concerns related to imminent threats to the safety of a child, teachers should inform school management and immediately alert appropriate service providers.
- For psychosocial support, call the Transcultural Psychosocial Organization (TPO) Cambodia hotline numbers: 017 222 372 / 089 666 325 / 097 9111 918 or go to TPO Cambodia’s Facebook page: www.facebook.com/tpocambodia

As part of this assignment, the School Health Department has requested assistance in preparing a booklet for school directors, teachers and other school personnel. The booklet is estimated at 25 A4 pages, excluding annexes.

**Key suggested messages in the ‘Safe and Healthy Schools’ booklet include:**
- Establish procedures if students or staff become unwell.
- Know the latest facts, promote information sharing on the situation and COVID-19 prevention. Ensure information shared is coming from reliable sources: MoH, MoEYS, UNICEF, WHO.
- Monitor school attendance, including school children who are at risk of dropping out – working with local authorities, parents/caregivers and communities in a collaborative manner.
- Plan for continuity of distance learning in case of temporary school closures due to a second wave of COVID-19, or for individual students who are staying at home because they get sick.
- Support vulnerable children (school links to social service systems, school health, school feeding programmes and therapies for children with disabilities).
- Follow checklists and technical guidance for creating and maintaining a clean and healthy school environment (each point with more details) – consistent with MoEYS schools re-opening guidelines/advice:
  i. Clean and disinfect school buildings and classrooms (deep cleaning before schools open and daily cleaning routine) following recommended disinfection and cleaning protocols (including focusing on high-touch areas, preparation and safe handling and storage of chlorine disinfection products – to be included in the booklet and other guidance)
  ii. Establish regular handwashing with soap and positive hygiene behaviours and routines.
  iii. Ensure there is a thermometer to check temperatures.
  iv. Ensure soap and water are available, conduct regular checks on WASH facilities, and plan for the longer-term supply of soap.
  v. Increase air flow and ventilation.
  vi. Post signs encouraging good hand and respiratory hygiene practices.
  vii. Ensure trash is removed daily and disposed of safely.
  viii. Establish easy-to-understand protocols on physical distancing measures.

**Tips for teachers and checklist to keep a learning environment safe for children - consistent with the MoEYS school re-opening guidelines/advice:**
i. Understand the impact of COVID-19 on students with regard to child protection: mental health and the increased risk of violence (including gender-based violence and bullying), abuse, exploitation, stigma and discrimination, including from increased exposure online.

ii. Identify children at risk.

iii. Understand what actions teachers need to take when they suspect violence or a child reports violence to teachers.

iv. Establish or strengthen reporting mechanisms as well as child protection policies or procedures to ensure children’s safety in and around schools.

v. Refer cases of concern to appropriate services such as social/child welfare, mental health and psychosocial support services.

vi. Support student’s mental health and psychosocial wellbeing and take care of your own mental health and psychosocial wellbeing.

vii. Support students and parents to keep children safe online during the COVID-19 pandemic.

4. Deliverables

The consultant/institution will produce the following deliverables:

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>Details</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliverable 1</td>
<td>Develop the campaign strategy, brand identity and narrative, in support of the campaign’s goals. This includes logo and campaign title, project tagline, key messages, key tactics, assets needed, timeframe, report, etc. Work closely with relevant ministry counterparts from the School Health Department, UNICEF staff, development partners, schools, universities, communities and young people on campaign messaging.</td>
<td>(To be completed a week from signing contract).</td>
</tr>
<tr>
<td>Deliverable 2</td>
<td>Develop and implement a detailed budgeted and time-lined work plan for the campaign.</td>
<td>(To be completed a week from signing contract).</td>
</tr>
<tr>
<td>Deliverable 3</td>
<td>Work closely with relevant ministry counterparts from the School Health Department, UNICEF staff, development partners, schools, universities, communities and young people on campaign outreach strategy. Where possible, develop partnerships with private companies to support the campaign (e.g.: Grab, PassApp, Telegram, etc.).</td>
<td>(To be completed three weeks from signing contract).</td>
</tr>
</tbody>
</table>
| Deliverable 4 | Produce audience-appropriate assets (conceptualize, design, print, produce) as a part of the campaign. Suggested assets include:  
  a. Four unique, tailored IEC packages including key messaging, videos and other assets for each target audience, with specific channels for distribution, including traditional avenues such as media, TV, radio and social media, and audience-specific channels such as Telegram, Messenger and WhatsApp for teachers and school personnel.  
  b. A printed Safe and Healthy School booklet for all schools nationwide and an e-booklet (design and print only, as the content is already drafted by MoEYS, UNICEF and other partners).  
  c. Flyers/postcards, handwashing reminder stickers (to be placed on handwashing stations/buckets), stickers on wellbeing, particularly for children and adolescents.  
  d. When possible, include and optimize the use of already developed materials, e.g. the Yey Komru materials (hand hygiene stickers, posters, story books and games) or UNICEF RCCE materials to reinforce ongoing behaviour change communication being conducted at the community and household level.  
  e. Pre-test messages with target audiences above to understand their point of view before starting on the development of the campaign. | (To be completed six to eight weeks from signing contract). |
| Deliverable 5 | Develop and execute an outreach and dissemination strategy that employs a variety of channels such as media, TV and radio, billboards, online media and social media platforms, messaging groups via Telegram/ Messenger/ WhatsApp groups (provincial and district offices of education, school directors, teachers, school support committees). | (To be completed four weeks from signing contract). |
| Deliverable 6 | Secure Cambodian influencer support for the campaign. | (To be completed three weeks after signing contract). |
| Deliverable 7 | Develop and execute the campaign’s social media strategy, including activation calendar, audience participation, social media posts, (copy, photos, GIFs, template for social influencers, stickers, etc.). | (To be completed six weeks from |
Deliverable 8
Produce IEC school packages for distribution and use in Cambodia’s 13,482 schools and 3,064 community preschools, for example USB sticks with IEC materials, the Safe and Healthy School booklet, flyers and wellbeing postcards, posters and stickers, etc. Refer to Annex A for indicative quantities and distribution arrangements for assets. Assets need to be ready and placed in schools before school re-opening, (or during the early stages of school re-opening, depending on the notification period given by MoEYS on re-opening). Note that distribution of the IEC packages to schools will be handled by a different party.

(To be completed six to eight weeks from signing contract).

Deliverable 9
Produce and submit a final report 15 working days after the campaign end date.

(To be completed 15 days after campaign end date).

Deliverable 10
Provide all final and editable files of materials produced for the campaign.

(To be completed 15 days after campaign end date).

*NB: All print and audio materials will be in Khmer. All videos will be in Khmer, with English subtitles. The social media package and assets will be in Khmer and English. Key assets will be translated into various minority languages as needed. All assets will be inclusive. The campaign must be inclusive and reach children with different vulnerabilities in a way that supports their safe return to school, including but not limited to developing or translating campaign assets to target children with specific vulnerabilities, disabilities or impairments, special needs and ethnic minority languages. Some of these assets will need to be developed in collaboration with the MoEYS Special Education Department and National Institute of Special Education, multilingual education schools and partner NGOs, as well as the School Health Department.

5. Reporting requirements
- Weekly updates on campaign progress, outreach numbers and key deliverables.
  These updates can be in the form of emails and can be informal. The goal is to provide real-time feedback so that the campaign can efficiently adjust to reach its goals.
• One progress report.
• One draft and final report that shows outreach and dissemination in the media, social media and celebrity influence.
• Reports should be submitted electronically as a PDF.

6. Location and duration

Location: Cambodia nationwide, with some in-country travel expected.

Duration: The campaign will run for eight weeks: three weeks prior to schools re-opening and five weeks after schools have re-opened (depending on the notification period provided by MoEYS regarding re-opening). The contract starting period is therefore towards the end of August, with campaign planning and content generation starting in preparation for school re-opening in November. The foreseen finishing period is five weeks after schools have re-opened.

7. Qualifications or specialized knowledge/experience required

Institution or consultancy firm should have demonstrable experience in conducting successful IEC campaigns in Cambodia or a similar context and should be based in the country for the duration of the assignment.

8. Team requirements/competencies

Team requirements (with CVs):

1. Team manager (Master’s degree or equivalent in communications, business administration, public administration or related field; at least five years of work experience leading national campaigns for multi-stakeholder clients; excellent client management skills; fluent in English).
2. Financial officer (advanced university degree in accounting, finance or business administration; three to five years of work experience in finance and accounting; fluent in English).
3. Digital team manager (Bachelor’s degree or above, or certificate in relevant field such as communications, journalism, marketing, advertising, etc.; at least five years of experience in digital engagement, social media, marketing; experience in developing and implementing social media strategies for non-profit organizations; proficient in a wide range of digital platforms, including Facebook, Twitter, Google+, LinkedIn, Tumblr, Pinterest, Instagram; proficient in using digital and social media measurement tools; fluent in English).
4. Videographer (Bachelor’s degree or above, or certificate in relevant field such as filmmaking, photography, communications, journalism, marketing, advertising, etc.; at least five years of experience developing content for multi-media platforms, including social media; experience using motion graphics; skilled in the following industry tools: Adobe Creative Cloud, Final Cut, After FX and Pro Tools; fluent in English).
5. Photographer (Bachelor’s degree or above, or certificate in relevant field such as photography, communications, journalism, marketing, advertising, filmmaking, etc.; at least five years of experience in professional digital photography; experience in multi-media production based on the use of still photography would be an asset; fluent in English).

6. Branding and outreach manager (Bachelor’s degree or above, or certificate in relevant field such as communications, journalism, marketing, advertising; three years of proven experience developing branding strategies and external outreach campaign plans; advanced knowledge of social media; fluent in English).

7. Graphic designer (Bachelor’s degree in graphic design or any other related qualifications including art and design; at least five years of work experience in graphic design; proficient in design software such as Adobe Design Premium, In-Design, CorelDraw, or similar; proven experience of graphic production from start to publication/printed product with knowledge of printing processes (offset and digital) and colour management).

8. Introduce more team members according to your campaign proposal.

Functional competencies of proposed team members

Professionalism:
- Demonstrable experience developing and running large-scale campaigns in Cambodia or a similar context
- Demonstrable problem-solving skills and judgment in applying technical expertise to resolve a wide range of complex issues/problems
- Strong knowledge of and experience in planning and management
- Ability to negotiate and influence others to reach agreement
- Ability to work under pressure
- Knowledge of institutional mandates, policies and guidelines pertaining to humanitarian affairs and knowledge of the institutions of the UN system
- Shows pride in work and in achievement
- Demonstrates professional competence and understanding of the development context
- Is conscientious and efficient in meeting commitments, observing deadlines and achieving results
- Is motivated by professional rather than personal concerns
- Shows persistence when faced with difficult problems or challenges
- Remains calm in stressful situations

Communication:
- Focal point staff speak and write clearly and effectively in Khmer and English
- Focal point staff welcome feedback and address concerns accordingly
- Focal point staff ask questions to clarify, proactively raise potential issues and apply two-way communication
• Focal point staff demonstrate openness in sharing information and keeping people informed

Teamwork:
• Ability to work in collaboration across a range of organizations such as UNICEF, MoEYS, NGOs, schools, local authorities and communities, to achieve campaign goals; solicits input by genuinely valuing others’ ideas and expertise
• Supports and acts in accordance with final group decisions, even when such decisions may not entirely reflect own position
• Is flexible, confident and willing to face challenges related to the campaign’s scope

Planning and organizing:
• Develops clear budgeted and time-lined workplan, consistent with agreed strategies
• Identifies priority activities and assignments; adjusts priorities as required
• Foresees risks and allows for contingencies when planning
• Monitors and adjusts plans and actions as necessary
• Uses time efficiently

Accountability:
• Takes ownership of all responsibilities and honours commitments
• Delivers outputs as agreed within prescribed time, cost and quality standards
• Operates in compliance with organizational regulations and rules
• Supports subordinates, provides oversight and takes responsibility for delegated assignments

Creativity:
• Ability to engage people across a range of ages, particularly children and young people
• Ability to transform ideas into reality, e.g. into videos and campaign materials
• Actively seeks to improve services
• Offers new and different options to solve problems or meet clients’ needs
• Promotes and persuades others to consider new ideas
• Takes calculated risks on new ideas
• Thinks ‘outside the box’
• Is not bound by current thinking or traditional approaches

Client orientation:
• Considers all those to whom services are provided – children, adolescents, youth, caregivers, parents, teachers, school staff, communities, UNICEF and partners, seeks to see things from their point of view
• Establishes and maintains productive partnerships with clients by gaining their trust and respect
• Identifies clients’ needs and matches them to appropriate solutions
• Monitors ongoing developments inside and outside the clients’ environment to keep informed and anticipate problems
• Keeps clients informed of progress or setbacks in projects
• Meets timeline for delivery of products or services to client

**Technological awareness:**
• Videography, photography and design skills – or contract out to individuals or companies with these skills
• Fluency in various social media and communication platforms, their functioning, audiences, marketing and analytics
• Fluency of print media, TV and radio networks, outreach data and audiences profile

**Company skills and experience:**
• Five years of relevant experience at the national and international level including experience in organizing international or national-scale campaigns
• Previous experience in organizing campaigns and supporting the coordination of numerous stakeholder groups
• Excellent managerial/organization skills and a solution-oriented attitude
• Good understanding of Cambodia and its education system. Willingness to dig deeper on issues related to COVID-19 school closures and related barriers to education
• An understanding of the crosscutting themes of nutrition, child protection and WASH, and their role in schools re-opening
• A strong sense of client orientation and a strong drive for results
• Excellent communication and interpersonal skills
• Demonstrated ability to work well both independently and within a multicultural team
• Good command of information and communication technology
• Prior experience with the UN system would be an asset.

**Language:**
• Fluency in Khmer and English (both oral and written) is required.

**9. Evaluation process and methods**

1. **Contents of technical proposal**
   The written technical proposal will be in PDF and include the following minimum requirements:
   a. Presentation of bidding institution, including:
      - Name of the institution or consultancy firm
      - Date and country of registration or incorporation of the institution or consultancy firm
      - Summary of structure of institution or consultancy firm
      - Location of the institution or consultancy firm
- Number and type of all personnel relevant to the assignment
b. Description of bidding institution or firm’s experience and capacity in the following areas:
- Practical experience running large-scale campaigns in Cambodia or a similar context
- Experience in organizing campaigns and supporting the coordination of numerous stakeholder groups
- Experience developing multi-stakeholder campaigns for similar organizations such as the UN, development banks, government partners and others
- Previous work demonstrates a strong sense of client orientation and a strong drive for results
- Experience and/or demonstrated good understanding of Cambodia and its education system and of the crosscutting themes of nutrition, child protection, WASH, and their role in school re-opening
- Past or current experiences should be listed
c. Relevant references of the bidding institution/consultancy firm and intended partner institutions (past and ongoing assignments) in the past five years. UNICEF may contact referees for feedback on the services provided by the bidding institution or consultancy firm.
d. Proposed methodology and approach used to meet all the required tasks in this assignment and potential constraints for work assignments, while minimizing repeating what is stated in the ToR. There is no minimum or maximum length. If in doubt, ensure sufficient detail.
e. Work plan, which will include as a minimum requirement the following:
   - General work plan
   - Detailed timetable by activity (it must be consistent with the general work plan and the financial proposal
f. Coordination:
   - Presentation of how the lead bidder intends to coordinate all tasks, personnel and participants involved
g. Curriculum vitae of key personnel.

2. Contents of financial proposal
The financial proposal must be fully separated from the technical proposal, will include costs in US dollars and will be free of all taxes. It will contain the following elements:
   a. Overall price proposal
   b. Budget breakdown by type of activity/task and by cost category i.e., staff time, logistical support and physical inputs.

3. Evaluation criteria
A two-stage procedure will be utilized in evaluating the applications in accordance with the criteria below. The technical proposal will be completed prior to any price proposals being compared. Submitted proposals will be assessed using a cumulative analysis method 70/30 (technical/commercial). The sum of technical and commercial must always equal 100 points. The minimum passing technical
The proposal score is 50. The evaluation criteria for selecting the institution is as follows:

Technical evaluation (70 points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Unit of Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience of company/institution and key personnel: 30 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Range and depth of experience with similar projects (reference to similar contracts)</td>
<td>5</td>
<td>• Demonstrable experience developing and running large-scale campaigns in Cambodia or a similar context</td>
</tr>
</tbody>
</table>
| 2. Company skills and experience                                         | 10     | • At least 5 years of relevant experience at the national and international level, including experience in organizing international or national-scale campaigns  
• Institutions/consultancy firms with a presence in Cambodia are preferred  
• Good understanding of Cambodia and its education system  
• Willingness to dig deeper on issues related to COVID-19 school closure and related barriers to education  
• An understanding of the crosscutting themes of nutrition, child protection and WASH, and their role in school re-opening  
• Previous assignments for similar organizations such as the UN, development banks, or MoEYS is an asset |
| 3. Key personnel for campaign design and implementation (relevant experience, qualifications and certifications) | 15     | Team manager:  
• Master’s degree or equivalent in communications, business administration, public administration or related field; at least 5 years of work experience leading national campaigns for multi-stakeholder clients; excellent client management skills; fluent in English.  
Digital team manager:  
• Bachelor’s degree or above, or certificate in relevant field such as communications, journalism, marketing, advertising, etc.; at least 5 years of experience in digital |
engagement, social media, marketing; experience in developing and implementing social media strategies for non-profit organizations; proficient on a wide range of digital platforms, including Facebook, Twitter, Google+, LinkedIn, Tumblr, Pinterest, Instagram; proficient in using digital and social media measurement tools; fluent in English.

Financial officer:
- Advanced university degree in accounting, finance or business administration, 3 to 5 years of work experience in finance and accounting; fluent in English.

Videographer:
- Bachelor’s degree or above, or certificate in relevant field such as filmmaking, photography, communications, journalism, marketing, advertising, etc.; at least 5 years of experience developing content for multi-media platforms, including social media; experience using motion graphics; skilled in the following industry tools: Adobe Creative Cloud, Final Cut, After FX and Pro Tools, fluent in English.

Photographer:
- Bachelor’s degree or above, or certificate in relevant field such as photography, communications, journalism, marketing, advertising, filmmaking, etc.; at least 5 years of experience in professional digital photography; experience in multi-media production based on the use of still photography would be an asset; fluent in English.

Branding and outreach manager:
- Bachelor’s degree or above, or certificate in relevant field such as communications, journalism,
Marketing or advertising; three years of proven experience developing branding strategies and external outreach campaign plans; advanced knowledge of social media; fluent in English.

Graphic designer:
- Bachelor’s degree in graphic design or any other related qualification including art and design; at least 5 years of work experience in graphic design; proficient in design software such as Adobe Design Premium, InDesign, CorelDraw, or similar; proven experience of graphic production from start to publication/printed product with knowledge of printing processes (offset and digital) and colour management

Other relevant campaign staff

<table>
<thead>
<tr>
<th>Proposed methodology and approach: 40 points</th>
<th>Points</th>
<th>Unit of Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Relevance and quality of proposed methodology to address all activities listed in the work assignment</td>
<td>35</td>
<td>Relevance, quality and originality of proposed methodology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Innovative design and communication techniques incorporated into proposed campaign concept</td>
</tr>
<tr>
<td>5. Potential constraints considered</td>
<td>5</td>
<td>At least 2 constraints outlined</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Description of the process and procedures to deal with/mitigate these constraints</td>
</tr>
<tr>
<td>Sub-total</td>
<td>70</td>
<td>Maximum 70</td>
</tr>
</tbody>
</table>

Price evaluation (30 points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Unit of Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>The maximum score assigned to the price proposal will be allocated to the lowest priced proposal. All other price proposals receive scores in inverse order.</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>
10. Administrative issues TBC

- Traveling inside Cambodia is required to assess campaign implementation at provincial level
- All equipment and facilities needed for the implementation of the campaign shall be secured by the consultant/contracted company.

11. Project management/contract supervisor and other stakeholders

UNICEF primary focal point: Chief of communication
Secondary contact: Communication specialist
Please note that all campaign materials will be cleared by UNICEF and MoEYS.
12. Payment schedule (please link to deliverables to the extent possible):

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>Payment (including reimbursable expenses) directly linked with satisfactory deliverables</th>
<th>Reporting requirements for each deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliverable #1 and #2</td>
<td>20%</td>
<td>Campaign strategy, brand identity and creative concept developed (see Deliverable 1 for details). Developed detailed budgeted and time-lined work plan for the campaign (Deliverable 2).</td>
</tr>
<tr>
<td>Deliverable #3</td>
<td>10%</td>
<td>Campaign messaging, list of assets and overall plans are developed in consultation and have the support of key parties involved (see Deliverable 3 in the work plan). Partnership strategies developed and track record of approached companies provided.</td>
</tr>
<tr>
<td>Deliverable #4</td>
<td>15%</td>
<td>Audience-appropriate IEC assets developed and produced (as per Deliverable 4 in Section 5). Assets need to be ready to be placed in schools before re-opening (or during the early stages of re-opening, depending on the notification period given by MoEYS on school re-opening). Invoices need to be provided with supporting documents. (Please see Annex 1 for a detailed list of printed assets).</td>
</tr>
<tr>
<td>Deliverable #5</td>
<td>15%</td>
<td>Outreach and dissemination strategy for a variety of channels such as media, TV and radio, billboards, online media and social media platforms, messaging groups via Telegram/Messenger/WhatsApp groups (provincial and district offices of education, school directors, teachers, school support communities) developed and implemented. Partnerships with private companies to support the campaign (e.g. Grab, PassApp, Telegram, etc.) secured.</td>
</tr>
<tr>
<td>Deliverable #6</td>
<td>5%</td>
<td>Cambodian influencer as support for the campaign secured.</td>
</tr>
<tr>
<td>Deliverable #7</td>
<td>10%</td>
<td>Campaign’s social media strategy, including activation calendar, audience participation, social media posts, (copy, photos, GIFs, template for social influencers, stickers, etc.) developed and implemented.</td>
</tr>
</tbody>
</table>
| Deliverable #8 | 10% | IEC school packages ready for distribution and use in Cambodia’s 13,482 schools and 3,064 community pre-schools, including USB sticks with IEC materials, the
Safe and Healthy School booklet, flyers and wellbeing postcards, posters and stickers, etc., produced in a timely manner.

| Deliverable #9 and #10 | 15% | Final report and all final and editable campaign materials delivered to UNICEF primary and secondary focal points within 15 working days after the campaign end date (to be completed 15 days after campaign end date).

The days indicated above are indicative only and are used for estimation purposes. Fees shall be calculated based on the days offered to complete the assignment and shall be considered the maximum compensation as part of a lump sum contract. No additional fees shall be paid to complete the assignment. Payment will be made upon submission and approval of deliverables and full and satisfactory completion of the assignment.

Annex A. Indicative quantities and packaging arrangements

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Total students / teachers / schools / districts Buffer</th>
<th>Total Items</th>
<th>Rounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student material (per item)</td>
<td>3,210,285 5%</td>
<td>3,370,799.25</td>
<td>3,371,000.00</td>
</tr>
<tr>
<td>Teacher material (per item)</td>
<td>93,225 5%</td>
<td>97,886.25</td>
<td>98,000.00</td>
</tr>
<tr>
<td>School Material (per item)</td>
<td>13,482 5%</td>
<td>14,156.10</td>
<td>15,000.00</td>
</tr>
<tr>
<td>District Material (per item)</td>
<td>196 5%</td>
<td>205.80</td>
<td>210.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Total students / teachers / schools / districts Buffer</th>
<th>Total Items</th>
<th>Rounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>community preschools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student material (per item)</td>
<td>74,545 5%</td>
<td>78,272.25</td>
<td>78,280.00</td>
</tr>
<tr>
<td>Teacher material (per item)</td>
<td>3,235 5%</td>
<td>3,396.75</td>
<td>3,400.00</td>
</tr>
<tr>
<td>School Material (per item)</td>
<td>3,064 5%</td>
<td>3,217.20</td>
<td>3,220.00</td>
</tr>
</tbody>
</table>