

TERMS OF REFERENCE

Dissemination of result from information campaign RCT in Rio de Janeiro

BR-T1384

Parent Engagement through Transparency Campaigns in Rio

1. Background and Justification

- 1.1. Parent engagement and student attendance are strong predictors of academic success ([Fan & Williams, 2010](#); [Griffith, 2010](#); [Dubay & Holla, 2015](#)), and in particular during early years chronic absence prevents children from benefiting from programs designed to enhance their development ([Chang and Romero, 2008](#)). The [National Survey of School Health in Brazil \(2015\)](#) paints a picture of low parent engagement - 50% parents had checked their 9th grade child had completed their homework in the previous month and one in four parents was unaware if the child had missed school. According to administrative data from the Secretariat of Education in Rio de Janeiro (SME), children in preschools miss 11% of the school year on average, a number which is likely an underestimation since missing data for 2 to 5 year-olds is very high (up to 80% missing data). Moreover, 19% of the children who were enrolled in early childhood programs in 2017 either never attended the preschool, or completely stopped attending by the middle of the school year. High absenteeism in preschool is also highly inefficient for governments as early childhood spending is high, especially because in Rio a high proportion of early childhood programs are full-time. The city of Rio de Janeiro is going through a financial crisis and irregular attendance might lead to misuse of limited resources. As such the government of Rio de Janeiro is keen to address high absenteeism in its preschools school through the lens of raising awareness and improving parent engagement with schools.
- 1.2. There is scant research into the reasons for high absenteeism in Brazilian preschools, but international literature has shown that parents face cognitive barriers as well as logistical ones. [Ehrlich et al., \(2013\)](#) found that parental belief in the value of preschool attendance was correlated with lower absenteeism. Absence rates in Chicago Public Schools were lowest for children of parents who believed that preschool attendance matters as much as later years. Through a review of the literature into chronic absenteeism, [Henderson et al. \(2014\)](#) establish three types of reasons for absence, key amongst which is 'myths', which is to say the perceived unimportance of regular attendance. The sizeable drop in absenteeism when children pass from pre-k or kindergarten to primary school suggests that rather than the inability to get their child to school, parents do not view the pre-k years as equally important or instrumental in the future success of their child as those in primary school. This mentality may be compounded by the fact that compulsory education in Brazil only begins in primary school.
- 1.3. A plethora of recent literature demonstrates the effectiveness of information prompts in altering parent behavior, namely in affecting outcomes such as student attendance. One strand of the literature has achieved improvements in attendance through information nudges that alert parents to the total absences of their child, and how these compare to that of their peers ([Rogers & Feller, 2018](#); [Bergman, 2017](#); [Rogers et al., 2017](#)). [Rogers & Feller, \(2018\)](#) implemented an information campaign among parents from kindergarten to year 12 and reduced total absence by 6% and chronic absence by 10%, a result similar across all grades. [Bergman \(2017\)](#) provided weekly alerts

by SMS to parents of middle schoolers on missed assignments and class absences which increased attendance by 17% and reduced course failure by 38%. These findings suggested that once made aware of the total number of absences of their child, parents place a higher marginal cost on each additional missed day and undertake efforts to reduce absenteeism. Another strand of literature attempts to alter parental constructs and ultimately improve student attendance by sending parents SMS to build awareness of the importance of attendance and educational 'tips' such that they feel empowered to take actions to improve their child's outcomes ([Cunha et al., 2017](#)).

- 1.4. The literature has also shown that information nudges aimed at increasing parent engagement also influence students' success in school. Specifically, improved parental engagement through SMS has been found to improve student performance ([York and Loeb, 2014](#); [Kraft & Monti-Nussbaum, 2017](#)), but also increase parent attendance at school meetings ([Cunha et al, 2017](#); [York and Loeb, 2014](#); [Kraft and Dougherty, 2012](#); [Kraft & Monti-Nussbaum, 2017](#)).
- 1.5. This study attempts to improve parent engagement with their school and overcome cognitive scarcity and present bias which we posit impedes regular preschool attendance. The first treatment will be a pro-attendance nudge - weekly SMS to parents detailing the benefits of ECD. This nudge will attempt to alter parental constructs of their role and ability to enhance their child's outcomes by ensuring attendance at preschool, and thus securing the benefits that accrue from presence in class. The second treatment will be a pro-attendance nudge coupled with a parent engagement nudge. For example, parents will receive weekly SMS explaining the topics that will be covered in class that week, and succinctly but explicitly highlight the skills their child will fail to gain that week if they miss school days. Information about the child's school, their teachers and upcoming events, will also be texted to parents to promote transparency, competence and trust between the school and parents. These treatments will thus draw upon several nudge strategies; framing, loss aversion (losing the opportunity to learn specific topics), lessening the cognitive load by simplifying poignant information and making it easily accessible, altering parental constructs, and mitigating present bias.
- 1.6. Against this background, the IDB is looking to contract a consultant to coordinate the dissemination of the RCT results.

2. Objectives

- 2.1. In collaboration with the IDB coordinate the dissemination of RCT results.

3. Scope of Services

- 3.1. The consultant will coordinate a dissemination event in Brazil to share lessons learnt from the project, and results, with government ministers as well as other interested stakeholders. The consultant will also coordinate a dissemination event in Washington DC.

4. Key Activities

- 4.1. The key activities include, but are not limited to the following:
 - Develop and submit a first draft of a detailed work plan for the consultancy, including the description of the activities to be carried out and its products, a schedule of activities and deliverables.

- Contact all ministers and stakeholders to invite them to the event
- Coordinate with the venue to organize event
- Create the promotional materials including physical and online material

5. Expected Outcome and Deliverables

5.1. The consultancy will deliver the following documents and reports:

- i) Inception report, including work plan (Product 1);
- ii) A list of all the stakeholders and ministers contacted for each event, along with their response (Product 2);
- iii) Promotional materials, including physical and online material (Product 3);

6. Project Schedule and Milestones

- 6.1. Product #1: workplan of the consultancy, including the theoretical and methodological approach to the project implementation and describing the tests and instruments to be used.
- 6.2. Product #2: A list of all the stakeholders and ministers contacted for each event
- 6.3. Product #3: Promotional materials, including physical and online material

7. Reporting Requirements

- 7.1. The firm will be required to provide biweekly written updates on the progress of the work.
- 7.2. All materials produced during and for this consultancy will:
- i) be delivered in electronic copies (Zip files won't be accepted as final reports);
 - ii) be owned by the IDB (copyright), including the right to produce, distribute, disseminate and publish, notwithstanding the termination of the consultancy.

8. Other Requirements

- 8.1. Experience:
- Extensive experience running research dissemination events
 - Fluent in English and Portuguese

9. Supervision and Reporting

- 9.1. The consultancy will be coordinated by Gregory Elacqua, Principal Education Economist (SCL/EDU) and Emma Ingrid Naslund-Hadley (SCL/EDU). All reports and databases will require approval by the IDB project team. It shall be consultant's responsibility to ensure that all reports are submitted to the Bank.

10. Schedule of Payments

10.1. Payments will be made as follows:

Payment Schedule	
<i>Deliverable</i>	Percent
1. Product 1	20%
2. Product 2	20%
3. Product 3	60%
TOTAL	100%

11. Consanguinity:

11.1. Pursuant to applicable Bank policy, candidates with relatives (including the fourth degree of consanguinity and the second degree of affinity, including spouse) working for the IDB, IDB Invest, or MIF as staff members or Complementary Workforce contractuels, will not be eligible to provide services for the Bank.

12. Diversity:

12.1. The Bank is committed to diversity and inclusion and to providing equal opportunities to all candidates. We embrace diversity on the basis of gender, age, education, national origin, ethnic origin, race, disability, sexual orientation, and religion. We encourage women, Afro-descendants and persons of indigenous origins to apply.

TERMS OF REFERENCE

Drafting analysis and report of information campaign RCT in Rio de Janeiro

BR-T1384

Parent Engagement through Transparency Campaigns in Rio

1. Background and Justification

- 1.1. Parent engagement and student attendance are strong predictors of academic success ([Fan & Williams, 2010](#); [Griffith, 2010](#); [Dubay & Holla, 2015](#)), and in particular during early years chronic absence prevents children from benefiting from programs designed to enhance their development ([Chang and Romero, 2008](#)). The [National Survey of School Health in Brazil \(2015\)](#) paints a picture of low parent engagement - 50% parents had checked their 9th grade child had completed their homework in the previous month and one in four parents was unaware if the child had missed school. According to administrative data from the Secretariat of Education in Rio de Janeiro (SME), children in preschools miss 11% of the school year on average, a number which is likely an underestimation since missing data for 2 to 5 year-olds is very high (up to 80% missing data). Moreover, 19% of the children who were enrolled in early childhood programs in 2017 either never attended the preschool, or completely stopped attending by the middle of the school year. High absenteeism in preschool is also highly inefficient for governments as early childhood spending is high, especially because in Rio a high proportion of early childhood programs are full-time. The city of Rio de Janeiro is going through a financial crisis and irregular attendance might lead to misuse of limited resources. As such the government of Rio de Janeiro is keen to address high absenteeism in its preschools school through the lens of raising awareness and improving parent engagement with schools.
- 1.2. There is scant research into the reasons for high absenteeism in Brazilian preschools, but international literature has shown that parents face cognitive barriers as well as logistical ones. [Ehrlich et al., \(2013\)](#) found that parental belief in the value of preschool attendance was correlated with lower absenteeism. Absence rates in Chicago Public Schools were lowest for children of parents who believed that preschool attendance matters as much as later years. Through a review of the literature into chronic absenteeism, [Henderson et al. \(2014\)](#) establish three types of reasons for absence, key amongst which is 'myths', which is to say the perceived unimportance of regular attendance. The sizeable drop in absenteeism when children pass from pre-k or kindergarten to primary school suggests that rather than the inability to get their child to school, parents do not view the pre-k years as equally important or instrumental in the future success of their child as those in primary school. This mentality may be compounded by the fact that compulsory education in Brazil only begins in primary school.
- 1.3. A plethora of recent literature demonstrates the effectiveness of information prompts in altering parent behavior, namely in affecting outcomes such as student attendance. One strand of the literature has achieved improvements in attendance through information nudges that alert parents to the total absences of their child, and how these compare to that of their peers ([Rogers & Feller, 2018](#); [Bergman, 2017](#); [Rogers et al., 2017](#)). [Rogers & Feller, \(2018\)](#) implemented an information campaign among parents from kindergarten to year 12 and reduced total absence by 6% and chronic absence by 10%, a result similar across all grades. [Bergman \(2017\)](#) provided weekly alerts by SMS to parents of middle schoolers on missed assignments and class absences which

increased attendance by 17% and reduced course failure by 38%. These findings suggested that once made aware of the total number of absences of their child, parents place a higher marginal cost on each additional missed day and undertake efforts to reduce absenteeism. Another strand of literature attempts to alter parental constructs and ultimately improve student attendance by sending parents SMS to build awareness of the importance of attendance and educational 'tips' such that they feel empowered to take actions to improve their child's outcomes ([Cunha et al., 2017](#)).

- 1.4. The literature has also shown that information nudges aimed at increasing parent engagement also influence students' success in school. Specifically, improved parental engagement through SMS has been found to improve student performance ([York and Loeb, 2014](#); [Kraft & Monti-Nussbaum, 2017](#)), but also increase parent attendance at school meetings ([Cunha et al, 2017](#); [York and Loeb, 2014](#); [Kraft and Dougherty, 2012](#); [Kraft & Monti-Nussbaum, 2017](#)).
- 1.5. This study attempts to improve parent engagement with their school and overcome cognitive scarcity and present bias which we posit impedes regular preschool attendance. The first treatment will be a pro-attendance nudge - weekly SMS to parents detailing the benefits of ECD. This nudge will attempt to alter parental constructs of their role and ability to enhance their child's outcomes by ensuring attendance at preschool, and thus securing the benefits that accrue from presence in class. The second treatment will be a pro-attendance nudge coupled with a parent engagement nudge. For example, parents will receive weekly SMS explaining the topics that will be covered in class that week, and succinctly but explicitly highlight the skills their child will fail to gain that week if they miss school days. Information about the child's school, their teachers and upcoming events, will also be texted to parents to promote transparency, competence and trust between the school and parents. These treatments will thus draw upon several nudge strategies; framing, loss aversion (losing the opportunity to learn specific topics), lessening the cognitive load by simplifying poignant information and making it easily accessible, altering parental constructs, and mitigating present bias.
- 1.6. Against this background, the IDB is looking to contract a consultant to analyze the RCT data and draft the report of findings.

2. Objectives

- 2.1. Analysis of RCT results and draft report of findings.

3. Scope of Services

- 3.1. The consultant will analyze both baseline and endline databases issue from the RCT. These will involve surveys from approximatively 16,000 parents in endline and 16,000 parents in baseline.

4. Key Activities

- 4.1. The key activities include, but are not limited to the following:
 - Develop and submit a first draft of a detailed work plan for the consultancy, including the description of the activities to be carried out and its products, a schedule of activities and deliverables.

- Discuss the analysis with IDB team and undertake required data cleaning, description statistics and analysis.
- Draft a report of the RCT including summary statistics, intervention description, implementation and compliance issues, results and recommendations

5. Expected Outcome and Deliverables

5.1. The consultancy will deliver the following documents and reports:

- iv) Inception report, including work plan (Product 1);
- v) Analysis report including all relevant graphics and tables (Product 2);
- vi) Final annotated Stata do-file used to undertake cleaning, description and analysis (Product 3);
- vii) Draft RCT result report (Product 4);

6. Project Schedule and Milestones

- 6.1. Product #1: workplan of the consultancy, including the theoretical and methodological approach to the project implementation and describing the tests and instruments to be used.
- 6.2. Product #2: Final analysis report
- 6.3. Product #3: Final annotated Stata do-file used to undertake cleaning, description and analysis
- 6.4. Product #4: Draft RCT result report

7. Reporting Requirements

- 7.1. The consultant will be required to provide biweekly written updates on the progress of the work.
- 7.2. All materials produced during and for this consultancy will:
 - iii) be delivered in electronic copies (Zip files won't be accepted as final reports);
 - iv) be owned by the IDB (copyright), including the right to produce, distribute, disseminate and publish, notwithstanding the termination of the consultancy.

8. Other Requirements

8.1. Experience:

Academic Degree/ Level & Years of Professional Work Experience: Bachelor's degree or equivalent (Master's degree preferred) in economic policy, public policy, education policy, political economy, applied economics and two years of relevant professional experience or the equivalent combination of education and experience.

• **Languages:** The candidate must have excellent command of English and Spanish. Portuguese is also strongly desirable.

- **Areas of Expertise:** Strong background especially in areas of applied econometrics, quantitative analysis, impact evaluation methodologies, survey methodology, and statistics.

- **Skills:**

- Strong research background and strong analytical abilities, as demonstrated by academic and other professional achievements are required. The candidate should have the ability to understand and use theoretical and econometric tools of economic analysis. The candidate should have extensive experience manipulating datasets using STATA, and prior experience in evaluation techniques and methodologies.
- Superior organizational, coordination and logistical skills, with ability to look ahead, address and prioritize a wide range of issues and activities for timely completion; a proven ability to take initiative and work independently, and to work in a dynamic fast-paced work environment.
- Proven ability to work effectively in complex, multi-disciplinary and multi-cultural teams; superior inter-personal skills, client-orientation, diplomatic skills, and mature judgment as well as sensitivity to social and cultural issues.
- A proven ability to write brief, clear and analytical reports and concise discussion notes and presentations.

9. **Supervision and Reporting**

9.1. The consultancy will be coordinated by Gregory Elacqua, Principal Education Economist (SCL/EDU) and Emma Ingrid Naslund-Hadley (SCL/EDU). All reports and databases will require approval by the IDB project team. It shall be consultant's responsibility to ensure that all reports are submitted to the Bank.

10. **Schedule of Payments**

10.1. Payments will be made as follows:

Payment Schedule	
<i>Deliverable</i>	Percent
Product 1	15%
Product 2	30%
Product 3	20%
Product 4	35%
TOTAL	100%

11. **Consanguinity:**

11.1. Pursuant to applicable Bank policy, candidates with relatives (including the fourth degree of consanguinity and the second degree of affinity, including spouse) working for the IDB, IDB Invest, or MIF as staff members or Complementary Workforce contractuales, will not be eligible to provide services for the Bank.

12. Diversity:

12.1. The Bank is committed to diversity and inclusion and to providing equal opportunities to all candidates. We embrace diversity on the basis of gender, age, education, national origin, ethnic origin, race, disability, sexual orientation, and religion. We encourage women, Afro-descendants and persons of indigenous origins to apply.

Selection process # BR-T1384

TERMS OF REFERENCE

Baseline and Endline survey information campaign RCT in Rio de Janeiro

BR-T1384

Parent Engagement through Transparency Campaigns in Rio

1. **Background and Justification**

- 1.1. Parent engagement and student attendance are strong predictors of academic success ([Fan & Williams, 2010](#); [Griffith, 2010](#); [Dubay & Holla, 2015](#)), and in particular during early years chronic absence prevents children from benefiting from programs designed to enhance their development ([Chang and Romero, 2008](#)). The [National Survey of School Health in Brazil \(2015\)](#) paints a picture of low parent engagement - 50% parents had checked their 9th grade child had completed their homework in the previous month and one in four parents was unaware if the child had missed school. According to administrative data from the Secretariat of Education in Rio de Janeiro (SME), children in preschools miss 11% of the school year on average, a number which is likely an underestimation since missing data for 2 to 5 year-olds is very high (up to 80% missing data). Moreover, 19% of the children who were enrolled in early childhood programs in 2017 either never attended the preschool, or completely stopped attending by the middle of the school year. High absenteeism in preschool is also highly inefficient for governments as early childhood spending is high, especially because in Rio a high proportion of early childhood programs are full-time. The city of Rio de Janeiro is going through a financial crisis and irregular attendance might lead to misuse of limited resources. As such the government of Rio de Janeiro is keen to address high absenteeism in its preschools school through the lens of raising awareness and improving parent engagement with schools.
- 1.2. There is scant research into the reasons for high absenteeism in Brazilian preschools, but international literature has shown that parents face cognitive barriers as well as logistical ones. [Ehrlich et al., \(2013\)](#) found that parental belief in the value of preschool attendance was correlated with lower absenteeism. Absence rates in Chicago Public Schools were lowest for children of parents who believed that preschool attendance matters as much as later years. Through a review of the literature into chronic absenteeism, [Henderson et al. \(2014\)](#) establish three types of reasons for absence, key amongst which is 'myths', which is to say the perceived unimportance of regular attendance. The sizeable drop in absenteeism when children pass from pre-k or kindergarten to

primary school suggests that rather than the inability to get their child to school, parents do not view the pre-k years as equally important or instrumental in the future success of their child as those in primary school. This mentality may be compounded by the fact that compulsory education in Brazil only begins in primary school.

- 1.3. A plethora of recent literature demonstrates the effectiveness of information prompts in altering parent behavior, namely in affecting outcomes such as student attendance. One strand of the literature has achieved improvements in attendance through information nudges that alert parents to the total absences of their child, and how these compare to that of their peers ([Rogers & Feller, 2018](#); [Bergman, 2017](#); [Rogers et al., 2017](#)). [Rogers & Feller, \(2018\)](#) implemented an information campaign among parents from kindergarten to year 12 and reduced total absence by 6% and chronic absence by 10%, a result similar across all grades. [Bergman \(2017\)](#) provided weekly alerts by SMS to parents of middle schoolers on missed assignments and class absences which increased attendance by 17% and reduced course failure by 38%. These findings suggested that once made aware of the total number of absences of their child, parents place a higher marginal cost on each additional missed day and undertake efforts to reduce absenteeism. Another strand of literature attempts to alter parental constructs and ultimately improve student attendance by sending parents SMS to build awareness of the importance of attendance and educational 'tips' such that they feel empowered to take actions to improve their child's outcomes ([Cunha et al., 2017](#)).
- 1.4. The literature has also shown that information nudges aimed at increasing parent engagement also influence students' success in school. Specifically, improved parental engagement through SMS has been found to improve student performance ([York and Loeb, 2014](#); [Kraft & Monti-Nussbaum, 2017](#)), but also increase parent attendance at school meetings ([Cunha et al, 2017](#); [York and Loeb, 2014](#); [Kraft and Dougherty, 2012](#); [Kraft & Monti-Nussbaum, 2017](#)).
- 1.5. This study attempts to improve parent engagement with their school and overcome cognitive scarcity and present bias which we posit impedes regular preschool attendance. The first treatment will be a pro-attendance nudge - weekly SMS to parents detailing the benefits of ECD. This nudge will attempt to alter parental constructs of their role and ability to enhance their child's outcomes by ensuring attendance at preschool, and thus securing the benefits that accrue from presence in class. The second treatment will be a pro-attendance nudge coupled with a parent engagement nudge. For example, parents will receive weekly SMS explaining the topics that will be covered in class that week, and succinctly but explicitly highlight the skills their child will fail to gain that week if they miss school days. Information about the child's school, their teachers and upcoming events, will also be texted to parents to promote transparency, competence and trust between the school and parents. These treatments will thus draw upon several nudge strategies; framing, loss aversion (losing the opportunity to learn specific topics), lessening the cognitive load by simplifying poignant information and making it easily accessible, altering parental constructs, and mitigating present bias.
- 1.6. Against this background, the IDB is looking to contract a firm to run a baseline and endline survey amongst the 400 preschools included in this intervention.

2. Objectives

- 2.1. In collaboration with the IDB design the baseline and endline survey. Administer both waves of surveys to the parents of preschool children using the contact details provided by the IDB. The surveys will be administered over the phone. The firm will provide a database of the baseline and a database of the endline to the IDB.

3. Scope of Services

3.1. The baseline and endline will be administered the parents across 400 preschools across Rio de Janeiro. We assume there will be 40 parents per preschool, so 16,000 baseline and 16,000 endline surveys.

4. Key Activities

4.1. The key activities include, but are not limited to the following:

- Develop and submit a first draft of a detailed work plan for the consultancy, including the description of the activities to be carried out and its products, a schedule of activities and deliverables.
- Submit a draft of the baseline and endline surveys for final approval by the IDB team.
- Code the final baseline and endline surveys into an online software that will be used by enumerators during phone interviews for testing and approval by IDB team.
- Recruit and train enumerators for data collection, entry, and coding of responses for data collectors
- Train phone enumerators. IDB team members will attend the training.
- Undertake a 3 day pilot. IDB team members will attend the pilot.
- Provide bi-weekly report on data collection, compliance, and issues encountered.
- Provide final databases of baseline and endline in csv format. The IDB will provide the exact format in which the data needs to be presented in the final databases.

5. Expected Outcome and Deliverables

5.1. The consultancy will deliver the following documents and reports:

- viii) Inception report, including work plan (Product 1);
- ix) Draft of the baseline and endline surveys for final approval by the IDB team (Product 2);
- x) Submit coded baseline on survey software for IDB approval. (Product 3);
- xi) Material for enumerator training. (Product 4);
- xii) Report on training performance and issues which arose during pilot. (Product 5);
- xiii) Report on baseline implementation. (Product 6);
- xiv) Submit coded endline on survey software for IDB approval. (Product 7);
- xv) Report on endline implementation (Product 8);
- xvi) Final database of baseline in csv format. (Product 9);
- xvii) Final database of endline in csv format. (Product 10);

6. Project Schedule and Milestones

- 6.1. Product #1: workplan of the consultancy, including the theoretical and methodological approach to the project implementation and describing the tests and instruments to be used.
- 6.2. Product #2: Draft of the baseline and endline surveys for final approval by the IDB team
- 6.3. Product #3: Baseline survey coded into software for final approval by IDB
- 6.4. Product #4: Material for enumerator training
- 6.5. Product #5: Report on training performance and issues which arose during pilot
- 6.6. Product #6: Report on baseline implementation
- 6.7. Product #7: Submit coded endline on survey software for IDB approval
- 6.8. Product #8: Report on endline implementation
- 6.9. Product #9: Final database of baseline in csv format
- 6.10. Product #10: Final database of endline in csv format

7. Reporting Requirements

- 7.1. The firm will be required to provide biweekly written updates on the progress of the work.
- 7.2. All materials produced during and for this consultancy will:
 - v) be delivered in electronic copies (Zip files won't be accepted as final reports):
 - vi) be owned by the IDB (copyright), including the right to produce, distribute, disseminate and publish, notwithstanding the termination of the consultancy.

8. Other Requirements

- 8.1. Experience:
 - Extensive experience running large scale phone interview surveys
 - The firm must have access to a good network of experienced enumerators and supervisors in Brazil. The names of the supervisors, and their specific responsibilities must be mentioned in the firm's offer.
 - Strong references & feedback from three recent clients for whom the Firm conducted surveys in Latin America.
 - Experience working on RCTs preferred

9. Supervision and Reporting

- 9.1. The consultancy will be coordinated by Gregory Elacqua, Principal Education Economist (SCL/EDU) and Emma Ingrid Naslund-Hadley (SCL/EDU). All reports and databases will require approval by the IDB project team. It shall be consultant's responsibility to ensure that all reports are submitted to the Bank.

10. Schedule of Payments

10.1. Payments will be made as follows:

Payment Schedule	
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Product 1	5%
Product 2	15%
Product 3	10%
Product 4	5%
Product 5	5%
Product 6	10%
Product 7	10%
Product 8	10%
Product 9	15%
Product 10	15%
TOTAL	100%

Selection process # BR-T1384

TERMS OF REFERENCE

Content development for information campaign RCT in Rio de Janeiro

BR-T1384

Parent Engagement through Transparency Campaigns in Rio

1. Background and Justification

1.1. Parent engagement and student attendance are strong predictors of academic success ([Fan & Williams, 2010](#); [Griffith, 2010](#); [Dubay & Holla, 2015](#)), and in particular during early years chronic absence prevents children from benefiting from programs designed to enhance their development ([Chang and Romero, 2008](#)). The [National Survey of School Health in Brazil \(2015\)](#) paints a picture of low parent engagement - 50% parents had checked their 9th grade child had completed their homework in the previous month and one in four parents was unaware if the child had missed school. According to administrative data from the Secretariat of Education in Rio de Janeiro (SME), children in preschools miss 11% of the school year on average, a number which is likely an underestimation since missing data for 2 to 5 year-olds is very high (up to 80% missing data). Moreover, 19% of the children who were enrolled in early childhood programs in 2017 either never attended the preschool, or completely stopped attending by the middle of the school year. High absenteeism in preschool is also highly inefficient for governments as early childhood spending is high, especially because in Rio a high proportion of early childhood programs are full-time. The

city of Rio de Janeiro is going through a financial crisis and irregular attendance might lead to misuse of limited resources. As such the government of Rio de Janeiro is keen to address high absenteeism in its preschools school through the lens of raising awareness and improving parent engagement with schools.

- 1.2. There is scant research into the reasons for high absenteeism in Brazilian preschools, but international literature has shown that parents face cognitive barriers as well as logistical ones. [Ehrlich et al., \(2013\)](#) found that parental belief in the value of preschool attendance was correlated with lower absenteeism. Absence rates in Chicago Public Schools were lowest for children of parents who believed that preschool attendance matters as much as later years. Through a review of the literature into chronic absenteeism, [Henderson et al. \(2014\)](#) establish three types of reasons for absence, key amongst which is 'myths', which is to say the perceived unimportance of regular attendance. The sizeable drop in absenteeism when children pass from pre-k or kindergarten to primary school suggests that rather than the inability to get their child to school, parents do not view the pre-k years as equally important or instrumental in the future success of their child as those in primary school. This mentality may be compounded by the fact that compulsory education in Brazil only begins in primary school.
- 1.3. A plethora of recent literature demonstrates the effectiveness of information prompts in altering parent behavior, namely in affecting outcomes such as student attendance. One strand of the literature has achieved improvements in attendance through information nudges that alert parents to the total absences of their child, and how these compare to that of their peers ([Rogers & Feller, 2018](#); [Bergman, 2017](#); [Rogers et al., 2017](#)). [Rogers & Feller, \(2018\)](#) implemented an information campaign among parents from kindergarten to year 12 and reduced total absence by 6% and chronic absence by 10%, a result similar across all grades. [Bergman \(2017\)](#) provided weekly alerts by SMS to parents of middle schoolers on missed assignments and class absences which increased attendance by 17% and reduced course failure by 38%. These findings suggested that once made aware of the total number of absences of their child, parents place a higher marginal cost on each additional missed day and undertake efforts to reduce absenteeism. Another strand of literature attempts to alter parental constructs and ultimately improve student attendance by sending parents SMS to build awareness of the importance of attendance and educational 'tips' such that they feel empowered to take actions to improve their child's outcomes ([Cunha et al., 2017](#)).
- 1.4. The literature has also shown that information nudges aimed at increasing parent engagement also influence students' success in school. Specifically, improved parental engagement through SMS has been found to improve student performance ([York and Loeb, 2014](#); [Kraft & Monti-Nussbaum, 2017](#)), but also increase parent attendance at school meetings ([Cunha et al, 2017](#); [York and Loeb, 2014](#); [Kraft and Dougherty, 2012](#); [Kraft & Monti-Nussbaum, 2017](#)).
- 1.5. This study attempts to improve parent engagement with their school and overcome cognitive scarcity and present bias which we posit impedes regular preschool attendance. The first treatment will be a pro-attendance nudge - weekly SMS to parents detailing the benefits of ECD. This nudge will attempt to alter parental constructs of their role and ability to enhance their child's outcomes by ensuring attendance at preschool, and thus securing the benefits that accrue from presence in class. The second treatment will be a pro-attendance nudge coupled with a parent engagement nudge. For example, parents will receive weekly SMS explaining the topics that will be covered in class that week, and succinctly but explicitly highlight the skills their child will fail to gain that week if they miss school days. Information about the child's school, their teachers and upcoming events, will also be texted to parents to promote transparency, competence and trust between the school and parents. These treatments will thus draw upon several nudge strategies;

framing, loss aversion (losing the opportunity to learn specific topics), lessening the cognitive load by simplifying poignant information and making it easily accessible, altering parental constructs, and mitigating present bias.

- 1.6. Against this background, the IDB is looking to contract a firm to develop the content of the SMS campaign to sensitize parents to the importance of preschool, and promote their engagement with the school.

2. Objectives

- 2.1. Develop SMS content for both treatment arms. First, content for three months of SMS to parents which highlight the benefits of ECD to parents, sending up to 3 SMS per week. Second, content for three months of SMS to parents which highlight the skills the children will be learning each week in school, using loss-aversion framing, as well as text messages that encourage parents to communicate with the school and attend events.

3. Scope of Services

- 3.1. SMS Content needs to be developed for two intervention, each of which will be ran over three months during which time three SMS per week must be sent to parents. The content of SMS should be complimentary, building on previous content but not identical.

4. Key Activities

- 4.1. The key activities include, but are not limited to the following:

- Develop and submit a first draft of a detailed work plan for the consultancy, including the description of the activities to be carried out and its products, a schedule of activities and deliverables.
- Discuss the behavioural economic concepts that could be used to frame the content, presenting the pro's and con's of each method. Agree on a final set of concepts to use in collaboration with the IDB team.
- Discuss the benefits of ECD to be included in the SMS content of intervention 1.
- Work in collaboration with the IDB team to define the weekly skill SMS content for intervention 2.
- Propose content that will promote parent engagement content with school. Agree on final set of content to be developed in collaboration with the IDB team.
- Provide a final set of all the SMS content to be provided to each week for three months, for each of the two interventions.

5. Expected Outcome and Deliverables

- 5.1. The consultancy will deliver the following documents and reports:
xviii) Inception report, including work plan (Product 1);

- xix) Report listing the behavioural economic concepts that could be used to frame the benefits of regular ECD attendance, along with their potential pro's and con's. The report should also include the list of ECD benefits that accrue to children from regular preschool attendance, which will make up the content of SMS for intervention 1 (Product 2);
- xx) Report detailing the proposed content to promote parent engagement with school, as well as format for SMS detailing weekly skills to be acquired during each week, using loss-framing (Product 3);
- xxi) Excel document with final set of all the SMS content to be provided to each week for three months, for each of the two interventions (Product 4);

6. Project Schedule and Milestones

- 6.1. Product #1: workplan of the consultancy, including the theoretical and methodological approach to the project implementation and describing the tests and instruments to be used.
- 6.2. Product #2: Report detailing potential behavioural economic concepts + ECD benefits to be used in treatment 1
- 6.3. Product #3: Report detailing the proposed content to promote parent engagement with school, as well as format for SMS detailing weekly skills to be acquired during each week, using loss-framing for use in treatment 2
- 6.4. Product #4: Excel document with final set of all the SMS content

7. Reporting Requirements

- 7.1. The firm will be required to provide biweekly written updates on the progress of the work.
- 7.2. All materials produced during and for this consultancy will:
 - vii) be delivered in electronic copies (Zip files won't be accepted as final reports):
 - viii) be owned by the IDB (copyright), including the right to produce, distribute, disseminate and publish, notwithstanding the termination of the consultancy.

8. Other Requirements

- 8.1. Experience:
 - Extensive experience manipulating behavioural economics in theory and practice
 - Extensive experience undertaking projects relating to early childhood development

9. Supervision and Reporting

- 9.1. The consultancy will be coordinated by Gregory Elacqua, Principal Education Economist (SCL/EDU) and Emma Ingrid Naslund-Hadley (SCL/EDU). All reports and databases will require approval by the IDB project team. It shall be consultant's responsibility to ensure that all reports are submitted to the Bank.

10. Schedule of Payments

10.1. Payments will be made as follows:

Payment Schedule	
<i>Deliverable</i>	Percent
Product 1	15%
Product 2	30%
Product 3	30%
Product 4	25%
TOTAL	100%

Selection process # BR-T1384

TERMS OF REFERENCE

Implementation of an SMS information campaign in Rio de Janeiro

BR-T1384

Parent Engagement through Transparency Campaigns in Rio

1. Background and Justification

- 1.1. Parent engagement and student attendance are strong predictors of academic success ([Fan & Williams, 2010](#); [Griffith, 2010](#); [Dubay & Holla, 2015](#)), and in particular during early years chronic absence prevents children from benefiting from programs designed to enhance their development ([Chang and Romero, 2008](#)). The [National Survey of School Health in Brazil \(2015\)](#) paints a picture of low parent engagement - 50% parents had checked their 9th grade child had completed their homework in the previous month and one in four parents was unaware if the child had missed school. According to administrative data from the Secretariat of Education in Rio de Janeiro (SME), children in preschools miss 11% of the school year on average, a number which is likely an underestimation since missing data for 2 to 5 year-olds is very high (up to 80% missing data). Moreover, 19% of the children who were enrolled in early childhood programs in 2017 either never attended the preschool, or completely stopped attending by the middle of the school year. High absenteeism in preschool is also highly inefficient for governments as early childhood spending is high, especially because in Rio a high proportion of early childhood programs are full-time. The city of Rio de Janeiro is going through a financial crisis and irregular attendance might lead to misuse of limited resources. As such the government of Rio de Janeiro is keen to address high absenteeism in its preschools school through the lens of raising awareness and improving parent engagement with schools.
- 1.2. There is scant research into the reasons for high absenteeism in Brazilian preschools, but international literature has shown that parents face cognitive barriers as well as logistical ones. [Ehrlich et al., \(2013\)](#) found that parental belief in the value of preschool attendance was correlated

with lower absenteeism. Absence rates in Chicago Public Schools were lowest for children of parents who believed that preschool attendance matters as much as later years. Through a review of the literature into chronic absenteeism, [Henderson et al. \(2014\)](#) establish three types of reasons for absence, key amongst which is 'myths', which is to say the perceived unimportance of regular attendance. The sizeable drop in absenteeism when children pass from pre-k or kindergarten to primary school suggests that rather than the inability to get their child to school, parents do not view the pre-k years as equally important or instrumental in the future success of their child as those in primary school. This mentality may be compounded by the fact that compulsory education in Brazil only begins in primary school.

- 1.3. A plethora of recent literature demonstrates the effectiveness of information prompts in altering parent behavior, namely in affecting outcomes such as student attendance. One strand of the literature has achieved improvements in attendance through information nudges that alert parents to the total absences of their child, and how these compare to that of their peers ([Rogers & Feller, 2018](#); [Bergman, 2017](#); [Rogers et al., 2017](#)). [Rogers & Feller, \(2018\)](#) implemented an information campaign among parents from kindergarten to year 12 and reduced total absence by 6% and chronic absence by 10%, a result similar across all grades. [Bergman \(2017\)](#) provided weekly alerts by SMS to parents of middle schoolers on missed assignments and class absences which increased attendance by 17% and reduced course failure by 38%. These findings suggested that once made aware of the total number of absences of their child, parents place a higher marginal cost on each additional missed day and undertake efforts to reduce absenteeism. Another strand of literature attempts to alter parental constructs and ultimately improve student attendance by sending parents SMS to build awareness of the importance of attendance and educational 'tips' such that they feel empowered to take actions to improve their child's outcomes ([Cunha et al., 2017](#)).
- 1.4. The literature has also shown that information nudges aimed at increasing parent engagement also influence students' success in school. Specifically, improved parental engagement through SMS has been found to improve student performance ([York and Loeb, 2014](#); [Kraft & Monti-Nussbaum, 2017](#)), but also increase parent attendance at school meetings ([Cunha et al, 2017](#); [York and Loeb, 2014](#); [Kraft and Dougherty, 2012](#); [Kraft & Monti-Nussbaum, 2017](#)).
- 1.5. This study attempts to improve parent engagement with their school and overcome cognitive scarcity and present bias which we posit impedes regular preschool attendance. The first treatment will be a pro-attendance nudge - weekly SMS to parents detailing the benefits of ECD. This nudge will attempt to alter parental constructs of their role and ability to enhance their child's outcomes by ensuring attendance at preschool, and thus securing the benefits that accrue from presence in class. The second treatment will be a pro-attendance nudge coupled with a parent engagement nudge. For example, parents will receive weekly SMS explaining the topics that will be covered in class that week, and succinctly but explicitly highlight the skills their child will fail to gain that week if they miss school days. Information about the child's school, their teachers and upcoming events, will also be texted to parents to promote transparency, competence and trust between the school and parents. These treatments will thus draw upon several nudge strategies; framing, loss aversion (losing the opportunity to learn specific topics), lessening the cognitive load by simplifying poignant information and making it easily accessible, altering parental constructs, and mitigating present bias.
- 1.6. Against this background, the IDB is looking to contract a firm to provide services for the informational intervention, which include collecting information of students, sending personalized text messages, assisting in the collection of survey data, and reporting compliance (e.g. whether parents received text messages and texted the firm back).

2. Objectives

2.1. Implement the information intervention with parents of preschoolers in Rio de Janeiro.

3. Scope of Services

3.1. *The scope of the evaluation includes a minimum of 400 preschools.*

4. Key Activities

4.1. The key activities include, but are not limited to the following:

- Develop and submit a first draft of a detailed work plan for the consultancy, including the description of the activities to be carried out and its products, a schedule of activities and deliverables.
- Collect student data for the intervention – cadastramento de alunos. These data include parents' cell phone number, children's and parents' names, information on student allocation, and other information relevant for the intervention.
- Conduct a pilot prior to the actual intervention.
- Send weekly text messages to parents and allow them to reply to these text messages free of charge.
- Collect weekly information of students to include in the SMS content. These data include student attendance and other information relevant for the content used in the intervention.
- Provide data on compliance and issues that may affect the intervention. These data include information on whether parents received text messages, parents' text messages to the firm, date and time when text messages are sent to parents, eventual problems that may occur (e.g. when a message could not be sent to parents), and other information relevant for the intervention.

5. Expected Outcome and Deliverables

5.1. The consultancy will deliver the following documents and reports:

- xxii) Inception report, including work plan (Product 1);
- xxiii) A report describing compliance and issues that may have affected the pilot (Product 2);
- xxiv) The initial student data collected during "cadastramento." (Product 3);
- xxv) Report on Data collection, including supervision and quality control. The field work diary should be annexed (Product 4);
- xxvi) Report on Data entry, including supervision and quality control. The database should be provided in STATA or excel (Product 5).

6. Project Schedule and Milestones

- 6.1. Product #1: workplan of the consultancy, including the theoretical and methodological approach to the project implementation, describing the tests and instruments to be used, the data to be collected for the evaluation, identifying the mechanism to follow, those responsible and the frequency and form of presentation.
- 6.2. Product #2: Report on compliance and issues that were encountered in the pilot, both technical and logistical.
- 6.3. Product #3: Excel file detailing contact details of the students' parents, and student
- 6.4. Product #4: Report on fieldwork and quality control mechanisms
- 6.5. Product #5: Excel report detailing the name of each parent contacted by school, and the information sent to them, along with frequency and responses. Codebook of Excel.

7. Reporting Requirements

- 7.1. The firm will be required to provide biweekly written updates on the progress of the work.
- 7.2. All materials produced during and for this consultancy will:
 - ix) be delivered in electronic copies (Zip files won't be accepted as final reports):
 - x) be owned by the IDB (copyright), including the right to produce, distribute, disseminate and publish, notwithstanding the termination of the consultancy.

8. Other Requirements

- 8.1. Experience: Extensive experience in implementing informational tools (SMS) as social policies.

9. Supervision and Reporting

- 9.1. The consultancy will be coordinated by Gregory Elacqua, Principal Education Economist (SCL/EDU) and Emma Ingrid Naslund-Hadley (SCL/EDU). All reports and databases will require approval by the IDB project team. It shall be Firm's responsibility for ensuring that all reports are submitted to the Bank.

10. Schedule of Payments

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Payment Schedule	
<i>Deliverable</i>	Percent
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Product 2	10%
Product 3	15%
Product 4	35%

Product 5	25%
TOTAL	100%