Local Content Creators

**IRC Overview**

Founded in 1933 at the suggestion of Albert Einstein, the International Rescue Committee (IRC)

responds to the world’s worst humanitarian crises and helps people whose lives and livelihoods are shattered by conflict and disaster to survive, recover, and gain control of their future.

Working in over 40 countries, the IRC is a leader in humanitarian relief - bringing sustained

support to regions torn apart by conflict and disaster. In addition to our work overseas, the IRC

also has 29 U.S. resettlement offices that help newly arrived refugees by providing immediate

services. The IRC advocates on behalf of the displaced by addressing the root causes of conflict and standing up for the world’s most vulnerable populations. The IRC's strategy centers on its ambition to continue to improve the scale and effectiveness of IRC programs worldwide with evidence of what works best to impact people’s lives in conflict and fragile settings.

**Project Background & Description**

[Pop-Up Learning](https://www.ircpopuplearning.org/) in Bangladesh is a technology-enhanced home-based learning program for out-of-school children fleeing violence. Pop-Up puts child-directed game-based learning software in the hands of children who need it the most, to enable them to gain foundational literacy, numeracy, and social-emotional skills. The goal of Pop-Up is to allow children to learn autonomously and with minimal supervision where a skilled teacher is not available.

During Pop-Up, caregivers and community members provide basic facilitation support, maintain technology and keep children accountable and engaged. Homes provide a safe and quiet place for children to learn and solve for the extreme density of the Rohingya camps which limits access to regular learning centers. Although solar power for tablet charging is a viable option in this context, regular electricity was available at approved and secure tablet storage locations. Intermittent connectivity using back-up user data from the tablets occurred outside the camp, as the use of mobile phones and other devices had been banned in the camp. Although the back-up data was used to track children’s progress and provide targeted support for children to improve learning outcomes, the intermittent connectivity proved to be a major challenge and something that we look to simplify in future implementations.

In April 2019, the IRC Airbel Impact Lab launched the Pop-Up Learning pilot program in the refugee settlement of Cox’s Bazar in Bangladesh. Findings from the [Pop-Up pilot study](https://rescue.box.com/s/807x3ke2cavbu3rpyvv9aixo3b6voz81) provided evidence that localized, tablet-based autonomous learning software is a feasible and potentially cost-effective solution to help displaced out-of-school Rohingya children acquire foundational skills.

Although these findings are encouraging, there is still much we need to learn related to the implementation of Pop-Up before the IRC can roll out the program on a large scale. In particular, as we begin to implement Pop-Up in the host communities of Cox’s Bazar, we need to ensure that we have a culturally relevant, age-specific comprehensive course in Bangla.

**Scope of Work**

We are looking for local content creators to help create a highly contextualized, comprehensive, adaptive course for children in literacy and numeracy.

The local content creator partner should have a solid understanding of foundational literacy and numeracy curriculum and local context of the host communities in Cox’s Bazar and the coastal belt of Bangladesh to spearhead the content creation that is aligned with the learning needs of the community, accommodate low-literacy users, and is linguistically appropriate and culturally relevant.

Our vision is to work closely with the local technology partner(s) to develop and execute an optimized model in our next phase in Cox’s Bazar. Based on a successful execution in Cox’s Bazar, we hope to continue working with the local technology partner(s) as we scale-up the program.

**General Requirements**

* Content creation
  + **Adaptive, self-guided, comprehensive course**
    - Clear guidance to user on learning timeline and path (i.e. it is clear what the user needs to do next)
    - Instructional approach should accommodate pre- and low-literacy users in a contextually relevant way
    - Able to hold the attention of a young learner autonomously
    - Supports accessible features
  + **Foundational literacy and numeracy** learning, and supports social and emotional learning
    - Appropriate for children ages 9-16, including those children who may be working or who may have dropped out of the formal education system
    - Compatible with host-country government curriculum for primary and lower secondary level
  + **Culturally relevant** for use in host communities in Cox’s Bazar and the coastal belt of Bangladesh
    - All content in Bangla, other than potential English literacy component
  + Potential opportunities, but not required:
    - Device agnostic - can work on multiple types of devices - tablets, phones, computers, kiosks
    - Interactive content or games for solo learning and exploratory play
    - Socially connected interactive content
    - Gamification - points, badges, levels to encourage completion
    - Dashboard to display progress by student, engagement, reports, etc.
    - Embedded assessment tools
    - Content adapted to specific individual needs
    - Tools for co-creating content
* Data collection and analysis tools
  + Compliant with government regulations
  + Protects learner data privacy
  + Records activity and progress at individual learner level
  + In line with regulations and best practices for secure data collection
  + Method of updating and managing content in a consistent way, including individual user logins and security
  + Potential opportunities, but not required:
    - Locally analyzes activity and progress insights for educator
    - Easily visualized and sharable real-time data insights for educators
    - Able to manage multiple users and user roles
    - Gender specific program considerations
    - Enables 3rd party content partners to easily create, adapt and localise content

**Expected Activities & Deliverables**

The proposed Pop-Up program in the host communities of Cox’s Bazar will occur over the next three years beginning with one pilot district under Chittagong division. We are hoping to begin working with a potential partner to provide the following deliverables within the upcoming year.

* Creation or adaptation of comprehensive, culturally relevant curriculum in Bangla
* Design workshops with program and design teams
* Creation of dashboard for facilitators, IRC staff, data reports
* Prototypes and test flows before implementation
* Refine experience and resolve bugs from prototyping
* Conduct or support efficacy studies and make any improvements to the content based on the efficacy study findings
* Provide technical support during implementation
* Provide data and data analysis as appropriate