

United Nations Children's Fund

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS

Title	Funding Code	Type of engagement	Duty Station: Remote/home-based
National consultant for design and development of online and offline version of ECD inception course	Regular Resource WBS: 0600/A0/05/203/001/031	<input checked="" type="checkbox"/> Consultant	
<p>Purpose of Activity/Assignment: To do design and develop online and offline version of ECD inception course.</p>			
<p>Scope of Work: Since 2021, UNICEF's ongoing efforts towards improving the quality of Early Childhood and Development (ECD) in Myanmar, have been severely disrupted due to the complex country situation, including ongoing conflicts and displacement of communities. Many families have been displaced, with some remaining within the country while others across borders. Due to this situation, unfortunately, children especially younger ones have been exposed to increasing toxic stress in their homes, in communities or temporary settlements. Consequently, there has been an organic growth of new child development services in response to these pressing needs. However, the lack of institutionalized ECD workforce development in the country has made it difficult for new workforce members to access the appropriate training services. As a result, the quality of services that most children receive remains questionable.</p> <p>Target audience of this course: A significant number of the ECD workforce in community-based ECD centers constitutes young individuals with middle school education or high school drop-outs. Many of them belong to ethnic communities with limited proficiency in Myanmar language and lack a foundational knowledge base in child development, child psychology, or any formal training experience as teachers needed for working with young children. Additionally, travel across many regions or states remains restricted due to ongoing conflicts, activation of conscription law posing huge safety risks for young people who need to travel from place to place for in-person training. The internet connectivity in many areas is also limited. If connected, there are issues such as low bandwidth, slow speed and intermittent in nature.</p> <p>Purpose: Given these challenging circumstances and the need to provide capacity-building opportunities to the ECD workforce for boosting the quality of existing ECD services in Myanmar (see annex-1 Theory of Change), the online , that can be also used offline for individual self-pace learning modality, has been identified as the most appropriate solution. This method will ensure access to essential training and resources for the ECD workforce while overcoming the barriers of travel restrictions and limited internet connectivity. The course to be made accessible by persons with visual and hearing impairments as well.</p> <p>Online course platform: The learning passport Myanmar will be used as course platform to deliver this course.</p> <p>The National Consultant, a subject matter expert, has been engaged to support the development of online induction course with self-paced modules for ECD workforce, in collaboration with the pool of resource persons identified by the ECCD working group and in consultation with UNICEF regional ECD specialists. Currently development of content for 20 modules is in progress with each estimated for 20 –30 minutes, clustered under 3 key areas (See names of modules in annex 2.). To ensure high completion rate and provide positive learning experience, it is crucial to consider several limitations such as low capacity of devices, low bandwidth, slow internet, low level of education of the participants who will be mostly using the course offline, yet to make the course developmentally, contextually appropriate and culturally relevant.</p> <p>In the context of this assignment, the National Consultant will have the following key tasks:</p> <ol style="list-style-type: none"> A. Simplification of course content in consultation with subject matter expert and team B. Identification of learning authoring tool (such as Articulate, iSpring, EasyGenerator, Genially Premium, etc.) to make the course simple, engaging and user-friendly. [E-learning software license needs to be owned by the 			

consultant and all native files will be sent to UNICEF upon completion of the project.] The consultant to have his/her own IT equipment arrangement and internet to deliver the work.

- C. Development of the course design, including mapping competencies within the activities and assessments in a curriculum map/table (use collaborative tools to ensure stakeholder input is considered before the development stage to visualize the course structure and flow including illustrations, narrations)
- D. Gamification and interactivity, where needed, to ensure engagement and assess understanding of participants
- E. Pilot testing
- F. Finalize the course

All products are expected to include high-level quality graphics and audio visuals and commitment to ensuring compliance on gender sensitivity, inclusivity and accessibility.

Child Safeguarding

Is this project/assignment considered as "[Elevated Risk Role](#)" from a child safeguarding perspective?

YES **NO** If YES, check all that apply:

Direct contact role YES NO

If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:

Child data role YES NO

If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):

More information is available in the [Child Safeguarding SharePoint](#) and [Child Safeguarding FAQs and Updates](#)

Budget Year: 2024	Requesting Section/Issuing Office: Education	Reasons why consultancy cannot be done by staff: <i>It is highly specialized task, for digitizing the online course</i>
Included in Annual/Rolling Workplan: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No, please justify:		
Consultant sourcing: <input checked="" type="checkbox"/> National <input type="checkbox"/> International <input type="checkbox"/> Both Competitive Selection: <input checked="" type="checkbox"/> Advertisement <input type="checkbox"/> Roster Single Source Selection <input type="checkbox"/> (Emergency - Director's approval)		Request for: <input checked="" type="checkbox"/> New SSA – Individual Contract <input type="checkbox"/> Extension/ Amendment
If Extension, Justification for extension:		
Supervisor:	Start Date:	End Date:
<i>Aye Aye Yee Education Specialist</i>	<i>15th August 2024</i>	<i>30 July 2025</i>

Work Assignments Overview	Deliverables/Outputs	Delivery deadline	
<p>Task 1: Inception</p> <ul style="list-style-type: none"> Kick-off meeting with UNICEF, subject matter experts (national consultant and team who are developing content for the course) Present timeline and proposed strategy, including communication for the development of materials, including identifying the key milestones. <p>Working days 10 days</p>	<p>Inception presentation with key milestones, proposed strategy including communication with content development consultant</p>	<p>10th September 2024</p>	
<p>Task 2: Simplify course content in collaboration with subject matter experts</p> <ul style="list-style-type: none"> Collaborate with subject matter experts to simplify the contents. Identify key messages that needs graphics, illustrations, animation, voice recording, Consult assessment strategies <p>Deliverables can be submitted in maximal 5 batches</p> <p>Working days 10 days</p>	<p>Simplified course content and assessment strategies using wireframe prototype using the collaborative sites to work with subject matter experts</p>	<p>30 September 2024</p>	
<p>Task 3: Identify learning authoring tool to make the course user-friendly, accessible and engaging</p> <ul style="list-style-type: none"> Identify appropriate learning authoring tool that will serve the purpose for offline self-pace learning with limited internet connectivity. Ensure that the course is user-friendly and easy to navigate. <p>Working days 10 days</p>	<p>Present draft design using the identified learning authoring tool and get feedback from UNICEF</p>	<p>15 October 2024</p>	
<p>Task 4: Develop course design</p> <ul style="list-style-type: none"> Confirm characteristics of 3 key facilitators /learning instructors (two woman and one man) and facilitation approaches with subject matter experts and produce main facilitators for the course Develop illustrations, graphics, sound recordings to elaborate the contents of the course Multimedia content integrated into the course, including videos, animations, interactive quizzes, and other multimedia elements. <p>Deliverables can be submitted in maximal 5 batches</p> <p>Working days 140 days</p>	<p>Present three key facilitators/learning instructors along with voice recording to be endorsed by UNICEF</p> <p>Present voice overs for narrator (s) for endorsement by UNICEF. (WAV or MP3)</p> <p>Draft modules and user guide with integrated multimedia content</p> <p>(For online: SCORM package, attached documents in PDF, videos in MP4 format</p> <p>For offline: interactive file with embedded videos and audios)</p>	<p>15th April 2025</p>	
<p>Task 5: Piloting of the online course</p> <ul style="list-style-type: none"> Plan and conduct a pilot of the online self-paced induction course with a sample of participants. 	<p>Pilot report, including feedback analysis and proposed revisions for the course.</p>	<p>15th May 2025</p>	

<ul style="list-style-type: none"> Collect feedback from participants, facilitators, and other relevant stakeholders. <p>Working days 5 days</p>			
<p>Task 6: Finalization of the course.</p> <ul style="list-style-type: none"> Incorporate feedback and suggestions from the pilot phase to finalize the online self-paced induction course material. Develop assessment tools, including quizzes and assignments, to evaluate participant learning. Create user guides to assist participants in learning the course effectively. <p>Deliverables can be submitted in maximal 5 batches</p> <p>Working days 60 days</p>	<p>Finalized online course for ECD workforce, including assessment tools, and user guides video and also pdf version</p>	<p>15 July 2025</p>	
<p>Task 7: Prepare final report</p> <p>Working days 5 days</p>	<p>Final report with lessons learnt and recommendations</p>	<p>30 July 2025</p>	
<p>Travel International (if applicable)</p>		<p>N/A</p>	
<p>Travel Local (please include travel plan)</p>		<p>N/A</p>	
<p>DSA (if applicable)</p>		<p>N/A</p>	
<p>Minimum Qualifications required*:</p> <p><input checked="" type="checkbox"/> Bachelors <input type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other</p> <p>Enter Disciplines: Bachelor in any field combined with relevant experience, Certificate in instructional design and E learning, Education Technology, or other related technical fields is an asset.</p>	<p>Knowledge/Expertise/Skills required*:</p> <ul style="list-style-type: none"> More than 5 years of experience with Microsoft 365 products, minimal 2 years experience with Learning Management Systems, e-learning authoring tools, video, animation and multimedia; Demonstrate experience working with ethnic, disadvantaged groups, persons with disabilities; Experience working with UNICEF, INGOs, UN organizations or other institutions with a good reputation in media; Similar quality work done with past clients; Capable of working in sensitive situations and under tight deadlines; 		
<p>Evaluation Criteria (This will be used for the Selection Report (for clarification see Guidance))</p> <p>A) Technical Evaluation (maximum 75 Points) B) Financial Proposal (maximum of 25 Points)</p> <ul style="list-style-type: none"> - Technical expertise and relevant skills & qualifications (15) points - Professional experience in the field of developing multi media e-learning products (10) points - Professional experience working with ethnic, disadvantaged groups, persons with disabilities (10) points - Experience working with UNICEF, INGOs, UN organizations, or other institutions with good reputation in media (10) points - Quality of similar work done for past clients (15) points - Quality of technical proposal in the EOI (15) points 			

Upon selection, the consultant will be asked to complete one small assessment.

<p>Administrative details:</p> <p>Visa assistance required: <input type="checkbox"/></p> <p><input checked="" type="checkbox"/> Home Based <input type="checkbox"/> Office Based:</p> <p>The consultant to have his/her own IT equipment arrangement and internet to deliver the work.</p>	<p>If office based, seating arrangement identified: <input type="checkbox"/></p> <p>IT and Communication equipment required: <input type="checkbox"/></p> <p>Internet access required: <input type="checkbox"/></p> <p>Transportation arranged by the office: <input type="checkbox"/></p>
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¹ Costs indicated are estimated. Final rate shall follow the “best value for money” principle, i.e., achieving the desired outcome at the lowest possible fee. Consultants will be asked to stipulate all-inclusive fees, including lump sum travel and subsistence costs, as applicable.

Payment of professional fees will be based on submission of agreed deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant

Text to be added to all TORs:

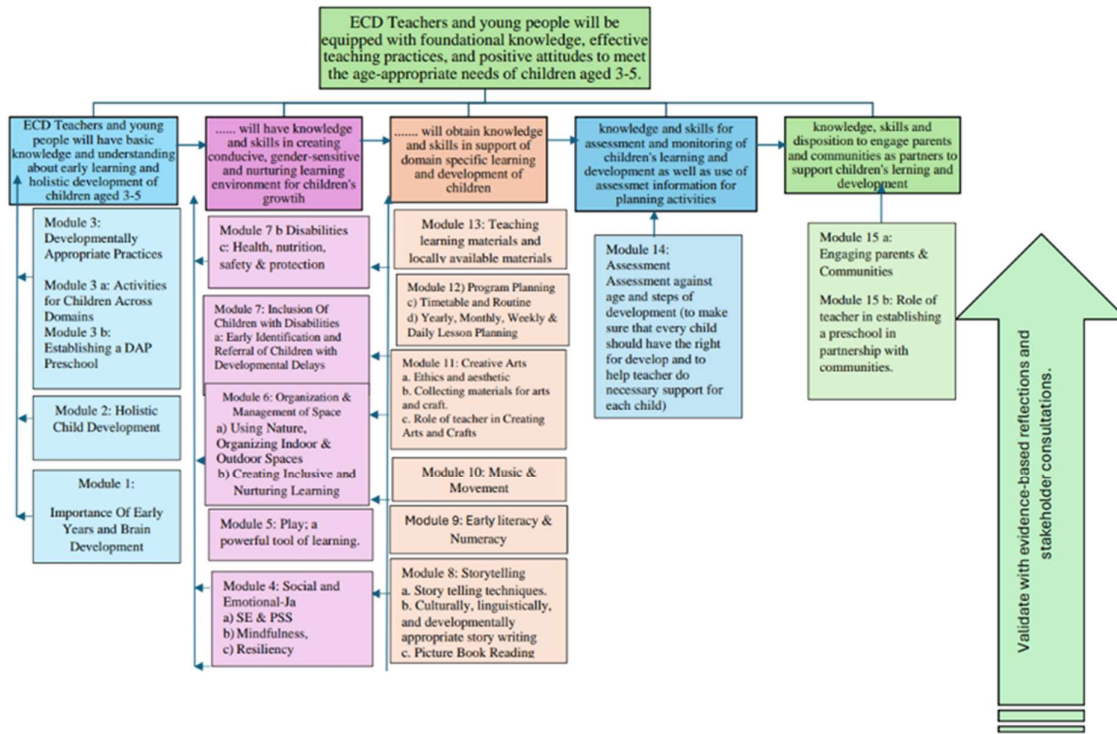
Individuals engaged under a consultancy will not be considered “staff members” under the Staff Regulations and Rules of the United Nations and UNICEF’s policies and procedures and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants. Consultants are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.

The selected consultant is solely responsible to ensure that the visa (applicable) and health insurance required to perform the duties of the contract are valid for the entire period of the contract. Selected consultant are subject to confirmation of fully-vaccinated status against SARS-CoV-2 (Covid-19) with a World Health Organization (WHO)-endorsed vaccine, which must be met prior to taking up the assignment. The vaccine mandate, does not apply to consultants who will work remotely and are not expected to work on or visit UNICEF premises, programme delivery locations or directly interact with communities UNICEF works with, nor to travel to perform functions for UNICEF for the duration of their consultancy contracts.

UNICEF offers [reasonable accommodation](#) for consultants with disabilities. This may include, for example, accessible software, travel assistance for missions or personal attendants. We encourage you to disclose your disability during your application in case you need reasonable accommodation during the selection process and afterwards in your assignment.

Annex 1.

Theory of Change for the Online ECD Induction Training Course



Annex-2

Self-paced Online Training Course on Early Childhood Care and Development for Preschool Teachers
(Revised Course Structure aligning with the ASEAN ECCD Teacher Competency Framework)

Competency	Module	title
Part (1) Understanding the child's holistic development and learning		

Understanding the child's holistic development and learning	1	Importance Of Early Years and Brain Development
	2	Understanding Child Development and Developmental domains
	3	Developmentally Appropriate Practices
		Activities for children across domains
		Establishing a DAP school
4	Play: A powerful tool for learning	
		It will be 5 modules in total for Part (1) as there will be sub module a and b for DAP.
Part (2) Facilitating child development and learning		
Facilitating child development and learning	5	Program planning
	6	Language and literacy (Book reading could be part of this)
	7	Story telling
	8	Mathematics
	9	Music and movement
	10	Creative arts
		Ethic and aesthetics
		Activities for children's creativity and aesthetic appreciation
	11	Social and emotional learning
12	Assessment	
		A total of 9 modules.
Part (3) Establishing a Nurturing Learning Environment, which is safe and promotes health.		

Establishing a nurturing, inclusive and safe environment Promoting health, nutrition, safety and protection Engaging parents and families as partners	12	Organization and management of space
	13	Teaching and learning materials
	14	Health, nutrition, safety and protection
		Health and nutrition
		Safety and protection (Discipline could be part of this module)
	16	Inclusion of children with disabilities
17	Engaging parents and families	
		A total of 6 modules.