

United Nations Children's Fund (UNICEF)
Bangkok, Thailand
Vacancy Announcement 2021/002

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Consultancy: To develop e-learning course for caring for children with Severe Acute Malnutrition

UNICEF works in some of the world's toughest places, to reach the world's most disadvantaged children. To save their lives. To defend their rights. To help them fulfilling their potential.

Across 190 countries and territories, we work for every child, everywhere, every day, to build a better world for everyone.

And we never give up.

For every child, a better future

UNICEF works to ensure the rights of all children in the East Asia and Pacific Region. This means the rights of every child living in this country, irrespective of their nationality, gender, religion or ethnicity, to:

- **survival** – to basic healthcare, peace and security;
- **development** – to a good education, a loving home and adequate nutrition;
- **protection** – from abuse, neglect, trafficking, child labour and other forms of exploitation; and
- **participation** – to express opinions, be listened to and take part in making any decisions that affect them

How can you make a difference?

The Nutrition Section, UNICEF East Asia and Pacific Region Office (EAPRO), in partnership with UNICEF Lao PDR Country Office is seeking an individual consultant to develop an open-source e-learning course for caring for children with Severe Acute Malnutrition (SAM). The e-learning course is expected to facilitate the training of primary health care workers on early detection and treatment of children with Severe Acute Malnutrition particularly those in remote areas, helping to bridge distances in access to up-to-date information in rural areas.

Background:

Building the competencies of health workers in assessment and management of Severe Acute Malnutrition (SAM) at scale in Lao PDR and other countries in East Asia Pacific is a continuing challenge in scaling up SAM treatment within the health system. Development of an e-learning course can facilitate the provision of quality, cost-effective and environmentally friendly training at scale. The course will facilitate the training of health workers either during the Covid-19 pandemic or its immediate aftermath.

Currently, preservice training curriculum for health workers in the East Asia Pacific does not adequately cover the management of SAM. Inservice training is provided through onsite classes that can only train a maximum of 30 health workers at a time, limiting the ability to scale up training rapidly. There also an insufficient number of

qualified trainers. As a result, a trainer of trainers' approach is used. However, the quality of training diminishes as it is rolled out in the lower levels of the health care system due to insufficient supervision. Onsite training is costly as it requires the hiring of training facilities, travel, meals and accommodations costs for the trainees. It also pulls health workers away from health service provision for up to ten days, which can be problematic in low staffed PHCs. High staff attrition necessitates continuous training of new health providers.

Moreover, care for severest cases of Severe Acute Malnutrition is provided by paediatricians who are often involved in private practice and have time constraints to participate in the current training programs. An e-learning course will allow for individualized and flexible learning on specific topics most relevant to the paediatricians. Lastly in the context of disease outbreaks that limit social gatherings, like the COVID-19, an e-learning course can facilitate continuity of planned training and support service adaptations through providing a ready resource to support expanded or tailored training for specific groups. It is thus a vital emergency preparedness measure.

Work Assignment:

Under the direct supervision of UNICEF EAPRO Nutrition specialist (CMAM), with the leadership of the Regional Advisor, Nutrition, the individual consultant will provide technical support to and capacity development of e-learning content production.

The aim is to use the existing learning content organized in various modules (currently in the form of PowerPoint slides with notes and Word documents both in English and Lao language) and create a self-paced online learning course that can be taken on Agora platform. The online learning course will consist of an e-learning course on caring for children with SAM developed on UNICEF'S Learning Management System (Totara/Moodle) using the LMS functionalities, integrations (like H5P, 'Yammer block', etc.) and/or the rapid e-learning software Articulate Rise. A series short videos or links provided by UNICEF will be integrated into the modules to demonstrate the practical application of skills for management of SAM.

The developer will work in collaboration with a UNICEF subject matter expert who will provide oversight over the technical accuracy the course content.

Description of e-learning course

A. Title

E-learning course on caring for children with Severe Acute Malnutrition in Lao PDR and the East Asia Pacific Region.

B. Learning objectives

To enhance knowledge and competency in early detection and treatment of Severe Acute Malnutrition (SAM) for health professionals.

C. Learning outcomes

At the end of the activity, learners will be able to:

- Assess and diagnose malnutrition in children
- Understand the principles for treating children with SAM
- Appreciate the importance of timely and appropriate management of SAM
- Differentiate treatment options for SAM children with or without medical complications, and infants at risk of malnutrition
- Understand how to support parents in feeding, care and stimulation of SAM children

D. Target audience

The course is intended to be an open-access course providing individualized self-paced learning for health professionals who have responsibility for child health including paediatricians, clinical officers, nurses, midwives, nutritionist, and students in the fields of medicine, nursing or nutrition.

The primary target audience is health professionals in the East Asia Pacific region, with a specific focus of the training needs for Lao PDR. Nevertheless, the course can be beneficial to a similar audience globally.

E. Language

The course will be developed in English and localized to the Lao language. It should also have a provision for translation into other languages used in the East Asia Pacific region.

F. Total learning duration

480 minutes for each of the two courses (English and localized Lao version).

G. Activity structure

The course will consist of a number of individual modules, an introduction session, pretest and final test.

Each module will include a pre-assessment, learning objectives, main module content, quizzes/case studies and a post-assessment. The assessment will consist of randomly allocated questions, allowing the user to re-take the post-assessment with a different set of questions. In addition, various interactive methods will be integrated in the lesson content utilizing a variety of question formats; multiple choices/response, case studies, quizzes, case studies, or matching, etc.

The course will be based on existing UNICEF training packages for SAM and the latest WHO guidelines.

Technical content will be supplied for both the English and Lao version. The applicant will be expected to transform this into an interactive learning format with build-in interactive material using videos, photographs, podcasts, use of animations, stories and practice question to make the training more user friendly and further engage the participant.

The applicant will be expected to transform these into interactive learning format with build-in practical& demonstration sessions from the video material, use of animations, stories and practice questions.

The applicant will develop and submit a detailed flow chart and wireframe for the course structure of the individual modules for UNICEF review and approval before proceeding with the courseware development. The design should allow the user to construct their self-paced learning pathway and support peer-e-learning environment.

The localized Lao version should support administration on a moderated basis, linked to in-country experts/trainers (who would usually be delivering a classroom or face-to-face training) or as a self-administered/managed e-learning, but with a facility to direct questions to a technical point and for digital certification.

A UNICEF subject matter expert will provide technical oversight to ensure that the content meets professional standards.

H. Subjects covered

The course content modules and estimated minutes per module are provided below.

- **Overview of course** (10mins) with a provision for course map to identify relevant modules for those not required to take the whole course
- **Pretest:** (10 mins)
- **Module 1:** Overview of malnutrition (20 mins)
- **Module 2:** Community engagement for early diagnosis and referral of acute malnutrition (15 mins)
- **Module 3:** Assessment and triage of acute malnutrition (60 mins)
- **Module 4:** Management of uncomplicated SAM (outpatient) (75 mins)
- **Module 5:** Management of complicated SAM (inpatient) (120 mins)
- **Submodule:** Management of Acute Watery Diarrhoea AWD, TB, HIV in children with SAM (25mins)
- **Module 6:** Management of moderate acute malnutrition/moderate wasting (20 mins)
- **Module 7:** Supporting caregivers of malnourished children (hygiene/ IYCF/ ECD/CFC) (30 mins)
- **Module 8a:** Minimum reporting requirement for treatment of SAM (15 mins)
- **Module 8b:** Stock requirement and control for SAM treatment (15 mins)
- **Module 9:** Recent advances and simplified approaches in treatment of SAM (45 mins)
- **Posttest/certification** (20 mins)

I. Suggested learning activities

The presentation of the module content should use interactive tools to present the theory and its practical application, and to assess knowledge and skill acquisition. It should effectively alternate theory screens with story screens to focus learner's attention on critical skills required for management of severe acute malnutrition.

The number of media players should be kept to a minimum for users with limited IT options.

The module content should be in a responsive design that allows for access on mobile phones and other devices with low bandwidth, and for downloading for use offline.

The course content should use simple, digestible language, be visual in demonstrating skills and concise in presentation style and content as English is not the first language of for the target audience. It should distil technical information and summarise effectively key points.

In addition, the course design should allow for:

- flexible learning at the users' own pace, allowing for stopping and starting by the user, and for completion of the modules and the course over time;
- tracking of registration details, completion rates and provide certification on completion. This will include username, job classification, address and country;
- revision and addition of new contents. It should have built-in functionality to facilitate translation and adaptation into other languages.

Gender and cultural references used for the characters in the lesson examples or stories should be appropriate and representative of all the countries in the East Asia pacific region including ethnic diversity, religion, names, style of dress, etc.

The applicant will also be expected to produce short video clip or social media products that can be promoted and market e-learning course.

As each module is produced it will be sent for final review by UNICEF. To facilitate timely delivery of the project, production and approval of different modules will happen simultaneously.

The applicant will collaborate with UNICEF to conduct a formative evaluation of the course on usability, media, content, and instructional design during the later stages of the development phase and feedback use improve the e-learning course.

J. Technical requirements of deliverables

- Course content should meet WCAG 2 requirements and be fully accessible in low connectivity settings
- If the content were to be delivered as an interactive lesson, the output should be SCORM 1.2 and HTML 5 compliant
- The course should be fully compatible with UNICEF's Learning Managements System (Totara/Moodle) and mobile app for Android and iOS
- All content should be accessible in low connectivity settings and be compatible with UNICEF's LMS mobile application and Agora Offline to allow navigation in low connectivity settings
- All course content and activities should adapt to different screen sizes to allow for mobile navigation. (Touch-friendly interfaces and activities should be fully responsive and adaptive)
- Produced with authoring tools such as Articulate Rise, Captivate and UNICEF's LMS (Totara/Moodle) components and integrations (H5P). Source files will be delivered to UNICEF
- Provide ALL text content in Word format to facilitate the translation of the course (this includes text in graphics and multimedia content)
- Creation of a 'READ ME' file that describes and explain the design specifications of the final version of the course

K. Design requirements

- All content should follow and comply with the UNICEF Style guide, the Photography guidelines and the UNICEF's Brand Book and Brand Manual
- Ensure that the course navigation is intuitive and clear for users with different digital literacy levels of expertise, especially core components that are requisites for completion
- Creation of navigation guides that explain how to navigate the course page, components and complete assignments and/or quizzes
- Visual elements such as graphics and multimedia elements should be optimized for internet navigation
- Use of modern templates and move effective and modern content treatments are welcome. For example, include infographics to present key ideas, statistics. Include introductory screens where missing. Break up lengthy text blocks that cause cognitive overload

L. Accessibility compliance

- UNICEF is now committed to be a role model and produce highly accessible learning resources. We count on vendors to work with UNICEF to select appropriate technology, define requirements and best practices, and design templates to meet these objectives. We aim at the level AA conformance per the WAI (W3C) recommendations.

Work Schedule and Deliverables:

Milestones	Deliverables/Outputs	Timeline
Task 1: Development of an English version of the e-course that supports at least 8 hours of self-learning, is technically sound, and meets UNICEF technical standards for courses hosted in Agora platform. Support pilot testing and revision of the first draft to include learning points from the pilot and revised WHO guidance expected in August 2021.		
Weekly or bi-weekly meetings with SMEs and LKE L&D team	-	-
Create a project plan with a detailed scope of work based on information and materials provided by Subject Matter Experts (SME)	Project plan with milestones and deadlines	Within 15 days after contract start
Elaborate instructional design plan that includes: <ul style="list-style-type: none"> • A Summary of needs assessment, target audience, and content analysis provided by SMEs • List of general and specific learning objectives • Expected learning outcomes and methods of evaluation • Structure and sequencing of content • Overall instructional strategy • List of stakeholders and roles 	Instructional design plan	Within 15 days after project plan is approved by UNICEF
In collaboration with SMEs, design storyboards of modules/lessons and mockup of the AGORA activity page	Storyboards of modules/lessons (PowerPoint or Word) Mockup of AGORA activity page	Within 30 days
Deliver the Alpha version of the e-learning course	Alpha version of e-learning (AGORA activity page, plus interactive content)	Within 20 days after storyboards are finalized
Deliver the Beta version of the e-learning course	Beta version of e-learning (AGORA activity page, plus interactive content)	Within 30 days after alpha version is completed
Deliver the Gold version of the e-learning course	The gold version of e-learning (AGORA activity page, plus interactive content)	Within 20 days after Beta version is completed
Coordinate the publishing workflow per the Publishing online courses on Agora guidelines; this includes publishing and testing (points one and two)	Finalizing the setup of activity settings and components/resources	Within 15days after gold version is completed
Deliver a master document or folder with the following information: <ul style="list-style-type: none"> • ALL text content, including text in graphics and multimedia content in Word format to facilitate the translation process of the course 	Master document/folder	

<ul style="list-style-type: none"> A “READ ME” document that describes and explain the design specifications of the final version of the course and source files 		
Finalizing the delivery of all source files (including custom graphics, audio, animations, code, etc.)	Source files of all source files (if applicable)	
Collaborate with LKE – L&D officer and SMEs to do a digital launch of the course	<ul style="list-style-type: none"> Yammer announcement and/or social media post (Facebook, Twitter, etc.) Email blast 	
Task 2: Following the competition of the English version, localize the e-course into Lao language that support facilitator led administration or self-paced training with a facility to direct questions to a technical point and for digital certification		
Using translated content (provided by UNICEF LAO), and in n collaboration with SMEs, design storyboards of modules/lessons and mockup of the AGORA activity page, and deliver the e-learning in alpha, Beta and Gold version (incorporating review feedback after each version, and pilot testing of the Beta versions	Gold version of the course. Master documents, and source files	Within 90 completion of the English e-learning

End Product(s):

Task 1: The gold version of e-learning (English version) of that supports at least 8 hours of self-learning, is technically sound, and meets UNICEF technical standards for courses hosted in Agora platform (AGORA activity page, plus interactive content)

Task 2: The gold version of e-learning (localized Lao version) that supports administration on a moderated basis by trainers (who would usually be delivering a classroom or face-to-face training) or as a self-administered/managed e-learning with a facility to direct questions to a technical point and for digital certification

Estimated Duration of Contract: 191 working days: Tentative duration: January - December 2021

Official Travel: The consultant will work remotely from home.

To qualify as an advocate for every child you will have...

- Advanced university degree in Human Nutrition, Public Health or Global Health Policy, ideally with BSc nutrition or medical degree
- Minimum of eight years of professional international work experience in nutrition programming and policy
- Proof of experience in the development of training tools and materials and conducting for wasting is essential, with evidence of outputs
- Experience in working with academic institutions, including developing curricula and training materials is an asset
- Strong information-gathering and analytical skills
- Fluent in English and ability to write clearly and concisely in English
- Ability to work independently while maintaining regular contact UNICEF and other stakeholders involved in the e-course development

- Strong capacity to meet deadlines, prioritize tasks, and apply positive strategies for working collectively with remote teams
- Demonstrated ability to effectively work and communicate in a multicultural environment
- Computer literacy with high ability to create presentations and apply various presentation techniques

Interested candidates are requested to submit CV or P-11, full contact information of minimum 3 references, availability, and proposed daily professional fee in USD by **25 January 2021**.

For every Child, you demonstrate...

UNICEF's values of Care, Respect, Integrity, Trust, Accountability (CRITA) and core competencies in Communication, Working with People, and Drive for Results.

View our competency framework at

http://www.unicef.org/about/employ/files/UNICEF_Competencies.pdf

UNICEF is committed to diversity and inclusion within its workforce, and encourages all candidates, irrespective of gender, nationality, religious and ethnic backgrounds, including persons living with disabilities, to apply to become a part of the organization.

UNICEF has a zero-tolerance policy on conduct that is incompatible with the aims and objectives of the United Nations and UNICEF, including sexual exploitation and abuse, sexual harassment, abuse of authority and discrimination. UNICEF also adheres to strict child safeguarding principles. All selected candidates will be expected to adhere to these standards and principles and will therefore undergo rigorous reference and background checks. Background checks will include the verification of academic credential(s) and employment history. Selected candidates may be required to provide additional information to conduct a background check.

Remarks:

Only shortlisted candidates will be contacted and advance to the next stage of the selection process.

Individuals engaged under a consultancy or individual contract 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 and Individual Contractors. Consultants and individual contractors 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.

UNICEF is committed to promote the protection and safeguarding of all children.