



REQUEST FOR PROPOSAL FOR DIGITAL CONTENT PRODUCTION

BACKGROUND

The development of the Global Course, co-created and deployed with regional experts, will help to increase the knowledge, skills, and confidence of frontline workers, community volunteers, and/or caregivers to respond to MHPSS concerns and participate in community-based MHPSS program development. It will promote ongoing community capacity and workforce development by supporting MHPSS competencies of frontline community workers and caregivers. Enrolling people directly supporting children and caregivers/families impacted by adversity with the ultimate goal of contributing to reducing suffering and improving mental health and psychosocial wellbeing among children and families in emergency settings, including situations of forced displacement and/or humanitarian, pandemic, or climate crisis settings.

In alignment with the IASC Common Monitoring and Evaluation Framework for Mental Health and Psychosocial Support in Emergency Settings: With means of verification (Version 2.0)¹, the ultimate goal of the Child & Family Course is to contribute to reducing suffering and improving mental health and psychosocial wellbeing among children and families in emergency settings, including situations of forced displacement and/or humanitarian, pandemic, or climate crisis settings. The objective of the course is to develop community-based MHPSS and basic psychosocial competencies among child- and family-focused community stakeholders to support the mental health and well-being of children and families. The course aligns with the UNICEF Global Multisectoral Operational Framework for Mental Health and Psychosocial Support of Children, Adolescents and Families Across Settings, referred to for convenience as the 'MHPSS framework', which aims to more effectively strengthen, promote, protect and mobilize supports and systems within the family and community to support child and family wellbeing and prevent mental health and psychosocial conditions. This framework incorporates a community-based approach to Child and Family MHPSS that focuses on the knowledge, skills, ethics, and values to restore, strengthen, and mobilize family and community supports and systems by building on existing individual and community resources, capacities and resilience.

The Global Course will include content on the ethical considerations for gender, age, and disability-sensitive approaches for basic psychosocial support and inclusion in MHPSS community-based programming. Global, regional, and national actors engaged in co-creation and delivery of the course will include

¹<https://interagencystandingcommittee.org/iasc-reference-group-mental-health-and-psychosocial-support-emergency-settings/iasc-common-monitoring-and-evaluation-framework-mental-health-and-psychosocial-support-emergency>

expertise on gender, age, and equity. The core principle of this work will be co-creation, as the MHPSS Collaborative will work especially with young people and caregivers from target contexts, who have lived experience to develop course content as well as with regional experts to identify and develop low-cost, usable course delivery platforms, and a brief co-creation and implementation process guidance as a resource for future iterations of the course.

During the first phase of the project, the course will be piloted in the East and Southern Africa region. Participants will include frontline workers (community health workers, community volunteers, etc.) from different international non-profit organizations, UN agencies, and local community-based organizations. An evaluation of the pilot will support the adaptation of the course material and teaching methodology. Following the adaptation, the course will be rolled out to a larger number of frontline workers in the same region.

To develop the digital content and adapt to the UNICEF platform, the Learning Passport (LP)², we are seeking to hire a Digital content management specialist.

SCOPE OF WORK

The course learning model is blended, thus combining face-to-face with an online module. The consultant should closely coordinate with the MHPSS TA with regard to the visualization of the content to get an understanding of the content material and organizational context. The project will involve the creation of defined modules and contents on C+F MHPSS and will need to be punctuated such as videos, games, ppts, quizzes, etc to enhance the learning experience as well as improve the interaction with users. The activities should demonstrate the linkage between the material have been suggested by instructors with the outputs of each module; There should be a logical and smooth transition from one module to another with clear linkage to the knowledge and skills tackled by each module.

DELIVERABLES

The service includes the following tasks:

- a. Digital content development and learning design;
- b. Functional “learning path” activated for the delivery of training contents;
- c. Customisation of the graphical interface;
- d. The digitized packages should use a programming language that enables different delivery modalities (offline and online).
- e. Integrate Pre-assessments and post-assessments into course content
- f. Document technical issues related to content, encountered on the online and offline instances.

² The LP is highly flexible and can be adapted to fit local contexts and meet a variety of learner needs including supporting early childhood education, skills development, mental health promotion, formal education, technical & vocational education and more. The Learning Passport has reached over 2.2 million learners in 24 countries since its launch in 2020.

Considerations for Adapting content into Platform:

- The courses design should be supported by all browsers and compatible across devices (mobile-desktop).
- Consider the best format or method to present the content in each module and for every activity to ensure the maximum rate of engagement, this can be done using some of the following suggestions which will be defined by instructors and uploaded on the platform: Various exercises which engage the participant and reinforce the learning.

The overall product delivery consists of transforming the C&F MHPSS curriculums and contents into a digitized interactive format. They should encompass readings with tests and multimedia content (pictures, animations, videos). The digitized material should be designed in a way that enables it to be housed in the Learning Passport UNICEF platform. The consultant may work on any deliverable at any time, contingent on supervisory approval.

DESCRIPTION OF THE GLOBAL COURSE

Title	Global Course in Child and Family MHPSS in Emergency Settings
Learning objectives	<p>Child & Family MHPSS community stakeholders from across multiple sectors in emergency settings will be facilitated to:</p> <ul style="list-style-type: none"> • Discuss fundamental concepts and implementation approaches for child & family MHPSS • Exchange experiences in supporting the mental health and well-being of children and families • Deliver safe, effective, culturally-appropriate basic psychosocial support to children and families • Apply the community-based approach to child & family MHPSS to real world situations • Demonstrate ethical awareness in child & family MHPSS practice
Learning outcomes	<p>By the end of the course, learners will be able to:</p> <ul style="list-style-type: none"> • Recall basic psychosocial support principles for working with children and families and the community-based approach to child & family MHPSS • Demonstrate appropriate basic psychosocial support skills that minimize harm to children and families and respond to children's and caregivers' psychosocial support needs

	<ul style="list-style-type: none"> • Identify a child or family at-risk for mental health or psychosocial conditions and safely refer them to a higher level of care • Analyze ethical dilemmas in child & family MHPSS • Utilize concepts and implementation approaches from Child & Family MHPSS frameworks, standards, and guidelines to address a community need
Learning model	<p>The course consists of:</p> <ul style="list-style-type: none"> • Pre- and post-course assessment activities (described under Assessment & Grading Policy, and Course Evaluation Activities). • Thirty-six (36) hours of class sessions facilitated by Course Instructors (virtual, in-person, or hybrid). <ul style="list-style-type: none"> ○ Online, self-directed trainings of no more than 3 hours in duration, in the language of instruction, as assigned by a Course Instructor in lieu of a face-to-face class session on topics that are not competency-driven. • Learning materials for each class session, such as readings, slides, instructions for exercises, and audios and videos, are accessible at a central course online site. • Five (5) 1-hour group supervision sessions (virtual, in-person, or hybrid), three (3) facilitated by Course Instructors, two (2) led by peers. Supervision groups consist of 5-8 learners. <ul style="list-style-type: none"> ○ The first group supervision session is scheduled to occur halfway through the course, when 18 hours of instruction are completed. Following supervision sessions are held every two weeks. ○ Peer-facilitated supervision groups can voluntarily opt-in to continue to meet after the fifth session. • Eight (8) hours of scheduled face-to-face refreshers sessions with Course Instructors (virtual, in-person, or hybrid). • Opportunities to offer feedback early and often in the course and to help Course Instructors and Course Directors make adjustments to better achieve learning outcomes.
Target audience	Frontline workers. Audience will be global
Language	Initially English
Methodology	Class sessions are facilitated through interactive presentations involving mini-lectures, role plays, scenario exercises, and paired and group work, and discussions, combining

	theoretical foundations and practice of foundational skills. Interactive teaching/training methods will include learning through play, and role modeling relevant skills, ethics and values. Face-to-face sessions will be designed by Course Instructors to facilitate learners to achieve the Learning Outcomes for the Module, especially the skill-based and competency driven outcomes.
Curriculum and supervision plan	The regional curriculum and supervision plan will be developed through adaptation of the global Child & Family Course curriculum and supervision plan. Curriculum and supervision plan adaptation will be informed by the results of the competency and needs assessment to ensure that it works with and builds on learners' existing competencies. The regional curriculum and supervision plan will be developed, inclusive of learning objectives, topics to be covered, learner support plan, and learner requirements to be awarded a Certificate of Completion, as well as a supervision plan.
Final deliverables to be delivered by	November 2022

QUALIFICATIONS

(1) Education

- Advanced University degree in IT, Educational technology, or another relevant field.

2) Work experience

- Minimum 3 years of progressively responsible professional work experience in education technology, digital content management
- Demonstrated experience in creating and designing content; experience creating content for web
- Strong understanding of how to evaluate and measure content quality and effectiveness.
- Knowledge of the latest trends in digital (education) solutions and platforms.
- Experience in digital learning design and interaction design concepts
- Very good technical understanding and familiarity with information and/or learning management systems.
- Fluency in English
- Working knowledge of at least Office 365 tools, MS Teams, SharePoint.

3) Competencies

- Self-starter, with ability to multi-task to achieve results,
- Analytical and conceptual thinking,
- Attention to details,
- Able to work in a multicultural setting,
- Highest standards of integrity, discretion, and according to Save the Children core values.

PROPOSAL

To select a vendor for this project we ask you to briefly describe the following:

1. Include tentative schedules.
2. Financial proposal broken down per service and hours required.
3. Interested individuals should submit examples or references of previous similar works.

OWNERSHIP OF RESULTS

All the results of this subcontract including the platform and its contents will be the property of The MHPSS Collaborative and UNICEF.

CONTRACT PERIOD

The contract shall be carried out for a period of five months, starting on August 1st and ending on December 30th 2022.

Please submit your application by July 8th to Kate Harris: kaha@redbarnet.dk