

TERMS OF REFERENCE

Instructional and Pedagogical Designer for the DCI Training Programme on Digital Transformation and Interoperability in Social Protection

Background

The International Labour Organization (ILO), is a key partner in implementing the Digital Convergence Initiative (DCI). This initiative aims to support the goal of Universal Social Protection by 2030, by enhancing the digital transformation of social protection systems and improving the interoperability of these systems through advanced digital solutions.

A cornerstone of this initiative is the DCI Training Programme, which is designed to equip policymakers, technical experts and practitioners in selected partner countries with the competencies necessary to implement and drive digital transformation and interoperability strategies within social protection domains.

To achieve these objectives, ILO seeks to engage an Instructional and Pedagogical Designer to conceptualize and develop the strategies, structure and materials for the DCI training programme. This assignment will be pivotal in designing learner-centered, competency-based training solutions in alignment with DCI's capacity development objectives for the partner countries.

Assignment Objectives

The primary objective of the assignment is to provide instructional design and pedagogical expertise to ensure the development and delivery of high-quality training content for the DCI Training Programme on Digital Transformation and Interoperability in Social Protection.

Under the supervision of the DCI Capacity Development and Knowledge Management Coordinator, the designer will work closely with the DCI teams, subject matter experts and training partners.

Tasks

The designer will perform the following key tasks:

1. Competency Framework Development

- Based on input from the ILO, DCI partner organizations, subject matter experts and key stakeholders, research and identify the competencies and skills needed for digital transformation and interoperability in social protection.
- Build a Digital Competency Framework for Social Protection aligned with the goals of the DCI capacity development programme, ensuring it covers essential competencies and skills across multiple dimensions: societal, ecosystem, organizational and individual levels.
- Work with DCI team and subject matter experts to validate the competency framework, ensuring relevance and applicability across all contexts.

2. Training Needs Assessment (TNA)

- Design methodologies for a comprehensive TNA based on the competency framework to identify skill gaps and capacity building needs among target groups.
- Create a user-friendly and self-administered TNA Tool with detailed user guides.
- Draft guidelines on how to analyze and interpret the results generated from the TNA Tool and create report templates.

3. Curriculum and Training Module Design

- Based on provided thematic areas and content, design a generic and modular training curriculum that addresses the competencies identified in the competency framework and the TNA.
- Propose curriculum structures and essential components for the training modules, including learning objectives, delivery formats, implementation plans, pedagogical activities and more.
- Review and suggest activities to ensure the curriculum is grounded in



adult learning principles, leveraging best practices such as problem-solving exercises, case studies, peer-to-peer learning and immersive learning experiences.

- Lead and engage in in-person writeshop (travel required) to collaboratively design and develop training curriculum and content with DCI teams and subject matter experts.
- Develop a comprehensive Facilitator's Guide/Handbook, including module objectives, topics, methodologies, activities/exercises, draft agenda, etc.
- Review training content and materials and provide recommendations to ensure they are adaptive for different delivery modalities, including face-to-face, online and blended learning environments.
- Design assessment methods and tools (e.g., post-training tests, reflective exercises) to evaluate participant progress and competency development.
- Provide detailed guidelines and resource materials for trainers, ensuring consistent and high-quality delivery of the curriculum.

4. Monitoring and Evaluation

- Design a monitoring and evaluation framework to measure the effectiveness of the training programme, including both short-term participant outcomes and long-term system-level impacts.
- Develop tools such as participant feedback forms, post-training competency assessments and long-term follow-up surveys to track progress and inform continuous improvement of the training programme and content.

Deliverables and Timeline

Deliverable	Description	Suggested Format	Timeline
1. Digital Competency Development Framework (DCDF)	A validated framework identifying and outlining the core competencies necessary for digital transformation and interoperability in social protection. It should address competencies at societal, ecosystem, organizational and individual levels.	A structured report (Word or PDF) with an accompanying presentation (PowerPoint) for stakeholder review. The framework should include competency definitions, proficiency levels and expected outcomes.	Draft version by November 2024, final version by December 2024.
2. Training Needs Assessment (TNA) Tool	An interactive, self-administered tool for assessing training needs and identifying skill gaps based on the DCDF. Accompanied by an assessment methodology, a user guide for tool utilization and a standardized report template for documenting results.	<ul style="list-style-type: none"> • Interactive Tool: Online or offline tool (Web-based Application/Online Forms/Survey Platform/Excel). • Methodology Document: Detailed in a report (Word or PDF). • User Guide: Step-by-step guide (Word or PDF) for TNA tool users. • Report Template: Customizable 	Prototype tool and methodology document by December 2025, final version by January 2025.



		report template (Word or Excel) for aggregating and analyzing assessment results.	
3. Modular Training Curriculum	A comprehensive, competency-based curriculum outline that is designed for flexibility in delivery modes (in-person, online or blended learning). The curriculum should address both technical and soft skills, organized into clear learning modules.	Curriculum Outline: Modular curriculum in report format (Word or PDF), detailing modules, learning objectives, key content and delivery modalities, with an accompanying presentation (PowerPoint) to present the curriculum.	Draft curriculum outline by December 2024, final curriculum by January 2025.
4. Facilitator Guide/Handbook	A detailed guide for facilitators/trainers, including module objectives, topics, instructional methodologies, exercises, agenda, etc. The guide should also provide suggestions for adapting content to different learning environments (face-to-face, online, blended).	<ul style="list-style-type: none">• Guidebook: Comprehensive manual (Word or PDF) with all instructional details, agenda templates, activities and learning aids.• Annexes: Sample case studies, group exercises and assessment forms.	First draft by January 2025, final version by February 2025.
5. Monitoring and Evaluation (M&E) Framework	A comprehensive M&E framework to measure the effectiveness of the training programme, including tools for assessing participant progress,	<ul style="list-style-type: none">• Framework Document: Detailed M&E plan (Word or PDF), including key performance indicators (KPIs), data collection	Draft M&E framework by March 2025, final version by



International
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	training quality and long-term impact on digital transformation and interoperability goals.	methods, timelines and reporting templates. <ul style="list-style-type: none">• Assessment Tools: Post-training assessments (Online Forms or Excel) and participant feedback forms (Survey Tool).• Reporting Templates: Templates for compiling and presenting M&E data (Excel or Word).	April 2025.
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N.B.: All deliverables are expected to be finalized by the end of Q2 2025. The designer will work remotely, with occasional travel required for collaboration with the ILO and DCI teams, as well as participation in the in-person writeshop.

Qualifications and Experience

The ideal candidate should possess the following qualifications:

Education:

- Advanced degree in Instructional Design, Education, Adult Learning or a related field.

Professional Experience:

- Proven experience in instructional design and curriculum development for large-scale, international development or public sector programmes.
- Experience in digital transformation and interoperability within social protection is strongly preferred.
- Demonstrated expertise in adult learning principles and competency-based education.

Technical Expertise:

- Strong knowledge of digital learning tools, instructional technologies and interactive learning methods.
- Experience with both in-person and virtual training environments, including blended learning approaches.

Skills and Competencies:

- Strong written and oral communication skills, with proven ability to write clear, concise and practical instructions for international training programmes.
- Ability to work in multicultural environments, collaborate with diverse stakeholders and adapt training content to regional or national contexts.
- Strong project management skills, with the ability to work independently, meet deadlines and deliver high-quality outputs within set timelines.

Application Procedure

Interested candidates are invited to submit the following documents to xiaol@ilo.org, with the subject line: "Application for Instructional and Pedagogical Designer for the Digital Transformation and Interoperability

Training Programme in Social Protection":

- **Detailed CV and Portfolio:** Highlight relevant experience, past projects and achievements that demonstrate your qualifications and expertise.
- **Financial Proposal:** Provide proposed fee structure for completing the assignment.
- **Cover Letter:** A concise cover letter (max 2 pages) outlining your qualifications, experience relevant to the assignment and your understanding of the objectives.