Civil Registration & Vital Statistics Program

A Guide to Designing Contextualized Civil Registration and Vital Statistics E-Learning Courses

With a Case Study From Rwanda

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DATA FOR HEALTH INITIATIVE

Vital Strategies

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Abstract

This Guide serves as a comprehensive resource for civil registration and vital statistics (CRVS) experts, trainers, and capacity-strengthening officers to design and implement contextualized e-learning professional development programs. Rooted in extensive research and engagement with CRVS practitioners, it addresses the challenges of transitioning from traditional in-person training to effective online training. By providing a clear road map for e-learning design, this Guide empowers stakeholders to create sustainable, inclusive, and skill-focused training solutions. It highlights the potential of well-designed e-learning programs to enhance access and flexibility, reach remote areas, and support continuous professional development, even in regions with varying levels of technical and digital skills.

Structured with three key components, the Guide offers both foundational insights and practical tools for e-learning in CRVS. The first section introduces e-learning concepts and considerations, offering a balanced view of its advantages and limitations. The second provides a step-by-step tutorial enriched with practical resources such as checklists, templates, and assessment tools. The steps assist users of the guide to: understand the context for the proposed e-learning course, develop the project proposal for the course, co-design its storyboard, and develop the end product. Finally, the Guide presents a case study from Rwanda, showcasing how its principles were effectively implemented to upskill CRVS practitioners. Designed for flexibility, the Guide supports users to adopt either a comprehensive step-by-step approach or leverage specific tools and sections to address unique needs, enabling adaptability to diverse contexts and goals.

Acknowledgments

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About This Guide

Many guidelines on how to design and deliver e-learning professional development (PD) programs[1] have been published. This document aims to provide Civil Registration and Vital Statistics (CRVS) experts, trainers and officers who oversee building in-country capacities with a basic understanding of the key steps and activities needed to build a contextualized e-learning program specifically for CRVS. This Guide has been informed by in-depth research, as well as the team's extensive engagement with CRVS practitioners during the past years designing diverse CRVS-related courses.

Why this Guide?

Developing in-country capacities and competencies to build, manage and sustain robust and well-functioning CRVS systems has always been a need. Professional development and competency building programs for CRVS staff and practitioners were usually delivered in the traditional in-person, face-to-face modality. During the COVID-19 pandemic years, many countries rushed and converted their previously delivered in-person training courses and modules into PowerPoint presentations, often delivered virtually via Zoom. However, trainers and course facilitators—who were predominantly CRVS practitioners or experts—lacked basic e-learning design skills and competencies. This guide tries to provide exactly that: a basic understanding about the key steps and activities needed to build a contextualized eLearning PD program.

If a country has established, stable connectivity and infrastructure, a well-designed CRVS e-learning course has the potential to:

- ✓ Enable the ministry responsible for CRVS to provide sustainable, user-friendly, at-scale, continuous and skill-focused training, allowing the development and

[1] The term "professional development (PD) program" was deliberately used here to keep it broad and open, as e-learning can have many forms, modalities and modes. PD programs might consist of a series of courses, one modular course or just one module.

improvement of needed competencies to use and manage the CRVS system and processes.

- ✓ Help reach out to target participants in remote and far-reaching areas and regions of the country.
- ✓ Provide pre-service and in-service practitioners with a convenient, feasible and flexible professional development opportunity that can be accessed anytime and anywhere.
- ✓ Ensure inclusivity of practitioners and target participants by taking the limited technical and digital skill levels of practitioners into account.
- ✓ Transform already existing material from its face-to-face format to an online user-friendly and interactive modality.

Who is this Guide for?

This Guide is for all those who are in charge of, who are involved in, or are directly responsible for strengthening the capacity of in-country CRVS practitioners, and are considering using e-learning approaches. This could include government or non-government senior and mid-level officials, including in-country decision-makers, experts, practitioners, officers from the CRVS sector, or any other sector related to:

Remember!

Understanding how to design and develop an effective and contextualized CRVS e-learning course and being involved in the process, enhances opportunities for

a) Civil registration, including the notification, declaration, and registration of vital events, whether undertaken by the civil registration agency, the health sector or any other institutions.

b) Vital statistics, including the collection, analysis and dissemination of data, whether by the national statistics office, the identity management office, or any other institutions.

How is this Guide structured?

This Guide consists of the following three components:

1) ***A brief description of key concepts,*** approaches and considerations in the field of e-learning. The aim of this first section is to provide a glimpse of the advantages and limitations of different e-learning modalities; and to introduce some high-level considerations.
2) ***A step-by-step tutorial*** that outlines the main steps and underlying activities and tasks when designing and developing a CRVS e-learning course—from understanding the context to developing the end product (without going into the details of how to create the files that are to be uploaded onto the learning management site). This section is accompanied by a series of tools such as checklists, assessment tools, examples, ready-to-use questionnaires, and terms of reference (TORs).
3) ***Case study of a Rwandan e-learning course*** that aims to upskill competencies of CRVS practitioners. This section details how the described steps and activities of this Guide were implemented in Rwanda and how principles of contextualization and adult learning were observed.

How to use this Guide?

This Guide was developed to be highly flexible. Those considering in-country CRVS capacity-strengthening using e-learning approaches can make best use of its content by adapting it as needed.

OPTION 1: Use sections as stand-alone content:

Example 1: If a practitioner is asking about how to engage CRVS stakeholders, and how to analyze their impact, s/he might engage with the Stakeholder Analysis content.

Example 2: If a practitioner needs information related to how to draw a road map and what to include in it, s/he might engage with the Draw Your Road Map step and its content.

OPTION 2: Use the Guide as a step-by-step tutorial by following the four steps and the underlying activities:

1) Understand the Context

2) Draw the Project Proposal
3) Co-Design the Storyboard
4) Develop the End Product

OPTION 3: Use only the provided tools, such as checklists, participants' profile tool, stakeholder analysis matrix, or terms of reference for an e-learning instructional designer.

Basic Concepts and Main Considerations

What is e-learning?

In this Guide, e-learning is defined in its broadest sense: learning that is enabled electronically.[2] This means the delivery of learning and training through digital resources and electronic devices such as computers, tablets and mobile phones that are connected to the internet. This makes it easy for users to learn anytime, anywhere, with few restrictions. Basically, e-learning is training, learning, or education delivered online through a computer or any other digital device.[3]

Why is moving to e-learning professional development so important for the CRVS sector?

This document focuses primarily on the CRVS sector, which has specific capacity-strengthening needs. One of the capacities or competencies that have been identified to need strengthening, especially in low- and middle-income countries, is the capacity to register births and deaths. According to the WHO SCORE for Health Data Technical Package,[4] birth registration in 2020 was at 72% globally (with Europe and USA reporting 98% and 96% respectively), while Africa's birth registration rate was only 44%. Similarly, the global death registration rate stood at 62%, (with Europe and USA reporting 98% and 91%), while that of Africa was just 10%. This is just one example of the many capacity-strengthening needs in the sector.

While this presents the greatest need for national capacity-strengthening programs, reaching out to CRVS practitioners in remote areas, the high costs of centralized training, and the lack of qualified trainers are among the challenges facing traditional in-person training modalities.

[2] Abbad, M. M., Morris, D., & De Nahlik, C. (2009). Looking under the bonnet: Factors affecting student adoption of e-learning systems in Jordan. International Review of Research in Open and Distributed Learning, 10 (2). https://www.erudit.org/en/journals/irrodl/1900-v1-n1-irrodl05158/1067910ar/abstract/
[3] What is e-learning ? A Complete Guide for your Business (learnupon.com)
[4] SCORE data collection tool - WHO

On the other hand, International Telecommunication Union (ITU) data[5] demonstrates that Internet penetration grew in 2021—during the pandemic—to 61% in low- and middle-income countries.[6] This provides a golden opportunity to start moving CRVS professional development programs to an e-learning (online/mobile) format.

In addition to this, e-learning provides an opportunity to:

- Develop and improve the competencies of numerous CRVS practitioners, including those at local levels and in hard-to-reach areas—enabling inclusive capacity strengthening at scale.
- Address the issue of turnover of civil registration staff through the regular delivery of easily accessible e-learning opportunities—facilitating both initial training as well as re-training.
- Lower the cost of professional development and training programs (especially as compared to the cost of physical training taking place in centralized spots, such as a national capital).
- Save time of CRVS PD managers since course development, updating and delivery can be realized without having to spend too much time in printing and reprinting materials.

Which modality is best for your CRVS PD program?

There are numerous options to choose from when it comes to designing and delivering an e-learning course. **NO SOLUTION THAT FITS ALL SITUATIONS.** Any option needs to align with the country's context and circumstances. In order to opt for a specific modality, practitioners need a good understanding of its pros and cons as well as its suitability to the country's context. Below is a list of the most common modalities, their advantages, their limitations, and the circumstances and contexts they are best suited for.

[5] Facts and Figures 2022 - Internet use (itu.int)
[6] broadband advocacy target 3 - Broadband Commission

Overview of Common Professional Development E-Learning Modalities[7]

Synchronous E-Learning (Facilitator-Led)	
Description	✓ PD program or course that takes place when the facilitator and participant/s use a communication device (hardware), such as a computer, or mobile phone, at the same time but from different locations. Common examples: online sessions via online meeting platforms.
Benefits	✓ Wide reach to participants, even those in remote areas if devices and connectivity are available.
Suitable for	✓ Participants with basic digital literacy skills. ✓ Participants who are geographically dispersed or with mobility-hindering disabilities.
Limitations	✓ The need for communication devices, such as a computer or mobile phone. ✓ The need for a CRVS facilitator with good training and facilitation skills. ✓ Limited opportunity for 1) collaborative learning activities and 2) relationship-building among participants when engaging a large number of participants. ✓ Less flexibility as everyone is expected to participate at the same time.
Recommendations	✓ Provide in conjunction with asynchronous activities and supportive material, e.g., videos. ✓ Provide different time options to accommodate needs of diverse participants.
Asynchronous E-learning (Self-Paced, Independent)	
Description	✓ PD program or course that takes place where the facilitator and participants are not in the same place and/or at the same time. This means the course is not delivered in person or in real time, and materials and activities are provided through a learning management system (LMS).
Benefits	✓ Allows material to be stored, saved and re-used multiple times. ✓ Provides participants with the opportunity to learn at their own pace, anytime, and from anywhere (depending on learning design elements such as setting of deadlines).
Suitable for	✓ Busy adult learners eager to proceed with their PD. ✓ Participants with unstable internet connectivity and/or electricity, who are unable to participate in remote synchronous learning.
Limitations	✓ Engagement depends largely on the participants' intrinsic motivation. ✓ Fewer opportunities for social learning and community building. Research shows that participants with limited digital literacy need human interaction to progress.

[7] Blend On: A guide on how to blend in-person & remote learning for professional development of educators. Retrieved from Blend On (blend-on.org)

Recommendations	✓ Provide this modality in conjunction with some synchronous communication, like using instant messaging platforms to address feelings of isolation and boredom among the learners. ✓ Design short courses (four weeks maximum) to keep a reasonable retention rate. ✓ Give special attention to visuals and interactive assignments.

What is contextualization? How is contextualized CRVS e-learning professional development designed?

Contextualizing PD means linking the requirements of the competency standard to the work environment of a particular group. This means aligning the program or course to the exact performance needs within a specific context. This may include:

- ✓ Identifying types of tools and equipment relevant to the specific competency within that context. For example, CRVS practitioners in a given country might find using an instant messaging app more convenient than having to access materials through an LMS. However, the use of mobile messaging applications is more and more used worldwide to receive readings that are provided through an LMS.
- ✓ Identifying specific organizational policies, procedures, processes and forms relevant to the competency, like the policies in one country mandating all civil registrars—even in remote areas—to digitally register vital events, while regulations in other countries might be undertaken manually.
- ✓ Linking organization-specific approaches to the competency, e.g., some countries opted to use ICD-10 while others have moved to ICD-11; some use the verbal autopsy in local languages, while others continue with the English version of the WHO questionnaires.

Although, there are effective e-learning courses that have been designed for the CRVS sector in some countries, such as Rwanda (see the third component of this Guide), these courses cannot and should not be used by countries that have a totally different CRVS hierarchical structure, other policies, context, competency needs, and/or digital and IT infrastructure.

Rule of Thumb

NO ONE SOLUTION FITS ALL.

Each country has its unique context.

Contextualization of CRVS professional development programs is paramount.

In short, any CRVS e-learning course needs to align to the country's context—recognizing its policies, regulations, CRVS structures, involved stakeholders, readiness and overall maturity level.

What are the key principles for any CRVS professional development program?

The below is a list of the seven key adult learning principles and how to apply them in an e-learning course.[8]

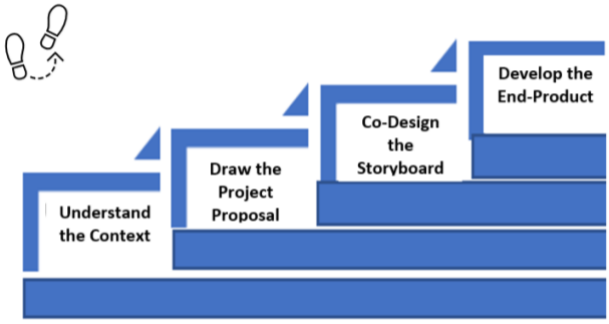
Adults have a higher sense of self-direction and motivation	✓ Allow your participants to follow flexible learning paths. ✓ Make accessing material simple, to help them get started.
Adults use their life experience to facilitate learning	✓ Develop training materials that draw heavily on scenarios that your target participants will face in their day-to-day roles.
Adults are focused on achieving goals	✓ When your participants see the value of the provided information, they will apply it to real-life problems and they will learn faster.
Adults need to know how the information is relevant	✓ Provide many types of content, allowing participants to engage with the types that feel most relevant for them.
Adults are practical	✓ Set aside time after knowledge acquisition to practice new skills.

[8] https://www.valamis.com/hub/adult-learning-principles

Adults are looking for help and mentorship	✓ Set up regular online communication to provide mentoring and follow-up opportunities.
Adults are open for modern ways of learning	✓ Remember that people learn differently, therefore it is vital to provide many technology-based ways to access knowledge, including reading, watching videos, listening to podcasts or game-based assignments.

Step-By-Step Guidance

Introduction



The key to any effective contextualized e-learning course design can be summarized into four steps, each leading to the next.

The first step is **Understanding the Context**, which includes all diverse factors and aspects that affect or will be affected by the course. This first step requires time commitment, effort and dedication, and is highly critical, as all subsequent decisions will be informed by the outcomes of this step. The components of this step include:

1. Knowing the stakeholders.
2. Knowing the target participants.
3. Resource mapping.
4. Conducting a quick two-dimensional technology assessment.
5. Commissioning an e-learning instructional designer.

The second step, **Draw the Project Proposal**, builds on the outcomes of all the previous activities. This proposal is a vital document comprising all decisions taken related to the CRVS e-learning course, including scope, purpose, target participants, process, roles and responsibilities, timeline, and budget.

Co-Design the Storyboard is next, a collaborative process that actively involves all relevant stakeholders in the creation of a document, slide deck, or prototype in which the framework for the e-learning course is laid out. The commissioned e-learning instructional designer works together with a CRVS team of experts and/or practitioners and other relevant stakeholders, e.g., civil registration managers, health senior and middle management team members, or officers from the National Statistics Office, who have an

in-depth understanding of context and content. This mix of e-learning and CRVS technical expertise is crucial to an effective and engaging course design. The outcome of this step is a validated course storyboard ready for development.

During the last step, **Develop the End Product**, the storyboard is handed to an e-learning instructional designer or an e-learning development company (abbreviated here as eLC) or team. The in-country CRVS technical team has a role to play in this step. The key underlying activities are:

1. Recruiting an e-learning instructional designer or an eLC.
2. Introducing the eLC to the project, which includes the project's team, scope and purpose.
3. Monitoring progress and quality.
4. Organizing a course dry run (i.e., a pilot to provide the end product with all necessary editing, corrections and fine-tuning), and seek all needed sign-off approvals.

Step 1: Understand the Context

Overview

The first step is by far the most important, as all the subsequent steps will be based on its outcomes. Yet it is often the step given the least attention, time and effort. Despite the diverse activities that belong to this step, they all serve the fulfillment of one overarching goal: Understanding the Context.

Please note:
NO SOLUTION FITS ALL, when it comes to the capacity strengthening of in-country practitioners.

Remember!

Without a proper understanding of all the surrounding circumstances, contexts, needs, challenges, opportunities, or expectations, there is a high risk of designing a program that is not contextualized, efficient or sustainable.

Activities

Activity #1: Conduct a Stakeholder Analysis'

What?

Knowing the stakeholders—those who are involved with or have influence on or are affected by your CRVS e-learning course—is fundamental to design effective and contextualized communication and engagement plans. Knowing your stakeholders can be easily accomplished through a **Stakeholder Analysis**.

Why?

Stakeholder Analysis helps to identify and better understand your stakeholders, secure key support, gain early alignment on goals, and help address issues or conflicts early on. Consequently, it helps to determine how to communicate with them and win buy-in from each stakeholder group.

Stakeholder analysis isn't a long process. There are four tasks involved:

How?

Task #1: Identify your project's stakeholders.

Brainstorm the list of all your stakeholders. Remember to think about your internal stakeholders working directly on the design, development and delivery of your CRVS e-learning course, and the external stakeholders affected by your course.

Examples of stakeholders include:

- ✓ Target participants, whose CRVS competencies you aim to develop through the delivery of the CRVS e-learning course.
- ✓ Professional development program/course owners[9] such as senior management or decision-makers who included this development as a component in their larger strategy and are therefore eager to see it being realized. This group might include public or private institutions (like universities,

[9]The CRVS program owner is a term used to reflect those who have taken the decision to design and deliver an e-learning PD program and those who will be accountable at the end for the realization of that goal. This could be the in-country CRVS senior managers or other national authorities involved in CRVS activities, such as the national statistics office or the health sector.

associations or medical colleges) interested in or with a background in CRVS-related e-learning.

- ✓ Donors contributing financially to the design and development of the course, such as INGOs, UN agencies, or the private sector.
- ✓ External partners, who are interested in advancing the field of CRVS in the country as part of a more global vision and strategy, like international or regional NGOs (i.e., WHO, UNICEF, African Union, Africa CDC or Vital Strategies).
- ✓ Internal partners: in-country organizations or institutions involved in CRVS that might be interested in or influenced by the designed CRVS course; for example, the health sector or local government authorities.

Task #2: Build a power and interest matrix to determine stakeholder priority.[10]

Next, it's essential to decide which stakeholders' interests you need to prioritize, in order to maximize stakeholder support and minimize stakeholder disruptions. One of the easiest ways to establish a prioritization system is by constructing a power/interest grid, which sorts each stakeholder based on their level of influence and interest in your project. ***See also ANNEX 1: Stakeholder Analysis Matrix.***

Task # 3: Convince key stakeholders to buy in to your CRVS e-learning course.[11]

Now that you know the interested influencers, establish communication to earn their support for the CRVS e-learning course. Before you reach out, ask yourself if each stakeholder is likely to have a positive or negative view of your course. If the answer is negative, consider the likely reasons for their opinion, then brainstorm talking points to convince them of the course's benefits. Once you make contact, listen to their wants, needs and concerns, and think about how you can work together to benefit each other's goals.

[10] How to Conduct Stakeholder Analysis in 3 Steps - 2023 - MasterClass
[11] ibid

Task # 4: Build trust and engage your key stakeholders. Actively build trust by engaging your key stakeholders, involving them in the course planning and designing, and informing them regularly about progress.

> ***Remember!***
>
> *Constructing a communication plan to reach out to and actively engage the program's interested influencers is a highly important step that follows your Stakeholder Analysis.*

A good way to build a collaborative relationship is to use words such as "we," "our," "together," and "common goals" in your communication with stakeholders. While it is important not to overwhelm your key stakeholders, it is always important to build your communication plan around some "win-win" situations. Identifying benefits of the course for all stakeholders will therefore be important. Overall, if you know your stakeholders, you are in a better position to build a more effective engagement plan.

Activity #2: Know your target participants

What?

Knowing your target participants means identifying who they are, what skills they already have, and their training and performance needs, challenges and expectations.

Why?

Building an in-depth picture of your target participants is critical so that the end product is capable of filling the gap between their CRVS performance needs and your organizational goals.

How?

Reflect on your target participants. If you know them, imagine a typical participant in your target audience and ask yourself questions about them. If you do not know them, check if any information exists from previous data collection that could provide you with a good picture about their characteristics, needs and expectations.

Otherwise, collect sufficient data through surveys, interviews and/or focus group discussions to fill out the ***Participants' Profile Tool.***[12] Questions to ask during data collection (using surveys or focus group discussions), are provided to in ***ANNEX 2: Participants' Profile Tool.***

Please note:

Decisions related to your e-learning modality, technology selection and length of course, all depend on the analysis of your participants' characteristics, needs, expectations, challenges and digital literacy levels.

Learning is active and needs to start with where your participants are. Knowing more about them, their needs, their digital literacy level and expectations will help you design a contextualized e-learning program.

Activity #3: Map your resources

What?

Resource mapping is a strategy to identify and analyze all needed and available resources (financial, human, time) for designing your CRVS e-learning course.

Why?

Resource mapping provides an opportunity to:

- ✓ Identify available resources (programs, people, physical and digital materials, etc.).
- ✓ Assess how resources are being used and in what capacity.
- ✓ Identify gaps, overlaps and redundancies in resources.

Note!
Resource mapping can be very simple or very complex. This depends on the complexity of your program.
Do not forget to always ask yourself: "Are my resources available, accessible, acceptable and adaptable?"

[12] Adapted from: Blend On: A guide on how to blend in-person & remote learning for professional development of educators. https://blend-on.org/

- ✓ Identify additional resources that may be needed.[13]

How?

Use the checklist provided ***(ANNEX 3: Resource Mapping Checklist***) to answer the most important questions. Then document all the needed resources and set a plan to fill any gaps.

Please note, that you will need to be very specific during this activity.

For example, if you identify a need for someone to convert the available material into an online format, you need to ask yourself questions about the needed proficiency of that person, his/her time commitments, instructional design competencies, fees and costs. Also, when you identify financial resources, you need to know exactly how much money is available, for what exactly, and how those funds will be distributed among the diverse design activities.

In order to plan for sustainability, design your program from the start making best use of contextually available resources. In other words, try as much as possible to capitalize on what you already have, minimizing your dependency on external resources, help and support.

Activity #4: Conduct a Two-Dimensional Technology Assessment

What?

A ***two-dimensional technology assessment*** is a tool that can help you to uncover the key aspects related to technology that will have a direct and indirect impact on your course design.

Why?

The assessment aims to capture all technology-related aspects from the organizational perspective, as well as from the participants' perspective. This information is vital when deciding on the technology to be used and applied during the CRVS e-learning course.

[13] Adapted from: Harvard Graduate School of Education, Making Caring Common Project. Resource mapping. https://mcc.gse.harvard.edu/resources-for-educators/resource-mapping-strategy

Sometimes, an assessment of the technology landscape for a country may be available from secondary sources. Conduct your two-dimensional technology assessment only to complement existing data of the technology landscape.

How?

A two-dimensional technology assessment can be conducted by undertaking the following activities:

1. Design a paper-based or an online survey that is distributed among your facilitators and target participants.
2. Develop a survey with open-ended questions making use of the questions provided in ***ANNEX 4: Two-Dimensional Technology Assessment.***
3. Feel free to convert those open-ended questions to more closed ones according to your context, e.g., instead of "Describe your internet connectivity," provide multiple answers to choose from such as very slow/slow/moderate/fast/very fast).
4. Analyze and document the survey findings and actions to be undertaken.
5. Highlight challenges and issues that deserve extra attention and actions to mitigate risks.

Remember!
A common mistake is setting assumptions about technology. You need to investigate the context thoroughly and understand what is available and accessible, and what is beyond your and your participants' capabilities.

Activity #5: Conduct an internet coverage mapping exercise

What?

Internet coverage means to what extent and with what quality does the internet reach the target population. To understand that you need first to be clear about the programs' scope. Should the course cover the whole country or a specific geographical region? Or urban versus rural area?

How?

The identification of the internet coverage will help to design a course that is aligned to the circumstances of the target group. Designing a course for civil registrars in

embassies will have different technical considerations than those living in rural areas, as the infrastructure and connectivity are different.

How?

1. Ask yourself: What is already known about internet coverage? Are there missing data and information? How can we collect missing data?
2. Plan to collect as much information as possible related to internet coverage in the area where you are intending to provide your e-learning course, or among those who are targeted by the course.
3. Analyze your data and clearly identify the specifics of internet coverage.
4. Map between your data analysis results and coverage maps that internet service companies provide.

Activity #6: Commission an e-learning instructional designer/specialist/consultant

What?

An e-learning instructional designer is someone who designs the e-learning instructional experience. Instructional designers spend most of their time writing the learning objectives, reviewing the available material, and meeting the technical team to understand the content and context in order to design a contextual and effective e-learning experience (program, course, or module). The instructional designer (e-learning subject matter expert, specialist or consultant) should preferably have experience in pedagogy because they are the bridge between the thematic experts and the graphic designer. Instructional designers guide the experts to write the learning objectives and to jointly design the curricular structure and the pedagogical methodology.

Why?

The e-learning instructional designer is capable of converting available technical and complex material into e-learning scripts or production-ready storyboard/s. S/he works also with the graphic designer and e-learning developer to curate the visuals and decide on the details of the end product. To consider a product as final (the end product), the approval of the CRVS experts is needed.

Please note, your organization might have an in-house instructional designer, who has developed previous CRVS related courses, and is well acquainted with the

organization's platform or learning management system (LMS). If this is not the case, you will need to do the following:

How?

1) Develop terms of reference (TOR) for this position, which is usually a short-term consultancy. Do not forget to include the background of the project, its scope, the deliverables and the required competencies. (***ANNEX 5: Proposed TOR for e-learning Instructional Designer***)
2) Circulate the TOR using your organization's channels and interview potential candidates through prepared interview questions.

Please Note:

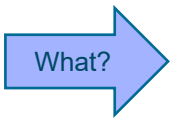
A good candidate for designing a CRVS e-learning course needs the following characteristics:

- ✓ *Readiness to learn new complex concepts—CRVS is a very specialized field;*
- ✓ *Have previous experience designing courses for a similar context, such as low-and-middle-income countries, for practitioners with very weak bandwidth, or people with low digital literacy rates.*
- ✓ *Have very good interpersonal communication skills, as s/he will interact with the CRVS team on a regular basis and sometimes under time pressure.*

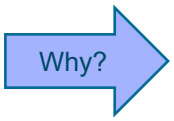
Step 2: Draw the Project Proposal

This step includes all the activities that will support the crucial task of developing the project (the e-learning course) proposal; this may also be called a blueprint, playbook or implementation plan. The outcome of this step is a document where all aspects related to course design and development are identified: the "why," "what," "when," "who," "where," and the nuances of the "how" question. The Course Project Proposal reflects the final vision of the intended CRVS e-learning course.

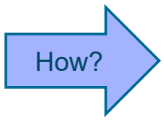
Activity #1: Collect and analyze the data from the previous steps



The first activity leading to the development of a comprehensive and detailed e-learning course proposal is to analyze all the outcomes and findings from the surveys and focus group discussions that were conducted in the previous steps. The best person to develop the proposal is the commissioned e-learning instructional designer (or consultant), if s/he has been well informed about the outcomes of the previous steps, and the course's content and context.



The outcomes of Step 1 need to be documented and referred to during any upcoming decision-making process. Data that is not used, and that does not result in actions are a waste of time and effort. Decisions that are not evidence-based are often the reason for program inefficiency.



Example:

- ✓ **Stakeholder Analysis** informs the communication plan, i.e., who to regularly inform, who to convince and gain their buy-in, who to partner with, and whose satisfaction to maintain.
- ✓ **Participants' Profile** guides decisions related to technology selection, mastery level of competencies, lengths of course, complexity of content, type of activities, etc.

- ✓ **Resource Mapping** sheds light on resource gaps—i.e., available and required human, financial and physical resources—and ultimately guides resource mobilization activities.
- ✓ **Two-Dimensional Technology Assessment** informs all the decisions related to technology, including the digital literacy requirements for the course.

Activity #2: Design the project proposal

What?

The project proposal is the document that lays out the final vision of the intended CRVS e-learning course.

Why?

The project proposal is very valuable and can be used in the following cases:

- ✓ If the e-learning instructional designer (or consultant) is engaged at a later stage of the process, although it is always recommended to have the consultant be a part of the proposal drafting and development.
- ✓ If a donor is interested in contributing to the development of the e-learning course and needs comprehensive information about the course and its design. The cost and budget are a part of this document; therefore, it would be useful for donors to enable them to make funding decisions.
- ✓ If partner organizations involved in CRVS express interest in the course and would like to disseminate it further or to engage in its development.
- ✓ As a monitoring tool, to check if the program and its design process are on track.
- ✓ In cases of dispute or disagreement, such as about the scope, approach, roles and responsibilities.

Excerpts of the course proposal could be useful for

- ✓ Developing the course introduction page that participants access prior to enrollment.
- ✓ Developing communication and marketing messages.

Note!
The proposal will be referred to throughout the process, therefore, it should be as comprehensive and detailed as possible.

Task #1: Brainstorm and agree on the road map structure

How?

Brainstorm all different sections/components that need to be part of this important document. To facilitate this task, ask yourself "What would a total stranger to the program need to know in order to get a good and detailed picture of the e-learning course: its purpose, its target participants, its design process, modality, approach, components, or success requirements. See also the proposed Road Map Structure in ***Annex 6: Project Proposal Structure.***

Please note, it is highly recommended:

- ✓ ***To undertake the brainstorming activity in a collaborative manner, and to consult stakeholders about expected components.***
- ✓ ***Not to proceed with the road map writing process until the road map structure (layout) has been validated and agreed upon.***

Remember!
The proposed document is a living document that might be updated throughout the process to capture any new decisions or additional actions and activities related to the course design process.

Task #2: Develop the project/course proposal with regular updates

The best person to develop the road map is the e-learning instructional designer, as s/he is more able to fill out the sections that are describing the e-learning approach and principles which will inform the storyboarding.[14]

Any new decisions that have been undertaken throughout the process need to be reflected in the road map, with a clear indication of the exact date of the new version. The circulation of any new version is paramount to ensure a common understanding and agreement on the program details.

[14] A storyboard tells the story of your course. It's a document, slide deck, or prototype in which the instructional designer lays out the framework for the e-learning course that they plan to create.

Please note, it is highly recommended:

- ✓ ***To incorporate in your timeline sufficient time for the development of the road map; it could be a daunting task if the course is highly complex and comprises multiple components.***
- ✓ ***To conduct this task in a collaborative manner.***

Remember!
The finalization of the project/course proposal takes time, as it involves a lot of consultations and internal approvals.

Rule of Thumb

The more collaborative the development of the project/course proposal, the easier it is to gain the buy-in of main stakeholders.

Step 3: Co-Design the Storyboard

During this step, the e-learning instructional designer (subject matter expert or consultant) and the CRVS program owners and technical team work together. The instructional designer is ideally commissioned or recruited during the first days after the decision to develop an e-learning course. S/he needs to understand the nuances of the context, as well as to gather overall knowledge about CRVS, to design and build an appropriate and contextualized course that is well suited to the target participants' level, needs, and expectations and that at the same time achieves the anticipated organizational goals to build the competencies of CRVS practitioners.

In academic literature this is known as "Collaborative Course Development," an emerging practice in higher education. This process takes place when "Instructional designers and technical personnel take part in the design and development of courses while instructors provide the subject matter expertise."[15] In our case, the CRVS experts and team provide the subject matter expertise.

Justifications for adopting a collaborative course design model include:

- ✓ Designing a high-quality online course requires various sources of expertise not usually possessed by one person.
- ✓ Quite often, the development of an online course takes longer than the development of its face-to-face equivalent and requires the rethinking of pedagogy.[16] [17]
- ✓ The "lone ranger" model—now considered old-fashioned—in which one instructor (in our case the CRVS expert) learns how to design and teach an online

Rule of Thumb!
When an international organization is supporting the development of a CRVS e-learning course, it should get CRVS experts and practitioners from the country whose practitioners it aims to train.

[15] Using Collaborative Course Development to Achieve Online Course Quality Standards
[16] Caplan, D., & Graham, R. (2008). The development of online courses. In T. Anderson (Ed.), Theory and practice of online education. Athabasca, Alberta: AU Press.
[17] Knowles, E., & Kalata, K. (2007). A model for enhancing online course development. Innovate, 4(2). Retrieved from http://innovateonline.info/index.php?view=article&id=456

course alone, is not scalable and does not lend itself to the diffusion of innovative practice in an organization.[18]

The CRVS technical team and the e-learning instructional designer must collaborate for the production of a quality and contextualized e-learning course that aligns with both the participants' professional development needs and the organizational goals. Activities under this step include:

Activity #1: Build the team

How?

First and foremost, make sure to build a team that includes all the stakeholders:

- ✓ The instructional designer, who will be leading the activities of this step.
- ✓ Those who have technical expertise in the exact field/topic of the course.
- ✓ Those who are working in CRVS system on a day-to-day basis, on a local level.
- ✓ Those who have some training/capacity strengthening expertise in the CRVS field.
- ✓ Those who have developed the training material.

You might also want to include experts, consultants, or members from a partner organization.

Why?

The team will work together for a lengthy period of time. Designing a course, especially if it is about a complex topic or competencies like those related to civil registration and/or vital statistics, is a considerable task that cannot be accomplished by just one person because it needs a set of interrelated and complex expertise: in training, in instructional design and in e-learning. Separate technical subject matter experts may be needed for both civil registration and vital statistics or just one area, depending on the course focus.

[18] Bates, A. W. (2000). Managing technological change: Strategies for college and university leaders. San Francisco, CA: Jossey-Bass, Inc.

How?

1. Brainstorm who and whose input would be valuable during the design process. Add all those who could affect the design process and inform it in a positive manner.
2. Allocate roles and responsibilities. It is paramount to assign a task or role to each member of the team. There might be roles that are given to a set of members. It is highly recommended that those roles and responsibilities be well documented.
3. Inform members from day one how much time they will be expected to allocate for their involvement in the design process, how the communication will take place, and how their progress will be monitored.

Remember!
The clearer the roles, responsibilities, timeline and commitment requirements, the smoother the collaboration process.

Please note:

The instructional designer who will be leading the activities of this step needs to be highly flexible and adaptive, respecting that s/he is dealing with busy experts who are doing this task beside a long list of other responsibilities. It is important to reach a consensus among the team members about the best timing for their regular meetings, and the manner used to provide their input.

Activity #2: Develop your learning outcomes

What?

Learning outcomes describe what a participant will be able to do as a result of participating in the course, and the accepted performance level. The learning outcomes are goals broken down into specific measurable skills and behaviors.

Why?

Benefits of developing learning outcomes

- ✓ Communicates expectations of participants enrolled in the course.
- ✓ Helps participants to learn more effectively as the course content is made more open to them.
- ✓ Helps to design material more effectively by providing a map or pathway.

- ✓ Assists course designers with choosing appropriate teaching strategies and setting assessments based on materials delivered.[19]
- ✓ Provides participants with an idea of how assessment tools align to set learning outcomes.
- ✓ Provides participants with a good idea of how and under what conditions acquired knowledge and skills can be used.

What?

Taking the time to write effective learning outcomes is a challenging but important process. Thoughtfully considering the outcomes of the whole course and then dividing that into outcomes for each module helps create a more effective pedagogical strategy and assessment process. Please refer to ***ANNEX 7: Your Guide to Writing Effective Learning Objectives.***

Activity #3: Agree on course and module structure

The team needs to agree on the structure of the course:

a) Will the course be designed using a three-step flipped approach?
   1) Participants are introduced to new concepts through self-paced, independent learning activities, like readings or videos.
   2) They then explore these concepts through online collaborative activities with their peers, like discussions, problem solving and critical thinking.
   3) Participants continue mastery and understanding of the material through higher order application, evaluation and assessment activities.

KEY POINTS:
1) *Keep it simple*
2) *Maintain consistency*
3) *Observe adult-learning principles*

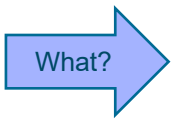
b) Will the assessment activities or questions appear at the end of the module, or will they be inserted throughout the module, after each concept or section?

c) Will the course be divided into modules? If so, how many? How long will each module be?

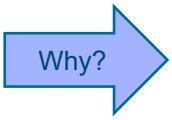
[19] The Gwenna Moss Centre for Teaching Effectiveness at the University of Saskatchewan. (n.d.) Learning Outcomes vs. Learning Objectives. Retrieved from https://www.youtube.com/watch?v=HXAoe1hhtc8

d) Will the course be open for enrollment all year long, or within regular intervals?

Activity #4: Develop the storyboard

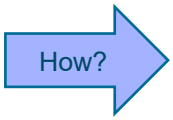


As the name suggests, a storyboard tells the story of your course. It's a document, slide deck, or prototype in which the team lays out the framework for the e-learning course that they plan to create.



There are many compelling reasons to use a storyboard:

- ✓ Visualizing training design: A key benefit of storyboarding is working through how the course will look and function in its final form.
- ✓ Aiding team collaboration.
- ✓ Facilitating validation: The CRVS e-learning course can be validated by one or more subject matter experts and/or other team members.
- ✓ Identifying weaknesses in training design: One of the best things about storyboarding is being able to visualize what will happen on screen and, how target participants will interact with the training, and identify any weaknesses in the e-learning design.
- ✓ Saving time. It might seem like storyboarding is a lot of work when you could just start building e-learning content immediately and make changes on the fly. Storyboarding does take time, but it's time well spent. Obtaining signoff for your entire design will save a lot of costly mistakes later if major changes happen after development starts. In the long run, storyboarding will save everybody time, especially on larger courses, and facilitate project management.



Always start with existing materials and build on them. If there is pre-existing material, the team needs to make sure that all available material that is useful for the design of the course is available. This might include CRVS guidelines, videos, podcasts or manuals. Bringing materials in at a later time might not be helpful and it may not be possible to include them.

The team will meet on a frequent and regular basis to review the material and propose how to convert it into activities. Most of that task is done by the instructional designer. However, due to their technical expertise, the CRVS team members will also have good input. The instructional designer needs to be open to all alternatives and suggestions, always providing justifications for what s/he thinks would be more suitable for an online learning environment.

A benefit of collaborative online course development is that this process allows you to obtain quick reviews and get rapid feedback. Feedback could be provided during the weekly meetings or on a regular basis via email; this should be agreed on from the start. In any case, it is important that there be constant review of every new module storyboard.

Please note, it is highly recommended:

- ✓ **To have regular meetings where the focus will be on reviewing new updates to the storyboarding process.**
- ✓ **To update the storyboards immediately after the meetings to capture all feedback.**
- ✓ **To devise a quality assurance process that investigates issues of consistency, technical accuracy and language correctness.**

Activity #5: Contextualize your storyboard to the technical nature of CRVS

What?

The contextualization of a learning experience means relating subject matter content (here, CRVS) to meaningful situations that are relevant to course participants' work environment and practices and their context.[20] According to research:

> *"Context counts. Learning in context can help students appreciate the relevance of disciplinary knowledge and skills, increasing their motivation and engagement. Meanwhile, learning that takes place outside the context in which knowledge and skills are to be applied can limit or reduce a*

[20] Contextualized Teaching & Learning: A Promising Approach for Basic Skills Instruction

student's capacity to transfer and use that knowledge in the real world or in a new environment. While contextualizing learning can present challenges for educators and designers of learning experiences, leveraging context can enhance the learning experience and learner outcome."[21]

Why?

Therefore, the developed storyboard needs to be contextualized and reflect the technical nature of the CRVS field, which is process-oriented. A course about CRVS should not be one that focuses only on different aspects of CRVS but should mainly tackle issues of the business process and the flow of actions and activities, bearing in mind that the process for the registration of vital events may depend on the event being registered. Therefore, a CRVS e-learning course needs to be process-oriented, illustrating and demonstrating the flow of actions and activities, often called the business process.

Why?

Actions can be undertaken to contextualize the e-learning experience:

- ✓ Facilitate interactive e-learning activities that allow participants to think about potential and real-world applications of their knowledge. For that consider the use of interactive tools such as Padlet, Mural, Miro, Jamboard.
- ✓ Make sure that the course activities include contextualized approaches such as project-based learning, case-based learning and work-integrated learning. Provide and reflect on real cases that occur in a typical working experience.
- ✓ Review and check that there are clear links between real-work situations and applications, and the provided knowledge content.
- ✓ Integrate real-world and workplace problems or scenarios into learning activities and assessment as a way to teach the content. Here are some guiding questions to help achieve this integration:

Remember!
Linking to the workplace and real world will help participants understand how knowledge is organized and applied in the CRVS system.

[21] Contextual learning: benefits and examples (timeshighereducation.com)

- What are the tasks and challenges that CRVS practitioners experience each day? How can these workplace scenarios be emulated, replicated, adapted or integrated into learning activities or assessment?
- What techniques, tools, methods and analyses are used in the profession? How can you use these to teach content?

✓ Engage your participants with the field of CRVS by promoting CRVS-related events and activities. This could include panel discussions, conferences or CRVS guest lectures.

✓ Guide your participants to maintain a relationship with CRVS stakeholders, experts and the wider community.

Activity #6: Validate the storyboard

This is an extremely important step, as the storyboard should not reach the hands of the development team/company unless it has been validated and the appropriate people have signed off. To do the validation, it is recommended to invite external stakeholders and consultants to have a thorough look at the storyboard.

There are diverse options for a validation activity:

✓ The most recommended option is to invite the key external stakeholders and consultants to an in-person meeting to have a thorough look at the storyboard and validate the content and course design. During the meeting, the instructional designer takes notes about each comment and piece of feedback and amend the storyboard as needed.

✓ If an in-person meeting is not feasible, this could also be conducted online via a series of intensive online meetings. However, two drawbacks need to be clear: 1) online validation meetings require extensive time and 2) are intensively brain-draining, as each member will have to concentrate fully on every slide, word, phrase, image and expression.

✓ Another alternative is to send out the storyboard to the key internal and external stakeholders and consultants alongside very clear instructions about how and

where to provide the feedback. It is highly recommended to use cloud-based applications in order to collect all comments in one place.

The e-learning designer then amends the final version according to incoming feedback. There might be some pending issues to be resolved through group discussions or email correspondence. The final storyboard is then submitted to be signed off by the relevant authority.

Rule of Thumb:

No signed off storyboard ⟷ No course development.

Step 4: Develop The End Product

Activity #1: Recruit an e-learning development company[22]

How?

While the instructional designer is focused on creating a contextual, effective and sustainable learning experience for CRVS practitioners, the e-learning development company (eLC) will be using digital tools, strategies, programming, and creative technologies to bring storyboard come to life. The instructional designer together with the CRVS experts are like fashion designers sketching a dress, while the eLC is the tailor who cuts the cloth, sews the pieces and produces the final piece of clothing.

Why?

The recruitment of an eLC is essential to develop and implement the structure of the designed online course using e-learning tools, such as instructional software and applications. The eLC takes the storyboard, including content that has been created, and develops a final e-learning course. The eLC's task includes making the content visually appealing and engaging while effectively conveying the course to the target participants.

> ***Rule of Thumb:***
> *Openness, transparency, and respect are three main success factors for an effective relationship with your eLC.*

How?

Develop a TOR, in which the following has been clearly identified:

- ✓ The project's[23] background, scope and purpose.
- ✓ The project's business requirements (which LMS or platform will be used to host the course, the authoring tool needed, the e-learning modality; if this is not identified at this stage, this needs to be made clear during the inception phase).
- ✓ The exact deliverables.

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[22] Recruiting just one person, i.e., an e-learning developer, or an e-learning development company depends on the complexity of the course and modules. The most common practice is to recruit a company that includes a team of graphic designers, animators, copyeditors, sound editors, etc.
[23] The term "project" is used in this section instead of "course," because for the eLC, this is a project with deliverables and timeline.

- ✓ The timeline.
- ✓ The competencies needed.

Activity #2: Introduce the project to the eLC

What?

It is very important that the eLC starts its work with a crystal-clear understanding of all aspects surrounding the project at hand. This can take place during the induction meeting.

Why?

To make sure that the final product reflects the set vision, goals and objectives, it is vital to provide the eLC with a detailed introduction to the project with all surrounding aspects (context, content and team). In e-learning development terms, this is called the capture stage.[24]

How?

1. The first contact between the eLC and team that co-designed the storyboard is the induction meeting. Make sure to introduce the team and to be clear about their monitoring and review role during the development process.
2. Immediately share the developed proposal with the eLC.[25]
3. It is crucial to inform the eLC about the outcomes of Step 1. This usually happens during the induction meeting or as a follow-up correspondence. This needs to include, at minimum:
   - ✓ The participants' profile (their characteristics, digital competencies, preferences, experiences, motivation, etc.).
   - ✓ Analysis of technology assessment (hardware, software, infrastructure, digital literacy levels).
   - ✓ The stakeholder analysis (whom to engage, motivate and inform about progress).
   - ✓ Anticipated challenges, risks or issues.

[24] The 5-step e-learning content development process - Elucidat
[25] Please note to possibly hide or delete the budget section when sharing the proposal with the eLC.

Activity #3: Regular support and collaboration with the eLC and providing feedback

While on the development side of the course, there will be three parallel activities going on that include developing the design vision (conceptualizing the course), creating the digital version of the course, and iteratively reviewing and improving the product. On the CRVS technical side, there are also activities to provide needed support and regular feedback.

It is highly important to provide the eLC with any available supportive materials that might enhance the CRVS e-learning course development, such as images from the organization, vital statistics reports, CRVS strategic plans, regulatory framework of CRVS, and other relevant resources.

The CRVS technical team should spend most of its time during this step reviewing production and providing feedback according to agreed-upon mechanisms. Feedback needs to be constructive, iterative and immediate.

It is always recommended to agree from the very start on the following:

- ✓ How many review cycles will there be?
- ✓ Who will be involved in reviewing the e-learning course development?
- ✓ Where and how will feedback be provided?

Activity #4: Monitor progress and quality

What?

Monitoring a project means ensuring that the project is going as planned and that tasks within the project are being completed.

Why?

Monitoring the production of the CRVS e-learning course is crucial, as it will need a technical eye, so that the content is accurately and precisely captured and presented.

Rule of Thumb:
The more efficient the monitoring mechanism, the higher the probability of staying on track for expected delivery time and quality.

How?

Monitoring the progress and quality is usually conducted by using agreed-upon mechanisms, e.g., transparently shared daily/weekly progress reports, quality standards and indicators, mid-line and end-line evaluation reports, etc.

Here are some useful tips for effective monitoring:

- ✓ Collect and track data. Request weekly reports with due dates or by setting weekly status meetings, or through a shared cloud-based project management software. Use your agreed-upon mechanism consistently throughout the duration of the course development.
- ✓ Be sure to share and iteratively review expectations, milestones and deadlines for each part of the course, including each module.
- ✓ Ensure that feedback, especially feedback related to quality, has been incorporated, such as branding guidelines, look and feel of slides, and cultural sensitivity and contextualization of images, characters and other visuals as well as content.
- ✓ Ask the eLC to always be ready with a backup plan. Having a backup plan ready to handle unexpected challenges as they arise can significantly streamline a project and keep it on track.
- ✓ Maintain flexibility (about minor amendments) while staying firm about time and budget.
- ✓ Be clear about your quality standards; these need to be communicated firmly from the start.

Activity #5: Organize a dry run and pilot and seek final sign-off

What?

If your time and budget permit, it is recommended to organize a dry run and pilot of the course. A **dry run** involves walking through the different steps of the e-learning course with an internal team and potential facilitators (if it is a facilitator-led course) and a **pilot** is a wider course test where some potential target participants try it out and provide feedback on their experience. A **final sign-off** by an appropriate authority is crucial.

Why?

The dry run helps to identify trouble spots, discover sections you may not fully understand, and get a better understanding of how everything fits together. It is a great way to troubleshoot potential challenges before running a pilot with actual participants.

The pilot, on the other hand, provides useful information about the real-world impact of the e-learning experience and is a good opportunity to capture participants' feedback on what is working, what is not, and what needs amendments or improvements.

How?

During the dry run and pilot ask participants to document any feedback (positive or negative) they might have. Feedback can be collected in the form of feedback forms, user-experience assessments, self-reflection tools, diaries, journals, etc.

This data can be used to evaluate, for example, the reaction of participants to the CRVS e-learning course, and their knowledge uptake (learning).

Disaggregate the feedback based on age, gender, disability, etc. so that the needs of different groups are considered. The information from the dry run and pilot should be used to revise and improve your CRVS e-learning course.

Conclusion

This guide offers a structured and detailed framework for designing contextualized and sustainable civil registration and vital statistics (CRVS) e-learning courses, emphasizing inclusivity, adaptability and practical outcomes. The step-by-step approach enables a systematic progression from understanding the local context to delivering an effective end product.

This guide outlines an approach that not only bridges existing competency gaps but also offers practical tools and strategies to enhance capacity-strengthening initiatives. By leveraging digital technologies and focusing on process-oriented learning, this guide empowers CRVS practitioners to deliver effective and efficient services. Ultimately, it serves as a critical resource for countries seeking to modernize their CRVS systems and extend their reach to underserved areas so that no one is left behind in the journey toward improved civil registration and vital statistics systems.

This guide also exemplifies a participatory approach to e-learning design, enabling CRVS practitioners to acquire competencies that are critical for improving service delivery. By addressing local needs and leveraging digital innovations, it not only supports the development of effective CRVS systems but also fosters long-term capacity strengthening in a sustainable and inclusive manner.

The next section of this document, "Designing a Contextualized and Sustainable CRVS E-Learning Course: A Case Study from Rwanda," provides a practical illustration of the step-by-step process as applied in Rwanda’s CRVS system. This case study highlights how it was possible to successfully implement a bilingual, interactive and micro-learning-based e-learning course tailored to specific CRVS needs. By exploring this real-world application, readers gain valuable insights into the challenges, strategies and outcomes associated with creating a CRVS e-learning program. It underscores the importance of a collaborative approach, cultural and technical contextualization, and continuous stakeholder engagement in achieving high-impact capacity-strengthening solutions.

Designing a Contextualized and Sustainable CRVS E-Learning Course: A Case Study From Rwanda

Background

In 2008, the Government of Rwanda began a process to strengthen the civil registration and vital statistics (CRVS) system with the aim of building a complete, sustainable, and continuous source of vital statistics. To overcome long distances to registration sites and an overly complex process that inhibited families from registering vital events, the government decided to digitalize and integrate civil registration services into the health sector and decentralize registration services to be closer to residents. This has led to a tremendous increase in civil registration service points in health facilities and in lower-level administrative offices at the cell and sector level, reaching up to 3,220 registration service points across the country (from the previous few hundred service points).

To address the resulting increase in training needs, as well as the ongoing need for the training of incoming personnel, the high costs associated with face-to-face training, and, in the light of the COVID-19 pandemic, the fact that in-person trainings may not always be feasible, the government of Rwanda decided to develop a CRVS e-learning course to build the skills of practitioners in civil registration across the country. The case study presented here illustrates the entire process for designing, developing, and disseminating the course, as well as lessons learned and main challenges encountered. The CRVS e-learning course proved to be a practical and efficient approach to address the issue of the capacity strengthening following the establishment of a pro-active CRVS system with strong collaboration with the health sector.

Overview

The goal of the CRVS e-learning course is to upskill the competencies of practitioners in Rwanda to correctly carry out their duties within the CRVS system—including the use of the digital National Centralized and Integrated CRVS (NCI-CRVS) system that enables the registration of births and deaths across the different administrative levels (health facilities,

cells, districts, and embassies). A bilingual (English/Kinyarwanda), hands-on, interactive, micro-learning-based, and self-paced e-learning course was developed and launched. Learners who successfully complete the course, by completing the designated modules and passing each module with 80% marks, earn automatically generated certificates of completion.

The course was locally developed considering the country context. All key government CRVS stakeholders were involved in the design process which led to the development of contextualized national CRVS training materials that cover four major components of the local CRVS system: background and importance of CRVS system, CRVS regulatory framework, standard operating procedures (SOPs) for registration of vital events, and civil registration of vital events in the NCI-CRVS system. The course was developed using a participatory one-year co-creation approach between an international e-learning expert and the on-the-ground CRVS technical team.

This collaboration resulted in the production of 11 e-learning modules that were uploaded to the free and open source Moodle learning management system (LMS) of the Ministry of Local Government website at http://e-learning.minaloc.gov.rw/e-Learning/.

The local context was taken into account during course design by considering the following factors:

- ✓ No videos were included, to address the low bandwidth of practitioners in rural areas.
- ✓ No download of any external applications is required.
- ✓ Fully aligned to professional needs in the use of the NCI-CRVS system.
- ✓ A very simple, clear and systematic flow of content to accommodate low digital literacy rates.
- ✓ A lower intermediate English level.
- ✓ A translation of the course into Kinyarwanda for those with limited English knowledge.

The 11 modules are sub-divided into four learning journeys. Each learning journey addresses the needs of practitioners at the four legally designated civil registration service

points: 1) health facilities, 2) cell level, 3) sector and district level and 4) embassy level. The CRVS practitioners must pursue modules that are found in their respective learning journeys with two mandatory introductory modules for all practitioners. (See "The four learning journeys and titles of the 11 modules" below).

Process

The one-year design and development of the course followed five key steps: 1) Understand, 2) Draw, 3) Co-design, 4) Develop and 5) Disseminate. Under each of those steps a set of activities was undertaken.

Step #1: Understand (Three weeks during November 2021)

1) ***Building the team***: An international e-learning expert was commissioned by Vital Strategies through the Bloomberg Philanthropies Data for Health Initiative at the beginning of the project. A small team comprising four local CRVS technical experts was set to work closely with the international expert throughout the process; these experts were well aware of the CRVS training needs, the available training materials, and the organizational expectations,. (The term "the team" used hereafter indicates the team consisting of the expert and the Rwanda CRVS technical experts).
    - *Important:* Outline at the beginning the role and responsibilities of each team member and highlight the magnitude of the expected workload from each individual to enable full dedication and commitment.
    - *Success Factor:* The team's dedication and commitment in terms of time and effort. The team was ready to meet after working hours and to commit fully to tasks at hand. Synergies between the expert and team members helped to overcome difficult and stressful tasks.
    - *Challenge:* There was a large time zone difference between the expert (based in the USA) and the Rwandese team members. This was overcome by the team accepting to attend meetings during non-office hours.

2) ***Agreeing on communication frequency and channel:*** The team agreed to communicate virtually in addition to emails. The team met three times a week (at least six hours per week) on a regular basis.
3) ***Resource mapping*** included collecting all available materials that could be used as a base for the course (e.g., previous in-person training materials, supportive readings, useful web links, images, etc.). The most useful materials came from a previous in-person CRVS training course. Another important resource is a platform to host the course, in a SCORM format - a technical standard for e-learning software. It was agreed that the final product will be uploaded to the Moodle LMS of the Ministry of Local Government website.
4) ***Stakeholder analysis*** was conducted in the simplest manner, by asking the Rwandese team members questions, e.g., "Who are the course participants? Please describe their competencies, their digital literacy level, the digital capabilities. Who are other people interested in the course? How much impact will they have on the design of the course?" Being aware of the age, educational level and language preferences of the target participants informed the design of the course structure and activities.
    - *Success Factor*: There was already a good level of buy-in from the key CRVS stakeholders, especially the National CRVS Technical Working Group[26] that represents the main entities involved in CRVS improvement framework. This working group had earlier worked together on developing standardized and contextualized national CRVS training materials, which were used as a basis for the e-learning course.
5) ***Technology assessment*** was likewise done through interview questions. This led to an understanding that the course needs to reach out to practitioners in remote areas that have patchy internet connectivity, which affected the course design.
    - *Success Factor*: The country's readiness to adopt an e-learning approach. This has been proven by the promising positive results of a quick assessment of the country's e-learning readiness conducted by the

[26] The National CRVS Technical Working Group consists of technical experts from the Ministry of Local Government, Ministry of Justice, Ministry of Gender and Family Promotion, Ministry of Health, Ministry of ICT and Innovation, National Institute of Statistics of Rwanda, National Identification Agency, Rwanda Biomedical Centre, Rwanda Law Reform Commission, and Directorate of Immigration and Emigration of Rwanda

Government of Rwanda. This readiness is attributed to the availability of ICT infrastructure, such as: internet service penetration (82.5%); the rate of mobile subscriptions at the national level (82.49% in 2022);[27] and the cumulative electricity connectivity rate (61%) as of the end of the year 2022 at national level.[28] Moreover, as a result of the COVID-19 pandemic, the country had already implemented several other e-learning courses in different sectors.

Step #2: Draw (Four weeks during December 2022)

The main aim of this step was to draw a concept note reflecting the final vision of the CRVS e-learning course.

1) ***Developing the concept note structure*:** The expert and the team discussed the details of activities to be performed and timeline for the development of the course. The discussions covered various aspects of the e-learning course, including purpose, objectives, target participants, approach, activities, materials to be used, timeline, review teams, and hiring the narration and voice-over company.
    - *Success Factor:* Comprehension and agreement on the importance of using an interactive and micro-learning approach. Reaching a consensus that helped shift the mindset from traditional lecture-based training techniques to the more interactive, learner-centered ones.
2) ***Developing the concept note*** started after finalizing the analysis of the findings of the previous step. The concept note went through five iterations and continued to be reviewed and updated during the development of the course, incorporating new ideas that emerged along the way.
    - *Important:* To remember that this step needs to be undertaken in a collaborative and participatory manner, from day one, to create a common understanding of what needs to be done, anticipated requirements and how the work will be accomplished.

[27] RURA. *Statistics report for telecom, media, and broadcasting sector as of the fourth quarter (October-December) of the year 2022.*; 2022.
[28] National Institute of Statistics of Rwanda. *Fifth Rwanda Population and Housing Census, 2022.*; 2022.

Step #3: Co-Design (18 weeks during January–May 2022)

The main purpose of this step was to develop the e-learning course storyboard making use of CRVS training materials from previous in-person training. This was done by the expert through pedagogical review of training materials based on micro-learning and adult learning principles.

1) ***Agreeing on course structure,*** i.e., the team discussed and agreed on the number of modules to be developed considering e-learning and pedagogical principles. It was agreed that the course will possess 11 modules sub-divided into four learning journeys, each directed toward practitioners at the different legally designated civil registration service points in Rwanda.
    - *Important:* To agree on a structure that can be replicated in all course modules. Each module was sub-divided into parts, introduction slides with objectives, overview and course requirements, a set of explanatory slides accompanied with respective activities, and finally a knowledge assessment. Having this structure identified facilitated the design of each module.
    - *Challenge:* The experts' unfamiliarity with the NCI-CRVS platform. However, this was quickly resolved by working closely with the Rwandan technical team to understand the country contexts and CRVS terminologies before starting the course design process.
2) Then the team collaboratively a***greed on learning objectives for each module,*** outlining the specific learning outcomes expected from each module, which was the basis for the module's activities, assignments, and components.
3) ***The development of the storyboard*** was done by transforming the available CRVS training materials into content that is reflected on diverse explanatory slides, activities, assessment questions, interactive (hands-on) assignments, etc. The storyboard, which was developed as a slide deck, also included a set of print-screens that takes the practitioners through the webpages of the NCI-CRVS platform.

STEPS:

a) The expert designed the modules one by one with the introductory slides, activities, explanatory slides and knowledge assessment, identifying clearly the visuals and graphics that will be needed to accompany the written content.
b) The whole team met to go through the developed slide decks, slide by slide, twice or three times a week.
c) The expert took notes of comments and needs for amendments.
d) The expert developed a new version incorporating all required amendments in a timely manner.
e) During the next meeting, those amendments were presented, and any further corrections were discussed.
    - *Important* This is an iterative process, that ends ONLY when there is a consensus that the module is fully satisfactory, and the team is ready to move on to the next module.
    - *Challenge:* Time. This is a very time-consuming activity, especially if done collaboratively, which is the main guarantee of reaching the required level of buy-in. To stick to the set timeline, intensive weekly meetings (two to three per week) were held to go through the modules. This experience has proven that an online review process with a dedicated team is faster than email correspondences that may lead to duplicate comments and back and forth communication to ensure that feedback is captured clearly and precisely.

4) ***For the validation of the developed storyboard.*** The National CRVS Technical Working Group was invited for a three-day in-person meeting in March 2022. Members were provided with a link to the slide decks and were asked to provide their feedback and discuss needed amendments.
    - *Important* To keep external stakeholders informed and allow their voices to be heard. A validation meeting provides a good opportunity for that. This enables continued support and backing from governmental entities, especially those whose employees are targeted by the course, for example, the practitioners at the newly designated civil registration points in hospitals in Rwanda.

All the comments were incorporated, so that the e-learning company could be handed a final version for the development of the course material.

Step #4: Develop (14 weeks during May–November 2022)

1) The ***recruitment of an e-learning development company***
   - *Challenge:* Finding an experienced local e-learning/graphic design company to undertake the tasks of copyediting and developing of the CRVS e-learning course on SCORM files that can be uploaded on the Moodle-based LMS. This was overcome by outsourcing to a company that is outside the country. The design of a user-friendly and high-quality e-learning course involves key steps including graphic design for the slide deck in a coherent and consistent manner that enables a constructive learning experience. The company produces a SCORM compatible slide desk, in addition to the narration and voice-over for the 11 modules in two languages: Kinyarwanda and English.
2) ***Introducing the e-learning company to the course*** took place during an inception meeting with follow-up communication.
   - *Important:* Transparently sharing expectations (especially in terms of time and quality) during the early phases of engaging with the company.
3) ***Monitoring the process of module development*** means iteratively reviewing the developed slides. This included the following steps:
   a) The e-learning company sent out options for fonts and color scheme.
   b) The team communicated that it is important to stick to the color scheme of the CRVS logo of Rwanda.
   c) The company enhanced the graphic design of the slide deck by adding visuals, images, and icons.
   d) The team reviewed each module during their weekly meeting (again slide by slide) and provided detailed feedback.
   e) The company incorporated the feedback and developed a new version, which was reviewed.

- *Important:* This is an iterative process, that ends ONLY when there is a consensus that the module is fully satisfactory, and the team is ready to move on to the next module.

4) ***Testing and piloting the course***: The team tested the course when uploaded to the website in SCORM format prior to deployment to the learners.
   - *Success Factor:* Ensuring that the course, at this stage, is in alignment with the expectations of government stakeholders. This could be achieved by involving the CRVS steering committee in the review and approval of the course content and by providing policy guidance on its implementation.
5) ***Course translation into Kinyarwanda:*** A company was contracted to do the translation of the English content into Kinyarwanda so that all members of the target audience would be able to fully use the course. So that all the statements and sentences are narrated during the voice-over in Kinyarwanda in the exact same sequence they have been primarily produced in English, the e-learning company provided the translation company with clear instructions on a numbered slide deck that associated a number to each sentence. This was then followed by producing the narration (voice-over) of the content in Kinyarwanda.

Step #5: Disseminate (Starting August 2022)

Course launch and dissemination: The Minister of ICT and Innovation, as the leader in charge of digitization for the Government of Rwanda, launched the CRVS e-learning course during the celebration of African CRVS day on Aug. 10, 2022 in the Eastern Province, Nyagatare District.[29] The Ministry of Local Government issued a ministerial circular to the relevant practitioners for the uptake of the course as part of continuous capacity development.

- *Important*: To ensure that there is 1) an uptake monitoring mechanism in place and 2) appropriate troubleshooting services for enrolled users. Following the launch and dissemination of the course, managers need to know how many learners are enrolled, how many completed the course, etc. The LMS on which

[29] Ines Rutayisire Umurerwa. Rwanda seeks universal birth registration coverage this year. *The New times. The Rwanda's Leading Daily.* August 4, 2022.

the course was uploaded provides the necessary dashboards for such monitoring at national level. The CRVS technical team provides technical support for troubleshooting of the system including issues related to enrollment of the users.

The Four Learning Journeys and Titles of the 11 Modules

1. **Learning Journey of Civil Registrars at Health Facilities**
    - Module 1. Introduction to CRVS Systems (mandatory)
    - Module 2. Legal Framework of Birth and Death Registration in Rwanda (mandatory)
    - Module 3. Birth Notification and Registration in a Health Facility
    - Module 4. Death Notification and Registration in a Health Facility
    - Module 5. Scenarios Related to Birth and Death Registration in a Health Facility

2. **Learning Journey of Civil Registrars at Cell Level:**
    - Module 1. Introduction to CRVS Systems (mandatory)
    - Module 2. Legal Framework of Birth and Death Registration in Rwanda (mandatory)
    - Module 6. Birth Notification and Registration by Cell Civil Registrar
    - Module 7. Death Notification and Registration by Cell Civil Registrar

3. **Learning Journey of Civil Registrars at Sector and District Level:**
    - Module 1. Introduction to CRVS Systems (mandatory)
    - Module 2. Legal Framework of Birth and Death Registration in Rwanda (mandatory)
    - Module 8. Birth Notification and Registration by Sector Civil Registrar
    - Module 9. Death Notification and Registration by Sector Civil Registrar

4. **Learning Journey of Civil Registrars at Embassies:**
    - Module 1. Introduction to CRVS Systems (mandatory)

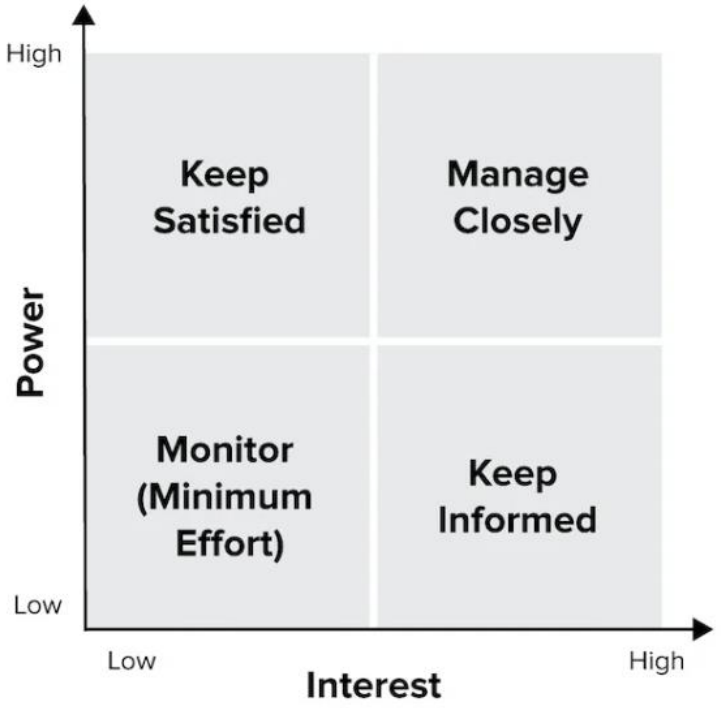
- Module 2. Legal Framework of Birth and Death Registration in Rwanda (mandatory)
- Module 10. Birth Notification and Registration by Civil Registrar within Embassies
- Module11. Death Notification Registration by Civil Registrar within Embassies

Annexes

Annex 1: Stakeholder Analysis Matrix[30]

The position that you allocate to a stakeholder on the matrix shows you the actions you need to take with them:

- ✓ **High-power, highly interested (Manage Closely)**: You must fully engage these stakeholders and make the greatest efforts to meet their needs.
- ✓ **High power, less interested (Keep Satisfied)**: Put enough work in with these stakeholders to keep them satisfied, but not so much that they become overwhelmed and disengaged.
- ✓ **Low power, highly interested (Keep Informed)**: Adequately inform these stakeholders and talk to them to identify any major issues that may arise. Stakeholders in this category can often be very helpful with the detail of your project.



- ✓ **Low power, less interested (Monitor)**: Monitor these stakeholders, but don't lose them through excessive communication.

[30] Stakeholder Analysis - Winning Support for Your Projects (mindtools.com)

Vital Strategies

Annex 2: Participants' Profile

- To complete the tool, imagine a typical learner in your target audience.
- Then, ask yourself questions about the learner.
- Make a note of the characteristics you think of and then think about the implications of the characteristics on the program you are designing. For example, what do the characteristics tell you about when they will have time for their training, who could help them if they get stuck or what kind of content aligns most with their performances and needs?

Who are they?

- What are their ages, genders, nationalities, first language?
- What is their educational background?
- What is their socio-economic status?
- What is their primary role within their organization?
- How long have they been engaged with CRVS tasks and activities?
- Do they have any special challenges?

What are their professional needs?

- What are their strengths in terms of CRVS competencies?
- What kind of knowledge/skills/ attitudes do they need to excel in their role?
- What are they interested in learning more about?
- What are their specific needs?

What is their digital literacy level?

- Are they familiar with using the internet?
- Do they use technology in their workplace? If yes, how and how frequently?
- Did they participate in technology-based e-learning programs before? If yes, how was their experience?

What resources do they have?

- How much time can they devote for professional development?
- How do they access resources, materials, etc.?
- Who can help them if they are stuck?
- Can they afford any extra fees related to their professional development?

What technology do they have access to?

- What kind of devices do they prefer using for professional development?
- Do they own or share devices?
- What kind of software, apps and platforms are they familiar with?
- Do they have stable and fast internet connectivity?

What is their past professional development experience?

- Have they been involved in any previous CRVS-related professional development programs? If yes, how satisfied were they with the program?
- What are their key expectations for any upcoming CRVS-related professional development?

What motivates them?

- Do they engage more in online or face-to-face activities?
- Do they like to participate in collaborative group work?
- What do they prefer, self-study or facilitator-led professional development?
- What are their key motivational drivers?

Sample Questions to Build Your Participants' Profile—a version inspired by: UNICEF, World Bank (2022). Introduction: Resource Pack to Support Remote Learning

Annex 3: Resource Mapping Checklist

		Question to be asked	Examples	YES	NO
Technology	Infrastructure	Do you have the needed infrastructure for your e-learning course? Is that infrastructure available and accessible to participants?	Internet Connectivity (3/4/5G)		
	Hardware	Is the needed hardware in place?	Laptops, Mobile Devices		
	Software	Do you know exactly what kind of software will be used for the implementation of the course? If yes, is it available and accessible to implementers and participants?			
	Platforms	Is the platform ready for the e-learning course to be uploaded? Is it accessible?	Learning Management System, e.g., Moodle		
	Tools, Apps	Will you need any extra (add-on) apps or tools? If yes, are these available? Are subscriptions, or any financial resources needed?	Zoom, Teams, WhatsApp		
Material/Content	Availability	Will the CRVS course be based on available material? Is that material accessible?	Previously developed teaching material		
	Suitability	Will the material need to be re-written for an online format?			
	Visuals	Does the material include sufficient visuals and graphs?	Animations, videos, images, graphs		
	Activities	Does the material include motivating and engaging activities?			
	Assessments	Does the material include assessments that could be used in an online format?			
	Support Material	Are there supplementary resources?	Videos, readings, tools		
Human	Personnel	Are all human resources that are needed available?	e-learning subject matter expert, technical support		
	Team	Has a team with all crucial and necessary expertise been established?			

	Digital Literacy	Do the personnel who will oversee designing and developing the course possess the needed digital skills and competencies? If not, are there any plans to provide them with the needed skills?			
	Time Commitment	Do all the personnel in charge of design and development have the time required time to undertake their roles?			
Budget		Is there a set budget? If yes, is it enough? How will it be distributed among all needed activities? Is a financial plan in place?			

Annex 4: Two-Dimensional Technology Assessment

1. Design a paper-based or an online survey that is distributed among your facilitators and your target participants (hence the title “two-dimensional”).
2. Develop a survey with open-ended questions making use of the questions provided below. Feel free to convert these open-ended questions to closed ones according to your context.
3. Example: Instead of asking “Describe your internet connectivity,” you can provide options or multiple choices to choose from such as very slow/ slow/ moderate/ good/ fast/ very fast.
4. Analyze the survey findings and document your findings.
5. Highlight challenges and issues that deserve extra attention and actions to mitigate risks.

Remember:

Survey and questionnaire answers that depend on self-assessment are subjective and therefore challenging. It is always a good idea to triangulate findings of surveys with findings from other data collection tools, like through direct observation or reports.

QUESTIONS
Part 1: Technology Access and Infrastructure
What kind of device/s do you own and could you use for an upcoming CRVS e-learning course? (Options: laptop / desktop / tablet / smartphone / phone / radio / TV / other (identify) / none)

How would you describe your access to your device/s? (Options: all day / part of the day / some days a week/less than once a week)
How would you describe your internet connectivity? (Options: very fast / fast / medium / slow / very slow)
What kind of technology device would you prefer to use for your professional development? (Options: laptop / desktop / tablet / smartphone / phone / radio / TV / other (identify))
Which of these software and platforms are you familiar with? (Options: Google Docs / wikis / Moodle / Blogs / Email / Zoom / WhatsApp / Telegram/ Facebook / Twitter / YouTube / other (identify))
Which technology does your organization provide for you or promote using? (Options: Moodle / Zoom / YouTube / recorded videos / other (identify) / none)
Part 2: Digital Skills and Needs
How would you rate your overall skills in using technology? (Options: very basic / basic / medium / proficient)
Do you use technology in your workplace? (Options: a lot / sometimes/ rarely / never)
If you have attended an e-learning course before, how would you rate your experience?

(Options: highly satisfactory / satisfactory / neutral / not satisfactory / highly unsatisfactory)
How would you rate your need to attend an e-learning course aiming at developing your CRVS professional competencies? (Options: very much needed / needed / neutral / not needed / not needed at all)
Part 3: Technology Support
Do you believe that you will need technology support for actively participating in an e-learning course? (Options: very much needed / needed / neutral / not needed / not needed at all)
If you need technology support, how would you like to receive it? (Options: help desk / chatbot / peer support / YouTube tutorial / printed instructions and guides / other (identify))
Part 4: Beliefs and Attitudes
Do you believe you will enjoy attending and participating a CRVS e-learning course? (Options: yes / no / not sure)
Do you feel confident in engaging actively in a CRVS e-learning course? (Options: yes / no / not sure)

Annex 5: Model for Terms of Reference for E-Learning Instructional Designer

Terms of Reference (TOR)
Instructional Designer to Design a Contextualized CRVS E-Learning Course

A. Opportunity Overview

Title:	E-learning Instructional Designer
Type of Contract:	Short-term Service Agreement
Location:	Virtual / Virtual with travel / Onsite
Duration:	Number of days and exact duration, e.g., 45 days over the period of Aug 1, 2023–Feb 20, 2024 (with possibility of extension)
Reports to:	CRVS Committee in Country X
Overview:	The Mortality Surveillance Committee in Country X seeks an instructional designer to design a CRVS e-learning course that focuses on the setting-up and managing of death registration processes.

B. Background

Reliable and timely information on cause-specific mortality data is a critical part of identifying emerging health problems and a fundamental component of evidence-based health policy development, implementation, and evaluation. The African Union, through Africa Centres for Disease Control and Prevention (Africa CDC), is developing tools to guide the measurement of the population-level impact of global epidemics like COVID-19, and public health risks, for effective responses. As a result, a need for continuous and sustainable skills on death registration and determination of cause of death has been prioritized.

C. Overview of Assignment

Under the guidance of the head of the civil registration authority and their team, the consultant will design and develop instructional design elements for a death registration and cause-of-death determination e-learning course, including online facilitators manuals, participant resources, and relevant presentation materials.

The content must be developed for online delivery scenarios and will total [specify a number] hours of training delivery. The consultant will ensure that all materials are designed in alignment with the local CRVS system and reflect national policies. The intended outcome of this course is to enhance in-country competencies related to death registration and determination of cause of death, including the collection of timely and accurate data and the analysis and dissemination of the data. Content created is intended for use by civil registration practitioners and officers across the country, who are not confined to the capital or to urban areas.

Upon the start of the assignment, the consultant will be provided with an initial module structure, learning objectives, and intended outcomes, in addition to the results of a needs assessment and subject matter information. The committee expects an iterative, human-centered design approach to curricula design. As a result, the duration of the assignment will include pilots in specific districts of Country X to test the curriculum, content appropriateness, and effectiveness of assessments used. The first pilots will be conducted following the completion of the two initial modules. A second pilot will be conducted once all modules have been developed, and then the consultant will be expected to revise the content with any additional feedback that arises. Creation of supplementary e-learning materials is outside the scope of this assignment.

D. Approach

The consultant is expected to:

- ✓ Work in close consultation with the Committee Head and team through virtual meetings conducted in English.

- ✓ Complete work remotely and submit deliverables electronically.
- ✓ Collaborate with the team and subject matter experts in the civil registration department to shape course content for maximum impact.
- ✓ Provide recommendations on the design and delivery of the training courses.

E. Deliverables

1. A planning document detailing the e-learning course creation process, timeline, and expected scope and sequence of content.
2. Draft of storyboard materials for review and comment.
3. Final draft of ready-for-production modules refined according to feedback from conducted pilots and based on consultation with Committee, relevant stakeholders, and civil registration technical team.
4. Recommendations for visuals and animations.

F. Duration

The duration of the engagement will be from August 1, 2022–February 28, 2023, including up to 45 days of work (with the possibility of extension).

G. Required skills, competencies and experience

- ✓ Qualified expert with a demonstrated track record developing high quality curricula and educational materials.
- ✓ Experience developing e-learning courses in CRVS or in the health sector strongly preferred.
- ✓ Thorough knowledge of instructional design principles and adult learning strategies.
- ✓ Strong theoretical and practical background in training delivery and pedagogy as well as online learning.
- ✓ Experience working in [region of Country X].

- ✓ Fluency in English is required. [Other language ,as applicable,] fluency strongly preferred.
- ✓ Ability to conceptualize, plan, and execute innovative ideas.
- ✓ Meets deadlines and manages time efficiently.
- ✓ Highly competent working with complex and specialized content.
- ✓ Interpersonal communication skills and competency working with multi-cultural teams.

H. Copyright and Ownership

The CRVS Committee will have sole ownership over any intellectual property developed for or derived from the engagement with the consultant. Any material provided to the consultant will remain the property of the Committee.

I. Application Procedure

Interested applicants must submit the following documents in English (or the application will not be considered):

- Curriculum vitae or resume demonstrating related experience.
- Outline of previous instructional design experience(s): training type, audience, curriculum content, curriculum design and development, etc.
- Samples of related curricular materials produced by applicant.
- Instructional design proposal (not to exceed three pages), including proposed approach to curriculum development, timeline, and any other necessary inputs.
- Financial proposal in US dollars, including daily rate (not to exceed 45 days total level of effort) and any other design-related expenses.

All requested materials should be sent no later than [date]. Please email [email address] with “Instructional Designer” in the subject line.

Annex 6: Project Proposal Structure

1. Background	A section presenting the problem that this course is trying to solve, including how the idea of this course came about.
2. Purpose	The aims and targets this course will try to achieve. There are three levels that need to be identified:
a) Vision	The long-term, future aspirations behind this course, and the ultimate impact.
b) Goals	The overarching targets and aims of the course, such as enhancing knowledge and skills related to civil registration.
c) Objectives	The goals unpacked into precise, measurable, and time-bound outcomes.
3. Target Audience	The audience the course is being designed and developed for, and their professional development needs identified according to their roles and positions within the CRVS sector.
4. Language	The languages in which this course is going to be delivered.
5. Modality	Indicate if the course modality will be self-paced asynchronous with material delivered on the LMS, synchronous via Zoom, or blended (synchronous + asynchronous). Identifying the platform, applications, channels, and tools for course delivery is important at this stage.
6. Underlying Principles	The instructional design principles that will be observed during design and delivery (e.g., adult-learning, universal design learning, or constructivism).
7. Approach	The instructional design approach, such as micro-learning, scenario-based, interactive, or collaborative.
8. Course Content	The content used for course design. There are two types that need to be identified:
9. Backbone Content	The primary content upon which the course is based, whether from a previous in-person training or a specific manual, for example.
10. Complementary Material	Any supporting material for the course, including additional videos, glossary, tools, or other resources.
11. Structure	The structure of the course, such as number of modules, division of modules, and course enrollment details.
12. Timeline	The project timeline from conceptualization (writing the proposal) until final delivery of end product. All steps and activities in this section are to be identified with respective milestones.
13. Team	The personnel comprising the technical CRVS team providing support and feedback to the instructional designer and the e-learning company, with details on the roles and responsibilities of each team member during the design and development process.
14. Monitoring Mechanisms	The monitoring tools, channels, and strategies to be used (e.g., weekly check-ins, status reports, or project management software).
15. Quality Standards	The expected indicators and standards to be used, such as the level of content depth, the level of interactivity (animation/game-based) or the complexity of assessments.

Annex 7: Your Guide to Writing Effective Learning Objectives

Before you begin writing your learning outcomes, stop and think about what type of change you want your CRVS e-learning course to achieve. The following questions can help you in your thinking process:

1. What do you want your participants to do differently after having participated in the CRVS course?
2. To which learning domain does the aspired change belong: attitude, skills or knowledge?

Use the ***list of action verbs*** below to draft your learning objectives. Select an action verb to describe the behavior at the appropriate level of learning. Please note:

- ✓ Avoid having more than one action verb for each learning objective. Be specific and precise;
- ✓ Make sure it is a verb that can be measured. For example, "understand" is too vague, but "complete," "identify," or "recognize" are specific.[31]

Attitude
Advocate • Accept • Agree • Allow • Analyze • Approve • Assess • Believe • Choose • Collaborate • Comply • Conform • Convince • Cooperate • Decide To • Defend • Endorse • Evaluate • Pick • Recommend • Select • Support • Tolerate • Volunteer
Knowledge
Compare • Define • Describe • Designate • Discover • Distinguish • Explain • Identify • Label • List • Name • Recite • Recognize • Recount • Relate • Retell • Specify • Spell Out • State • Tell • Term • Write

[31] Meyers J. (2018). 5 Steps to Writing Clear and Measurable Learning Objectives. The BOB PIKE GROUP. Retrieved from https://www.bobpikegroup.com/trainer-blog/5-steps-to-writing-clear-and-measurable-learning-objectives

Skills
Adjust • Administer • Align • Alter • Assemble • Build • Calibrate • Change • Copy • Demonstrate • Design • Develop • Draft • Execute • Form • Handle • Manipulate • Measure • Mend • Perform • Prepare • Process • Record • Regulate • Remove • Repair • Replace • Set • Service