**Development of the online course: Creating Localized Action-Oriented Hazard Messages: A Public Awareness Public Education (PAPE) and the WhatNow Service Training Course**

# Terms of reference

## About this request for proposal

The International Federation of Red Cross and Red Crescent Societies (IFRC) and the Global Disaster Preparedness Center (GDPC) invite proposals for the development and implementation of an online course as per instructions specified in this Terms of Reference and applicable annexes.

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## I. Description of the project

### I.1. Title of the online course

The working title of the course is: *Creating Localized Action-Oriented Hazard Messages: A PublicAwareness Public Education (PAPE) and the WhatNow Service Training Course*

### I.2. Institutional context

The **International Federation of Red Cross Red Crescent (IFRC)** societies is the world's largest humanitarian organization, with 192 member National Societies. Our work is guided by seven fundamental principles: humanity, impartiality, neutrality, independence, voluntary service, unity and universality. With around 14 million volunteers, the IFRC network is present in hundreds of thousands of local communities, reaching more than 160 million people every year with lifesaving and life changing support. The mission of the IFRC Secretariat is to support National Red Cross and Red Crescent (RCRC) Societies to prevent and alleviate human suffering and promote human dignity. IFRC has a long history of helping communities reduce their risk to disasters and build their resilience, including through early warning and early action (EWEA). IFRC advocates for and supports the implementation of a people-centred approach that is essential to ensure information and warnings is paired with actionable guidance and reaches the most vulnerable and at-risk communities.

The [**Global Disaster Preparedness Center**](https://preparecenter.org/) **(GDPC)** is a joint initiative by the IFRC and the American Red Cross. Established in 2012, the GDPC aims to enhance disaster preparedness capacities of Red Cross and Red Crescent (RCRC) national societies through a service-oriented and demand-driven approach to building community resilience. With RCRC National Societies and their partners serving as its primary target audience, the GDPC provides services in three main areas — Knowledge Management, Research and Technical Assistance — in order to build national and community level preparedness. The GDPC seeks to complement long-term capacity and program development efforts by providing specific network-wide services in response to national and community demand for tools and learning on disaster preparedness and resilience.

### I.3. Background of the project

In a changing climate, with increased risks of extreme weather and disasters, the public will need to have greater awareness of the risks they face and what they can do to be prepared. The IFRC and Save the Children have developed [Public Awareness and Public Education (PAPE)](https://www.ifrc.org/our-work/disasters-climate-and-crises/climate-smart-disaster-risk-reduction/PAPE) messages to help communities improve their knowledge of disaster risks, put in place measures to stay safe and strengthen their community resilience. The PAPE publication provides practical advice and guidance on the nature of messages and information to share with the public, for use by all institutions with a responsibility for improving the safety of communities at risk and to mitigate the impact of shocks, hazards and disasters. Governments, non-governmental organizations (NGOs), the United Nations and others can all use this guidance for national adaptation and to help prepare households. Active, consistent and clear messaging is vital to create a culture of safety and common understanding.

First established in 2013, the second edition *Public Awareness and Public Education for Disaster Risk Reduction: Action oriented key messages for households and schools[[1]](#footnote-0)* was released in 2018 and provides an updated tool that supports communities to build their knowledge-base and put in place their own measures to stay safe. It contains revised messages that cover additional hazards, and more details on key issues to be considered for effective disaster preparedness, such as climate change, gender and inclusion. There is also greater guidance on child protection, school safety and community engagement. We see it as a significant contribution to our collective work to reduce disaster risks, and ultimately save lives.

Based on PAPE and developed in 2018 by the GDPC and IFRC in partnership with Google, the WhatNow Service[[2]](#footnote-1) is designed to increase the speed and dissemination of actionable key messages. These WhatNow messages are safety guidance for individuals and households on how to reduce their risks, prepare for, respond to, and recover from hazards. IFRC National Societies together with key partners adapt WhatNow messages to their country’s context. The messages are hosted on a common online platform, which media partners access through a free API to broadcast the messages on their networks. At-risk communities receive the messages through diverse communication channels and know how to act safely.

The **purpose of developing** a PAPE/WhatNow service e-learning course is to aid IFRC National Societies in conducting a collaborative process with partners from Government, Civil Society organizations and other subject matter experts (SMEs) for the contextualization and harmonization of action-oriented key messages based on the country’s needs. This course is in line with the comprehensive [IFRC Early Warning and Anticipatory Action learning framework](https://drive.google.com/file/d/1QzqxjpW0VBIBdlGYHkGEaJDiaaFziH1i/view?usp=sharing). This training will aid National Societies, under the Early Warning area, specifically in the design and implementation of PAPE workshops. With contextualized messages established, the training will also address the dissemination and use of the messages with media partners through the WhatNow Service and the coordination needed between National Societies, media partners and alerting authorities to access relevant messages and swiftly broadcast them to at-risk communities.

This e-learning course aims to address the existing gap in training resources for using Red Cross Network's tools for creating action-oriented hazard messages for effective early warning, such as PAPE and the WhatNow service. Our assessment showed that, while there are numerous resources available on other aspects of early warning early action (EWEA), there is a gap in resources on creating action-oriented messages that accompany early warning alerts and offer guidance on how to prepare for and respond to natural hazards. Although there are existing materials that offer a general overview of PAPE and the WhatNow service, there is still a need to create a comprehensive learning module that (i) demonstrates the importance of harmonized and contextualized messaging for effective early warning and response, and (ii) provides step-by-step guidance for IFRC National Societies to contextualize actionable messages with key partners.

### I.4. Estimated learning time

Proposed **duration of the course** is: 30 - 40 minutes.

Should you have a different view on the appropriate length of training to achieve the learning objectives, please provide your assessment and recommendation. (P6/P10)

### I.5. Aims of the course

The **overarching goal** of this work is to produce an interactive e-learning course that allows IFRC National Societies to independently build out their understanding of PAPE and the WhatNow service and enable them to implement a process for the contextualization and harmonization of actionable messages together with key partners in their country.

### I.6. Target audience

The primary audience for the PAPE and What Now service training are IFRC National Societies seeking guidance on engagement with local actors to develop contextualized messages based on local needs.

| **National Society Position** | **Training Role**  |
| --- | --- |
| Leadership | Buy in, approval as needed |
| Disaster Risk Reduction (DRR), Community Resilience, CCA, Anticipatory Action (AA) focal points | Implementation leads |
| Communications specialists | Partnership building with media  |

For Module one (see module’s description below), the target audience also includes representatives of other organizations who would be engaged in the contextualization of actionable messages, i.e. subject matter experts from Save the Children, different government agencies and civil society organizations.

### I.7. Content, objectives, approaches (instructional methods)

Based on the training goals and objectives, the team proposes the following tentative structure for the e-learning course:

| **Module** | **Topics Covered** | **Expected outcomes** |
| --- | --- | --- |
| Introduction | * Welcome to the course
* Overview of course structure
* Navigation
* Audience
 | * Introduce users to the course and outline course’s goals and what the user will learn at the end
 |
| Module 1 **Introduction to PAPE: Key concepts and benefits** | * Background of PAPE messages
* Key benefits of harmonized & contextualized messages in disaster preparedness and anticipatory action
* Experience/imagine what would their work be without PAPE
* Address linkages with Disaster Preparedness/Disaster Risk Reduction, Anticipatory Action (AA) programming
* The role of different actors in the process of adapting and disseminating PAPE messages
 | *Learners will be able to:* * Explain what PAPE is as an approach and tool
* Formulate the value of harmonized & contextualized messages for effective early warning and response
* identify where key messages fit into ongoing or planned programming
* Establish the linkages to broader Early Warning Early Action continuum
* Explore application and potential use cases of PAPE
 |
|
| Module 2 **How to implement a collaborative contextualization process** | * Identifying key partners for contextualization process
* Outreach to key partners
* Planning contextualization workshops
* Material preparation
* Workshop facilitation
* Workshop follow-up and outputs
 | *Learners will be able to:* * Restate the role of National Societies in contextualizing PAPE messages in a country
* Identify the right partners for contextualization
* Plan and Prepare for contextualization workshop
* Facilitate the workshop
* Engage key partners in the process
* Follow up after workshop to to consolidate outputs consolidate outputs
 |
| Module 3 **The WhatNow Service: digital repository of PAPE messages** | * WhatNow Platform – access, navigation and application
* Excurse: Actionable messages and CAP
* WhatNow and Google partnership
 | *Learners will be able to:** Explore the added value of the WhatNow service
* Identify roles and responsibilities: Who can get involved and use the WhatNow service
* Access and navigate the platform
* Consolidate contextualized messages in the right format
* Take action to publish messages on the WhatNow platform
 |
| Module 4 **Partnership and engagement with media** | * Partnership engagement for media
* Application of actionable messages through media
 | *Learners will be able to:** Recognize the need to involve media for the dissemination of messages and public awareness
* Access and adapt outreach material to engage media
* Advocate with media for the use of key messages
 |
| Certificate  |  |  |

The e-learning course will be hosted in full on the IFRC learning platform. In addition, Module 1 (Introduction to PAPE) can be hosted on the [DisasterReady learning platform](https://www.disasterready.org/) to be more broadly available to audiences outside the RCRC Network.

### I.8. Source content for the online course development

Multiple background materials are currently available that provide general overview of PAPE and the WhatNow service:

| **PAPE** | Landing page: Public Awareness and Public Education for Disaster Risk Reduction ([Link](https://www.ifrc.org/our-work/disasters-climate-and-crises/climate-smart-disaster-risk-reduction/PAPE)) |
| --- | --- |
| IFRC PAPE Publication ([Link](https://preparecenter.org/resource/public-awareness-and-public-education-for-disaster-risk-reduction-key-messages/)) |
| Save the Children PAPE Workshop Presentation ([Link](https://drive.google.com/file/d/1EAy6cqBO4xunk7KtPzSb9XvVdNY0Vk-p/view)) |
| **WhatNow Service** | WhatNow Toolkit ([Link](https://preparecenter.org/toolkit/whatnow-service-toolkit/)) |
| WhatNow one-pager ([Link](https://preparecenter.org/wp-content/uploads/2020/07/WhatNow-one-pager.pdf)) |
| Introduction video ([Link](https://www.youtube.com/watch?v=Tc0P1kX5xJA)) |
|  | Google’s story about WhatNow ([Link](https://blog.google/products/search/natural-disaster-safety-tips-red-cross/)) |

### I.9. Languages

The course will first be developed in English (witness version).

The production of the course in French, Spanish, and Arabic is considered, depending on the budget.

### I.10. Budget

The budget shall not exceed 40,000 USD.

### I.11. Timeline

The anticipated timeline for the work is from the end of April to the end of June 2023. It is strongly preferred that the selected company deliver the **final product by June 30, 2023**. If this timeline is not feasible please provide an alternate timeline. Preference will be given to proposals that meet the June 30th, 2023 timeline.

### I.12. Application Procedures & Deadline

Please submit your proposal by **April 6th, 2023, close of business CEST** to karin.metz3@redcross.org with a cc to gdpc@redcross.org.

## II. Structure of your proposal

Proposals should be no more than 16 pages (font Arial, size 11), except the Budget, Timeline and Annexes. Below is a suggested outline which we encourage you to use in preparing your proposal. Proposals which do not include all of the information requested below or which otherwise do not meet stated criteria will not be considered. Please do not include any boilerplate text or information available publicly on your web site, as we expect its content to address the specific requirements of this project. If you present concepts, ensure that you explain how these will be applied.

|  | **SECTION** | Shall not exceed | **DESCRIPTION** |
| --- | --- | --- | --- |
| **P1** | **Company background** | 1 page | Capacity and strength of your company.  |
| **P2** | **Experience** | 2 pages | Mock-ups and examples of similar work. |
| **P3** | **Project summary** | 1 page | Total cost and the added value of your proposal. |
| **P4** | **Team composition** | ½ page | The team members and their role in this project. |
| **P5** | **Instructional strategy** | ½ page | The proposed instructional strategy for this course. |
| **P6** | **Implementation** | 2-3 pages | Suggestions for approaching each chapter and the overall learning path. |
| **P7** | **Motivation to learn** | 1 page | Tools and techniques to enhance learners’ motivation. |
| **P8** | **Assessment** | 1 page | Format and presentation for assessments. |
| **P9** | **Evaluation of learning effectiveness** | ½ page | Evidence regarding learning achievements.  |
| **P10** | **Other suggestions to approach the course** | ½ page | (Alternative) suggestions for the design and development of this course.  |
| **P11** | **Accommodating different learning styles and users** | 2 pages | Description of audio usage, close captioning, online help, responsive design. Low bandwidth. |
| **P12** | **Technology** | 1 page | Description of the technological specifications and standards to be used. |
| **P13** | **Adaptability of the course** | ½ page | To what extent the source files can be modified by IFRC afterwards. |
| **P14** | **Collaborative methodology** | ½ page | Management of the script and storyboard design processes. |
| **P15** | **Budget** |  | Itemize the categories provided, including type of staff, estimated time, and total cost for each item. |
| **P16** | **Budget for other languages** |  | Please itemize separately the costs related to translation, production of translated audio and video content, and integration of translated text into the course. |
| **P17** | **Timeline** |  | Please draft a schedule for development, in line with the project specifications. |
| **P18** | **Annexes** |  | Could include: CV of the core team members |
| **P19** | **Other considerations** | 1 page | Acknowledgement of requirements. Restrictions. |

## III. Suggestions, specifications and description of work

We expect the proposal to demonstrate at least an initial attempt at grasping the subject matter in line with the learning objectives. The proposal is not expected to get into an extensive detail unless the detail is necessary to the comprehension of the proposal.

### III.1. Company background

Demonstrate how and why you believe that your company can deliver on the specific requirements of this project.

Does your company have the capacity to carry out the assignment? Please provide a brief summary including your company size, annual budget, clients, work history or other information specifically relevant for this project. (Please, do not use boilerplate or information available on your web site.)

### III.2. Experience in similar projects

Has your company successfully delivered projects similar in scope, time and content? Please provide two recent examples including description, audience, and access to the online course(s), if possible.

If not, please explain why you consider your company would be able to successfully implement this project.

### III.3. Project summary

Summarize the total cost for this project and the added value of your proposal. Specify why do you think we should select your offer.

### III.4. Team composition

Describe the team which you offer to deliver the course highlighting their specific expertise in the areas required for the project.

List the offered team members and summarize their skills to successfully deliver this project. Please indicate their position/ role for this project, as PM (project management), ID (instructional design), TECH (technical development), SME (subject-matter expertise).

### III.5. Instructional strategy

Explain the instructional strategy proposed for this course. Instructional approaches that are clearly defined and match with the subject matter are highly valued.

### III.6. Implementation

How will you approach the material to transform it into an interactive, memorable learning experience?

(1) For each chapter, please list the proposed approaches to ensure achievement of objectives (a range of suitable methods - from text/ information and case study to scenario-based learning, including gamification and branched decision tree).

The proposal should provide examples, based on source content, of distinct instructional design approaches and the specific activities you would develop to provide scaffolding for the learner to achieve positive outcomes in line with one or more learning objectives.

What specific techniques (e.g. use of videos, scenario-based learning, games & simulations, decision-tree etc.) would you use for particular types of content (e.g. declarative knowledge, procedural knowledge)?

(2) In addition, please use the information on the Module 1 (provided as background documentation) to develop a concrete example of your approach to implementation.

Several approaches might be proposed. Screenshots of proposed visual design and user interface may be incorporated and are not included in the page count.

The visual design samples would show the proposed visual treatment for sample course content. The presentation of the visual solution should include at least the course title, navigation and signage, one text-based page, one photo and/or one video to demonstrate how the learner will navigate through the course and what feedback mechanisms will enable him or her to show both location and progress at all times. These can be shown on separate screens. The text used for the visual design samples should be copied from the documents provided.

Highlight the proposed visual design characteristics and user interface for the course and explain why they are appropriate for this specific project.

(3) How would you ensure deep learning and developing higher-order cognitive skills while using stand-alone e-learning modules (lacking tutoring support on the learning platform)?

Please describe the specific forms of functional interaction you would use and describe their relevance to improving learning outcomes.

What solutions would you adopt to ensure a high level of learner-content interaction?

### III.7. Enhancing and sustaining learning motivation

Please describe in short the tools and techniques you would use to engage the learner. How would the interactivity contribute to this goal? What will be the incentives and rewards offered to those who take the course? How will learners be engaged emotionally throughout the learning path to reinforce outcomes?

### III.8. Assessment

Please describe the proposed approach, format and presentation for formative and summative assessments. What levels of learning do you expect to achieve and how will this be assessed?

The proposal should describe the proposed method(s) to be included in the online course as formative and summative assessment against the learning objectives.

How would you design the assessment to be sure the learner would have a good picture of own progress?

### III.9. Evaluation of learning effectiveness

The proposal should describe the method(s) that could be used to evaluate learning effectiveness. Give two examples of items/ techniques you would use to evaluate the online course. Shortly explain the mechanisms and/or indicators to demonstrate that your proposed instructional approaches can result in having learners achieve the learning objectives.

### III.10. Other suggestions to approach the course

Please describe here any additional suggestions you might have in approaching the content, structure, navigation, learning time, learning path etc.

### III.11. Accommodating various learners/accessibility

Summarize how you will approach the following: usability, visual design, audio & video content, close captioning (CC), avatars/ characters, use of photography, navigation and signage, online help. Would these be available for mobile learning?

(1) Describe the volume, purpose and scope of audiovisual content. How will sound, video and photos be used to reinforce learning impact and outcomes?

(2) Shortly describe how would you include the use of close captioning (CC) for all audio content. The CC should enable the learner to speed read by skipping the audio.

(3) Specify if and how online help for the user interface will be provided.

(4) Please explain shortly how the challenges of visually and hearing impaired learners will be tackled (level up to which WCAG standards are followed) .

(5) To what extent would you implement responsive design and how? Explain how you will ensure that your product will be responsive.

(6) To what extent and/ or how you would address the issue of availability of this elearning in situations when/where there is a low Internet connection bandwidth?

### III.12. Technological specifications and standards

Summarize the technical specifications and explain, if necessary, the specific choices made for this project.

Preference will be given to open standards and tools based on XML rather than proprietary tools, although it is understood that proprietary tools may be required to deliver a high-quality experience. In case proprietary tools are used, we would give preference to Articulate 360 ones (Rise or Storyline). If other proprietary tools are proposed, the proposal should specify that an unlimited license will be granted to IFRC with full access to source code and, if required, training in the use of the proprietary technologies to ensure that IFRC can maintain and update the course without requiring assistance from a third party.

Please specify the tools, platforms and software you will use to develop learning content and indicate any technical limitations associated with their use.

The course should use responsive design so that it can be viewed on various screen sizes and ratios, including smartphone, tablet and laptop, without requiring a separate version.

The course will be delivered in a SCORM package.

### III.13. Adaptability of the course

Please specify if, how, by what means and to what extent the source files could be modified by IFRC if there will be a need for small adjustments in the course content and/ or in the course structure.

### III.14. Collaborative methodology

Please describe how the script and storyboard design process will be managed, and indicate suggestions (and the level of flexibility) in terms of how many successive revisions can be expected.

### III.15. Budget

The course will first be developed in English (witness version).

The budget should be in US Dollar.

Itemize the budget using the categories provided: type of staff, time required, total cost for each item. For “type of staff”, please indicate what staff would be involved: PM (project management), ID (instructional design), TECH (technical development), SME (subject-matter expertise).

Please break down the costs for the development of the witness version as follows:

1. Instructional design

2. Prototype development

3. Script development

4. Storyboard development

5. Audio content

6. Video content integration

7. Illustration content

8. Animation content

9. Responsive design

10. Offline version

11. Project coordination and administration

12. Other costs (if applicable, to be specified).

### III.16. Budget for other language versions

Translation into further languages would proceed once the witness version has been launched and piloted and any needs for technical improvements have been identified based on user feedback.

Your project proposal should include a separate section with prospective costs and timelines for the technical production of the course in French, Spanish, and Arabic.

Please present the budget proposed for other language versions as follows per each language version:

1. costs related to translation

2. production of translated audio and video content

3. integration of translated text into the course

4. other costs related to language versions development.

Please specify the limit of availability of the current offer for language versions development.

### III.18. Annexes

You can attach any other information that you think is necessary for understanding your proposal. E.g. CV of the core team members.

## IV. Additional information related to this project for consideration

### IV.1. Use of photography and videos

The selected company will be provided with some relevant videos and pictures to be used. Otherwise, the company will be responsible for asset collection and selection, using agreed-upon criteria and access to IFRC audiovisual resources. All audiovisual content will need to be in adherence to IFRC guidelines and validated by IFRC before its use.

### IV.2. Completion and certification

As proof of completion, learners will download a certificate of completion, generated by the learning platform, at the end of the training. Completion will be recorded in the learner’s Learning passport on the IFRC Learning platform. There is no need to embed a certificate in the SCORM package.

### IV.3. Post-selection process

After a company is selected, they should be prepared for revision of the concept which might include requirements for altering project timelines.

It is expected that after a company is selected, at each subsequent meeting the company will provide a meeting summary of agreed action points and will manage and alter the overall timeline in accordance to the outcomes of the meeting. If issues arise in the meetings that would affect either the timeline or the budget it is expected that the company will discuss the implications with the IFRC immediately.

### IV.4. IFRC course development team

This table summarizes the composition, roles and responsibilities of the IFRC & American Red Cross course development team.

| **Lead SME/** **Team leader /****Project manager****(American Red Cross)** | Coordinate the course development process and manage the timeline. |
| --- | --- |
| Maintain continuous communication with all involved parties, in particular with the Lead Subject Matter Experts (SME) at American Red Cross and IFRC, and the Learning Solutions Lead at IFRC. |
| Collect, prepare, review and analyze course documents and other relevant materials (videos, course outline, storyboards, scenarios, design documents etc.) and keep them updated. |
| Provide recommendations and feedback timely, taking into account the feedback received. Ensure timely decision-making in case of differences of opinion. |
| Sign off materials for accuracy and completeness. |
| Organize and coordinate with IFRC support teams and with the company the participation in the beta test for target audience from multiple locations. |
| **IFRC & American Red Cross support team** | Provide guidance on learning approaches, visual and multimedia approaches, content and navigation/ interaction. |
| Liaise with the IFRC Learning Solutions Lead to ensure adherence with technical specifications and quality assurance standards for online learning. |
| Review and validate all stages of design and production. |
| **Subject matter experts (additional)** | Support the development process of the online course. |
| Participate in interviews, be available for inputs for the course content, including provision of scenarios and case studies, or review course materials. |
| Provide recommendations and feedback on timely manner as requested. |
| **American Red Cross Business Operations** | Administration of the contract |
| Managing contracting and payment arrangements |

### IV.4. Relationship management

The company is expected to have regular contact with the IFRC and American Red Cross Lead SME and Learning Solutions Lead through the content development platform, email and/or conference calls to review deliverables, timelines, etc.

The company is expected to engage with the IFRC and American Red Cross Lead SME and Learning Solutions Lead and collaborate throughout all of the project design and development steps. The company will set specific milestones where IFRC subject matter expert(s) have a chance to formally review and sign-off on deliverables.

The company will have weekly meetings with the IFRC to:

* Review progress and sign-off on deliverables;
* Evaluate media project plan and identify project inhibitors;
* Outline deadlines for expected deliverables.

Several subject matter experts (SME) will review the content. Additional subject matter experts on specific areas (such as security, organizational development or financial accountability) may review parts of the content and drafts under the guidance of lead subject matter expert. This Lead SME will act as the focal point and coordinate collaboration with the Learning Solutions Lead and review/ validation work.

### IV.5. Production and delivery

Throughout the development process, the company agrees to take into consideration the advice from the IFRC/American Red Cross team.

All testing of pre-release versions shall be done on the IFRC Learning Platform (Cornerstone or CSOD), to ensure early detection of technical issues related to interaction between the course and the Learning Platform (SCORM communication). The IFRC will upload the SCORM packages provided and will grant access to the company. “Testing” means reviewing the content, layout, navigation, interactions. IFRC will work together with the company to test and review the course. The company will not be responsible for any technical issues caused by the IFRC Learning Platform, however the company shall fully cooperate to resolve any such potential issues.

The company shall provide the IFRC with full text of each screen of the course in Microsoft Word format.

The project deadlines are expected to be respected by the company. If the company falls, or risks falling, significantly behind schedule, it shall add additional human resources to the project and/or replace the team members failing to meet the deadlines at no additional expense to the IFRC.

### IV.6. The delivery of outputs – standards-compliance

The company shall deliver the final course as set out in the project description on delivery of the course and timeframe for delivery.

The development process should include a clearly-described, comprehensive, industry-standard suite for testing, quality assurance and validation.

The course should be fully tested for cross-browser and cross-platform compatibility. Test results provided should confirm that it is fully accessible from market-leading browsers (e.g. Explorer, Firefox, Chrome, Safari), computer OS (Windows, MacOS, Linux) and mobile OS (Android, iOS).

The testing shall include the Learn App (Cornerstone’s mobile app) in both for Android and iOS mobile devices.

The validation should include the demonstration that the course records course progress and completion and allows the learner to interrupt and then resume learning. Any technical issues or difficulties relating to course participant records (LMS SCORM communication) following course publication shall be diagnosed and solved by the company including modification of the course structure or any other reasonable technical modification which may be necessary to resolve any such difficulties. The responsibility of technical limitations of the CSOD remains with the IFRC, however the company shall collaborate to resolve any issues.

### IV.7. Support

For 30 days following the final sign off, the company will be required to provide full support to IFRC for free (max 48 hours after written request) in remediation of any issue regarding the navigation and the display of content.

Collaboration and assistance with any issues of compatibility between the course and the IFRCs Learning Platform for 30 days following course publication, should they arise. The Service Provider shall not be held responsible for any limitations of the LMS/CMS (Cornerstone on Demand (CSOD). However, any compatibility issues that may arise with CSOD should be resolved jointly between the IFRC and the Service Provider, through testing on CSOD and working together to resolve any issues to the extent that they are able. The browsers used for testing should be CSS3 and HTML5 compliant. This includes but is not limited to Internet Explorer, Google Chrome, Mozilla Firefox, and Safari.

If more than 2 days integration work is required in relation to integration of the courses with the IFRC learning platform, the Service Provider will be entitled to charge for its time based on a pre-agreed hours/daily rate, provided that the SCORM package delivered is working well in any two SCORM-compliant LMS with more than 1% market share.

### IV.8. Intellectual property rights

The IFRC shall be entitled to all intellectual property rights, including, but not limited to, patents, copyrights and trademark, with regard to materials which bear a direct relation to, or are made in consequence of, the services provided to the IFRC by the company.

The IFRC is the owner of all digital content created, as well as the source files (multimedia and elearning) used to package the course. The company grants the IFRC an irrevocable, unlimited and exclusive license to use the elearning modules, tools and/or software developed by the company for IFRC, and shall provide the IFRC with all information required relating to the relevant file formats and the conventions used to prepare them.

The company agrees to protect all IFRC intellectual property as required.

The course may include copyright-released music and sound effects as appropriate. The company shall provide all relevant copyright release documents.

1. <https://www.ifrc.org/document/public-awareness-and-public-education-disaster-risk-reduction-key-messages-2nd-edition> [↑](#footnote-ref-0)
2. <https://preparecenter.org/toolkit/whatnow-service-toolkit/> [↑](#footnote-ref-1)