Consultancy Title	Service Provider for the Design and Development of an Online Training Module on Explosive Ordnance Risk Education (EORE) and SBC approach for community-based personnel in RAPPORT project areas.
Location	Hanoi
Contract duration	May – September 2026

1. BACKGROUND

Catholic Relief Services (CRS) is an international humanitarian agency with its headquarters based in the United States. CRS works to save, protect, and transform lives in need in more than 100 countries, without regard to race, religion or nationality. CRS began working in Vietnam in 1992 and established an office in Hanoi in 1994. CRS Vietnam assists local partners in the areas of Inclusion of People with disabilities, Mine Action, Disaster Risk Reduction and Management, and Community-based Climate Change Adaptation.

For 20 years, CRS has been helping to ensure children in the most Explosive Ordnance (EO) contaminated and landmine (LM) areas in Vietnam are able to protect their lives from EO accidents.

EO and LM contamination in Vietnam covers over 18% of the country's land area,[1] affecting most provinces. An estimated 800,000 tons of bombs, landmines, missiles, artillery shells, mortar shells and other explosive materials remain, some buried as shallow as zero to five meters underground, posing grave risks to communities. Rainfall further compounds the peril, as displaced explosives can surface unexpectedly during farming or playing activities.

The *Reaching At-Risk Populations through EORE Targeting* (RAPPORT) project is a 4-year project funded by the U.S. Department of State – Bureau of Political-Military Affairs through its Office of Weapons Removal and Abatement, with the goal that farmers and their families in high-risk EO-contaminated areas in Quang Tri province and Hue city are able to protect their lives from EO accidents. The project consists of two strategic objectives (i) target groups experience reduced risk of EO accidents, and (ii) implementation of Explosive Ordnance Risk Education (EORE) is sustained at national and sub-national levels. The project started in October 2024 and will be implemented through September 2028 in 23 high-risk districts across Quang Tri province and Hue City where EORE and clearance activities are lacking due to their mountainous and remote locations. The total estimated direct beneficiaries in Hue and Quang Tri are 219,480 farmers and community members. In addition, there are participants outside of these communes who will benefit from mass media campaigns and create a spillover effect.

Effective EORE needs to go beyond awareness raising in order to prevent unsafe practices by those whose livelihoods depend on regularly entering uncleared land; therefore, the RAPPORT project will use Social and Behavior Change (SBC) approaches to promote and encourage safe EO practices. CRS will identify the

[1] https://vnmac-gov-vn.translate.goog/vi/tin-tuc/so-lieu-o-nhiem-bom-min-tren-ca-nuoc.t-61.html?_x_tr_sch=http&_x_tr_sl=auto&_x_tr_tl=en&_x_tr_ hl=vi&_x_tr_pto=wapp, VNMAC, 2020

positive behaviors to be promoted, such as proper EO identification and reporting, which will then be encouraged in various trainings, media campaigns, and through nudges to support a positive change in the most vulnerable. Through EORE, the project aims to enhance vulnerable farmers' understanding of the risks associated with EO, promote safer practices among farmers and their families, and enable them to report EO incidents, so that the local authorities can follow up with survey and clearance actors. Vulnerability factors such as gender, ethnic groups, disabilities, and poverty will also be carefully reviewed and taken into consideration when developing and implementing EORE SBC. The provincial partner, the Department of Health (DOH) in QT and Hue, is the official platform for rolling out EORE SBC approaches and coordinating with key stakeholders. In addition, the project assists DOHs in establishing Core Groups who are equipped to deliver EORE SBC training sessions, so that DOHs take full ownership for future implementation of the EORE SBC.

In its first year, the RAPPORT project developed an EORE SBC paper-based guideline and delivered Training of Trainers (TOT) and rollout trainings on EORE using SBC approach for the DOH and Core Groups at the community level. To ensure that this capacity is maintained, strengthened, and expanded sustainably in the years to come, the project will develop an online training module that equips community-based personnel with essential knowledge and practical skills in EORE and SBC.

This online module will serve as a long-term, accessible learning resource, enabling both existing and newly recruited Core Group members to build and refresh their competencies without the need for repeated in-person training. By providing a standardized foundation in EORE and SBC principles, the module aims to ensure that community-level facilitators can independently, consistently, and effectively deliver risk education sessions to vulnerable and at-risk populations. In doing so, it contributes to sustained safer behaviours and the continued reduction of exposure to explosive ordnance hazards across project areas.

The Project is seeking a service provider to design and develop this online training module, ensuring that it is user-friendly, context-appropriate, and capable of supporting long-term capacity retention and institutional sustainability within local systems.

In addition to the participation of the Mine Action expert, Education expert, and CRS Mine Action Program staff, the development of the course will have the involvement of Vietnam National Mine Action Centre (VNMAC) staff who support content development to make sure its content is appropriate with the end-users in the culture and social context.

2. OBJECTIVES

To build the capacity of community-based personnel by providing them with foundational knowledge and practical skills in EORE and SBC approach. Through this e-training, participants will be equipped to independently and effectively deliver risk education sessions to vulnerable and at-risk community members, thereby contributing to safer behaviors and reduced exposure to explosive ordnance hazards.

After completing the online training, the target audience is expected to acquire:

- **Improved Foundational Knowledge of EO Risks:** Participants demonstrate a solid understanding of:

- Understand the situation of EO contamination in the project provinces.
- Characteristics of EO and types of explosive ordnance commonly found in their locality.
- Key risk behaviors and risk factors affecting community members.
- Causes of EO accidents and consequences of EO accidents.
- Safe and unsafe practices when encountering EO.

- **Enhanced Skills in Identifying and Addressing Risk Behaviors:** Participants can:

  - Assess risky practices in their community.
  - Use EORE messages to promote safer behaviors.
  - Provide practical guidance based on local contexts and real-life scenarios.

- **Increased Confidence in Acting as Local EORE Resource Persons:** Participants feel equipped to:

  - Serve as trusted EORE focal points within their villages.
  - Support ongoing risk reduction activities in collaboration with local authorities.
  - Contribute to reducing EO-related accidents in their communities.

3. TARGET AUDIENCE

- Members of core groups and project management board members in RAPPORT project in Hue and Quang Tri. The core group members may include, but is not limited to, health workers, social and cultural officers, Youth Union officers, village heads, etc., who carry out EORE activities for the local community.
- Community based personnel who wish to acquire knowledge and skills in EORE.

4. REQUIREMENTS

The service provider will utilize the existing RAPPORT project's EORE materials, such as the Teaching EORE knowledge video, EORE SBC paper-based guideline and relevant EORE SBC materials to design and develop a comprehensive, user-friendly, and engaging online training module on EORE in Vietnamese with English subtitles that:

1. Provides foundational knowledge on explosive ordnance risks, safe behaviours, and preventive practices.
2. Equips project management board members, Core Group members, and community-based personnel with practical skills to deliver EORE independently and effectively.
3. Integrates interactive learning, scenario-based exercises, and knowledge assessments.
4. Supports long-term capacity retention and contributes to sustained behaviour change and reduced EO-related accidents in target communities.

The service provider is expected to deliver:

3.1. Content Structuring & Instructional Design

- The service provider must strictly follow the detailed content framework in Appendix 1, including:

    - Lesson-level structure (e.g., Lessons 1.1–2.3)
    - Types of interactive exercises (drag-and-drop, scenario-based, image classification)
    - Use of real EO images and contextualized examples
- Any proposed deviation must be clearly justified and approved by CRS.
- CRS brand/co-brand integrated well in the course.

3.2. Digital Learning Module Development

The module must include mandatory interactive components as specified in Appendix 1, including:

- Image classification (Dangerous / Not sure / Not dangerous)
- Scenario-based decision-making with feedback
- Drag-and-drop and matching exercises
- Image-based hotspot selection (e.g., marking safe areas, return routes)

These interactions are core learning elements, not optional enhancements.

Develop multimedia components such as:

- Narrated videos or animations
- Interactive quizzes
- Drag-and-drop exercises
- Image-based identification tasks
- Scenario and decision-making activities

Ensure assessments:

- Appear after each section
- Require 100% correct responses before learners can progress
- Draw from a question bank to randomize final test items.

3.3. Platform Compatibility & Technical Requirements

- Produce a module compatible with standard Learning Management Systems (LMS), or provide a standalone SCORM-compatible version.
- Ensure accessible use on:
    - Smartphones
    - Tablets
    - Computers
- Provide user interface in Vietnamese and ensure simple navigation suitable for community-based learners.

3.4. Design:

Learning Experience Design: Given the number of interactions per lesson, the provider should:

- Break content into short learning segments

- Ensure a balance between instruction and interaction
- Avoid cognitive overload, especially for low-literacy users
- The trainings and modules are set up properly and run smoothly, without errors or glitches, and no compatibility issues.
- The training course is creative design, user-friendly interface and easy to access and use by community-level facilitators
- It is visually appealing, engage users with interactive and creative
- Variety of automated assessments and pre-programmed feedback and tips
- Allows for practice via interactive videos and materials
- Downloadable high-quality audio-visual materials
- CRS brand/co-brand integrated well in the course
- The training courses will be easily integrated into VNMAC and DOHs websites

3.5. Review, Testing, and Finalization

- Conduct user testing with selected Core Group members or project staff.
- Revise content based on feedback.
- Deliver the final module with all source files and instructions for installation or hosting.

5. DELIVERABLES & TIMELINES

This consultancy will be provided within the time frame of May - September 2026

The service provider will deliver the following outputs:

- Detailed design outline (structure, user flow, storyboards).
- Full set of multimedia learning materials, including illustrations, audio scripts, animations, interactions, and quizzes.
- Complete online training module, SCORM compliant or LMS-ready.
- Question bank (minimum 40–60 items) for randomized testing.
- User guide for facilitators and trainees.
- Final set of editable source files (video, graphics, scripts, SCORM packages).

Item	Deliverable	Deliverable requirements	Assignment Completion Percentage	Deadline
1	**Final technical plan**	**Final technical plan** including: - Proposed instructional design approach - Technical plan (SCORM version, LMS compatibility, file formats) - Confirm module scope - Agreement on content - Agreement on tools/technology	10%	7 days after contract signing

		- Detailed workplan & timeline, activity schedule, milestones and review points *Notes: The service provider must recognize the high volume of multimedia and interactive content and propose adequate resources (team, timeline, tools) to deliver all components with quality.*		
2	**Content structuring, scriptwriting, storyboard development**	**1. Module Structure & Learning Pathway** - Final sequencing of modules, lessons, interactions, and assessments - Clear learning outcomes for each module **2. Scenario Based Learning:** The training must emphasize real-life, context-specific scenarios (e.g., farming, forest activities, livestock situations) to reflect actual risk environments in Quang Tri and Hue. **3. Full Training Scripts (Vietnamese)** - Narration scripts - On-screen text - Instructions for interactions - Dialogue for scenarios / case studies **4. Storyboards for all lessons** - Screens layout - Visual descriptions - Audio cues - Animation descriptions - Interaction design (drag-drop, quizzes, image-based questions) **5. Assessment Plan** - Question bank structure - Logic for randomized tests	30%	15 days after submission of the 1st deliverable - "Final technical plan"

		- Criteria for module completion (100% score requirement)		
3	**Production of multimedia and interactive content; module assembly**	The provider builds all multimedia and integrates them into a cohesive SCORM module. RAPPORT receives a working draft of the module for review. **Multimedia Assets:** - Illustrated graphics (EO types, unsafe behaviors, safety steps) - Animated sequences (4-step safety process, scenarios) - Voice-over recordings - Photo-based and video-based learning elements **Interactive Elements:** - Drag-and-drop activities - Scenario decision trees - Image recognition tasks - Multiple-choice quizzes **SCORM-compliant Module Draft** - Fully functional draft that can run on LMS - Embedded quizzes after each lesson - Locked progression (must pass to proceed) **Question Bank (40–60 items)** - Categorized by modules - Randomization logic applied **Internal Testing Report** - Functional test results - Bug list & fixes	30%	30 days after submission of the 2nd deliverable – "Content structuring, scriptwriting, storyboard development"

4	**User testing and revisions**	Real users test the module to ensure clarity, practicality, and appropriateness for communities in Quang Tri and Hue. Feedback is applied to refine content and improve user experience. **User Testing Session(s)** - At least 5–10 community members or Core Group members - Observation notes on usability, comprehension, and navigation **User Testing Report** - Key findings - Recommended changes **Revised Draft Module** - Updated based on testing - Resolved navigation, content, and UX issues	15%	10 days after submission of the 3rd deliverable – "Production of multimedia and interactive content; module assembly."
5	**Finalization and submission of all deliverables**	The service provider delivers all products, ensures everything meets SCORM standards, and hands over all intellectual property to RAPPORT. **Final SCORM Package (Final)** - LMS-ready - Mobile and desktop compatible - All interactions functioning **Editable Source Files:** - Artwork (AI/PSD) - Audio scripts & voice records - Video/animation project files - Storyboards & scripts in MS Word or equivalent **Final Question Bank**	15%	15 days after submission of the 4th deliverable – "User testing and revisions."

		- Organized, tagged, and ready for long-term use **User Guide / Installation Guide** - Instructions for uploading to LMS - Troubleshooting tips - Guided tutorial for administrators **Handover & Final Presentation** - Walkthrough of final module - Summary of development process - Recommendations for future updates or upgrading in future years		
	Total		**100%**	

- All final products are to be submitted in Vietnamese with English subtitle.
- It is also noted that the delivery time is tentative and might be changed within the timeframe May - September 2026 upon request from the CRS/RAPPORT team.
- The service provider is required to meet the deliverable deadline of the above items. Penalties for delay shall be subjected to CRS's regulations and will be stipulated in the contract.

6. COPYRIGHT

- All materials produced under this assignment—including illustrations, scripts, animations, source files, and SCORM packages—will be the property of the CRS/RAPPORT Project. The service provider may not use, modify, or distribute the materials without written permission.
- All rights and copyrights of the final products lie with the CRS/RAPPORT project.

7. COORDINATION AND REPORTING

The service provider will report to the CRS/RAPPORT Program Manager. During the assignment, the service provider will work and coordinate closely with:

- CRS/RAPPORT Program Manager and RAPPORT team in terms of technical issues
- CRS's Procurement Officer regarding quotations/proposals and PO/contracts/agreements
- All deliverables must receive written approval from RAPPORT before final acceptance.

All correspondence, communication, and reporting shall be conducted in English; however, all final deliverables/products shall be provided in Vietnamese with English subtitles.

8. DESIRED QUALIFICATIONS

The selected service provider must demonstrate the following qualifications:

- Proven experience in e-learning development, instructional design, and digital training production.
- Demonstrated ability to produce SCORM-compliant or LMS-ready content.
- Experience developing training for community-level audiences or low-literacy groups.
- Knowledge or previous work in mine action, safety training, humanitarian sectors, or behavior change communication is an advantage.
- Ability to deliver high-quality multimedia content in Vietnamese.

9. APPLICATION REQUIREMENTS/SUBMISSIONS

Technical proposal: The technical proposal needs to be in English language and should include:

- Letter of expression of interest
- A copy of business license (if any)
- Technical proposal (approach, methodology, work plan)
- Portfolio of similar e-learning products produced by the company for its previous clients
- Team CVs

Financial proposal: Financial proposal should be submitted as a breakdown of costs. The price should be in Vietnam Dong with VAT included.

Method for submission: The application must be signed and emailed to: **vn_rfp1@crs.org**

Unsuccessful proposals should not and will not be used by CRS in any form under any circumstances without prior written permission by corresponding candidates.

Closing date for submission: by **May 5, 2026**

10. ETHICAL CONSIDERATIONS

All required activities will adhere to ethical standards, ensuring informed consent, confidentiality, and sensitivity to the needs of affected people and communities.