

EORE Essentials E-Learning Course | Concept Note

Background

Explosive Ordnance Risk Education (EORE), one of the five pillars of mine action, is a vital component of risk reduction approaches for the protection of lives during and after conflict. Despite its importance, a recent EORE Sector Mapping and Needs Analysis found that there is no sector-wide agreement on qualifications required for EORE practitioners and, until 2017, there were no specific EORE trainings or qualifications available at sector level. According to this report:

In the past, many among the international mine action staff taught themselves EORE. Today, most international NGOs seem to have developed their own training packages and to provide EORE training to their own staff... The extent of the training and level of internal expertise varies.

UNICEF has helped to bridge this gap by introducing two annual certification courses dealing with EORE – one explicitly on “Effective EORE” and the other on “Integrated Mine Action” (including EORE) – but access remains limited to those who can attend in person. No other training opportunities presently exist at global or intra-organisational level for EORE professionals.

This has led to a capacity gap: while the mine action community has established a number of standards, procedures and guidelines for effective EORE, these are not always translated into implementation. There is a need to ensure that those responsible for designing and delivering EORE, across all countries and organisations, have access to standardised training and resources providing a basic grounding in the fundamentals of effective EORE in line with International Mine Action Standards (IMAS).

Course objectives

The objective of the EORE Essentials e-learning module will be to raise the standard of EORE design and delivery, in line with IMAS, by offering a grounding in the core principles of effective and ethical EORE. It will promote greater knowledge on the use of effective tools, methodologies and approaches to EORE; help to standardise terminology and data collection; and address many of the concerns that currently exist with regard to basic knowledge on EORE. While primarily focusing on fundamental ‘building blocks’ that constitute effective risk education interventions, the course will also provide resources to respond to context-specific challenges and threats.

The course will *not* remove the requirement for further training in line with NMAS and the SOPs of implementing organisations, nor for contextualisation, person to person training and knowledge exchange. Rather it will provide a much-needed standard foundation based on IMAS principles and good practice, serving ideally as a pre-requisite to more advanced and/or tailored courses on EORE (including those offered by UNICEF and the GICHD Gender Equality and Inclusion Capacity Development Programme). In addition, the modular structure of the course will facilitate the use of certain stand-alone ‘blocks’ in other relevant trainings.

Audience

This free of charge entry-level e-learning module will primarily target professionals involved in the management, design or delivery of EORE activities, worldwide, as well as, when appropriate, key stakeholders who could benefit from enhanced understanding of the risk education pillar. It is envisaged that this course will be promoted by EORE AG member organisations and serve as a prerequisite induction for EORE staff from implementing partners, national authorities and donors.

Learning Objectives

By the end of this course, participants will be able to:

1. Define explosive ordnance risk education (EORE), and describe its role in mine action and relevant linkages with other sectors
2. Explain the IMAS 12.10 framework and its implications for EORE interventions
3. Describe the core principles of effective and ethical EORE, and assess EORE interventions through the lens of those core principles
4. Summarize the main components of evidence and results based EORE programming (data collection and analysis, context analysis, needs assessment, field testing, etc.)
5. Identify relevant EORE coordination mechanisms and tools
6. Apply a Social and Behaviour Change lens to EORE programming
7. Locate additional resources

Approach & Content



The e-learning module will consist of a series of engaging and practice-oriented e-lessons with interactive scenarios from a range of contexts (e.g. during conflict, post-conflict and development), taking users through the **key stages of EORE project design and implementation**. Content will draw extensively on established standards and guidance such as IMAS 12.10 and MRE Best Practice Guidebooks, as well on the training curriculum and materials already available through UNICEF's *Effective EORE* certification course and other organisation-specific training packages.



Throughout, users will be familiarised with the core principles, or **foundation blocks**, underpinning effective EORE. These will be demonstrated through the practical scenarios, underpinned by a **behaviour change pyramid** with each block shown as necessary to achieve the desired impact: safe behaviour.



Finally, links to **useful tools and resources**, including from partners, will be provided. These resources will provide learners opportunities to optionally dive deeper into certain aspects of the course, as well as real-life case studies and tools or templates that can be adapted for their local context. The resources will be available for use at any time, including after completion of the course. This will be linked to plans for an updated resource library within the framework of the International Mine Risk Education Working Group.

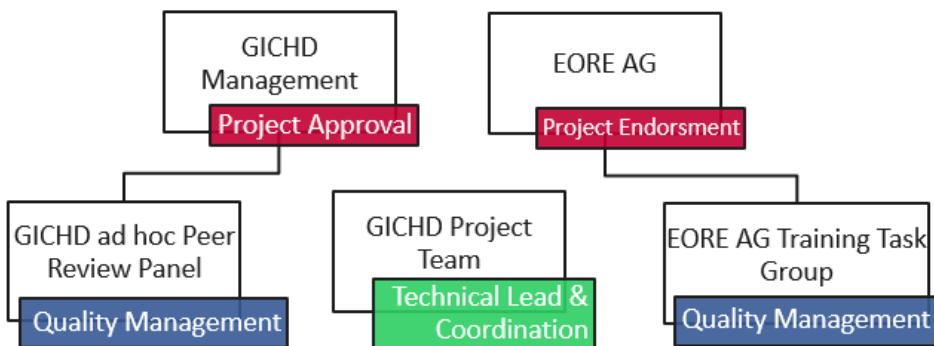


Knowledge change will be measured through a comparison of pre- and post-test scores, as well as through regular **knowledge checks** built into the e-lessons. Participants will be required to pass the post-test in order to receive their final certificate demonstrating course completion.

Accessibility

The self-paced course, which will take up to a half day to complete, will be accessible to EORE staff at any time via the GICHD E-Learning Platform and associated mobile application wherever internet is available and will not be constrained by access issues across international borders or lines of control. An emphasis will be placed on using accessible terminology, and assistive technology such as text to speech software will further ensure accessibility by persons with visual impairments. As a second phase, it is proposed to also make the course available in additional languages beyond English.

Roles & Responsibilities



Who	Responsible for...	Composition
GICHD Project Team (PT)	<ul style="list-style-type: none"> Secure funding Lead the technical design and development of the course Liaise with external service providers Conduct outreach for the course and organise launch Coordination between relevant stakeholders, including the various review and approval bodies 	See detailed table below
GICHD ad hoc Peer Review Panel (PRP)	<ul style="list-style-type: none"> Peer review of the storyboard outline, the written and visual content and the final product Report regularly to the GICHD Training Working Group (TWG) 	Members of the PRP should have expertise in the following areas: EORE, IMAS, G&D, Adult Learning, eLearning, digital tools and regional cooperation. Suggested composition of the group: Abi, Natasha, Noor, Valentina, Rana and Rory.
EORE AG Training Task Group (TTG)	<ul style="list-style-type: none"> Quality management of the written and visual content and the final product Validation of the written and visual content 	Members of the EORE AG on a voluntary basis, as well as other key stakeholders with relevant expertise. Particular attention will be given to ensure national authorities from different regions and mine action stages are included.
GICHD Management	<ul style="list-style-type: none"> Pre-approval of the GICHD's role in the development and hosting of the course Approval of the final product 	Pre-approval and go ahead by the Programme Coordination Meeting (PCM) Approval of the final product by the Chief of Mine Action Programmes and the GICHD Training Working Group through the ad-hoc Peer Review Panel
EORE AG	<ul style="list-style-type: none"> Pre-approval of the EORE AG's role in the development and piloting of the course Validation of the storyboard outline and endorsement of final product 	15 individuals representing key agencies and organisations involved in EORE, including the UN and international NGOs with experience and knowledge in EORE.

Composition of the GICHD Project Team (PT)			
Who?	Responsibilities:	Time	Funded?
EORE Advisor, GICHD <i>*Project Manager</i>	Secure project funds; steer the GICHD project team; review content; liaise with consultants, service providers, and internal and external stakeholders; conduct outreach and organise launch	20%	No
Consultant, GICHD	Conduct a material review; develop storyboard, written and visual content; revise based on feedback from the GICHD Project Team and internal and external stakeholders. The scenarios should ideally be linked to the G&D eLearning	75 days	No
EORE Officer, GICHD	Support to the project manager	10%	No
Head of Division, Gender and Mine Action Programme, GICHD	Oversee management of the project	5 days	Yes
Project Officer, Training Development and Junior Training Officer (TBC), GICHD	Build the digital module; create whiteboard animations; ensure the eLearning course complies with accessibility considerations; run multiple technical tests; set up eLearning environment interface and integrate course into the Training Platform.	75 days	Yes
Digital Media and Communications Officer, GICHD	Produce videos and infographics; support for the launch	15 days	Yes
External service providers	Produce animations; creates illustrations (and other visual assets if needed) and proofreads	Varies	No
Ad hoc Peer Review Panel, GICHD	Peer review of the storyboard outline, the written and visual content and the pilot product	Varies	Yes
Informal User Experience Review Group	Provide early feedback on the prototype to improve navigation, accessibility, sequence, overall quality and user-friendliness of the course	Varies	Yes

Resource mobilisation

To date, the E-learning course is still unfunded. Once the Concept Note is approved by the EORE AG and the GICHD, the Centre will lead fundraising efforts to meet the necessary budget for the successful development of the course. EORE AG members will be asked to support these efforts when appropriate by collectively or individually promoting the project within the scope of their mandate.

Branding and ownership

EORE Essentials will be branded as an IMAS-compliant product endorsed by the EORE Advisory Group. All members will be credited, as well as contributing donors. The GICHD will maintain overall ownership of the course and thus be responsible for its maintenance.

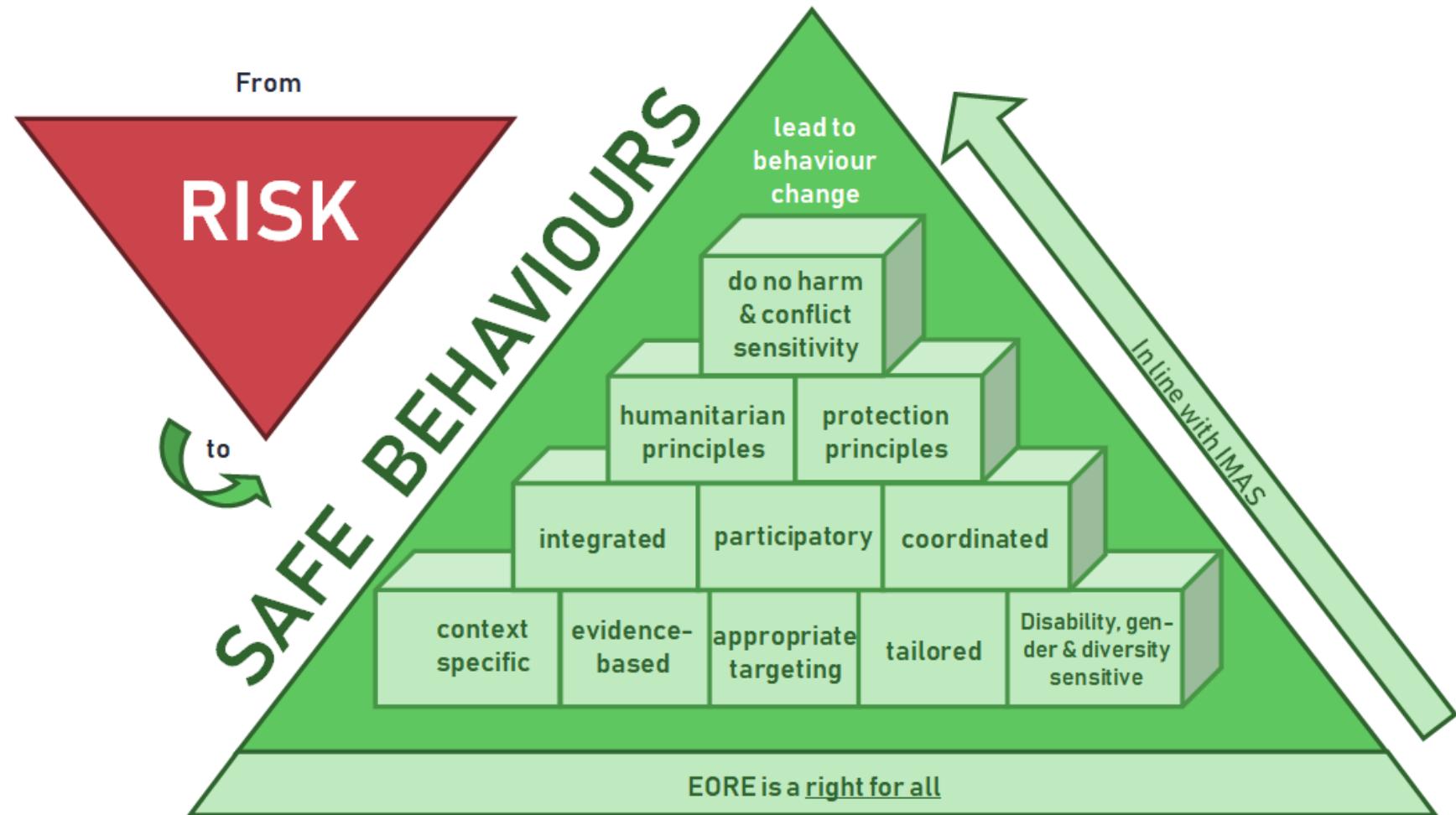
Implementation Process

If this concept note is approved by the GICHD Management and vote of the EORE AG and funding is secured, the GICHD will assume technical responsibility for the development of the e-learning course which will be hosted on the Centre's training platform. This will be done through a collaborative process under the leadership of the GICHD Project Team, with frequent peer review and quality management by the GICHD's ad hoc Peer Review Panel (PRP) and a Training Task Group (TTG) to be set up within the framework of the EORE AG, according to the roles and responsibilities outlined above. The following table details the process for how the project will be implemented.

Stage	Responsibility	Who	Notes
Pre-approval of the project based on the concept note	Approval	EORE AG & GICHD management (PCM)	
	Securing of funds	GICHD PT	With support from GICHD management and Grant Management team
Material review	Technical	GICHD PT	
Storyboard outline	Technical	GICHD PT	Regular reporting to the TWG through the PRP is foreseen throughout the process
	Peer review / quality management	GICHD PRP & EORE AG TTG	
	Validation	EORE AG	
Development of written content	Technical	GICHD PT	
	Peer review / quality management	GICHD PRP & EORE AG TTG	
	Validation	EORE AG TTG	
Development of visual content	Technical	GICHD PT	Testing will be done as soon as a prototype is ready to allow adaptations on an ongoing basis early in the process
	Peer review / quality management	GICHD PRP & EORE AG TTG	
	Testing	GICHD PT Informal User Experience Review Group	
	Validation	EORE AG TTG	
Digital build & editing	Technical	GICHD PT	Regular testing/piloting
	Peer review / quality management	GICHD PRP & EORE AG TTG	
	Testing	GICHD PT Informal User Experience Review Group	
	Endorsement	EORE AG	In case of disagreement between the two, the GICHD PT will liaise and propose a solution
	Approval	GICHD management (Chief of MA Programmes and PRP for the TWG)	

Pilot testing & adapting	Outreach	GICHD PT & EORE AG TTG	Deployment of the course in a practical and concrete scenario (workshop or training)
	Technical	GICHD PT	Final adaptations
Launch	Organisation	GICHD PT	Ideally at a formal meeting of the MA sector (e.g. NDM, MSP)
	Outreach	GICHD PT & EORE AG	

Annex 1: Behavioural Change Pyramid



Annex 2: Sample Structure

Topic	Possible Contents	Possible Linked Resources	Related Foundation Blocks
Introduction: What is EORE?	Defining EORE EORE in normative frameworks Role of EORE in mine action Linkages with other sectors	Maslow's Hierarchy of Needs IMAS 12.10, NMAS and TNMA APMBC/CCM Action Plans Sustainable Development Goals	Right for all Leads to behaviour change Integrated
Context Analysis & Needs Assessment: People, Threat & Context	Purpose & stages Data collection/analysis process Sources Information management	Examples of injury surveillance; Knowledge, attitude and practice (KAP) surveys, survivor surveys, non-technical surveys; IMSMA; Behavioural drivers model	Evidence-based Context-specific Disability, gender & diversity sensitive Participatory and integrated
Prioritisation	Prioritisation mechanisms at national and local levels	Resource funding inputs Example prioritisation matrix	Appropriate targeting Integrated
Design: Messages, Methods & Approaches	Designing EORE messages Dissemination methods: pros and cons, basic principles, innovations (use of technologies)	Message families Message house Material audit Ground sign awareness handbook	Context-specific Coordinated Disability, gender & diversity sensitive
Field Testing & Validation	Field Testing Validation (internal / external)	Example protocol with questionnaire	Participatory Evidence-based
Implementation / Delivery	Community liaison Coordination mechanisms and tools Integration within mine action Integration with other sectors	Mine Action Area of Responsibility Global Protection Cluster web pages Resource on Risk Awareness and Safer Behaviours (RASB) and Conflict Protection and Preparedness (CPP)	Integrated Coordinated Participatory Disability, gender & diversity sensitive
Monitoring, Evaluating & Reporting	Project cycle Quality management Why and what to monitor Why and what to evaluate	Example pre & post-tests, KAP surveys Standardizing Beneficiary Definitions Minimum data standards Results-based monitoring resources	Evidence-based Disability, gender & diversity sensitive
Ethical EORE	Humanitarian & protection principles Do no harm (including examples) Conflict sensitivity		Humanitarian principles Protection principles Do no harm & conflict sensitivity

*Optional modules on emergency EORE and EORE for IEDs may also be considered.