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 GICH 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

<table>
<thead>
<tr>
<th>Who</th>
<th>Responsible for…</th>
<th>Composition</th>
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</thead>
</table>
| **GICHD Project Team (PT)**      | • 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)** | • 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)** | • 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**             | • Pre-approval of the GICHD’s role in the development and hosting of the course  
                                 • Approval of the final product |
| **EORE AG**                      | • 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 | 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  
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)

<table>
<thead>
<tr>
<th>Who?</th>
<th>Responsibilities:</th>
<th>Time</th>
<th>Funded?</th>
</tr>
</thead>
<tbody>
<tr>
<td>EORE Advisor, GICHD *Project Manager</td>
<td>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</td>
<td>20%</td>
<td>No</td>
</tr>
<tr>
<td>Consultant, GICHD</td>
<td>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&amp;D eLearning</td>
<td>75 days</td>
<td>No</td>
</tr>
<tr>
<td>EORE Officer, GICHD</td>
<td>Support to the project manager</td>
<td>10%</td>
<td>No</td>
</tr>
<tr>
<td>Head of Division, Gender and Mine Action Programme, GICHD</td>
<td>Oversee management of the project</td>
<td>5 days</td>
<td>Yes</td>
</tr>
<tr>
<td>Project Officer, Training Development and Junior Training Officer (TBC), GICHD</td>
<td>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.</td>
<td>75 days</td>
<td>Yes</td>
</tr>
<tr>
<td>Digital Media and Communications Officer, GICHD</td>
<td>Produce videos and infographics; support for the launch</td>
<td>15 days</td>
<td>Yes</td>
</tr>
<tr>
<td>External service providers</td>
<td>Produce animations; creates illustrations (and other visual assets if needed) and proofreads</td>
<td>Varies</td>
<td>No</td>
</tr>
<tr>
<td>Ad hoc Peer Review Panel, GICHD</td>
<td>Peer review of the storyboard outline, the written and visual content and the pilot product</td>
<td>Varies</td>
<td>Yes</td>
</tr>
<tr>
<td>Informal User Experience Review Group</td>
<td>Provide early feedback on the prototype to improve navigation, accessibility, sequence, overall quality and user-friendliness of the course</td>
<td>Varies</td>
<td>Yes</td>
</tr>
</tbody>
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### 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.
<table>
<thead>
<tr>
<th>Stage</th>
<th>Responsibility</th>
<th>Who</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-approval &lt;br&gt; of the project &lt;br&gt; based on the concept note</td>
<td>Approval</td>
<td>EORE AG &amp; GICHD management (PCM)</td>
<td>With support from GICHD management and Grant Management team</td>
</tr>
<tr>
<td></td>
<td>Securing of funds</td>
<td>GICHD PT</td>
<td></td>
</tr>
<tr>
<td>Material review &lt;br&gt; Storyboard &lt;br&gt; outline</td>
<td>Technical</td>
<td>GICHD PT</td>
<td>Regular reporting to the TWG through the PRP is foreseen throughout the process</td>
</tr>
<tr>
<td></td>
<td>Technical</td>
<td>GICHD PT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer review / quality management</td>
<td>GICHD PRP &amp; EORE AG TTG</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Validation</td>
<td>EORE AG</td>
<td></td>
</tr>
<tr>
<td>Development of written content</td>
<td>Technical</td>
<td>GICHD PT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer review / quality management</td>
<td>GICHD PRP &amp; EORE AG TTG</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Validation</td>
<td>EORE AG TTG</td>
<td></td>
</tr>
<tr>
<td>Development of visual content</td>
<td>Technical</td>
<td>GICHD PT</td>
<td>Testing will be done as soon as a prototype is ready to allow adaptations on an ongoing basis early in the process</td>
</tr>
<tr>
<td></td>
<td>Peer review / quality management</td>
<td>GICHD PRP &amp; EORE AG TTG</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Testing</td>
<td>GICHD PT Informal User Experience Review Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Validation</td>
<td>EORE AG TTG</td>
<td></td>
</tr>
<tr>
<td>Digital build &amp; editing</td>
<td>Technical</td>
<td>GICHD PT</td>
<td>Regular testing/piloting</td>
</tr>
<tr>
<td></td>
<td>Peer review / quality management</td>
<td>GICHD PRP &amp; EORE AG TTG</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Testing</td>
<td>GICHD PT Informal User Experience Review Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Endorsement</td>
<td>EORE AG</td>
<td>In case of disagreement between the two, the GICHD PT will liaise and propose a solution</td>
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<tr>
<td></td>
<td>Approval</td>
<td>GICHD management (Chief of MA Programmes and PRP for the TWG)</td>
<td></td>
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<tr>
<td>Pilot testing &amp; adapting</td>
<td>Outreach</td>
<td>GICHD PT &amp; EORE AG TTG</td>
<td>Deployment of the course in a practical and concrete scenario (workshop or training)</td>
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<td>--------------------------------------------------------------------------------</td>
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<tr>
<td>Launch</td>
<td>Technical</td>
<td>GICHD PT</td>
<td>Final adaptations</td>
</tr>
<tr>
<td></td>
<td>Organisation</td>
<td>GICHD PT</td>
<td>Ideally at a formal meeting of the MA sector (e.g. NDM, MSP)</td>
</tr>
<tr>
<td></td>
<td>Outreach</td>
<td>GICHD PT &amp; EORE AG</td>
<td></td>
</tr>
</tbody>
</table>
Annex 1: Behavioural Change Pyramid

- From RISK to SAFE BEHAVIOURS
- Lead to behaviour change
  - Do no harm & conflict sensitivity
  - Humanitarian principles
  - Protection principles
  - Integrated
  - Participatory
  - Coordinated
  - Context specific
  - Evidence-based
  - Appropriate targeting
  - Tailored
- Disability, gender & diversity sensitive

EORE is a right for all
## Annex 2: Sample Structure

<table>
<thead>
<tr>
<th>Topic</th>
<th>Possible Contents</th>
<th>Possible Linked Resources</th>
<th>Related Foundation Blocks</th>
</tr>
</thead>
</table>
| **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  
Participatory  
Coordinated  
Integrated  
Disability, gender & diversity sensitive |
| **Field Testing & Validation** | Field Testing  
Validation (internal / external) | Example protocol with questionnaire | Evidence-based  
Participatory |
| **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) | Coordinated  
Integrated  
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.