

M&E of Online EORE Sessions

About Online Sessions

In the context of EORE, *online sessions* are comprehensive sessions that are delivered remotely, via Zoom, MS Teams, Google Meet, or similar platforms. They often target pre-existing groups such as school classes, businesses, or clubs. If you are looking for information about the M&E of self-paced online courses, please see the “e-Learning” guidance document.

Metrics/Analytics for Monitoring

Online sessions offer many of the same opportunities for M&E as face-to-face learning, with the additional benefits that many platforms track attendance and log the amount of time spent on sessions. Online delivery also offers opportunities for evaluation and learning that are not available face-to-face, which will be discussed further in this guidance.

Counting Beneficiaries

Beneficiaries of online sessions would be treated the same as those of face-to-face sessions. If the session is considered a “comprehensive” session, then anyone present for all core messaging can count as a beneficiary. If the session is better thought of as *ad hoc*, or emergency EORE, then attendees would also count as beneficiaries, but it is recommended that they are recorded separately from those of comprehensive sessions.

There are a few options for disaggregating beneficiaries by sex, age, and disability. An anonymous poll within the platform itself could be used to gather that information (using the Washington Group Short Set to determine when people with disabilities are in the session).

These anonymous polls could also offer the opportunity to learn about other demographics of EORE recipients, such as race, ethnicity, or other classifications that signify vulnerable groups.

If the platform does not support polling in instructor-led sessions, an anonymous Google or other form can be sent via chat to capture beneficiary demographics.

Output Metrics to Track

Those using online sessions should track the same metrics you would if doing face-to-face EORE:

- # of beneficiaries (SADDD, plus other demographic indicators of interest)
- # of sessions
- Session location (if restricted to a particular group or geographic location)
- Average length of a session
- # and % of EORE recipients who pass a knowledge test at the end of the course

Measuring Successful Engagement

- “Engagement” would not be a standard metric for online sessions in the same way as other digital EORE delivery methods. However, online learning does offer additional opportunities for:
 - Gathering information on levels of satisfaction, and feedback through anonymous group polling or open-ended questions at the end of the session.
 - Referrals, as people can be provided links to service provider information during the session.
 - Measuring knowledge and behaviour change (described below).

Measuring Knowledge Change

Several platforms (e.g., MS Teams and Zoom) offer the chance to give quiz questions to all attendants, and when those are not available, a link to a Google Form or other data collection tool can be sent via the chat space. Slido quizzes (slido.com) can also be used to measure all participants’ knowledge levels before and after the session.

Measuring Behaviour Change

Online sessions present an opportunity to capture barriers to safe behaviours that are difficult to measure face-to-face, because the resources exist to poll all participants and not just a sample.

Therefore, we suggest using the polling or quiz tools featured above to ask questions in online session pre-tests that get at concepts such as:

- What peers think about touching/moving items (social norms).
- The perceived severity if an accident were to occur (perceived severity).
- Whether the respondent thinks it is possible to avoid an accident (self-efficacy).
- The belief that there are times the respondent has to enter areas they know are not safe, and why (forced/intentional behaviour).
- Participants’ perceptions that there are times when touching/moving an item is the justified, or even the preferred course of action (reckless, misinformed, or forced).

- Actual behaviours, e.g., whether the person:
 - has seen an item of EO recently
 - touched or moved the item
 - reported the item to an adult or authority
 - initiated a conversation with others recently about the risks of EO
 - is alert to clues that an area might be dangerous when they travel, or
 - other behaviours that are particularly important in your context.

The responses to questions about barriers to safe behaviours can then be compared with those regarding actual behaviours to see whether those potential barriers are correlated with unsafe behaviours in your context, and sessions and risk mitigation interventions can be tailored based on the findings.

Because all recipients in the session will have access to the internet, follow-up tests can also be delivered online or via email to ask about reported behaviours three to six months after the session. Response rates to such polls may be quite low, but by sending the test to all participants, a large enough sample to draw some conclusions about the effectiveness of the method may be achieved.

It is possible that including a “certificate of completion” after the 3-6 month test is taken may incentivise more recipients to take the test.

Limitations

Online session participants represent a specific sub-set of a population: those with access to the

internet and who are available in a group--and often a school--setting. Therefore, data drawn from the online sessions should be interpreted to reflect that sub-set of the population, and not necessarily the population as a whole.

For example, if responses to online polls suggest that there is little forced use of contaminated areas, that may be the result of the sample being drawn from those with more resources than the average civilian, and that finding may not apply to the population at large. Similarly, questions about social norms, pre-session knowledge, and even rates of exposure to EO may be different

among the online sub-set of the population, and should not be taken as representative of the whole community in which you work.

Summary and Conclusions

Delivering EORE online offers many of the same M&E opportunities as face-to-face sessions, with additional abilities to reach more people through the sessions and to deliver more thorough tests. However, the constraints of the sample should always be considered when using data from online learning to generalise about a wider population.

Annex A: Sample Tests

The following questions may be asked before, after, and 3-6 months following an online session to determine:

- demographic characteristics of who is in the session
- knowledge levels related to the risks of EO and safer behaviours
- confidence levels regarding their ability to identify EO and respond to potentially unsafe situations
- actual (reported) behaviours and potential barriers to safe behaviours

For online sessions, these tests can be given using Google Forms, internal polling features on Zoom, MS Teams, or Google Meet, Slido. All participants can be tested, or only a sample.

Pre-Session and Retention Test

Demographic Information

1. How old are you? [#]
2. What is your sex? [male, female, prefer not to say]
3. What is your email address? [Optional, for follow up test, and for matching pre-/post- to follow-up tests]

Confidence Levels

1. How confident are you that you can identify explosive items? [completely, mostly, somewhat, not at all] (With an option to ask "why" if the answer is negative)
2. How confident are you that you would know what to do if you saw an explosive item? [completely, mostly, somewhat, not at all] (With an option to ask "why" if the answer is negative)

Potential Barriers to Safe Behaviours

1. Do you think it's possible to avoid accidents with explosive items? [yes, definitely; possibly; no, it's not possible to avoid accidents with explosives]
2. How serious do you think it would be if you set off an explosive item by accident? [Very serious, somewhat serious, not very serious]
3. What do your friends say about touching, moving, or playing with explosive items? [They discourage it, They encourage it, They don't talk about it]

Actual/Reported Behaviours

1. In the last six months, how often have you talked with others about the dangers of explosive items? [Often, Sometimes, Never]
2. In the last six months, when you've been walking or traveling, how often have you been alert to clues that there might be explosive items around you? [Always, Often, Sometimes, Never] (With an option to ask "why" if the answer is negative)
3. Have you seen an explosive item in the last six months?
 - a. [If yes] Did you touch or move the item[s]? [Yes, always; Sometimes; No]
 - b. [If yes to 3] Did you report the item to an adult or authority? [Yes, always; Sometimes; No]

Knowledge of EO and Safe Behaviours

1. [Include pictures of explosive items and safe areas/items] Which of these do you think is an explosive item?
2. What are some of the clues that an area might have explosive items? Select all that apply. [List potential clues for your area such as damaged buildings, craters, abandoned areas, dead animals, etc., and some scenarios that are not clues, e.g., well-travelled paths, tarmac roads, new construction, etc.]
3. What are the signs that show where explosive items are? Select all that apply. [List the signs used in your local area such as the red danger-mines sign, red and white tape, a circle of rocks, crossed sticks, red spray-painted signs, etc., and some signs that do not signify EO such as yellow warning tape, orange cones, a stop sign, etc.]
4. What should you do if you find yourself in a dangerous area? Select all that apply. [Include the main things you want the person to do and common unsafe options, e.g., Stop. Call for help. If help is not available, retrace my steps. Report the item to an adult or authority after getting to a safe area. Walk around and see if there are other dangerous items. Move the item somewhere safe. Ask someone to come into the area to help me out. Etc.]
5. What is the phone number you should call if you see a dangerous item? [Can be open- or closed-ended. If closed-ended, include several similar looking phone numbers.]

Post-Session Test

Demographic Information

Intro: These questions refer to your well-being, in order to learn about the difficulties you may have doing certain day-to day activities.

Washington Group Short Set Questions:

1. Do you have any difficulty seeing, even if wearing glasses? [No, no difficulty; Yes, a little difficulty; Yes, a lot of difficulty; Yes, cannot do at all; Prefer not to answer]
2. Do you have any difficulty hearing, even if wearing hearing aids? [No, no difficulty; Yes, a little difficulty; Yes, a lot of difficulty; Yes, cannot do at all; Prefer not to answer]
3. Do you have any difficulty walking or climbing steps? [No, no difficulty; Yes, a little difficulty; Yes, a lot of difficulty; Yes, cannot do at all; Prefer not to answer]
4. Do you have any difficulty communicating or being understood in your primary language? [No, no difficulty; Yes, a little difficulty; Yes, a lot of difficulty; Yes, cannot do at all; Prefer not to answer]
5. Do you have any difficulty remembering or concentrating? [No, no difficulty; Yes, a little difficulty; Yes, a lot of difficulty; Yes, cannot do at all; Prefer not to answer]
6. Do you have any difficulty with self-care, such as washing all over or dressing? [No, no difficulty; Yes, a little difficulty; Yes, a lot of difficulty; Yes, cannot do at all; Prefer not to answer]
 - a. Translations of the WGSS are available at <https://www.washingtongroup-disability.com/resources/translations-of-wg-question-sets/>

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