

# Test and Evaluation Protocol 12.10/01/2026

First edition

16 January 2026

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## **Competency standards for explosive ordnance risk education practitioners**

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## Foreword

Competency standards are intended to represent recommended minimum standards required for specialist practice. The United Nations Inter-Agency Coordination Group on Mine Action has endorsed that competency standards for Explosive Ordnance Risk Education practitioners are identified, structured and agreed in a Test and Evaluation Protocol (T&EP). The IMAS Review Board has developed and approved the document in collaboration with the EORE Advisory Group. This is the first T&EP for EORE practitioners and it will be reviewed and amended, when needed, as part of the IMAS review process and approved by the IMAS Review Board.

## Introduction

This T&EP has been developed to provide standardized competencies for all explosive ordnance risk education (EORE) practitioners and ensure a minimum level of competence to effectively deliver EORE. The T&EP is accompanied by a simplified training management plan to provide guidance on the training required to reach each level. While comprehensive training is necessary to start, it does not replace on-the-ground mentoring and work experience that will only enhance the competencies.

This T&EP also introduces the EORE sector to the use of levels. Each level reflects the skill set EORE practitioners should have depending on their role and responsibility. EORE Level 1 is the first and minimum level to be considered an EORE practitioner. As levels increase, so do the competencies in line with increasing responsibilities. Level 4 is the highest level. A detailed description of each level is provided in Clause 6.

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# Competency standards for explosive ordnance risk education practitioners

## 1 Scope

This T&EP provides guidance on the minimum competencies EORE practitioners should have. It identifies the required knowledge, skills and attitudes of personnel performing EORE activities.

## 2 Informative references

A list of informative references is given in Annex A. References provide cross-referencing to other standards and guidance, and they form an integral part of the provisions of this T&EP. Informative references provide a list of documents that may be consulted for a clearer understanding of this T&EP.

## 3 Terms and definitions

A complete glossary of all the terms, definitions and abbreviations used in the International Mine Action Standards (IMAS) series is given in IMAS 04.10.

### 3.1

#### **attitude**

inclination of mind and behaviours towards things, persons and situations, acquired through experiences and training

### 3.2

#### **community liaison**

liaison with women, girls, boys and men in explosive ordnance affected communities to exchange information on the presence and impact of explosive ordnance, create a reporting link with the mine action programme and develop risk reduction strategies

Note 1 to entry: Community liaison aims to ensure that the different community needs and priorities are central to the planning, implementation and monitoring of mine action operations.

Note 2 to entry: Community liaison is based on an exchange of information and involves men, women, boys and girls in the communities in the decision-making process, (before, during and after demining) in order to establish priorities for mine action. In this way mine action programmes aim to be inclusive, community focused and ensure the maximum involvement of all sections of the community. This involvement includes joint planning, implementation, monitoring and evaluation of projects.

Note 3 to entry: Community liaison also works with communities to develop specific interim safety strategies promoting individual and community behavioural change. This is designed to reduce the impact of explosive ordnance on individuals and communities until such time as the hazard is removed.

### 3.3

#### **competence**

#### **competency**

combination of knowledge, skills and attitudes necessary to perform a task

### 3.4

#### **competency standard**

level of competencies required to undertake a given task effectively and safely

### 3.5

#### **explosive ordnance risk education practitioner**

#### **EORE practitioner**

any individual who is responsible for implementing EORE projects or tasks

### **3.6 explosive ordnance**

#### **EO**

interpreted as encompassing mine action's response to the following munitions:

- mines;
- cluster munitions;
- unexploded ordnance;
- abandoned ordnance;
- booby traps;
- other devices (as defined by CCW APII);
- improvised explosive devices

Note 1 to entry: Improvised explosive devices (IEDs) meeting the definition of mines, booby traps or other devices fall under the scope of mine action when their clearance is undertaken for humanitarian purposes and in areas where active hostilities have ceased.

### **3.7 explosive ordnance risk education**

#### **EORE**

activities which seek to reduce the risk of injury from EO by raising awareness of women, girls, boys and men in accordance with their different vulnerabilities, roles and needs and promoting behavioural change. Core activities include public information dissemination, education and training.

### **3.8 knowledge**

facts, information, principles or understanding acquired through experience, research or education

### **3.9 mine action organization**

organization (government, military, commercial or non-governmental organization/civil society) responsible for implementing mine action projects or tasks

Note 1 to entry: The mine action organization may be a prime contractor, subcontractor, consultant or agent.

Note 2 to entry: Mine action organizations include explosive ordnance clearance and improvised explosive device disposal organizations.

### **3.10 national mine action authority**

#### **NMAA**

government entity, often an inter-ministerial committee, in a country affected by explosive ordnance, charged with the responsibility for broad strategic, policy and regulatory decisions related to mine action

Note 1 to entry: In the absence of a NMAA, it may be necessary and appropriate for the UN, or some other body, to assume some or all of the responsibilities, and fulfil some or all of the functions, of an NMAA.

### **3.11 skill**

ability to perform a task or activity with a specific intended outcome, acquired through education, training, experience or other means

### **3.12 test and evaluation protocol**

#### **T&EP**

provides advice and information relevant to activities associated with the testing of competence and equipment

**3.13****training authority**

entity or organization responsible for the design, and/or organization, and/or delivery, and/or accreditation of training

**4 Conformance**

In T&EP, the words “should” and “may” are used to convey the intended degree of compliance.

In IMAS, “shall” is used to indicate requirements, methods or specifications that are to be applied in order to conform with the standard. This term is not used in T&EP, as their contents are purely advisory.

“Should” is used to indicate the preferred requirements, methods or specifications. “May” is used to indicate a possible method or course of action.

**5 Competency standards****5.1 Purpose**

The purpose of competency standards is to define the minimum competency level practitioners conducting EORE activities should have to effectively fulfil their roles and responsibilities. It is the responsibility of mine action organizations engaging EORE practitioners to identify the required competencies for specific positions, respecting the minimum competencies an EORE practitioner should have. This document also enhances capacity by providing a tool for planning and assessing the personal development of staff.

**5.2 Application**

This document should be applied to improve the safety and effectiveness in the delivery of EORE activities. It is designed to benefit a range of stakeholders, including:

- EO-affected communities, by providing a common level of competence for organizations and individuals delivering EORE;
- individuals working in mine action, by providing internationally recognized mine action EORE qualifications enabling the transfer of competencies and professional development;
- mine action organizations, through the development of internationally recognized standards. Additionally, this document aims to support organizations in their recruitment and selection processes by providing a tool to assess an individual's competence;
- national mine action authorities, by providing a recognized standard by which to measure the performance of an individual or an organization. Application of this T&EP should enhance the process of measuring national capacity development and assist in the development of national mine action training standards. In the absence of such standards, it should be used to provide a common understanding of the competence of EORE staff;
- donors and contracting agencies, including the UN, by providing a framework for the development and assessment of professional capacity of individuals and organizations, either from a funding or international aid perspective; and
- the mine action sector, by recording and evaluating the competency of personnel and organizations to ensure effective planning and evaluation, staff development and capacity building. Additionally, using this T&EP improves the quality management process by enhancing the assessment of staff training and competency.

### 5.3 Use of competency standards

Competency standards should be used to support the NMAA, or mine action organization acting on their behalf, in defining the competency levels for EORE practitioners. They can also provide a basis for developing policy, formally acknowledging staff competence, identifying the requirements for training, detailing operational processes, developing standard operating procedures and defining contractual obligations.

## 6 Competency categories and requirements

Different entities may use different titles and have different expectations. To ensure a cohesive understanding of the competency needed for the performance of an EORE practitioner, four levels were developed.

- **Level 1:** Professionals within or outside the mine action sector who received training on how to deliver a basic EORE briefing, orientation or lesson, which includes recognition of explosive ordnance types relevant to the context, dangerous behaviours to avoid, safe behaviours to adopt, and a call to action. Examples of Level 1 EORE practitioners can be other humanitarian and development workers, public officials (such as police officers), teachers, healthcare workers or community members (such as farmers, social leaders, etc.). Quality management of Level 1 EORE practitioners is regularly undertaken by a mandated mine action organization
- **Level 2:** Personnel typically within the mine action sector conducting EORE. They have undertaken a training course on EORE activities and techniques on how to successfully deliver EORE activities. Level 2 practitioners are typically full-time EORE personnel who implement EORE activities, such as EORE officers or agents, under the supervision of an EORE team leader. They are employed by a mine action organization or a mine action authority.
- **Level 3:** Personnel typically within the mine action sector conducting and supervising EORE activities. They tend to have more experience, either directly in the mine action sector or more generally in the humanitarian and/or development sector than Level 2 practitioners. They supervise the implementation of activities directly with the community. An example of a Level 3 practitioner is an EORE team leader. They are employed by a mine action organization or a mine action authority.
- **Level 4:** Personnel within the mine action sector, with advanced technical competencies in EORE and a broader knowledge of the other Mine Action pillars, as well as project and team management skills, normally acquired through continuous training and work experience. They have an excellent understanding of EORE and have prior practical experience in EORE, often in diverse contexts and geographic locations. They represent their entity at the national, regional and/or global level. Activities conducted by Level 4 practitioners include:
  - managing EORE projects throughout the project cycle – including quality management and monitoring, evaluation, accountability and learning;
  - developing EORE standard operating procedures;
  - strategy development, including building networks and alliances to promote and advance EORE work;
  - developing training and providing technical advice.
  - elevating the profile and professionalizing EORE.

Example of Level 4 practitioners are EORE coordinators, EORE project managers, EORE advisors or EORE specialists. They are employed by a mine action organization or a mine action authority.

Different positions within the same organization may encompass components of the same levels, so it is up to the organization to determine at what level each position should be, and to adapt the training to the level and position accordingly. For example, positions identified at the same level may require focusing on different specific topics.

Beyond the competencies given in Annex B, organizations undertaking EORE activities may require additional competencies, for which personnel must be appropriately trained and qualified. In this case, the organization should undertake training in the desired competencies in addition to the technical EORE training, or ensure the individual already possesses the competency at the hiring stage. Examples of such competencies include the use of the relevant software or applications, or the use of information technology, such as mobile phones.

In addition all EORE practitioners, should, regardless of levels, be trained in basic first aid and psychological first aid (PFA). Basic first aid training is a duty of care employers owe to their employees, in particular to field staff who are frequently deployed in vehicles and motorcycles, and work in areas where EO may be found. The TNMA 10.40/01 Medical Support may be used as a guidance to assess clinical competences required for basic care providers. PFA training is a step towards implementing the “do-no-harm” approach, a core principle of EORE. This is particularly relevant for EORE practitioners who work directly with communities affected and traumatized by conflict.

This T&EP addresses the following categories of competencies:

- 1) contextual (related to the broader mine action sector and environment in which it operates);
- 2) technical EORE;
- 3) community liaison;
- 4) information management;
- 5) quality management;
- 6) human resources;
- 7) safety.

For ease of reference, Table 1 in Annex B lists each competency with its category, a competency code and whether it is a knowledge, skill or attitude competency. It provides suggestions and guidelines for learning objectives and training session contents to frame the training. However, it is up to each trainer to adapt the training for their trainees according to the gaps and needs identified during the training needs assessment. In addition, training content should be adapted to the specific characteristics of the operational context, particularly in situations of active conflict where the effects of conflict are highly fluid and changeable.

EORE competencies are incremental and the four competency levels are therefore progressive qualifications, which denote increasing degrees of competence based on a combination of formal training and on-the-job experience. In order to qualify for receiving training at a given level, trainees need to be able to demonstrate they are fully competent in the lower levels (see Table 1). There is no pre-requisite for Level 1.

**Table 1 – Pre-requisites for each competency level**

Competency level	Pre-requisite qualification		
	Level 1	Level 2	Level 3
Level 1	–	–	–
Level 2	X	–	–
Level 3	X	X	–
Level 4	X	X	X

## 7 Quality and audit process

Based on the selected performance criteria, appropriate assessment tools and procedures should be developed by the mine action organization to determine achievement of competencies by the EORE practitioner. This may involve the development of written tests, practical exercises, assessed simulated tasks or procedures for

assessment of actual performance during live operations. The mine action organization may also determine the validity of certificates as well as requirements for refresher training.

## **8 Responsibilities**

### **8.1 Adaptation of competency standards by the NMAA**

The NMAA, or organization acting on its behalf, should:

- adapt this protocol at the national level, as part of the national mine action standards;
- apply this T&EP to enable development of operational expectations; and
- develop or approve a process that enables an assessment of competence and quality management.

### **8.2 Mine action organizations**

The mine action organizations should:

- ensure that specific staff roles have achieved the necessary level of competence;
- develop a system to measure the competency of their workforce. This assessment should be based on a performance criterion and describe what is to be accomplished to fulfil a set of competencies and how that is to be accomplished.

### **8.3 Training authority**

The relevant training authority (training school, national mine action authority, UN entity, non-governmental organization, commercial company, military unit, etc.) should:

- compare the organization's current procedures, competency assessment training and processes with the national policy and standards;
- develop or adjust procedures, competency assessment and training plans accordingly;
- identify appropriate trainer(s);
- enable the assessment of trainees;
- establish and maintain certificates so that training completion certificates explicitly list the disciplines and level on which the individual has been trained and is deemed competent;
- implement training in accordance with all other relevant requirements listed in IMAS 06.10.

## **Annex A (informative)**

### **References**

- [1] IMAS 04.10, *Glossary of mine action terms, definitions and abbreviations*
- [2] IMAS 05.10, *Information management for mine action*
- [3] IMAS 06.10, *Management of training*
- [4] IMAS 07.12, *Quality management in mine action*
- [5] IMAS 12.10, *Explosive ordnance risk education*
- [6] Technical Note on Mine Action 12.10/01, Risk Education for IED
- [7] EORE Advisory Group website
- [8] GICHD EORE E-learning

## **Annex B**

### **Competency list for EORE levels 1 to 4**

Table B.1 list includes a training management plan with suggestions for achieving specific competencies and enhancing knowledge, as well as practical exercises designed to evaluate and develop trainees' skills and attitudes.

The learning objective and enabling learning objectives/session content are guidance only. Trainers should draw on their own experience, the context in which they are delivering the training, and the requirements of the trainees to develop the training.

NOTE: Table B.1 identifies each competency as knowledge (K), skill (S) or attitude (A), according to the definitions given in Clause 3. It also assigns a unique competency code (CC) to each competency.

Table B.1 – Competency list for Levels 1 to 4

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Contextual competencies	K	C–K1	Explain the role and linkages of EORE in the mine action (MA) sector	X	X	X	X	<ul style="list-style-type: none"> <li>– Analyse EORE as a MA pillar and the contribution and value it brings to the broader MA sector</li> <li>– Explain the local and national mine action architecture using the five pillars of MA, and identify how EORE contributes to each of these pillars</li> <li>– Describe the key stakeholders in both the local and national mine action architecture, outlining their main roles, responsibilities and relationships in the framework of MA</li> </ul>	<ul style="list-style-type: none"> <li>– Define EORE as in IMAS 12.10</li> <li>– List the five pillars of MA</li> <li>– Explain how EORE contributes to the pillars of MA and how other pillars of MA contributes to EORE.</li> <li>– Present a generic mine action architecture of a national programme</li> <li>– Describe the local/national mine action architecture and compare with the different mine action architectures possible</li> <li>– List the main stakeholders in the mine action sector and describe their roles and responsibilities</li> </ul>
Contextual competencies	K	C–K2	Explain the regional and global MA context, highlighting the role of EORE				X	<ul style="list-style-type: none"> <li>– Describe regional and global trends in MA, including casualty data, contamination types, spread and displacement patterns</li> <li>– Explain the role of cross-border and regional/subregional initiatives in EORE and describe global efforts to professionalize the EORE sector</li> </ul>	<ul style="list-style-type: none"> <li>– Outline regional and global trends in MA. For example, casualty data, contamination type and spread and displacement patterns</li> <li>– Explain the role of cross-border and regional/subregional initiatives in EORE</li> <li>– Describe efforts to professionalize the EORE sector at global level</li> </ul>
Contextual competencies	K	C–K3	Explain the local and national MA context, highlighting the role of EORE	X	X	X	X	Explain the local and national MA context, highlighting the role of EORE	<ul style="list-style-type: none"> <li>– Outline the local and national MA context, such as contamination type and spread, conflict dynamics and how they effect the presence, use and effects of explosive ordnance, casualty trends, different mine action services available and different actors involved in the mine action response</li> <li>– Explain how MA activities are coordinated and implemented in the local and national context</li> <li>– Explain the value added of EORE in the local and national MA context</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Contextual competencies	K	C–K4	State and explain the roles of the relevant stakeholders (including the NMAA or entity acting on its behalf, mine action centre (MAC), other national/local authorities such as the Ministry of Education, other implementing partners, community members, donors) that the staff member may encounter in their role	X	X	X	X	State and explain the roles of relevant stakeholders that you may encounter in your role	<ul style="list-style-type: none"> <li>– Describe the roles and responsibilities of the key stakeholders in the context of MA</li> <li>– Explain how the stakeholders interact and coordinate with one another</li> </ul>
Contextual competencies	K	C–K5	Stay updated on the IMAS and National Mine Action Standards (NMAS) related to EORE and of main global resources available to inform EORE			X	X	<ul style="list-style-type: none"> <li>– Identify, access and utilize key resources, websites and communities of practice for accessing EORE related updates and materials</li> <li>– Recognize the need to keep up to date with shifts in the EORE and other relevant sectors to maintain high professional capacity</li> </ul>	<ul style="list-style-type: none"> <li>– Outline the IMAS review system and introduce the IMAS website</li> <li>– List resources, websites and communities of practice to access key resources and updates</li> <li>– Emphasize the need to stay up to date with new resources to maintain high professional capacity</li> </ul>
Contextual competencies	K	C–K6	Recognize the role of IMAS, NMAS and standard operating procedures (SOPs)	X	X	X	X	<ul style="list-style-type: none"> <li>– Recognize the role of IMAS, NMAS and EORE SOPs (if any) in guiding and standardizing operational practices</li> <li>– Describe the relationship between IMAS, NMAS and SOPs</li> <li>– List the key standards of the organizational EORE SOPs, if any</li> </ul>	<ul style="list-style-type: none"> <li>– Present IMAS, NMAS and SOPs (if any)</li> <li>– Explain the relationship between IMAS, NMAS and SOPs</li> <li>– Interpret the organizational EORE SOPs, if any</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Contextual competencies	K	C–K7	Know how to apply IMAS, NMAS and SOPs		X	X	X	<ul style="list-style-type: none"> <li>– Explain why IMAS, NMAS and EORE SOPs compliance is a shared responsibility within EORE teams, the organization and NMAAs</li> <li>– Explain how to apply IMAS, NMAS and SOPs</li> </ul>	<ul style="list-style-type: none"> <li>– Interpret the key IMAS and TNMAs related to EORE: IMAS 12.10 and TNMA 12.10/01 if relevant</li> <li>– Outline the key IMAS related to EORE, particularly IMAS 05.10, IMAS 06.10 and IMAS 07.12.</li> <li>– Discuss why IMAS, NMAS and SOPs compliance is a shared responsibility to ensure the safe effective and efficient implementation of EORE</li> <li>– Highlight the importance of complying with all IMAS, NMAS and SOPs</li> </ul>
Contextual competencies	K	C–K8	Know of and apply, where relevant, broader approaches and guidelines, such as conflict preparedness and protection; risk awareness and safer behaviour; armed violence reduction; guidelines on inclusion of persons with disabilities; policy on gender equality and empowerment of women and girls in humanitarian action; core commitments for children in humanitarian action; or other human rights frameworks				X	<ul style="list-style-type: none"> <li>– Know of key resources that support the integration of holistic and inclusive approaches to EORE</li> <li>– Identify opportunities to include holistic and inclusive approaches in EORE.</li> </ul>	<ul style="list-style-type: none"> <li>– Recognize holistic approaches relevant to the organization and MA context</li> <li>– Explain when and how the holistic approaches should be integrated into EORE</li> <li>– List key resources that support the integration of holistic and inclusive approaches and where to find them</li> <li>– Discuss gender, age, disability and other diversities and their relevance to EORE</li> <li>– List resources to support inclusive EORE</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Contextual competencies	K	C-K9	Conceptualize EORE in the context of disarmament frameworks such as international humanitarian law (IHL), the Explosive Weapons in Populated Area (EWIPA) Political Declaration, the Convention on Cluster Munitions (CCM), the Anti-Personnel Mine Ban Convention (APMBC) and the Convention on Conventional Weapons (CCW)				X	<ul style="list-style-type: none"> <li>– Explain how EORE is an integral part of disarmament normative frameworks</li> <li>– Present other relevant normative and policy frameworks that can support integrated approaches</li> </ul>	<ul style="list-style-type: none"> <li>– Outline how EORE is included in disarmament frameworks, such as the CCM, APMBC and CCW</li> <li>– Explain EORE in the contexts of normative and policy frameworks, such as IHL and EWIPA</li> </ul>
Contextual competencies	K	C-K10	Differentiate between types of EO that may be found in a given context	X	X	X	X	<ul style="list-style-type: none"> <li>– Differentiate mines, ERW, IEDs and other ordnance, where relevant</li> <li>– Describe what mines, ERW, IEDs and other ordnance, where relevant, look like.</li> </ul>	<ul style="list-style-type: none"> <li>– Identify with images and/or free-from-explosives versions, mines, ERW, IEDs and other ordnance where relevant</li> <li>– Provide a basic description of what mines, ERW, IEDs and other ordnance, where relevant, looks like</li> <li>– Briefly explain the functioning mechanisms of EO category, without going into any specific technical detail or description</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Contextual competencies	S	C–S1	Identify partnerships to link EORE with other MA activities and with the broader humanitarian and development sector			X	X	<ul style="list-style-type: none"> <li>– Identify integrated approaches with other MA pillars.</li> <li>– Identify integrated approaches with other humanitarian and development sectors</li> <li>– Connect EORE into broader humanitarian and development agendas, such as the UN Sustainable Development Goals</li> </ul>	<ul style="list-style-type: none"> <li>– Explain how EORE can be integrated with the other pillars of MA as well as with the broader humanitarian and development sectors, such as the UN Sustainable Development Goals</li> <li>– Discuss the advantages of integrating EORE with the other MA sectors and with the broader humanitarian and development sectors</li> <li>– Present examples of how EORE has successfully been integrated into other MA pillars and with the broader humanitarian and development sectors</li> <li>– Practice linking EORE with MA activities and with broader humanitarian and development sector actors, including through data collection/sharing and referral mechanisms.</li> </ul>
Technical EORE competencies	K	TE–K1	Explain how EORE is adapted across the triple nexus			X	X	<ul style="list-style-type: none"> <li>– Explain how EORE contributes to the humanitarian-development-peacebuilding nexus</li> <li>– Explain how EORE can contribute to immediate risk reduction, long-term development and peacebuilding efforts</li> </ul>	<ul style="list-style-type: none"> <li>– Define the triple nexus</li> <li>– Explain the role of EORE in immediate life-saving interventions during emergencies and post-conflict situations</li> <li>– Describe how EORE contributes to long-term development and in situations of protracted conflict</li> <li>– Illustrate how EORE promotes peace and stability</li> <li>– Describe examples highlighting EORE's contribution to the triple nexus</li> </ul>
Technical EORE competencies	K	TE–K2	Paraphrase the core EORE messages of the national and local contexts	X	X	X	X	<ul style="list-style-type: none"> <li>– List and elaborate on the core EORE messages delivered in the national and local context</li> </ul>	<ul style="list-style-type: none"> <li>– List the core EORE messages delivered in the national and local contexts</li> <li>– Elaborate on the core EORE messages delivered in the national and local context.</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Technical EORE competencies	K	TE-K3	List the core principles of EORE	X	X	X	X	<ul style="list-style-type: none"> <li>List the core principles of EORE</li> <li>Understand the importance of core principles for EORE</li> </ul>	<ul style="list-style-type: none"> <li>List and explain the core principles of EORE.</li> <li>Describe the comparative advantages when core principles are integrated in EORE</li> </ul>
Technical EORE competencies	K	TE-K4	Identify and discuss EORE programme priorities, needs and contextual updates		X	X	X	<ul style="list-style-type: none"> <li>Explain how to conduct a context analysis and needs assessment for EORE.</li> <li>Identify key criteria for prioritizing EORE interventions.</li> <li>List key criteria for prioritizing EORE interventions.</li> <li>Explain the prioritization criteria used for EORE interventions.</li> <li>Recognize that programme priorities, needs and contextual updates should be monitored throughout the EORE project and adapted where relevant</li> </ul>	<ul style="list-style-type: none"> <li>Explain the purpose of a context analysis and needs assessment for EORE and how to carry one out</li> <li>Discuss the different needs that EORE could contribute to</li> <li>Explain the importance of prioritizing interventions to allocate limited resources effectively and address the most urgent needs</li> <li>Discuss the key factors influencing prioritization in EORE and their associated data sources</li> <li>Explain that monitoring of priorities, needs and context is an activity throughout the project cycle</li> <li>Discuss when EORE programmes should be adapted based on monitoring</li> </ul>
Technical EORE competencies	S	TE-S1	Mainstream gender, age, disability and diversity into EORE programmes	X	X	X	X	<ul style="list-style-type: none"> <li>Explain how applying a gender, age, disability and diversity sensitive approach makes EORE activities and programmes more effective</li> <li>Mainstream gender, age, disability and diversity into EORE programmes</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of integrating gender, age, disability and diversity into EORE programmes to make them more effective</li> <li>Practice mainstreaming gender, age, disability and diversity into EORE programmes using sample case studies</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Technical EORE competencies	S	TE-S2	Develop and review SOPs in line with NMAS or IMAS, if relevant				X	Develop, review and contribute to standards, including SOPs, NMAS and/or IMAS	<ul style="list-style-type: none"> <li>– Discuss the utility of SOPs to ensure consistency and safety of EORE operations</li> <li>– Outline the steps to develop effective SOPs</li> <li>– Explain the importance of regularly reviewing and updating SOPs to ensure alignment with NMAS and IMAS</li> <li>– Develop draft SOPs based on IMAS or NMAS</li> </ul>
Technical EORE competencies	S	TE-S3	Apply and monitor EORE SOPs during operations, if relevant	X	X	X	X	Identify nonconformities to EORE SOPs during operations	Identify nonconformities to EORE SOPs during operations, using fictional scenarios
Technical EORE competencies	S	TE-S4	Develop prioritization criteria and systems				X	<ul style="list-style-type: none"> <li>– Identify key values, criteria and indicators for prioritizing EORE interventions based on urgency, population risk and other operational factors</li> <li>– Develop a prioritization system for EORE activities that can be applied to different contexts</li> </ul>	<ul style="list-style-type: none"> <li>– Explain the process to develop prioritization criteria and indicators based on context-specific needs and data</li> <li>– Discuss how to balance competing priorities</li> <li>– Develop a prioritization system for EORE activities that can be applied to different contexts</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Technical EORE competencies	S	TE-S5	Analyse qualitative and quantitative data and translate the data into evidence-based programming			X	X	Analyse available quantitative and qualitative data to formulate evidence-based changes to EORE programmes	<ul style="list-style-type: none"> <li>– Explain the difference and comparative advantages/disadvantages of qualitative and quantitative data</li> <li>– Discuss the types of data commonly collected in EORE</li> <li>– Explain the importance of inclusive and participative data collection</li> <li>– Explain what injury surveillance is and how the collection, management, analysis and dissemination of data on EO casualties and incidents is decisive to determine risk and protective factors and design, adapt and prioritize EORE interventions accordingly</li> <li>– Discuss how to analyse data to inform decision-making and shape EORE activities throughout the project cycle</li> <li>– Adjust EORE activities, materials or messages based off sample data</li> </ul>
Technical EORE competencies	S	TE-S6	Design an EORE Theory of Change (ToC) and a Results Framework in line with organizational and/or national strategy(ies) and context				X	<ul style="list-style-type: none"> <li>– Define the key components of a ToC and a results framework and explain their relevance to EORE</li> <li>– Design a EORE ToC and a results framework that aligns with context and organizational and/or national strategies</li> </ul>	<ul style="list-style-type: none"> <li>– Explain what a ToC and results framework are and their role in EORE strategic planning</li> <li>– Explain the importance of data to inform evidence and design of a ToC</li> <li>– Discuss the importance of aligning the ToC and results framework with broader organizational goals and national mine action strategies</li> <li>– Outline how to develop a ToC and results framework specifically for EORE, including defining the at-risk behaviour and target group, and identifying short- and long-term social and behaviour changes</li> <li>– Prepare an EORE ToC and results framework, integrating national strategy and organizational goals.</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Technical EORE competencies	S	TE-S7	Implement a conflict-sensitive EORE approach throughout the project cycle				X	Demonstrate how to incorporate conflict-sensitive approaches to EORE programming	<ul style="list-style-type: none"> <li>– Define conflict-sensitive approaches and discuss why they are crucial for EORE programmes, especially in post-conflict or ongoing conflict environments</li> <li>– Explain how to integrate conflict-sensitive approaches by assessing the context, avoiding harm and promoting peacebuilding in EORE activities</li> </ul>
Technical EORE competencies	S	TE-S8	Apply a social and behaviour change (SBC) approach to EORE methodologies				X	<ul style="list-style-type: none"> <li>– Articulate the key principles of SBC and the potential of this approach to promote lasting social and behaviour change</li> <li>– Adopt key SBC models and theories to the EORE project cycle to motivate social change and safer behaviour</li> </ul>	<ul style="list-style-type: none"> <li>– Explain the SBC approach and its potential to bring about safer behaviour of at-risk communities</li> <li>– Highlight the difference between traditional awareness-raising approaches and SBC change for long-term social and behaviour change</li> <li>– Present SBC models, such as the behaviour drivers and the socio-ecological model, that can frame EORE projects</li> <li>– Outline SBC theories, such as the stages of behaviour change and the diffusion of innovation theories, that can frame EORE projects</li> <li>– Highlight the importance of targeting determinants at various levels of behaviour change rather than behaviour and knowledge itself</li> <li>– Present case studies of EORE projects that have used an SBC approach</li> <li>– Apply the social and behaviour models and/or theories to EORE</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Technical EORE competencies	S	TE-S9	Design and develop, and/or contribute to the design and development of EORE messages, materials and tools		X	X	X	Design and develop EORE messages, materials and tools	<ul style="list-style-type: none"> <li>– Discuss different communication methods to deliver EORE messages, such as face-to-face education, mass media campaigns, community-based approaches, community engagement, digital EORE, etc.</li> <li>– Summarize key EORE principles for designing behaviour change orientated messages and materials, including audience targeting, clarity, cultural relevance, and "do no harm"</li> <li>– Emphasize the importance of co-creating EORE materials and messages with target groups and the wider community</li> <li>– Discuss the "message house" approach as a means of framing EORE messages</li> <li>– Develop a message house for target groups</li> <li>– Promote the use of partnerships to support development of EORE messages and materials – for example, receiving support from digital media specialists, social and behaviour change specialists, graphic design specialists, filmmakers and more</li> <li>– Discuss materials and messages validation processes including the role of NMAA, MAC or the entity(ies) acting on their behalf, and other stakeholders</li> </ul>
Technical EORE competencies	S	TE-S10	Implement qualitative and quantitative methodologies for field testing		X	X	X	Implement qualitative and quantitative methodologies for field testing	<ul style="list-style-type: none"> <li>– Explain how to conduct an IMAS-compliant field test</li> <li>– Compare qualitative and quantitative methodologies</li> <li>– Discuss methods to document qualitative and quantitative data</li> <li>– Discuss how to interpret qualitative and quantitative data</li> <li>– Practice interviewing techniques for field testing</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Technical EORE competencies	S	TE-S11	Apply EORE methods, communication approaches and animation techniques		X	X	X	<ul style="list-style-type: none"> <li>– Describe the different EORE methods and communication approaches and how they can motivate safer behaviour</li> <li>– Use the most appropriate EORE methods and communication approaches in a given scenario</li> </ul>	<ul style="list-style-type: none"> <li>– Discuss the advantages and disadvantages of different EORE tools, from traditional paper-based tools, to community initiatives and low to high-technology tools</li> <li>– Discuss the importance of understanding the communication landscape to tailor communication methods to the target audience</li> <li>– List different communication landscapes and identify the most appropriate EORE methodology for the specific landscape</li> </ul>
Technical EORE competencies	S	TE-S12	Deliver EORE activities adapted to context and target group	X	X	X	X	Deliver EORE activities adapted to context and target group	<ul style="list-style-type: none"> <li>– Compare adult and child education principles.</li> <li>– Discuss adult- and child-orientated facilitation and education techniques for EORE briefings, sessions, trainings and similar</li> <li>– Practice delivery of EORE activities using the core EORE messages of the national context</li> <li>– Practice public speaking skills for small and large groups</li> </ul>
Technical EORE competencies	S	TE-S13	Issue monitoring and evaluation techniques in EORE (including pre- and post-tests, impact assessments)		X	X	X	<ul style="list-style-type: none"> <li>– Explain the importance of monitoring and evaluation</li> <li>– Know when to apply the most appropriate tools to monitor/evaluate EORE activities and projects</li> </ul>	<ul style="list-style-type: none"> <li>– Explain the role of monitoring and evaluation in ensuring the effectiveness of EORE activities</li> <li>– Discuss the various monitoring and evaluation tools and techniques (pre- and post-tests, surveys, focus group discussions, field observations, external evaluators) available to EORE practitioners</li> </ul>
Technical EORE competencies	S	TE-S14	Monitor and evaluate EORE activities and projects			X	X	<ul style="list-style-type: none"> <li>– Monitor and evaluate EORE activities and projects</li> <li>– Analyse monitoring and evaluation results and make necessary operational adjustments</li> </ul>	<ul style="list-style-type: none"> <li>– Discuss metrics and indicators used to monitor and evaluate EORE effectiveness</li> <li>– Analyse sample data and propose operational adjustments</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Technical EORE competencies	S	TE-S15	Develop, implement and lead field testing processes for new or adapted messages, materials and tools			X	X	<ul style="list-style-type: none"> <li>– Be able to organize an IMAS compliant field test for EORE</li> <li>– Highlight key steps and considerations for field testing EORE messages, materials and activities</li> <li>– Interpret field testing results to refine EORE messages and materials</li> </ul>	<ul style="list-style-type: none"> <li>– Emphasize the importance of field testing for new or adapted messages, materials and activities</li> <li>– Present the tools available and steps to field test messages, materials and activities</li> <li>– Highlight the importance of community participation and validation of messages, materials and activities</li> <li>– Discuss how to interpret field testing results to refine messages, materials and activities</li> <li>– Discuss the risk of potential bias and how to mitigate this risk</li> <li>– Practice adjusting EORE messages, materials and activities based off sample field testing results</li> </ul>
Technical EORE competencies	A	TE-A1	Think innovatively and critically to advance the EORE sector				X	<ul style="list-style-type: none"> <li>– Highlight innovative solutions to challenges in EORE</li> <li>– Identify key resources and platforms supporting learning and innovation</li> </ul>	<ul style="list-style-type: none"> <li>– Provide case studies/share testimonies of EORE challenges and innovative approaches used to overcome them</li> <li>– List resources and platforms that can support learning and innovation</li> </ul>
Community liaison	K	CL-K1	Explain the principles of conflict sensitivity, “do-no-harm” and accountability to affected populations	X	X	X	X	Explain the principles of conflict sensitivity, “do-no-harm” and accountability to affected populations	<ul style="list-style-type: none"> <li>– Provide good and bad examples of conflict-sensitive programming</li> <li>– Explain the importance of having a detailed understanding of the context to plan a “do-no-harm” intervention</li> <li>– Explain accountability to affected populations and methods to be accountable</li> </ul>
Community liaison	S	CL-S1	Adapt communication approaches to ensure that the most marginalized have access to EORE messages	X	X	X	X	<ul style="list-style-type: none"> <li>– Identify methods to reach the most vulnerable and marginalized groups with EORE messages</li> <li>– Adapt communication approaches to reach the most vulnerable and marginalized groups with EORE messages</li> </ul>	<ul style="list-style-type: none"> <li>– Explain which groups may be considered potential vulnerable/marginalized groups in the national and local context</li> <li>– Give examples of methods to reach identified vulnerable/marginalized groups in EORE activities throughout the project cycle</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Community liaison	S	CL-S2	Identify and report explosive ordnance victims and other persons with disabilities, and their needs	X	X	X	X	Follow the process to identify and report explosive ordnance victims and other people with disabilities, and their needs	<ul style="list-style-type: none"> <li>- Discuss how EORE can contribute to the victim assistance pillar as outlined in IMAS 12.10 and IMAS 13.10</li> <li>- Outline the national/local system in place for victim assistance, if any</li> <li>- Discuss how and what kind of data to collect on explosive ordnance victims and other people with disabilities, and to whom the data should be reported to</li> <li>- Recognize the importance of data privacy ethics and the limits of EORE's role in reporting and/or referring explosive ordnance victims and other people with disabilities</li> <li>- Practice completing national/local context reporting forms, if any</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Community liaison	S	CL-S3	Identify and report land release needs	X	X	X	X	Follow the process to identify and report land release needs including EOD spot tasks	<ul style="list-style-type: none"> <li>- Discuss how EORE can contribute to clearance and other key components of the land release pillar as outlined in IMAS 12.10</li> <li>- Explain the national/local system in place for clearance and other key components of land release</li> <li>- Discuss how and what kind of data to safely collect for clearance and other key components of land release, and to whom it should be safely reported to</li> <li>- Explain how to provide initial reports if during EORE activities information about civilian casualties due to EO and unrecorded EO contaminated areas are reported</li> <li>- Recognize local marking and conduct basic marking of isolated EO, where possible.</li> <li>- Explain the importance of the limits of EORE's role for clearance and other key components of land release to avoid making false promises to the community</li> <li>- Practice completing national/local context reporting forms, if any</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Community liaison	S	CL-S4	Lead all community liaison activities as defined by IMAS 12.10			X	X	<ul style="list-style-type: none"> <li>– List the key components of community liaison activities as outlined in IMAS 12.10 and their role in effective EORE operations.</li> <li>– Demonstrate leadership skills to manage effective community liaison</li> </ul>	<ul style="list-style-type: none"> <li>– List the key activities outlined in IMAS 12.10 for community liaison, highlighting the team leader's responsibility in overseeing and leading these activities: conducting initial community consultations and needs assessments; coordinating with local stakeholders (including the NMAA, MAC, authorities and community leaders); and gathering feedback during and after EORE sessions</li> <li>– Discuss best practices for engaging with different community groups (gender, age, disability and other diversity and socio-economic differences) and ensuring inclusive participation</li> <li>– Practice techniques for managing difficult situations, such as resistance from community members or logistical challenges</li> <li>– Demonstrate effective communication techniques</li> <li>– Demonstrate leadership techniques for leaders deploying and managing EORE teams in the field</li> </ul>
Community liaison	S	CL-S5	Facilitate interviews, discussions and negotiations with local authorities and the local population to plan, coordinate and validate EORE activities		X	X	X	Facilitate interviews, discussions and negotiations with local authorities and the local population to plan, coordinate and validate EORE activities	Implement interviews, discussions and negotiations with local authorities and local populations to plan, coordinate and validate EORE activities
Community liaison	A	CL-A1	Adopt an inclusive and equitable approach to EORE programming	X	X	X	X	Communicate how to adopt and the importance of adopting inclusive and equitable approaches to EORE	<ul style="list-style-type: none"> <li>– Define the terms “inclusive” and “equitable”, and what they mean for EORE projects</li> <li>– Assess whether EORE approaches are equitable or not</li> <li>– Communicate the importance of inclusive and equitable approaches to EORE</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Community liaison	A	CL-A2	Adopt a “do-no harm” and conflict-sensitive attitude, and demonstrate accountability to affected populations in all areas of their responsibilities	X	X	X	X	<ul style="list-style-type: none"> <li>– Identify potential areas requiring conflict sensitivity and suggest a conflict-sensitive approach</li> <li>– Identify potential breaches to accountability to affected populations and propose solutions to improve accountability</li> </ul>	<ul style="list-style-type: none"> <li>– Conduct a conflict-sensitive analysis, the corresponding risks and prepare a conflict-sensitive approach to a given scenario</li> <li>– Identify breaches to accountability to affected populations and propose solutions to improve accountability</li> </ul>
Information management	K	IM-K1	Understand the data required to be collected at level of responsibility, including the minimum data requirements as detailed in IMAS 05.10:2023, Annex B, and country-specific data requirements		X	X	X	Identify the data required to be collected at level of responsibility and country-specific data requirements	<ul style="list-style-type: none"> <li>– Explain the minimum data requirements as detailed in IMAS 05.10, Annex B</li> <li>– Discuss country-specific-data requirements</li> </ul>
Information management	K	IM-K2	Have knowledge of an information management system for mine action (IMSMA) or other relevant information management reporting system used in the country		X	X	X	Explain IMSMA or the relevant data collection method used in the national context	Explain IMSMA or the relevant data collection method used in the national context
Information management	S	IM-S1	Collect the necessary information management data using reporting tools and systems (including electronic systems like Survey123)	X	X	X	X	<ul style="list-style-type: none"> <li>– List the necessary information management data to collect</li> <li>– Use the relevant reporting tools and systems</li> </ul>	<ul style="list-style-type: none"> <li>– Explain the necessary information management data to collect</li> <li>– Practice using the relevant reporting tool and system at the national context</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Information management	S	IM-S2	Design appropriate qualitative and quantitative data collection tools				X	Explain how to design appropriate qualitative and quantitative data collection tools based on the needs and constraints of EORE programmes.	<ul style="list-style-type: none"> <li>– Explain how to design qualitative tools for EORE data collection</li> <li>– Explain how to design quantitative tools for EORE data collection</li> <li>– Discuss developing open and closed ended questions, participation and bias of interviewers</li> <li>– Discuss how to combine qualitative and quantitative methods for a mixed-methods approach</li> <li>– Design qualitative and quantitative EORE data collection tools</li> </ul>
Information management	S	IM-S3	Contribute to data analysis with a critical mind, and consider comparative advantages and disadvantages of qualitative and quantitative data			X	X	Interpret qualitative and quantitative data sets critically, taking into consideration strengths and limitations of each approach	<ul style="list-style-type: none"> <li>– Discuss the advantages and disadvantages of qualitative and quantitative data</li> <li>– Discuss the comparative advantages of using both types of data for a comprehensive understanding of EORE programme outcomes</li> <li>– Discuss the possible human limitations when analysing all kinds of data sets (for example bias, ingrained assumptions, etc.) and how to overcome them</li> <li>– Practice data analysis using sample datasets</li> </ul>
Information management	S	IM-S4	Develop comprehensive internal and external reports on EORE projects in line with internal, national authority and donor requirements				X	Draft a report summarizing the achievements and challenges of the EORE project using available data	<ul style="list-style-type: none"> <li>– Outline the key differences between internal, national authority and donor reporting requirements</li> <li>– Highlight the essential components and key areas of focus of an EORE report: targets, activities outputs, outcomes, challenges and recommendations</li> <li>– List good writing tips for EORE reporting</li> <li>– Practice drafting reports</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Quality management	K	QM-K1	Explain the purpose and process of quality management in EORE		X	X	X	<ul style="list-style-type: none"> <li>- Describe the purpose of quality management in EORE</li> <li>- Describe the process of quality management in EORE</li> </ul>	<ul style="list-style-type: none"> <li>- Define quality management as per IMAS 07.12 and its purpose</li> <li>- Explain the difference between quality management and monitoring and evaluation</li> <li>- Explain the difference between internal and external quality management</li> <li>- Discuss quality management in EORE, including the difference between quality assurance and quality control, their process in EORE, the levels of nonconformity, and the elements to assess in EORE</li> </ul>
Quality management	S	QM-S1	Set up an effective quality management system (QMS) for EORE				X	<ul style="list-style-type: none"> <li>- Identify the key components necessary for establishing an effective QMS tailored to EORE activities</li> <li>- Draft a basic internal quality assurance form including key criteria to measure the quality of EORE sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the importance of establishing a robust QMS tailored to EORE</li> <li>- Explain important criteria for a successful QMS, including measurable quality indicators, tools for measurement and resources required</li> <li>- Develop a basic internal QA form including key criteria to measure the quality of EORE sessions</li> </ul>
Quality management	S	QM-S2	Conduct quality assurance and quality control of EORE activities on the ground, identify and take corrective action in response to nonconformities			X	X	Conduct quality assurance and quality control of EORE activities on the ground, identify and take corrective action in response to nonconformities	Practice identifying nonconformities and level of nonconformity and propose appropriate corrective action to take in a given scenario
Quality management	S	QM-S3	Apply corrective action if required	X	X	X	X	Apply corrective action if required	Suggest potential corrective actions to be taken in given scenarios

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Quality management	S	QM-S4	Perform quality check of data collected at field level on information management, and report or apply corrective measures, if needed			X	X	Detect and propose corrective measures to address data quality issues based on a given dataset	<ul style="list-style-type: none"> <li>- Discuss data quality (accuracy, completeness, consistency, timeliness and relevance) and its importance in EORE, including the implications of poor data quality on programme effectiveness and decision making</li> <li>- Discuss various techniques for quality check of field-level data, such as data validation, cross-referencing and automated checks</li> <li>- Outline a step-by-step process for conducting quality checks, including defining standards and thresholds for acceptable data quality.</li> <li>- Explain the process for reporting data quality issues, including how to document findings and communicate internally and externally if relevant</li> <li>- Discuss strategies for applying corrective measures, such as retraining data collectors, improving data collection tools or revising procedures</li> <li>- Quality check EORE data and discuss potential corrective measures based on issues identified, using a sample case.</li> </ul>
Quality management	A	QM-A1	Report to superiors any observed or perceived breach that could be a hazard for the team, the organization and/or communities	X	X	X	X	Report to superiors any observed or perceived breach that could be a hazard for the team, the organization and/or communities.	Identify breaches and discuss the process to report breach using a fictional scenario.

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Human resources	S	HR-S1	Be able to command and control teams			X	X	Demonstrate effective command and control techniques, ensuring clear communication and decision making in team operation	<ul style="list-style-type: none"> <li>- Discuss the responsibilities of a team leader in effectively directing and managing team operations, referring to SOPs and/or other relevant documents detailing such responsibilities</li> <li>- Explain key techniques for maintaining operational clarity, ensuring communication flow, and adapted decision making in dynamic field environments (situation briefings, task delegation, communication tree)</li> <li>- Provide constructive feedback taking into consideration cultural sensitivities and language</li> <li>- Role-play scenarios requiring quick command actions and triggering reaction from participants</li> </ul>
Human resources	S	HR-S2	Identify and harness potential in other team members			X	X	Identify and develop team members' skills to enhance individual and team performance and cohesion	<ul style="list-style-type: none"> <li>- Explain the importance of mentoring and coaching in building a cohesive and high-performing team</li> <li>- Identify strengths, skills and potential in team members</li> <li>- Role-play exercises to recognize and leverage a team members' potential</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Human resources	S	HR-S3	Carry out an effective training needs analysis (TNA) as per IMAS 06.10. and develop and deliver EORE training of trainers			X	X	<ul style="list-style-type: none"> <li>- Analyse the competencies required for different roles in EORE and assess existing versus needed competencies</li> <li>- Identify potential barriers to learning and access to training, ensuring that training plans are inclusive and in accordance with IMAS 06.10</li> <li>- Based on the TNA, develop and deliver EORE training of trainers</li> </ul>	<ul style="list-style-type: none"> <li>- Summarize what a TNA is and its different levels as outlined in IMAS 06.10</li> <li>- Explain how to conduct a TNA for EORE and analyse the results</li> <li>- Introduce the EORE T&amp;EP to use as a basis for developing EORE competencies at different levels</li> <li>- Discuss potential barriers to accessing training, including language, disability and education background</li> <li>- List solutions to overcome potential barriers to training</li> <li>- Develop a TNA based on a given scenario</li> <li>- Based off the TNA, develop and deliver EORE training of trainers</li> </ul>
Human resources	A	HR-A1	Demonstrate leadership skills			X	X	Demonstrate leadership skills by adapting to team dynamics and situational challenges	<ul style="list-style-type: none"> <li>- Define key leadership qualities that are critical in the context of EORE (for example, adaptability, decision making, integrity, accountability, etc.)</li> <li>- Highlight the importance of leading by example, fostering trust and promoting team cohesion</li> <li>- Role-play leadership skills in a given situation</li> </ul>
Human resources	A	HR-A2	Promote local capacity	X	X	X	X	Commit to promoting local capacity	<ul style="list-style-type: none"> <li>- Justify the importance of promoting local capacity to ensure sustainability and ownership of EORE</li> <li>- Communicate the advantages of relying locally to mitigate the risks of EO</li> <li>- Communicate how EORE can contribute to promoting local capacity</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Human resources	A	HR–A3	Promote capacity development opportunities for under-represented groups		X	X	X	Identify specific barriers faced by under-represented groups and propose actionable ways to increase their participation in capacity development initiatives	<ul style="list-style-type: none"> <li>– Identify barriers faced by under-represented groups in terms of capacity development opportunities</li> <li>– Promote practical ways to provide capacity development opportunities</li> </ul>
Safety	K	S–K1	Be aware of and know how to report safeguarding issues or any other serious misconduct	X	X	X	X	<ul style="list-style-type: none"> <li>– Explain what safeguarding is</li> <li>– Know how to report safeguarding issues</li> </ul>	<ul style="list-style-type: none"> <li>– Define safeguarding and protection from sexual exploitation and abuse</li> <li>– Discuss locally- and nationally-relevant safeguarding mechanisms in place, including report mechanisms</li> <li>– Discuss how EORE projects can contribute to promoting safeguarding, particularly with communities</li> </ul>
Safety	S	S–S1	Analyse and monitor the political, security and cultural context			X	X	<ul style="list-style-type: none"> <li>– Identify key factors in the political, security and cultural context that influence EORE operations</li> <li>– Adapt EORE operations and programming based on changing political, security and cultural context</li> </ul>	<ul style="list-style-type: none"> <li>– Highlight the importance of continuously analysing and monitoring the political, security and cultural context, and adapting EORE programmes when necessary</li> <li>– Identify methods for gathering relevant data, such as situation reports, local media analysis and community feedback</li> <li>– Identify key tools for analysing data, such as PESTLE, SWIFT and SWOT analyses, risk assessment templates and security briefings</li> <li>– Recognize early warning signs of change in the context (rising tensions, security incidents, threats to operational teams)</li> <li>– Adapt strategies for EORE operations in the face of changing political, security and cultural context</li> <li>– Use the key tools to analyse the political, security and cultural context</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Safety	S	S–S2	Determine whether an environment is permissive and non-permissive		X	X	X	<ul style="list-style-type: none"> <li>– Explain the concept of permissive and non-permissive environments</li> <li>– Discuss permissive and non-permissive environments in the framework of the TNMA 12.10/01</li> <li>– Identify permissive and non-permissive environments</li> </ul>	<ul style="list-style-type: none"> <li>– Define permissive and non-permissive as per IMAS 04.10</li> <li>– Discuss permissive and non-permissive environments in the framework of the TNMA 12.10/01, including in contexts without IED threats</li> <li>– Identify whether an environment is permissive or non-permissive using given scenarios</li> </ul>
Safety	S	S–S3	Conduct a basic risk assessment				X	Conduct a basic risk assessment	<ul style="list-style-type: none"> <li>– Explain risk management as per IMAS 07.14</li> <li>– Discuss the purpose and importance of risk assessments in EORE projects, including how they help identify potential threats to teams and operations in a given context</li> <li>– Outline the basic steps in conducting a risk assessment: identify, evaluate and prioritize risks</li> <li>– Categorize potential risks using a risk assessment template</li> </ul>
Safety	S	S–S4	Contribute to developing safety protocols for EORE field teams				X	Develop a segment of safety protocols for EORE operations that addresses specific risks, demonstrating collaboration and practical application of safety measures	<ul style="list-style-type: none"> <li>– List examples of risks and explain how they translate into specific safety measures (for example, communication protocols, evacuation plans)</li> <li>– Use a basic framework for developing safety protocols, including purpose, key elements (roles and responsibilities, emergency procedures, communication plans, etc.), and implementation (how to apply these protocols effectively in the field)</li> </ul>
Safety	S	S–S5	Apply and monitor organizational safety protocol		X	X	X	<ul style="list-style-type: none"> <li>– Be familiar with the organizational safety protocol</li> <li>– Understand the importance of everyone adhering to the safety protocol</li> <li>– Identify violations of the safety protocol</li> </ul>	<ul style="list-style-type: none"> <li>– Describe the organizational safety protocol and discuss its importance to the EORE team and operations</li> <li>– Identify when safety protocols are violated using given scenarios</li> </ul>

Competency type	K/S/A	CC	Competency description	Level				Learning objective	Enabling learning objectives
				1	2	3	4		
Safety	S	S-S6	Plan alternative measures in case of safety challenges for example blocked roads, protests, extreme weather event			X	X	<ul style="list-style-type: none"> <li>- Formulate alternative measures to address specific safety challenges encountered in EORE operations, demonstrating critical thinking and planning skills</li> <li>- Make logical and safest judgements on the ground</li> </ul>	<ul style="list-style-type: none"> <li>- Outline common safety challenges in EORE operations</li> <li>- Propose alternative measures to risks given specific scenarios</li> </ul>
Safety	S	S-S7	Plan (and, if necessary, command and control) the actions of a team in response to an accident or incident			X	X	<p>Draft a basic incident response plan for a given scenario, demonstrating the ability to command and control team actions effectively during an emergency</p>	<ul style="list-style-type: none"> <li>- List key components of incident response plans, immediate actions to take (including securing the area, assessing injuries); communication flow (who to inform and how); and long-term follow-up measures (reporting and reviewing the incident)</li> <li>- Discuss the roles of EORE team members during an incident response for each EORE competency levels, and coordinate with other key staff (medics and paramedics, security staff, land release and victim assistance staff) and stakeholders (NMAA, MAC, local authorities, etc.)</li> <li>- Role-play scenarios for responses to incidents</li> </ul>

## Amendment record

### Management of IMAS amendments

The IMAS series of standards are subject to formal review on a three-yearly basis. However, this does not preclude amendments being made within these three-year periods for reasons of operational safety and efficiency or for editorial purposes.

As amendments are made to this IMAS they are given a number. The date and general details of the amendment shown in the table below. The amendment is also shown on the cover page of the IMAS by the inclusion under the edition date of the phrase "*incorporating amendment #.*"

As the formal reviews of each IMAS are completed, new editions may be issued. In this case, amendments up to the date of the new edition are incorporated into the new edition and the amendment record table cleared. Recording of amendments then starts again until a further review is carried out.

The most recently amended IMAS are posted on the IMAS website at [www.mineactionstandards.org](http://www.mineactionstandards.org).

Number	Date	Amendment details