Activity factsheet 5 - Risk education training

What is it?

Risk Education (RE) training seeks to build capacity of people in charge of delivering qualitative Risk Education sessions (see Activity Factsheet 6: Risk education sessions), in order to collect accurate data and report on Risk Education activities. Upon completion, trainees will be accredited to conduct sustainable RE sessions among at-risk groups. This certification can be delivered by HI and/or by the National Mine Action Authority and/or UNMAS.

Targets

HI partners, HI agents, Community Focal Points & key community members (local leaders, teachers, health workers...).

What for?

RE training aims at building technical and pedagogical capacities of key community members to spread awareness regarding the threat posed by arms, increase durably the capacity of affected communities to prevent accidents and to adopt life-saving behaviour.

How?

Based on the HI Risk Education generic training curriculum, the project manager must adapt and tailor the RE training according to the contexts and needs. He/she must as well review, adapt or produce related Information Education Communication (IEC) materials & tools and data collection forms. Participatory teaching methods (practical exercises) must be included all along the training period and trainees have to pass a final test to get a certificate.

- See HI Platform: Learn & Go: http://hilearngo.handicap-international.org

<table>
<thead>
<tr>
<th>Process</th>
<th>Required documents</th>
<th>Validation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt RE training curriculum</td>
<td>• HI RE SOP</td>
<td>Internal: Technical Advisors assess if the RE training package fulfils quality requirements, prior to the training</td>
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<td>and training material</td>
<td>• Tailored RE training package</td>
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Main standards and policies

Prior to implementing RE training, HI shall be accredited (or granted authorisation) from local authorities. In case of a training of teachers, the activity must be supported by a proper Memorandum of Understanding (MoU) with the Ministry of Education. Refer to IMAS 06-10 and related NMAS as well as HI RE SOP.

Monitoring, Evaluation, Accountability and Learning references

- See Tool 2: Project indicators package
- See Transversal factsheet 1 - Quality management
- See Transversal factsheet 2 - Information management

Tips

Remote activity
Adapt the remote RE training to the appropriate communication channel (Skype, etc.) and make it user-friendly and accessible. Enrich your training with interactive tools (videos, quiz games, group discussions, and role plays) and use feedbacks to evaluate level of understanding and assess learning process.

Synergies
Victim Assistance (VA): Include Psychosocial support (PSS) modules.
- See Tool 8 - Day 4: Psychological first aid documents

Inclusion
Think accessible space, time and language(s).
- See Tool 8: Training accessibility checklist
Ensure diversity of trainers and trainees (age, gender, disability, ethnicity, etc.). Highlight participants point of view and interests in order to make the training as participative as possible.