

LibMAS 06.10

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TRAINING

Responsible National entity:

Libyan Mine Action Centre (LibMAC)
mandated by the Ministry of Defence (MOD)

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NOTE:

This document is current at the date shown on this page. The Libyan Mine Action Standards (LibMAS) are subject to regular revision, so users should ensure that they are using the latest version of each document in the standards. The most recent versions of LibMAS are the versions that are posted on the LibMAS pages of the LibMAC website www.lmac.gov.ly

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Foreword

Critical safety, control and quality elements of the International Mine Action Standards (IMAS) have been retained in the Libyan Mine Action Standards (LIBMAS), so ensuring that they maintain the principles agreed in IMAS guidelines.

The work of preparing, reviewing and revising LIBMAS is conducted by a technical committee with the support of international, governmental and non-governmental organisations in Libya. The latest version of each standard can be found at the LibMAC website.

In all LIBMAS the words “must”, “shall”, “should” and “may” are used in the following way. “Must” or “shall” is used to indicate a requirement, something that must be done in order to conform to the LibMAS. “Should” is used to indicate the preferred requirements, methods or specifications, but these may be varied when reasons for doing so are given. “May” is used to indicate a possible method or course of action that should be considered but need not be applied.

In this LibMAS:

- The term “Demining Organisation” refers to any organisation (government, NGO or commercial entity) responsible for implementing demining projects or tasks. Demining Organisations include headquarters and support elements.
- The term “Mine Action Organisation” refers to any organisation (government, military, commercial or NGO/civil society) responsible for implementing mine action projects or tasks. The mine action organisation may be a prime contractor, subcontractor, consultant or agent.

For the purpose of this standard, the words “Demining Organisation” and “Mine Action Organisation” are interchangeable and used to describe the same body.

1. Introduction

- 1.1 In mine action programmes there is generally a requirement for the training of staff for operational & management tasks.
- 1.2 The primary purpose of training personnel in mine action is to acquire basic, or enhance existing, knowledge, skills, and competencies in order to satisfactorily fulfil the duties and responsibilities assigned to them
- 1.3 During the Accreditation desk assessment the LibMAC should review documentation submitted by Mine Action Organisations, including training staff qualifications, curriculum vitae's (CVs), past course reports, and training management packages (TMPs) for proposed training. During the Accreditation on-site assessment the LibMAC should visit training facilities and monitor courses.
- 1.4 Training should be developed in response to confirmed needs and so a training needs analysis should be conducted first.
- 1.5 Training should then be delivered by qualified trainers taking into full consideration the different needs of the students, e.g. gender and diversity issues.
- 1.6 This standard provides guidelines for the management of training for mine action staff. It is applicable to training conducted by Mine Action Organisations for personnel to conduct mine / ERW risk education (MRE), demining, and monitoring.
- 1.7 It does not include the training conducted for Mine Action staff involved in victim assistance related activities and training in support of administration, logistic or finance related tasks, although similar principles may be applicable.
- 1.8 This standard does not address informal training in detail.

2. Implementation of Training

- 2.1 In general there are two methods for implementing training:

2.1.1 Informal or on-the-job Training (OJT)

- a. Carried out with small numbers of staff or on a one-to-one basis. It tends to be on-going and provided on an 'as required' basis by more senior staff.

2.1.2 Formal Training

- a. Normally delivered to a group of trainees over a determined period of time in the form of, for example, a training course or a workshop.
- b. May be directly conducted by Mine Action Organisations themselves; by a central

training facility established by the LibMAC, or by international training institutions or experts.

- c. **Note:** OJT can sometimes be performed as formal training.

3. Training Requirements

3.1 In general training should:

- a. Be based on a Training Needs Analysis (TNA).
- b. Be included in strategic and annual planning as part of the development of national capacity.
- c. Be properly designed and developed and guided by comprehensive Training Management Packages (TMP).
- d. Be delivered by capable trainers.
- e. Be subject to internal and external monitoring.
- f. Involve evaluation and testing.
- g. Involve the development of training administration procedures.

3.2 Unless training is carried out centrally under the control of the LibMAC, Mine Action Organisations shall submit their TMPs to the LibMAC for approval prior to any formal mine action training taking place.

4. Training Needs Analysis (TNA)

4.1 The requirement for training should be agreed however in circumstances where it is not a TNA should be carried out prior to developing and conducting any training. A TNA will help to:

- a. Confirm whether training is needed.
- b. Determine content and scope of training.
- c. Determine desired training outcomes.
- d. Establish a basis for measuring success.
- e. Determine causes of poor performance in the organisation.
- f. Gain management support.

- 4.2 Methods such as questionnaires, focus group discussions, interviews and analysis of job performance should be used to conduct a TNA.
- 4.3 The need for training should be based on the actual requirements of the potential trainees in the training, and on the organisational context in which they are to apply what they have learned. 'Actual requirements' refers to the Knowledge, Skills and Attitudes (KSA) required to perform the job.
- 4.4 'Organisational context' points to aspects within the organisation that limit performance of individual staff members, such as poorly written Terms of Reference, or a lack of leadership. A TNA helps to analyse which performance issues are caused by a lack of KSA on the part of a staff member, and which are due to constraints in the organisational context.
- 4.5 Those that are caused by a lack of appropriate KSA on the part of staff members can be addressed through training, whereas those caused by constraints in the organisational context will have to be resolved through other means.
- 4.6 Without a TNA, an organisation may be inclined to train their staff members, without realising that the real issue limiting performance lies in the organisational context.
- 4.7 A TNA should follow the following stages:

4.7.1 Organisation analysis

- a. Major organisational performances and expected contribution to training.

4.7.2 Task analysis – identifying performance discrepancies (skill audit).

- a. A summary of tasks and related knowledge, skills and attitudes (KSA) required for a staff member to satisfactorily fulfil the duties and responsibilities of a particular position – 'what staff is doing now'.

4.7.3 Identifying training needs

- a. Difference between 'what staff is doing now' and 'what they should be doing' (required performance).
- b. The resulting training needs can be divided in larger overarching training needs, such as 'How to conduct mine clearance operations', but should also be broken down into smaller training needs, such as 'How to operate current metal detectors safely'.
- c. After the TNA has been completed, and if training is found to be the suitable response to the performance issues, the training shall be designed and prepared.

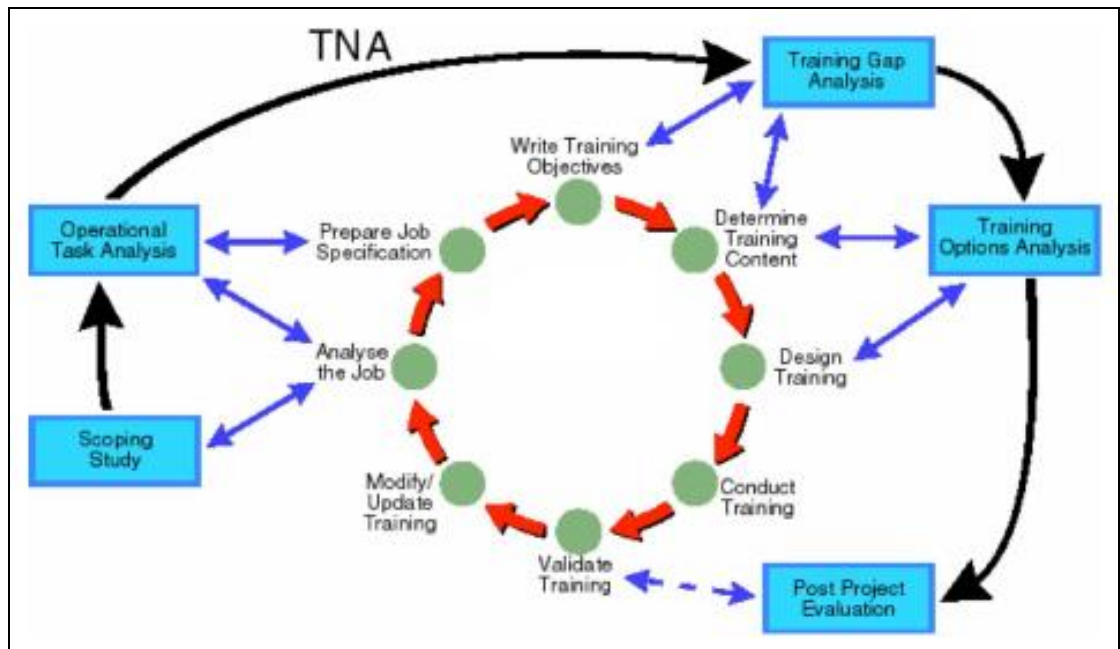


Figure 1: Example of a TNA (Reference: Internet)

NAME	OFFICER 1			OFFICER 2			OFFICER 3			OFFICER 4		
	K	S	A	K	S	A	K	S	A	K	S	A
1. Desk assessment	3	3	2	3	3	3	3	1	1	1	2	3
2. On-site assessment	2	2	2	3	2	3	3	1	1	1	2	3
3. QA of training	3	2	3	3	2	2	2	2	2	2	2	3
4. QA of operations	3	3	2	3	3	3	3	3	2	2	2	3
5. QA of completion	3	2	2	2	3	2	2	2	2	1	1	3
6. Recce for tasking	2	2	2	3	2	2	2	3	3	1	1	3
7. Review & advice for IP's	2	1	1	2	2	2	2	3	3	2	1	3
8. Conduct investigation	2	2	2	3	2	2	2	1	2	1	1	1
9. Prepare MA training course	2	2	1	2	2	2	0	0	0	0	0	0
10. Implement MA training	1	1	1	2	2	2	1	1	1	1	1	1
RESULT	23	20	18	26	23	23	20	17	17	12	13	23
OVERALL RESULT	61			72			54			48		

Figure 2: Example of a TNA for Operations / Quality Assurance Officers

RATING:	0 = not performed, 1 = low , 2 = medium , 3 = high
RESULT:	10 – 15 = low (identify gaps and training needs, i.e. basic) 16 – 20 = medium (identify gaps and training needs, i.e. refresher) 21 – 30 = high (identify gaps and training needs, i.e. continuation)
OVERALL:	30 – 49 = low (identify gaps and training needs, i.e. basic) 50 – 69 = medium (identify gaps and training needs, i.e. refresher) 70 – 90 = high (identify gaps and training needs, i.e. continuation)
NOTE:	Results may include those activities <u>not performed</u> and should be analysed further to determine accurate training needs; for example, an individual may achieve an overall result of high however may be lacking in specific areas regarding skills, knowledge or attitude.

Figure 3: Example of a TNA for Operations / Quality Assurance Officers – Results
(Based on knowledge, skills and attitude - KSA)

5. Training Design and Preparation

5.1 To design and prepare training adequately it is necessary to establish:

- a. What type of training will best meet training needs?
- b. Objectives for the training, sessions and possibly, lessons.
- c. Session plans.
- d. A method for evaluating and testing the training.

6. Types of Training

- a. **On-the-job training (OJT)**
- b. **Formal training:**
 - Basic
 - Refresher
 - Continuation

6.1 OJT

6.1.1 Normally ongoing & facilitated while the staff member is carrying out duties & responsibilities corresponding with their current level of knowledge, skills and attitudes

(KSA).

6.1.2 Does not require the complete range of training design, however, training objectives should be established, & a way to assess whether the objectives of the training have been achieved.

6.2 Formal Training

6.2.1 Normally delivered in the form of a training course or workshop, to a group of trainees, for a pre-determined period, often in a location away from an operational worksite.

6.2.2 Should be designed & prepared according to the four design & preparation tasks.

6.2.3 There are 3 categories of Formal Training:

a. Basic Training

- Aims to give a recruit the KSA required for each of his/her tasks to be satisfactorily carried out.
- Applicable for newly recruited staff e.g. a basic demining course.

b. Refresher Training

- Aims to update and/or maintain KSA levels over time.
- Can be used on a regular basis, after periods of absence from a task or when there are signs that KSA levels have dropped.
- These signs may be identified through routine monitoring & inspection or as a result of an incident/accident.

c. Continuation Training

- Aims to update and/or maintain KSA levels over time.
- Can be used on a regular basis, after periods of absence from a task or when there are signs that KSA levels have dropped.
- These signs may be identified through routine monitoring & inspection or as a result of an incident/accident.
- Training that builds on previous training & provides additional KSA.
- Is applicable when there are changes to work methods, procedures & equipment or when staff are being given additional skills to advance their careers.
- The decision to choose one level of training over the other should be informed by the training needs, but also by:
 - ✓ The position, tasks and related KSA.
 - ✓ The number of trainees involved.
 - ✓ The availability of human (trainers), physical (training equipment & facilities) &

financial resources necessary to design, prepare & deliver the training.

7. Training and Session (Lesson) Objectives

- 7.1 Training should be designed with specific & measurable Training Objectives.
- 7.2 A training objective is a brief, clear statement of what a trainee should know or be able to do at the completion of the training.
- 7.3 They serve to guide the design of the training content & methods & provide a means against which the results of the training can be compared.
- 7.4 They should be based on the training needs established by the TNA, and describe the KSA a trainee should gain as a result of training.
- 7.5 Each training objective should be then broken down into a number of specific & measurable session objectives.
- 7.6 Session objectives describe the specific KSA that should be acquired by trainees in one session; for Example:

Training Objective: 'Facilitate mine/ERW community mapping with affected communities'.

Three Session Objectives can be formulated relating to KSA:

- a. Knowledge.
 - b. Skills.
 - c. Attitudes.
 - A session should generally last no more than half a day and be comprised of several lessons.
 - Objectives should be numbered in a logical sequence taking into account which objective is a prerequisite for another.
- 7.7 Annex A details an example of training and session objectives for a basic demining training.

8. Attitude Objectives

- 8.1 Attitude Objectives should be used where there is a need for trainees to conform to certain standards of behaviour, such as for example safety.
- 8.2 Attitude objectives cannot be tested, they can only be assessed.
- 8.3 For a training subject such as safety there should be two complementary enabling

objectives.

- 8.4 The first would involve an understanding of safety requirements, which can be tested but the second, the attitude objective, would involve 'demonstrating' an attitude towards safety.
- 8.5 There could be some specific indicators provided for 'safe' and 'unsafe' behaviour & criteria for passing & failing, but the assessment would involve observing trainees throughout training to ensure that they do demonstrate safe behaviour.

9. Session (Lesson) Plan

- 9.1 A training session (or lesson) plan is an organised description of the activities and resources used to guide a group toward a specific learning objective.
- 9.2 Training should be broken down into a number of sessions.
- 9.3 Training sessions should be developed with clear session plans.
- 9.4 These plans provide overviews of each session.
- 9.5 Training should therefore be accompanied by a set of session plans arranged in the order in which the sessions will be delivered.
- 9.6 Sequencing should be logical to ensure that any sessions that are a prerequisite for others are arranged appropriately.
- 9.7 Session plans provide much of the detail required to run the training & permit trainers to prepare & satisfactorily deliver each session.
- 9.7 Consequently, the entire training will be more effective.
- 9.8 Annex B details an example of a session plan for formal basic demining training for future deminers.

10. Training Testing

- 10.1 The last step in preparing for the training should be the development of training tests.
- 10.2 Tests should be applied at the end of the training, by which time the training objectives should have been achieved.
- 10.3 For practical tests or OJT assessments, the conditions should be safe & as close to the conditions a trainee could expect on the job as possible.
- 10.4 The final part in the development of training objectives is the determination of results statements, which describe how a trainee can demonstrate that the training and/or session objective(s) has/have been achieved.
- 10.5 A result statement may simply be a pass mark for a written test, or the successful completion of a practical test.
- 10.6 In demining training, safety is often relevant in this test.

11. Training Testing Plan

- 11.1 The conditions & results statements for the evaluation should be listed on a Training Testing Plan.
- 11.2 Provision should be made for the retesting of trainees who do not pass an initial test.
- 11.3 If a trainee fails an initial test, they should be given a short period of extra training and then be given another test to complete.
- 11.4 The fact that a retest was required should also be included on the training report for that individual.
- 11.5 If the trainee fails the re-test, alternative arrangements may be made. These may include OJT for the trainee, followed by participation in a future training on the same subject.
- 11.6 Annex C details an example of a training testing plan for formal basic demining training for future deminers.

12. Training Management Package (TMP)

12.1 A set of documents that provide all the information necessary to run formal training.

12.2 The NMAA should specify what should be included in a TMP within their programmes.

A TMP should include, where relevant:

- a. Training, session & lesson objectives.
- b. Set of session plans & schedule.
- c. Description of activities & practical exercises.
- d. Practical exercises.
- e. Training testing tools.
- f. Power point presentations & overhead sheet.
- g. List of training equipment.
- h. List of training aids.
- i. Hand-outs.
- j. Reference materials.
- k. Training administrative procedures (i.e. requirements, support).
- l. A comprehensive TMP should permit a trainer to efficiently & effectively plan & deliver formal training & at the same time should provide the manager with a concise overview of the entire training.

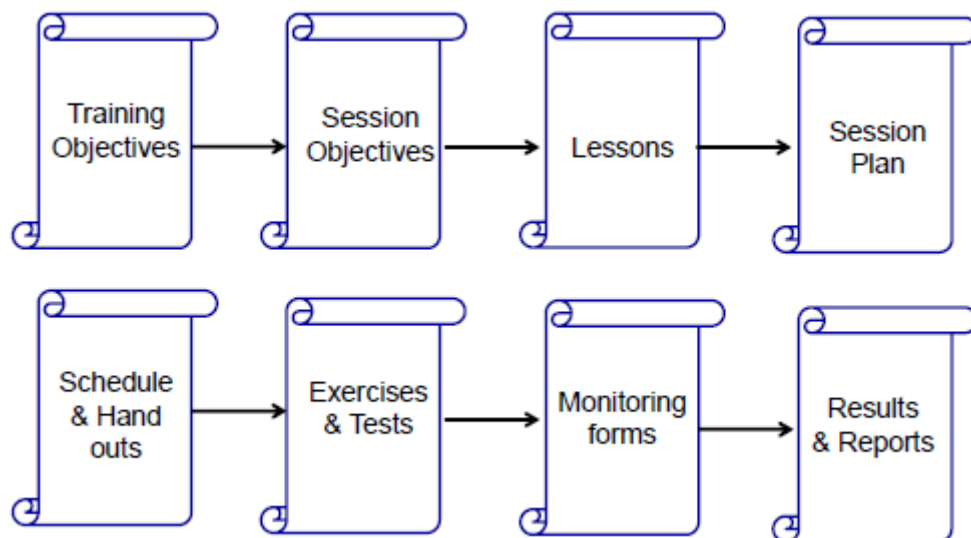


Figure 4: Example of Components for a TMP

13. Training Administration Procedures

- 13.1 Training administration procedures should be incorporated in the TMP and the following could be included:
- a. Trainer requirements including specific knowledge and skills.
 - b. Translator support.
 - c. Accommodation requirements.
 - d. Transport requirements including safety vehicles.
 - e. Medical support.
 - f. Communications.
 - g. Procedures for the management of re-tests.
 - h. Procedures for any pre-assessment of students who may already have the KSA covered in a lesson.
 - i. Internal and external monitoring requirements; and examples of training documentation such as student duty lists, equipment issue forms and sample training reports.

14. Monitoring of Training

- a. Internal monitoring by the Mine Action Organisation and external monitoring by the LibMAC shall be conducted to ensure that the training is effective & technically sound.
- b. Monitoring shall be conducted in accordance with the TMP & achieves the stated objectives.
- c. Plans for monitoring of training should be included in the training administrative procedures.
- d. Monitoring is conducted internally or externally, it should:
 - Be specific in where the training does or does not meet the OJT requirements and what has to be included or changed to improve the training.
 - Be recorded, including comment on the strengths and weaknesses for improvement of the training.
 - Obtain input from a wide range of personnel, including past trainees who can provide comment on where the training met or failed to meet OJT conditions.

14.1 Internal Monitoring

Internal monitoring of the training may include:

- a. Assessing trainees perceptions of the training through a process of trainee self-assessment and feedback during the training; and
- b. Visiting the site of operations to observe the conditions under which the trainees apply acquired KSA in their work and; to discuss with supervisors and co-workers how the trainees are able to fulfil the requirements of the position. It may also be possible, to obtain comment from past trainees on assimilating acquired KSA.

14.2 External Monitoring

14.2.1 External monitoring may include:

- a. An interview with the trainees at the end of the training to discuss the completed training. Topics covered during these interviews should include:
 - Training administration;
 - Training content and likelihood of assimilation of acquired KSA;
 - Instructor knowledge and skills;
 - Training equipment;
 - Training facilities; and
 - Trainee support;
- b. Periodic assessment of the general training skills and methods of trainers. This assessment should be conducted on a regular basis and should consider whether TMPs are being followed, the quality of theoretical and practical aspects of the training, and whether trainees are achieving expected results in accordance with objectives;
- c. Visiting the site of operations to observe the conditions under which the trainees apply acquired KSA in their work, to discuss with the end-users, i.e. supervisors, or co-workers how the trainees are able to fulfil the requirements of the position, and possibly, to obtain comment from past trainees on the assimilation of acquired KSA;
- d. Unsolicited comment from end users either in writing or verbally; and
- e. Discussions at meetings or working groups.

14.2.2 The findings of external monitoring visits should be formally presented to the trainers and the organisation delivering the training. Where internal and/or external monitoring identifies deficiencies in training, the trainer should make the necessary adjustments to the training. Adjustments, however, should not be automatically made on the basis of information from one source alone.

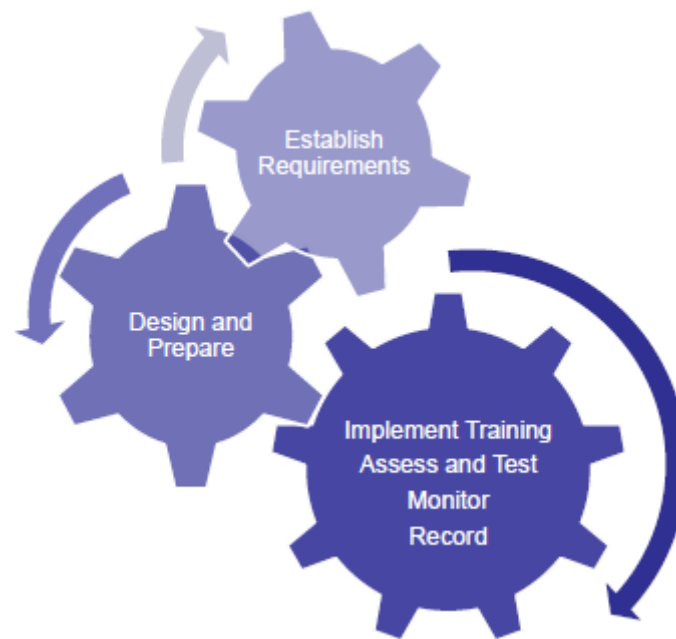


Figure 5: Example of the Training Process

15. Criteria for the Selection of Trainees

- 15.1 The Mine Action Organisation should ensure that staff selected to attend training are suitable and have the prerequisite knowledge and skills necessary for them to assimilate the KSA to be taught on a particular training.
- 15.2 When preparing selection criteria, the mine action organisation should ensure that the criteria includes elements to encourage women trainees, and does not discriminate against people with disability who are suitable and have the prerequisite qualification. Where possible, gender balance should be ensured in selection of trainees.

16. Training Equipment and Materials

- 16.1 Equipment and materials used during training should be gender sensitive and should reflect the same as those used on actual operations as much as possible.

17. Training Mines and ERW

- 17.1 The use of training mines and ERW shall be strictly controlled to avoid accidents/incidents. The use of inert, drill, instructional or replica mines and ERW shall be in accordance with the requirements of LibMAC 10.50 Storage, transportation and

handling of explosives, and in the absence of this, reference shall be made to IMAS 10.50.

18. Training Facilities and Areas

- 18.1 Training shall be conducted safely without risk of harm to the trainees, trainers or local population. Separate training sessions for women and men might be needed in certain contexts in order to guarantee the meaningful participation of all groups, and locations for training should be gender sensitive, ensuring availability of separate facilities for women and men, if needed
- 18.2 Training involving the use of 'live' explosive materials and ordnance must be under the direct supervision of qualified and accredited personnel.
- 18.3 Consideration shall always be given to the safety of the local population and the environment when conducting training, especially when live explosives or ordnance are used. Reference shall be made to IMAS 10.70 S&OH Protection of the environment.

19. Management of Training Records

- 19.1 For each training course or period of OJT, records shall be maintained by the Mine Action Organisation that conducted the training.
- 19.2 Training records shall include details of the training received, who received it, who were the instructors & the standard achieved by each individual trainee.
- 19.3 A training report should also be issued to each trainee.
- 19.4 The Mine Action Organisation conducting the training shall maintain records of training for the life of the programme.
- 19.5 If the Mine Action Organisation ceases to work in a particular country, the training records should be transferred to the LibMAC.
- 19.6 Records of training shall be made available to the LibMAC on request.

20. Qualifications and Experience

- 20.1 International and national Mine Action Organisations working in Libya must have senior staff members with qualifications and significant experience in the relevant mine action operations to be conducted in Libya.
- 20.2 They must have the capability to recruit, training and manage national staff required for mine action operations in Libya, in accordance with the LibMAS and IMAS.
- 20.3 All Mine Action Organisation staff must hold recognised qualifications and/or achieve Operational Accreditation from the LibMAC to perform their particular roles and responsibilities in Libya.
- 20.4 All Mine Action Organisation personnel completing the relevant training must be able to perform at the level required for their role in accordance with approved Mine Action Organisation SOPs, the LibMAS and IMAS.
- 20.5 Mine Action Organisation personnel employed in Mine Action must complete relevant in-country training and Operational Accreditation to conduct mine action operations in Libya. For example: Operational support staff (i.e. medics), and operational staff (i.e. supervisors, deminers, EOD operators, MDD handlers and machine operators).
- 20.6 Mechanical demining machines and MDD must also be accredited to operation in Libya.
- 20.7 The LibMAC may decide that certain Mine Action personnel do not require in-country training, i.e. based on review of their role, qualifications, skills and knowledge, during the desk assessment for Accreditation. Examples of this may be Operations Managers and Instructors.

21. Training Courses

- 21.1 Mine action course syllabuses may be similar between organisations, although the duration, implementation, equipment requirements and practical techniques may vary.
- 21.2 Mine Action Organisation must include minimum training requirements for each role in their SOPs, which should include training objectives and sessions to be completed.
- 21.3 Mine action training must be in accordance with approved Mine Action Organisation SOPs, LibMAS and IMAS.
- 21.4 Certificates of achievement, qualifications, or similar shall be awarded on successfully completing training course or after a suitable probationary period (i.e. 3 months). Certificates of Accreditation (or similar) shall be awarded to individuals and/or units on completion of pertinent training to conduct mine action operations in Libya.
- 21.5 Mine action training courses shall include sufficient theory and practical lessons, exercises, and tests, to ensure that participants afforded all opportunity to achieve the

required standard within the agreed timeframe. Consideration when planning training should be given to any requirements for additional training and re-tests.

21.6 Course titles may vary between organisations however Mine Action Organisation staff must be qualified according to their particular roles responsibilities.

21.7 Demining training courses should include the lessons detailed below (lesson titles and content may vary between organisations based on SOPs and country specific requirements):

a. Non-technical Survey

Officers and Supervisors (or similar)

- Navigation and Mapping (i.e. use of GPS, compass, drawing a map, use of geographical information systems – GIS or similar).
- Analysis of survey data.
- Community liaison (i.e. interviewing techniques).
- Mine and ERW recognition.
- Teaching mine and ERW awareness (if required and in SOPs).
- Report writing.
- Communications (i.e. use of VHF and HF radio, phone).
- Demining and local (improvised) hazard marking systems.

Supervisors (or similar)

- In addition to the above:
- Managing, reporting and recording a demining accident.

Note: NTS personnel should have a general knowledge of other demining procedures such as mine clearance and battle area clearance, and shall be qualified in basic life support medical procedures (or similar). Supervisors must have sound knowledge of the land release process and in particular, non-technical survey (NTS).

b. Manual Mine Clearance

Deminers and Supervisors (or similar)

- Mine and ERW recognition.
- Detector assembly, testing, operation and basic maintenance.
- Detector search, signal isolation and marking.

- Signal investigation.
- Full excavation.
- Vegetation cutting.
- Trip wire search.
- Actions on a mine, ERW and trip wire find.
- Quality control (QC).
- Personnel Protective Equipment (PPE) use and basic maintenance.
- Demining and local (improvised) hazard marking systems.
- Demining worksite safety, i.e. site layout, demining working and safety distances, working routine.
- Actions for a demining accident.
- Demining site suspension and completion procedures.

Supervisors (or similar)

- In addition to the above:
- Demining site management (i.e. command and control; managing, reporting and recording a demining accident).
- Site operations and safety briefing.
- Site administration (i.e. recording and reporting).
- Navigation and Mapping (i.e. use of GPS, compass, drawing a map).
- Communications (i.e. use of VHF and HF radio, phone).
- Quality Assurance (QA) and Quality Control (QC).
- Pulling procedure (if qualified and depending on SOPs).
- Rendering safe procedures (RSPs) and demolitions (if qualified and depending on SOPs).
- Burning procedure (if required and in SOPs).
- Integrated demining operations (i.e. two or more of the following – manual mine clearance, mechanical demining, MDD, battle area clearance).

Note: Manual mine clearance personnel shall be qualified in basic life support medical procedures (or similar). Supervisors must have sound knowledge of the land release process and in particular, non-technical survey (NTS) and technical survey (TS).

c. Mechanical Demining

Deminers and Supervisors (or similar)

- As for manual mine clearance and battle area clearance, depending on the mechanical demining operations and requirements
- Mechanical demining site layout, demining working and safety distances, working routine.
- Actions for the recovery of a machine, fire in a machine, and a demining accident.
- Inspection of a machine for mines, ERW or hazardous components.
- Search and clearance of hazardous ground and debris removed by machine.

Supervisors (or similar)

- In addition to the above:
- Use of relevant demining machines and tools.
- Test and evaluation of machines.

Note: Mechanical demining personnel shall be qualified in basic life support medical procedures (or similar). Supervisors must have sound knowledge of the land release process and in particular, non-technical survey (NTS) and technical survey (TS).

d. Battle Area Clearance**Deminers and Supervisors (or similar)**

- As for manual mine clearance with the addition of surface visual search, detector aided visual search procedures, and actions on a mine find during battle area clearance.

Note: Battle area clearance personnel shall be qualified in basic life support medical procedures (or similar). Supervisors must have sound knowledge of the land release process and in particular, non-technical survey (NTS) and technical survey (TS).

e. Explosive Ordnance Disposal**Officers and Supervisors (or similar)**

- Refer to LibMAS 09.30 Explosive Ordnance Disposal, Annex B EOD Competencies.

Supervisors (or similar)

- In addition to the above:
- Demining site management (i.e. command and control; managing, reporting and recording a demining accident).
- Site operations and safety briefing.
- Site administration (i.e. recording and reporting).
- Navigation and Mapping (i.e. use of GPS, compass, drawing a map).
- Communications (i.e. use of VHF and HF radio, phone).
- Quality Assurance (QA) and Quality Control (QC).

Note: Explosive ordnance personnel shall be qualified in basic life support medical procedures (or similar). EOD personnel must have knowledge of the demining operations they are supporting, including the site layout and marking systems.

f. Medical

- Refer to LibMAS 10.40 Medical Support to Demining.

22. Responsibilities

22.1 The Libyan Mine Action Centre (LibMAC)

The LibMAC shall:

- a. Establish & maintain national standards, regulations & procedures for the management of training within their programmes.
- b. Ensure that capacity development forms an essential part of the work of each LibMAC department and Mine Action Organisation, as well as technical advisors (or similar) providing support to any of these organisations.
- c. Approve TMPs and the CVs of trainers before training begins, when these have not already been covered as part of the Accreditation process.
- d. Perform periodic external assessment of training conducted by the Mine Action Organisations to ensure the training is in accordance with the TMP & the LibMAS.

22.2 Mine Action Organisations

Mine Action Organisations Conduction Training shall:

- a. Ensure that capacity development forms an essential part of their work & the work of relevant technical advisors (or similar).
- b. Produce comprehensive TMPs.
- c. Ensure TMP is in compliance with the organisation's SOPs & LibMAS.

- d. Ensure training is based on a Training Needs Analysis (TNA).
- e. Ensure training activities, whether formal or OJT, are written into the strategic & work plans of the organisation.
- f. Submit TMPs to the LibMAC for approval prior to any training taking place, unless the training is carried out centrally under the control of the LibMAC.
- g. Conduct internal monitoring & evaluation as an essential part of the training.
- h. Maintain records of training for the life of the programme.
- i. Ensure training is being delivered by qualified & experienced trainers & that the needs of both men & women are being addressed; possibly including male and female trainers.

23. General References

- a. International Mine Action Standards (IMAS), in particular, 06.10 Training, 10.50 S&OH Storage, transportation and handling of explosives, 10.70 S&OH Protection of the environment.
- b. LibMAS 09.30 Explosive Ordnance Disposal, and 10.40 Medical Support to Demining

24. Record of Amendments

Ser.	Date: D/M/Y	Standard	Section / Paragraph	Amended by: Name / Position / Org.	Comments
1	23/11/15	06.10 Training	All	Doug Ware, Chief of Ops/QA, UNMAS	New Standard
2	23/11/15	06.10 Annex A	All	Doug Ware, Chief of Ops/QA, UNMAS	New Standard
3	23/11/15	06.10 Annex B	All	Doug Ware, Chief of Ops/QA, UNMAS	New Standard
4	23/11/15	06.10 Annex C	All	Doug Ware, Chief of Ops/QA, UNMAS	New Standard