Sudan National Mine Action Standards – SNMAS 04.01

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Management of Training

Contents

1.   Introduction

Training is one of the important requirements in mine action sector that enables employees to undertake and perform their assigned activities and tasks effectively, and to achieve organizational goals and objectives. Training plays a crucial role in building and development of the capacities that are essential for successful organizations and the programme. Provision of mine action trainings to the employees and staff with higher optimum standards can result in delivery of high quality mine action services, outputs and products, achieving expected results, and building the confidence and satisfaction of customers and stakeholders.

Training can be carried out in two ways, the formal and informal or on-the-job training (OJT). All the training programs require to be managed and provided based on the need assessment, both organizations and programme needs and the staff and individual needs.

On the job training is normally 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 the senior staff. Formal training is normally delivered to a group of trainees over a finite period of time. Formal training should be directly conducted by mine action organizations based on specific Training Management Packages (TMP) that are approved or developed by NMAC.

Training should mainly be undertaken and delivered based on confirmed needs, the training needs can be confirmed through an assessment as part of the capacity building plan of a mine action organization and or based on organizational needs to hire and train certain people to undertake and perform certain tasks, activitiesand jobs. A Mine action organization may need to expand its demining capacity and hire more people for a demining job,and properly train them before their deployment; which is organizational need, however, the training programs for capacity building of the current staff should be based on individuals' needs that are assessed objectively in accordance with their current and possible future roles and responsibilities and as part of the continual improvement within the organization.

Once the training needs are assessed, the trainings shall be planned properly and delivered by qualified trainers that are certified,and the Training Management Packages are approved by NMAC Sudan. When conducting trainings, the specific needs of students including gender and diversity issues should be fully considered by Sudan Mine Action Programme (SMAP).

2.   Scope

This SNMAS provides standard guidelines for the managementof mine action trainings; including training need assessment, planning, convening, monitoring and evaluation of the mine action training programs in Sudan. The mine action training programs include Basic Demining and Explosive Ordnance Disposal (EOD), Land Release (Non-Technical Survey and Technical Survey, Marking and Clearance), mine and ERW Risk Education (MRE) and Quality Management in Mine Action trainings.

3.   References

The main reference for this SNMAS is the IMAS 06.10for the Management of Training.

4.   Terms and Definitions

For details on mine action related terms and definitions, refer to IMAS 04.10 and SNMAS 07.01.

5. **General Requirements**

To ensure the quality of,and the expected results and outcomes from mine action training programs, the following requirements shall be considered within Sudan Mine Action Programme (SMAP):

1) All mine action training courses shall be based on a Training Needs Assessment (TNA);
2) The training sessions shall be delivered by suitably qualified trainers that their capacity have been verified by NMAC;
3) All the training courses shall be properly designed and developed, and guided by comprehensive Training Management Packages (TMP), the training administration procedure shall be part of the TMPs;
4) All the necessary training coursesshould be included in annual planning as part of the capacity building/development interventions;
5) All the training aid materials and facilities shall be available before starting any mine action training courses;
6) All mine action organizations shall submit their TMPs to the NMACQuality Management (QM)department for review and approval prior to any training taking place;
7) All the training courses especially the ones that are delivered as part of the accreditation process to be monitored by NMAC; and
8) The evaluation results of the mine action trainings course shall be made available to NMAC QM department.

6. **Training Needs Assessment (TNA)**

The main purpose and objective undertaking training for mine action staff is to acquire basic and enhance existing knowledge, skills, and competencies to properly fulfill the duties and responsibilities assigned to them. All mine action organizations working in Sudan shall know the need for training they undertake. However, there may be situations that new funding opportunities come across and mine action organizations need to expandtheir current capacity; hire more people and convene training that were not originally planned.

When the training need is not known at the beginning of operational year; mine action organizations shall carry out a TNA prior to planning, developing and conducting any mine action training courses. The TNA will help the organizations to:

1) Confirm whether training is needed;
2) Determine content and scope of the training;
3) Plan and deliver training courses more objectively;
4) Determine desired training outcomes;
5) Establish a basis for measuring success in performance;
6) Determine causes of poor performance in the organization; and
7) Gain management support.

The TNA can be undertaken through different methods including:

a) Questionnaires that are designed in a consultative way;
b) Focus group discussions considering the TORs and division of responsibilities;
c) Interviews with staff members;
d) Analysis of individuals' performance evaluation.

The need for training shall be based on the actual requirements of the trainees in the training, and on the organizational 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 properly and with achieving optimum and desired results.

TNA helps the organizations to analyze 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 organizational context.

Those caused by a lack of appropriate KSA on the part of staff members can be addressed through training (Individual Capacity Building/Development), whereas those caused by constraints in the organizational context shall be addressed through "Institutional Capacity Development" which include but are not limited to:

1) Developing division of responsibilities within organizations; this will help different departments to understand their role in achieving organizational goals and objectives and their interaction and working interlinks with other departments and functions;
2) Developing and improving individuals' Terms of Reference (TOR) or Job Description;
3) Developing and establishing working processes and their interactions and key performance indicators;
4) Developing working procedures and instructions;
5) Developing policy and strategy; and
6) Properly communicating them to all staff members.

A TNA should follow the following steps:

1) Organizational Analysis

This analysis should consider the major organizational performance issues and the expected contribution the training is to make. From this analysis it should be clear which issues can be dealt with through training, and which require a change in the functioning of the organization, such as a change in strategy, staffing or management system and processes and procedures. If the TNA indicates that performance is being limited by issues within the organization, the organization shall initiate a plan for addressing these issues and bring required changes.

If the TNA indicates that training can contribute to increasing organizational performance, the organizational analysis shall indicate individuals and their positions.

2) Task Analysis

This step is about identifying performance discrepancies and audits individual position's skills, and should involve the following:

a) A detailed review of the TORs, duties and responsibilities of each position;
b) Determination of the separate tasks to fulfill the duties, and responsibilities;
c) Determination of the knowledge, skills and attitudes (KSA) required for each of the tasks;
d) Determination of the current level of KSA of each staff member in positions for which performance needs to be enhanced.

The result of the task analysis shall be a summary of tasks and related KSA required for a staff member to satisfactorily fulfill the duties and responsibilities.

3) Identify Training Needs

This step involves determination of required KSA and results in a formulated TNA. The training needs should be formulated based on the difference between 'what staff is doing now' and 'what is

expected from them to be doing to properly fulfill the duties and responsibilities, considering organizational goals and objectives.

The resulting training needs shall be properly documented covering a larger and overarching training needs, such as 'How to conduct land release operations', but should also be broken down into smaller training needs; including:

a) How to undertake non-technical survey;
b) How to properly collect data from the informants;
c) How to conduct technical survey;
d) How to conduct clearance; and
e) How to operate current metal detectors safely'.

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 developed as part of a comprehensive TMP and delivered.

7. Training Design and Preparation

7.1. General

To properly design and prepare the training, the following shall be met:

a) Decide what type of training will best meet training needs;
b) Establish objectives for the training, sessions and lessons;
c) Design session plans; and
d) Decide on a method of training delivery; and
e) Decide on method for evaluating the training and the training outcomes.

7.2. Types of Training

In the context of mine action, training may be classified as on-the-job training (OJT), formal training in the form of either basic, refresher or continuation training.

7.2.1 On the Job Training

OJT is normally ongoing and facilitated while the staff member is carrying out duties and responsibilities appropriate with their current level of KSA. OJT does not require the complete range of training design, however, training objectives should be established, and a way to assess whether the objectives of the training have been achieved.

7.2.2 Formal Training

Formal training within the context of mine action is normally delivered in the form of a training course, to a group of trainees, for a finite period, often in a location away from an operational worksite. Formal training should be designed and prepared according to the five tasks in Clause 7.1. Three levels of formal training are discussed below:

1) Basic training

Basic training aims to give a staff member the KSA required for each of his/her tasks to be satisfactorily carried out. This type of training is applicable for newly recruited staff like a basic demining course for newly recruited deminers.

2) Refresher Training

Refresher training aims to update andor maintain KSA levels over time. This training can be used on a regular basis, after periods of stand-down from a task or when there are signs that KSA levels have dropped. These signs may be identified through monitoring and inspection or as a result of an incident.

3) Continuation Training

Continuation training is training that builds on previous training and provides additional KSA. This type of training is applicable when there are changes to procedures and equipment or when staff members 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 and by:

a) The position, tasks and related KSA;
b) The number of trainees involved; and
c) The availability of trainers, training equipment and facilities, and financial resources necessary to design, prepare and deliver the training.

7.3. Training, Session and Lesson Objectives

Training should be designed with specific and measurable training objectives. 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. They serve to guide the design of the training content and methods and provide a means against which the results of the training can be compared. Training objectives should be based on the training needs established by the TNA, and describe the KSA a trainee should gain as a result of training.

Each training objective should be then broken down into a number of specific and measurable session objectives. Session objectives describe the specific KSA that should be acquired by trainees in one session. For example: for the training objective, 'facilitate mine/ERW community mapping with affected communities', three session objectives can be formulated; one related to knowledge, second related to skills and the third relating to attitudes.

Attitude objectives should be used where there is a need for trainees to conform to certain standards of behavior, such as for example safety. Attitude objectives cannot be tested, they can only be assessed. For a training subject such as safety there should be two complementary enabling objectives. 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. There could be some specific indicators provided for 'safe' and 'unsafe' behavior and criteria for passing and failing, but the assessment would involve observing trainees throughout training to ensure that they do demonstrate safe behavior. See Annex A for an example of tasks, training and session objectives for a basic demining training course.

In addition to designing training and session objectives, individual lesson objectives that focus specifically on one or the other KSA should be developed. These objectives should be equally specific and measurable and their design should adhere to the same rules as training and session objectives.

Objectives should be numbered in a logical sequence taking into account which objective is a prerequisite for another. See Annex A as an example of a logical numbering system.

7.4. Session Plan

Training should be broken down into a number of sessions, and the sessions should be developed with clear session plans arranged in the order in which they should be delivered. Sequencing should be logical to ensure that any sessions that are a prerequisite for next ones, are arranged appropriately.

Session plans provide much of the detail required to run the training and permit trainers to prepare and satisfactorily deliver each session. See Annex B to this SNMAS for a session plan.

7.5. Training Test

The last step in preparing for the training should be the development of training test. The training test should be applied at the end of the training. For practical tests or on-the-job assessments, the conditions should be safe and as close to the conditions a trainee could expect on the job as possible.

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 andor session objective(s) has/have been achieved. A result statement may simply be a pass mark for a written test, or the successful completion of a practical test. In demining training, safety is often relevant in this test.

The conditions and results statements for the evaluation should be listed on a training test plan. Trainers can also include remarks on administrative or other details on this form. See Annex C to this SNMAS.

Details of the management of training tests and possible re-test should be included in the Training Administration Procedures. If a trainee fails an initial test, s/he should be given a short period of extra training and then be given another test to complete. The fact that a retest was required should also be included on the training report for that individual.

While testing the achievement of the training objectives at the end of the training is important, the trainer should also conduct 'confirmatory testing' throughout the training. This involves checking that the trainees have understood the lesson and are on their way to complete the objective to the standard required. This type of testing should be prepared by the trainer as part of lesson planning.

8. Training Management Package (TMP)

A TMP is a set of documents that provide all the information necessary to run formal training. The following shall be included in mine action TMP within SMAP:

1) The name and title of the training;
2) Training, session and lesson objectives;
3) Set of session plans and schedule;
4) Description of activities and practical exercises;
5) Practical exercises;
6) Training testing tools and pass fail criteria;
7) Power point presentations and handouts;
8) List of training equipment;
9) List of training aids and facilities;
10) Reference materials; and
11) Training administrative procedures.

A comprehensive TMP should permit a trainer to efficiently and effectively plan and deliver formal training and at the same time should provide the manager with a concise overview of the entire training.

9. Qualifications and Experience of Training Staff

Mine action organizations shall ensure that all trainers have the appropriate and suitable qualifications and experience necessary to provide effective and technically sound training courses. All mine action organizations shall submit trainers' Curriculum Vitae (CV) to NMAC for approval prior to training.

10. Monitoring of Training

10.1. General

All the mine action related training courses shall be monitored internally by the mine action organization and externally by the NMAC; this will help the SMAP to ensure that the training is effective and technically appropriate and being conducted in accordance with the approved TMP and achieves stated objectives. All the mine action organizations shall inform NMAC QM department of their planned training courses and shall share the training schedule to plan and conduct monitoring of training courses. Training monitoring shall be part of training administration procedures.

The followings shall be considered and reported when conducting monitoring on mine action training courses:

a) To cover whether the training does or does not meet the stated requirements and objectives;
b) Recommend what should be included or changed to improve the training course;
c) Include comments on the good points and the points require immediate corrective actions;
d) Review previous training records and the status of meeting training objectives and performance improvement;
e) Establish and schedule a follow up visit to ensure that the training organization has taken the agreed corrective action.

10.2. Internal monitoring

Internal monitoring of the training shouldmainly focus on and 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
c) To discuss with supervisors and co-workers how the trainees are able to fulfill the requirements of the position.

10.3. External monitoring

External monitoring should at minimum include the followings:

1) Training administration;
2) Training management package, schedule and plan;
3) Trainers skills, knowledge and training method of training;

4) The level of supports provided by trainers to facilitate learning;
5) The level of trainees participation and involvement;
6) Training equipment and aid materials;
7) Training facility and environment;
8) Practical training and preparations;
9) Feedback of trainees at the end of the training to discuss the completed training and assimilation of acquired KSA.

External monitoring of the mine action training course should also include periodic assessment of the training skills and methods of trainers and should assess 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 or not. The NMAC external monitoring should also include visiting operational sites to observe the conditions under which the trainees apply acquired KSA in their work.

The findings of external monitoring should be formally presented to the training organizer and trainers to take necessary actions in adjusting the training if deficiencies are identified. The shortcomings and deficiencies shall be supported by objective evidence and as per the requirements of SNMAS 07.03.

External monitor shall ensure that the findings are clearly communicated and required remedial actions are agreed upon. The deadline for remedial action shall also be part of written monitoring report to facilitate follow up visits.

11. Training Administration Procedures

11.1. General

Training administration procedures should be part of TMPs and include the followings:

1) Trainer requirements including specific knowledge and skills;
2) Accommodation requirements;
3) Details about the training facility and training practical areas;
4) Transport requirements including safety vehicles;
5) Medical support and communications requirements;
6) Requirements of the management of test and re-tests;
7) Requirements of pre and post training assessment;
8) Requirements of training records including records of past evaluations;
9) Internal and external monitoring requirements;
10) Equipment and Equipment Issue List.

11.2. Criteria for the Selection of Trainees

The mine action organization should ensure that staff members selected to attend certain training are suitable and have the prerequisite knowledge and skills necessary for them or capable to assimilate the KSA to be taught on during the training. When preparing selection criteria, the mine action organization 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.

11.3.   Training Equipment and Materials

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.

11.4.   Training Mines and ERW

The use of training mines and ERW shall be strictly controlled to avoid any unintended accident and or incidents. The training mines and ERW shall mainly be Free from Explosives (FFE).

Training shall be conducted safely without risk of harm to the trainees, trainers and local population. The practical aspects of the demining training courses shall be conducted in areas known or proven to be safe. The newly trained deminers shall be closely supervised when started operations in a real hazardous area.

11.5.   Management of Training Records

For each training course or period of OJT, records should be maintained by the organization that conducted the training. Training records should include details of the training received, the list of trainees and the result of training in terms of pass/fail list and the details about the trainers. The training record shall be made available to NMAC QM department.

12.   Responsibilities

12.1.   United Nations Mine Action Services (UNMAS)

UNMAS is mandated with provision to technical supports to Sudan National Mine Action Centre (NMAC) and mine action organizations working in Sudan.

12.2.   Sudan National Mine Action Centre (NMAC)

The NMAC with technical supports of UNMAS shall:

1) Establish and maintain national standards, regulations and procedures for the management of training within SMAP.
2) Ensure that capacity development forms an essential part of the work of NMAC, and mine action organizations;
3) Review and approve TMPs of the mine action organizations and the CVs of trainers as part of the accreditation process;
4) Undertake regular monitoring of training courses conducted by the mine action organizations; to ensure the training is in accordance with the TMP and the national standards.

12.3.   Mine Action Organizations

All mine action organizations accredited in Sudan and conducting mine action training shall:

1) Ensure that capacity development forms an essential part of their work;
2) Develop comprehensive TMPs;
3) Ensure that their TMPs are in complianceSudan National Mine Action Standards and their NMAC approved SOPs;
4) Ensure that training programs are based on Training Needs Assessments;

5) Ensure training activities, whether formal or on the-job, are written into the work plans of the organization;
6) Submit TMPs to the NMAC for approval prior to any training taking place, unless the training is carried out centrally by NMAC;
7) Conduct internal monitoring and evaluation as an essential part of the training;
8) Maintain records of training for the life of organization, however, if it ceases to work in a Sudan, the training records shall be transferred to the NMAC; and
9) Ensure the training is being delivered by qualified and experienced trainers and that the needs of both men and women are being addressed.

12.4. Donors

Donors, where relevant, should ensure that capacity development is a key activity of each organization they fund and that the organizations are conducting training courses in compliance with Sudan National Mine Action Standards requirements.