



# **CATALOGUE OF TRAINING COURSES** **2023-2024**





NPA clearance site, Bosnia and Herzegovina, 2018 © Johannes Müller

---

## CONTENTS

Foreword .....	1
Welcome .....	1
About us .....	1
Training approaches .....	3
Join our training courses! .....	4
GICHD training courses .....	5
Ammunition management .....	5
Inclusive risk reduction .....	7
Information management .....	11
Policy .....	14
Standards and operations .....	15
Online case-study library .....	21
Overview of the GICHD training portfolio .....	24

---

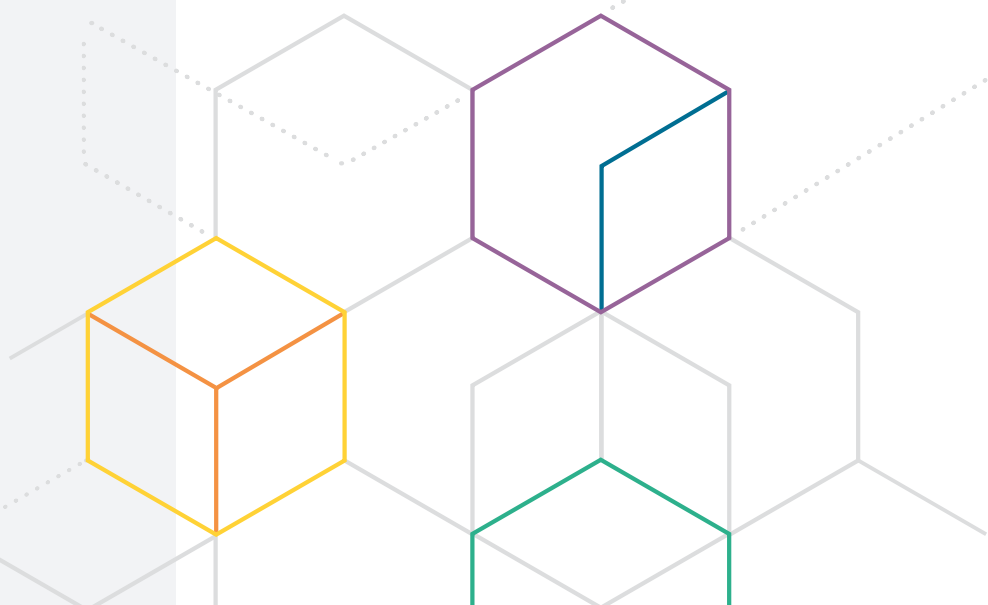
## DISCLAIMER

The Geneva International Centre for Humanitarian Demining (GICHD) has made every reasonable effort to provide accurate information in this catalogue, but it reserves the right to make changes to its courses at any time without prior notice.

The content of this publication, its presentation and the designations employed herein do not imply the expression of any opinion whatsoever on the part of the GICHD regarding the legal status of any country, territory or armed group or concerning the delimitation of frontiers or boundaries.

GICHD Catalogue of Training Courses  
© GICHD, Geneva, 2023  
Cover photo: © Johannes Müller

---



# FOREWORD

## WELCOME

Dear colleagues,

At the GICHD, we are dedicated to fostering a culture of continuous learning in the mine action sector and to empowering mine action organisations and individuals to upskill, refresh their knowledge and develop new capabilities.

In this training catalogue, you will find a diverse array of courses that will contribute to your personal and organisational growth. Explore our offerings and embark on a transformative journey of skill enhancement and knowledge-sharing!

Your GICHD team

## ABOUT US

The GICHD works towards reducing risks to communities caused by explosive ordnance, with a focus on landmines, cluster munitions, explosive remnants of war and unsafely and insecurely managed conventional ammunition.

As an internationally recognised centre of expertise and knowledge, the GICHD helps national authorities, international and regional organisations, NGOs and commercial operators in several countries and territories affected by explosive ordnance contamination to develop and professionalise mine action and ammunition management.

Through its work, the GICHD strives for the implementation of conventions, for completion targets to be reached, for communities to be protected from explosive harm and for land to be restored to communities. This work saves lives, facilitates the safe return of displaced populations, supports gender equality and inclusion and promotes peace and sustainable development.



**89**

STAFF MEMBERS



**53**

WOMEN

**36**

MEN



**31**

NATIONALITIES



**24**

WORKING LANGUAGES



# HOW THE GICHD WORKS

## Generating knowledge

The Centre generates knowledge products (analyses, concepts, methods, and tools) to strengthen and broaden the knowledge base required towards enhancing the effectiveness, efficiency, and sustainability of explosive ordnance risk reduction. Our knowledge products are developed through a collaborative and needs-based approach by distilling lessons learnt from the field and taking full advantage of the latest analytical, conceptual, methodological, and technological advances.

## Disseminating knowledge

The Centre disseminates knowledge to partners at global, regional, and national levels to strengthen their level of information, capacities, and capabilities. Knowledge products (analysis, concepts, methods, and tools) are contextualised responding to partners' varied needs and interests. Dissemination is carried out in diverse ways using a variety of methods (information, advice, and training) and formats. We will give priority to national actors, in particular national authorities and national operators, to develop local capacities and support national ownership. Relationships, cooperation, and exchange with local actors are vital to understand contexts and needs.

## Supporting the codification of knowledge

The Centre supports the development and strengthening of standards and norms at global, regional, and national levels. We do so to promote international normative frameworks and to ensure that field operations are conducted in accordance with good practice. We work within the frame provided by the respective governance bodies of the IMAS and the IATG and partner with mine action and ammunition management stakeholders in this regard.

## Fostering partnerships, dialogue, and cooperation

The Centre fosters partnerships, dialogue, and cooperation at global, regional, and national levels. In doing so, we rely on our unique convening position and aim primarily, but not exclusively, to uphold and strengthen the support we provide to partners through our other lines of service. Strengthened trust with partners and the establishment of strategic professional networks are concrete manifestations of our role in fostering partnerships, dialogue, and cooperation.

## TRAINING APPROACHES

As a part of our capacity-development efforts, we are proud to run around 40 training courses each year, covering a variety of topics. We also offer several e-learning courses and practical online case studies.

In addition to our scheduled courses, we provide specialised training on request. Feel free to submit your request to the following e-mail address: [training@gichd.org](mailto:training@gichd.org).

### Training of trainers

To further enhance the national capacity, we offer training of trainers classes along with the generic courses. Our mentorship program empowers future trainers, while we offer dedicated support for the development of national training packages.

### Format

GICHD training courses follow various formats as outlined in the catalogue.



## COURSES WITH AN INSTRUCTOR

### In-person training

These are courses for which both participants and trainers are physically present, in the same location, and interact directly. Such courses involve real-time communication, hands-on activities and immediate feedback.

### Virtual training

This type of training takes place in interactive virtual classrooms, providing opportunities for participants and trainers to interact and the flexibility for participants to access the training from anywhere with an internet connection.

### Hybrid training

These are courses conducted in physical locations, but for which participants and trainers also have the option of joining online.



## SELF-PACED LEARNING

### E-learning

These engaging self-paced training courses, which include a final assessment, can easily be fitted around participants' work schedules. They might be a prerequisite for in-person, virtual and blended courses.

### Online case studies

Interactive, self-paced online case studies are courses without assessment. They can be paused any time and the programme will bookmark the participant's progress.



## BLENDED LEARNING

A blended learning approach combines in-person components, attendance at virtual sessions and self-study. It provides a flexible and varied learning experience.

### Methodology

Using a range of active learning methods and a learner-centred approach, the GICHD has designed an accessible and effective learning journey for organisations and individuals seeking to enhance their knowledge of and skills in mine action. We focus on making learning easy and enjoyable.

We employ the following approaches to learning:

### Scenario-based training

Using real cases, simulations and role play, we enable you to practise skills in a safe environment.

### Peer learning

We encourage collaborative learning among participants. This creates a supportive space for the sharing of experience, ideas and best practices.

### Personalised support (tutoring / coaching)

Sometimes you might need personalised assistance. We offer one-on-one or small group sessions tailored to your specific learning needs.

### Communities of practice

We foster learning communities that bring together like-minded individuals. Here, you can exchange knowledge, experience and resources with fellow learners.

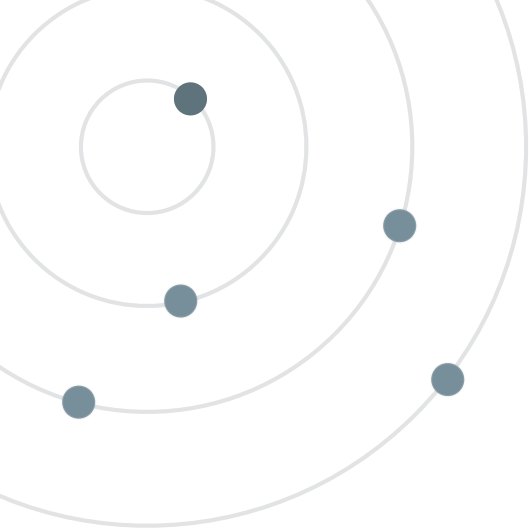
### Inclusion

Gender, diversity, equality, and inclusion considerations are mainstreamed into all our courses. We recommend that you follow the 'Introduction to gender and diversity in mine action e-learning course', which is available in various languages, before attending any of our other training courses.

The GICHD is committed to enabling diverse participation in its courses and workshops. We therefore strongly encourage women and people of diverse identities and backgrounds to apply.

### Accessibility

The GICHD designs courses with accessibility in mind. All e-learning courses are accessible for people who are visually impaired, featuring descriptions and subtitles that can be read by assistive electronic devices and software.



### Languages and geographical coverage

GICHD training courses are usually delivered in English, but depending on the resources available and regional requirements they can be provided in other languages. Our courses are usually conducted at the national or regional level, but they may also be held in Geneva or in a major city in a country affected by explosive ordnance contamination.

### Costs

In most cases, training costs are covered by the GICHD, including expenses such as trainers' or advisers' fees, airfare, accommodation and training materials. In certain circumstances, however, the GICHD may ask the requesting organisation to cover some or all the costs.

### Prerequisites

Prerequisites are defined for each training course and are mandatory for admission. It may be necessary to follow a particular e-learning course, other self-study components or undertake certain reading.

### Assessment of participants

GICHD training courses include both formative and summative assessment of the participants, adapted to the objectives of each course. There may be written exams, assignments, evaluation of individual performance during exercises, quizzes and practical exams. The GICHD often organises a pre-course baseline test to be able to evaluate the level of the knowledge gained during the course.

## JOIN OUR TRAINING COURSES!

Before you select a course, consult your supervisor and review this catalogue. Doing so will help you choose the training courses that will best allow you to acquire the skills that you need to improve your performance at work and to grow and develop in your workplace.

Take the e-learning courses and explore the online case studies to gain a solid base for further development when the time is right for you. Embark on your learning journey with our in-person, virtual and blended courses. Just follow the steps below.

### 1 APPLICATION

- ▶ Sign up for a GICHD training account at <https://training.gichd.org/>.
- ▶ For the purposes of arranging your future participation in the training activities, the GICHD may collect various pieces of information about you. Check out our [privacy policy](#).
- ▶ Fill in the application, taking note of all the course prerequisites.
- ▶ Submit your application.

### 2 ACCEPTANCE

- ▶ Applications go through a selection process in which the applicants' profiles, their current role in a mine action programme and their proficiency in the language of the course are considered.
- ▶ The final choice of participants is made with regional diversity and gender balance in mind.

### 3 COMMITMENT

- ▶ By enrolling in our course, you commit to participate actively in all the components of the training: the self-paced e-learning elements, the virtual sessions and the in-person sessions.
- ▶ Please be aware that failure to meet this commitment may entitle the GICHD to request a refund of the costs incurred by your participation.

### 4 COMPLETION

- ▶ Upon successful completion of the course assessment procedure, you will be eligible to receive a certificate of attendance or completion.
- ▶ Please note that the GICHD is not a training validation body and, as such, does not issue qualifying certificates.

# GICHD TRAINING COURSES

## AMMUNITION MANAGEMENT

### HIGH-LEVEL POLICY SEMINAR AND WORKSHOP ON AMMUNITION MANAGEMENT

**Course format:** in person

**Duration:** 3 days

**Languages:** Spanish, English

**Maximum number of participants:** 20

#### Aim of the course

The course aims to enhance the capacities of individuals engaged in the through-life management of ammunition at the strategic and operational levels. It is based on module 01.35 (Organisational capabilities) of the International Ammunition Technical Guidelines (IATG).

#### Learning objectives

##### *One-day seminar*

The one-day seminar will enhance the capacity of senior policy leaders and policy developers to frame policies and to prioritise content, recognising that sufficient political engagement is essential for a comprehensive approach to the design and implementation of national standards on the through-life management of ammunition.

More specifically, the course will strengthen participants' capacity to:

- ▶ Identify the risk factors that commonly lead to safety and security being compromised in ammunition storage facilities;
- ▶ Explain the purpose of the IATG and national standards, including where they intersect and where they diverge;
- ▶ Explain the purpose of and basic steps involved in undertaking a needs assessment in relation to national ammunition stockpile management and an assessment of national ammunition management capabilities;
- ▶ Identify the first steps in the development of ammunition management capabilities at the national level, including the elaboration of detailed national standards.

##### *Two-day workshop*

The two-day workshop will enhance the capacity of policy developers to prioritise work on policies that concern the State at the strategic level and to use information and tools to assess needs, design plans, coordinate policy development and implement policy at the operational level.

More specifically, the course will strengthen participants' capacity to:

- ▶ Identify the elements that should be assessed to determine the national risk reduction process level (RRPL) according to the IATG and the government resources needed for the assessment;
- ▶ Outline the functional roles that are essential for ammunition management and their relevance to the process (i.e. describe the structure needed to implement the process);
- ▶ Describe Capability Enabling Lines (CEL) and identify those relevant to ammunition management and outline considerations related to the design, development and implementation of national standards;
- ▶ Design an assessment road map for a comprehensive process to identify stockpile management needs, goals and time frames;
- ▶ Identify the resources available to support 1) the assessment process; 2) capacity-building and 3) the enabling of capability.

#### Target audience

- ▶ Senior policy leaders and policy developers from the Ministry of Defence, the armed forces, the Ministry of the Interior, the Ministry of Transportation, the Ministry of Health, the Ministry of Finance and the Ministry of Education;
- ▶ Personnel from other interrelated national institutions/authorities;
- ▶ Personnel from regional and local government bodies.

#### Teaching methods

- ▶ Presentations and discussion.

#### Prerequisites

- ▶ None.

#### Assessment

- ▶ None.



AMAT Mission to Peru, 2023 © GICHD/TAPI Story 2023

## INTERNATIONAL AMMUNITION TECHNICAL GUIDELINES INTRODUCTORY COURSE

**Course format:** in person

**Duration:** 3 weeks

**Languages:** Spanish, English

**Maximum number of participants:** 25

### Aim of the course

The course aims to provide an overview of the International Ammunition Technical Guidelines (IATG) and to improve participants' knowledge and application of ammunition-stockpile management and storage techniques.

### Learning objectives

The course deals with safe and secure ammunition-stockpile management, including risk management, ammunition accounting, storage, processing and transportation, stockpile security and destruction and demilitarisation.

More specifically, the course will strengthen participants' capacity to:

- ▶ Identify basic safety requirements when working with ammunition and explosives;
- ▶ Explain the different types of ammunition and explosives and outline UN Hazard Classification Codes (HCC), Hazard Divisions (HD), Compatibility Groups (CG) and mixing rules;
- ▶ Explain the approach to risk as per IATG (and, where relevant, national ammunition technical guidelines), including the risk reduction process levels (RRPL);
- ▶ Explain the use of barricades and the concept of Quantity Distances (QD) and Explosive Limit Licences (ELL) to control and reduce risks in ammunition facilities;

- ▶ Outline the main security considerations in ammunition storage, processing and transportation activities to ensure safe, effective and efficient operations;
- ▶ Describe the principles of nomenclature and marking in relation to ammunition and its packaging;
- ▶ Explain why and when demilitarisation and disposal of ammunition are required, and explain the different disposal methods available;
- ▶ Assess, in an informed way, the national ammunition stockpile;
- ▶ Support the development of a national policy on the safe and secure storage of ammunition and implement best practices.

### Target audience

- ▶ All technical personnel responsible for day-to-day operational-level activities in ammunition storage areas.

### Teaching methods

- ▶ Presentations with interactive discussions, practical examples and exercises.

### Prerequisites

- ▶ None.

### Assessment

- ▶ Individual evaluation of performance during the exercises;
- ▶ A final written assessment.



# INCLUSIVE RISK REDUCTION

## GENDER FOCAL POINT CAPACITY DEVELOPMENT PROGRAMME

**Course format:** blended learning – self-study, virtual and / or in-person attendance

**Duration:** 10 days

**Languages:** Arabic, English

**Maximum number of participants:** 20

### Aim of the course

The course aims to provide participants with the knowledge and skills needed to become an effective gender focal point within their organisation in order to build a sustainable national capacity in gender and diversity mainstreaming in humanitarian mine action.

### Learning objectives

The course focuses on developing the capacity of existing or future gender focal points to conduct high-quality gender and diversity analysis and to use the findings to mainstream gender into their organisations' operations and employment practices. In addition, participants will be equipped with the skills to become active advocates for gender and diversity mainstreaming and to negotiate and overcome resistance from colleagues.

More specifically, the course will strengthen participants' capacity to:

- ▶ Negotiate a clear role and well-defined responsibilities for the gender focal point;
- ▶ Conduct desk-based gender and diversity analysis of the country, context or area of operation;
- ▶ Use the findings of the desk-based gender and diversity analysis to ensure that mine action operations are inclusive and effective;
- ▶ Conduct a mapping of their organisations' policies, systems and practices to identify priorities for the mainstreaming of gender and diversity;
- ▶ Provide recommendations on how better to integrate gender and diversity considerations into strategic, operational, and employment policies, systems and practices;
- ▶ Develop and implement an evidence-based work plan for the mainstreaming of gender and diversity.

### Target audience

Staff from:

- ▶ National mine action authorities and national mine action centres;
- ▶ International NGOs;
- ▶ National NGOs;
- ▶ Commercial operators;
- ▶ Other partner organisations in a national mine action programme.

### Teaching methods

- ▶ Scenario-based training, built around group work and work in pairs, using videos, pictures, case studies, debate, experience-sharing and other practical activities.

### Prerequisites

Participants must have completed the following:

- ▶ 'Introduction to gender and diversity in mine action e-learning course'.

### Assessment

- ▶ Daily quizzes;
- ▶ Daily homework tasks;
- ▶ A mid-course written test;
- ▶ A post-course written test;
- ▶ A two-day practical skills evaluation;
- ▶ Three assignments in the 12 months following the course;
- ▶ A post-course interview by the GICHD team, also involving the participant's manager, 12 months after the end of the course.

## INTRODUCTION TO GENDER AND DIVERSITY IN MINE ACTION E-LEARNING COURSE

**Course format:** e-learning

**Duration:** approximately 4 hours

**Languages:** Arabic, English, French, Spanish, Ukrainian

**Maximum number of participants:** unlimited

### Aim of the course

This self-paced online course aims to support mine action practitioners in identifying where and why gender and diversity matter in mine action.

### Learning objectives

The course is divided into three modules that allow learners to explore gender and diversity considerations in diverse cultural contexts.

More specifically, the course will strengthen participants' capacity to:

- ▶ Explain key terminology related to gender and diversity;
- ▶ Identify societal expectations of how people should behave on the basis of whether they were classified as a boy or girl when they were born;
- ▶ Explain how people's social identity influences their capacity to work, move, speak freely and access services and how they are treated by others;
- ▶ Describe why it is important to research the society, culture and communities in the area in which a mine action project will take place;
- ▶ Differentiate between an approach to mine action that is blind to gender and diversity, an approach that is sensitive to gender and diversity and one that is responsive to gender and diversity.

### Target audience

- ▶ Mine action practitioners;
- ▶ Individuals with an interest in the broader agenda on women, peace and security agenda.

### Teaching methods

- ▶ Fictitious scenarios, videos, quizzes and other activities.

### Prerequisites

- ▶ None.

### Assessment

- ▶ Quizzes on each module;
- ▶ A final test.

## INTRODUCTION TO EORE ESSENTIALS E-LEARNING COURSE

**Course format:** e-learning (an offline version for learners with limited connectivity is also available for download)

**Duration:** 60 to 90 minutes

**Languages:** Arabic, English, French, Ukrainian

**Maximum number of participants:** unlimited

### Aim of the course

This self-paced e-learning course aims to introduce learners to the key principles of effective and ethical explosive ordnance risk education (EORE). It is in line with the International Mine Action Standards and has been endorsed by the EORE Advisory Group.

### Learning objectives

The course will strengthen participants' capacity to:

- ▶ Describe what EORE is and why it is needed;
- ▶ Explain the objectives of EORE in different contexts;
- ▶ Outline the core principles of effective and ethical EORE;
- ▶ Describe the linkages between EORE, the other pillars of mine action and efforts undertaken in other sectors;
- ▶ List the normative frameworks and guidelines that underpin EORE;
- ▶ Locate additional resources that are relevant to EORE.

### Target audience

- ▶ Mine action practitioners;
- ▶ Individuals from other sectors (such as protection, development, education and social and behavioural change) with an interest in protecting civilians from explosive ordnance.

### Teaching methods

- ▶ Fictitious scenarios, videos, quizzes and other activities.

### Prerequisites

- ▶ None.

### Assessment

- ▶ Quizzes on each section;
- ▶ A pre-course test and a post-course test.



Illustration from the EORE E-learning module © GICHD

## ADVANCED EORE E-LEARNING COURSE

**Course format:** e-learning

**Duration:** approximately 8 hours

**Languages:** English (and French as of March 2024)

**Maximum number of participants:** unlimited

### Aim of the course

This advanced e-learning course on explosive ordnance risk education (EORE) is primarily for EORE practitioners. It aims to support them in acquiring a common knowledge base with regard to the EORE project cycle (analysis, planning, design, implementation, monitoring, evaluation, accountability and learning). It is in line with the International Mine Action Standards and has been endorsed by the EORE Advisory Group.

### Learning objectives

The course is divided into six modules and will strengthen participants' capacity to:

- ▶ Plan EORE interventions on the basis of context-specific evidence, conduct a comprehensive needs assessment and prioritise programme objectives;
- ▶ Design EORE messages and materials that are tailored to the target audience and that are sensitive to gender, age, disability, diversity and the conflict situation;

- ▶ Select appropriate methods to disseminate messages in support of the intended outcome of the EORE intervention;
- ▶ Deliver an EORE programme in coordination with mine action stakeholders and other actors to ensure an integrated cross-sectoral response;
- ▶ Apply, effectively and efficiently, to the management of an EORE intervention, the key principles of monitoring and evaluation in order to maximise impact.

### Target audience

- ▶ Primarily, EORE practitioners;
- ▶ Stakeholders from other sectors (such as protection, development, education and social and behavioural change) with an interest in protecting civilians from explosive ordnance.

### Teaching methods

- ▶ Fictitious scenarios, videos, quizzes and other activities.

### Prerequisites

- ▶ None.

### Assessment

- ▶ Quizzes on each module;
- ▶ A pre-course test and a post-course test.



Digital EORE Workshop, 2022 © GICHD

## INCLUSIVE LEADERSHIP

**Course format:** in person

**Duration:** 3–4 days

**Languages:** Arabic, English

**Maximum number of participants:** 20

### Aim of the course

This interactive course aims to boost the commitment of the mine action leadership to gender and diversity mainstreaming and to show how such commitment can help create an enabling environment and lead to better-informed mine action interventions and responses.

### Learning objectives

The course is divided into five modules and will strengthen participants' capacity to:

- ▶ Identify types of power and abuse of power;
- ▶ Explain the concepts of 'culture' and 'organisational culture' and their link to organisational development;
- ▶ Outline the relationship between inclusive leadership and effective cross-cultural communication;
- ▶ Explain the concept of 'accountability' and list the characteristics of accountable leaders;
- ▶ Identify and interpret different types of unconscious bias and describe their impact on work and work culture;
- ▶ Practise emotional responsibility and explain how best to deal with emotions in the workplace;
- ▶ Describe good governance and explain its principles;
- ▶ Apply inclusive approaches to recruitment.

### Target audience

- ▶ Country directors;
- ▶ Operational managers;
- ▶ Heads of mine action centres;
- ▶ Members of the management team in mine action centres and mine action NGOs and international NGOs.

### Teaching methods

- ▶ Case studies, experience-sharing, role play and other practical activities.

### Prerequisites

Participants must have completed the following:

- ▶ 'Introduction to gender and diversity in mine action e-learning course'.

### Assessment

- ▶ Quizzes on each module;
- ▶ A pre-course test and a post-course test.



# INFORMATION MANAGEMENT

## MINE ACTION INFORMATION MANAGEMENT QUALIFICATION – IMSMA CORE ADMINISTRATOR

**Course format:** in person

**Duration:** 10 days

**Languages:** Arabic, English

**Maximum number of participants:** 12

### Aim of the course

The course aims to enhance the capacity of information management personnel in national mine action programmes to administer IMSMA (Information Management System for Mine Action) Core and to provide effective information management services to their organisations.

### Learning objectives

The course will strengthen participants' capacity to:

- ▶ Outline information management principles and concepts;
- ▶ Explain the role of information management in mine action, including use of the latest concepts in the international mine action standard on land release;
- ▶ Manage IMSMA Core, including aspects related to users, groups, permission, and content;
- ▶ Configure the system according to an organisation's needs, by designing forms for data entry, creating maps and apps for data visualisation and validation and configuring dashboards for reporting purposes;
- ▶ Design data management processes within the IMSMA Core environment.

### Target audience

- ▶ Applicants with strong technical database skills and project management skills;
- ▶ Staff from national mine action programmes;
- ▶ Staff from operating partners.

### Teaching methods

- ▶ Participatory group work and hands-on experience, including exercises in smaller groups to ensure that participants from diverse backgrounds can exchange experience.

### Prerequisites

Participants must have completed the following:

- ▶ 'Introduction to GIS for mine action e-learning course';

- ▶ 'Introduction to ArcGIS Enterprise e-learning course'.

### Assessment

- ▶ A written test;
- ▶ Submission of an action plan to implement the new knowledge and skills acquired.

## INTRODUCTION TO GIS FOR MINE ACTION E-LEARNING COURSE

**Course format:** e-learning

**Duration:** approximately 4 hours

**Languages:** English

**Maximum number of participants:** unlimited

### Aim of the course

This self-paced course aims to impart to learners the fundamental components and capabilities of Geographical Information Systems (GIS) and discover how the mapping and analysis solution ArcGIS Enterprise can improve the quality of information in mine action workflows. Mine action is inherently geographic, and the use of GIS allows information managers to manage data to solve spatial problems and make smarter decisions.

### Learning objectives

The course will strengthen participants' capacity to:

- ▶ Describe concepts fundamental to GIS use in mine action;
- ▶ Explain how the ArcGIS Enterprise solution enables GICHD mine action programmes to improve the quality of the information employed;
- ▶ Identify the potential uses of GIS in mine action;
- ▶ Employ GIS to enhance mine action.

### Target audience

- ▶ Staff from national mine action programmes;
- ▶ Staff from operating partners.
- ▶ Applicants will be considered regardless of the level of their technical skills in information management.

### Teaching methods

- ▶ Fictitious scenarios, videos, quizzes and other activities.

### Prerequisites

- ▶ None.

### Assessment

- ▶ Quizzes on each module.



© GICHD/Antoine Tardy 2022

## INTRODUCTION TO ARCGIS ENTERPRISE E-LEARNING COURSE

**Course format:** e-learning

**Duration:** approximately 5 hours

**Languages:** English

**Maximum number of participants:** unlimited

### Aim of the course

IMSMA (Information Management System for Mine Action) Core builds on the ArcGIS Enterprise software to support mine action workflows. The course aims to introduce users of IMSMA Core to key concepts from ArcGIS Enterprise to enable them to perform their work more effectively.

### Learning objectives

The course will strengthen participants' capacity to:

- ▶ Describe ArcGIS Enterprise and its core products;
- ▶ Explain key concepts of the ArcGIS Enterprise system;
- ▶ Use the IMSMA Core portal to find, create and share content;
- ▶ Outline the purpose of web applications and dashboards within IMSMA Core.

### Target audience

- ▶ Staff from national mine action programmes;
- ▶ Staff from operating partners.
- ▶ Applicants will be considered regardless of the level of their technical skills in information management.

### Teaching methods

- ▶ Fictitious scenarios, videos, quizzes and other activities.

### Prerequisites

- ▶ None.

### Assessment

- ▶ Quizzes on each module.

## INTRODUCTION TO SURVEY123 E-LEARNING COURSE (COMING SOON)

**Course format:** e-learning

**Duration:** approximately 5 hours

**Languages:** English

**Maximum number of participants:** unlimited

### Aim of the course

This self-paced course aims to enhance the capacity of participants to create and design surveys using Survey123 Connect. It focuses on structuring the surveys logically, configuring survey questions, types and validation criteria in such a way as to ensure accurate and reliable data collection and creating user-friendly interfaces.

### Learning objectives

The course will strengthen participants' capacity to:

- ▶ Explain the Survey123 tool and its capabilities;
- ▶ Create and design surveys using Survey123 Connect;
- ▶ Integrate attachments and other advanced features into surveys.

### Target audience

- ▶ Staff from national mine action programmes;
- ▶ Staff from operating partners.
- ▶ Applicants will be considered regardless of the level of their technical skills in information management.

### Teaching methods

- ▶ Fictitious scenarios, videos, quizzes and other activities.

### Prerequisites

- ▶ None.

### Assessment

- ▶ Quizzes on each module.



## INTRODUCTION TO WEB MAPS AND DASHBOARDS E-LEARNING COURSE (COMING SOON)

**Course format:** e-learning

**Duration:** approximately 5 hours

**Languages:** English

**Maximum number of participants:** unlimited

### Aim of the course

This self-paced course aims to enhance participants' capacity to use the tools of ArcGIS Online, such as interactive maps, web maps and dynamic dashboards to assist with operational analysis.

### Learning objectives

The course will strengthen participants' capacity to:

- ▶ Describe ArcGIS Online and its mapping tools;
- ▶ Create interactive maps using ArcGIS Online;
- ▶ Build dynamic dashboards for data analysis.

### Target audience

- ▶ Staff from national mine action programmes;
- ▶ Staff from operating partners.
- ▶ Applicants will be considered regardless of the level of their technical skills in information management.

### Teaching methods

- ▶ Fictitious scenarios, videos, quizzes and other activities.

### Prerequisites

- ▶ None.

### Assessment

- ▶ Quizzes on each module.



88th Partnership for Peace Mine Action Operations Managers Course in Spiez, Switzerland, 2022 © GICHD





UNDP-GICHD project Beyond Square Meters: Measuring Humanitarian Mine Action's Impact on Local Sustainable Development through the SDGs, 2021 © UNDP

## POLICY

### LINKING MINE ACTION AND THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

**Course format:** in person, virtual session or hybrid

**Duration:** 2–3 days

**Languages:** Arabic, English, Spanish

**Maximum number of participants:** 30

#### Aim of the course

The course focuses on the 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs) and how they are interlinked with mine action efforts. The course aims to build and develop national capacities to integrate mine action and sustainable development in a practical manner and to support participants in reframing the work of mine action from an SDG perspective.

#### Learning objectives

The training course consists of three sessions:

**1.** The introductory session strengthens the participants' capacity to:

- ▶ Describe the 2030 Agenda for Sustainable Development;
- ▶ Explain the SDGs and how they can be used as an analytical framework for demonstrating mine action results.

**2.** The Mine Action, Sustainable Development, and the SDGs session strengthens the participants' capacity to:

- ▶ Describe how mine action interacts with and contributes to sustainable development;
- ▶ Identify opportunities for and the benefits of linking mine action with the SDGs.

**3.** The Integrating Mine Action and the SDGs session strengthens the participants' capacity to:

- ▶ Identify ways of linking the results of mine action with broader national development frameworks and policy processes;
- ▶ Describe good practices for integrating mine action and the SDGs.

#### Target audience

Management-level staff from:

- ▶ National mine action authorities;
- ▶ Mine action operators;
- ▶ Government departments working in development-related fields;
- ▶ Relevant NGOs or civil society organisations working on issues such as sustainable development and peace.

#### Teaching methods

- ▶ Presentations, interactive discussions, group work and practical exercises.

#### Prerequisites

- ▶ None.

#### Assessment

- ▶ Individual performance evaluation during the exercises;
- ▶ Presentations.



# STANDARDS AND OPERATIONS

## NON-TECHNICAL SURVEY COURSE

**Course format:** in person

**Duration:** 2 weeks

**Languages:** Arabic, English, Spanish, Ukrainian

**Maximum number of participants:** 20

### Aim of the course

The course aims to provide field staff involved in non-technical survey (NTS) with the skills needed to carry out effective NTS operations: to identify, gather, analyse and record evidence of contamination.

### Learning objectives

The course will strengthen participants' capacity to:

- ▶ Describe land release NTS operations in accordance with the International Mine Action Standards;
- ▶ Identify the general location of areas contaminated with explosive ordnance;
- ▶ Explain the different types of maps that can be used in NTS and prepare a sketch map;
- ▶ Use information management, Geographic Information System (GIS) and mapping in the relevant steps of the NTS;
- ▶ Select and use appropriate tools and techniques for conducting NTS, including community engagement and information gathering;
- ▶ Explain gender and diversity considerations in the NTS process;
- ▶ Communicate effectively in NTS interviews and negotiations;
- ▶ Plan and manage NTS activities effectively and efficiently;
- ▶ Review NTS forms and process maps;
- ▶ Explain security considerations related to NTS;
- ▶ Categorise evidence of explosive ordnance contamination, recognise basic types of explosive ordnance and practise ground sign awareness (GSA);
- ▶ Complete NTS and report the results within a field-exercise area.

### Target audience

- ▶ Staff from national mine action programmes;
- ▶ Staff from humanitarian demining operators.
- ▶ Preference will be given to individuals responsible for the management and conduct of field based surveys or involved in the training of personnel for NTS.

### Teaching methods

- ▶ Interactive classroom teaching, practical exercises, case studies, role play and the use of the relevant tools and apps.

### Prerequisites

Participants must have completed the following:

- ▶ 'Introduction to gender and diversity in mine action e-learning course'.
- ▶ 'Introduction to EORE (explosive ordnance risk education) essentials e-learning course'.

### Assessment

- ▶ Individual performance evaluation during the exercises;
- ▶ Written tests;
- ▶ Field exercises;
- ▶ A test of basic recognition of explosive ordnance;
- ▶ Submission, six months after completion of the course, of an action plan to implement the new knowledge and skills acquired.

## TECHNICAL SURVEY COURSE

**Course format:** in person

**Duration:** 5 days

**Languages:** English

**Maximum number of participants:** 16

### Aim of the course

This interactive course aims to enhance participants' ability to plan, implement, monitor and evaluate technical survey (TS) operations effectively and efficiently, thereby contributing directly to an increase in operational efficiency and better planning by national authorities.

### Learning objectives

The course, which is based on the International Mine Action Standards, will strengthen participants' capacity to:

- ▶ Outline the land release process and explain concepts related to operational efficiency;
- ▶ Analyse the general requirements of TS;
- ▶ Analyse the expected outputs of TS;
- ▶ Evaluate various assets and their relevance to different contexts;
- ▶ Define a targeted and systematic approach to TS;
- ▶ Define criteria for the cancellation and reduction of land;
- ▶ Interpret liability issues related to TS;
- ▶ Explain the role of information management in TS processes;
- ▶ Explain quality management in TS processes;
- ▶ Describe cluster munition remnant survey (CMRS) operations;
- ▶ Conduct threat and terrain analysis.

### Target audience

- ▶ Staff from national authorities/mine action centres;
- ▶ Mine action operators involved in planning and implementing TS in their respective programmes.

### Teaching methods

- ▶ In-person, interactive classroom teaching and practical exercises, supported by the Technical Simulator, a tool developed by the GICHD, allowing exercises to take place in a virtual environment.

### Prerequisites

Participants must have completed the following:

- ▶ 'Introduction to gender and diversity in mine action e-learning course'.

### Assessment

- ▶ Individual evaluation of performance during the exercises;
- ▶ A mini quiz at the end of each day;
- ▶ A final written test.

---

## QUALITY MANAGEMENT COURSE

**Course format:** in person

**Duration:** 7 days

**Languages:** English

**Maximum number of participants:** 20

### Aim of the course

The aim of the course is to enable participants to enhance their quality management processes thereby increasing their efficiency and effectiveness, improving their results and facilitating achievement of their strategic goals.

### Learning objectives

The course will strengthen participants' capacity to:

- ▶ Describe the land release process;
- ▶ Outline key principles of quality management;
- ▶ Explain key quality management terminology;
- ▶ Develop appropriate parameters at the planning stage of land release activities;
- ▶ Recognise the value and limitations of quality assurance and quality control in mechanical land release operations;
- ▶ Conduct quality assurance and plan quality control in mine action at the level of both operators and national mine action authorities;
- ▶ Manage change in mine action organisations.

### Target audience

- ▶ Individuals in operational managerial roles.

### Teaching methods

- ▶ In-person, interactive classroom teaching and practical exercises including role play.

## Prerequisites

Participants must have completed the following:

- ▶ ‘Understanding the International Mine Action Standards (IMAS) e-learning course’.

## Assessment

- ▶ Individual evaluation of performance during six practical exercises;
- ▶ A final written test.

---

## LAND RELEASE COURSE (COMING SOON)

**Course format:** blended learning – self-study, virtual session and in-person session

**Duration:** 6 weeks of self-study and virtual meetings and 7 days in person.

**Languages:** English

**Maximum number of participants:** 20

## Aim of the course

The course aims to empower mine action field managers and personnel by providing them with the knowledge and practical skills needed to plan, manage and execute efficient and effective land release operations in an expert manner, including in relation to:

- a. non-technical survey (NTS);
- b. technical survey (TS);
- c. clearance;
- d. quality management.

## Learning objectives

The course will strengthen participants’ capacity to:

- ▶ Explain the importance of land release in ensuring community safety and sustainable development;
- ▶ Outline the land release process and its key components of NTS, TS and clearance;
- ▶ Describe land release NTS operations in accordance with the International Mine Action Standards;
- ▶ Select techniques and tools for conducting NTS, including community engagement and information gathering;
- ▶ Analyse data and prioritise areas for further investigation;
- ▶ Plan and manage NTS activities effectively and efficiently;

- ▶ Define the principles of TS and its role in refining the information gathered during NTS;
- ▶ Implement TS methodologies to analyse and define the extent of EO contamination and its characteristics;
- ▶ Plan and manage different operational methodologies and use of context appropriate tools, including manual, mechanical and animal detection system (ADS) assisted operations;
- ▶ Ensure compliance with international standards and protocols;
- ▶ Outline key principles of quality management in LR process;
- ▶ Explain gender and diversity considerations in the LR process;
- ▶ Collaborate with external entities for the verification and validation of land release outputs;
- ▶ Demonstrate the principles of transparency and accountability;
- ▶ Explain the concept of “all reasonable effort”.

## Target audience

- ▶ Managers responsible for developing strategy on, executing and overseeing land release operations in the field.

## Teaching methods

- ▶ Six-week theoretical component: interactive self-learning and virtual sessions with an instructor;
- ▶ Seven-day practical component: classroom-based exercises and outdoor practical field exercises.

## Prerequisites

Participants must have completed the following:

- ▶ ‘Introduction to gender and diversity in mine action e-learning course’
- ▶ ‘Introduction to EORE (explosive ordnance risk education) essentials e-learning course’.

## Assessment

- ▶ Individual evaluation of performance during the exercises;
- ▶ A written test at the end of the online theoretical component;
- ▶ A final written test.

## MINE ACTION MANAGERS COURSE

**Course format:** blended learning – self-study and in-person session

**Duration:** 10 days

**Languages:** English

**Maximum number of participants:** 20

### Aim of the course

The course aims to enhance capacity of participants to handle their day-to-day operational and managerial duties within their respective humanitarian mine action programmes, through the use of improved planning, implementation, monitoring, assessment and evaluation practices.

### Learning objectives

The course will strengthen participants' capacity to:

- ▶ Explain the governance and liability concepts applied to mine action operations, including the International Mine Action Standards and their relationship with national mine action standards and organisational standard operating procedures;
- ▶ Conduct effective and efficient operational planning and implementation of mine action survey and clearance operations;
- ▶ Develop leadership and management good practices using individual tool sets and the enhancement of personal leadership styles;
- ▶ Improve the ability of personnel to communicate with and influence staff at the operational level.

### Target audience

- ▶ Staff involved in the operational management of national mine action programmes;
- ▶ National and international mine action operators working in a similar capacity in the middle management of humanitarian mine action operations;

### Teaching methods

- ▶ Classroom-based theory with practical exercises, including role play.

### Prerequisites

Participants must have completed the following:

- ▶ 'Introduction to gender and diversity in mine action e-learning course'.

### Assessment

- ▶ Individual evaluation of performance during the exercises;
- ▶ A final written test.

## OPERATIONS ANALYST COURSE

**Course format:** in person

**Duration:** 4.5 days

**Languages:** English, Spanish

**Maximum number of participants:** 22

### Aim of the course

The course aims to provide participants with the skills needed to facilitate a constant flow of high-quality information between departments and organisations and to analyse and correctly interpret the data and information available to support decision-making on further clearance, tasking, prioritisation and reporting.

### Learning objectives

The course will strengthen participants' capacity to:

- ▶ Assess the needs and define related key performance indicators (KPIs) to measure operational efficiency, improve understanding thereof in their organisation and support its management;
- ▶ Collect and validate the data required to measure the defined KPIs;
- ▶ Analyse the data related to each KPI and formulate findings and conclusions;
- ▶ Disseminate the findings and conclusions, taking into consideration the context, the audience, the required level of detail and the means of dissemination.

### Target audience

- ▶ Operations and information managers within mine action authorities and operators.

### Teaching methods

- ▶ Interactive classroom exercises using relevant tools.

### Prerequisites

Participants must have completed the following:

- ▶ 'Understanding the International Mine Action Standards (IMAS)' e-learning course;
- ▶ 'Introduction to GIS for mine action e-learning course'.

### Assessment

- ▶ Individual evaluation of performance during the exercises;
- ▶ A final written test.





Mine action managers course, 2023 © GICHD

## INTRODUCTION TO NMAS DEVELOPMENT

**Course format:** in person

**Duration:** 5 days

**Languages:** English

**Maximum number of participants:** 20

### Aim of the course

The course aims to show participants how to use the International Mine Action Standards (IMAS) and related mine action information to produce effective and conformant national mine action standards (NMAS).

### Learning objectives

The course will strengthen participants' capacity to:

- ▶ Outline the structures and responsibilities of and the relationships among national mine action authorities, mine action centres and other mine action stakeholders;
- ▶ Describe obligations under treaties to which the State in question is party when drafting national mine action standards;
- ▶ Use risk management, information management and quality management in support of evidence-based decision-making;
- ▶ Prioritise the development of standards within a group that will comprise a series;
- ▶ Draft clear and concise NMAS;
- ▶ Define specific mine action terms and explain how to incorporate them into NMAS to ensure correct implementation of related mine action concepts;

- ▶ Follow the thematic processes of the IMAS when drafting NMAS;
- ▶ Explain the different levels of content included in IMAS, NMAS and standard operating procedures;
- ▶ Develop IMAS-conformant NMAS.

### Target audience

- ▶ Mine action officials and practitioners from countries affected by explosive ordnance contamination, officials from mine action agencies in donor countries and other representatives;
- ▶ National officers and military personnel responsible for or engaged in the development of NMAS who are conversant with the IMAS;
- ▶ Military personnel, responsible for predeployment training in explosive ordnance disposal, experts or engineer units engaged in peace support operations.

### Teaching methods

- ▶ Presentations, discussions, group work and scenario-based exercises.

### Prerequisites

Participants must have completed the following:

- ▶ 'Understanding the International Mine Action Standards (IMAS) e-learning course'.

### Assessment

- ▶ Individual evaluation of performance during the exercises;
- ▶ Presentations;
- ▶ One assignment in the 6 months following the course;



Illustration from the IMAS E-learning module © GICHD

## UNDERSTANDING THE INTERNATIONAL MINE ACTION STANDARDS (IMAS) E-LEARNING COURSE

**Course format:** e-learning

**Duration:** 60–90 minutes

**Languages:** English, French (and Arabic as of January 2024)

**Maximum number of participants:** unlimited

### Aim of the course

This self-paced course provides an overview of the International Mine Action Standards (IMAS) and explains their application in ensuring the safety, quality and efficiency of mine action activities.

### Learning objectives

The course will strengthen participants' capacity to:

- ▶ Describe the IMAS and their functions within mine action;
- ▶ Explain the guiding principles of the IMAS;
- ▶ Define the relationship and differences between the IMAS, national mine action standards and standard operating procedures;

- ▶ Explain the principles of conformity with the IMAS, using the terms 'shall', 'should' and 'may';
- ▶ Identify the different components of and the different types of documents within the IMAS framework;
- ▶ Outline the IMAS development and review process;
- ▶ Explain how to stay up to date with IMAS information;
- ▶ Outline the responsibilities and obligations of the various stakeholders within the mine action sector.

### Target audience

- ▶ Mine action professionals.

### Teaching methods

- ▶ Fictitious scenarios, videos, quizzes and other activities.

### Assessment

- ▶ A final test.

# ONLINE CASE-STUDY LIBRARY

Discover our collection of interactive and self-paced online case studies designed specifically for mine action professionals.

They offer you the opportunity to immerse yourself in various real-life situations and discover the actual solutions that were found and implemented.

Please note that these case studies do not involve formal evaluation or receipt of a certificate upon completion. They are intended to provide supplementary material for your existing courses or to act as a stand-alone resource library, conveniently available for you and your team whenever needed.

## AN INTRODUCTION TO CHOOSING AND USING KEY PERFORMANCE INDICATORS IN MINE ACTION

**Course format:** online case study

**Duration:** approximately 3 hours

**Languages:** English

**Maximum number of participants:** unlimited

### General objectives

This case study aims to help mine action managers select, use and understand key performance indicators (KPIs) relating to mine action in general and to the conduct and management of land release operations in particular.

It introduces KPIs in the context of practical mine action work and does not aim to be exhaustive. Thus, it does not include all the KPIs that might be useful, nor does it explore every aspect of the KPIs that are dealt with. It includes indicators that might be suitable for other activities within the pillars of mine action.

### Course content

1. Background information: the choice of indicators for humanitarian mine action activities; data sources, data collection and reporting; the definition of 'performance';
2. Characterisation of KPIs in mine action: the KPIs used in mine action and the principles relating to their use;
3. KPIs specific to land release related to effectiveness, efficiency and cost;
4. Ways of employing KPIs in mine action: integration of KPIs into everyday processes and the use of dashboards to visualise performance.

## MINE CLEARANCE IN SKALLINGEN

**Course format:** online case study

**Duration:** approximately 1 hour

**Languages:** English

**Maximum number of participants:** unlimited

### General objectives

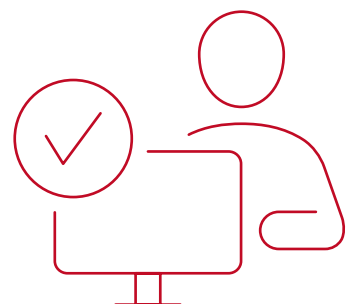
The purpose of this case study is to capture the lessons learnt from the mine clearance of the Skallingen Peninsula between 2006 and 2012.

There are only few case studies that record the detail of a complex beach clearance operation and the removal of explosive hazards that have been in the ground for more than 70 years.

### Course content

The case study covers the following six major aspects of the Skallingen mine clearance project:

- ▶ Planning;
- ▶ Contract management;
- ▶ Communication about the project;
- ▶ Quality assurance / quality control;
- ▶ Survey;
- ▶ Clearance method.





© Johannes Müller

## MINE CLEARANCE IN THE FALKLAND ISLANDS/MALVINAS

**Course format:** online case study

**Duration:** approximately 1 hour

**Language:** English

**Maximum number of participants:** unlimited

### General objectives

This case study provides insight into the survey and clearance of minefield SA42 in the Falkland Islands/ Malvinas started in 2009. It covers the work of the Demining Programme Office of the Government of the United Kingdom of Great Britain and Northern Ireland and the company Dynasafe BACTEC Ltd.

### Course content

- ▶ Historical context;
- ▶ Minefield location, tactics and landmine use;
- ▶ Clearance procedures;
- ▶ Clearance narrative;
- ▶ Environmental factors;
- ▶ Land release operation and application of the concept of 'all reasonable effort';
- ▶ Process management.

## PRACTICAL ADVICE ON UNMANNED AERIAL SYSTEMS OPERATIONS

**Course format:** online case study

**Duration:** approximately 1 hour

**Languages:** English

**Maximum number of participants:** unlimited

### General objectives

This case study shares the results of operations using unmanned aerial systems in Angola and gives practical advice.

The fixed-wing, small, lightweight eBee unmanned aerial system was used in Angola between 2016 and 2017 in a range of different demining applications. It was first operated by The HALO Trust and later by the Mines Advisory Group. This case study presents and analyses examples of its use.

### Course content

- ▶ Case study in Angola: project information and the stages of the operation (before the operation, non-technical survey, technical survey, clearance and postclearance);
- ▶ Useful information relating to the use of unmanned aerial systems: laws and regulations; selection of insurance; selection of appropriate equipment or the right service provider.



## SELF-HELP AMMUNITION DESTRUCTION OPTIONS WORLDWIDE (SHADOW) PROGRAMMES

**Course format:** online case study

**Duration:** approximately 1 hour

**Languages:** English

**Maximum number of participants:** unlimited

### General objectives

This case study is an introduction to specialist self-help demilitarisation operations. These programmes have been used in several countries to destroy stockpiles of cluster munitions so that those States can comply with the provisions of the Convention on Cluster Munitions.

### Course content

- ▶ Introduction to SHADOW;
- ▶ Stockpile destruction;
- ▶ Phases in a country project;
- ▶ Project in North Macedonia;
- ▶ Key facts.

## THE EFFECTS OF AGEING ON AMMUNITION

**Course format:** online case study

**Duration:** approximately 1 hour

**Languages:** English

**Maximum number of participants:** unlimited

### General objectives

Much of the world's stockpiled ammunition originates from the Cold War era and is already well beyond its intended service date. This case study provides an overview of recent studies into the effects of ageing on explosive ordnance and examines the findings.

### Course contents

- ▶ Data sources;
- ▶ Study methodology;
- ▶ Key findings;
- ▶ Conclusions;
- ▶ Caveats.



# OVERVIEW OF THE GICHD TRAINING PORTFOLIO

Course title	Duration	Languages*	Format	Page
<b>AMMUNITION MANAGEMENT</b>				
High-level policy seminar and workshop on ammunition management	3 days	Spanish	In person	5
International Ammunition Technical Guidelines introductory course	3 weeks	Spanish	In person	6
<b>INCLUSIVE RISK REDUCTION</b>				
Gender focal point capacity development programme	10 days	Arabic English	Blended learning: ▶ Self-study ▶ Virtual session ▶ In-person session	7
Introduction to gender and diversity in mine action e-learning course	4 hours	Arabic English French Spanish Ukrainian	E-learning	8
Introduction to EORE (explosive ordnance risk education) essentials e-learning course	60–90 minutes	Arabic English French Ukrainian	E-learning	8
Advanced EORE (explosive ordnance risk education) e-learning course	8 hours	English French (as of March 2024)	E-learning	9
Inclusive leadership	3–4 days	Arabic English	In person	10
<b>INFORMATION MANAGEMENT</b>				
Mine action information management qualification – IMSMA Core administrator	10 days	Arabic English	In person	11
Introduction to GIS (Geographical Information System) for mine action e-learning course	4 hours	English	E-learning	11
Introduction to ArcGIS Enterprise e-learning course	5 hours	English	E-learning	12
Introduction to Survey123 e-learning course (coming soon)	5 hours	English	E-learning	12
Introduction to web maps and dashboards e-learning course (coming soon)	5 hours	English	E-learning	13



Course title	Duration	Languages*	Format	Page
<b>POLICY</b>				
Linking mine action and the 2030 Agenda for Sustainable Development	2–3 days	Arabic English Spanish	In person, virtual or hybrid	14
<b>STANDARDS AND OPERATIONS</b>				
Non-technical survey course	2 weeks	Arabic English Spanish Ukrainian	In person	15
Technical survey course	5 days	English	In person	16
Quality management course	7 days	English	In person	16
Land release course (coming soon)	6 weeks (self-study) and 7 days (in person)	English	Blended learning: ▶ Self-study ▶ Virtual session ▶ In-person session	17
Mine action managers course	10 days	English	Blended learning: ▶ Self-study ▶ In-person session	18
Operations analyst course	4.5 days	English Spanish	In person	18
Introduction to NMAS development	5 days	English	In person	19
Understanding the International Mine Action Standards (IMAS)	60–90 minutes	English French Arabic (as of January 2024)	E-learning	20
<b>ONLINE CASE STUDIES</b>				
An introduction to choosing and using key performance indicators in mine action	3 hours	English	Online case study	21
Mine clearance in Skallingen	1 hour	English	Online case study	21
Mine clearance in the Falkland Islands/ Malvinas	1 hour	English	Online case study	22
Practical advice on unmanned aerial systems operations	1 hour	English	Online case study	23
Self-Help Ammunition Destruction Options Worldwide (SHADOW) programmes	1 hour	English	Online case study	23
The effects of ageing on ammunition	1 hour	English	Online case study	23



Geneva International Centre for Humanitarian Demining

Maison de la paix, Tower 3, Chemin Eugène-Rigot 2C  
PO Box 1300, CH 1211 Geneva 1, Switzerland

To access the GICHD training platform, scan here:



For further questions, please write to us at [training@gichd.org](mailto:training@gichd.org)