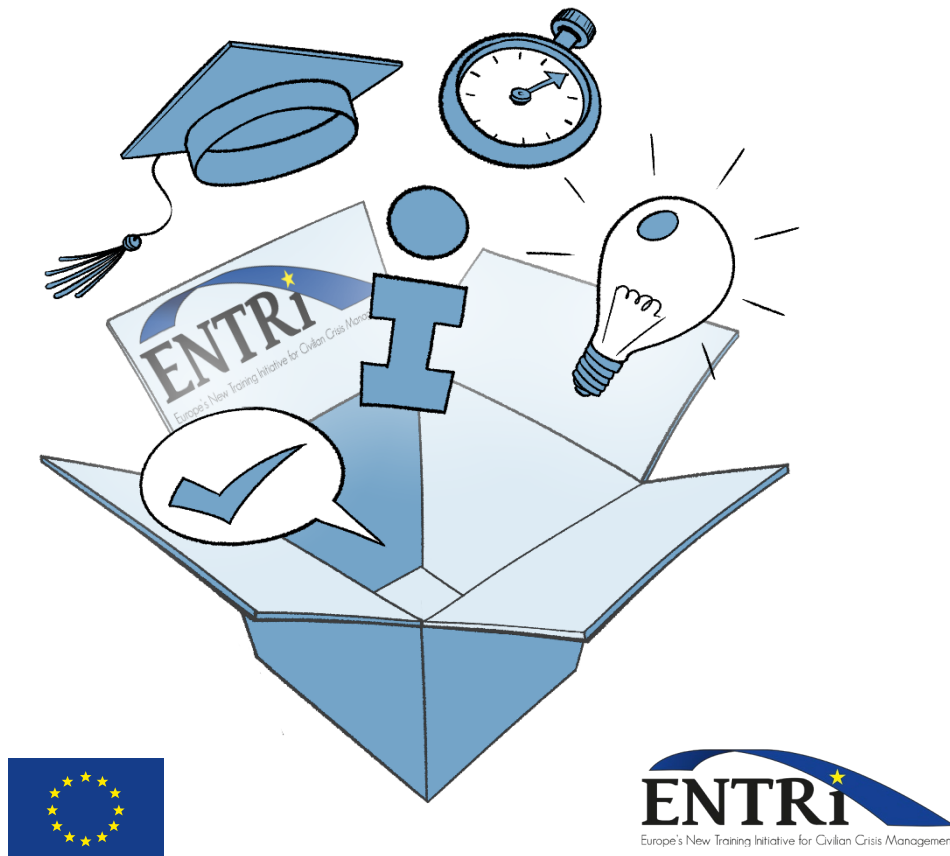


# COURSE CONCEPT

## ENTRi Hostile Environment Awareness Training (HEAT) Programme



## Contents of This Manual

Based on the identified need to harmonise civilian training activities in Europe and beyond, this manual has been developed to provide the ENTRi Consortium, international organisations, subject matter experts (SMEs) and other training institutions with the minimum essential content and suggested delivery methodologies for the training of personnel deploying or travelling to semi-permissive and/or non-permissive locations.

Aligned to the ENTRi certification mechanism, the ENTRi Hostile Environment Awareness Training (HEAT) programme is designed to enhance the safety of personnel by providing them with knowledge and practical skills to assist them in effectively dealing with risks and challenging situations associated with civilian crisis-type missions, wherever they may be.

The course programme is intentionally designed to be generic and avoids over-referencing or tailoring measures to a specific conflict region.

### The ENTRi training approach

The intention is to train participants in approaches and exposed to experiences in a safe, realistic manner that enhances their security awareness and encourages them to consider how security situations may be avoided or pre-empted, and to train them in skills and responses that enable them to more effectively deal with security threats, medical emergency situations and/or incidents involving mission or local vehicles, should they occur. Subject matter experts should impart skills and knowledge through structured presentations, practical sessions and realistic, immersive scenarios with a strong emphasis on experiential learning, in which participants are provided with the opportunity to put theory in to practice in a formative and safe learning environment.

## Aim and Objectives

The ENTRi Hostile Environment Awareness Training (HEAT) programme aims to prepare personnel deploying or travelling to semi-permissive and/or non-permissive locations by providing them with the knowledge and practical skills needed to deploy safely, securely and successfully in support of civilian crisis-type missions.

## Modules, Subjects & Learning Outcomes

The ENTRi Hostile Environment Awareness Training (HEAT) course comprises 10 modules (8 of them compulsory and 2 optional), encompassing 21 subjects (19 compulsory and 2 optional), and is usually delivered over a five-day residential period supplemented by pre-attendance e-learning activities. Participants are required to undertake all modules that are deemed mandatory in order to achieve successful completion of the course.

*(Further 'optional' subjects may be included to meet organisational/mission requirements)*

## Modules & Mandatory Subjects

### **1. Security and Safety of Personnel Deployed in Hostile Environments**

- 1.1. Security, Risk Awareness & Contingency Planning
- 1.2. Risks Related to Gatherings, Protests & Riots
- 1.3. Journey Planning Mobile Security & Safety During Transit
- 1.4. Information Security (Immigration, Human Approach, Technical Attack & Social Media)

### **2. Communications**

- 2.1. Use of Communication Systems

### **3. Navigation & Orientation**

- 3.1. Map Reading
- 3.2. Using GPS

### **4. Medical Skills & Health Maintenance on Mission**

- 4.1. Health, Well-being & Stress Management
- 4.2. Medical Skills - Intro DR(C) ABC (*BLS optional*)
- 4.3. Medical Skills - Bleeding Control
- 4.4. Medical Skills - Unconscious Casualties, Fractures & Burns
- 4.5. Medical Skills - Road Traffic Collisions & First Aid Response
- 4.6. Medical Skills - Non-Trauma Medical Emergencies

### **5. Checkpoint Negotiation (Official & Unofficial) Including Conflict Management**

- 5.1. Checkpoint Negotiation (Official & Unofficial) Including Conflict Management

### **6. Weapons, Mines, Unexploded Ordnance (UXO) and Improvised Explosive Device (IED) Awareness**

- 6.1. Weapons & Immediate Responses to Small-arms Attacks
- 6.2. Mines, Unexploded Ordnance (UXO) and Improvised Explosive Devices (IED)

### **7. Coping After Capture**

- 7.1. Kidnapping and Hostage Survival
- 7.2. Coping with Capture

### **8. Compound/Base Security and Drills**

- 8.1. Force Protection, Compound/Base Security, Immediate Action Drills & Casualty Handling

## 9. Working with Close Protection (CP)/Convoy Security (optional)

### 9.1. Working With CP/Convoy Security

## 10. Use of Helicopters (optional)

### 10.1. Security & Safety During Transit by Helicopter

## Learning Outcomes

Upon completion of the ENTRi Hostile Environment Awareness Training (HEAT) programme participants will be able to achieve the learning outcomes for each module/subject contained within Appendix 1 to this manual.

## Target Audience

The target group for this training concept is international civilian crisis management mission personnel deploying or travelling to semi-permissive and/or non-permissive locations.

It is recommended that the total number of course participants per HEAT course should not exceed twenty-four, thus enabling (assuming a full course) an even-numbered division of participants into teams and sub-groups. For practical training sessions, a minimum ratio of one trainer/safety officer per six participants is recommended.

## Compulsory and Recommended e-Learning & Pre-reading

It is expected that participants will arrive for training with some basic 'foundation' knowledge and an understanding of the core subject matter to be covered within the course. To assist with this, the participants are requested to attend one of the following online courses that provide basic knowledge on various security issues that will be examined in depth during the residential training:

- ★ For EU personnel: EU SAFE (Security Awareness in Fragile Environments) online course, available at this link: <https://webgate.ec.europa.eu/eeas/security-e-learning/>
- ★ For UN and other personnel: UN BSAFE course <https://training.dss.un.org/course/category/6>

Additionally, in the various modules, several suitable e-learning/pre-reading activities are suggested and recommended (although these are not compulsory) prior to course attendance. It should be noted that the materials are not ENTRi-specific, the list is not exhaustive and organisations are encouraged to decide for themselves what e-learning or pre-reading materials they wish to develop and provide for their learners.

## Training Modules & Suggested Delivery Methodology (1) - Hostile Environment Awareness Training (HEAT) Course

The HEAT course aims to provide participants with an 'immersive style' learning experience, and should be delivered within the context of a fictional deployment from the outset. In order for participant behaviour to more accurately reflect likely performance, e-learning material should deliver background information and a mission mandate. A realistic deployment 'thread' should be woven throughout the entire course, promoted by daily Situation & Security Reports that provide an emerging intelligence picture with increasing tension indicators and areas of focus as the course progresses.

### 1. Security and Safety of Personnel Deployed in Hostile Environments

- 1.1. Security, Risk Awareness & Contingency Planning
- 1.2. Risks Related to Gatherings, Protests & Riots
- 1.3. Journey Planning Mobile Security & Safety During Transit
- 1.4. Information Security (Immigration, Human Approach, Technical Attack & Social Media)

#### Context/Introduction

This module is designed to enhance a participant's knowledge and understanding of generic threats, risks and mitigations that they may encounter while deployed or travelling within hostile or challenging environments. It considers threats from criminals, terrorism, hostile intelligence actors, and looks at ways to protect sensitive information and personal property. Emphasis is placed upon effective journey planning and travel management, with a focus on personal safety and security, situational awareness and crime avoidance.

#### Suggested Methodology

Classroom-based interactive sessions incorporating presentations, trainer-led discussion and small group-based experiential activities. Each of the subject component sessions is to be delivered within the first day, providing learners with a sound baseline from which to progress.

A presentation on 'grab bags' and essential equipment should be included within the session on personal security and safety. Input should include consideration as to the selection of grab bags for different deployments (e.g.: military 'MOLLE' style that is perfectly suited to some mission settings may draw hostile attention in others).

#### Minimum Trainer Requirements

To deliver this module effectively, the trainer(s) should have comprehensive knowledge and understanding of current operations, with experience in risk assessment and contingency planning in permissive, hostile and/or challenging environments. Ideally, persons should have extensive experience within an international context, and should possess a broader understanding of duty of care principles and organisational policy and procedures.

#### Resources

- ★ Classroom with ICT facilities (e.g. PowerPoint projector & screen)
- ★ Whiteboard, pens, flip-charts

## Suggested e-Learning & Pre-reading

- ★ UN BSAFE course - <https://training.dss.un.org/course/category/6>
- ★ Culture - [https://www.entriforccm.eu/Intercultural-Competence\\_HTML5\\_v05/index.html](https://www.entriforccm.eu/Intercultural-Competence_HTML5_v05/index.html)
- ★ Human rights - <http://www.hrea.org/learn/elearning/selfdirected/>
- ★ International humanitarian law - <https://app.icrc.org/elearning/en/ihl/>

## 2. Communications

### 2.1. Use of Communication Systems

#### Context/Introduction

This module builds upon a participant's foundation knowledge and understanding gained through completion of pre-attendance e-learning activities, and is designed to enable effective use of radio and satellite communication systems.

#### Suggested Methodology

Classroom and/or outdoor training area, trainer-led interactive sessions supplemented by 'snap' scenario/practical experiential activities.

Sessions should concentrate on basic operation and simple message sending. Use of complicated military 'signal operator' style methodology should be avoided. Emergency messages should centre on key 'clear speech' information requirements. From completion of the first radio lesson, participants/teams should be issued course radios (and charging unit), which they take responsibility for and retain for the duration of the course. Training staff should look to create 'incidents' that instigate radio practice at every opportunity, thereby enhancing the learning experience and assessing performance within the deployment context.

#### Minimum Trainer Requirements

In order to deliver this session, all trainers should be suitably qualified, competent and current within each subject area.

#### Resources

- ★ Classroom with ICT facilities (e.g. PowerPoint projector & screen)
- ★ Whiteboard, pens, flip-charts
- ★ Radio handsets/batteries and charging units
- ★ Session handouts

## Suggested e-Learning & Pre-reading

- ★ Phonetic alphabet: <http://www.arri.org/files/file/Youth/Phonetic%20Alphabet.pdf>
- ★ Radio communication etiquette: <https://www.dcs2way.co.uk/news/two-way-radio-etiquette--tips-for-clear-communication.ht>

## 3. Navigation & Orientation

### 3.1. Map Reading

### 3.2. Using GPS

#### Context/Introduction

This module builds upon a participant's foundation knowledge and understanding gained through completion of pre-attendance e-learning activities and is designed to enable accurate navigation using a map, compass and GPS system. It should be noted that to teach map reading to a high standard requires attendance in a dedicated course. Pre-reading is essential to enable the candidate to have some sort of working knowledge that can be reinforced and enhanced during HEAT. It is designed to create an 'awareness' of map reading and teach how to read a map. This is particularly important in areas with contact lines, IEDs and minefields.

#### Suggested Methodology

Classroom and outdoor training area, trainer-led interactive sessions supplemented by 'snap' scenario/practical experiential activities. Whenever possible (weather permitting), navigational skills should be taught and practiced outside.

#### Minimum Trainer Requirements

In order to deliver this session, all trainers should be suitably qualified and current within each subject area.

#### Resources

- ★ Maps (1:50000/1:25000)
- ★ Basic compass
- ★ Basic GPS
- ★ ICT facilities (e.g. PowerPoint projector & screen)
- ★ Whiteboard, pens, flip-charts
- ★ Session handouts

#### Suggested e-Learning & Pre-reading

- ★ Learn to map read:  
[https://www.youtube.com/playlist?list=PLjp4yCtYcXprknSY\\_FAUpWG5ZbDwHmfY7](https://www.youtube.com/playlist?list=PLjp4yCtYcXprknSY_FAUpWG5ZbDwHmfY7)
- ★ OS Map Reading: <https://www.ordnancesurvey.co.uk/resources/map-reading/> (video clips & supporting PDFs)

## 4. Medical Skills & Health Maintenance on Mission

- 4.1 Health, Well-being & Stress Management
- 4.2 Medical Skills - Intro DR(C) ABC (*BLS optional*)
- 4.3 Medical Skills - Bleeding Control
- 4.4 Medical Skills - Unconscious Casualties, Fractures & Burns
- 4.5 Medical Skills - Road Traffic Collisions & First Aid Response
- 4.6 Medical Skills - Non-Trauma Medical Emergencies

### Context/Introduction

This module is designed to enhance a participant's knowledge, understanding and skills relating to general health while deployed, with a focus on basic life-saving medical interventions appropriate to the environment. It builds upon a participant's foundation knowledge and understanding gained through completion of pre-attendance e-learning activities and is designed to enable effective casualty assessment, management of catastrophic haemorrhages, safe management of Road Traffic Collision (RTC) scenes and recognition of non-trauma related medical emergencies.

### Suggested Methodology

Classroom and outdoor training area, trainer-led interactive sessions supplemented by 'snap' scenario/practical experiential activities. Building on the pre-learning foundation, it is recommended that the immediate care algorithm (DRCABC) follows a 'stepwise' approach with emphasis on repeated practice of the basic skills, while utilising every opportunity for 'snap' scenarios whenever possible.

Once the underlying basic principles of the DRCABC approach have been established, the comparison can then be drawn between care in a hostile/tactical situation versus care options within a permissive environment.

Descriptions/presentation of advanced interventions should be avoided at this level.

### Minimum Trainer Requirements

In order to deliver this session, all trainers must hold current life-saving/trauma medical instructional certification and have operational experience in treating trauma casualties.

### Resources

- ★ Classroom with ICT facilities (e.g. PowerPoint projector & screen)
- ★ Whiteboard, pens, flip-charts
- ★ Sterile wipes, non-latex gloves, pocket masks/face shields
- ★ Airway adjuncts (e.g. NP/OPA/iGel)
- ★ Training AED
- ★ Resuscitation & trauma manikins
- ★ Non-occlusive chest seal(s)
- ★ Tourniquets & assorted bandages (incl. trauma/compression)
- ★ Burn dressings (incl. cling film) & splints
- ★ Vehicles & simulated-casualty role players
- ★ Training EPI pens & inhalers



- ★ Session handouts

## Suggested e-Learning & Pre-reading

- ★ Stress management - <https://www.entriforccm.eu/stressmanagement/index.html>
- ★ First aid: <https://www.profirstaid.com/training> (video clips & supporting PDFs)
- ★ First aid – <https://www.firstaidforfree.com/>
- ★ Road traffic collisions:  
[https://www.youtube.com/playlist?list=PLBAYvNIh7Gn8eE\\_Yu00t8B42mzCdyLoGD](https://www.youtube.com/playlist?list=PLBAYvNIh7Gn8eE_Yu00t8B42mzCdyLoGD)
- ★ CAT tourniquet application:  
<https://www.youtube.com/watch?v=TCujvq56AJg&list=PLBAYvNIh7Gn9wRMpU6CLy75j4sz2br1pv&index=4>
- ★ Airway management:  
<https://www.youtube.com/watch?v=huaNWDtLHBw&list=PLBAYvNIh7Gn9wRMpU6CLy75j4sz2br1pv&index=6>
- ★ Cardio pulmonary resuscitation: <https://www.youtube.com/watch?v=dDh1dm-lidk&list=PLBAYvNIh7Gn9wRMpU6CLy75j4sz2br1pv&index=7>

## 5. Checkpoint Negotiation (Official & Unofficial) Including Conflict Management

### 5.1 Checkpoint Negotiation (Official & Unofficial) Including Conflict Management

#### Context/Introduction

This module is designed to enhance a participant's knowledge, understanding and ability to manage challenging and/or aggressive conflict situations. Consideration is given to identifying different types of checkpoints (e.g. official/unofficial) with emphasis on the display of appropriate behaviour during questioning and searches by figures of authority.

#### Suggested Methodology

Classroom and outdoor training area, trainer-led interactive session supplemented by 'snap' scenario/practical experiential activities.

Wherever possible when moving by vehicle or on foot, simple scenarios should be devised whereby participants encounter checkpoints (established/professional and impromptu/militia-style) and must practice communication, conflict management and negotiation skills.

#### Minimum Trainer Requirements

In order to deliver this session, all trainers should be suitably qualified, competent and current within each subject area.

#### Resources

- ★ Classroom with ICT facilities (e.g. PowerPoint projector & screen)
- ★ Whiteboard, pens & flip-charts
- ★ Session handouts

- ★ For scenarios/outside activity: checkpoint & role player(s)
- ★ Blank/Inert small/med-calibre firearms
- ★ Vehicles

### Suggested e-Learning & Pre-reading

- ★ Mediation and negotiation - <http://peacemediation.ch/resources/e-learning>

## 6. Weapons, Mines, Unexploded Ordnance (UXO) and Improvised Explosive Device (IED) Awareness

### 6.1 Weapons & Immediate Responses to Small-arms Attacks

### 6.2 Mines, Unexploded Ordnance (UXO) and Improvised Explosive Devices (IED)

### Context/Introduction

This module is designed to raise awareness and recognition of the dangers of explosive remnants of war, mines, IEDs and unexploded ordnance (UXO), and to show how to employ effective mitigation measures. It builds upon a participant's foundation knowledge and understanding gained through completion of pre-attendance e-learning activities, highlighting the capabilities and limitations of ballistic PPE and emphasising the need for appropriate actions in response to mortar, grenade and small-arms attacks.

### Suggested Methodology

Classroom and outdoor training area, trainer-led interactive sessions supplemented by 'snap' scenario/practical experiential activities.

Session(s) should comprise an overview of likely ordnances that may be encountered with examples of inert/blank training devices that participants can handle. This should be followed by an external activity during which the same devices are placed within a defined area, allowing participants to observe and identify items situated within their intended habitat. This methodology will increase awareness through engagement in experiential learning activities.

'Weapons awareness' should provide a short overview of various weapons/firearms and their ballistic capabilities, linked to input relating to taking cover from fire/view etc. While it should be thought-provoking for the participants, this session should not be delivered in too much detail and should not infer that there is any expectation that they will or should handle firearms. 'Safe' weapons handling techniques must be demonstrated and adhered to throughout the session.

Trainers must remain cognisant that some participants may consider themselves 'competent' and indeed 'authorised' to handle weapons under some circumstances; however, it is strongly advised to emphasise and reiterate the message throughout this session that civilian deployees will not handle firearms.

Equally, it should be remembered that as this is a civilian course, some participants will have had no prior experience or interaction with armed personnel, firearms, ammunition, explosive ordnances and/or pyrotechnics. Training staff should be aware that some participants may become uncomfortable in the presence of weapons. For this reason, all matters relating to firearms, ammunition, explosive ordnances and pyrotechnics require that clear and unambiguous explanations and reassurances be given regarding safe use throughout the course - including post-event welfare checks.

‘Reaction under fire’ should be delivered by way of a practical session. This should be developed as an engaging, team-building activity that teaches the importance of effective cover, movement and team/buddy-work when ‘under fire’. For consideration, it may be prudent for activity to be conducted in small groups (increased trainer/student ratios), thus minimising injury risk and maximising safety intervention if required; this may be organised as part of a multi-stage event.

### Minimum Trainer Requirements

In order to deliver this session, The trainers must have qualified, competent and current EOD specialisation with operational experience.

### Resources

- ★ Classroom with ICT facilities (e.g. PowerPoint projector & screen)
- ★ Whiteboard, pens & flip-charts
- ★ Session handouts
- ★ Personal ballistic protection (incl. helmets)
- ★ Inert ‘training’ munitions, mines, IEDs & ordnance
- ★ Blank/Inert small/med-calibre firearms
- ★ Minefield indicators (commercial & improvised)
- ★ Vehicle (optional)

### Suggested e-Learning & Pre-reading

- ★ Mine awareness: <https://www.unhcr.org/3f82d8994.pdf>
- ★ Mine awareness UNMASS app: <https://www.gichd.org/resources/publications/detail/publication/unmas-landmine-erw-safety-app/#.XD3y9Gj7Q2w>
- ★ Mine awareness: <http://www.cat-uxo.com/#/landmines/4565410561>
- ★ Mine awareness: <https://appadvice.com/app/landmine-awareness/515291377>

## 7. Coping after Capture

### 7.1 Kidnapping and Hostage Survival

### 7.2 Coping with Capture

#### Context/Introduction

This module is designed to provide participants with an insight into what they may expect in the event of capture by enhancing knowledge and understanding of the various stages of detention processes by official organisations versus unlawful kidnapping methods by hostile actors. Emphasis is placed on personal safety and contingency planning, with consideration given to practical risk prevention and mitigation methods. Participants should be informed about hostage incident management procedures and post-rescue debriefing processes.

#### Minimum Trainer Requirements

Since this is a specialised area with participants being potentially vulnerable to psychological and emotional exposure. The trainers must have qualified, competent and current EOD specialisation in order to deliver this session.

#### Suggested Methodology

(Theoretical) Classroom-based, trainer-led interactive session supplemented by informal (evening) talks/lectures and experiential discussion addressing the physical/psychological challenges associated with captivity, and potential coping strategies. This should cover the different phases of kidnapping:

- ★ Surveillance
- ★ Location
- ★ Phases of the kidnapping incident
- ★ Conduct during initial phase of kidnapping incident
- ★ Coping strategies
- ★ Interaction with abductors
- ★ Conduct during rescue
- ★ Debriefing
- ★ Aftercare (PTSD)

Additionally, as part of the risk assessment processes, trainers should advise on the scripting and activation of the capture phase with the Situational Training Exercise (STX) or Field Training Exercise (FTX). They should be present throughout the capture scenario, with clear yet unobtrusive oversight of the proceedings. The duration of the STX/FTX should be decided by the training organisation with regard to constraints on training time versus reality of the STX/FTX.

It is also strongly encouraged to facilitate the low-key attendance of a psychological specialist who observes proceedings throughout the capture phase.

## Resources

- ★ Classroom/meeting room
- ★ ICT facilities (e.g. PowerPoint projector & screen)
- ★ Whiteboard, pens & flip-charts
- ★ Session handouts

## Suggested e-Learning & Pre-reading

Registration is required - [https://ready.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=f24edcd7-48ea-4ddc-ac18-8b56c12eedfe&query=%3Fs%3D1%26q%3Dkidnap&back\\_key=1#t=1](https://ready.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=f24edcd7-48ea-4ddc-ac18-8b56c12eedfe&query=%3Fs%3D1%26q%3Dkidnap&back_key=1#t=1)

## 8. Compound/Base Security and Drills

### 8.1 Force Protection, Compound/Base security, Immediate Action Drills & Handling Casualties

## Context/Introduction

This module is designed to enhance knowledge and understanding of Force Protection (FP) and compound/operational base security principles, and to enable participants to perform immediate action drills and appropriate actions in response to mortar, grenade and small-arms attacks.

## Minimum Trainer Requirements

In order to deliver this session, trainers should be suitably qualified, with a Force Protection (FP/security) background, and have operational deployment experience in a non-permissive environment.

## Suggested Methodology

Classroom and outdoor training area, trainer-led interactive sessions, supplemented by scenario/practical experiential activities.

## Resources

- ★ Classroom with ICT facilities (e.g. PowerPoint projector & screen) *optional*
- ★ Whiteboard, pens & flip-charts (optional)
- ★ Personal ballistic protection (incl. helmets)
- ★ Simulated compound/base area
- ★ Inert 'training' munitions & ordnance

## 9. Working With Close Protection (CP)/Mobile Security (optional)

### 9.1 Working With CP/Convoy Security

#### Context/Introduction:

This module is designed to enhance knowledge and understanding of Close Protection/mobile security operating principles and to enable participants to operate with Close Protection (CP) and/or convoy security, to perform foot and vehicle movement drills with a CP team/officer and implement immediate action drills in response to an attack.

#### Minimum Trainer Requirements

These sessions should be delivered by a trainer with operational experience working as a Close Protection operative in an international context, or a Mission Security Officer in a non-permissive environment. Ideally, the trainer should have experience in both military and civilian Close Protection procedures and be able to show how the two often interact within missions.

#### Suggested Methodology

Classroom and outdoor training area, trainer-led interactive sessions, supplemented by scenario/practical experiential activities.

Classroom sessions should provide underpinning knowledge and understanding before participants engage in practical exercises; they should be 'walked and talked through' foot and vehicle movement drills and other responses to attack and emergency rescue (cross-decking) techniques.

#### Resources

- ★ Classroom with ICT facilities (e.g. PowerPoint projector & screen) *optional*
- ★ Personal ballistic protection (incl. helmets)
- ★ Simulated compound/base area
- ★ Inert 'training' munitions & ordnance
- ★ Blank/Inert small/med-calibre firearms
- ★ Vehicles (min x 2)
- ★ Whiteboard/pens (optional), flip-charts (optional)

## 10. Use of Helicopters (optional)

### 10.1 Security & Safety During Transit by Helicopter

#### Context/Introduction

This module is designed to introduce participants to transportation by helicopters and raise awareness of equipment and storage considerations. It will also teach them how to embark/dis-embark and travel safely in helicopters while deployed within hostile or challenging environments.

#### Minimum Trainer Requirements

In order to deliver this session, all trainers should be suitably qualified, competent and current within each subject area.

#### Suggested Methodology

Outdoor training area, trainer-led interactive session, supplemented by practical experiential activities utilising helicopter training facilities; this could be organised as part of a small-group multi-stage event.

#### Resources

- ★ Helicopter simulator
- ★ Personal ballistic protection (incl. helmets)
- ★ Grab bags
- ★ Team medic packs

## Situational Training Exercise (STX)

### Context/Introduction:

The Situational Training Exercise (STX) is designed to enable participants to practice various competences, including navigational and communication skills, as they transition through a series of concurrent activities in teams. Each activity should provide experiential opportunity for participants to develop their knowledge, understanding and skills relative to subject matters already taught within the programme.

Scenario/practical experiential activities should include:

- ★ Road traffic collision
- ★ Reaction under fire
- ★ Meetings
- ★ Official checkpoint negotiation
- ★ Unofficial checkpoint negotiation

### Minimum Trainer Requirements

A minimum of one trainer/safety officer (medically qualified) in possession of a full trauma medic pack must accompany/observe each team throughout all STX activities.

### Suggested Methodology

Outdoor training area. Multi-team map/GPS-based navigation exercise (on foot and/or by vehicle) comprising concurrent scenarios, including observation, communication, threat & risk assessment exercises throughout.

### Resources

- ★ Vehicle(s)
- ★ Checkpoints
- ★ Role players
- ★ Radio handsets/batteries
- ★ Maps (1:50000/1:25000)
- ★ Basic compass & basic GPS
- ★ 'Training' individual first aid kits (IFAKs)
- ★ 'Training' team medic packs (one per team)
- ★ Personal ballistic protection (incl. helmets)
- ★ Inert 'training' munitions & ordnance
- ★ Inert training UXO/mines
- ★ Inert training IEDs
- ★ Blank/Inert small/med-calibre firearms
- ★ Casualty simulation equipment



## Field Training Exercise (FTX)

### Context/Introduction:

The Field Training Exercise (FTX) is the culmination of all the mandatory subjects taught throughout the ENTRi Hostile Environment Awareness Training (HEAT) course programme.

Quick access to emergency services (no more than 20 minutes) from all training areas must be ensured at all times.

The FTX is conducted over the course during a one-day period and involves six interrelating phases, each designed to encourage the participants, working in teams using maps/GPS and radios throughout, to demonstrate their planning, problem-solving, teamwork and operational skills within a series of experiential activities. These should incorporate the following:

- ★ Village meetings (cultural/gender awareness & negotiation)
- ★ Dealing with checkpoints
- ★ Mine/UXO awareness
- ★ Road traffic collision
- ★ Trauma care/casualty simulations
- ★ Hostile crowds
- ★ Compound security, attack & immediate action drills
- ★ Working with Close Protection & Force Protection teams
- ★ IED attack while mobile
- ★ Ambush, capture & armed rescue
- ★ Operational debrief of capture phase by a psychologist experienced in trauma, SME or SERE specialist

The training providers may decide to cover some of these topics in the form of STX (at all times ensuring the health and safety requirements indicated above for the FTX) and to modify the duration of the FTX accordingly.

### Minimum Trainer Requirements

A minimum of one trainer/safety officer (medically qualified) in possession of full trauma medic pack must accompany/observe each team throughout all FTX activities.

Properly trained persons should be present throughout the capture scenario, with clear yet unobtrusive oversight of proceedings.

The low-key attendance of a psychological specialist observing proceedings throughout the FTX capture phase is also a requirement. The topics covered in this module are to be decided by the individual training organisation, provided that the mandatory topics required for ENTRi accreditation are covered. The logistical requirements for any STX or FTX should be decided by each organisation. The training location with regard to access to emergency medical care and SOPs for emergencies are covered above.

## Suggested Methodology

Outdoor training area. Multi-team map/GPS-based navigation exercise (on foot and/or by vehicle) comprising concurrent scenarios, including observation, communication, threat & risk assessment exercises throughout.

As previously outlined, the ENTRi Hostile Environment Awareness Training (HEAT) course programme should be delivered within the context of a fictional deployment from the outset. In-course (pre-scripted) daily Situation & Security Reports will have depicted progressively heightening tensions within the key mission components (supplemented by contextual activities throughout the week), which ultimately lead to an outbreak of hostilities while the participants are deployed in the FTX phase.

Throughout the FTX, teams of participants should move concurrently from task to task, utilising a mix of vehicle and foot movement, reporting as required and remaining immersed for the duration of the exercise.

It is essential that each phase of the FTX interrelate with and flow into each other and reflect the relevant deployment context. Each element must be effectively planned, assessed for risk and rehearsed. Role players must be thoroughly briefed and should be accompanied by clear yet unobtrusive oversight of relevant activity (e.g.: 'capture' phase).

To encourage a free-flowing immersive scenario, debriefing should only occur once the entire FTX is concluded.

## Resources

- ★ Personal/Team equipment (incl. med packs, radios, navigation)
- ★ Vehicle(s)
- ★ Checkpoints
- ★ Blank firing weapons, simulated bladed weapons
- ★ Role players/Role player briefings
- ★ Radio handsets/batteries
- ★ Maps (1:50000/1:25000)
- ★ Basic compass/basic GPS
- ★ 'Training' individual first aid kits (IFAKs)
- ★ 'Training' team medic packs (one per team)
- ★ Casualty simulation equipment
- ★ Personal ballistic protection (incl. helmets)
- ★ Inert 'training' munitions & ordnance
- ★ Inert training UXO/mines/IEDs
- ★ Blank/Inert small/med-calibre firearms
- ★ Simulated compound/base area
- ★ ICT (optional)
- ★ Whiteboard/flip-chart pens