Course Concept*
for the

# Comprehensive Generic Training on Peace Operations

Non-Mission-Specific Training for
Peace Operations and Crisis Management Missions

# I.     INTRODUCTION

For the past decade, comprehensive training standards have been developed and implemented with the aim of preparing civilian, police and military personnel for their work in peace operations. It has been recognized that the existence of a pool of well-trained experts ready to be deployed at short notice enables international organizations such as the EU, the UN and the OSCE to undertake the full range of conflict prevention and crisis management tasks set out in their mandates.

As part of mission-preparation, several institutions and international organisations have developed mission-, organisation-, or country-specific pre-deployment trainings that are well-suited to prepare its participants for immediate field assignments. These initiatives are complemented by induction training offered to new arrivals on the ground by the respective organization. However, recruitment and deployment cycles in civilian crisis management are hard to predict and the attempts to link just-in-time training programmes to deployment schedules at times proved to be rather challenging. Moreover, the tight timeframe of in-mission induction training does not always allow to cover important subjects, skills and tools that are as relevant to the experts' future work in crisis management as country briefings and security updates. Against this background, and to ensure the availability of a pool of well-trained and readily deployable experts with the right knowledge, skills and attitudes, core courses have been developed to provide a general introduction to peace operations and crisis management operations.

This Comprehensive Generic Training on Peace Operations (CGTPO) course is a revised version of the ENTRi-certified Core Course.[1] CGTPO takes into account latest developments in the field of peace operations and crisis management, training methodology, and adult learning.[2] It aims at providing civilian, military and police personnel with the necessary knowledge, skills and attitudes to enable them to perform their tasks successfully, contribute effectively to the mandate of the international organisation they are deploying to, and at preparing them to take care of themselves and colleagues while on mission. The generic training is ideally provided well in advance of any assignment. It seeks to provide participants with a realistic insight into the daily work in peace operations and prepare them for the numerous challenges they might encounter in the field. For some experts, the generic training is the first of several trainings before deployment, for others it is the only training they will ever receive before going on a mission. The course is also open to experts with mission experience who feel a need to enter into a critical reflection on experiences made whilst on duty. While these differences are unlikely to be evened out any time soon, a generic training is the approach of choice. With regards to the duration of this training, this very much depends on the learning approach and methodology used by the individual training institution. In order to provide enough room for interactive learning, reflection and a useful balance between theoretical and practical sessions, for the first four modules (Framework for Crisis Prevention and Crisis Management; The Role of Key Actors; Cross-Cutting Themes, Field Work Techniques) a minimum of five to six days is suggested.

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[1] In this context, the term comprehensive or integrated approach means cooperation between civilian, military and police components in a peace operation or crisis management mission.
[2] More specifically, it takes into consideration elements of the EU Policy on Training for CSDP (https://tinyurl.com/yasyd735) and the Core Pre-deployment Training Materials for United Nations Peacekeeping Operations (https://tinyurl.com/y7t3u9g5).

Working in (post-)conflict situations means working in a demanding environment of diversity, insecurity, fragility and uncertainty. Apart from professional expertise, it requires a set of social, personal and methodological competences as well as a high level of commitment, resilience, humility, and stress management skills. It also requires experts to be realistic about their expectations, their own role and the opportunities and limitations of international crisis management. The generic training seeks to make participants aware of these challenges to minimize frustration during their future assignments, and to enhance their professional attitudes and skills needed for deployment. Moreover, the training encourages participants to reflect on their personal mission readiness. Ideally, this generic training contributes to the creation of a common attitude and a sense of identity among future mission members who have different professional, organizational and cultural backgrounds, and encourages cooperation during future field assignments.

## II.    TARGET GROUP

This generic training is conceptualized as a pre-requisite for anyone to be deployed to a civilian crisis management or peace operation. Hence, its target group comprises of individuals with a civilian, police and military background planning in a mid-term perspective to work in civilian crisis management operations as well as those experts (already) working in the field.

Due to its generic content, experts of all professional and organisational backgrounds benefit from the curriculum, which seeks to contribute to the creation of a similar working culture among future mission members and a sense of common identity and purpose for these types of operations.

The characteristics of conflicts, the diversity of societies emerging from conflict, the specifics of a multi-dimensional mission environment as well as personal challenges  experts will face in a mission-context require a broad non-mission or country-specific knowledge, a multitude of skills and an attitude which go way beyond professional knowledge. While participants come with their own subject-matter expertise, the training focuses on the development and strengthening of their social, methodological and personal competencies to enable them to manage complex situations, work in diverse teams, and deal with set-backs.

## III.    OVERALL OBJECTIVES

The overall objective of this generic training is to provide participants with essential knowledge and skills, and to raise awareness of the required attitude for working in an international peace mission or civilian crisis management operation, independent of the specific function they will occupy as experts in the field.

The course modules are designed to promote a reflective and critical approach to the complex issues of civilian crisis prevention and management. To this end, the training modules focus on general knowledge about mandates, roles and approaches of regional and international organisations mandating peace operations and crisis management interventions in the field; on skills, competencies and tools such as negotiation, mentoring/advising, conflict analysis, working with interpreters; on

approaches such as gender awareness, do no harm, comprehensive mind-set and participatory approaches, as well as on practical personal skills such as security awareness and stress management. The overall aim is to enable civilian experts to effectively contribute to the implementation of the mandate of peace operations while respecting local ownership, and ensuring that they take care of their own physical and mental well-being.

Due to the large number of training subjects and depending on the availability of resource persons/trainers, not all learning objectives can be addressed in profound substance. Therefore, the learning objectives of each subject are marked as either essential or desirable. Essential learning objectives will be used as a basis for the ENTRi certification process.

## IV.    METHODOLOGY

The methodology applied in this training is based on state-of-the art adult learning principles and follows a learner-centred approach. Participants will experience, test and apply tools and approaches taught in the curriculum, and will, in doing so, be encouraged to share their own experience, learn from peers and reflect about themselves and their (future) role during a deployment.

The methodology includes scenarios and case studies reflecting mission reality, group work, role-plays, interactive exercises and group discussions as well as preparatory pre-reading and e-learning modules on security in the field and basic first aid.[3] Particular emphasis is placed on the element of reflection and peer exchange. To promote the comprehensive (or integrated) approach, the participation of experts with diverse experience, professional skills, and national backgrounds is highly beneficial.[4]

Ideally, staff from existing field mission will be available as resource persons to share their experience and act as facilitators of the participants' interactive peer learning.

## V.    GENERAL BACKGROUND

The European Union has committed itself to develop appropriate common standards and modules for training in the different target areas identified as part of civilian crisis prevention and management by the Feira European Council. Based on existing training standards of the OSCE and the UN, the European Group on Training (EGT) in 2002 developed a curriculum for a Core Course and conducted numerous courses between 2002-2009. Based on the lessons learned of these trainings, the concept was revised in 2012 upon consultation with European and international training institutions in the civilian, police and military sector.

One of EGT's main activities in the late phase of the project was the active promotion of the core course standards and support of new training institutions seeking to incorporate core courses into their national training programmes. A certification mechanism was introduced as a means of quality

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[3] For instance Basic Security in the Field II (https://training.dss.un.org/course/detail/19928) and a basic online first aid course (http://www.firstaidforfree.com/free-first-aid-course/).

control and to assure that these agreed upon standards will be applied for future training. Moreover, the network of training institutions agreed to regularly evaluate the changing needs of civilian crisis management operations and – if required – update the standards accordingly.

The new EU Policy on Training for CSDP, adopted by the Council of the European Union on 3rd April 2017, determines Pre-Deployment as mandatory and urges modern, interactive training methods.

In 2017, a group of European training institutions revised the Core Course concept and developed this Generic Training Peace Operations taking into account latest developments in the field of peace operations and crisis management, training methodology and adult learning.

In terms of terminology, "civilian crisis management" and "peace operations" are being used interchangeably without linking terminology/subject with any specific organisation (for instance, Module 1, Subject 2 is not intended to cover United Nations peace operations only, but also activities of other international organisations).

## VI.   MODULES AND SUBJECT AREAS

### 1.  Framework for Crisis Prevention and Crisis Management

Today, crisis management requires a comprehensive or integrated approach, which takes into account different phases of the conflict cycle, different roles, mandates and approaches of international actors as well as the linkage between short-term assistance and long-term initiatives. Above all, short-term as well as long-term initiatives need to be aimed at limiting any possible negative effects and ensure that they are based on local ownership and participatory approaches, i.e. they need to relate to the (self-identified) needs of the population in the crisis area.

The module provides a concise, yet broad overview of the history and evolution of international and regional peace and crisis management operations and introduces the different functions and tasks of peace operations in support of societies recovering from conflict. Sectors such as Political and Civil Affairs, Electoral Assistance, Disarmament, Demobilisation and Reintegration (DDR), Security Sector Reform (SSR), Rule of Law (RoL) and Human Rights (Rights-based approach), Capacity Building, Empowering of Women, Protection of Civilians/Child Protection as well as International Humanitarian Law will be briefly mentioned.

Sustainable conflict prevention, crisis management, and particularly post-conflict rehabilitation must be grounded in a people-centred approach, which requires the local society to be in the driving seat of transition ("agents of change"), and international actors taking on a role as "supporters of change", who foster local initiatives through advice, training, monitoring, mentoring in support of the creation and development of democratic structures and ideals in transitional societies.

### Subject Areas and Learning Objectives

*Subject 1: Introduction to Crisis Prevention and Crisis Management*

- Understand the importance of civilian crisis management in the context of international crisis intervention (essential)
- Know the legal framework of peace operations and their contribution within the framework of international human rights law (essential)
- Know about the major approaches and instruments of crisis prevention and management and their use in the various phases of a conflict cycle (pre-conflict/conflict/post conflict) (desired)

*Subject 2: Functions and Tasks of Peace Operations*

- Be familiar with the development of peace operations and the different types of mandates (executive, strengthening/support, monitoring) (essential)

- Get an overview of the different field activities of the main actors (EU, UN, and OSCE), understand their inter-linkages and the need for coherence (essential)
- Be familiar with the different fields of expertise required in multi-dimensional field operations (essential)
- Understand the importance of good governance and the rule of law and human rights for a successful civilian administration and their inter-linkages (essential)
- Be able to name other key functions and their related activities of a crisis management mission/peace operations such as Political/Civil Affairs, DDR, Human Rights, SSR, PoC/CAAC, Mission Support (essential)

### Subject 3: Towards a People-Centred Approach

- Understand the importance of strengthening both national/local/regional government institutions as well as non-governmental organizations (NGOs) and other civil society actors (essential)
- Understand the principles of local ownership, sustainability, and "Do No Harm" at all stages of program planning, implementation, evaluation and monitoring (essential)

## 2.  The Role of Key Actors and Stakeholders in Crisis Prevention and Management

Most of today's crisis management operations have complex mandates and require the close co-ordination of the various actors on the ground. Hence, the success of a mission will be determined largely by its ability to co-operate with both local and international actors. The role of the main intergovernmental actors (UN, EU, and OSCE) has to be understood in order to facilitate effective inter-agency co-operation on the ground and at HQ level.

Mandates of key players may differ in objectives, timelines and desired end states. The number of peace support operations comprising multiple actors such as international organisations (UN, EU and OSCE), military alliances (NATO) and regional organisations (i.e. the African Union, ECOWAS) has been growing. Participants need to be aware of the comprehensive/integrated approaches to peacekeeping and crisis management and the linkages between civilian, police and military components.

Non-governmental organisations representing civil society play a crucial role in peace building efforts. One can identify a broad spectrum of tasks, which are carried out by a variety of organisations dealing with human rights, disarmament, promotion of gender equality (gender awareness), development, environment, democratization, conflict resolution etc. To cover the variety of root causes of conflicts in all relevant spheres of society, co-operation between (inter)-governmental and non-governmental actors needs to be fostered. NGOs can contribute to crisis prevention and management efforts of intergovernmental organisations such as the EU by participating in the elaboration of international instruments, by monitoring of the implementation of the agreements, by co-operating with regard to specific mission tasks and by influencing the public opinion. In addition, sustainable long-term peace building efforts depend not only on knowing how to transfer to national governments, but also to non-governmental actors.

## Subject Areas and Contents

### Subject 1: The Role of the UN, EU and OSCE

- Be familiar with the main approaches, structures and decision-making processes of the UN, EU and OSCE (essential)
- Understand the differences between the UN, OSCE and the EU in civilian crisis management and their main activities and priorities (essential)
- Be familiar with existing examples of inter-organisational co-operation (desired)
- Be familiar with latest developments in UN, EU, OSCE peace operations and the relevance of these changes on the portfolio and style of work of experts (desired)

### Subject 2: Comprehensive/Integrated Approaches to Peace Operations

- Understand the different roles of civilian actors, international military forces and police components in peace operations and their mandated tasks (essential)
- Be aware of the different 'organizational cultures' of civilian, military and police staff in field operations and the need for close co-operation in achieving the mission goals (essential)
- Get an overview of the existing concepts of the comprehensive approach of the various actors: NATO Comprehensive Approach, the UN Integrated Approach, the EU Integrated Approach to Conflict and Crises (essential)
- Be aware of the challenges and limitations of coordination, cooperation and information exchange among international and national actors on the strategic and operational level (essential)
- Be aware of the different concepts and purposes of civil-military co-operation (humanitarian assistance, reconstruction, intelligence gathering, force protection, etc.) (desired)
- Know the contact and liaison points within the military structure (desired)

## 3.  Cross-Cutting Themes

The ability of mission staff to operate effectively in their designated area of responsibility depends greatly on the capacity to project a professional image and an attitude of openness to adapt to the environment. Hence, respect for diversity, cultural sensitivity towards the host society as well as towards colleagues within the mission, teamwork, professional conduct, gender awareness and environmental awareness are needed.

Mission members represent the organisation they are working for vis-à-vis the host society not only during working hours, but also during their leisure time. Adhering to the Code of Conduct is therefore essential. While it is difficult to define what "being ready" for mission service actually means, it can be said that there are, however, some basic ways in which one can assess whether or not one is the kind of person able to meet the challenges of the field, and benefit from the experience both personally and professionally.

In this context, it is crucial to make reference to a holistic understanding of "mission readiness" and the "right" attitude that stands at the core of professional, personal, social and methodological competences.

## Subject Areas and Contents

### Subject 1: Respect for Diversity

- Be aware of possible causes of conflict or tension between your or your organisation's activities and the host society (essential)
- Understand the possible sources of tension amongst international and national staff due to different legal systems and working culture backgrounds (civilian, military, police, NGO, civil servant) and possible strategies for avoidance and/or remedy (essential)
- Be familiar with basic techniques to identify and overcome culture-related barriers and "cultural shock" (essential)
- Understand how culture impacts work styles, teamwork and communication (essential)
- Be able to use strategies for building more productive teams (desired)

### Subject 2: Women, Peace and Security

- Understand the concept of gender and gender roles as opposed to differences in sex and be able to introduce a gender dimension in conflict analysis and resolution, i.e. give practical examples for the empowerment of women in post-conflict societies (essential)
- Understand gender inequality as one of the root causes of conflicts (essential)
- Be aware of UNSCR 1325 and subsequent resolution that build the framework for implementing and monitoring the Women Peace and Security (WPS) agenda/mainstreaming (essential)
- Be able to apply terms and definitions related to gender and use these in the right context and situation (essential)
- Be aware of potential gender-related problem areas in conflict or post-conflict societies, i.e. trafficking, prostitution, female combatants, Women and DDR (essential)
- Understand the implications of conflict for gender roles and potential risks in the light of human rights protection and participation in society (desired)

### Subject 3: Conduct & Discipline and Sexual Exploitation & Abuse

- Understand the core aspects of international codes of conduct and the differences between grave and minor misconduct (essential)
- Be able to identify the link between conduct and discipline and the legitimacy, effectiveness and security of international staff serving in a peace operation (essential)
- Be aware of the 'zero tolerance' regime towards SEA (essential)
- Be able to identify common rules to preserve a professional image (desired)

- Be informed about the legal status of the individual as mission member, and the mission as a whole (essential)

### Subject 4: Environmental Awareness/Sustainability

- Be aware of the environmental impact international peace operations have at the local level (essential)
- Explain why it is important to consider, manage and protect the environment and natural resources in peacekeeping operations (essential)
- Be able to identify basic rules and tools to mitigate this impact (desired)


## 4. Field Work Techniques

To work successfully towards implementing the mandates of peace operations and to perform in the respective function, field staff need to apply several fieldwork techniques, which are crosscutting and require a set of professional, personal, social and methodological skills. Due to a limited timeframe, generic training courses cannot provide in-depth knowledge on the working techniques and skills listed in this category. The modules seek to raise awareness amongst the participants and may help to identify knowledge gaps that each participant may want to address prior to his/her deployment to a crisis operation, i.e. by participating in a specialized training.

The environment international peace operations and crisis management activities are operating in, by nature requires international and national staff to regularly carry out conflict analyses and streamline this capacity into their day-to-day work.

On many occasions, the efficiency of field activities is determined by the capacity of field personnel to facilitate a dialogue between parties (negotiation skills and alike), to convincingly engage and liaise with new partners, and to streamline common approaches. Mission staff therefore has to be able to apply basic negotiation techniques.

Project management skills have become a key requirement for staff working in these operations. Skills to this end encompass successful usage of modern tools. Originally developed for private enterprises, they have been adapted and improved by the non-profit sector, and have become standard in international (governmental) organisations.

Monitoring and collecting information are tasks field staff are often called upon to perform. Their capacity to stay informed about events and developments in the host society, to analyse the information gathered, to propose actions for capacity and institution building and to evaluate the impact, directly influences the effectiveness and results of mission. A majority of the projects supported by international actors are based on concepts related to mentoring, advising and training of local counterparts.

Effective communication of mission staff in the field with the local population is vital to fulfil tasks successfully. Most missions provide interpretation services to overcome communication difficulties.

Language assistants are commonly recruited from the local population and mission members have to co-operate effectively with them.

Dealing with the media as well as providing regular and accurate reports and preparing hand-over for colleagues are further activities that require skills, which applied on a daily basis and are referable to other tasks (internal and external reporting).

## Subject Areas and Contents

### Subject 1: Conflict Analysis and Identification of Entry Points

- Be able to analyse conflicts (causes, parties involved, prevailing situation) using commonly used tools (essential)
- Be able to translate conflict analysis into entry points for activities (essential)

### Subject 2: Negotiation Skills

- Know the difference between negotiation, facilitation and mediation (essential)
- Be able to apply the most common negotiation and mediation models (essential)
- Know the principles and basic techniques of negotiation (essential)
- Be aware of means of reconciliation (essential)
- Know the basic procedure to plan and run a negotiation (essential)

### Subject 3: Sustainable Project Management

- Gain an understanding of how to develop project objectives against the background of a needs and impact assessment (essential)
- Be familiar with the Project Cycle (Initiating, Planning, Implementation, Monitoring/Evaluation, Closing) (essential)
- Understand the importance of performance indicators / benchmarks (qualitative and quantitative) (essential)
- Be able to draft terms of references and progress/evaluation reports (desired)

### Subject 4: Monitoring, Mentoring, Advising (MMA), and Training

- Understand the differences between the tasks and roles of monitors, mentors, advisors and trainers and understand the linkage of their functions with the mandate of the mission (essential)
- Understand the importance of building trust and confidence with local counterparts (essential)
- Be able to apply basic MMA & training skills when employed on a mission (essential)
- Be familiar with communication in an intercultural environment (essential)
- Be aware of basic strategies on how to cope with resistance (desired)
- Be familiar with basic interview techniques (desired)
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## Subject 5: Working with language assistants / interpreters

- Know the basic forms of whispered, consecutive and simultaneous interpretation (essential)
- Know how to provide guidance, protection and support to your interpreters, in particular the non-professional interpreters ('language assistants') before, during and after official meetings; (essential)
- Understand the difficulties in maintaining indirect conversations and be familiar with basic behavioural rules when communicating through a third person (essential)
- Be aware of the basic requirements when recruiting interpreters on your own, i.e. in specific cultural, ethnic or conflict-related context (desired)

## Subject 6: Strategic Communications/Facing the Media/Other interlocutors

- Understand the importance, opportunities and challenges of public outreach and media relations for a mission (essential)
- Be aware of basic principles and guidelines on dealing with the media (desired)
- Know the role of the public information components within the mission structure responsible for dealing with the media (essential)
- Know how to act and react in a professional, respective and non-confrontational way when faces with media in the field (desired)
- Understand the influence and challenges social media provides for the success of a peace operation (positive and negative impact) and be able to identify when usage of social media is appropriate (essential)

## Subject 7: Reporting, Evaluation and Handover

- Be aware of the types and purposes of reports required in field operations (daily / weekly reports, spot reports, incident reports, etc.) for sharing information between headquarters and field (essential)
- Be aware of the overall importance of documentation and evaluation for the overall mission success (essential)
- Know the basic skills for preparing a professional report according to the standards of the respective international organization (desired)

## 5. Safety and Security

Crisis management missions' personnel are exposed to a variety of risks and occupational hazards in their fieldwork. All large international organisations, be it the UN, the OSCE or the EU, face a common challenge in the field: the safety and security of their staff. The security and safety of personnel is an area essential to crisis management regardless of a particular mission's mandate.

Equipping civilian personnel with the basic awareness tools on how to deal with such challenges and reduce therefore risk is part of the duty of care of both sending Organisations and recruiting States. These modules seek to improve participants' knowledge about threats present in hostile environment and how to deal with them in an effective manner by rehearsing and practicing safety and security procedures accordingly with the specific threat. While the security components of the Comprehensive Generic Training on Peace Operations raise some awareness amongst participants, it is strongly recommended that each future mission member will be provided with the opportunity to participate in a security training based on the ENTRi-certified HEAT standard (Hostile Environment Awareness Training), or alike.[5]

## Subject Areas and Contents

### Subject 1: Personal Safety

- Be able to identify most common threats in pre-conflict/conflict/post-conflict areas to one's personal safety (essential)
- Understand the implications of individual behaviour patterns for the safety of all mission staff; (essential)
- Understand the basic function of Mission Security Plans/Instructions and SOPs irrespective of the organization (essential)
- Be able to outline general measures to enhance personal safety with regard to travel in the mission area, accommodation, pre-deployment preparation etc. (essential)
- Know how to behave/react in case of robbery, car-jacking, sniper fire, hijack/hostage situations etc. (desirable)
- Be able to perform an initial risk/threat assessment when arriving in an unknown area (essential)
- Know how to behave in emergency situations without an evacuation or/and security plan in place (essential)

### Subject 2: Radio Communication

- Be familiar with the standard operational radio language used by all international organizations and the military (essential)
- Be able to spell using the NATO alphabet (essential)
- Be able to handle basic radio transmissions, both on the sending and receiving ends (essential)
- Understand the importance of movement control and radio communication discipline (essential)

### Subject 3: Road Safety & Driving in Hazardous Environment

- Be aware of the risks arising from driving in unfamiliar environments and under difficult road and security conditions (essential)
- Be familiar with the peculiarities of driving in a convoy, and communication (radio) while driving in a convoy (essential)

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[5] Participation in a HEAT is mandatory prior to deployment to a high-risk environment.

- Be familiar with the peculiarities of using 4x4 vehicles and get a first-hand experience in steering 4x4 vehicles (desired)
- Understand the different transmission types in 4x4 vehicles and know their purpose (desired)
- Know preventive measures to maintain vehicles in extreme climates and how to implement basic trouble shooting (change of wheels, chains etc.) as well as emergency procedures (essential)

### Subject 4: Map Reading and Field Orientation

- Know how to read maps and provide/use grid references (essential)
- Be able to navigate with a map (essential)
- Know the basic functions of GPS (essential)

## 6. Personal Health and Stress Management

Both physical and mental health are preconditions for serving in a crisis environment operation. Personal hygiene and preventive measures to secure personal health are therefore essential. As emergency medical treatment may be difficult to obtain in these circumstances, mission staff must be prepared to rely on their own skills to overcome eventual health risk situations. Since this module cannot substitute a full first aid course (*inter alia* offered by the national Red Cross), it is highly recommended that all future field staff take such a course prior to their deployment.

In field conditions, prolonged pressure leading to stress symptoms is not only the result of challenging and emotionally demanding tasks, but also the result of difficult working and living conditions in unfamiliar locations. Against this background it is essential to inform the trainees about the important link between duty of care (of an employer or a mission) and the self-care.

Working in post-conflict societies may involve dealing with traumatized people on a daily base. Having experienced a traumatic event can have effects, which may strongly influence people's reactions in various situations. Individual trauma, as it appears in a large number in post-conflict societies, affects the society as a whole and can be transmitted to the next generations. Therefore, it is an important issue to consider when dealing with rehabilitation of post-conflict societies.

### Subject Areas and Contents

### Subject 1: Personal Hygiene and Basic First Aid Abroad

- Be aware of the importance of personal hygiene and the most common health risks in field operations (essential)
- Know about preventive medicine against the most common infectious diseases (essential)
- Be able to assess the need for First Aid assistance and prioritise actions (essential)
- Be able to apply basic first aid measures such as blocking external bleeding, applying bandages, evacuating injured people from damaged vehicles, dealing with people in shock (essential)

- Recognise and use alternative tools to provide first aid when pure medical care materials are not available (i.e., improvising bandages) (essential)

## *Subject 2: Stress Management and Dealing with Trauma*

- Be aware of the potential sources of stress in a mission environment (essential)
- Be able to recognise basic, cumulative and traumatic stress symptoms (essential)
- Know techniques to avoid and /or remedy basic and cumulative stress (burn out, mission creep) (essential)
- Understand the concept of post-mission stress (re-integration) and how to react to this situation (essential)
- Be familiar with the concept of psychotrauma and psychotraumatic situations and its influence on the individual or group/society (essential)
- Be able to identify psychotraumatic symptoms and behaviour patterns and know where to find guidance in handling traumatized persons (essential)
- Be aware of the specific effects of psychotrauma on various groups (torture/war victims, refugees, children, women, etc.) (desirable)