



ENTRi
EUROPE'S NEW TRAINING INITIATIVE FOR CIVILIAN CRISIS MANAGEMENT

Course concept*
for the
SPECIALISATION COURSE ON:

HOSTILE ENVIRONMENT AWARENESS TRAINING (HEAT)

23 May 2013

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I. INTRODUCTION

All large international organisations, whether the UN, the OSCE or the EU, face a common challenge in the field: the safety and security of their staff. Indeed, personnel deployed in crisis management missions are exposed to a variety of risks and occupational hazards in their fieldwork.

Over the last 20 years, approximately 2000 men and women have lost their lives while on United Nations peacekeeping assignments and many more have suffered injuries, trauma and disease. This is illustrative of how important it is to invest in specific training focused on awareness of security risks and challenges of mission environments.

The EU, which has become one of the most active international organisations deploying different types of international field operations, has demonstrated an increased commitment to seriously addressing the issue of the protection of its personnel posted abroad.

In this framework, proper and appropriate training is perceived as one additional support tool for Member States and EU institutions in their duty of care with regard to recruited and deployed personnel. This is confirmed by the legal requirement set by the Council for CSDP operations (Council Decision 7 June 2006 on the *Policy of the European Union on the security of personnel deployed outside the EU in an operational capacity under Title V of the Treaty on European Union, 9490/06*, where the importance of adequate training in field security is clearly stated) which could make the EU consider the “Hostile Environment Awareness Training” course (hereinafter HEAT) a compulsory training for all personnel working in EU field operations, at least in “high” and “critical” risk mission areas.

For such a goal to be achieved, and taking into account the relevant number of courses that need to be organised in the near future to accommodate the training needs of personnel potentially being deployed to EU-led missions, the standardisation of the HEAT training course curriculum constitutes a fundamental working tool for the EU and other relevant international organisations. This will facilitate a clear overview of the level of knowledge and skills gained by those having attended a certified HEAT course.

The security and safety of personnel is essential to crisis management regardless of a particular mission’s mandate. Equipping civilian personnel with the basic tools on how to deal with such challenges and thereby reduce risk is part of the duty of care of both sending organisations and recruiting states. Indeed, duty of care not only includes pre-mission medical examination and psychological screening, but also hostile environment awareness training and ensuring a functioning *in-situ* security management framework.

At present, in Europe there are more than 40 centres and institutions (both public and private) offering HEAT-type courses targeting mainly civilian personnel. An analysis of the content, duration, training methodology and learning objectives of these courses offered throughout Europe clearly evidences significant differences, discrepancies and contradictions. Considering the very sensitive nature of the issues at stake, the need for a more harmonised and standardised approach is self-evident and needs to be addressed urgently.

Hostile environment awareness training is crucial for anyone working in risk-associated, insecure or hostile environments. Accordingly, the present training curriculum endeavours to provide comprehensive coverage of the relevant issues in this area and is designed to put participants in stressful situations, preparing them for worst-case scenarios.

Essential classroom theory, which prerequisite online training could adequately prepare for and lighten, is complemented by simulations of real-life situations such as roadblocks, abductions, weapons, mines and crossfire. After each exercise and simulation a proper After

Action Review (AAR) is scheduled whereby experienced trainers will comment on the behaviour of each individual participant and of the group as a whole. The aim of the AAR is precisely that of highlighting critical problems and issues that emerge during the field exercises and of improving the personal and group ability to properly behave under difficult conditions.

This training curriculum has been designed with the aim of contributing to reducing security risks and enabling field personnel to deal with situations that could compromise their very safety. It thus strives to provide the knowledge and capability to react with confidence in challenging and potentially or actually threatening situations.

As there are a few training courses (such as the so-called core or foundation courses) delivered by various centres that already include significant components of the HEAT concept, the whole HEAT concept is structured in modules that can be delivered in one or more courses. For the award of the HEAT course certificate, it is imperative that the trainee goes through each and every of the HEAT modules described in this document.

Finally, it must be emphasized that the present concept defines the minimum requirements for a HEAT course: the implementing institutions are free to add any additional component or to further expand the modules described in this concept in terms of time and/or content.

II. OVERALL LEARNING OBJECTIVES AND TARGET GROUP

A) Learning objectives

HEAT is an intensive 40-hour course (usually delivered within a five-day period) that aims at training professionals to deal effectively with risk-associated and emergency/critical situations while deployed in hostile environments abroad. The training is expected to improve participants' understanding of the minimum behavioural field requirements when working as a team member of an international field operation irrespective of their national or professional background.

Overall, the course has two primary objectives:

- To improve participants' knowledge of multiple threats present in hostile field environments and of ways and means of dealing with them in an effective manner;
- To rehearse and practice safety and security procedures according to specific threats.

Specific learning objectives of the course are:

- To be able to avoid certain dangerous and potentially dangerous situations;
- To know how to manage situations and stress once caught in dangerous circumstances;
- To be able to orientate oneself and communicate with others in hostile environments and to be able to adequately use available means of transportation;
- To be able to act as a team member in hostile environments and dangerous and stressful situations.

B) Target group

The target group for this training is mission staff selected to be deployed to low/middle/high risk missions or recently deployed to such missions who have preferably already attended at least a general introductory course on crisis management operations or have at least gained relevant experience in international field operations.

III. GENERAL BACKGROUND

The underlying assumptions on which the course is based are as follows: hostile environment awareness plays an important role in the effectiveness and impact of the mission; it is also a chief responsibility that each seconding or contracting actor has *vis-à-vis* the personnel deployed (“duty of care”). Hostile environment awareness is essential to coping with internal and external security threats that an international mission can likely face on the ground and is conducive to: a) enhancing the resilience of personnel when working in hazardous environments; b) increasing the understanding of proactive security and of basic field measures to be taken before, during and after a mission in a conflict zone; c) providing personnel with the basic tools and techniques needed to avoid potentially dangerous situations or to cope adequately with actual endangering situations in the field.

With a view to guaranteeing a common/shared theoretical background irrespective of the provider of the residential course, the completion of the EEAS online e-HEAT course (until its final development the online e-HEST course is the recommended alternative) is a pre-condition for participation in the residential HEAT courses. Successful completion of the updated e-HEST online course (e-HEAT in the future) is currently the pre-requisite to be deployed in EU-led field operations in “low” or “medium” risk mission areas.

Furthermore, it is strongly recommended that participants attending the HEAT course have attended a first aid course and possess a valid First Aid Certificate. As an alternative, they may be required to prove that they have attended a specific online course (for example the *First Aid* e-learning course offered by the British Red Cross or First Aid for Free, accessible free of charge at www.firstaidforfree.com). Participants are further requested to complete specific e-readings before course commencement on the following topics:

- Kidnapping, hostage taking and hostage survival;
- Weapons, mines, improvised explosive devices (IEDs) and unexploded ordnance (UXOs);
- Map reading and GPS navigation (with the aim of training those who lack elementary knowledge of the topic to get on the same level as those who are already familiarized with it);
- Management of threats related to gatherings, protests, demonstrations and riots;
- Vaccination and personal hygiene;
- Basic fire-fighting techniques.

IV. TRAINING MODULES

Module I: EU personnel deployed in hostile environments

Subject 1: Course introduction and schedule

Subject 2: Awareness of threats, associated risks, and personal security

A) Context

The session makes participants aware of possible threats present in hostile environments and introduces basic principles of individual security.

B) Learning objectives

- List the risk categories, including road and traffic accidents;
- Be aware of the security issues linked with each category;
- Have the appropriate mind-set and “psychological preparation” for field deployment (including gender issues), violence in the field, escalation/de-escalation of violence;

- Be familiar with the pre-deployment check-list, ID & official travel documents, contacts list, means of communication, insurance, grab bag.
- C) Suggested methodology
Presentation.

Subject 3: EU risk management process: EU risk assessment and Mission Security Planning (MSP)

A) Context

The session (no more than 30 minutes long) illustrates the content of the Mission Security Plan (MSP) making *inter alia* due reference to the "duty of care" and explaining the risk assessment and security planning processes.

B) Learning objectives

- Know the EU risk management process (EU security risk assessment process, risk ratings, minimum security operating standards, etc.);
- List the contents of the MSP main body;
- Explain the purpose of standard operating procedures (SOPs);
- Explain the purpose of contingency plans;
- Describe the Emergency Evacuation and Relocation Plan (EERP);
- Recognize how to react and what to expect when evacuation has been announced.

- C) Suggested methodology
Presentation.

Subject 4: Mobile security: safety and security procedures for vehicle movement

A) Context

The session lists and explains safety and security procedures to be implemented before and during vehicle travel across a hostile area. Contingency plans are also described and discussed in order to prepare participants to deal with emergencies (Module V)

B) Learning objectives

- Explain general convoy safety and security procedures, including SOPs and contingency plans;
- Describe general safety procedures in case of lost orientation, lost communication, engine failure;
- Explain legal check point safety and security procedures;
- Explain illegal check point/road block safety and security procedures;
- Explain ambush emergency procedures.

- C) Suggested methodology
Presentation.

Subject 5: Management of threats related to gatherings, protests, demonstrations & riots

A) Context

This session lists and describes how mass gatherings are organised, how they can develop and why some of them evolve into riots. Situational and cultural factors that might contribute to violent behaviour will be explained together with recognition signals. Behavioural rules for dealing with situations in which one becomes part of mass gatherings will also be analysed.

B) Learning objectives

- Understand the differences between various mass gatherings and the dangers they might present;
- Be familiar with the potential development of mass gatherings;
- Be able to recognize a situation that could evolve into a riot;
- Be able to read threat signs;
- Be able to analyse, understand and anticipate crowd scenarios;
- Be able to react and behave properly so as not to endanger yourself or others;
- Understand the threats that crowds might represent;
- Be able to exit from a crowd without endangering anyone;
- Be familiar with feelings one has when trapped in a crowd.

Subject 6: Kidnapping, hostage taking and hostage survival

A) Context

The session describes and analyses the different phases of a kidnapping (surveillance, attack and capture, captivity, transfers, release/rescue/escape). The lecture aims to improve participants' awareness and knowledge of how to behave correctly and survive as phases develop. Participants are briefed on what they should do and think about prior to the mission, after their deployment and in case the capture really happens. Examples of real kidnappings are introduced to better explain different scenarios and situations.

B) Learning objectives

- Know the basic facts about kidnapping and hostage taking;
- Be able to recognize and avoid kinds of behaviour that might increase the potential of being a target for hostage takers;
- Understand the sequence of events;
- Be familiar with the hostage incident management procedures;
- Be able to utilise/apply practical risk prevention and mitigation methods;
- List what to do in case of a successful evasion.

C) Suggested methodology

Presentation/coached session. The principles learned during this theoretical lesson will be practiced and re-enforced during the practical session (Module II).

Subject 7: Weapons, mines, improvised explosive devices (IEDs), and unexploded ordnance (UXOs)

A) Context

The session describes general (not too technical) characteristics of different types of weapons, mines, unexploded ordnance (UXOs) and improvised explosive devices (IEDs) (focusing mainly on trigger mechanisms and how to identify signals in the field) and minefield patterns. Dangerous areas, potential locations and indicators (improvised and official) are listed and described to better understand how to avoid or reduce threats. Safety and security procedures are explained and discussed according to different emergency scenarios.

A brief introduction to booby-trapped objects is provided to complete the description of explosive device threats.

B) Learning objectives

- Understand ballistics/weapon effects in the field (refer to most common weapon threats in the field: small calibre, AK47, mortars, grenades and RPGs);
- Describe general characteristics of mine;
- Describe general characteristics of UXOs;
- List most likely areas where explosive devices can be found;
- Describe the most common indicators for mines/minefields/UXOs;
- Explain SOPs when driving across a suspected mined territory;
- Explain emergency procedures when in obvious presence of mines;
- Explain emergency procedures in case of a mine accident;
- Describe general types and characteristics of IEDs (including EFPs);
- List the different types of trigger mechanisms for IEDs;
- Describe the safety precautions to be taken when moving across or temporarily halting in a potentially dangerous area;
- Explain safety procedures when a suspected IED has been detected;
- Explain safety procedures to be observed after an IED explosion;

C) Suggested methodology

Presentation/coached session. The knowledge acquired during this theoretical session will be re-enforced during the practical one (Module II). Combination with live fire shooting and explosive demonstrations is highly recommended.

Subject 8: Protection of sensitive and classified information

A) Context

The session (not longer than 30 minutes) gives an introduction to threat of espionage with the purpose of improving participants' awareness of the necessity of appropriate protection of sensitive and classified information.

B) Learning objectives

- Identify threats of espionage;
- List individual behaviour and good practices to prevent compromising sensitive and/or classified information (relate it to specific context of CSDP Missions possibly handling EU classified information);
- List measures at organisational level (both tools available within the EU and other IOs, etc., and the other personal open source tools for encryption and internet security) to prevent compromising sensitive and/or classified information (available

open sources of protection, encryption of files, e.g. TrueCrypt, encryption of communications, e.g. Skype). Tool categories include: *storage* (encryption, recovery/deletion, portable data storage issues, USB, smart phones, etc.), *transmission* (email security, PGP) and *online data security* (HTTPS, VPN tunnels, social network services, password techniques and tips).

- C) Suggested methodology
Presentation.

Module II: Situational training exercise (STX)

Subject 1: Minefields, UXOs and IEDs

A) Context

The initial demonstration (role players) aims to highlight the consequences of a lack of awareness and training when moving across an indicated dangerous area. Then participants are asked to walk across a defined area where dummy UXOs and mines have been scattered, trying to spot them. Trip wires and booby trapped objects are positioned as well to improve the demonstration learning process. Small pyrotechnics and smoke effects will be put into place in order to create the atmosphere and maintain alertness. At the end, a display of different mines and UXOs is set up, allowing participants to have a closer look and brief descriptions.

B) Learning objectives

- Recognise minefield/UXOs/dangerous area indicators;
- Be aware of mistakes when moving across dangerous areas;
- Be aware of difficulties in spotting explosive devices;
- Be aware of difficulties in spotting trip wires and trigger mechanisms;
- Familiar with some models of mines and UXOs;
- Apply the security principles when moving across or halting in a potentially dangerous area (e.g. IEDs);
- Apply the safety and security principles in case of suspected IED presence, both by car and on foot, highlighting detection of ground signatures that give away IED presence (e.g. buried command wire, aim pointers, path guiding *alias* rocks used to direct a victim onto trigger).

- C) Suggested methodology
Demonstration.

Subject 2: Hostage survival

A) Context

Participants are involved in a realistic kidnapping scenario (role players) initiated by an unexpected attack and capture, followed by a period of captivity, and then a final rescue and liberation. Different scenes and atmospheres are played throughout the practical training to test participants' understanding and ability to cope with various situations and personal stress. The training progresses according to participants' reactions/mistakes/correct approach, aiming at keeping trainees on track with the right behaviour. Organisers will try to include most of the aspects of the training and to

make the necessary connections. A debriefing is held at the end of this situational training exercise.

B) Learning objectives

- Behave properly during the capture phase;
- Recognise personal or teammate stress effect;
- Cope correctly during the captivity phase;
- Recognise personal/team wrong or hazardous behaviour;
- Collect information about the kidnappers;
- Behave correctly during an armed rescue;
- Develop and practice personal stress management strategies for handling unique circumstances.

C) Suggested methodology

Demonstration.

Subject 3: Team under attack

A) Context

Participants assist in an ambush demonstration (role players).Crucial concepts, common mistakes and solutions are discussed through a "walk through–talk through" method in order to highlight effective methods and procedures to evade and survive a light weapon attack/ambush.

After the demonstration, participants, divided into teams, have to play active roles as "ambush targets" and apply the principles just discussed and observed; blanks and "soft air" riffles are used in conjunction with pyrotechnics and smoke grenades to create an involving atmosphere.

B) Learning objectives

- Apply cover and concealment principles;
- Be able to "read" the ground and the situation and move accordingly;
- Apply team communication techniques to evade the ambush.

C) Suggested methodology

Demonstration. A debriefing is held at the end of each team demonstration.

Module III: Medical training: health maintenance on mission

Subject I Basic life support in difficult field environments

A) Context

This session introduces the main traumatic emergencies, essentially focusing on the ones resulting from car accidents and small arms wounds, such as bones fracture, joint dislocation, open wound, external bleeding, or severe bleeding.

B) Learning objectives

- Explain principles for safely applying first aid to the wounded when under attack;
- List materials for improvised first aid tools;

- Stabilise an injured colleague using primitive (improvised) tools;
- Provide first aid to victims of traffic accidents;
- Prepare the injured person for evacuation (shock prevention);
- Be able to assess victim's condition and prepare the area to facilitate the evacuation.

C) Suggested methodology

Presentation and demonstration. The demonstration could occur as part of the practical exercise.

Module IV: Orientation, communications and four-wheel driving

Subject 1: Map reading and GPS navigation

A) Context

This session allows participants to familiarise themselves with maps and other devices, explaining fundamentals about orientation, map reading and navigation.

B) Learning objectives

- Demonstrate how to orientate a map;
- Explain map symbols and key features;
- Demonstrate how to measure distances on a map;
- Demonstrate how to read grid references on a map;
- Explain main GPS functions(desirable);
- Demonstrate how to set up a GPS for a vehicle trip (desirable);
- Demonstrate how to insert a Way Point (Wp) in a GPS (desirable).

C) Suggested methodology

Presentation/coached session. Practice will take place during the "four-wheel driving" session and Module V.

Subject 2: Means of communication and communication procedures

A) Context

The lesson allows participants to get acquainted with means of communication (UHF/VHF radio and sat-phone) in order to use them correctly and achieve an effective communication. Procedures are covered as well, with a special attention to "emergency messages" and communication security.

B) Learning objectives

- Explain basic radio communication principles;
- Explain VHF/UHF radio characteristics;
- Be able to spell using the international phonetic alphabets;
- Be able to handle basic radio transmissions, both on the sending and receiving ends;
- Explain basic satellite communications principles;
- Explain characteristics of sat-phones;
- Explain fundamentals of radio communication procedures;
- List the standard "emergency message" content;
- List do's and don'ts regarding communication security.

- C) Suggested methodology
Presentation/coached session.

Subject 3: Characteristics and capabilities of 4x4 vehicles

A) Context

The session introduces 4x4 vehicles, explaining capabilities and limits and how to better make the most of their characteristics.

B) Learning objectives

- Explain capabilities and limitations of 4x4 vehicles;
- Explain the use of high gears and low gears;
- Explain the use of differential lock (desirable);
- List safety rules when driving off road;
- List safety rules for obstacle negotiation;
- List safety rules before and during water obstacle crossing.

C) Suggested methodology

Presentation/coached session. Vehicle equipment display and vehicle familiarisation are arranged at the end of the theory to facilitate the subsequent practice.

Subject 4: Introduction to four-wheel driving techniques

A) Context

Participants practice four-wheel driving techniques on difficult terrain (dedicated training areas) and along a set route that presents typical situations, such as sand, mud, river crossing and inclines. During the training, vehicle recovery methods and ordinary mechanical/maintenance problems are practiced. Prepared training areas and routes are set on GPS systems (GPS practice).

B) Learning objectives

- Be able to perform the correct use of low/high gears;
- Be able to perform the correct driving technique on inclines;
- Be able to perform the correct driving technique on rocky terrain;
- Be able to perform the correct driving technique on sand/gravel;
- Be able to perform the correct driving technique in mud;
- Be able to perform the correct safety procedure at river crossings;
- Be able to perform the correct procedure for vehicle recovery (straps);
- Be able to perform the correct procedure for vehicle recovery (winch) (desirable);
- Be able to perform the correct procedure for changing a flat tyre;
- Carry out correct GPS navigation (desirable).

C) Suggested methodology

Practical training in the field. At completion, an After Action Review (AAR) will be held.

Module V: Field training exercise (FTX)

Subject 1: Convoys: navigation through hostile environments

A) Context

Equipped with maps, a defined area and a written situation report (hostile), participants have to plan the route from the training facility to a given safe haven (~35 Km), travelling in a convoy using correct techniques and spacing.

Based on the planned route, participants depart from the training facility and move off as a convoy. Along the selected route, a variety of simulations with role players are set to trigger ability in dealing with difficult/emergency situations and requesting participants to use radios in order to get more familiar with this important tool.

During the exercise, most of the topics discussed during the training will be covered and tested.

B) Learning objectives

- Display correct use of maps and GPS for land navigation;
- Display correct application of convoy SOP and use proper driving techniques (just within visual range spacing to reduce IED effectiveness and reduce signature of the convoy);
- React correctly at an ambush site;
- Deal correctly with a legal check point;
- React correctly after an IED attack;
- Deal correctly with an illegal check point;
- Display correct use of means and procedures of communication.

C) Suggested methodology

Field Exercise. At the end of each event, a debriefing is held on the spot.

V. TRAINING METHODOLOGY, MINIMUM LOGISTICS REQUIREMENTS AND TRAINERS' REQUISITES

A) TRAINING METHODOLOGY

Training institutions are strongly encouraged to:

- Provide participants, preferably before the course or in any case at the very beginning of the course, with a credible scenario which will be used as a *fil-rouge* throughout the whole course duration. This will allow them to “live the simulation”, to make the whole exercise more realistic and to better appreciate the connections between the several training modules;
- Ensure an adequate balance between classroom/indoor/table-top session (about 30% of the time available, in addition to the e-learning and pre-face-to-face training task) and practical demonstrations and rehearsal (about 70% of the time available).
- Devote to the topics listed in each of the five modules not less than 6 hours, although the topics described in the various modules can be delivered in a combined manner. In any case it is strongly suggested that Module V (FTX) lasts at least 8-10 hours.
- Base the training on the most advanced training techniques promoting an active participation and practical involvement of the course participants. For the practical training sessions a maximum ratio of 1 trainer for 6 participants is recommended.

- After each exercise and simulation, organise a proper After Action Review (AAR) whereby experienced trainers comment on the behaviour of each participant and of the group as a whole. AAR is meant to highlight critical problems and issues that emerge during the field exercises and improve the personal and group ability to behave properly in difficult situations.

Institutions delivering HEAT courses based on this concept are encouraged to envisage a participant assessment mechanism in order to increase the credibility of their activities, to offer participants transparent feedback on their performance during the course and on their possible needs to further reinforce knowledge and skills in the safety and security area.

B) MINIMUM LOGISTICS REQUIREMENTS

- Permanent and adapted medical and psychological support during the whole training is highly recommended. In particular:
 - A qualified psychologist should be available during the abduction and hostage survival exercise and during the debriefing session;
 - Qualified first aid support commensurate with the number of participants should be available during any dynamic phase of the training;
 - Quick access to emergency services (no more than 20 minutes) from all training areas must be guaranteed;
- An adequate number of Personal Protection Equipment (PPE) sets must be available (each participant must be able to operate complete dressing and undressing with bullet proof vest and helmet in classroom situation and then operate with it during a dynamic practical phase of the training);
- A proper number of off-road vehicles (the ideal ratio is one off-road vehicle to 4 participants) should be available to allow each participant to exercise in an appropriate manner;
- An adequate number of role players for the outdoor simulations (especially the check point, hostage taking and under fire/ambush scenarios) must be available in order to make the “atmosphere” credible. A minimum of 10 is recommended with adequate equipment (uniforms, hoods/blindfolds, cuffs, white noise machine, realistic fake weapons, e.g. rifle, AK-47);
- A number of communications and orientation equipment commensurate with the number of participants should be available during the training:
 - A minimum of 1 radio handset for 2 participants (and at least every participant must be given the opportunity to rehearse radio procedures during stressful practical phases);
 - At least 1 Tactical GPS device per vehicle.
- An adequate training facility to ensure that the outdoor training is offered in appropriate settings (rural environment, open field, difficult terrain, off-road facility, etc.). A facility providing the possibility to operate live fire demonstrations is recommended;
- Personal safety and security rules and standards have to be strictly respected during all phases of the training, and especially during the field exercises (for example by providing the participants with ear protectors if there are simulated explosions, etc.).

C) TRAINERS' QUALIFICATIONS

- Trainers shall have gained specific field-experience in the area of risk prevention and management, and shall have a significant training record;

- It is strongly suggested that the organisation delivering the HEAT course invites, as resource persons/mentors/observers, one or more security officers (SOs) currently serving in mission areas. This would increase the connection between the training activity and the missions as well as the credibility and the relevance of the training itself. The SO's participation in these training activities would also help broaden their contact with the mission personnel that can only be beneficial for the mission. Furthermore, the presence of SOs would allow for a better coordination between the HEAT courses and the security component of the mission induction courses, which are usually run by the missions themselves;
- Trainers for medical training and health maintenance on mission must have demonstrated national or international qualifications. Experience in rescue operations and trauma management is recommended.

VI. REFERENCE MATERIAL

a) *Distance learning tools*

<https://ehest.consilium.europa.eu/login/index.php>

<https://dss.un.org/dssweb/Resources/BasicSecurityBrInTheFieldBSITFI.aspx>

<https://ehest.consilium.europa.eu/login/index.php>

b) *EU documentation*

EU Council Decision of 19 March 2001 adopting the Council's security regulations (2001/264/EC). The document is available at http://eur-lex.europa.eu/JOIndex.do?year=2001&serie=L&textfield2=101&Submit=Search&_submit=Search&ihmlang=en

- ECHO Generic Security Guide for Humanitarian Organisations, Edited by Barney Mayhew, 2004. The document is available at:

http://www.aidworkers.net/files/Generic_Security_Guide.doc

Policy of the European Union on the security of personnel deployed outside the EU in an operational capacity under Title V of the Treaty on European Union, 29 May 2006, 9490/06.

This document is available at

http://pesc-psdc.esteri.it/NR/rdonlyres/F65D14FC-9C17-4B3C-BB82-8960657E40D1/15523/Policy_UE.pdf

Council of the EU, 7 July 2006, Risk ratings for EU risk assessments for field deployments outside the Union, 11422/06. This document is available at

http://pesc-psdc.esteri.it/NR/rdonlyres/F65D14FC-9C17-4B3C-BB82-8960657E40D1/15522/Risk_Ratings.pdf

- EU Field Security Handbook - General Secretariat of the Council – October 2006
- E-hest online course:
<https://ehest.consilium.europa.eu>

c) Relevant websites

Insecurity Insight
<http://www.insecurityinsight.org/>

European Interagency Security Forum
<http://www.eisf.eu/>

d) Other documentation

Security and safety

United Nations Field Security Handbook, UN, 2006
The document is available at <http://www.eisf.eu/resources/item.asp?d=4212>

OSCE, Operational Guidelines for Working in a Potentially Hazardous Environment,
This document is available at <http://www.osce.org/cpc/74739>

Safety First: A safety and security handbook for aid workers, by Save the Children II Edition,
2010. This document is available at <http://www.eisf.eu/resources/item.asp?d=4130>

Aid, Gender and Security: The gendered nature of security events affecting aid workers and
aid delivery, by Christina Wille & Larissa Fast, 2011. The document is available at:
<http://www.insecurityinsight.org/files/Security%20Facts%20%20Gender.pdf>

IED and Ambush Awareness, by Karl Lorenz, 2009
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