



# PERSONAL FIELD SECURITY TRAINING

## PFST



**75% PRACTICE**  
**25% THEORY**

**26 HOURS**  
**over 3 DAYS**

**16 participants max**  
To facilitate learning, sharing  
& practice

### 4 CERTIFICATES

- Highfield (international)
- EFR-Emergency First Response (international)
- OSC HPass Competency Badge
- Stop the Bleed

### TARGET AUDIENCE

Anyone in the development aid, Human Rights and environmental protection sector operating in a medium to high risk or isolated environment.

### GOAL

This training aims at strengthening the preparation and awareness of people working in disrupted environments. The PFST provides participants with the knowledge and right tools to anticipate and react to threats in their work areas. Through a participatory approach, the pedagogical team ensures that the participants develop their knowledge, skills and know-how.

## LEARNING OBJECTIVES - THE AKS APPROACH

### Awareness

Raising participants' awareness by developing attendees' ability to understand their operational environment and their organisation's security approach.

### Knowledge

To increase participants' cognition of good practices when facing day-to-day security challenges.

### Skills

Develop basic techniques and skills that each participant should master in order to analyse the risks of the environment and be able to react to emergency situations.



### THE MODULES WE SUGGEST

*...are flexible and adaptable to the realities & particularities that participants encounter in the field, aiming mainly to provide theoretical & practical understanding and tools, as well as imparting skills in the field of:*

#### INTRODUCTION TO PERSONAL SECURITY

**Learning objective:** Understand the principles of personal safety, with an emphasis on responsibility, individual behaviour.

**Example of contents:**

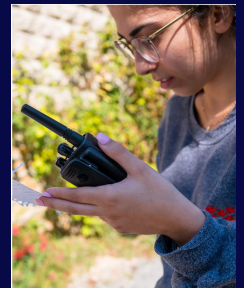
- Safety culture and safety documentation.
- Individual behaviour and the possible impact on the safety of all.

#### COMMUNICATION

**Learning objective:** Understand the advantages and drawbacks of communication media and how to use them in a good way.

**Example of contents:**

- Means of communication in a degraded and/or isolated environment (GSM, satellite, radio).
- Security of telecommunication means.



#### EFFECTS OF WEAPONS & MINES, UXO, IED

**Learning objective:** Recognise the differences between all the types of weapons commonly encountered in the field, know their effects and how to react to best protect yourself.

**Example of contents:**

- Understand the risks associated with the different weapons commonly encountered in the field.
- Know how to deal with a mine, UXO or IED

#### MOVEMENT SECURITY

**Learning objective:** Identify threats, understand vulnerabilities and risks associated with vehicle movement, anticipate, protect and respond.

**Example of contents:**

- Main threats related to travel and transport modes and prevention measures.
- Passing through checkpoints.
- Threat of carjacking.



#### SAFETY AND SECURITY IN PREMISES

**Learning objective:** Understand the vulnerability and risks associated with buildings and infrastructure, how to protect yourself and how to react.

**Example of contents:**

- Personal security in a building.
- Fire safety.

### ORIENTATION & NAVIGATION

**Learning objective:** Acquire skills to orientate oneself when travelling

**Example of contents:**

- Choosing and planning a route.
- Using wayfinding solutions to work on mobile phones.



### STRESS MANAGEMENT

**Learning objective:** Anticipate, detect and manage stress. Identify what constitutes a stressful situation, including acute stress. Adopt appropriate measures to deal with potentially traumatic situations.

**Example of contents:**

- Physiology of acute stress - How the mechanics of stress are set up.
- Techniques to control, monitor and alleviate stress, individually and in groups.

### KIDNAPPING AND HOSTAGE-TAKING

**Learning objective:** To raise awareness of kidnapping and hostage-taking. To know the measures to adopt to avoid the threat and "survive".

**Example of contents:**

- The different phases of an abduction.
- Mitigation measures to reduce the risk of being abducted.
- Attitude during the capture/transport/detention phase with emphasis on survival.



### HIBERNATION, RELOCALISATION, EVACUATION

**Learning objective:** Plan and prepare an appropriate response (hibernation, relocation or evacuation) to an emergency situation.

**Example of contents:**

- Know the common mistakes and how to avoid them.
- Emergency plans and the importance of preparation.
- Best practices and strategies for preparing for hibernation, relocation, evacuation.
- Good practices in times of pandemic.

### SEXUAL VIOLENCE

**Learning objective:** : To raise awareness of the risks of sexual violence and assault.

**Example of contents:**

- Make participants aware of the role they can play in preventing and responding to an incident of sexual violence.
- Differentiation of different forms of sexual violence (harassment, rape, exploitation and abuse, etc.)
- Sexual violence and assault in the humanitarian sector: typologies and factors
- Awareness raising and reflection on prevention and risk reduction measures
- Risk reduction strategies
- Post-incident support from the perspective of the individual and the witness/supporter



### FIRST AID

**Learning objective:** To enhance participant's ability to face situations that require first aid delivery, by strengthening the skills and toolkits necessary to respond to dangerous and potentially life-threatening situations.

**Example of contents:**

- First aid protocol, first aid and trauma kits
- DR ABC
- Primary and secondary assessment
- Fractures and immobilisation
- Recovery position and CPR with and without defibrillator



### PRACTICAL CASES, ROLE-PLAYS, SIMULATIONS

**The vast majority of the 3 days of training is spent in the form of practical exercises, role-playing and simulations in order to practice what has been learned.**

Practical exercises involve mock movements, orientation drills, reacting to situations requiring first aid delivery, but also simulations designed to get participants to exercise skills and good practices discussed in class.

A structured debriefing is systematically carried out after each exercise and simulation.

*Every opportunity for practice is used.*



## CONTACT & INFORMATION

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