NATO STANDARD

APRP-3.3.7.5

THE NATO SURVIVAL, EVASION, RESISTANCE AND EXTRACTION (SERE) TRAINING STANDARD

Edition B, Version 1

MONTH YEAR
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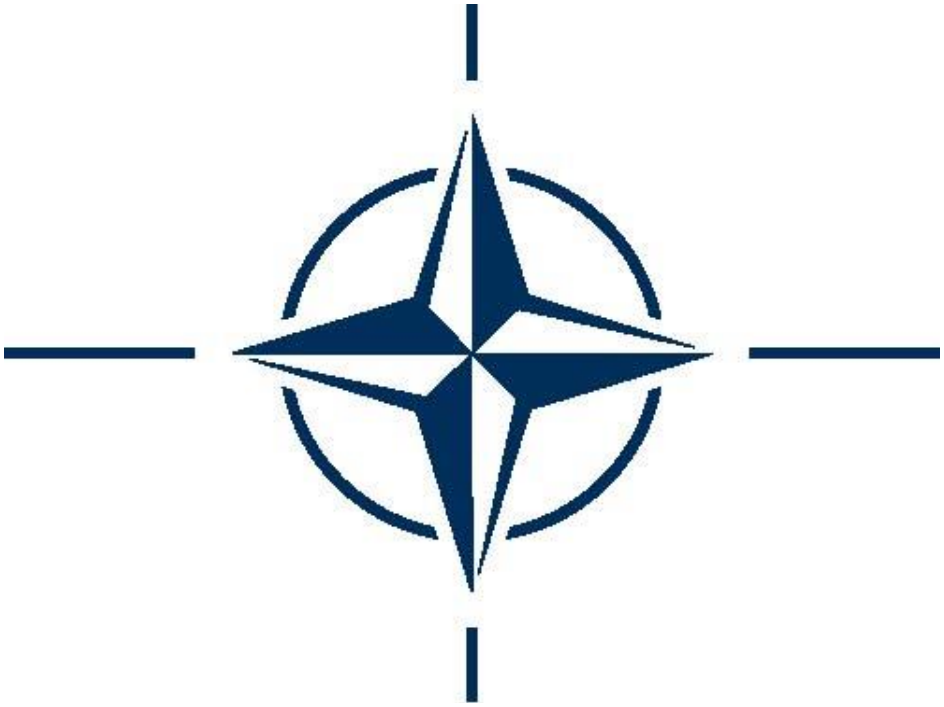

NORTH ATLANTIC TREATY ORGANIZATION

ALLIED PERSONNEL RECOVERY PUBLICATION

Published by the
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NORTH ATLANTIC TREATY ORGANIZATION (NATO)

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NATO LETTER OF PROMULGATION

[Date]

1. The enclosed Allied Personnel Recovery Publication APRP-3.3.7.5, Edition B, Version 1, THE NATO SURVIVAL, EVASION, RESISTANCE AND EXTRACTION (SERE) TRAINING STANDARD, which has been approved by the nations in the Military Committee Air Standardization Board (MCASB), is promulgated herewith. The agreement of nations to use this publication is recorded in STANAG 7196.

2. APRP-3.3.7.5, Edition B, Version 1, is effective upon receipt and supersedes APRP-3.3.7.5, Edition A, Version 1, which shall be destroyed in accordance with the local procedure for the destruction of documents.

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Lieutenant General, GRC (A)
Director, NATO Standardization Office

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RECORD OF RESERVATIONS

CHAPTER	RECORD OF RESERVATION BY NATIONS

Note: The reservations listed on this page include only those that were recorded at time of promulgation and may not be complete. Refer to the NATO Standardization Document Database for the complete list of existing reservations.

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RECORD OF SPECIFIC RESERVATIONS

[nation]	[detail of reservation]
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CHAPTER 1 GENERAL

1.1 RELATED DOCUMENTS

a) MC 0763 – MILITARY COMMITTEE POLICY FOR JOINT PERSONNEL RECOVERY IN A HOSTILE ENVIRONMENT, 25 February 2019
b) NATOTerm, the Official NATO Terminology Database
c) STANAG 2288 (Ed. 3) – AJP 3.2, Edition B, ALLIED JOINT DOCTRINE FOR LAND OPERATIONS
d) STANAG 2523 AJOD (Ed.3) - AJP-3.5, Edition B, Version 1, ALLIED JOINT DOCTRINE FOR SPECIAL OPERATIONS
e) STANAG 6511 AJOD (Ed. 1) – AJP-3.7, Edition A, Version 1, ALLIED JOINT DOCTRINE FOR RECOVERY OF PERSONNEL IN A HOSTILE ENVIRONMENT
f) STANAG 7233 (Ed. 1) – APRP-3.3.7.7, Edition A, Version 1, NATO PERSONNEL RECOVERY TACTICS, TECHNIQUES AND PROCEDURES
g) STANAG 4370 (Ed. 7) – AECTP-230, CLIMATIC CONDITIONS
h) Bi-SC 075-007 – EDUCATION AND INDIVIDUAL TRAINING DIRECTIVE

1.2 INTRODUCTION

Being part of the Isolated Personnel (ISOP) preparation phase, Survival, Evasion, Resistance and Extraction (SERE) is an integral part of NATO Joint Personnel Recovery (JPR) as depicted in Figure 1. Experience has shown that personnel may become isolated and potentially face capture and exploitation by state and non-state actors. Therefore, personnel needs to be able to survive the environment and the theatre of operation whilst evading capture and preparing for extraction. They should be able to resist exploitation and interrogation and take actions to promote their own recovery, including escaping if practicable.

1.3 AIM

The main body of this document details general and specialised SERE training in order to reduce risks to the joint force.

1.4 SCOPE

This publication focuses on the education and training of potential ISOP in the preparation phase of the personnel recovery system. It should be noted that SERE in the execution phase in the JPR system refers to SERE Tactics, Techniques and Procedures (TTP) as laid out in APRP-3.3.7.7 (Ref. f).

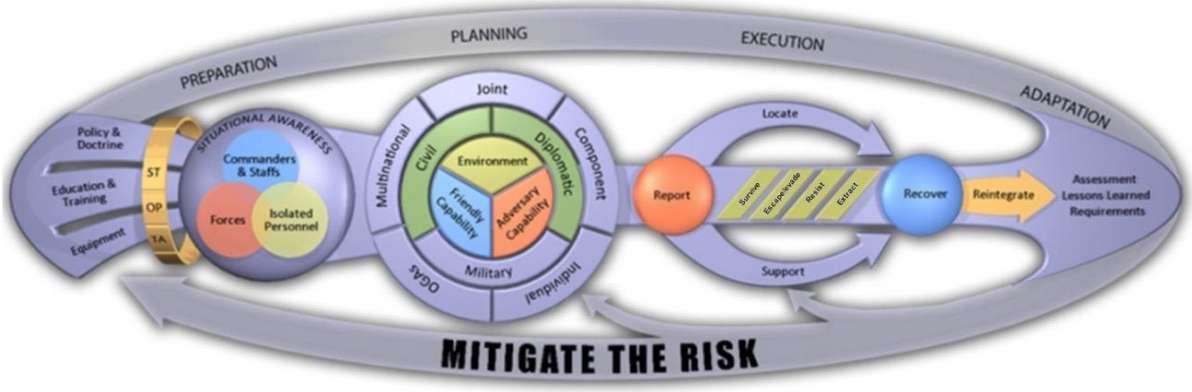

Figure1: The Personnel Recovery System

1.5 AGREEMENT

It is a national responsibility to provide personnel with the level of SERE training required by the Joint Force Commander (JFC) commensurate with the perceived risk of isolation and/or exploitation. All personnel deployed to support NATO operations will complete national SERE training. It is an individual/unit responsibility to be prepared for the possibility of becoming isolated. An ISOP that is educated and trained, capable of adapting to the situation and able to assist recovery forces will therefore increase the probability of mission success.
Nations agree to incorporate the training standards outlined in this document in their national training programme(s).

1.6 DEPTH OF KNOWLEDGE (DoK)

In order to develop the Learning and Performance Objectives for the following SERE trainings and establish a measurable standard, the key word indicators for the envisioned DoK are chosen in line with the Bi-SCD 075-007 (ref. h) ANNEX O. All verbs used to indicate the DoK in this document are linked to specific levels of learning

and are meant to ensure the learning outcomes needed to establish a reliable and valid SERE training standard.

IDENTIFY for example refers to a DoK on a 100 Level in the cognitive domain, which enables an individual to remember and RECOGNISE specific information. APPLY is located on a 300 Level of the cognitive domain and allows the individual to put theory into practice and make use of principles and procedures in both new and concrete situations. ADAPT, as a Level 400 psychomotor domain key word, indicates already well-developed skills, which can be modified and combined to satisfy non-standard tasks and situations.

In each of the following sub-chapters, the performance objectives from the lower levels (A and B) have to be included into the higher ones (B and C). The redefinition of the depth of knowledge is shown in **bold**.

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CHAPTER 2 SERE TRAINING

2.1 SERE TRAINING OBJECTIVES

SERE training provides the skills required from the point at which NATO personnel becomes isolated and the loss of positive and/or procedural control[1] occurs. It can be a theoretical and/or practical training, depending on the level required. All training should be conducted using the same personal equipment that an individual would be issued during operations.

The following table can be used as a guideline for the classification into the different SERE training levels.

Isolation/Exploitation (IE) risk analysis matrix			
Force Level	**In-Theatre Threats/security Situation**	**Mission Profile**	**Data & Information**
4-5	3	3	3
2	2	2	2
1-2	1	1	1
Deployment *Force level the soldier generally operates at* • Individual **5** • Team/squad **4** • Group **3** • Platoon **2** • Unit[2] **1**	**Threats/Security Situation** *Evaluation by military intelligence, multinational- and other partners* • Significant to high threat **3** • Medium to significant threat **2** • Low to medium threat **1** • Unknown corresponds with high **3**	**Mission Profile** *Based on the environment the soldier generally operates in* • Operates generally outside[3] **3** • Operates infrequently outside[3] **2** • Operates generally inside[4] **1**	**Data & Information** *Assessment of knowledge/possession of classified/restricted data/information, which are relevant for mission/operation success* • High **3** • Medium **2** • Low **1**

Risk analysis matrix to determinate individual SERE training requirements.

[1] see ISOP definition in AJP-3.7

[2] Unit: Company, squadron, battery

[3] Outside: outside mil. guarded/protected infrastructure/compounds

[4] Inside: inside mil. guarded/protected infrastructure/compounds

Value	Risk of Isolation/Exploitation	SERE training level required
10-14	High (HRIE)	SERE Level C
8-9	Medium (MRIE)	SERE Level B
4-7	Low (LRIE)	SERE Level A

- **SERE Level A**: This is the basic level of theoretical training which introduces the potential isolated personnel to the concept of SERE. This level of SERE training is recommended for personnel assumed to be LRIE (as described in AJP-3.7). SERE Level A can be taught on a distributed basis at unit level. It does not need to be taught by a SERE instructor and may be delivered using some or all of the following methods: Instructor/SME led lesson, demonstration, field exercise, video, DVD, computer-based training, lecture, self-study and tutorial.

- **SERE Level B**: This is an intermediate level of theoretical and practical SERE training that displays a full understanding of the national and NATO PR systems and enables trainees to be potentially extracted within Combat Recovery (CR) Operations. It is specifically dedicated to those personnel identified by nations as MRIE (as described in AJP-3.7). SERE Level B theoretical and practical training is delivered by SERE instructors and/or specific SMEs. It may contain practical training through lessons, demonstrations, role plays, workshops and or field exercises, to allow trainees to practice tactics and techniques and the use of equipment.

- **SERE Level C:** This is an advanced level of SERE theoretical and practical training, specifically dedicated to those personnel identified by nations at HRIE (as described in AJP-3.7). This level must include realistic practical evasion and resistance trainings in accordance with national policy. It enables trainees to be potentially extracted within Combat Search and Rescue (CSAR) Operations. To make them able to adapt to many possible ISOP situations, it must provide a full understanding of the national and NATO JPR systems, as well as an in depth theoretical and practical training. SERE level C theoretical and practical training is delivered by SERE instructors and/or specific SMEs and need to be at or by a dedicated suitable training facility. Resistance training must be delivered by suitably qualified instructors. It includes a theoretical package and a realistic practical evasion exercise, using operational equipment and involving Opposing Forces (OPFOR) to demonstrate practical competency of the theoretical training. Training must also include realistic practical resistance training in a

simulated captivity environment of a duration that allows trainees to develop robust coping mechanisms and demonstrate resistance techniques. Trainees may need to be conditioned to reflect realistic potential scenarios prior to entering the simulated captivity environment. The duration of the practical SERE training is determined by national policies, however personnel should be trained and equipped to ensure survivability for a minimum of 72 hours and a Resistance phase of a minimum of 12 hours.

2.2 JPR-system education

2.2.1 Introduction

JPR is a joint responsibility which embraces a wide range of situations, requiring different levels of responses. In a NATO operation, all personnel have the obligation to prepare themselves for a potential isolation in accordance with the education and training received, theatre JPR procedures and issued equipment. To that extent and considering the required SERE level, a certain knowledge of the JPR system is necessary for each personnel educated and trained in SERE. Failing that, could jeopardize their own life as well as the overall success of a potential recovery and thus impact the coalition strategic goals.

2.2.2 Purpose/Aim

The purpose of this education is to provide NATO personnel with the comprehension of the JPR system and its subsequent structure (elements, phases, tasks, methods of recovery...) as well as its scope and limitations. Every attempt to deliver such an education has to be based on current NATO publications such as but not limited to AJP-3.7 (Ref. e) and APRP-3.3.7.7 (Ref. f).

2.2.3 Performance objectives

SERE Level A educated personnel should at least be able to:

(1) IDENTIFY and RECALL JPR basic references and documents
(2) RECOGNISE and RECALL the JPR system
(3) RECOGNISE and RECALL the JPR options
(4) RECOGNISE and RECALL the JPR elements
(5) RECOGNISE and RECALL the JPR phases
(6) RECOGNISE and RECALL the JPR tasks

(7) RECOGNISE and RECALL the JPR recovery methods

(8) RECOGNISE and RECALL the JPR terminology

(9) PREPARE an ISOPREP

(10) IDENTIFY international and national laws and/or regulations

SERE Level B and C trained personnel should be at least able to:

(1) **IMPLEMENT** the JPR system documents.

(2) **IMPLEMENT** the JPR system, options, elements, phases, tasks and recovery methods.

(3) PRODUCE or REVISE the JPR documentary products (e.g., ISOPREP, EPA or Route Plan or PR plan of action)

2.3 SURVIVAL TRAINING

2.3.1 Introduction

Survival is defined as the state or fact of continuing to be alive, being an ISOP. It encompasses the capability to survive the harsh natural environment as well as the particular threat of the theatre of operation.

2.3.2 Purpose/Aim

The purpose of this training is to provide NATO personnel the skills and the needed TTP to remain alive during the isolation.

2.3.3 Performance objectives

SERE Level A educated personnel should be at least able to:

(1) RECOGNISE and RECALL the basic survival TTP for Protection, Location, Water and Food (PLWF)

(2) RECITE the physiological factors that limit the human body in a survival situation

(3) RECOGNISE how “temporary factors” (e.g., first aid, environment, water, food, hygiene) can affect personal capabilities

(4) RECALL the personal survival equipment list to optimise chances of survival (including first aid equipment)

(5) RECOGNISE communication equipment that can allow a potential morale support

(6) RECALL how to support the five tasks to optimise chances of survival

SERE Level B trained personnel should be at least able to:

(1) APPLY the immediate actions once isolated

(2) **APPLY** the principles of PLWF

(3) **APPLY** the use of personal survival equipment

(4) APPLY the use of communication equipment that can allow a potential morale support

(5) IDENTIFY potential improvised equipment

(6) **PERFORM** the actions to support the five tasks to optimise chances of survival

SERE Level C trained personnel should be at least able to:

(1) **ADAPT** the immediate actions and **INTEGRATE** principles of PLWF in a potential non-permissive environment

(2) APPLY situational awareness

(3) IDENTIFY and **INTEGRATE** the use of improvised techniques and equipment

(4) **ADAPT** the actions in order to support the five tasks and therefore to optimise the chances of survival

2.4 EVASION TRAINING

2.4.1 Introduction

The evasion starts as soon as an isolating event occurs and it may end in case of capture or a successful recovery. Failing to evade could not only jeopardise the life of the ISOP but also the lives of recovery forces tasked to recover the ISOP.

2.4.2 Purpose/Aim

The purpose of this training is to provide NATO personnel with the skills and the needed TTP to avoid being captured. It must cover available equipment and techniques such as concealment, camouflage and communication/navigation devices.

2.4.3 Performance objectives

SERE Level A educated personnel should be at least able to:

(1) RECALL the principles of evasion
(2) RECALL the possible support through communication/navigation devices
(3) RECOGNISE the immediate actions upon isolation

SERE Level B trained personnel should be at least able to:

(1) RECALL the evasion movement, camouflage, concealment and disguise techniques for day and night
(2) **EXECUTE** the immediate actions upon isolation
(3) APPLY available national products (e.g., blood chits, pointee-talkees, evasion charts, promissory notes, carriage of currency)
(4) APPLY navigation equipment (e.g., maps, compasses) and electronic equipment (e.g., GPS, radios, beacons)
(5) PERFORM navigation with and without navigation equipment
(6) RECALL the principles for selecting and/or creating hole-up sites
(7) RECALL the appropriate behaviours to get in contact with a local populace
(8) RECALL the necessary actions to be taken before an imminent capture

SERE Level C trained personnel should be at least able to:

(1) **PERFORM** and **ADAPT** practically the performance objectives listed for level B

2.5 RESISTANCE TRAINING

2.5.1 Introduction

While captured the behaviour of the ISOP could have a significant negative effect on the operation's strategic goals and on the survival of fellow captives and/or evaders. Since captors may be state or non-state actors, this may consequently result in a wide variety of situations. As a consequence, during their period of captivity, they may fall under the status of prisoner of war, detainee or hostage. Regardless of their identified risk of isolation, resistance education and training are a key factor for mitigating the risks during captivity.

2.5.2 Purpose/Aim

The purpose of this training is to provide NATO personnel the skills and the needed TTP to mitigate the risks during the captivity.

2.5.3 Requirements

Resistance training can be included as an element of SERE Level A/B/C or as a stand-alone product. Providing the final SERE qualification has covered resistance to the same level. This training should be delivered by a qualified resistance instructor. Resistance training needs to be delivered in a suitable training facility.

2.5.4 Performance objectives

Resistance Level A educated personnel should be at least able to:

(1) IDENTIFY international and national laws and/or regulations (Code of Conduct, Geneva conventions etc.)
(2) IDENTIFY techniques to maintain situational awareness
(3) IDENTIFY coping skills to combat the psychological effects of captivity
(4) IDENTIFY resistance to interrogation techniques
(5) IDENTIFY resistance to exploitation techniques
(6) IDENTIFY the importance of rapport building

(7) IDENTIFY ways to communicate (with captives, outside of captivity, proof of life etc.)

(8) RECOGNISE escape opportunities and IDENTIFY escape techniques

Resistance Level B trained personnel should be at least able to:

(1) **PARAPHRASE** international and national laws and/or regulations

(2) **APPLY** techniques for situational awareness

(3) **APPLY** coping skills to combat the psychological effects of captivity

(4) **APPLY** resistance to interrogation techniques

(5) **APPLY** resistance to exploitation techniques

(6) **APPLY** rapport building techniques

(7) **APPLY** ways to communicate (with captives, outside of captivity, proof of life etc.)

(8) **IDENTIFY** escape opportunities and **APPLY** escape techniques

Resistance Level C trained personnel should be at least able to:

(1) **PERFORM** and **ADAPT** practically the performance objectives listed for level B as an individual and as part of a group

2.6 EXTRACTION

2.6.1 Introduction

Extraction occurs during the recovery phase of a JPR operation. Further details and information are depicted in the APRP-3.3.7.7 (Ref. f).

2.6.2 Purpose/Aim

The purpose of this training is to provide NATO personnel the skills and the needed TTP to successfully support a potential JPR operation aiming to their own recovery. Personnel must be trained to assist a potential combined and/or joint recovery force. Depending on the required SERE level, the training should not only focus on the potential recovery forces but also on the potential recovery methods depicted in AJP-3.5 (Ref. d) and AJP-3.7 (Ref. e).

2.6.3 Performance objectives

SERE Level A educated personnel should be at least able to:

(1) IDENTIFY the requirements to a recovery site
(2) RECOGNISE communication procedures
(3) IDENTIFY authentication procedures
(4) IDENTIFY contact and behaviour procedures during recovery
(5) RECOGNISE how to support the five tasks to optimise chances of extraction

SERE Level B trained personnel should be at least able to:

(1) **PARAPHRASE** the requirements to a recovery site
(2) **APPLY** the use of PLB and/or emergency radios procedures
(3) **APPLY** the use of “No Radio” (NORDO) procedures
(4) **APPLY** communication procedures (e.g., Recovery Force, OSC)
(5) **APPLY** authentication procedures (e.g., CR code, ISOPREP)
(6) **APPLY** contact and behaviour procedures during recovery techniques.
(7) **PERFORM** the actions to support the five tasks to optimise chances of extraction.

SERE Level C trained personnel should be at least able to:

(1) **PERFORM** and **ADAPT** practically the performance objectives listed for level B
(2) PERFORM the use of CSAR TTP

2.7 CURRENCY AND RE-QUALIFICATION

Nations should develop a currency and re-qualification model/program to ensure that personnel remains current in relevant roles. Personnel who lapse in currency should comply with their nation’s re-qualifying process.

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CHAPTER 3 SPECIALISED SERE TRAINING

3.1 GENERAL INTRODUCTION

This chapter is handling specialised SERE training. The main focus is the environment training. As in chapter 2 the minimum performance objectives for the different environments will be defined.

All specialised SERE courses will only be instructed by certified SERE instructors in that specialised area.

3.2 GENERAL COLD WEATHER / ARCTIC ENVIRONMENT

3.2.1 Introduction

The cold weather and arctic environments are hostile and unforgiving, and potentially deadly to the unprepared ISOP. Specialised training in these environments is essential. This training will enhance operational effectiveness and extend ISOP survivability to enable recovery.

3.2.2 Purpose/Aim

The purpose of this training is to provide NATO personnel with the skills and principles needed to survive for an indefinite period of time and enable recovery in cold weather and arctic conditions. This training must cover cold weather/arctic specific considerations IAW PLWF.

3.2.3 Definitions

The cold weather environment is defined as an environment with cold weather conditions, with temperatures ranging from +8°C down to -20°C. It also includes extreme cold weather conditions which are defined as temperatures below -20°C regardless of the actual location. Cold weather operations are conducted in the Arctic and Antarctic regions, on the plains of North America, Europe and Asia, and any mountainous regions above 10,000 feet and in most deserts at night.

The arctic environment is defined as the area north of the tree line and experiences extreme cold weather and very windy conditions. For practical purposes, a barren arctic environment is either north (latitude) of the tree line or above (elevation) the tree line in a mountainous area.

3.2.4 Performance objectives cold weather / arctic objectives

In each of the following subchapters, the TOs from the cold weather section must be included and adapted in the arctic environment section. The redefinition of the DoK is shown in bold.

Cold weather training can include both cold weather and extreme cold weather conditions.

3.3 COLD WEATHER ENVIRONMENT

3.3.1 Training environment

To the maximum extent possible, cold weather practical training should be conducted in temperatures 0°C or below and have suitable snow conditions.

3.3.2 Performance objectives

Cold weather environment educated personnel should be at least able to:

PROTECTION:

(1) Medical

a. IDENTIFY and APPLY cold weather principles to prevent environment specific injuries and reduce risks
b. IDENTIFY and APPLY principles to combat environment specific psychological and physiological stressors

(2) Clothing

a. RECALL the properties of different clothing materials
    - Difference between natural and synthetic types

b. RECALL and APPLY the correct use of clothing IAW COLDER principle
    - **C**lean -keep materials clean
    - **O**verheating -avoid
    - **L**oose and in layers -layers based on current activity
    - **D**ry -keep materials dry
    - **E**xamine -look for damage
    - **R**epair -repair damage

(3) Equipment

a. IDENTIFY environment specific equipment
    - Improvised and man-made winter travel aids
    - Metal container and shovel
    - UV eye protection

b. RECOGNISE and APPLY the correct use of personal and survival equipment and their limitations in cold weather
    - Electronics/batteries
    - Cold effects on metal

(4) Shelter

a. IDENTIFY and APPLY environment specific shelter considerations
    - Immediate action/emergency shelters vs improvised
    - Snow and woodland shelters
    - Heat considerations
    - Insulation

(5) Fire

a. IDENTIFY and APPLY environment specific fire principles emphasizing natural vs man-made resources

LOCATION

(1) Signal

a. MODIFY signal procedures to the environment specific challenges

(2) Travel/navigation

a. IDENTIFY and ADAPT to the specific travel challenges and hazards in the environment
    - Environmental and terrain hazards
    - Wildlife hazards

WATER

a. IDENTIFY and ADAPT water procurement methods
b. IDENTIFY and ADAPT water storage methods

FOOD

a. IDENTIFY available food resources and the specific environmental considerations

Notes

a. If incorporating evasion into cold weather training, tactical considerations may need to be modified for this environment Examples include: movement in winter conditions, camouflage and concealment, weapon considerations in cold weather.

3.4 ARCTIC ENVIRONMENT

3.4.1 Training environment

Training shall be conducted in extreme cold weather conditions in a barren environment.

3.4.2 Performance objectives

Arctic environment educated personnel should be at least able to:

PROTECTION:

(1) Medical

a. **ADAPT** cold weather principles to prevent environment specific injuries and reduce risks

b. **ADAPT** principles to combat environment specific psychological and physiological stressors

- Isolation
- Extended periods of darkness

(2) Clothing

a. **ADAPT** the correct use of clothing IAW COLDER principle

- Suitable clothing for extreme cold weather conditions

(3) Equipment

a. **OPERATE** specific environmental tools and equipment

- Snow cutting equipment, shovel
- Stove and fuel

(4) Shelter

a. **ADAPT** environment specific shelter considerations

- Construct insulated snow shelter
- Ventilation

(5) Fire

a. **ADAPT** and **PERFORM** environment specific fire principles emphasizing natural vs man-made resources

- Man-made means most feasible

b. **IDENTIFY** improvised means

LOCATION

(1) Signal

a. **CONSTRUCT** appropriate signals for the environment

- Contrast from the snow
- Signal maintenance

(2) Travel/navigation

a. IDENTIFY and ADAPT travel specific considerations
   - Extreme magnetic variation
   - Lack of visual references
   - Distances are deceiving

b. IDENTIFY environment specific hazards

WATER

a. ASSESS and SOLVE complications of procurement and storage of water

FOOD

a. ASSESS and SOLVE complications of procurement and storage of food

Notes

a. Traveling in the arctic can be extremely hazardous and should be considered as a last resort. Travel should only be considered to avoid hazardous areas, to obtain new resources or to enable communications
b. It needs to be explained that in the summer season the ISOP will face new challenges due to the fact that the arctic area is still a hostile and unforgiving environment. Examples include: 24h daylight, insects, open water.

3.5 JUNGLE ENVIRONMENT

3.5.1 Introduction

The jungle environment commonly exists in equatorial, tropical and sub-tropical areas and often consists of extreme heat, virulent diseases and dangerous flora and fauna, combined with difficult terrain and thick vegetation. This creates unique challenges to the ISOP's ability to work on the SERE principles. Personnel must be carefully trained, equipped and acclimatized before deployment in this environment.

3.5.2 Purpose/Aim

The purpose of this training is to provide NATO personnel with the skills and principles needed to survive for an indefinite period of time and enable recovery in jungle conditions. This training must cover jungle specific considerations IAW PLWF.

3.5.3 Definitions

3.5.3.1 Jungle environment

The jungle environment is defined as an environment with vast tropical rainforest areas to include primary and secondary growth forests. Additionally, the jungle environment may consist of swamps, mangroves, mountainous areas and tropical savannas. The dominating features of jungle areas are thick vegetation, high average temperatures, heavy rainfall and high levels of humidity. Weather is subject to rapid and violent change.

3.5.3.2 Primary jungle

Primary jungle consists largely of old growth trees undisturbed by logging, farming or other human activities. Primary jungles have tall trees that form a dense canopy, which allows little light to penetrate to the jungle floor and undergrowth may be relatively thin.

3.5.3.3 Secondary jungle

Secondary jungle exists in areas that have been previously cleared for farming or logging and are characterized by younger, shorter trees and thicker undergrowth.

3.5.4 Training environment

To the maximum extent possible, jungle practical training should be conducted in a tropical environment, within primary and/or secondary jungle.

3.5.5 Performance objectives

The training objectives in the jungle environment build on previous SERE training. These basic skills must be adapted to suit this unique environment. Jungle environment educated personnel should at least be able to:

PROTECTION:

(1) Medical

a. IDENTIFY and APPLY jungle principles to prevent environment specific injuries and reduce risks for tropical diseases
b. IDENTIFY and APPLY principles to combat environment specific psychological and physiological stressors (e.g., claustrophobia, constant humidity, high temperatures and thick vegetation)

(2) Clothing

a. RECOGNISE the properties of different clothing materials and ADAPT clothing to a jungle environment (e.g., avoid cotton)
b. RECALL and APPLY the correct use of clothing IAW COLDER principle
    - **C**lean -keep materials clean
    - **O**verheating -avoid
    - **L**oose and in layers -layers based on current activity
    - **D**ry -keep materials dry
    - **E**xamine -look for damage
    - **R**epair -repair damage

(3) Equipment

a. IDENTIFY environment specific equipment
    - Insect repellent clothing/netting and agents
    - Hammocks with tarp
    - Machetes
    - Jungle boots (allowing water evacuation)
    - Jungle hat
    - Waterproof bags or containers
b. RECOGNISE and APPLY the correct use of personal and survival equipment and their limitations in jungle
    - Electronics/batteries
    - Corrosion of metal surfaces
    - Degradation of materials

(4) Shelter

a. IDENTIFY and APPLY environment specific shelter considerations
    - Immediate action/emergency shelters vs improvised
    - Elevation considerations, both off the ground and outside dried up water ways
    - Fauna and Flora considerations

(5) Fire

a. IDENTIFY and APPLY environment specific fire principles emphasizing natural vs man-made resources
b. RECOGNISE the specific use of fire regarding jungle hazards

LOCATION

(1) Signal

a. MODIFY signal procedures to the environment specific challenges
    - Reduced communication capabilities (e.g., radio, cell phone, SATCOM)
    - Visual signals affected by canopy coverage (e.g., GTAS, smoke generator, mirroring)

(2) Travel/navigation

a. IDENTIFY and ADAPT to the specific travel challenges and hazards in the environment
    - Environmental and terrain hazards (e.g., flash floods, crossing waterways, deadfall)
    - Wildlife hazards
    - Very slow pace (e.g., secondary jungle, mangroves and swamps)
    - Poor GPS acquisition
    - Poor map quality and lack of visual references
    - Avoid travel at night
    - Establish a reference system IOT not get lost

WATER

a. IDENTIFY and ADAPT water procurement methods
b. IDENTIFY and ADAPT water purification methods
c. IDENTIFY and ADAPT water transportation methods

FOOD

a. IDENTIFY available food resources and the specific environmental considerations (e.g., parasites and diseases when procuring and preparing food from local fauna)
b. ADAPT food storage methods to the environment

Notes

a. Personnel should consider that environmental conditions will be significantly different whether in wet or dry season.
b. If incorporating evasion into jungle training, tactical considerations may need to be modified for this environment. Examples include:
    - Camouflage and concealment
    - Weapon considerations in humid weather
    - Unexpected and surprising close-range engagements
c. If incorporating extraction into jungle training, specific considerations may need to be made for this environment

3.6 MOUNTAINOUS ENVIRONMENT

3.6.1 Introduction

The Mountainous environment is hostile, unforgiving, and potentially deadly to the unprepared. Specialised training and equipment familiarity is paramount for survival as resources may be limited. This training will enhance operational effectiveness and extend ISOP survivability to enable extraction.

3.6.2 Purpose/Aim

This training provides designated personnel with the skills and principles IAW PLWF needed to survive in a mountainous environment and enable extraction. Nations should aim to use their current in-service operational equipment to achieve the most realistic TTP.

3.6.3 Definitions

Mountainous environments are areas with extremely uneven terrain characterized by high, steep-sided slopes and valleys, which may cover a large area. Towns and other built-up areas are concentrated in the valleys. Some mountain chains are in dry desert regions with temperatures ranging from extreme heat in the summer to extreme cold in the winter. In tropical regions, small to medium mountains are covered in lush jungles with deep ravines that flood during the rainy season. Temperatures in these areas typically remain warm and humid all year. Different mountain chains have different types of climates, but in general, their height means that the weather conditions are extremely changeable.

Mountains may rise abruptly from the plains to form a giant barrier or ascend gradually as a series of parallel ridges extending unbroken for great distances. Mountains may have isolated peaks, rounded crests, eroded ridges and high plains and be intersected by valleys, gorges and deep ravines. High rocky crags with glaciated peaks and year-round snow cover exist in mountain ranges at most latitudes. Rugged terrain is common among all types of mountains.

3.6.4 Training environment

Training should be conducted in a mountainous terrain and/or a simulated environment in accordance with operational characteristics and the Nation’s own safety regulations.

3.6.5 Performance objectives

Mountainous environment educated personnel should at least be able to:

PROTECTION:

(1) Medical

a. IDENTIFY and APPLY mountainous survival principles to prevent environment specific injuries and reduce risks (e.g., wind chill, altitude sickness, heat and cold injuries, sun radiation effects)
b. IDENTIFY and APPLY principles to combat the environment specific psychological and physiological stressors (e.g., isolation, dehydration, disorientation, exposure to the elements, height/altitude)
c. IDENTIFY wildlife hazards that present both medical and psychological risk factors.
d. IDENTIFY immediate hazards (e.g., avalanche prone areas, rock and ice fall, glaciers, danger of falling, rapid weather changes, lightning strike)

(2) Clothing

a. RECOGNISE the properties, purposes and limitations of different clothing materials
b. RECALL and APPLY the correct use of clothing IAW COLDER principle
    - **C**lean -keep materials clean
    - **O**verheating -avoid
    - **L**oose and in layers -layers based on current activity
    - **D**ry -keep materials dry
    - **E**xamine -look for damage
    - **R**epair -repair damage

(3) Equipment

a. IDENTIFY environment specific equipment
    - Current in-service operational equipment
b. RECOGNISE and APPLY the correct use of personal and survival equipment and their limitations
    - Electronics (e.g., temperature, humidity, coverage)
    - Rescue equipment (e.g., avalanche rescue equipment, evacuation equipment)
    - Climbing equipment
    - Properly securing equipment

(4) Shelter

a. IDENTIFY and APPLY environment specific shelter considerations
    - Immediate action (e.g., insulation, wind protection)
    - Emergency vs. improvised shelters

(5) Fire

a. IDENTIFY and APPLY environment specific fire principles
    - Fuel and tinder
    - Heating/cooking

LOCATION

(1) Signal

a. RECOGNISE signaling and communication equipment
b. APPLY signaling procedures IAW environmental specific challenges (e.g., GTAS, smoke/fire signals)

(2) Travel/navigation

a. IDENTIFY and ADAPT to the specific travel challenges in the environment
    - Environment specific map considerations (e.g., contour intervals, map legend)
    - Electronic considerations (e.g., poor GPS acquisition, radio coverage)
    - Terrain specific hazards
    - Lack of visual references

WATER

a. IDENTIFY water procurement and treatment methods
b. IDENTIFY issued and improvised water storage methods
c. APPLY and ADAPT water procurement, storage methods, environment specific water treatment (e.g., boiling considerations)

FOOD

a. IDENTIFY available food resources and the specific environmental considerations
b. IDENTIFY and APPLY food procurement, preparation and conservation techniques

(3)

Extraction Considerations

a. IDENTIFY different extraction devices and procedures
b. IMPLEMENT environment specific recovery considerations (e.g., ISOP preparation, weather factors, terrain regarding HLS, obstacles)

(4)

Notes

a. If incorporating evasion into jungle training, tactical considerations may need to be modified for this environment. Examples include:
    - Movement considerations as per EPA (e.g., above/below tree line)
    - Camouflage and concealment
    - Movement in relation to threats

3.7 OPEN WATER ENVIRONMENT

3.7.1 Introduction

Two thirds of the world’s surface are covered in water, this means there is a high probability of isolation in this environment. Open waters are hostile, unforgiving, and potentially deadly to the unprepared. Specialised training and equipment familiarity is paramount for survival as resources are limited. This training will enhance operational effectiveness and extend ISOP survivability to enable extraction.

3.7.2 Purpose/Aim

This training provides designated personnel with the skills and principles IAW PLWF needed to survive in open water for an indefinite period of time and enable extraction. Nations should aim to use their current in-service operational equipment to achieve the most realistic TTP.

3.7.3 Definitions

When defining open water, the terms “sea” and “ocean” are often used interchangeably in reference to saltwater. The seas cover 70.8 percent of the Earth’s surface. Traditionally, the seas are divided into four oceans: Atlantic, Pacific, Indian, and Arctic. These oceans with fringing gulfs and smaller bodies of water, make up the world’s seas.

For the purposes of this training the open water environment is defined as any large body of water. Whilst this is often distant from shore, these conditions may also exist within rivers, lakes, fjords, etc.

3.7.4 Training environment

Training should be conducted in an open water or simulated environment in accordance with the Nation’s own safety regulations.

3.7.5 Performance objectives

Water survival educated personnel should at least be able to:

PROTECTION:

(1) Medical

a. IDENTIFY and APPLY water survival principles to prevent environment specific injuries and reduce risks (e.g., drowning, sunburn, salt water, heat and cold effects, hypothermia)
b. IDENTIFY and APPLY principles to combat environment specific psychological and physiological stressors (e.g., sea sickness, cold shock, isolation and lack of reference points)
c. IDENTIFY wildlife hazards that present both medical and psychological risk factors.

d. RECOGNISE the importance of addressing immediate hazards (e.g., sinking craft, debris, fuel, life-threating medical issues)

(2) Clothing

a. RECALL the properties, purposes and limitations of different clothing materials
b. RECOGNISE and APPLY the correct use of clothing IAW COLDER principle
    1. **C**lean -keep materials clean (Salt water considerations)
    2. **O**verheating -avoid
    3. **L**oose and in layers -layers based on current activity
    4. **D**ry -keep materials dry
    5. **E**xamine -look for damage
    6. **R**epair -repair damage

(3) Equipment

a. IDENTIFY environment specific equipment / Current in-service operational equipment
b. RECOGNISE and APPLY the correct use of personal and survival equipment and their limitations
    1. Electronics/batteries
    2. Effects of salt water
    3. Life preserving equipment
    4. Salvaging debris
    5. Properly securing equipment

(4) Shelter

a. RECALL and APPLY principles for the correct use of life rafts
    1. Immediate actions
    2. Entry procedures
    3. Raft set up and use
    4. Repairing/maintenance of life rafts
    5. Insulation

(5) Fire

a. IDENTIFY environment specific fire principles
    1. Hazards of fires and flares
    2. Medical use
    3. Signaling

LOCATION

(1) Signal

a. RECOGNISE signaling and communication equipment
b. APPLY signaling procedures IAW environmental specific challenges

(2) Travel/navigation

a. IDENTIFY and ADAPT to the specific travel challenges in the environment
    1. Swimming techniques/man overboard
    2. Sea anchor/raft configuration
    3. Life raft travel techniques
    4. Getting onto land
    5. Lack of visual references
    6. HELP/huddle position

WATER

a. IDENTIFY water procurement and treatment methods
b. IDENTIFY issued and improvised water storage methods
c. APPLY and ADAPT water procurement, treatment, rationing, and storage methods

FOOD

a. IDENTIFY available food resources and the specific environmental considerations
b. IDENTIFY food procurement techniques and associated hazards
c. RECOGNISE food procurement and rationing methods

General emergency EGRESS considerations

a. RECALL the use of reference points for orientation
b. IDENTIFY snagging hazards
c. RECOGNISE when to activate LPU
d. PERFORM platform specific familiarization

e. IDENTIFY egress challenges associated with weapons, non-standard equipment, and non-standard configurations.

(3)

Extraction considerations

a. IDENTIFY extraction devices and procedures
b. RECOGNISE recovery considerations for specific RV (vessels and rotary wing)
c. IDENTIFY Raft preparation considerations
d. RECOGNISE Sea state/weather considerations

3.8 URBAN ENVIRONMENT

3.8.1 Introduction

Open battlefields of the past are increasingly shifting to the more complex urban environments. Rescue forces, adversary forces and the ISOP will conduct operations in a three-dimensional battle space: surface, above the surface or below the surface.
The urban environment includes complex and dynamic interactions between its key components: urban area (man-made constructions), the terrain (natural and man-made), the population density, cultural factors, threats and supporting infrastructure.
While urban environments tend to be abundant in resources, the non-permissive aspect of urban evasion creates unique challenges. The ISOP's determination of a course of actions and TTP should be guided by the type of location, political, social, cultural, religious, ethnic and threat factors.

3.8.2 Purpose/Aim

The purpose of this training is to provide designated personnel with the skills and principles IAW PLWF. This training must cover specific considerations IAW SERE principles in an Urban Environment.
The aim of the training is to focus on evasion considerations within an urban environment versus the traditional survival TTP of other environments.
Definitions

The urban environment is a complex interconnected system of systems expressed through a three-dimensional physical system, an information system and a human system comprising a population of significant size and varied configuration. An action

in one system can have multiple, sometimes unpredictable effects in the others.

1. **PHYSICAL SYSTEM**

The urban physical system is a three-dimensional battlespace: surface, above the surface or below the surface. This can range from the street, rooftops and buildings to sewers and subway systems. Generally, the urban environment can be divided into distinct types of terrain:

a. Historical centre/old town
b. Financial/business centre
c. Industrial areas
d. Residential areas
e. Slum/shanty areas
f. Subterranean

2. **INFORMATION SYSTEM**

The information system within a city can support or counter JPR operations. The city's connectedness provides the means to share information quickly to millions of people with minimal effort. While this can be exploited by JPR forces and the ISOP, it can also work against them.

3. **HUMAN SYSTEM**

The human system can be defined as the social, political and economic environment and belief systems that shape the interaction between different sections of the civilian population.

3.8.3 Training environment

Training should be conducted in an actual urban area in accordance with the Nation's own law and safety regulations. A simulated environment can also be used if an actual urban area is not feasible. Authorisation from official authorities is paramount prior to live training exercises. All parties involved must understand what TTP are allowed to be used during the training exercise.

3.8.4 Performance objectives

The training objectives in the urban environment build on previous SERE training. These skills must be adapted to suit this unique environment. Urban environment educated personnel should at least be able to:

Characteristics

a. IDENTIFY the characteristics of an urban environment
b. RECOGNISE the three urban environment systems
c. RECOGNISE different types of urban environments
d. RECALL ASCOPE:
    Areas
    Structures
    Capabilities
    Organisations
    People
    Events

Evasion

a. ADAPT the Five Phases of Evasion to the urban environment:
    1. Immediate Actions
    2. Initial Movement
    3. Hole up site
    4. Evasion Movement
    5. Recovery

PROTECTION

(1) Medical

a. RECOGNISE the environment specific hazards (e.g., criminality, contamination, infrastructure of questionable construction standards, debris, gas/electric, wildlife)
b. APPLY principles to prevent and treat common urban injuries
c. RECOGNISE environment specific psychological and physiological stressors (e.g., Paranoia, vulnerabilities and self-induced stress)

(2) Clothing

a. IDENTIFY clothing procurement methods
b. ADAPT clothing to the specific urban environment IOT assist with evasion (e.g., Cover and concealment, improvised means, blending in and disguise)
c. ADAPT the COLDER principle to the urban environment

(3) Equipment

a. IDENTIFY personal, survival and improvised equipment relevant to the environment
b. RECALL the limitations of equipment in an urban environment
c. Electronic interference
d. ADAPT and APPLY the correct use of equipment
e. Concealment of equipment
f. Electronic signature

(4) Shelter

a. IDENTIFY and APPLY environment specific shelter considerations
    1. Immediate action/emergency shelter
    2. Location considerations
    3. Short and long-term hole up site
    4. Entry procedures
    5. Man-made
    6. Improvised

(5) Fire

a. IDENTIFY and APPLY environment specific fire principles emphasizing natural vs man-made resources
b. RECALL the specific use of fire and subsequent risk factors

LOCATION

(1) Signal

a. MODIFY signal procedures to the environment specific challenges
    1. Communication capabilities and risk factors (e.g., radio, cell phone, SATCOM, electronic signature)
    2. Issued and improvised signalling devices

3. Signalling limitations (e.g., Threat level, infrastructure, capability of equipment and electronic interference)

(2) Movement/navigation

a. IDENTIFY and ADAPT to specific travel limitations in the environment
    1. Orientation, landmarks and urban navigation
    2. Urban evasion movement (e.g., blending in, covert, day/night)
    3. Transport considerations (e.g., Vehicles, public)
    4. Threat of detection (e.g., Security forces, CCTV and criminals)
b. RECOGNISE hazards specific to the environment
    1. Traversing obstacles (e.g., Avoid, Under, Through and Over (AUTO))
    2. Transportation infrastructure
    3. Hazardous materials
    4. Wildlife

WATER

a. IDENTIFY and ADAPT water procurement and purification methods to the environment
b. IDENTIFY and ADAPT water storage and transportation methods to the environment

FOOD

a. IDENTIFY food procurement methods
b. IDENTIFY food storage and transportation methods

Extraction Considerations

a. IDENTIFY recovery procedures (e.g., Self, conventional, non-conventional)
b. RECOGNISE and ADAPT extraction considerations (e.g., ISOP preparation, ground/air recovery, obstacles, enemy forces)

3.9 DESERT ENVIRONMENT

3.9.1 Introduction

The desert environment is hostile, unforgiving, and potentially deadly to the unprepared. Specialised training in this environment is essential. This training will enhance operational effectiveness and extend ISOP survivability to enable recovery.

3.9.2 Purpose/Aim

This training provides designated personnel with the skills and principles IAW PLWF needed to survive in a desert environment and enable recovery. Nations should aim to use their current in-service operational equipment to achieve the most realistic TTP.

3.9.3 Definitions

A desert is an area with annual rainfall of less than 250 mm and can include areas with both high and low temperatures. Vegetation is sparse and the daily temperature fluctuations can be extreme, ranging from below freezing to 55°C in one 24-hour period. Topography and soil types vary greatly between deserts. Long periods of drought can be interrupted by sudden rain and flash floods. There are four main types of desert terrain consisting of mountain, rocky plateau, cold and sandy or dune terrain.

3.9.4 Training environment

Training should be conducted in a hot and dry desert. An environment that replicates the conditions and characteristics can also be used if an actual desert area is not feasible. All training should be conducted in accordance with the Nation’s own safety regulations.

3.9.5 Performance objectives

The training objectives in the desert environment build on previous SERE training. These skills must be adapted to suit this unique environment. Desert environment educated personnel should at least be able to:

PROTECTION

(1) Medical

a. IDENTIFY and APPLY desert survival principles to prevent environment specific injuries and reduce risks (e.g., work/rest, dehydration, heat injuries, hypothermia at night, sun radiation and sun blindness)
b. IDENTIFY and APPLY principles to combat the environment specific psychological and physiological stressors (e.g., isolation, dehydration, exposure to the elements)
c. IDENTIFY wildlife hazards that present both medical and psychological risk factors.
d. RECOGNISE environment specific hazards (e.g., rapid weather changes, flash floods, sand storms)

(2) Clothing

a. RECALL the properties, purposes and limitations of different clothing materials
b. RECOGNISE and APPLY the correct use of clothing IAW COLDER principle
c. RECOGNISE how to improvise clothing and equipment for changing conditions

(3) Equipment

a. IDENTIFY current, in-service operational equipment specific to the environment
b. RECOGNISE and APPLY the correct use of personal and survival equipment and their limitations
    1. Electronics (e.g., temperature, interference)
    2. Water procurement equipment
    3. Eye protection
    4. Sun protection
    5. Properly securing equipment
c. RECALL how to improvise and repurpose equipment and resources

(4) Shelter

a. IDENTIFY and APPLY environment specific shelter considerations
    1. Immediate action (e.g., shade, insulation, heat and wind protection)

2. Shelter location / selection
3. Emergency / improvised shelters

b. RECALL desert shelter principles
1. Multi layered
2. Cooling effect (Above / below surface)
3. Improvised sand pillars

(5) Fire

a. IDENTIFY environment specific fire resources

LOCATION

(1) Signal

a. APPLY signaling and communication procedures IAW environmental specific challenges (e.g., GTAS, reflectors and maintenance)

(2) Movement/navigation

a. IDENTIFY and ADAPT specific movement considerations in the environment
1. Go / No go movement considerations (e.g., Ground appreciation/route selection, deceptive distances, time of day and limited resources)
2. Limited visual references, map and navigational accuracy
3. Electronic navigational aids and limitations (e.g., Temperature and interference)
4. Terrain specific hazards

WATER

a. IDENTIFY environment specific water sources
b. RECALL efficiency considerations and effectiveness regarding water procurement methods
c. IDENTIFY issued and improvised water storage methods
d. APPLY and ADAPT water procurement, storage methods and environment specific water treatment

(3)

FOOD

a. IDENTIFY environment specific food sources
b. RECALL the specific environmental considerations (e.g., food consideration if limited water available)
c. APPLY and ADAPT food procurement, preparation and conservation techniques

Notes

a. If incorporating evasion into desert training, EPA and tactical considerations may need to be modified for this environment

3.10 ESCAPE TRAINING

3.10.1 Introduction

Escape training enables the ISOP to plan and evaluate whether escape from captivity is an option and if applicable, help the individual in succeeding.

3.10.2 Purpose/Aim

The purpose is to teach the relevant escape skills to the individual to enable them to plan and evaluate whether escape from captivity is an option and if applicable, help the individual in succeeding.

3.10.3 Performance objectives

a. RECOGNISE the implications of escape (situational, personal, legal, political)
b. DEMONSTRATE defeating common soft and hard restraints (e.g., plasti-cuffs, parcel tape)
c. RECALL how escape can be affected by the national code of conduct (or equivalent)
d. RECOGNISE how to break out of common holding facilities, vehicles and overcome barriers/obstacles. Where practicable DEMONSTRATE

e. RECOGNISE suitable unarmed combat skills and or tools appropriate to escape captivity

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CHAPTER 4 INSTRUCTOR COMPETENCIES

4.1 SERE INSTRUCTOR

4.1.1 General

The term SERE instructor identifies personnel selected and qualified, in accordance with national policy, to deliver SERE training. The SERE instructor can be used to deliver environment and resistance training, if the instructor covers the requirements mentioned in the following sub paragraph.
Furthermore, the SERE instructor can be operating as SERE de-briefer, SERE specialist in a JPRC/PRCC in exercises and operations, when properly trained.

4.1.2 Selection

The SERE instructor should be evaluated for selection against an agreed criteria to ensure a high standard of instruction in line with national policy.

(1) Equivalent SERE Level qualification what they would deliver
(2) Mentally and physically fit IAW national requirements
(3) Should be qualified to deliver specific training topics in English
(4) Ability to instruct

4.1.3 Instructor Qualifications for SERE Level B and C

The complexity and diversity of the subjects taught may require different standards/competence levels from the instructor for the different training levels. The qualifications can be reached by a course or by a qualification process during on-the-job training at the dedicated training facility. The qualifications should ideally cover the following topics but are not limited to:

(1) Basic instructor capabilities IAW national requirements
(2) SERE training equivalent to the training they would deliver
(3) Deliver SERE B training IAW national regulations

(4) Deliver all required performance objectives for an ISOP in theoretical and/or practical training

Subsequent specialization and further training for SERE instructors:

(1) Successfully complete and/or deliver environment / specialised SERE training
(2) Organise, administer and supervise SERE training, including production of training documentation
(3) Produce and deliver theatre specific basic survival theory, environmental and resistance briefings if applicable

SERE instructors that deliver SERE Level C training must complete a certification process IAW national regulations at the dedicated training facility.

When national SERE instructor currency is exceeded, currency will be regained under the supervision of a certifier who is current and qualified in the same task to the same or higher level IAW national requirements.

4.1.4 Environmental instructor qualifications

In order to be a qualified environmental instructor, personnel should first meet the above-mentioned criteria. The complexity and diversity of the environments taught may require different standards/competence levels from the instructor for the different training levels. The qualifications can be reached by a course or by a qualification process during on job training at the dedicated training facility. The qualifications should ideally cover the following topics but are not limited to:

(1) Successful completion of the relevant environmental training course as a student.
(2) Upon successful completion of environmental training, the SERE instructor should develop their certification IAW their relevant nation’s standards.
(3) Nations with established environmental training programmes may train and support SERE Instructors and advise nations on the development of environmental training.

4.2 RESISTANCE INSTRUCTOR

4.2.1 General

The term Resistance instructor identifies those personnel selected and qualified, in accordance with national policy, to deliver resistance training. Those instructors need to be qualified to ensure the safety and welfare of all personnel involved in the training. Furthermore, there should be specific protective measures implemented in the training.

4.2.2 Selection

The Resistance instructor should be selected against an agreed criteria to ensure a high standard of instruction in line with national policy. Psychological screening of the instructor candidate is recommended. The following characteristics are recommended:

(1) Mentally and physically fit
(2) People skills
(3) Ability to empathise
(4) Ability to role play

4.2.3 Instructor Competencies

The complexity and diversity of the subjects taught may require different standards/competence levels from the instructor for the different training levels but should ideally cover the following topics:

(1) Theoretical knowledge on national laws and regulations
(2) Theoretical knowledge on the topic of captivity
(3) The risks of delivering practical resistance training
(4) Resistance training safety
(5) Practical experience as a student at the level they will teach
(6) Non-verbal communication
(7) Theoretical knowledge and practical ability on the topic of resistance to interrogation and exploitation

(8) Theoretical knowledge and practical ability to deliver all needed performance objectives from the resistance training

(9) Theoretical knowledge and practical ability on the topic of role play

(10) Debriefing of students after training

Instructors should deliver at least once a year a resistance Level C training in order to stay qualified. Instructors who didn't deliver training in due time need to be re-qualified by a suitably qualified and experienced instructor.

4.3 ADDITIONAL SERE DUTIES

4.3.1 General

Nation-designated SERE personnel may be required to support other tasks such as Reintegration and JPRC/PRCC duties.

4.3.2 Reintegration

Nation designated SERE personnel may require further training to ensure competence in the de-briefing role. The following courses can facilitate obtaining the required level of competence:

(1) US PR 296 – Reintegration Fundamentals

(2) US PR 297 – Basic De-Briefers Course

(3) US PR 397 – Advanced De-Briefers Course

(4) Other equivalent Courses

(5)

4.3.3 SERE Specialist assigned to a JPRC/PRCC

During an Isolating event SERE trained personnel may provide subject matter expertise to support recovery force planning, Command & Control and event management in a JPRC/PRCC. Additional training from the following courses can facilitate obtaining the required level of competence:

(1) US PR 300 – Personnel Recovery Execution Course

(2) US PR 350 – Personnel Recovery Planning Course

(3) JPRSC – Joint Personnel Recovery Staff Course

(4) Other Equivalent Courses

4.4 CURRENCY AND RE-QUALIFICATION

Nations should develop a currency and re-qualification model/program to ensure personnel remain current in relevant roles. Personnel who lapse in currency should comply with their nations re-qualifying process.

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CHAPTER 5 SUPPLEMENTARY SERE TRAINING

5.1 INTRODUCTION

The SERE training levels are to be supplemented by continuation training, theatre-specific pre-deployment training and in theatre training, in accordance with national policy and/or NATO operational requirements. It is national responsibility to determine the currency duration of each level.

5.2 CONTINUATION TRAINING

Nations are to ensure that personnel receive SERE continuation Training that focuses on SERE skills, equipment and procedures in order to maintain proficiency.

5.3 PRE-DEPLOYMENT AND IN-THEATRE TRAINING

SERE training (Level A, B and C) does not necessarily prepare personnel for all operations. Having completed the appropriate level of SERE training, it is a national responsibility that personnel conduct theatre specific pre-deployment training based on theatre requirements. Pre-deployment training should cover the following topics:

(1) In-theatre JPR procedures and organisation
(2) Confirmation of ISOPREP preparation
(3) Threat of captivity, isolation, exploitation
(4) Legal status of individual and specific legal aspects
(5) Rules of engagement (ROE)
(6) Equipment
(7) Procedures: radio, extraction, etc.
(8) INTEL
(9) Environmental (e.g., Theatre specific PLWF, overview of theatre/country/area specific information such as history, religions, language(s), culture, basic economy, society)
(10)

Pre-deployment training is not the responsibility of the JFC and in-theatre training should be conducted only when the operational situation / risk or threat level demands and allows it.
Pre-deployment training needs to be adapted to the environment and the in-theatre capabilities should be provided to enhance interoperability for designated personnel.

ANNEX A Acronyms and Abbreviations

ASCOPE	-	Areas, Structures, Capabilities, Organisations, People, Events
AUTO	-	Avoid, Under, Through, Over
CaC	-	Conduct after Capture
CoC	-	Code of Conduct
COLDER	-	Clean, Overheat, Loose, Dry, Examine, Repair
CR-Code	-	Combat Recovery Code
CSAR	-	Combat Search and Rescue
DoK	-	Depth of Knowledge
EPA	-	Evasion Plan of Action
GPS	-	Global Positioning System
GTAS	-	Ground to Air Signal
HELP	-	Heat Escape Lessening Position
HLS	-	Helicopter Landing Site
IAW	-	In accordance with
IOT	-	In order to
ISOP	-	Isolated Personnel
ISOPREP	-	Isolated Personnel Report
JFC	-	Joint Force Commander
JPR	-	Joint Personnel Recovery
JPRC	-	Joint Personnel Recovery Centre
LPU	-	Life Preserver Unit
NORDO	-	No radio
OSC	-	On scene Commander
PLWF	-	Protection, Location, Water, Food
PRCC	-	Personnel Recovery Coordination Cell
ROE	-	Rules of Engagement
RV	-	Rescue Vehicle
SATCOM	-	Satellite Communication
SERE	-	Survival, Evasion, Resistance, Extraction
TO	-	Training Objectives
TTP	-	Tactics, Techniques and procedures

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ANNEX B Terms and Definitions

All terms and definitions used in this document are contained in NATOTerm (Ref. b), AJP-3.7 (Ref. e) and APRP-3.3.7.7 (Ref.f) with the exception of:

- **Resistance** is an umbrella term. It includes Conduct after Capture, Resistance to Interrogation, Resistance to Exploitation and Escape.
    - **Conduct after Capture** (CaC): procedures, activities, behaviour endorsed by ISOP to cope while being in captivity. CaC is considered as a part of Resistance term mentioned in the SERE acronym. ISOP's CaC has a direct impact upon one's survivability during captivity and may be driven by a national Code of Conduct.
    - **Code of Conduct** (CoC): a national policy outlining behaviour in accordance with social & moral norms, religious convictions, legal considerations, responsibilities and practices for an individual, when they avoid captivity, resist whilst in captivity and attempt to escape.
    - **Resistance to Exploitation** (RTE): specific techniques and procedures endorsed by ISOP to reduce captor's ability to exploit the individual, group and/or situation. RTE has a direct impact upon the protection of information for an individual, group or nation and the influence of the public opinion.
    - **Resistance to Interrogation** (RTI/R2I): specific techniques and procedures endorsed by ISOP to resist interrogation by adversary state actors and non-state actors. RTI has a direct impact upon the protection of information for an individual, group or nation.
    - **Escape**: a set of measures taken to break free from a captivity situation.
- **Captivity**: the condition of being imprisoned or confined where an ISOP is held against their will and is required to survive, resist and attempt to escape.
- **Resistance coping mechanism**: a process by which an individual or group consciously attempt to master, minimise or tolerate stressors during captivity in order to survive, protect information and support recovery via escape or extraction

- **State Actor**: Governmental authorities that include, but is not limited to military forces, police forces, customs and internal security forces.

- **Non-State Actor**: Non-Governmental bodies that include, but is not limited to: terrorists, criminal gangs and para-military groups.

- **Specialised SERE training**: Additional training utilising TTPs for a specific environment/situation. These may include but not limited to urban, jungle, desert, cold weather, mountain and escape.

- **SERE Level A**: This is the basic level of theoretical training which introduces the potential isolated personnel to the concept of SERE. This level of SERE training is recommended for personnel assumed to be LRIE (as described in AJP-3.7). SERE Level A can be taught on a distributed basis at unit level. It does not need to be taught by a SERE instructor and may be delivered using some or all but not limited to of the following methods: Instructor/SME led lesson, demonstration, field exercise, video, DVD, computer-based training, lecture, self-study and tutorial.

- **SERE Level B**: This is an intermediate level of theoretical and practical SERE training that displays a full understanding of the national and NATO PR systems and enables trainees to be potentially extracted within Combat Recovery (CR) Operations. It is specifically dedicated to those personnel identified by nations as MRIE (as described in AJP-3.7). SERE Level B theoretical and practical training is delivered by SERE instructors and/or specific SMEs. It may contain practical training through lessons, demonstrations, role plays, workshops and or field exercises, to allow trainees to practice tactics and techniques and the use of equipment.

- **SERE Level C**: This is an advanced level of SERE theoretical and practical training, specifically dedicated to those personnel identified by nations at HRIE (as described in AJP-3.7). This level must include realistic practical evasion and resistance trainings in accordance with national policy. It enables trainees to be potentially extracted within Combat Search and Rescue (CSAR) Operations. To make them able to adapt to many ISOP situations, it must provide a full understanding of the national and NATO JPR systems as well as an in depth theoretical and practical training. SERE level C theoretical and practical training is delivered by SERE instructors and/or specific SMEs and need to be at or by a dedicated suitable training facility. Resistance training must be delivered by

suitably qualified instructors. It includes a theoretical package and a realistic practical evasion exercise using operational equipment and involving Opposing Forces (OPFOR) to demonstrate practical competency of the theoretical training. Training must also include realistic practical resistance training in a simulated captive environment of a duration that allows trainees to develop robust coping mechanisms and demonstrate resistance techniques. Trainees may need to be conditioned to reflect realistic potential scenarios prior to entering the simulated captivity environment. The duration of the practical SERE training is determined by national policies, however personnel should be trained and equipped to ensure survivability for a minimum of 72 hours and a Resistance phase of a minimum of 12 hours.

APRP-3.3.7.5(B)(1)