

Security Training Manual

Trainers' Guide



EUROPEAN COMMISSION



Humanitarian Aid

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Humanitarian Aid

Section One – Overview of the Modules	3
The module structure	4
Core modules (1 – 6)	4
Procedural modules (7 – 10)	5
Response modules (11 – 15)	6
Personal skills modules (16 – 17)	7
Additional modules	7
Section Two – About the Modules	8
The aim of the modules	8
How to use the modules	8
Module contents	8
Section Three - Setting up Training	11
Deciding to train	11
Assessing the need	11
Choosing which learning event	11
Establishing roles and responsibilities	12
The lead trainer	12
The co-trainer	12
The manager	12
Budgeting for training	12
Choosing the venue	14
Some rules for safety and security of training	14
Promoting the Training Focus	14
Section Four – Preparing to train	15
Preparing for the session	15
Setting objectives	16
SMART objectives	16
Identifying key learning points	17
Adapting the modules	18
Section Five – Training tips	19
Beginning the session	19
Introductions	19
The middle of the session	20
Process issues	20
Documenting outputs from training	20
Creating space for participants tot exchange experience	20

Giving and receiving constructive feedback	20
Techniques for giving feedback	20
Techniques for receiving feedback	21
Ice- breakers and energisers	21
Tips for using ice- breakers and energisers	21
Examples of ice- breakers and energisers	21
Hints for training multi-lingual participants	22
Individual work	23
Pairs work	24
Small group work	24
Considerations for small group work	24
Splitting groups	24
Training or content issues	25
Selecting training methods	26
Tips for using role play	27
Tips for using case studies	28
Tips for using brainstorm	28
Tips for leading discussions	29
Tips for questions and elicitation	29
Tips for using PowerPoint	30
Giving instructions	31
Dealing with challenging behaviour	32
Ending the session	32
Reviewing learning	33
Evaluating the training	33
Group evaluations	34
Individual evaluations	35
Finally remember the following...!	36

Appendices

Appendix 1: Suggested agenda	38
Appendix 2a: Lead trainers responsibilities chart	39
Appendix 2b: Co-trainers responsibilities chart	40
Appendix 2c: Managers responsibilities chart	40
Appendix 3a: Individual evaluation form (end of session)	41
Appendix 3b: Individual evaluation form (end of training)	42
Appendix 4: Certificate of attendance	44
Appendix 5: Checklist for organising a training	45
Appendix 6: Checklist for the training venue	46
Appendix 7: Bibliography	47
Appendix 8: Glossary of terms	48

Section One: Overview of the Modules

The Module Structure

The security modules in the Security Training Manual are divided into four sections:

Core Modules (1 – 6)

Procedural Modules (7 – 10)

Response Modules (11- 15)

Personal Skills Modules (16 – 17)

The following tables lay out the key content for each module in more detail. For details of the objectives and key learning points for each module go to the module session plan in the Security Training Manual.

Core Modules

The core modules are appropriate for all staff, both national and international. The modules detail the basic concepts that link security with the organisation and the individual.

In most cases the core modules should be run before the other modules as they provide definitions and the foundation for understanding the rest of the modules.

Although the modules are numbered the trainer may choose to run the modules in any order, depending on the needs of the agency and staff.

Number and title	Content
Module 1: A Systematic Approach to Security	Definitions of safety and security The importance of a systematic approach to security The link between good security systems and effective aid programmes The role of staff in contributing to their own and others security
Module 2: The Organisation, The Individual and Security	The link between security and the agency's values and mission The link between security and the agency's programme The importance of staff delivering a consistent message about their agency's values and activities

Number and title	Content
Module 3: The Context and Security	Contextual factors can impact on security levels Relationships between actors is an essential factor to assess The importance of gathering information from a variety of sources The need to constantly review and update information on the situation
Module 4: Assessing Risk	Defining threat, risk and vulnerability Identifying the relationship between the three terms How to carry out a personal risk assessment Assessing the proportionate risk
Module 5: Image and Acceptance	Different types of approaches to security Image and acceptance as an approach How different groups may perceive an agency The impact of individual behaviour on an acceptance approach
Module 6: Rights and Responsibilities	The International legal framework Rights and responsibilities outlined in the legal framework Humanitarian principles and codes of conduct The link between security and adhering to and respecting legal standards and humanitarian principles

Procedural Modules

The four procedural modules explore aspects of security that can be mitigated through sensible security procedures.

These modules aim to inform individual staff about security procedures, and explain the importance of adhering to security procedures at all times. During the sessions participants are encouraged to consider how individuals can contribute to the security of the whole team by following the SOPs and ensuring others also do.

Number and title	Content
Module 7: Incident Reporting	The purpose of incident reporting What constitutes an incident and why it is important to report incidents and 'near misses' Different types of reports (internal and external) When to report, and what to include in a report
Module 8:	Identifying threats to buildings

Security of Buildings	Procedural and physical aspects of buildings security The role of an image and acceptance approach in choosing appropriate security measures
Module 9: Travel Safety and Security	Procedures relating to choice of vehicle, vehicle safety and planning journeys Convoy procedures How to behave at checkpoints Road traffic accident procedures
Module 10: Communications	Advantages and disadvantages of different types of telecommunications equipment Regulations and protocols relating to communication Set up and maintenance of telecommunications equipment Effective use of different types of equipment

Response Modules

Each of the five response modules outlines basic steps to follow in case of a security incident occurring. Trainers should incorporate agency specific policies and procedures into each of the modules.

Modules should be run on the basis of the likelihood of the threat occurring in the context where the agency is working.

Number and title	Content
Module 11: Crime	Assessing personal threats in a specific context and assessing individual vulnerability Identifying ways to reduce personal vulnerability Outline steps to take in case of theft, assault or sexual violence Define support mechanisms available within the agency
Module 12: Ambush and car-jacking	Minimise the risk of encountering a car jacking or ambush Steps to follow in the event of a car-jacking or ambush Practise responding to different scenarios
Module 13: Mines and other Explosive Devices	The nature of threats from land mines, UXOs, IEDs and booby traps Examine the level of risk in the context Steps that should be taken to avoid landmines, UXO and booby traps How to behave when encountering a landmine or UXO
Module 14: Gunfire, Grenades and Shelling	The nature of threats from gunfire, grenades or shelling How to respond appropriately

Module 15: Abduction and Kidnapping	Different causes for abduction and kidnapping Ways to reduce the risk of being kidnapped Measures to improve the chances of survival during a kidnapping Outline steps the agency will be taking to secure a release.
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Personal Skills Modules

The two personal behaviour modules deal with two aspects of personal behaviour, stress and aggression, that, when well managed, can lead to a reduction of risk for individuals and teams.

These modules can be interspersed with modules from other sections.

Module 16: Dealing with Stress	Different types of stress and symptoms of stress How a lack of stress management can increase individuals' and others' security risks Organisational support mechanisms for relieving stress Individual coping strategies for dealing with stress
Module 17: Dealing with Anger	

Additional Modules

Security is a huge topic. These modules cover the basic aspects that are most commonly met at a personal level. However trainers may need to develop additional modules for specific issues such as, for example, fire fighting or bomb searches, if they are deemed to be a threat in the context.

Section Two: About the Modules

The Aim of the Modules

The aim of the DG ECHO Security Training Modules is to familiarise aid workers with essential concepts relating to security and provide a foundation for operating in insecure environments by exploring individual and agency responsibilities with regards to security procedures, policies and approaches.

The modules provide those staff, entrusted with the role of security, some basic training modules that can be used to train both national and international staff in the field.

The modules are intended for use within an agency and should not be read as prescriptive. They provide a framework for training and aim to relieve trainers of reinventing wheels by giving suggestions for training activities accompanied by notes on essential content.

There is no specific order in which the modules should be run, although there are some suggestions for agendas later in this section. The trainer should make these decisions based on the needs of their audience, the context and the time they have available.

N.B.: It is important that trainers still adapt the module session plans to suit their own environment and to incorporate specific agency policies and procedures.

How to use the Modules

The modules are intended for adaptation to your own specific organisation or context. The modules can be run over a period of weeks, for example, one session per week, or as a two to three day training course. Each module is short in duration in recognition of the fact that everyone is pressed for time!

Firstly read the module content notes and session notes. Use the objectives of each module and the session notes to decide how to formulate your session. Consider the size of your group and their learning needs as well as the resources available to you before completing the session plan attached to each module.

Module Contents

Following is a guide to the components in each module.

Why does this session matter?

This section provides the rationale for running the session by showing how the content relates to security. Guidance is given about the essential themes of the session, and links to other modules are made explicit.

Objectives

These are the learning objectives that the trainer would expect each participant to achieve by the end of the module. There are three or four objectives per module and they are written in a way that a trainer could actually assess whether or not a participant has achieved them at the end of a session.

The objectives are important as they indicate the essential skills, knowledge or attitude that should be trained in each session.

Key Learning Points

The key learning points relate to the essential knowledge requirements in each module. They represent key content for every session and are arranged in a logical sequence for training.

Session at a Glance

The 'session at a glance' table provides a quick reference point and contains the essential session concepts, suggested training activities and estimated timings. These are not suggestions only and can be adapted by the trainer as appropriate, depending on the audience or context.

Resources

The resource list for each session contains the specific resources that are needed for that particular module. That may include items such as handouts or specific training materials such as case studies or training activities.

Those items, such as flip charts and pens, that are required for every session are listed in Appendix 6: Checklist for the training venue.

References

Documents in this section represent recommendations for further reading besides the content notes.

Guidance

These notes represent training issues specific to the module. They should be read before delivering the session and may influence how a session is run.

Content notes

These notes provide a précis of the essential content that is required for each module. They are linked to the session plan and intend to elaborate on the key learning points. It is recommended that the trainer read the content notes before delivering the session.

The content notes are mainly drawn from the DG ECHO Generic Security Guide. Some additional texts are also represented such as the Safety First Handbook of Save the Children, the GPR8 by K Van Brabant, the CARE Security Manual.

Session notes

The session notes represent a recommended framework and sequence to help the trainer plan a session appropriate for their context. The session notes break the content into concepts and logical steps. Each step has a suggested training activity. The session notes also provide tips on how to run the different activities and highlight when there are PowerPoint slides to accompany the material.

It is important that trainers approach training with an attitude of 'making it their own'. They should use the session notes to plan a session that is suitable for their specific context and the audience. They may want to run slightly different activities if, for example, they will only have a small group. They should also plan for how the material relates to their own context.

Handouts

Attached to each session plan are handouts that accompany the session. These are optional and should be distributed on the basis of relevance to the audience and context. Trainers may also amend the handouts to make them more specific to their agency or context.

Activities

Attached to each session plan are activities, including case studies, exercises or scenarios. Again these can be used at the trainer's discretion.

Session plans

The empty session plan format at the end of each module is designed for trainers to make the sessions their own. Before each session trainers should outline the actual session they plan to run using the form provided.

The personalised session plan should also serve as a record of how sessions were run and include recommendations for the next time of running.

Section Three: Setting up the Training

Deciding to train

Learning about security is important because it can save lives and reduce vulnerability to risk. Therefore organisations are strongly advised that all new staff should undergo some type of training or briefing on security. Agencies have a responsibility to train all new staff in the agency's specific standard operating procedures, policies and protocols as well as the threats particular to the context.

Assessing the need

Before setting up any type of learning event you will need to establish the priority learning needs of your staff. There are many different ways of carrying out learning needs assessments in your organisation, varying from the simple to the complex.

The minimum step is to ask all staff if they have received any training on security. Find out the type of training they have received, and the basic content.

Using self-assessment can be an additional step. Give the module descriptions to the staff and ask them to prioritise their own learning needs.

Finally you can infer learning needs from the way staff behave and the types of questions they ask.

Choosing which learning event

Once a learning need on security is established you may need to tackle how best to meet the need. While the DG ECHO security training modules will often be a suitable option you may want to consider other options. Training is not the only solution to learning. Factors that may influence your choice of learning vehicle may be:

- How many people have learning needs? (If this is a small number then coaching may well be the answer.)
- Are there staff with specialist learning needs? (In which case you may need to outsource specialist training.)
- Are staff geographically spread out?
- How much budget do you have available?
- How much will the various learning options cost?

Alternative and complementary ways of ensuring staff are continually learning about security is to involve them in decisions about procedures and policies, through focussed meetings, staff meetings or a suggestion box. If there are decisions to be made about procedures consult with relevant staff.

Alternative ways of learning may be coaching in the work place. This benefits the person doing the coaching as they will have to ensure they are up to date on procedures and policies. The recipient has the benefit of having one on one learning and is able to frame their own learning by asking questions or directing the content matter.

Finally distance learning, or electronic learning, can be a sensible option if staff are geographically distant from the main field office. One web-site worth visiting to pursue this option further is: www.hdlc.com.au.

Establishing roles and responsibilities

It is vital before arranging any type of security learning event to clarify the roles and responsibilities of any staff who will be involved in the event to ensure that the full potential of the training is achieved. This relates to involving the appropriate people to identify the learning needs which will focus the course aim as well as ensuring the smooth delivery of training sessions. Finally there should be follow up to any course and this will occur if the trainers have ensured a relationship with the participants and their managers.

Role of the lead trainer

The role of a lead trainer is generally to organise the training and take responsibility for all aspects of coordinating the set up, delivery, evaluation and follow up to the training. The lead trainer will generally take the lead in terms of carrying out a learning needs assessment, adapting materials to suit the context and needs of the participants, setting up and delivering the training, and organising any follow up to the training. It is the lead trainer's responsibility to ensure, in collaboration with colleagues, that the course achieves its objectives and runs as smoothly as possible. (See Appendix 2a: Responsibilities of the lead trainer.)

Role of the co trainer

The co trainer is generally appointed to deliver specialist or agency specific sessions. Their role is to support the lead trainer, and also assist in practicalities relating to the course. Additionally they should prepare and evaluate their own sessions, and provide comments on any training report generated from the event.

Role of the manager

In this context the role of the manager relates to whoever is each of the participant's line manager. It is important to involve the managers at the start of the process as they can assist in providing information on staff learning needs.

Additionally if they are informed of the content of the course they can be involved in post course assessments and follow up learning needs assessments with their staff. This, in turn, can influence the design of future events.

Budgeting for training

Once the decision has been taken to deliver modules then you will need to establish a budget. Obviously costs will vary from country to country but following is a list of items that may need to be included in your security training budget:

Personnel costs	Equipment costs	Venue costs
Participant time	Flip chart stand and paper	Accommodation
Travel costs	Data projector	Refreshments and food

Personnel costs	Equipment costs	Venue costs
Trainer fees (or cost in time spent on preparation, delivery and follow up)	Lap top	Training room rental
Translation of training materials	Pens, paper, masking tape, coloured card, post it notes	
Administration costs	Scissors, stapler, hole puncher	
Follow up costs	Photocopying	
	Reference books	

Choosing the venue

Choice of venue will depend on whether you are running a one-off session or a whole training programme. If you are running the latter see Appendix 6: Checklist for the training venue. If you are running the former then you will probably need to identify a suitable space in the office buildings of your agency and obtain the appropriate authorization to use the room/s.

The safety and security of security trainings should be paramount. Following are some examples of events that have actually happened on security trainings and that should serve as a health warning!

- Starting a car in gear during a practical exercise.
- Driving too fast during a checkpoint exercise (rule: do not move out of first gear).
- Over-enthusiastic participants in simulation/role play linked to cultural misunderstandings – establish clear ground rules, collectively identify risks, ensure participants consider them seriously as a good demonstration of risk management.
- A venue being closed down and surrounded by special forces a week before the workshop as the building housed an anti-govt independent radio station (the station manager later attended the security training at a different venue!).
- Both mains power and back-up generator failed on the first evening of a workshop causing a very belated change of venue.
- An army colonel arriving with his security detail appeared in the middle of a workshop wanting to know what was going on. While initially suspicious, he eventually stayed for the rest of the workshop and became an excellent resource person.

Some rules for safety and security of training

- Do not run a simulation/role play exercise near any kind of military presence.
- Avoid sensitive venues.
- Carry out a security and a health and safety risk assessment for the venue and participants attending. (Who are they? Might they be targeted?)
- Decide whether to inform the authorities or keep a low profile. If you inform the authorities then who do you tell? Decisions like these require good local knowledge.
- Avoid conspicuous gathering of lots of white cars in hostile environments.

- Omit the term “security” from the course literature or advertising so as not to attract unwanted interest.
- Hold the training at a venue that does not require undue travel in unsafe conditions and is in a relatively secure location.

Promoting the Training

If the event is to be held in house for your agency only then speak to all the managers within the agency to make them aware of the training opportunity being made available. Managers are invaluable for reaching all parts of an agency. Provide information on the course including the aims and objectives, the dates and times and any additional requirements.

If the training is being held as an inter-agency initiative then ensure that the appropriate people in each agency are informed and do follow up telephone calls to check who will be attending.

Section Four: Preparing for training

Every trainer needs to make training materials their own. When preparing for delivering a module you should carry out the following:

- read the guidance notes for the session;
- read the content notes;
- read any notes (view notes page) in the PowerPoint presentation;
- research the reference documents if you feel you would like to research further;
- note the specific risks in your context;
- consider your audience and their needs;
- read through the session notes;
- decide on what to leave out and what you might add;
- complete the form in the following section; and
- fill out the empty session plan at the end of each module (this is useful to make sure the session is firm in your head).

Preparing for the session

When preparing for delivering sessions it is useful to ask yourself the following questions. Be disciplined about thinking through your answers to each question and this will then help you formulate objectives for the training based on your learning needs assessment and the context.

Who is this session for?
How long will it take?
Why is this session important?
Where does it fit in?
What matters most about this session?
What are the key learning points that I want my participants to take away from this session?
What should I read or review before doing this session?
What additional preparations do I need to do before running this session?

What resources do I need in order to run this session?
How might I run this session?
How will I assess participants' learning?
How will I know if the session was successful?

Setting objectives

Accurate and achievable objectives are the key to successful training. While generic objectives have been written for each of the modules it is important to think through whether these apply in your situation.

Training objectives tell you what the participants will be able to do by the end of training session or course. Having training objectives helps with planning; to decide what to include and what you can afford to leave out.

SMART objectives

You need to be able to evaluate your training objectives, and to do this they should be SMART:

- **S**pecific – what, specifically, do we want the participant to be able to do;
- **M**easurable – you will be able to assess participants' learning to see whether you have succeeded;
- **A**chievable – is it possible given the time and resources available;
- **R**elevant – does it fit with the aim of the training and relate to other objectives; and
- **T**imebound – is it within a given timeframe, e.g. 'By the end of the session...'

When writing a SMART objective, be careful about the words you use. Some words and phrases are vague, difficult to measure or open to interpretation.

Avoid using these words or phrases, which are vague and hard to measure	
Appreciate	Have a grasp of
Be aware of	Have a working knowledge of
Be familiar with	Have faith in
Be interested in	Improve
Believe	Know / Really know
Enjoy	Realise
Have a feeling for	Understand

Prefer these words, which are specific and easier to measure	
Compare	Identify
Conduct	List
Construct	Participate
Demonstrate	Select
Describe	Solve
Design	Specify
Differentiate	State
Explain	Write

Identifying key learning points

Key learning points describe what you want people to remember from the training session, and which you therefore need to cover and reinforce. They should contribute to achieving the stated objectives.

A useful way to identify key learning points is to write down everything you want to get across in your training session, and then decide which of these participants *must* know, *should* know, and *could* know.

The things that you feel participants *must know* are the key learning points. Stick to having about four to six key learning points, and write them down. Make sure they are covered in the session and reinforced at the end.

It can be worth including key learning points in a handout or course report so that participants have something to refer back to later. An example follows:

Assessing risk

Objectives

At the end of this session participants will be able to:

- describe the difference between risk, threat and vulnerability;
- identify the threats facing their agency or programme;
- identify the level of vulnerability of their agency or programme;
- carry out a simple risk assessment; and
- consider practical ways of reducing the risk.

Key Learning Points

At the end of this session the trainer will have covered the following points:

- Risk is a combination of threat and vulnerability (Risk = Threat x Vulnerability).
- There can be risks for the organisation or for the individual.

- Assessing risk is an essential and continuous process to determine the vulnerability of staff and programmes.
- At the same time as assessing the threats and the risk, the level of vulnerability to the threat needs to be determined and thought given to how to reduce the risk or vulnerability.
- The risk undertaken by staff should be proportionate to the expected benefits of the programme they are running for the affected people.

Adapting the modules

The training materials in the Security Training Guide provide a useful framework for delivering sessions. However they come with a health warning!! Trainers must adapt the materials to suit their audience and context.

This entails thinking of scenarios or case studies which are relevant to the context. It may include adding images to the PowerPoint presentation. It may be adding one of your favourite energisers.

The main thing to remember is that the modules as they are written do *not* have to be delivered word for word. You have the right, and the responsibility, to change things to suit your context and audience.

Section Five: Training tips

Every training session needs a clear beginning, middle and end. This section provides tips for honouring this structure.

Beginning the session

Introductions

The tone of the training is set from the very first moment the participants arrive at the venue and not, as many trainers assume, from the moment they first stand in front of the gathered group and say 'hello'.

There are a number of ways to ensure that participants are introduced to one another. Even when participants already know each other it is important that they have time to 'form' as a group at the beginning of a session.

Additionally it is important as the trainer that you are aware of the expectations of the group as this will help you adapt the training to the needs and wants of the participants. It is also important to set some ground rules for how the group will behave. These can be referred to if someone is dominating the group, or not listening to others or not switching off their mobile phone!

Some suggestions follow:

1. Ask each member of the group to find someone they do not work with regularly (or do not know). They should interview one another for five minutes and then share in plenary their name, role and expectations of the day. This exercise can be altered in a number of ways, ask people to share something the group does not know about them, or something surprising about themselves, or their expectations for the day.
2. Go round the group asking each person to give their name, describe their role and their expectations of the training as well as some ground rules for how the group will work over time.
3. Post four flip charts on the wall. Attach a brown paper bag to each one. On one flip chart write: Expectations for the training, on another write: How I would like the group to be, on the third write: What I have left behind and on the fourth write: I am afraid that...

Participants should then respond, on a piece of paper to the statements. When they have completed four statements they should put their pieces of paper in the corresponding brown paper bag.

Then split the main group into four and ask them to collate the pieces of paper in the bags onto a fresh flip chart. Each group should then present their flip chart to the main group.

4. Ask participants to introduce themselves while holding a lighted match: when the match has burned down they have to stop – a very good way to have fun and to keep introductions short.

The Middle of the session

The middle of the session is when you have the opportunity to facilitate the content, which will relate to developing the skills, knowledge and attitudes of the participants. While content can be managed using a variety of methods (see section on training methods) it is also important that the trainer pay attention to the process of the group development. The process the trainer follows will ensure a safe and participatory learning environment, which should not only ensure people learn, but also add some energy and fun to the learning event.

Process issues

Documenting outputs from the training

A lot of valuable work will be produced during the training sessions, and participants may have useful suggestions that can feed in to an agency's security procedures or policies.

Creating space for participants to exchange experience

It is essential that participants are provided with an opportunity to exchange experience during any training. Trainers must allow space for participants to learn from one another. To provide such opportunities insert a space in each session or in the training programme and invite participants to talk on a specific issue.

Training teams have always acknowledged the importance of maintaining informal conversation time with participants during breaks and in the evenings. This can provide an excellent opportunity to hear how participants feel the course is going. It can also provide opportunities for enhancing learning by encouraging conversations that are undirected, non-linear and usually highly relevant to the needs of the participants.

Giving and receiving constructive feedback

Constructive feedback is the process of giving and receiving comments, based on observation, about a participant's performance. It is essential to learning, both because it is immediate and, when done in a group, represents a range of views.

Techniques for giving feedback

'Own' the language. You are not necessarily right. Feedback should reflect the attitude that what you are saying is only an *opinion*, and not necessarily *correct*. If language such as 'I think that...' or 'It seemed to me that...' is used, then it reinforces this attitude, and makes it easier for the receiver to listen.

Be specific. It is not enough just to say 'I thought it was good' or 'I thought it was bad'. The receiver needs to appreciate specifically what he or she is doing right or wrong.

Don't overload. Most people are able to genuinely assimilate no more than two pieces of negative feedback at a time, so choose issues that you consider to be the most important and don't mention the rest. There will normally be another opportunity later to deal with additional points.

'Sandwich' the negative between positives. Begin with a positive point about the performance, then a negative and finally end with a positive. For example, 'I particularly liked the way you introduced the session...However, I felt because your instructions were quite complex it would have been better to write them on a flipchart as well as give them to the group... I found that you used your voice well when you were trying to get the group's attention when the exercise finished.'

Avoid platitudes. Positive feedback is useful both because it builds confidence and because it is a genuine learning point or a reaffirmation of what someone does well. The fact that positive feedback is about learning, in the same way as negative feedback, is a point that should be stressed. Giving positive feedback should follow the same criteria as giving negative feedback: it should be specific, relate to behaviour, be prioritised, and be 'owned'. It is important that trainers appreciate that positive feedback is not the same thing as delivering platitudes. The platitude will undo any good work intended, by diminishing the trust of the receiver in the value of the feedback being given. Positive feedback that has been carefully considered in this way will lead to a stronger relationship between the giver and receiver and lay the foundations for a continuous feedback loop, controlled by the receiver.

Encourage self-assessment. It can be very helpful if you can encourage an individual to identify a pattern of behaviour or a problem for themselves by using gentle, probing questions, rather than by telling them outright what you think. This can cut down your hard work and also means that the individual is more likely to commit to change, as they feel they have ownership of the problem.

Techniques for receiving feedback

Be specific. This relates to framing what you would like feedback on. When asked, many people will say they want feedback on everything. However, it is important for the learning process that the receiver identifies areas they believe could be improved and asks the observer to look out for those areas in particular. For example, 'I would like feedback on the appropriateness of the handouts I used', or 'Could you tell me if I appear confident in front of the group?'

Listen. It can be tempting to leap in and explain why you did something, in an attempt to justify it. Instead, listen to the comments, clarify any points you need to, and then decide whether you feel the feedback is valid or not.

Verify – check it out. If you are unsure whether the feedback is valid, or even if you just want a second opinion, check out the feedback with someone whose opinion you value. Different people often have different views of the same thing.

Decide what you will do as a result of the feedback. If you decide that the comments are valid, decide on the consequences of using or ignoring them, and finally decide what you will do as a result of this. Ensure that you get additional feedback when you put into practice what you are learning.

Recognise a put-down. There will be occasions when someone gives you feedback designed to make you feel bad. Recognise the motive and don't let it destroy your confidence. It is not valid.

Icebreakers and energisers

Short activities which encourage participants to move around, relax, take a break from what they are doing or get to know one another better. Some may have relevance to a topic, some may develop skills and others are designed to change the pace or focus of the training.

Energisers and games can be particularly useful after a long presentation, or to start the first afternoon session of a training programme. As a general rule, energisers should be chosen with sensitivity to the cultural, gender and religious norms of the group. People's physical abilities should also be considered.

Tips for using ice breakers and energisers

Following are some considerations for using ice-breakers and energisers:

- Energisers can be as simple as allowing the group to go outside for five minutes.
- Beware of the relevance of the exercise being lost on participants, as then they can be seen as silly or a waste of time.
- Always try to use an energiser in the after lunch session to avoid the 'graveyard' syndrome.
- Only use ice breakers that you personally are comfortable with, otherwise they can be unconvincing for participants!

Examples of icebreakers and energisers

'Move to the spot'

This energiser takes five minutes. Ask participants to spread around the room and to pick a particular 'spot' that is 'theirs'. Then ask people to move around the room, doing something suggested by the facilitator, such as: "Say hello to anyone wearing red; Hop, skip or jump; Whistle or make a strange sound; Walk backwards", and so on. When the facilitator says "Stop!" everyone has to get back to their 'spot' as soon as possible. This game can be fun if it is not done for too long - people will get bored quite quickly.

'Ha! Ha! Ha!'

This energiser is useful for changing pace or if there is tension in the group. The facilitator explains that s/he is going to make them laugh. The facilitator starts by saying "Ha!" and getting the next person to repeat this, adding another "Ha!" Participants then repeat what their neighbour says, adding another "Ha!" each time. In this way, people are 'made' to laugh and very quickly everyone will be laughing. It really works!

'Making rain'

This is similar to the 'Ha! Ha! Ha!' energiser. Everyone sits in a circle and the facilitator starts by drumming her/his fingers on a table or chair. The next person starts to drum their fingers,

then the next, until everyone is drumming their fingers. The sound is like that of heavy rain or a thunderstorm. End the exercise when everyone is 'making rain'.

'A's and B's'

This energiser can also be used to form random groups. Find an open space for this exercise. Participants should silently choose one person in the group to be their 'A' and one person to be their 'B' (there are no criteria for selecting 'As' and 'Bs'). Once everyone has made their choice, the Facilitator explains that people should now try to get as close to their 'As' as possible and as far away from their 'Bs'. People should be encouraged to move quickly - the only rule is that they are not allowed to touch anyone. After a few minutes, participants are asked to reverse the process (getting close to the 'Bs' and far away from the As). This exercise will make people move about in unusual ways and should generate a lot of laughter.

Hints for training multi lingual participants

Following are some tips on how to create an environment where participants using a second or third language may feel more comfortable:

- Pronounce words clearly and use simple language.
- Do not use colloquialisms.
- Repeat key ideas or content.
- Use visual supporting materials.
- Provide summaries of the content in handout form.
- Check understanding by asking open questions that elicit key learning points.
- Take frequent breaks and alter the training methods as working in second language is very tiring.
- Wait for silences or gaps, people may be working out how to say something.
- Do not confuse lack of language skills with a lack of intelligence.

Individual work

Ensure that individuals are aware of the following points:

- Where, and from whom, to get support;
- What they are required to do and by when;
- What will happen if they do not complete the work; and
- How to get feedback on their completed work.

Pairs work

Participants work with their immediate partner, or another person who would be logically linked with them in a security situation (e.g. a driver working with a passenger during Module 9: Travel Safety and Security).

It is useful to use pairs work to reduce feelings of discomfort and build confidence in the training environment, and it can help if some members of the group are illiterate or not working in their first language.

Small group work

Small group work can be one of the most rewarding learning activities, because it allows more in-depth discussion and is helpful for those participants who find it difficult to speak out in the plenary group.

Considerations for small group work

- Be clear on what you want the group to achieve, how long they have for the task, what they will need to do the task, where they can do the task and what the reporting back format will be.
- Allocate groups a working space. This may be in the same room, but in the case of lengthier, more complex tasks it is advisable to have groups work in separate rooms if they are available.
- Provide ground rules for groups. For example, ask groups to elect a facilitator, note taker and presenter. Ensure that these roles are swapped about between participants to ensure it is not always the most verbal people who get to do the reporting back!
- In general it is preferable to re-assign groups to allow participants to work with different people, especially in a 3 to 5 day workshop; although, you will want to keep the same group working through related tasks.
- The optimum number for group work is 5 or 6.
- Try and change the dynamics of groups by not sticking to the same formation all the time.
- When there are multiple languages allow more time for discussions and even more importantly plenty of time for feedback after training activities. A good rule of thumb is to double the normal time you would allocate.
- Devise different ways of splitting the main group into smaller groups (see below).

Splitting groups

The way the trainer splits the main group into smaller working groups can be done in a variety of ways.

Numbering

Simply 'count off' the participants into small groups, i.e. 1, 2, 3, (or 4 if 4 groups will be required.) if the groups do not need to be balanced in any way. People call out or are assigned numbers in sequence, up to the number of groups needed (e.g. for four groups, 1, 2, 3, 4; 1, 2, 3, 4, etc.). Then all the 1s form one group, the 2s another, and so on. Alternatively, use letters of the alphabet or names of fruit. Be clear after you have split the groups where each group should work.

Birthday line-up

Ask the participants to form a line in order of birthday date (make it clear that they only have to reveal the month and the day, and not the year). The January birthdays should be at the front, with December at the rear. When the line is complete, the trainer asks each participant in turn their birthday date, corrects any mistakes, and then counts off however many are needed in each group.

The ship is sinking

Clear a large space, climb onto a chair and explain that you are the captain of a ship and the ship is sinking. Ask everyone to clap and repeat after you 'The ship is sinking, the ship is sinking'. Explain that the only way for people to save themselves is to jump into a lifeboat containing a precise number of people – you will call out the number required. Start the chorus and then yell out a number e.g. eight. Everybody should now rush to find seven other people to form a lifeboat. This should provoke much noise and laughter. Repeat a few times with different numbers until you feel the group is ready to stop, and then yell out the number you want for small group work.

The world-famous Mexican shoe exercise

This is a good way to allow groups to self-select. Explain that shoes have many different characteristics, e.g. colour, shape, height of heel, laces, etc. Ask participants to find two other people with similar shoes to their own to form groups of three. Allow a few minutes of wandering before checking that everyone has a group.

Training or content issues

Following you will find tips on how to use various training techniques effectively.

Selecting training methods

In the security training modules each session plan is accompanied by suggested activities or training methods. However, you may wish to run the session in a different way depending on your audience or the time available to you. The following are some tips on how to select appropriate training methods:

Appropriateness of the content	Choose an activity that is applicable to the audience. Your objective is to involve all participants and not to exclude any one because they do not understand jargon or situations.
Relevance to the topic	Ensure that the activity can be tied to the topic you are training. If the subject is not perceived as being relevant to the training it will be dismissed and the tone you have set will impede learning.
Relevance to the group	The material must be relevant to the participants' capabilities. You should consider: knowledge, position or level, culture and language expertise.
Expectations of the participants	It may be hard to establish participants' expectations prior to the training session, but the more you know about the intended audience the better you can select appropriate activities.
Familiarity of participants	It is useful to know where the trainees in the group are acquainted with each other before the training session. If they have not met before early activities should be selected in order for them to get to know one another.
Previous exposure to activities	Participants who are 'expert trainees', that is they have attended several training sessions, may have seen most activities. You need to be aware of their experience to avoid them being 'blasé'. Some activities for example, case studies and role-plays can be used over and over; whereas specific games or activities for a particular outcome should not be repeated.
Confidence levels of participants	Many participants lack confidence initially in training programmes. They do not want to embarrass themselves. They need time to build confidence and trust with colleagues and trainer.
Willingness to participate	The trainees' willingness to participate is often tied to their level of confidence. People are more likely to participate in a relaxed non-threatening environment. But you should also be aware of why trainees are attending training. If they have been forced to by managers and they are unwilling attendees, this will obviously influence their willingness to participate.

Ability to complete	Activities must be able to be completed during the time available. It is very frustrating to get involved in an experiential situation and then be told you have run out of time to complete the situation. In order to be fully prepared to run an activity, trainers should 'dry-run' the activity with colleagues to have an accurate feeling for time and possible outcomes.
Ability to solve	Activities, especially case studies and role-plays must be able to be resolved by the trainees. If they are presented with problems which they are unable to resolve either individually or collectively then you will set them up to feel frustrated and the learning experience will be a negative one.
Briefed	All activities must be presented with clear, precise instructions. For activities which involve participants adopting a 'role', such as role-plays, scenarios, games, the roles to be played must be clearly explained.
Debriefed	For all methods of active or group learning the activity must be comprehensively debriefed for maximum learning. Often the activity must be debriefed on several different levels, personal, immediate, applied to the real work situation.

Tips for using role-plays

A role-play is an enactment of a situation that allows participants to explore different skills and emotions in a given set of circumstances. A key characteristic of this method is that people act out roles, and an assigned observer gives feedback after the role-play.

This method is useful for security training because it gives participants the opportunity to practise in a simulated environment thereby reducing the vulnerability of individuals in the event they find themselves facing the security situation for real. Security training is also about establishing certain patterns of behaviour so they become an automatic reflex, i.e. what to do if your vehicle is being shot at.

There are various ways of running role-plays. Roles can be assigned or participants can create their own roles. In either case participants should understand that role-plays are not about *acting* but simulating normal behaviour.

Following are some considerations for running role-plays:

- Give clear instructions.
- Give the option for participants to enact the role-play in small groups rather than in front of the plenary – this will help maintain a 'safe' learning environment.
- Role-play is only useful if participants receive valid constructive feedback at the end of the role play. This can be given and discussed on an individual basis, with a plenary discussion about learning points to reinforce learning.
- Be sure to allow enough time not only to run the role-play but also to debrief the activity to draw out the learning.
- Role-plays should begin with a detailed briefing and provide an observation checklist for maximum results.
- Remember to de-role after the role-play.

Tips for using case studies

Case studies describe a real or imagined scenario. Scenarios can be provided in narrative or image form (such as in Module 6: Rights and Responsibilities), by the trainer or produced from the group. They provide an opportunity for groups to analyse and problem solve, applying theory to practice.

Case studies can be used to develop understanding, skills and knowledge and can provide an invaluable relevant opportunity to reinforce learning. They are a useful tool to make general learning points specific to the context in which you are working.

Following are some considerations for running case studies:

- Allow sufficient time for groups to work through the case studies.
- Time must be factored for group feedback in plenary.
- Vary the ways groups report back but ensure that every group has an opportunity to present at least part of their work.
- Case studies that relate directly to a real situation can be valuable for their realism but can stop participants learning as they bring their own lens of experience to the case study rather than approaching it direct. Political sensitivities can also be a problem.
- Scenarios that are created can be useful to provide 'distance' for the participants but there can be a danger of oversimplifying issues.
- Don't overload the scenario with too many details. You can tell participants to request additional information from the trainer.
- Ensure that the information in the case study is accurate and relevant to the learning points - if it is not, there is a danger of losing credibility.

Tips for using brainstorms

This is a useful technique for reaching agreement on terminology or generating creative ideas by encouraging everyone's contributions in response to an idea or question. Brainstorms can be used in a variety of ways, ranging from ice breakers, idea creation, finding solutions, to assessing people's existing levels of attitudes, skills and knowledge.

It is important to clarify the use of the brainstorm for participants, so they know what to expect and can see the purpose of the exercise. The role of the trainer is that of *facilitator*, only setting the original structure of the exercise and having little direct contribution to the information that is collected. All brainstorms should have a purpose, even if it is only a way of introducing a topic. Ideally brainstorms should be followed by an exercise that uses the information gathered in the brainstorm.

Following are some considerations for running brainstorms:

- Define the topic/problem/issue as a statement or question.
- Give people time to think (and write if necessary) on their own, or in a pair or group.
- Summarise long answers into one word, and check that any changes are approved by the person offering the contribution.
- Allow people to pass if they cannot contribute.
- Clarify the use of the brainstorm for participants, so that they know what to expect and can see the purpose of the exercise.

- Set clear parameters before doing the brainstorm. Will it be controlled, in other words the trainer will only accept contributions that seem relevant, versus uncontrolled when the trainer accepts all contributions without judgement.

Tips for leading discussions

Discussions are a useful way to initiate and focus debates or to emphasise key learning points. Guided discussions can be conducted either in plenary or small groups, many of the security modules contain key questions in the session plan which can be used to generate discussion. Facilitators need to manage the discussions, to ensure that time is not wasted on irrelevant points and that the discussion is not dominated by the more vocal participants. It is important however to allow all participants to express views even where these views may be interpreted as 'provocative'.

Structured discussions in small or plenary groups can be used to develop understanding. It is a useful technique for finding out how a group is responding to a contentious subject, or for covering all the angles on a particular topic. Discussions can be set up in many different ways to achieve different aims, encouraging less talkative members of a group to talk, providing a competitive edge, targeting particular issues of a topic etc.

Some discussion regulator tools are:

- A pre-arranged system whereby people indicate that they want to speak, and wait their turn to be asked.
- 'The conch system', whereby only the person holding the 'conch' (ball, sock etc.) can speak. They can pass the 'conch' to the next person they choose to speak.
- Taking turns to speak in order, (e.g. round the circle, numbering etc.).
- Using cards with topic headings to discuss more than one aspect of a subject.

Following are some considerations for leading discussions:

- Do not be afraid to either stop a discussion that is not productive or run with a discussion that occurs spontaneously.
- Formulate the discussion questions *before* the session as they are not easy to formulate on the spot!
- Discussions are a flexible facilitation tool and can occur at any time in a session.
- Discussions are an excellent way of stimulating interest and participation, gauging the feelings in the group and relating learning to practice.
- Discussions can provide instant feedback for the trainer.
- Discussions utilise the diversity in a group and can be challenging and thought provoking for individuals.
- Regularly summarise and draw out the key discussion points.
- Be tough on people dominating the discussion.

Tips for questions and elicitation

Trainers can use questions in a planned way to elicit information, encourage thinking processes and to assess levels of knowledge and understanding. They can be a direct and immediate way of clarifying, gaining factual information, allowing participants to share their experience or knowledge and it is an excellent way of starting discussions.

Although trainers will usually be the one asking questions, and handling answers this need not always be the case. It can also be useful to throw questions from participants back to the group, and give the control to the group.

There are a range of types of questions that should be used as needed, as listed below.

- Open questions – allow learners flexibility in their answers and thus give the trainer a clearer idea whether a learner has understood a topic. These questions are often prefaced by who, what, why, how and when?
- Closed questions – will provide the trainer with yes, no short answers. These are useful if you need facts i.e. is this an aim? However they are not generally useful for checking more complex understanding or learning i.e. Do you understand?
- Pick up questions – to return to a previous point/discussion. These can be useful at quiet moments, or to encourage participants to make links between subjects.
- Direct questions – these are normally directed at one individual with the purpose of inviting them to join in or wake up! Obviously these questions can be intimidating, although this may be the effect you desire, however they can also give someone the chance to shine when a trainer knows they will be able to answer.

Think of some key questions that will help you assess participants' understanding of the learning points *before* starting a training session.

Tips for using PowerPoint

The PowerPoint presentations accompanying the Security Modules are generic. Every module, apart from Module 3: The Context and Security and Module 8: Security of Buildings, has an accompanying presentation. It is the job of the trainer to customise the presentations to suit their needs. For example, you may choose to replace the DG ECHO logo with your own agency logo. You may want to include images that are specific to your context. Or you may want to include specific agency information. The presentations are designed to be a framework and adaptations are welcomed. The message is: make them your own!

When delivering presentations make sure you do not simply run through the slides like an automaton. Inject questions or stories to illustrate your points. Show one or two slides and then do a short exercise. If there is a large piece of text ask a participant to read it out, which can have the added advantage of waking someone up!

Following are some tips for actually running a presentation slide show during the training:

To start my presentation?

Press the **F5** key. Or click the **Slide Show** icon or select **View Show** from the **Slide Show** menu

To go to the next slide?

Press any of these keys: **N**, the **space bar**, **return**, or **Page Dn**. Or do a **left click** on the mouse. If your mouse has a scroll wheel, rotate it *towards* you.

To go to the previous slide?

Press **P**, **Backspace** or **Page Up**. Or rotate the mouse wheel *away from* you.

Switch to a blank screen during a presentation?

Pressing **B** will turn the screen black. Use this in a darkened room. Pressing **W** will turn the screen white, which is better if the room is lit.

Underline text or draw on a slide while I am talking?

This can be useful – for example, underline or circle a key word. But don't overdo it!

Hold down **Ctrl** and press **P** to change the pointer from an arrow to a pen. You can now write on the slide. (To change the ink colour, select **Pointer Options Pen Colour** from the navigation menu.)

Press **E** to erase your scribbles. Press **Esc** once to change the pointer back to an arrow.

End my presentation?

Use the B or W key to turn the screen black or white, or press the Esc to end the slide show.

It is good practice to finish with a blank slide or, better still, one that signals the end of the presentation – e.g. Questions? or Break.

Giving instructions

One of the first things a trainer has to remember is that the most common reason that training methods fail is because the trainer has not given clear instructions. You may be using a cunningly crafted role play or a case study that has been a long time in development but it can all come crashing down if the instructions are not given effectively!

Following are some tips on how to give instructions well:

- Signal that you are going to give instructions.
- Say the instructions a minimum of three times.
- Don't have movement into groups at the same time as giving instructions.
- Give both verbal and written instructions if they are complex.
- Get participants to explain back to you what they have to do.
- Stage instructions, give them piece by piece.
- Components of instructions:
 - a. What to do
 - b. How long
 - c. Why
 - d. How to report back
- Outputs required.
- Clarify whether or not a task can be flexibly completed...or do all the elements have to be completed.
- Practise giving instructions before the session.

Dealing with challenging behaviour

Following are some general rules that you may find useful when confronted with challenging behaviour during training. It is important to de-link behaviour from the person, they are often behaving in a difficult way because of a specific reason such as anxiety or a misunderstanding.

- Consult with participants' managers. If individuals feel as though they are making a choice in attending the training event, rather than being forced, they can be more receptive to learning.

- You are not the expert (or at least not the only expert!) – encourage participation and give space for participants to share their experiences. Story telling can be a powerful way of getting participants involved and the subject of security lends itself well to the method.
- Let the group manage the individual – often it is not necessary for a facilitator to intervene as the group will also be annoyed and manage the individual themselves.
- Encourage humour – it is a wonderful way of diffusing anger, and makes for a more informal, safer learning environment.
- Depersonalise the role of the trainer – it is easy to take negative comments personally, remember you are performing a role, negative comments are normally about an issue – not you.
- Simple design – keep the design of your session simple, people do not like to feel they are constantly being asked to ‘jump through hoops’, they need to understand why they are doing things and what the outcome will be.
- Drop the plan – if you need to be prepared to change tack completely if you see the needs of the group are not being met.
- Allow complaining – and then draw a line. Once people have had sufficient opportunity to air grievances or doubts move the group on to look at positive solutions and don’t allow people to slip back into the complaining stage.
- Introduce ground rules – these can be useful for bringing people to order.
- Understand that there is often a good reason why someone is behaving in a difficult manner, make it your business to find out why.
- Maintain the learning environment – ensure that timing is observed, the room is kept clear and tidy, lighting is as good as possible, people have regular breaks and energisers where required.
- Introduce a device for dealing with difficult issues – such as a ‘parking lot’ or a session specifically to answer concerns and questions.
- Trust the group – who will often manage the problem very effectively. Remember most people **are** reasonable!

Ending the session

It is very normal to reach the end of the session and not know how to close it elegantly, but it is important to recognise that the ending is as important as the beginning. Every session should allow space at the end to review the learning. This will help the trainer know whether or not the session has been successful and the learning objectives achieved. The following are some tips on ways to run reviews.

Reviewing learning

Reviewing involves providing space for participants to make connections and reflect upon what they have learnt during the session and how that fits with other parts of the course and their work experience. Reviewing acknowledges that adult learning requires a conscious approach to remembering.

Reviewing must be participatory to be effective. Some examples follow, and many of the modules contain ideas for how to review the session.

The snowball fight

Start with a plenary brainstorm to identify every learning point covered during the session. Then instruct everyone to take a blank sheet of paper and write the most important thing they felt they learned during the session.

Once completed, instruct everyone to scrunch up their pieces of paper and to throw them at one another in a mock snowball fight. After some time, instruct everyone to find a snowball, unwrap it and read it out loud to the plenary. Once everyone has read his or hers, facilitate a general discussion.

Round robin

Ask each person to reflect on the session for one minute and think about something they will take away from the session and use directly at work. Then go round each member of the group and ask them what they would change in their behaviour on going back to their work place.

Quiz

This can be a fun way to assess learning when a session contains a lot of theoretical content. You can introduce a competitive element if you think the group needs energising! Think of the questions before the session. Split participants into small groups and then ask the questions. Ask participants to give their answer paper to another group to mark and then go through each answer in plenary. Give a prize to the winning group.

Evaluating the training

At the end of a session or training course it is essential to evaluate the event. Training can be evaluated at many different levels. D. L. Kirkpatrick presented a useful model of training evaluation in the 50s which has not been greatly improved upon.

Level 1 (Reactions)	Level 2 (Learning)
This level deals with the immediate reactions of participants to the learning event, and their level of satisfaction.	At this level participants are assessed for what they have learnt. What do participants know now that they didn't know before the training? What new skills have they mastered?
Level 3 (Behaviour)	Level 4 (Results)
This level is more about the impact the learning has on an individual's behaviour at work. How has what was learned on the course been transferred to their everyday life and work?	Finally at the results level the impact of the training on the participants' performance and the community in which they are working is examined.

It is difficult to measure levels three and four without committing fairly significant resources to the process. However all trainers should feel responsible for evaluating the training at levels one and two.

Evaluating reactions can be done at a group or individual level. Some suggestions for group evaluations follow:

Group evaluations

The RedR-IHE Group Evaluation

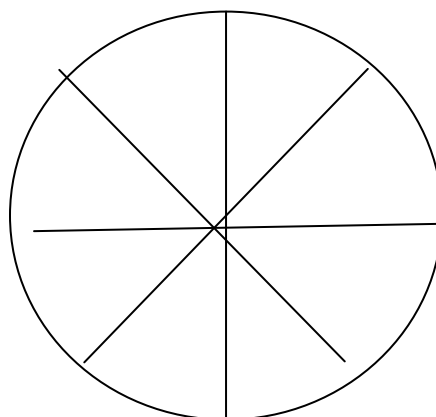
Prepare a flip chart for each small group. Groups should contain 5 – 6 people. On the flip chart draw the following table:

Good/Keep the same	Agree	Disagree
Improve/change		
Comments		

Each group should make their comments in the spaces. Then within the group they should tick the 'agree or disagree' box. When they have done this on their own flip chart they should go around the other groups and do the tick the 'agree or disagree' boxes on their flip charts.

Indicators Evaluation exercise

Draw a diagram on the flip chart as follows:



Ask the participants to think of eight indicators with which to evaluate the course. They should assign each indicator to a spoke in the wheel. They then fill up the spoke with the

percentage that the indicator was achieved. So, for example, if they think the presentation of the course was eighty per cent successful they would fill the spoke from the centre eighty per cent full.

Keep it, chuck it, amend it evaluation exercise

To do this evaluation exercise you will need to number the sessions and make the participants aware of the numbering system. Distribute coloured cards to the participants. Explain that green stands for keep it. Blue stands for chuck it and red stands for amend it. Ask participants to comment on one session per card. They should put the number of the session and their reasons for amending, keeping or chucking. This is quite a long evaluation exercise but extremely useful when a course is untested.

Individual evaluations

Individual evaluation forms

This can be distributed at the end of a session (for a sample form see appendix 2a) or at the end of a training (for a sample form see appendix 2b). Participants can either fill in the form immediately or the trainer can allow some reflection time and ask for forms to be sent in after the training. Unfortunately there is generally a few who will not return the form so for the fullest results ask participants to fill it in immediately.

Finally say good bye to participants and indicate what will happen next.

Finally remember the following...!

The power of suggestion

Make sure that you do not 'suggest' to participants that time is too short, the next bit will be boring etc. or you will see your comments come straight back in the evaluation form! In other words do not introduce negative comments – they will be reflected back and discourage participants.

Do not be afraid of silences

It is easy to imagine that you should fill a silence; however silences can seem longer than they really are. Give space for participants to come up with a suggestion or answer, rather than immediately moving on.

Making the training materials your own

Make sure that you are comfortable with the training materials – any level of discomfort reveals itself very quickly to the participants. Do not accept that you have to run things as given. You should adapt the materials to you're your training style, the needs of the participants and context in which you are working.

Try to think of new ways of doing things and different ways of looking at concepts. Adapt exercises to suit your own context, use images from your context to illustrate points or develop role plays or short case studies to problem solve issues from your own context.

Using images

Use images to illustrate your context. Images can send powerful messages in a much shorter time, and often more effectively, than words. They also appeal to the visual learners and change the dynamic of the training.

Video clips can provide diverting material and can often illustrate a point more realistically than a case study, for example. See references in the Security Modules for video clips.

Set clear objectives

Many trainers live with the fear that there will be too much time or too little time to achieve the learning objectives for the session. Allow a little more time than you would imagine you need, (no participant minds an early or longer break), and ensure that you have built in measures to assess learning so you know whether or not you have achieved your objectives.

Set them at the beginning – don't plan your session and fill in the objectives later – they really do inform your training session plan!

Include 'hooks' or 'bangs'

Think of ways to start sessions off which will catch the interest of the participants. These have to be your own as you will only be comfortable with your own material. Examples may be starting with a personal anecdote that relates to the session – this is particularly effective when dealing with personal skills or attitudes. Another example would be to provide a prop or video clip that illustrates one of the learning points in the session.

Whatever you use should be a link to the subject, should last no more than a minute or two and should be designed to catch interest.

Say it, say it again and then say what you said

It is essential to reinforce key messages in a variety of ways. This may mean that you present some information, use a practical exercise so participants can apply the information and then recap the key points at the end of the session.

Communicate with learners

Obviously you will have every opportunity to communicate with the participants during the training session, however a good trainer should be talking to participants before the training, on the training during informal sessions such as breaks and also post training.

Arranging the training room

There are many ways to seat a group to maximise interaction, and it obviously depends on the size of the group, the room and the activities that are to be undertaken. The important thing to remember is that as the trainer you take control of the room, and change the lay out to suit the training session, even if this means moving grumbling participants who are happily seated in a back row! Don't start training until you are happy with the lay out.

Be prepared to throw the plan out of the window!

It is difficult sometimes to completely change direction if you are an 'occasional' trainer or are not completely confident with the training materials. However it is more important to satisfy the learning needs of the participants than religiously follow your plan, this means being flexible, listening to the feedback you are getting from participants and responding and adapting the programme as appropriate.

Appendix 1: Suggested agenda

Day 1	Agenda for Security Training			
Arrival of participants	Dates and Location			
Timing	Day 2	Day 3	Day 4	Day 5
08:30	Welcome and registration of participants	Learning review	Learning review	Learning review
09:00	Module 1: A Systematic Approach to Security	Module 5: Image and Acceptance	Module 9: Travel Safety and Security	Response module (depending on the threat in your context)
10:30	Break	Break	Break	Break
11:00	Module 2: the Organisation, the Individual and Security	Module 6: Rights and Responsibilities	Module 10: Communications	Module 16: Dealing with stress
13:00	Lunch	Lunch	Lunch	Lunch
14:00	Module 3: The Context and Security	Module 7: Incident Reporting	Response module (depending on the threat in your context)	Module 17: Dealing with anger
15:30	Break	Break	Break	Break
16:00	Module 4: Assessing Risk	Module 8: Security of Buildings	Response module (depending on the threat in your context)	Evaluation and close
17:30	Close	Close	Close	

Appendix 2a: Lead trainer responsibilities chart

The role of the lead trainer is generally to organise the training and take responsibility for all aspects of coordinating the set up, delivery, evaluation and follow up to the training. The chart below outlines typical responsibilities.

When	Lead trainer responsibilities
Before the course	Assess learning needs and finalise participant list.
	Review any previous training evaluations.
	Review the agency context assessment.
	Identify and brief additional trainers and resource people.
	Hold a planning meeting to prepare the agenda, objectives and content of the training.
	Identify and book the venue, conduct a risk assessment for the venue
	Amend materials to suit the context.
	Liaise with administration officer to check budget and issues concerning venue.
	Inform administrator of resource and equipment needs including handouts, stationary and equipment etc.
	Prepare and photocopy handouts and other reference documents.
	Liaise with administration officer on travel arrangements for participants.
	Travel to venue in time to meet other trainers, discuss any outstanding issues on understandings of training together.
	Set out room for training, including checking all equipment.
During the course	Open and close the course and take responsibility for health and safety during the course.
	Operate on your own or as a team with co-trainers to deliver sessions, keep to time or adapt timetable as necessary, inform participants of breaks, return times etc.
	Monitor the progress of the training and informally evaluate the learning of participants.
	Make evaluation notes on the session briefs in the course file.
	Amend the training as necessary.
	Welcome and ensure that all resource people are looked after.
	Run evaluation of the course.
	Distribute attendance certificates.
	Clear training room, check and pack all resources and organise their return.
Hold a 'debrief' with co-trainers, making notes for course report.	
After the course	Write course report with lessons learned and recommendations for future trainings.
	Follow up with agency managers regarding participant performance (e.g. after 3 months).

Appendix 2b: Co-trainer responsibilities chart

The role of the co-trainer is to support and assist the lead trainer as specified. Generally the co-trainer will also have responsibilities relating to specific sessions on the course.

When	Trainer responsibilities
Before the course	Familiarise yourself with participants' security experience.
	Familiarise yourself with the agency context assessment.
	Review previous evaluation notes for sessions.
	Liaise with convenor and other trainers on course planning, including objectives, content and methodology.
	Prepare for own sessions.
	Develop context specific materials for your session.
During the course	Assist with setting up the training venue and checking equipment.
	Operate on your own or as a team with co-trainers to deliver sessions, keep to time or adapt timetable as necessary, inform participants of breaks, return times etc.
	Support and assist course convenor and administrator with delivery of training and other practicalities arising from the training.
	Assist in clearing of training room, check and pack all resources and organise their return.
After the course	Read internal draft of the course report and feed in with own comments and edits.
	Write up session evaluation reports – and recommendations for any key lessons learnt/changes to standard session briefs and submit to the course convenor.

Appendix 2c: Manager's responsibilities chart

The role of the manager is to support and assist the lead trainer as specified. Generally the co-trainer will also have responsibilities relating to specific sessions on the course.

When	Manager responsibilities
Before the course	Collaborate with the training team to assess learning needs.
	Give comments on agenda and training content.
	Provide any agency specific security policies or procedures.
During the course	Attend some of the training to be familiar with what the staff are learning.
	Act as a resource person if required.
After the course	Interview each member of staff to evaluate their reactions to the training.
	Build the learning into performance review.
	Highlight and report back additional learning needs.

Appendix 3a: Individual Evaluation Form (end of session)

Date of Module:

Location:

Facilitators:

Please complete and return this form to the facilitators at the end of the workshop.
Your frank evaluations are greatly appreciated.

Please circle the following categories on a scale of 1 – 4, where 4 = excellent and 1 = poor.

The achievement of the workshop aims and objectives	1	2	3	4
The meeting of your personal expectations	1	2	3	4
The relevance of the content of the workshop to your work	1	2	3	4
The pace and the balance of the workshop to your needs	1	2	3	4
The quality of the learning materials and aids	1	2	3	4
The facilitation and presentation of the training	1	2	3	4
The quality of the pre-training information received	1	2	3	4
The quality of the venue and accommodation	1	2	3	4

1) Which parts of the module were most useful for you?

2) What improvements/changes would you suggest?

3) How will you use what you have learned in your work?

4) Please give any other comments/suggestions.

Thank you for taking the time to fill in this form.

Appendix 3b: Individual Evaluation Form (end of course)

Your feedback helps us to evaluate and improve this training for the next time.

1. Course objectives

1.1 To what extent do you feel your personal learning objectives have been achieved?

Not met

Partially met

Mostly met

Totally met

1.2 Which of your personal objectives were not achieved, and why?

2 Course relevance

2. 1. Which parts of the training do you feel will be most useful back at work?

2.2. Which parts of the training do you feel were least useful, or not at all useful for work?

2.3. Are there additional topics you would like included?

2.4. To make way for additional material what would you leave out?

2.5. How would you rate the programme overall?

No use

Little use

Quite useful

Very useful

Please state fully why you have given the above ratings.

3. Presentation

3.1 The presentation and facilitation of the course was: Poor Fair Good Very good

3.2 What did you like about the way in which the course was presented and facilitated?

3.3 How do you think the presentation and facilitation of the course can be improved?

4. Course handouts and visual aids

4.1 The handouts and visual aids that were given were: Not useful Quite useful Useful Very useful

4.2 How do you think the handouts can be improved?

6. Satisfaction

5.1 Overall, how would you rate this course? Poor Fair Good Very good

Thank you very much for completing this evaluation form

If you have further feedback, please contact:

Appendix 4: Certificate of Attendance

*Insert
agency
logo here*

Certificate of Attendance

This is to certify that

.....

has attended

*Modules:
The DG ECHO Security Training*

(Place), (date) 2006

The aim of the training is to familiarise aid workers with essential concepts relating to security and provide a foundation for operating in insecure environments by exploring individual and agency responsibilities with regards to security procedures, policies and approaches.

.....
Course facilitator

.....
Name of agency

Appendix 5: Checklist for organising a training

The following provides a step-by-step guide to running a training course. If you are running an isolated session the preparation will probably not need to be so extensive, particularly with regard to the venue.

	Step one		Step Four
<input type="checkbox"/>	Assess staff learning needs	<input type="checkbox"/>	Confirm the trainers (this may include specialised resource people)
<input type="checkbox"/>	Decide on the type of learning event	<input type="checkbox"/>	Prepare agenda and session plans
<input type="checkbox"/>	Decide which Security Modules are suitable for the learning needs and the context	<input type="checkbox"/>	Brief trainers on timing and content
<input type="checkbox"/>	Discuss the cost and available budget	<input type="checkbox"/>	Prepare name tags and folders
<input type="checkbox"/>	Fix a date for the training	<input type="checkbox"/>	Prepare workshop materials such as reference documents and DVD clips
	Step two	<input type="checkbox"/>	Prepare handouts and any other photocopies
<input type="checkbox"/>	Draft a list of potential participants	<input type="checkbox"/>	Prepare participants certificate of attendance
<input type="checkbox"/>	Decide who will invite the participants	<input type="checkbox"/>	Prepare the evaluation form
<input type="checkbox"/>	Invite participants and inform when and where the training will take place		At the training
<input type="checkbox"/>	Follow up with phone calls if no response after one week	<input type="checkbox"/>	Register participants (so you have a training record)
<input type="checkbox"/>	Consider if specialist trainers (or managers) are needed	<input type="checkbox"/>	Deliver the training
	Step three	<input type="checkbox"/>	Document outputs from group work
<input type="checkbox"/>	Identify and book the training venue (see Appendix 6)	<input type="checkbox"/>	Evaluate
<input type="checkbox"/>	Organise catering facilities		After the training
<input type="checkbox"/>	Book a screen, data projector and lap top if venue is providing	<input type="checkbox"/>	Write a report including lessons learned
<input type="checkbox"/>	Purchase any training stationary	<input type="checkbox"/>	Do final budget
<input type="checkbox"/>	Organise travel arrangements for participants	<input type="checkbox"/>	Relax!

Appendix 6: Checklist for the training venue

If you are running a training course at a venue then you should visit the site yourself before committing to use it. If the course is residential, you will need to check the rooms, provision of soap and towels, access to leisure facilities etc. At the training site you should check the following:

	Training site	<input type="checkbox"/>	Fax
<input type="checkbox"/>	Is the venue secure	<input type="checkbox"/>	Photocopier (what volume and cost)
<input type="checkbox"/>	Is there secure parking	<input type="checkbox"/>	Help with photocopying
<input type="checkbox"/>	Is there a back-up power supply	<input type="checkbox"/>	Email on site
<input type="checkbox"/>	Do you have to share the centre	<input type="checkbox"/>	Reliable message taking
	Training rooms		Training equipment provided
<input type="checkbox"/>	Is the main training room large enough	<input type="checkbox"/>	Flip chart stands
<input type="checkbox"/>	Can the seating be re-arranged to suit	<input type="checkbox"/>	Whiteboards
<input type="checkbox"/>	Are there breakout rooms nearby	<input type="checkbox"/>	Overhead projector
<input type="checkbox"/>	Are there enough rooms overall	<input type="checkbox"/>	Video player or lap top for DVDs
<input type="checkbox"/>	Quiet enough (traffic, aircon, rain, etc.)	<input type="checkbox"/>	TV/Monitor
<input type="checkbox"/>	Is lighting sufficient and controllable?	<input type="checkbox"/>	Data projector
<input type="checkbox"/>	Can the room temperature be controlled	<input type="checkbox"/>	Extension cables
<input type="checkbox"/>	Enough power-points or cables	<input type="checkbox"/>	Good quality screen
<input type="checkbox"/>	Comfortable seating and good tables	<input type="checkbox"/>	Are training supplies available
<input type="checkbox"/>	Is the room secure overnight		Catering
<input type="checkbox"/>	Is there a room the trainers can use	<input type="checkbox"/>	Are tea and coffee breaks catered for
<input type="checkbox"/>	Is there an outside space for running simulations	<input type="checkbox"/>	Where will the breaks be
	Will you have access to:	<input type="checkbox"/>	Are lunch arrangements OK
<input type="checkbox"/>	Rooms after working hours	<input type="checkbox"/>	Are the costs reasonable
<input type="checkbox"/>	Phone	<input type="checkbox"/>	Are special meals available if needed

Adapted from: IRC Security Guide 2001

Appendix 7: Bibliography

Name	Author	Publisher	ISBN Number
The Accelerated Learning Handbook	Dave Meier	McGraw Hill	ISBN 0-07-135547- 2
The Inspirational Trainer	Paul Z Jackson	Kogan Page	ISBN 0-7494-3468- 6
Participatory Learning and Action	Jules N. Pretty, Irene Gujit, Ian Scoones, John Thompson	International Institute for Environment and Development	ISBN 1-899825-00-2
The Facilitator's Pocketbook	John Townsend and Paul Donovan	Management Pocketbooks	ISBN 1-870471-70-9
The Trainer's Pocketbook	John Townsend	Management Pocketbooks	ISBN 1-870471-37-7
The Accelerated Learning Fieldbook	Lou Russell	Jossey-Bass/Pfeiffer	ISBN0-7879-4639-7
Turning Training into Learning	Sheila W. Furjanic and Laurie A. Trotman	Amacom – American Management Association	ISBN 0-8144-0519-3
How to be better at giving presentations	Michael Stevens	Kogan Page and The Industrial Society	ISBN 0-7494-1900-8
How to measure training results	Jack J. Phillips and Ron Drew Stone	McGraw Hill	ISBN 0-07-138792-7
A Consultancy Approach for Trainers	Keri Phillips and Patricia Shaw	Gower	ISBN 0-566-02737-2
Opening Space for Democracy	Daniel Hunter and George Lakey	Training for Change	www.TrainingForChange.org
The Theory and Practice of Training	Roger Buckley and Jim Caple	Kogan Page	ISBN 0-7494-4156-9
Icebreakers	Ken Jones	Kogan Page	ISBN 0-7494-0803-0
The Skills of Training	Leslie Rae	Gower	ISBN 0-7045-0556-8
Understanding Facilitation	Christine Hogan	Kogan Page	ISBN 0-7494-3826-6

Appendix 8: Glossary of security terms

The idea of this glossary is to provide a list of terms and definitions used by aid workers when it comes to security, safety and health. The definitions have been provided by OCHA (Office for the Coordination of Humanitarian Affairs), DPKO (Department of Peace Keeping Operations), the Good Practice Review Number 8 from ODI (Overseas Development Institute), Human Right watch glossary and a wide range of consultations with different humanitarian actors.

Other Solutions : other_solutions@hotmail.com contributed their work to this appendix.

ABDUCTION - Abduction is where a person is forcibly taken against its will, but no demands made. Those who have taken that person intend perhaps to cause harm or to force that person into doing something for their benefit.

ACCEPTANCE APPROACH TO SECURITY - Acceptance and goodwill from the local population.

AMBUSH - A sudden attack made from a concealed position.

ANTI-PERSONNELMINE - A landmine designed to injure or kill one or more persons. Anti-personnel mines are usually detonated when they are stepped on or when a tripwire is disturbed, but they can also be set off by the passage of time or by controlled means.

ANTI-VEHICLEMINE - Often referred to as anti-tank mines, anti-vehicle mines are landmines designed to disable or destroy vehicles, including tanks. Like anti-personnel mines, anti-vehicle mines can be detonated by pressure (though normally much greater weight is needed) or remote control, as well as by magnetic influence or through the disturbance of a tilt rod (a type of vertical tripwire).

ARMED GROUP - An armed non-state actor engaged in conflict and distinct from a governmental force, whose structure may range from that of a militia to rebel bandits.

ARMED ROBBERY - A robbery committed by a person(s) armed with a dangerous or deadly weapon.

ARREST - The detention and seizure of a person whether or not by physical force by someone acting under authority (police) in connection with a crime or offence or infraction and where the person is not free to leave.

ASSAULT - A sexual assault – the crime of rape, attempt of rape or touching.

A physical assault – an unlawful attempt to do bodily injury to another

BOOBY-TRAP - An explosive or non-explosive device, deliberately placed to cause casualties when an apparently harmless object is disturbed or a normally safe act is performed, like opening a door or turning on a television. All booby-traps that use explosives are considered improvised explosive devices (IEDs).

BURNOUT - A physical, mental and emotional condition of extreme exhaustion especially as a result of long-term stress

“A state of physical, emotional and mental exhaustion caused by long term involvement in emotionally demanding situations.” – *Ayala Pines & Elliott Aronson*

“A state of fatigue or frustration brought about by devotion to a cause, way of life, or relationship that failed to produce the expected reward.” – *Herbert J Freudenberger*

CAR JACK - Theft by force or intimidation of vehicle that has a driver or passenger present.

CIVIL DISORDER - It is a broad term used to describe one or more forms of disturbance caused by a group of people. Civil disturbance is typically a symptom of, and a form of protest against, major socio-political problems. The severity of the action coincides with public outrage. Examples of civil disorder include, but are not necessarily limited to: illegal parades; sit-ins and other forms of obstructions; riots; sabotage; and other forms of crime. It is intended to be a demonstration to the public and the government, but can escalate into general chaos.

COMPOUND - It is a type of “fortification” made up of walls surrounding several buildings in the centre of a large piece of land.

CONTINGENCY PLANNING - Through detailed scenario analysis, to develop a disaster recovery blueprint to restore mission-critical functions after major disruptive events. Effective contingency planning is essential to ensure that the impact of such events is minimised and that the prior state of normality is restored quickly and effectively.

A management tool used to ensure that adequate arrangements are made in anticipation of a crisis. This is achieved primarily through engagement in a planning process leading to a plan of action, together with follow-up actions.

CONVOY - It is a group of vehicles or ships travelling together for mutual support.

CROSS FIRE - Where individuals, who are not the target, get caught up in exchange of fire between two opposing armed actors. For example, agency staff get caught in the middle of shooting between different factions forcing them to flee or take cover.

CROWD - A crowd is a peaceful gathering of people who have a lawful reason for gathering. A major concern is to prevent a crowd becoming a mob.

DANGER HABITUATION - A usually unconscious adjustment of one’s threshold of acceptable risk resulting from constant exposure to danger; the result is a reduction of one’s objective assessment of risk, leading possibly to increased risk-taking behaviour.

DETERRENCE APPROACH - Threatening retaliation to those who threaten (not available to humanitarian organisations).

EVACUATION - The withdrawal of staff across an international border. This can include international as well as national staff (less often).

EXPLOSIVE REMNANTS OF WAR - All ordnance that remains after armed conflict and which have an explosive potential. This includes unexploded ordnance, abandoned ordnance, booby-traps and in some circumstances abandoned or destroyed military vehicles

and equipment. In international legal parlance, explosive remnants of war (ERW) does not normally include landmines, as landmines and ERW are dealt with under two distinct international conventions: the Anti-Personnel Mine-Ban Treaty and the Convention on Certain Conventional Weapons (Protocol V).

GENDER BASED VIOLENCE - Violence that is directed against a person on the basis of gender or sex. It includes acts that inflict physical, mental, or sexual harm or suffering, threats of such acts, coercion, or other deprivations of liberty. While women, men, boys and girls can be victims of gender-based violence, because of their subordinate status, women and girls are the primary victims.

HARRASSMENT - Any conduct, verbal or physical directed at a person with the intent of causing distress, for example based on a person's gender, race, religion, nationality or merely to interfere with that persons work.

HIBERNATION - Choosing, or being forced to stay, in the middle of a crisis and danger zone often because evacuation could not yet/no longer be effected.

HOSTAGE SITUATION - Where a person or group is held with their safety and subsequent release dependent on the fulfilment of certain conditions. These conditions may include: the publicising of a political cause; the exchange of hostages for political prisoners; or the evasion of prosecution by criminals when their activity has been discovered by the authorities.

HUMAN SECURITY - A concept concerned with the security of individuals and promoting the protection of individuals' physical safety, economic and social well-being, human dignity, and human rights and fundamental freedoms. It reflects the growing recognition worldwide that concepts of security must include people as well as States.

IMPROVISED EXPLOSIVE DEVICE - A manually placed explosive device, normally 'home-made' and adapted in some way to kill, injure, damage property or create terror.

INCIDENT ASSESSMENT - Deeper and more critical inquiry into the structural and contextual factors that allowed a security incident to happen; questioning the effectiveness of the various dimensions and steps in the security management, and asking whether or to what degree the agency or one or more of its staff members could have been perceived to be 'provoking' anger or aggression.

INCIDENT ENQUIRY - The collection of situational and circumstantial information about an incident that took place beyond the basic facts stated in the incident report.

INCIDENT MAPPING - The visualisation, usually on a map but potentially also in a timeframe, of when and where, what type of incidents happened in an attempt to find patterns and identify high-risk areas and high-risk times.

INCIDENT SURVIVAL - What was done and/or avoided by those caught up in a security incident to minimise the harm that could be done to them.

INSECURITY - Insecurity is either danger, i.e., lack of objective security (in a physical situation or a computer system), or an emotion of general unease or nervousness without obvious cause or purpose.

KIDNAPPING - Where a person or group is taken and then threatened with harm in order that money, goods or services can be coerced from either the individuals or those associated with them (e.g., friends, relatives or employers) in exchange for their safe release.

LANDMINE - Type of explosive device which is placed onto or into the ground and explodes when triggered by a vehicle or person.

LOOTING - Large scale theft that takes advantage of certain conditions such as war, natural disaster or civil disorder.

MINEMARKING - The organised marking of minefields. Standard, easily recognizable mine warning signs are placed around the perimeter of the minefield to alert people to the presence of mines.

MINE RISK EDUCATION - Refers to activities which seek to reduce the risk of injury from mines/UXO by raising awareness and promoting behavioural change; including public information dissemination, education and training, and community mine action liaison.

MOB - A mob is an aggressive group of people with a purpose. Knowing a mob's purpose will help in determining appropriate action.

MORTAR ATTACK - An explosive projectile fired with a high trajectory, over short distance, onto its target before exploding.

POST TRAUMATIC STRESS DISORDER - A psychological condition that may affect people who have suffered severe emotional trauma, and may cause sleep disturbances, flashbacks, anxiety, tiredness and depression.

PRIVATE MILITARY COMPANY - A private military company (PMC) is a company providing military-related services that have an impact on warfare. The type of service provided range from actual combat to providing logistical means or training to public armed forces.

PMCs and PSCs are not necessarily distinct. According to its contract, a same company can be considered as a PSC while implementing certain activities and PMC while implementing other activities, usually involving the use of arms in a war zone.

PRIVATE SECURITY COMPANY - A private security company can be understood as a company providing, subject to remuneration, services intended to have a strategic impact on the safety of people or goods. These services vary and range from logistical support, context analysis, crisis and risk management to physical protection of people and / or goods, training of armed forces, and even operational command and combat.

PROTECTION - Distinct from 'safety' and 'security' to refer to the 'protection' of civilians and non-combatants who are not aid agency staff. 'Activities aimed at obtaining full respect for

the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e., human rights, humanitarian and refugee law) ... [which are] conduct[ed] impartially and not on the basis of race, national or ethnic origin, language or gender' (Von Flüe and De Maio, 1999). (ALNAP).

PROTECTION APPROACH - Protective measures to mitigate the threats (ranging from guarding an office to evacuation plans).

RIOT - A disturbance made by an unruly mob of 12 people or more, where their behaviour causes bystanders to fear for their safety.

RISK - Risk is the likelihood and impact of encountering a threat. (Red R – IHE)

Risk is a function of a threat, and your vulnerability, or exposure to that threat. $R = T \times V$.

Risk is the probability of a disaster happening. (Sphere).

A source of danger; a possibility of incurring loss or misfortune (Princeton).

RISK ASSESSMENT - An attempt to consider risk more systematically in terms of the threats in your environment, your particular vulnerabilities, and your security measures to reduce the threat and/or reduce your vulnerability.

RISK REDUCTION - An attempt to consider risk more systematically in terms of the threats in your environment, your particular vulnerabilities, and your security measures to reduce the threat and/or reduce your vulnerability.

ROAD BLOCK - A barricade or obstruction across a road set up to prevent the escape or passage along that road.

ROBBERY - The unlawful taking of the property of another by the use of violence or intimidation.

SAFETY - Distinct from 'protection' and 'security' to refer to 'accidents' caused by nature (e.g., avalanche) or non-violent circumstances (e.g., fire, road accidents) and to illness, injury and death resulting from medical conditions not brought about by violence, or due to lax safety guidelines and procedures in the workplace.

SECURITY - NGO security is achieved when all staff are safe, and perceive themselves as being safe, relative to an assessment of the risks to staff and the organisation in a particular location. (People in Aid).

The state of being free from danger or injury (Princeton).

SECURITY PHASES - NGO security is achieved when all staff are safe, and perceive themselves as being safe, relative to an assessment of the risks to staff and the organisation in a particular location. (People in Aid).

The state of being free from danger or injury (Princeton).

SECURITY INCIDENT - An event which threatens humanitarian staff or assets with violence or theft, or results in actual violence or theft against them (DG ECHO – Security Review team – 2004).

SEXUAL ASSAULT - Any unwanted sexual contact that is forced on another person through violence, occurs as result of threats to harm them or another, intimidation or coercion, or during circumstances when a person is incapable of giving consent, such as intoxication; this includes rape, attempted rape, or indecent assault (unwanted touching, fondling, or groping of sexual body parts).

SEXUAL HARRASSMENT - Any unwanted and offensive conduct, verbal or non-verbal, which is targeted at an individual because of its gender; this include sexual gestures or remarks, unwanted physical contact, or sending offensive emails or pictures.

SEXUAL EXPLOITATION - Any abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the sexual exploitation of another.

SEXUAL VIOLENCE - Sexual violence is a non-consensual sexual act forced upon a person. The motive for sexual violence is not usually sex but power and humiliation, and as a weapon of war.

SHELLING - The use of heavy artillery fire to saturate an area rather than hit a specific target, usually fired over long distances.

SHOOTING - One or a number of shots deliberately fired at an individual, property or vehicle.

STANDARD OPERATING PROCEDURES - Formally established procedures for carrying out particular operations or dealing with particular situations, here specifically to prevent an incident happening, to survive an incident, or to follow as part of the agency's incident/crisis management.

STRESS - Is a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize. (Richard S Lazarus)

THEFT - Taking and appropriating property without the consent of its rightful owner or other lawful authority.

THREAT - A threat is an act that may result in harm or injury to staff, or loss of, or damage to, agency property or an agency programme.

THREAT ASSESSMENT - The attempt to examine more systematically the nature, origin, frequency and geographical concentration of threats.

THREAT MAPPING - Visualising and illustrating threats on a geographical map.

THRESHOLD OF ACCEPTABLE RISK - The point beyond which you consider the risk too high to continue operating so that you must withdraw yourself from the danger zone; influenced by the probability that an incident will occur, and the seriousness of the impact if it occurs.