

# MISSION READY

INTERACTIVE ONLINE  
SECURITY TRAINING  
FOR AID WORKERS

[www.missionready.org.uk](http://www.missionready.org.uk)

FIELD SECURITY  
MANAGEMENT  
OUR IMPACT  
ONE YEAR ON



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## EXECUTIVE SUMMARY

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This report is the impact assessment for the first year of the Mission Ready: Field Security Management online learning course, which launched in October 2015.

The two key objectives of this impact assessment are to gauge whether the training has led to:

1. Safer practices implemented to reduce vulnerability, and
2. Evident changes in staff behaviour, to reduce vulnerability

Data was collected using an online questionnaire sent to users three months after completing the course and through a series of Skype interviews with users from organisations that have obtained bulk licenses and whose staff have completed the course.

The online questionnaire was completed by 35 users and six users took part in the interview process.

The feedback received was mainly positive and users identified the following key aspects of the course as beneficial:

- ▶ Accessibility of the course
- ▶ Friendly and engaging format
- ▶ Needing to answer questions in timed conditions, simulating the pressure felt in real-life
- ▶ End of module assessments helped to check understanding of concepts and consolidate learning

Users felt that the course was both relevant to their work and useful, with a large majority of participants reporting positive changes in behaviour to reduce vulnerability for themselves and colleagues.

The quantitative data obtained in the online questionnaires revealed that a significant number of user's organisations reviewed and amended policies. However, only two organisations from the six interviewed reported this impact.

No major challenges were reported except for one license administrator experiencing some technical challenges around setting up users. This will be investigated by RedR.

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## LIST OF ACRONYMS

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<b>FSM</b>	Field Security Management
<b>RSM</b>	Remote Security Management
<b>MSF</b>	Doctors Without Borders
<b>EISF</b>	European InterAgency Security Forum

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## BACKGROUND

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This report is the Impact Assessment for the first year of the Mission Ready: Field Security Management online learning course.

Mission Ready is an e-learning platform that uses cutting edge game technology to enhance learning. Users are introduced to the key concepts and tools of security management through several modules of written and audio-visual content. At the end of each module, users must put their newly acquired knowledge into practise by answering questions and making decisions in realistic ‘point of view’ video scenarios. They receive personalised feedback on each decision made to understand and learn from each decision point. The use of these interactive scenarios, alongside written and other filmed content, results in an immersive e-learning experience that is engaging and responsive.

The platform currently offers two courses:

- ▶ **Field Security Management (FSM)** - launched in October 2015
- ▶ **Remote Security Management (RSM)** - launched in October 2016

This report focuses primarily on FSM, which is aimed at mainstreaming established security protocols and behaviours into the daily life of all field-based staff in a humanitarian response or hostile environment. The course was developed with security experts from across the humanitarian sector, including: EISF, Oxfam, Save the Children and RedR UK.

FSM is made up of six modules:

1. Context Assessment
2. Threats, Vulnerability and Risk
3. Security Strategies
4. Security Risk Management
5. Staff Management for Security
6. Incident Reporting and Management

## METHODOLOGY

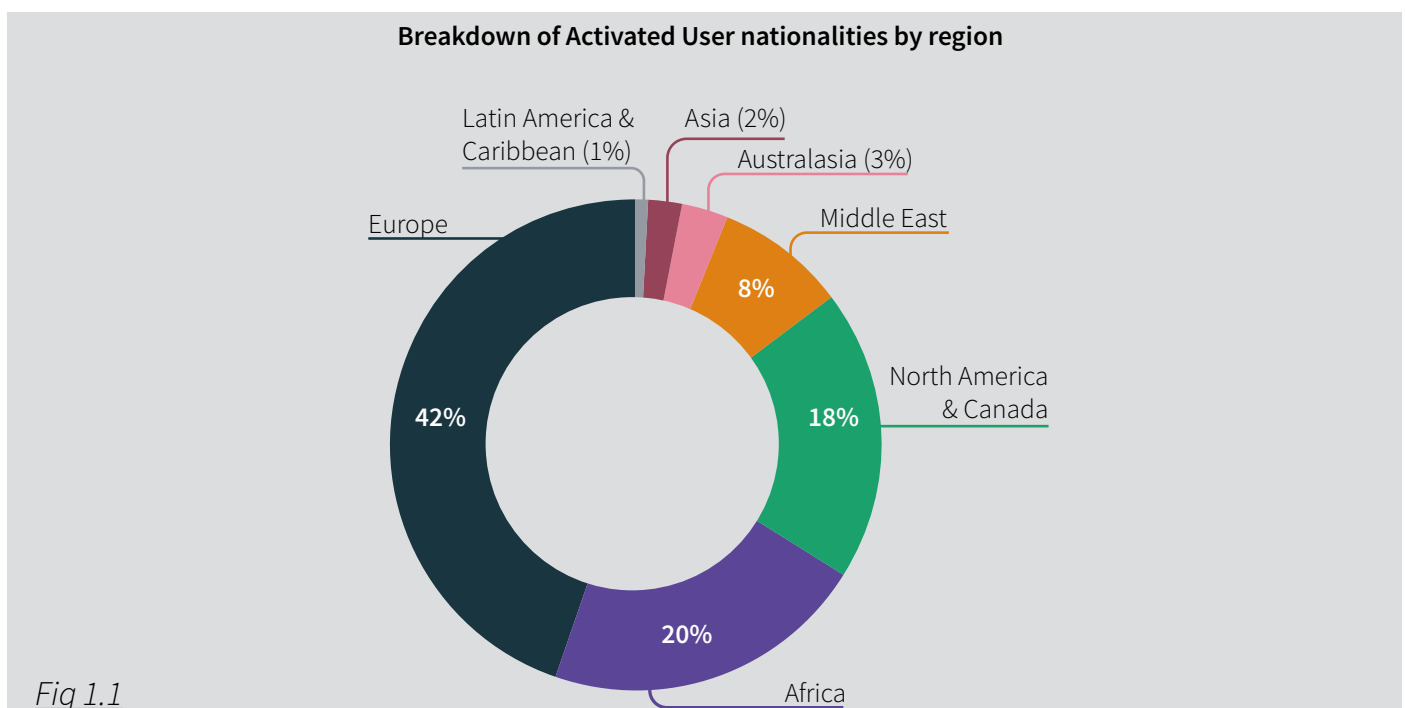
As mentioned previously, this report focuses on the impact felt by organisations whose staff took FSM between October 2015 and September 2016.

During this period, 834 Mission Ready licenses were issued in total. 401 of these licenses were activated by users from 38 different institutions and organisations. FSM was completed by 154 users, of which 60per cent were either working in medium to high-risk environments whilst taking the course or have gone on to do so since course completion.

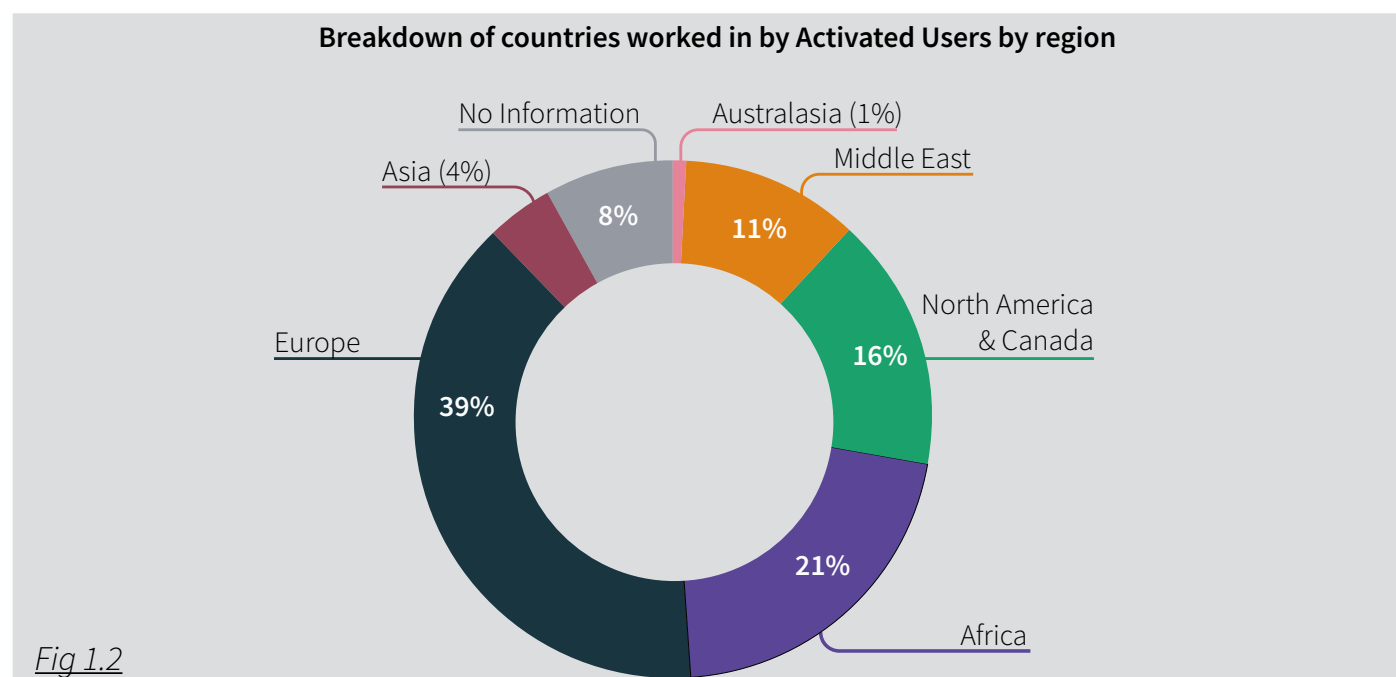
The prior humanitarian experience of those who have completed FSM is broken down in the table below. Most completed users have between one and five years:

No. Years Humanitarian Experience	No. who have completed FSM	%
None	31	17
< 1 year	16	9
1 year	14	8
> 1 - 5 years	64	35
> 5 - 10 years	31	17
> 10 years	28	15
No answer	1	1

In terms of demographic reach, 45per cent of users were women and 55per cent were men and none identified as transgender. Together they totalled 56 different nationalities. Fig1.1 below illustrates the distribution per region:



Users reported working across 50 different countries at the time of activating their licenses. Fig 1.2, illustrates the percentage of users who worked in each region.



The qualitative data for the impact assessment was collected through a series of Skype interviews, covering seven key questions. Interviewees were selected from organisations who had purchased bulk licenses and whose staff had completed the course.

It was originally hoped that at least ten interviewees would participate in the process. However, various challenges including busy schedules and poor internet access when in the field meant that only six key interviewees could take part in the assessment. This meant that the participant sample was limited in how representative it was of the wider MR user population. Furthermore, two of the six interviewees were also from the same organisation.

As Mission Ready matures, a strategy will be implemented to capture a larger and more representative sample from the user population to engage in monitoring and evaluating impact. Fig 1.3 on the following page provides information on the six interviewees.

## FIG 1.3: INTERVIEWEE PROFILES:

Name	Organisation	Job Role	Level of Engagement with Security	Course Taken	License administrator and/or user	Licenses bought and assigned	Male / Female
Abdirahmen Muhumed	Forum Syd	Programme Officer for Somalia (National Staff)	Only responsible for personal security	FSM	User	N/A	Male
Frederick Hallor	Forum Syd	Business Controller (building Safety and Security Framework)	Focal point for organisations	FSM & RSM	License administrator	40 purchased 18 assigned	Male
Lesly Dieuveille	Doctors Without Borders	Logistician	Manages security for team when in the field	FSM	User	N/A	Male
Lindsey Reece-Smith	Tearfund	International Services Manager	Oversees country offices, systems and processes within the organisation	FSM	License administrator	20 purchased 19 assigned	Female
Luc Walle	HumaniTerra International	Head of Mission for Bangladesh	Focal Point for Mission	FSM	User	5 bought 5 assigned	Male
Sam Slota-Newson	War Child	Global Security Advisor	Focal Point	FSM & RSM	License administrator	30 bought 20 assigned	Male

As well as the qualitative data gathered from the six participants, quantitative data was taken from an online questionnaire, which required individual users to reflect on the impact that the course had made on their professional behaviour. This data aimed to assess the extent to which the course made Level 3 impact in accordance with [Kirkpatrick's 'Four Stage Training Evaluation Model'](#):

**Level 1: Reaction**

The degree to which participants find the training favourable, engaging and relevant to their jobs

**Level 2: Learning**

The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training

**Level 3: Behaviour**

The degree to which participants apply what they learned during training when they are back on the job

**Level 4: Results**

The degree to which targeted outcomes occur as a result of the training and the support and accountability package

The online questionnaire was automatically sent to users three months post-completion of the course to gauge impact over time. Not all the data obtained from the questionnaire has been included in this report. Only the questions supporting the parameters of this impact assessment have been included. A full summary of the questionnaire data is available from RedR on request.

The data was collected from 45 users and two line managers and is drawn upon where relevant in this report to support a more in-depth understanding in terms of impact. Feedback was largely positive and promising in terms of the impact individual users felt the course had on their behaviour, as the following sections of this report illustrate.



# DATA ANALYSIS:

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The following section summarises and analyses the qualitative data collected through the Skype interviews, along with quantitative data drawn from follow-up questionnaires sent to users three months after course completion. Some of the comments have been slightly edited for clarity.

It begins by considering the positive feedback participants offered about Mission Ready courses in their organisations and moves on to explore the time frame in which the participants completed the course as well as the modules they considered especially useful or relevant. It then explores changes in staff approaches to security and changes in organisational security policies and practices after completing FSM. The section ends by exploring challenges users faced in completing the course and additional comments from the interviewees.

## 1. Positive aspects of using FSM within the organisation

The feedback was very positive and four key themes emerged: access, format, time and assessment.



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***“It’s useful because when staff begin contracts at different times and different locations it is not always possible to offer face-to-face training. This is flexible.”***

Lindsey Reece-Smith, International Service Manager, Tearfund

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### **Access:**

Participants whose organisations had historically offered staff safety and security training, reported that it had always been offered as a face-to-face training. They felt that the option to access this training online was of great benefit, as it enabled staff based in remote locations to take part and offered a training solution flexible to their existing work commitments. Tearfund International Service Manager Lindsey Reece-Smith said: “It’s useful because when staff begin contracts at different times and different locations it is not always possible to offer face-to-face training, this is flexible.”

War Child Global Security Advisor Sam Slota-Newson felt that bringing together staff in dispersed global locations through using a common training platform enabled a consistent approach across the organisation. He said: “The ability to get officers in remote locations to go through a common experience becomes a central focal point.”

Forym Syd Somalia Programme Officer Abdirahmen Muhumed reported that the online course was used as a foundation course and was followed up by a face-to-face training and consultancy approach. He felt that this was useful as it offered staff the opportunity to carry out this basic level training online then the face-to-face element could be used to deliver and develop on the more bespoke aspects of safety and security. This is particularly useful in areas of high-risk, like Somalia, where a more thorough approach is required.



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***“The training is accessible, easy and has a fun approach. It was far more effective at disseminating learning around theory rather than if it just included PDFs to read.”***

Frederick Hallor, Business Controller and License Administrator, Forum Syd

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### **Format:**

All participants provided positive feedback on the mixed and interactive methodology used, in terms of the case-study approach and use of video and tasks. Participants felt that this made the course accessible and engaging, whether being used by more experienced staff, who were revisiting the topic, or for staff new to safety and security training. Frederick Hallor said: “The training is accessible, easy and has a fun approach. It was far more effective at disseminating learning around theory rather than if it just included PDF’s to read.”

The way the course is designed to make participants analyse situations and formulate the best course of action was seen as a good approach, as it encourages participants to think about the dynamic and complex nature of safety and security in the field context. Mr Slota-Newson added: “It’s not hugely prescriptive – the tendency to copy and paste security isn’t always useful but the reality is often different. The course gets you to think about things rather than prescribing.”

Comments were also made about the element of repetition around key points which help participants with retaining important information. Ms Reece-Smith added: “The repetition of certain aspects within the content is useful in terms of learning key points.”

### **Time:**

In completing the filmed interactive scenarios of the course, users have a 10-second time-limit in which to make each decision. This timing aspect was well received by interviewees. It was felt that this modelled the pressure often experienced in the field context. MSF Logistician Lesly Dieuville said: “The time made me feel pressured, under stress, which was good as similar to the field.”

It is worth noting that participants in the testing phase of both FSM and RSM commented that the 10 second time limit was too short. This was especially the case for people who considered themselves as ‘slow readers’ or had identified as dyslexic.

### **Assessment:**

Before starting the course, users are required to complete a pre-course test which they must take again upon course completion. This form of assessment was seen as beneficial in terms of keeping participants engaged, rather than taking a more passive approach. Also, from a manager’s point of view, this allowed for concept checking. Ms Reece-Smith said: “The assessment at the end is good as it forces staff to pay attention to [the course] rather than just sitting through it. It’s good to see and monitor which staff have done it.”

## 2. User course completion time frame

FSM is a self-paced course, meaning that users can complete the course at their own pace within one year of activating their license. Licenses expire one year after activation.

Interviewees were asked how they and their colleagues completed the course, whether they completed the course in one sitting or over multiple sittings. All interviewees said that staff carried out the course over several sittings over period ranging from a few days to two-weeks.

Some War Child staff, 17 of whom have started FSM and nine have completed, experienced delays and obstacles in completing the course due to a number of conflicting priorities.

Mr Slota-Newson said: “People dipped in and out more than was ideal. It would have been better to complete within a period of time with a deliberate follow up session, but unfortunately wasn’t possible with time frames and commitments.”

## 3. Modules most useful and / or relevant to users’ work

Interviewees were asked to identify modules which stood out to them as most relevant to their work. Some felt that all were equally relevant, whereas others pin-pointed specific areas.

Mr Muhumed considered ‘Module 3: Security Strategies’ useful in terms of being mindful of all risks, even those that seem ‘low’; and, also having a common language around risk through which to communicate internally within the organisation.

He said: “The course allowed me to understand how to calculate risk. Sometimes we get complacent when we spend so long in such areas in Somalia. This is dangerous as risk can increase [escalate]. The risk calculation helped me communicate with Stockholm how the situation was in the field.”

Forum Syd Business Controller Frederick Hallor felt that although the course content was good and covered important areas, it wasn’t always applicable to the nature of the work his organisation does. He felt that the course was more useful for staff based longer-term in the field rather than staff visiting for shorter periods.

He said: “The course works fine for local staff in Africa – both courses fit their work. As are both good level for Swedish staff; but for Swedish staff based in Stockholm visiting locations without being based there this doesn’t address their needs. A new module aimed at international staff travelling temporarily (2 weeks) – what to do to prepare, customs, traffic, street crimes, how to order travel, hotels and accommodations. This course wasn’t relevant for these short stay.”

Mr Dieuville found ‘Module 1: Context Assessment’ useful with particular regard to the PESTLE tool as it offered a “holistic and complete analysis.” He also felt that ‘Module 3: Security Strategies’ was important as it put great emphasis on staff not jeopardising the acceptance strategy of NGOs by building their capacity and knowledge.

HumaniTerra’s Head of Mission in Bangladesh Luc Walle considered the attention paid towards roles and responsibilities key. He said: “The most important lessons were to think for the team rather than function as an individual. This was really important. There are different team members - surgeons, nurses, doctors, anaesthetists - so we need to function as a team, respect the local team and rules.”

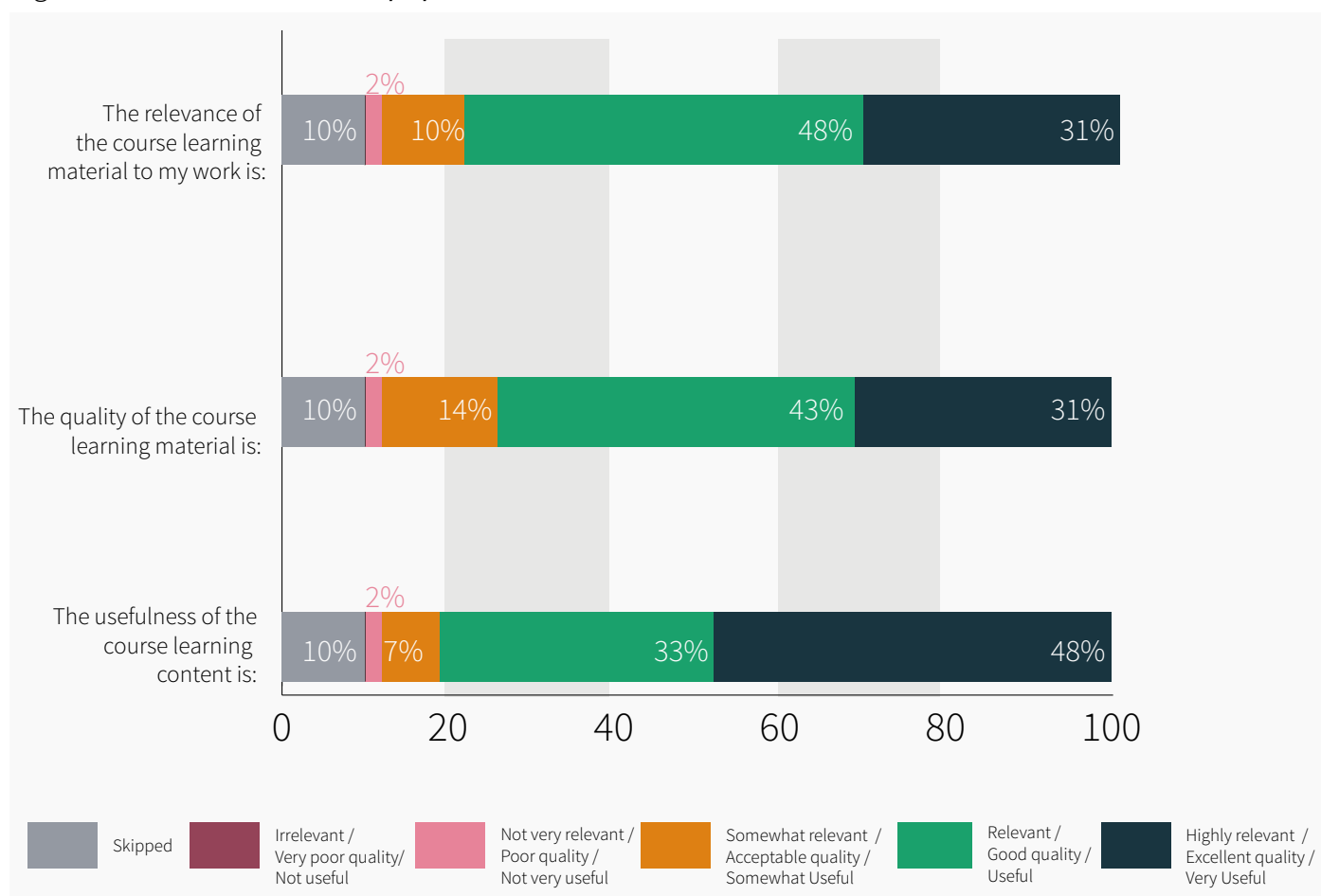
Mr Slota-Newson felt that the way the course highlights the importance and nature of the role of the Security Manager stood out most within the modules. He said: “It placed the Security Manager in a central position in the programme delivery so cited their responsibilities amongst the response.”

“In War Child local nationals are security programme officers with not as much seniority as one would wish, but this helps them see where they should become engaged and where it’s not as necessary. So not a specific module but a perspective through the course.”

Ms Reece-Smith felt that rather than specific modules standing out that the course worked well as a whole and followed a similar format to that if the organisation were running a face-to-face course.

The responses from the quantitative impact assessment illustrated in Fig 3.1 reflect identical feedback in terms of how relevant users found the course to their work.

Fig 3.1 (*three month follow-up questionnaire data*):



The majority (79per cent) rated the course ‘relevant’ or ‘highly relevant.’ 10per cent rated the course ‘somewhat relevant’ and 2per cent ‘not very relevant.’

Most users (74per cent) rated the quality of the course content ‘excellent’ or ‘good’. 14per cent considered the quality ‘acceptable’ and 2per cent ‘poor.’

Unfortunately, qualitative data was not generated to drill further down in to the reasons behind this, this will be addressed when designing future questionnaires.

When asked about the ‘usefulness’ of the course, a higher proportion of users rated the course as ‘very useful’ (48per cent) and fewer who rated it as ‘average’ (33per cent). 33per cent of users found the content ‘useful’ and 2 per cent found it ‘not very useful.’

#### **4. Change in staff approaches to organisational security following FSM completion**

Interviewee feedback on the extent to which the course had changed staff approaches to organisational security was mixed.

HumaniTerra International explained that they had no pre-existing safety and security policies in place prior to the training. They were developing new policies as a direct impact of completing training at the time the interview was conducted. They explained that policies in development, at that time still in their embryonic stages, consisted of a member of staff becoming designated a Security Focal Point for the mission as well as a strategy in the process of being developed.

Interviewees who work for Forum Syd said the training had the following positive impacts on behaviour change:

- ▶ **The Somalia Office now had a Standard Operation Policy in place.**
- ▶ **Staff in the Kenya Office were having more discussions around security but as of yet no concrete policy changes.**
- ▶ **The organisation felt that a shift in focus around related issues warranted further investment and they had just ordered another ten licences.**

This impact was a combination of the FSM training content and a consultancy with RedR to further develop policies.

Interviewees working for War Child and Tearfund felt that they had insufficient data to comment on this, as they had not observed or received explicit feedback on a change in staff approach to security following the completion of the course.

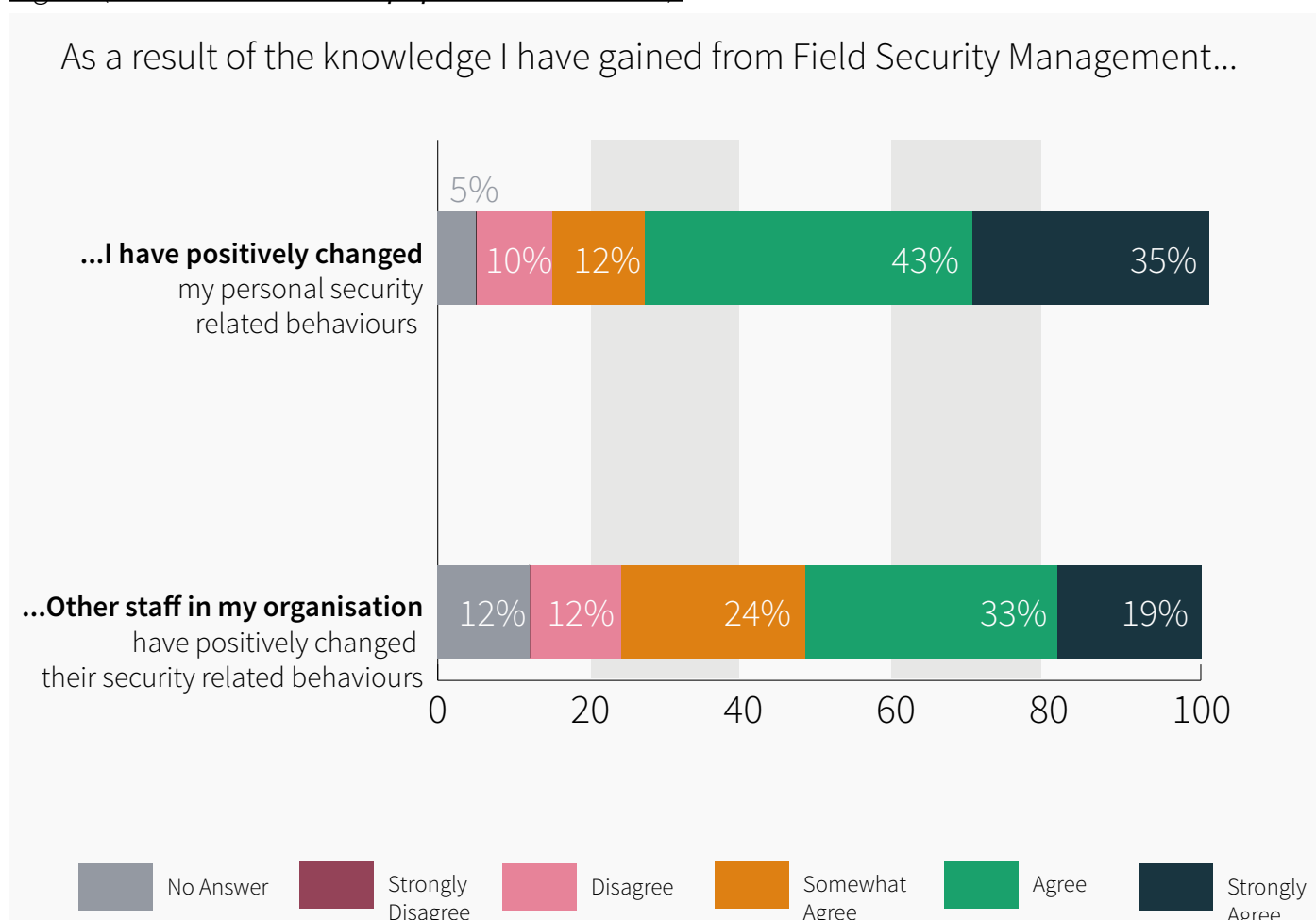


MSF Logistician Lesly Dieuville of MSF could only comment on the impact of the course on his own approach, and not of his colleagues, as he undertook the training independently as an individual. Scheduled to be sent on his first post-course deployment shortly after the interview, he anticipated the course will change his approach but could not give specific details until in post.

As Fig 4.1 illustrates, the majority of respondents to the three month follow-up questionnaire either 'strongly agree' or 'agree' that they, and other staff in their organisation, have learnt skills to reduce their own vulnerability in medium to high-risk environments.

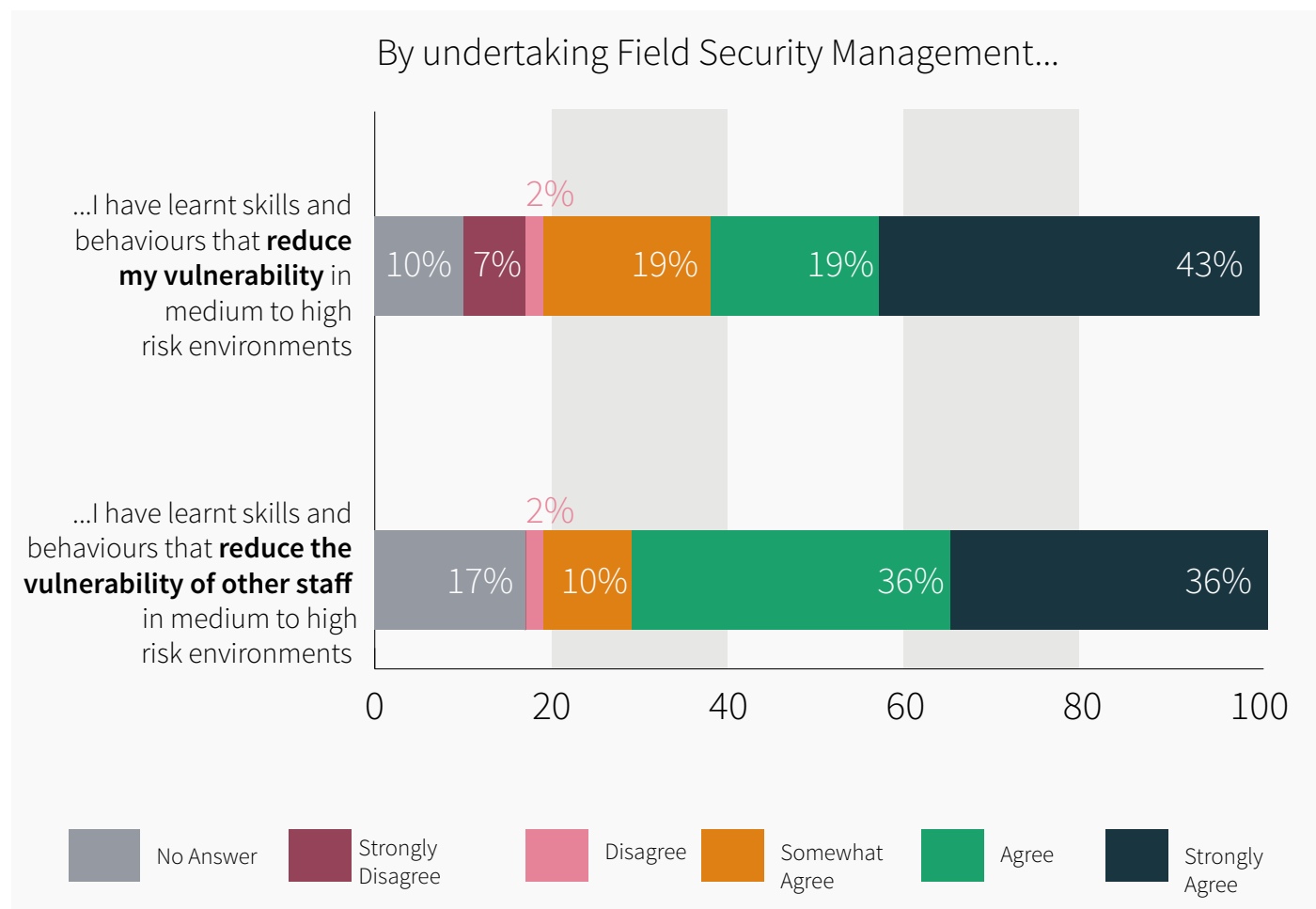
10per cent disagreed that it had impacted on their behaviour and 12per cent disagreed that it had impacted on their colleagues.

Fig 4.1 (three month follow-up questionnaire data):



As Fig 4.2 illustrates, when asked whether the training had enabled participants to learn skills and behaviour to reduce their vulnerability and the vulnerability of colleagues in medium to high risk environments, the percentages for ‘Agree’ and ‘Strongly Agree’ increased and ‘Disagree’ decreased. This suggests that the course did have an impact on behaviour, slightly contradicting the feedback disagreeing that the course had impacted on behaviour.

Fig 4.2 (*three month follow-up questionnaire data*):



Unfortunately, the data-set did not accommodate further insight into other variables such as prior experience and knowledge which would have been useful in terms of understanding why participants chose this option – this is a learning point for further impact assessments in terms of including a qualitative data gathering mechanism alongside this question.

## 5. Change in organisational security policy and practice as a result of taking FSM

From the organisations that took part in the qualitative interviews, only two reported changes that could be attributed to taking part in the course. HumaniTerra International had begun developing security policies following the training. The Somali national office of Forum Syd had also developed a Standard Operational Policy based on the experience of participating in the online course along with a face-to-face course consultancy provided by RedR (see section 2.4 above).

The response from the individual users survey reflected a more dramatic impact on policy, with 35.3% reporting the creation of new policies and 29.4% reporting a review or update of existing policy as a result of completing the course.

Fig 5.1 (*three month follow-up questionnaire data*):

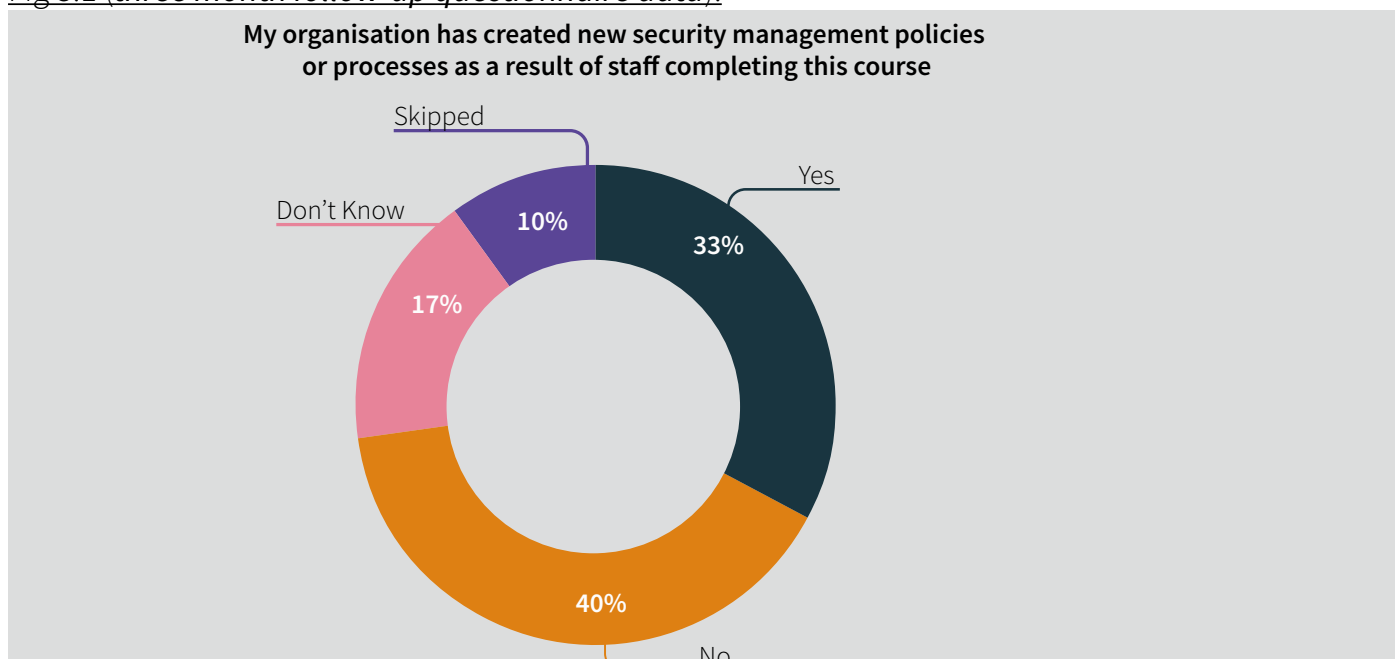
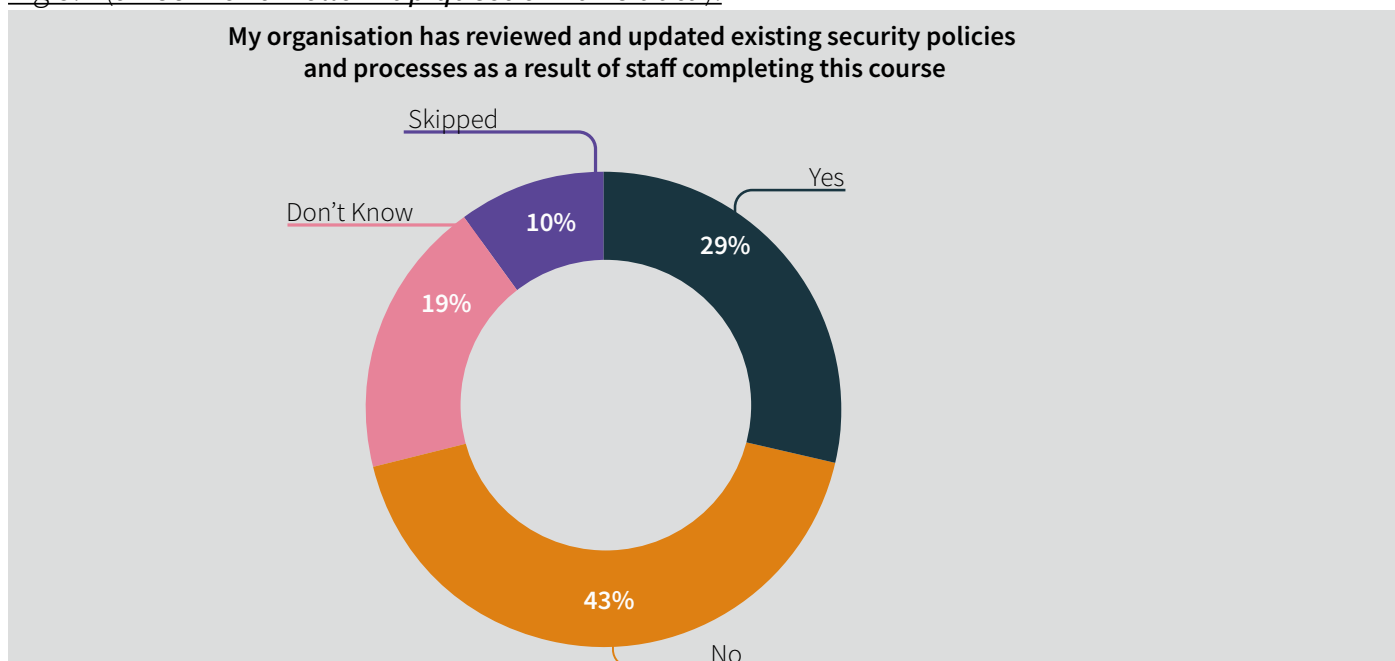


Fig 5.2 (*three month follow-up questionnaire data*):



## 6. Challenges in using FSM

The majority of respondents reported no challenges. However, Mr Hallor of Forum Syd felt that some of the exercises would have been better suited to a discussion or essay response format. Although he acknowledged that this would require an assessor and therefore impact on the overall format.

He said: “Some exercises were PDF – the questions and right answers, some questions felt a bit hard to push into the format of simple answers i.e. a,b,c were right and others were wrong. These questions would be better to give as a discussion piece and that would need an assessor.”

He also reiterated that the training was more suitable for humanitarian organisations who were working for longer periods of time in the field rather than the nature of the work Forum Syd was undertaking, which involved shorter periods of time developing the capacity of civil society organisations.

Commenting on the technical set-up of Mission Ready, Mr Slota-Newson said: “setting up the individuals and monitoring is a bit clunky – lots of information going to line managers rather than to me as Security Focal Point (...) It would be better if the commissioner could get alerts sent to inbox to say participants have completed module 1 etc. this would make it easier to follow up.”

He also suggested that the fictional context used in FSM may not translate easily to the Middle East. He added: “The middle east environments are generally more conservative than Africa. Sometimes, in the video scenarios, the relationships are more familiar than they would be in Africa. They may seem a bit odd to someone working in the Middle East. For example, a female national member of staff putting her hand on male members shoulder.” It is worth noting that the Mission Ready Remote Management course is more relevant to the Middle East context as the fictional country is based on a Levantine culture and context.

### 3.7 Further Comments

Interviewees were asked if they had any further comments to make and most gave further positive feedback. For instance, Mr Muhumed said: “Very good and very accessible and good in context of Somalia. Nothing to add apart from it was interesting and the stories were interesting in particular as real stories. Well done RedR.” Ms Reece-Smith added: “It was a useful course. It filled a gap for us.”

Some interviewees suggested modules for future adaptations. For instance, Mr Slota-Newson said: “The platform is great but I suggest that the following modules would be useful: first aid, fire safety – that shows drills that they could adapt for their content but would need to be kept up to date.”

## CONCLUSION

Data collected from both the interviews and the online survey report positive feedback during the first year of Mission Ready: Field Security Management Course; and, signposts opportunities for improving both the course itself and also the monitoring and evaluation process attached to it.

Two key objectives of the Impact Assessment were to gauge whether the training had led to:

1. Safer practices implemented to reduce vulnerability, and
2. Evident changes in staff behaviour, to reduce vulnerability

In terms of gauging safer practices, this report had limitations in terms of reach. However, with individual case studies, it found that staff from Forum Syd Somalia and HumaniTerra International were able to identify changes within the last year attributable to FSM. For HumaniTerra International, the training provided a catalyst from which to start the formulation of security policy where there hadn't previously been any.

Forum Syd Somalia had developed a Standard Operational Policy based on a combination of the training and a consultancy. The interviewees at both the Somalia and Stockholm offices identified that the online course had played an important role in developing the policy and a culture of safer practice within the Somalia country office.

The quantitative data taken from the questionnaire illustrated a significant impact on policy change, with 33per cent (14 of the 42 Users) believing that their organisations had created new security management policies and processes as a result of the course; and, 29per cent (12 of the 42) reporting that policies and processes had been reviewed and updated as a result of staff completing the course.

In terms of how FSM impacted on behaviour change to reduce vulnerability, the quantitative data generated from the questionnaire (see Fig 4.1) illustrated that a significant number of users felt that the course had positively impacted on both their behaviour and the behaviour of other staff within the organisation. This was slightly amplified in the data presented in Fig 4.2 where participants rated how the course had helped them learn skills and behaviours that reduced both their vulnerability, 43per cent 'Strongly Agreed' and 19 per cent 'Agreed'; and, that of others within their organisation 62per cent either 'Strongly Agreed' or 'Agreed'.

The qualitative data supported these findings with a positive response, especially from Abdirhamen Muhumed (Forum Syd, Somalia), Luc Walle (HumaniTerra International) and Lesly Dieuveille (MSF) who reported that the course had explicitly impacted on the way they behaved or planned to behave in the field. The other interviewees felt that they had insufficient data to provide a well-informed opinion on this but, as seasoned security focal points, they felt optimistic and encouraged by the content and its potential impact on staff behaviour.



# GLOSSARY OF TERMS

<b>Acceptance</b>	One of three main security strategies used by NGOs to manage and control risk. This strategy involves reducing vulnerability by building strong and positive relationships with key stakeholders and within the community.
<b>Activated Users:</b>	Users who have activated their account and become a registered user, who may or may not yet have completed one of the Mission Ready courses.
<b>Completed Users:</b>	Users who have completed one of the two courses currently available on MR platform.
<b>Context Assessment:</b>	The process through which an individual or organisations gains an understanding of the environment in which it is operating in order to reduce security risks and deliver effective programmes.
<b>Deterrence:</b>	One of three main security strategies used by NGOs to manage and control risk. This strategy involves reducing vulnerability by deterring any threats faced with a counter-threat. An example of this could include hiring armed security guards.
<b>Interviewees:</b>	Individuals interviewed as part of this impact assessment.
<b>License Administrator:</b>	Person who has been assigned the task of administering the MR licenses within their organisation. They have access to the backend of Mission Ready and are responsible for assigning a bulk order of Mission Ready licenses to individual members of staff within their organisation. The administrator is not always involved in the process of identifying who should take the course or monitoring their progress.
<b>PESTLE:</b>	A tool that can be used when developing a context assessment. It involves analysing six key factors of a particular context: Political, Economic, Social, Technological, Legal and Environmental.
<b>Protection:</b>	One of three main security strategies used by NGOs to manage and control risk. This strategy involves reducing vulnerability through physical barriers and / or procedures, for instance by building a secure fence or ensuring that staff travel only in daylight hours.
<b>Security Focal Point:</b>	A member of staff who has been appointed a specific set of responsibilities related to the overall security of the entire team, this is often in addition part of their main role.
<b>Standard Operating Procedures:</b>	Procedures designed to reduce the likelihood and or impact of a security incident. An example of this could include ensuring that all members of staff carry a radio when travelling. These are sometimes referred to as SOPs.

## ANNEX 1: BREAKDOWN OF ACTIVATED USER ORGANISATIONS OCT 2015 – DEC 2016

Organisation Name	No. licenses purchased	No. of licenses assigned	No. of licenses activated
Accion Contra El Hambre	6	6	6
Action Against Hunger	20	20	11
Action Contre La Faim (ACF) Somalia	20	2	2
ASOCIACION AMIGOS DE SILVA	18	16	14
Canadian Red Cross	1	1	1
CARE Canada	1	1	1
CARE International in Jordan	15	14	13
caritas australia	2	2	2
CRB	1	1	1
Danish Church Aid	1	1	1
Democratic Control of Armed Forces (DCAF)	1	1	1
Digital Training Solutions	100	28	22
Engineering Ministries International	1	1	1
Engineering Without Borders -USA	1	1	1
Engineers without Borders	1	1	1
Family Health International 360	1	1	1
Federation Handicap International	5	4	4
Flora & Fauna International	1	1	1
Forum Syd	40	18	16
Humanitarian Leadership Academy	1	1	1
HumaniTerra International	5	5	5
JKWPS	60	3	1
JWoods Group	1	1	1
MAF International	11	11	7
Medecins Sans Frontiers	1	1	1
Mensen met een Missie	5	5	5
Mercy Corps - ISHA	1	1	1
Metrography	1	1	1
New Hope Charitable Outreach Services for the Ageing	1	1	1
Nurture Project International	10	1	1
PATH Kenya	2	2	2
Plan International Pakistan	1	1	1
Polish Humanitarian Action PAH	2	2	2

RedRUK	200	153	127
RefugePoint	65	36	31
Resettlement Settlement Centre Africa	1	1	1
Goal South Sudan	1	1	1
RSPH Emory University	1	1	1
Save the Children International	150	1	1
Save the Children UK	100	3	3
SHARING IS CARING CIC	1	1	1
SIL International (Asia)	1	1	1
SIL International (Eurasia)	1	1	1
SIL International (Global)	2	2	2
SKT Welfare	1	1	1
Street Child	2	2	2
Swan Maidens Film	1	1	1
Tearfund	20	19	18
University of York	1	1	1
The Equal Rights Trust	5	5	3
University de Sherbrooke	1	1	1
University of Manchester	23	23	21
War Child UK	30	20	17
Westminster Foundation for Democracy	1	1	1
Wycliffe Associates	21	13	9

## ANNEX 2: BREAKDOWN OF ACTIVATED USER NATIONALITIES AND COUNTRIES WORKED IN OCT 2015 – DEC 2016

### AFRICA:

Country	No. of Nationals	No. Country Worked In
Burundi	1	0
Central African Republic	0	2
Congo, Democratic Republic of	4	4
Cote D'Ivoire	0	1
Ethiopia	11	13
Ghana	1	0
Kenya	30	29
Liberia	1	0
Mali	1	1
Namibia	0	1
Nigeria	2	3
Somalia	1	1
Sudan	0	3
Uganda	2	2
Zimbabwe	1	0

### ASIA:

Country	No. of Nationals	No. Country Worked In
Afghanistan	0	1
Bangladesh	1	2
India	1	0
Mongolia	0	1
Myanmar	0	1
Pakistan	1	3
Philippines	0	1
Tajikistan	0	1

### LATIN AMERICA:

Country	No. of Nationals	No. Country Worked In
Argentina	1	0
Colombia	1	0
Haiti	1	0
Peru	1	0

**MIDDLE EAST AND NORTH AFRICA:**

Country	No. of Nationals	No. Country Worked In
Bahrain	0	1
Iraq	7	9
Jordan	1	2
Lebanon	1	0
Palestinian Territory Occupied	1	2
Syrian Arab Republic	12	12

**EUROPE:**

Country	No. of Nationals	No. Country Worked In
Belgium	1	1
Denmark	1	1
Finland	2	1
France	7	6
Germany	3	2
Greece	0	1
Ireland	1	1
Italy	3	0
Jersey	1	0
Netherlands	4	4
Poland	1	1
Slovenia	1	0
Spain	3	0
Sweden	6	7
Switzerland	0	2
United Kingdom	26	25

**NORTH AMERICA:**

Country	No. of Nationals	No. Country Worked In
Canada	7	4
United States	25	27

**OCEANIA:**

Country	No. of Nationals	No. Country Worked In
Australia	4	1



