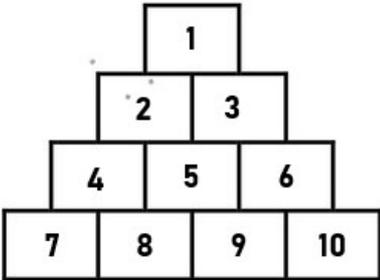




Session 2	Threats & Risks		 Duration: 40 mins
<p>Session Summary</p> <p>This session highlights the security and safety threats staff face in their operating context, and helps participants develop a shared understanding of the most significant risks. It also provides an opportunity to ensure participants understand the difference between a ‘threat’ and a ‘risk’.</p>			
<p>Session Objectives</p> <p> <ul style="list-style-type: none"> • Highlight key threats in the operating environment. • Discuss security and access constraints for aid workers. • Identify the risks to staff and programmes. </p>			
<p>Learning Outcomes</p> <p>By the end of this session participants should be able to:</p> <p> <ul style="list-style-type: none"> • Outline security and safety threats within the operating environment, and identify the contextual factors that affect risks for humanitarian aid workers. </p>			
<p>Supporting Material</p> <p> <ul style="list-style-type: none"> • GISF Security to go: a risk management toolkit for humanitarian aid agencies – Module 3. </p>			
Time	Suggested Activities		Resources
2 mins	<p>Introduction</p> <p>Introduce the session and provide a brief overview of what this session will cover.</p>		<ul style="list-style-type: none"> • S.2 Threats & Risks Presentation - Slide 1
8 mins	<p>Context Overview</p> <p>Use a map of the operational area to highlight factors that shape the current security and safety situation. For example, show key areas or locations affected by violence and insecurity, crime, or the main environmental hazards, any movement restrictions, or obstructions to humanitarian access, and identify the key actors and groups involved.</p>		<ul style="list-style-type: none"> • Slide 2
5 mins	<p>Threats & Challenges</p> <p> Ask participants: <i>What threats to their security and safety do they face?</i></p> <p>Capture suggestions on a flip chart. After listing the participants’ suggestions, refer to slide with a list of the different security and safety threats within the operating context. Adjust slide to reflect threats in that location.</p> <p>Discuss how, when, where, and why some threats might occur, and draw attention to any significant incidents that have occurred.</p> <p>Discuss the difference between targeted and non-targeted threats.</p> <p> Non-targeted threats: those that are part and parcel of the working environment and could affect anybody in that location. For</p>		<ul style="list-style-type: none"> • Slide 3

	<p>example, vehicle accidents, natural hazards and disasters, disease, civil unrest, military actions, and crossfire.</p> <p>Targeted threats: those that affect aid workers, or specific organisations or an individual staff member, because of their profile or how they are perceived. For example, harassment, acts of violence, armed robbery, looting, detention, and kidnapping.</p>	
<p>10 mins</p>	<p>Risks to Staff & Programmes</p> <p>Explain the relationship between threat, vulnerability, and risk.</p> <p>i Risk (the possibility of suffering harm, loss, or injury) is a result of potential threats in the operating environment, and our exposure, or vulnerability, to them.</p> <p>Use an analogy to represent the relationship that is closest to participants' experience and context. For example, crossing a river or road. Refer to the risk formula to show how the different components are interlinked.</p> <p>? Ask participants: <i>What factors make us (individually or organisationally) vulnerable to specific threats?</i></p> <p>Emphasise the need to consider the diverse profile of staff – gender identity, ethnicity, age, sexual orientation, ability, etc as these factors affect an individual staff member's exposure to certain threats.</p> <p>Explain how to determine the degree of risk.</p> <p>i By combining our understanding of the threats and our vulnerability to them, we can identify the likelihood of a threat occurring and its potential impact should it occur. Together, this analysis helps us determine the risk that a particular threat poses to staff and programmes.</p>	<ul style="list-style-type: none"> • Slides 4-6
<p>15 mins</p>	<p>ACTIVITY: Understanding Risk</p> <p>From the list of threats identified earlier (flip chart/slide 3), agree with participants ten threats to evaluate further. Divide participants into small groups of three or four people. Issue each group a number pyramid (as shown below) on a flip chart sheet and 10 sticky notes.</p> <div style="text-align: center;">  </div> <p>Ask each group to write the agreed threats on sticky notes (one per sticky note, to create a set of 10 threats). Explain that you want each group to consider the likelihood of each threat occurring to them or their colleagues and its impact if it did. Groups should assess which threats are most likely to occur, and will cause the greatest harm, to rank risks in their operating context. Groups should then place their</p>	<ul style="list-style-type: none"> • Flip chart sheets (one per group) prepared with number pyramids

	<p>sticky notes onto the number pyramid in order of risk - the most serious risk being number 1 and so on). Give the groups 5 minutes to complete this activity.</p> <p>Ask each group to report the top three risks they decided on and to explain their reasoning.</p> <p>In plenary, discuss similarities/differences between the different risk pyramids. Provide feedback on key differences and similarities, challenge any misconceptions, and clarify questions raised during the group discussions.</p>	
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