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Session 5	**Inclusive Security**		Duration: **30 mins**

Session Summary

This session examines the risks individual staff may face due to their personal characteristics or profile, outlines an inclusive approach to security, and highlights measures to support staff with diverse profiles.

Session Objectives

- Highlight the visible and invisible aspects of an individual's identity.
- Discuss how aspects of a person's identity affect their vulnerability to risks in the field.
- Explain the principle of inclusive security and draw attention to measures and support in place.

Learning Outcomes

By the end of this session, participants should be able to:

- Explain how a person's identity affects their vulnerability to internal and external threats, and describe an inclusive approach to security.

Supporting Material

- [GISF Managing the Security of Aid Workers with Diverse Profiles](#).
- [GISF Gender and Security: Guidelines for mainstreaming gender in security risk management](#).

Time	Suggested Activities	Resources
5 mins	**Introduction** Introduce the session and provide a brief overview of the session's focus. Write the following statement on a flip chart – *"All staff face risks but not all staff face the same risks".* Present the statement to participants and ask them to explain the statement. Explain that individuals may face different risks or be more vulnerable to certain threats because of their profile or identity. **?** Ask participants: *What aspects of an individual's profile or identity may make them more vulnerable to specific threats?* Highlight key elements from their contributions on the flip chart. For example, the importance of the profile of the staff member, their nationality, ethnicity, gender, sexual orientation, ability, etc. Be sure to reaffirm the need for a safe space for discussion, if required, and challenge any negative misconceptions or stereotypes.	• S.5 Inclusive Security Presentation – Slide 1
10 mins	***ACTIVITY:* Diversity Iceberg** Explain to participants why an iceberg is a fitting metaphor for staff diversity – most of an iceberg resides below the surface, so it is difficult to determine its size and shape from a distance. The same goes for staff – there are many aspects of an individual's identity, and therefore their vulnerability, which may not be visible. Divide participants into small groups. Issue each group with a copy of the Diversity Iceberg handout and ask them to consider:	• Slide 2. • S.5 Diversity Iceberg sheet.

	• *What are the characteristics that define a person?* • *Which characteristics are obvious?* • *Which characteristics are less obvious?* Groups should place the characteristics they identify on the iceberg, based on their "visibility" or "knowability". For example, those characteristics visible or known to everyone go above the waterline (e.g. skin colour, ethnicity, age). Those that may be visible or known to some people in certain circumstances go at the waterline level (e.g. religion, nationality). Finally, those characteristics which are less visible or unknown to most people go under the water (e.g. sexual orientation, ability, relationship status). Draw a large iceberg on a flip chart. Go around the room asking each participant group for a suggestion of different personal characteristics and discuss their potential position on the iceberg. Draw attention to any important characteristics not raised by the participants.	
5 mins	**Diversity in Risk** Explain how an individual can experience different types of threats, or have different levels of vulnerability, depending on their personal characteristics or profile. Point out the diversity of individuals who work within aid organisations, or your organisation, and highlight some of the risks they face. Provide specific examples that are relevant to the participants' operating context. Also draw specific attention to the internal threats staff face. ⓘ Although gender and nationality are significant risk factors, there are many other aspects of a staff member's identity or profile that affects the security risks they face. While staff face significant external threats within their operating environments, incidents of harassment, bullying, and sexual violence are often internal and occur within the workplace.	• Slide 3.
5 mins	*ACTIVITY:* **In Someone Else's Shoes** This exercise aims to raise awareness of the unique vulnerability of, and risks faced by, others. Divide participants into eight pairs or small groups, depending on the number of participants, and ask them to line up in the middle of the room. Cut up the character profile sheet and issue each pair/group with one character profile – they should keep the details to themselves. Explain that you will list several situations (on the PowerPoint slide – adjust the statements to suit the operating environment). Each pair/group should consider the effect or implications of the situation on their character. If they feel their character faces no risk and would be very comfortable with the situation, then they should take a step forward. However, if they feel their character may feel at risk or uncomfortable with the situation, then they should take a step backwards.	• Slide 4. • S.5 In Someone Else's Shoes – Character Profiles.

	At the end of the statements, ask the pairs/groups to look around room and see where the others have ended up. Ask each pair/group to explain their staff character's profile. Draw attention to how staff with different profiles and personal characteristics experience different levels of vulnerability or risk while working in the same environment. Emphasise that organisations and individual staff must identify and understand these differences. Organisations must also ensure that all staff are appropriately supported to mitigate these unique vulnerabilities.		
	(i) To meet their duty of care, organisations must acknowledge and understand the different threats and vulnerabilities confronting staff, depending on their personal characteristics or profile. Failure to do so can have serious implications for the security of an individual staff member, and the wider team.		
5 mins	**What is Inclusive Security?** (?) Ask participants: *What do they think is an inclusive approach to security?* Explain the difference between equality, diversity and inclusion. Refer to the definitions on the slide and then describe an inclusive approach to security. (i) Equality refers to ensuring individuals or groups are not treated differently or less favourably because of their specific protected characteristic. Diversity is the ways in which people differ, encompassing the different characteristics that make one individual or group different from another. These include characteristics such as race, ethnicity, gender, disability, sexual orientation, religion, and more. Inclusion is about creating a working environment in which any individual or group feels respected, supported, and valued. An inclusive approach to security acknowledges the risks that individuals with diverse profiles may face, and actively provides them with the guidance and support they need to enable them to fully participate and feel protected. Briefly highlight measures adopted by some organisations, or those relevant to the operating context. For example, specific policy statements, inclusive risk assessments, travel guidance for LGBTQI staff, women-specific security training, buddy systems for staff with mobility restrictions during building evacuations. If an internal training, discuss existing measures within your own organisation.	• Slides 5–6.	