EXERCISE:

Threats Brainstorm
Assessing Risk: Threats, Vulnerabilities, Capacities

FORMAT:

GROUP EXERCISE REVIEW

TIME: 15 MIN

REQUIRED MATERIALS: FLIPCHART WITH DEFINITIONS OF 'CAPACITY', 'RISK', 'THREAT' AND 'VULNERABILITY' AS WELL AS THE RISK ASSESSMENT FORMULA.

SUMMARY:

This provides an introduction to and an explanation of the following group exercise.

KEY EXPLANATION POINTS:

Facilitators select two key threats from the group (either raised in previous discussions or during the discussion after the threats presentation). These are the 'what'. Write them up on the flipchart. Ensure that one threat is a traditional 'public' threat and that the other is a 'private' threat.

Then, as an example for the following exercise, facilitators should ask the group to analyse:
- *who* are the sources of the threat; and
- the *'why'* – what is behind the threat.

Next, ask the group to list the:
- capacities to address the threat; and
- vulnerabilities to the threat.

Ask the group to assess the *level of risk* that these threats pose, given their list of capacities and vulnerabilities. They can refer to the Threshold of acceptable risk handout[23].

Alternative option:

In addition to these questions, ask the group to describe the potential impact/consequences of the threat – that is, if the threat is realised, what will happen in the 'public' sphere and the 'private' sphere?

Example structure:

Threat	Who?	Why?	Capacities	Vulnerabilities	Risk Level
Graffiti on the wall next to the house of a woman human rights defender, denouncing her as a Western spy or saying she is rich	Local criminal groups, probably encouraged or paid by the government	To discredit her, ruin her reputation in the community	Access to media, international support	Neighbours already uncomfortable, family is nervous	Moderate
Harassment at a checkpoint that she has to cross every week to get to villages	Soldiers	To intimidate her, extort money	Good reputation and support from villagers	Often travelling alone, transport is unreliable	High