SAFETY AND SECURITY
RISK MANAGEMENT
MANUAL

Document intended for members of the KEDGE community. Applicable in France and internationally, off Campus

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I. INTRODUCTION

KEDGE has opted to put international development at the heart of its development strategy and as such, it is home to a community of over 12,000 students (of whom 23% are international students), 183 permanent professors (of whom 44% are international professors), 282 international academic partners and 60,000 graduates across the globe.

There are many opportunities for international travel already, with more to come in the future (training courses, university exchanges, Free Mover, Pro-Act Nomad, international symposia and events, research postings) in an ever-growing number of countries.

At the same time, the frequency of natural disasters (earthquakes, storms, volcanic eruptions, cyclones, etc.), health risks (pollution, epidemics, etc.), political and geopolitical risks (conflicts, the threat of terrorism, criminality, etc.) to which the members of the community may be exposed is increasing, making it essential to manage these risks with lucidity and humility.

Because, according to Jean Bodin, ‘The only wealth is man’, KEDGE undertakes to care for the health, safety and security of all the members of its community, both on and off campus, in France and abroad, and fully embraces its responsibilities and legal, ethical and moral obligations. With this in mind, considerable human, material and financial resources have been set aside to create its own fully-functional risk management department.

This guide is an internal reference document that sets out all the procedures, measures and mechanisms put in place by KEDGE to manage the safety and security risks to which members of the community are exposed in France (off-campus) and abroad.

In order to optimise the support provided to KEDGE BS individuals, this document will be regularly updated to include technical developments and the feedback from a variety of sources.

Furthermore, because it would be impossible to cover every eventuality, risk management is everybody’s business and should be thought about in a proactive and integrated way in each of the programmes; this condition is fundamental to achieving our ambition of enabling every member of the community (staff, employees, professors and students) to work under satisfactory safety and security conditions.
Goals of the guide

This Safety and Security Risk Management Manual has been drawn up to enable all members of the KEDGE community to know and observe the rules and measures put in place in the school and at the same time, give them practical recommendations aimed at preventing and managing the safety and security risks to which they will be exposed in France and abroad (off-campus).

This guide is intended for community members (directors, administrative staff, professors, employees and students), whether they are solely responsible for their own security or that of colleagues and students as well. It plays an important role in improving understanding and awareness of the safety and security challenges within KEDGE and sets out the methods, procedures and mechanisms that are common to all.

Using the guide

This document is structured in such a way that all concerned have rapid access to salient information that is tailored to their needs. Each section provides a brief summary of the safety and security risks, details the policies and protocols that are internal to KEDGE and includes illustrative examples and tools. This guide will be regularly updated in line with advances in the various areas of expertise and feedback.

Background information

This guide was produced by a multi-disciplinary project team of colleagues (International Student Office, Travel Department, Internship and Apprenticeship Department, Learning By Doing and Student Services) who manage the school’s students and employees with the technical support and expertise of GEOS.
Intended audience and conditions of application of the guide

As a reference document on the management of safety and security risks within KEDGE that details not only the rules and procedures, but also provides recommendations and best practice, this guide aims to support all members of the community with the goal of reducing their exposure to danger when they are outside the KEDGE campus, whether that be in France or abroad.

This manual is intended for:

- students receiving tuition at KEDGE
- members of the entourage of students declared by them to be ‘persons to contact in case of emergency’
- the parents or legal representatives of students being hosted by KEDGE who are minors
- KEDGE permanent professors and employees as well as part-time contributors
- KEDGE partner universities
- KEDGE partner companies
- companies hosting KEDGE trainees and interns

The procedures and rules implemented by KEDGE are applicable to everyone (and must therefore be adhered to) as and when they come under the responsibility of KEDGE:

- Administrative staff, professors, permanent and part-time employees during working hours (excluding holidays, RTT [Reduced Working Time], annual leave, sick leave) at all times (day and night) during business trips in France and abroad
- Students in France during school hours during business trips in France and abroad
- Students travelling abroad on matters linked to teaching actions initiated and validated by KEDGE: UP / Apprenticeship / Internship / Free Mover / Pro-Act Nomad.

Important note

KEDGE’s responsibility to its members (first to its staff and employees, then to its travelling students) does not in any way replace the individual responsibility of each person regarding the laws in each country in which the members of the community are located.
II. DEFINITIONS

- Incident

Event that threatens one or more members of the KEDGE community. There are different types of impact:

- On the individual
  - to their physical health (illness, injury, death)
  - to their psychological health and/or wellbeing (stress, anxiety, depression)
  - to their liberty (detention, arrest, kidnapping)
  - to their activities (schooling, academic or professional path)
  - to their dignity or honour (defamation, discrimination, abuse of weakness)

- On their belongings
  - financial and/or material
  - administrative (identity card, passport)
  - intangible (personal data, access codes, intellectual productions).

If an event impacts the person and/or their belongings in any way, it should be treated as an incident and can be reported to KEDGE.

- Safety incident

Unintentional or accidental event of human or natural origin impacting the individual or their belongings.

Examples: Road accidents, illnesses, electrical fires, seismic activity, flooding.

- Security incident

Intentional event of human origin impacting the individual or their belongings.

Examples: Theft, assault, harassment, attack.

Members of the KEDGE community may also be considered victims and/or perpetrators of security incidents.
III. KEDGE’S APPROACH TO MANAGING SAFETY AND SECURITY

As KEDGE has a permanent or temporary presence in over 170 countries across the globe, its community members may face a variety of dangers that could threaten their health, safety and/or security during their time with us.

The spectrum of situations posing a risk is extremely varied and ranges from malicious acts (theft, assault, armed robbery, etc.), terrorist acts (attacks, kidnapping, etc.), natural risks (seismic activity, flooding, etc.), psychosocial risks (stress, depression, suicide, etc.), accidental risks (road accidents, fires, falls, drowning, etc.) to situations in which violence is committed within the community itself (initiation ceremonies, harassment, aggression, etc.).

Despite the greatest attention KEDGE pays to the choice of destinations proposed in its programmes and the fact that it adheres rigidly to the recommendations of the French authorities on the risks in foreign countries, community members’ exposure increases in proportion to the number of destinations the members visit. Managing safety and security in France and abroad is a priority for KEDGE.

❖ Implementing a safety culture

KEDGE’s approach to managing safety & security does not merely involve trying to avoid all risks (which would amount to placing a large part of the world off-limits and would preclude any form of action); on the contrary, it involves managing risks in a lucid, cross-cutting and proactive way with a view to allowing the members of the community to carry out their projects under satisfactory and acceptable safety and security conditions. Working towards implementing a working and studying environment that is more secure involves a collective effort and the responsibility of each of the members of the community, both in terms of their own safety and that of the others. Each and every member is responsible for developing and promoting the KEDGE risk management culture, procedures, rules and best practices.

Providing a safe and secure working and studying environment requires the attention and engagement of everyone.

The safety and security management principles and practices must also be embraced in a cross-cutting manner within each department and by each member of the community and they must form an integral part of the design phase of collective and/or individual
projects (e.g. when the school wants to launch a new exchange programme with a partner university or a student wants to spend a year abroad).

Creating a ‘Safety Culture’ requires considerable resources and hierarchy arrangement. Each member of the community must therefore be given the information and support they need so that they are in a position to reduce their own exposure to danger and can fulfil their responsibilities in line with their status and the legal framework of their collaboration with KEDGE.
1. The risk management framework

KEDGE’s goal in terms of managing the safety and security of the members of its community is to reduce the probability of a risk occurring as much as possible: preventing/mitigating and reducing the impact of the risk: reacting/managing incidents and crises. This goal involves a cross-cutting risk management framework that extends to all levels of the organisation.

The strategic level
- Policies
  - The risk management initiative
  - The global crisis management initiative
  - The Safety and Security Management Policy for community individuals

Operational level linked to the induction of new employees
- Procedures and protocols
  - The Student letter of engagement
  - The Standard Operating Procedures
  - The Guideline sheets
  - The Incident management protocols
  - The Crisis management protocols

Technical level
- Familiarisation and training
  - Familiarisation with risk management
  - Risk and crisis management training

Resources and tools
- H24 – Emergency call: Emergency procedures
- Safety Abroad: Geolocation tool
- International monitoring and qualification tool
2. Responsibility and decision structures

Where risk management is concerned, **responsibility can be delegated but not transferred.** All individuals are at least responsible for their own safety and security. In addition, to support its community members in preventing and reacting to risks, KEDGE implements policies, procedures and mechanisms that require the involvement of all concerned and put specific responsibilities on them according to their school level.

**Community member responsibilities**

<table>
<thead>
<tr>
<th>All members</th>
<th>General Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Act in such a way as to reduce their own and their colleagues’ exposure to risks</td>
<td>- Be responsible for the safety and security of KEDGE community members in accordance with the legal conditions connecting them with the school</td>
</tr>
<tr>
<td>- Follow all the policies, procedures, instructions and recommendations implemented by KEDGE</td>
<td>- Ensure the existence of safety and security risk prevention plans</td>
</tr>
<tr>
<td>- Inform KEDGE of all incidents that could impact individual members of the community of which they are a victim or a witness</td>
<td>- Make sure they are implemented and kept up-to-date</td>
</tr>
<tr>
<td>- Actively contribute to the development and updating of risk management procedures</td>
<td>- Delegate day-to-day tasks associated with risk and crisis management to the departments in charge of managing students and employees</td>
</tr>
<tr>
<td></td>
<td>- Delegate several of its members to the Crisis Cells and Emergency Departments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International Student Office (ISO)</th>
<th>Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Take part in managing risks and incidents impacting students who are travelling as part of Free Mover or university exchanges (outgoing and incoming students)</td>
<td>- Monitor the students from their arrival to their graduation</td>
</tr>
<tr>
<td>- Collaborate with the various stakeholders when an incident occurs abroad, including: Programmes, Training courses, Learning by Doing</td>
<td>- The teaching coordinators are the primary points of contact for the students and are often the first to be alerted to individual emergency situations</td>
</tr>
<tr>
<td>- Participate in welcoming and monitoring international students and ensure their teaching runs smoothly - Make sure the travelling students depart as planned, monitor them and ensure their stay runs smoothly</td>
<td>- Support the ISO in case of incident or crisis, particularly in terms of teaching arrangements</td>
</tr>
<tr>
<td>- Take part in the validation procedure for KEDGE students travelling abroad: validation in terms of the International SOS classification, formalities to complete, sending and receiving letters of engagement, etc.</td>
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</tbody>
</table>
IV. SAFETY AND SECURITY RISK MANAGEMENT

Although the degree of risk varies from one country to another, incidents can occur in all areas of the world, including France. It is therefore appropriate to implement a global risk
management process that is unique to the school and applicable to all countries hosting members of the community.

This process comprises several stages and allows KEDGE to get a better understanding of the risks run by its members in different destinations so that it can make an objective and informed decision on which destinations it wants to validate or reject.

Once the destination has been validated, risk management procedures (Standard Operating Procedures: SOPs) must be followed by the individuals to reduce the probability of their becoming victims of an incident and allow them to deal with the situation appropriately. Finally, if an incident and/or crisis does occur, incident and crisis management protocols are established and implemented by KEDGE in order to reduce their impact and support the affected member(s). This process is a cycle that must be implemented and followed through on a permanent basis by all the members in France and abroad so that KEDGE can be in a position to adapt to changes in situations and continuously strengthen the way it manages risks by assimilating past experiences.

The risk management cycle
1. **Context analysis**

Safety and security risks arise out of our interaction with our immediate environment. The first steps in the risk management process are to be aware of our environment (external elements over which we have no control or influence and which are unrelated to our actions), remain alert to changing situations and anticipate future developments. The context analysis (or Country Analysis) can then be complemented by a risk analysis using the funnel method (macro to micro approach).

- **The funnel method**

  - **Regional Scale**
    - Context analysis at continental or subregional level
    - Geopolitical and geographical situation
    - Cross-border challenges
    - Identification of the prospective scenarios
  
  - **National Scale**
    - Context analysis at country level
    - Political, economic, cultural, legal, etc. situation
    - Identification of the prospective scenarios
  
  - **Local Scale**
    - Context analysis at local scale (prefecture, department, town)
    - Political, economic, security, sanitation, etc. situation

Members of the KEDGE community need to gain an understanding of the context they are in by adopting a cross-cutting and holistic approach that integrates historical, political, social, economic and cultural elements (e.g. PESTEL analysis).
PESTEL analysis

**History and politics**
- What are the important historical moments in the country’s history?
- What major events were at the root of the tensions and conflicts?
- What are the dynamics of the current politics?
- Who are the key figures involved? What are their agendas?
- Are certain groups excluded from the political process or government?
- Have there been any attempted coups d’état, general civil strife or demonstrations?
- Is corruption widespread and at what levels?

**Economy**
- GDP and GNP per Capita
- Sources of revenue of the population
- Mean purchasing power
- Size of the official and unofficial economies
- Exploitation of natural resources
- Are certain activities reserved for the local population?
- Are there any tensions related to these resources?
- Prices of basic consumer goods
- Payment, withdrawal and transfer terms
- Exchange rate and changes thereto

**Society**
- What social groups are there (clans, tribes, ethnicities, religions, etc.)?
- Languages and traditions
- Are there any specific tensions between social groups? If yes, why?
- Do these tensions cause violence?
- How do the authorities react to these tensions?
- How are status and power accorded to different social groups or individuals (age, gender, wealth, education, etc.)?

**Culture**
- What are the key cultural norms, practices and customs (how do the people behave, why and what form does the behaviour take)?
- What is considered acceptable behaviour for men and women?
- What are the attitudes towards foreigners?

**Sanitation**
- Epidemic and sanitation situation
- Existence and quality of a health system
- Healthcare available and cost
- Availability of medicines and treatments
- International insurance cover and conditions.
Security

- Who are these state and non-state authorities (army, national police, local police, private security, paramilitary groups, armed groups)?
- In which region do they operate?
- What types of crime occur in the country or region?
- Are certain areas affected more badly than others?
- Does the criminal activity appear to be organised or opportunistic?
- Is there a pattern to the incidents (locations, time of day, etc.)?
- Who are the main targets (local population, economic figures, foreigners, tourists, etc.)?
- Are arms and violence associated with these crimes?

Safety and infrastructure

- Are any of the areas of the country prone to natural disasters?
- What is the history of the natural disasters? Date, frequency and impact
- Is the infrastructure capable of withstanding these natural disasters?
- Does the country have reliable evacuation and alert systems?
- Does the country have reliable emergency services (fire brigade, ambulances, hospitals, etc.)?
- Do the roads remain in good condition and safe throughout the year?
- Are certain areas especially prone to road accidents?
- Is public transport safe (taxis, buses, trains, aeroplanes)?
- How much telephone coverage as there, how good is it and are the operators reliable?

Legal

- What type of passport do I need to obtain? Conditions, validity
- Presence or name of the embassy or consulate in the location
- Age of majority (sometimes differs between men and women)
- Laws on alcohol, cigarette and drug consumption (certain medicines and treatments may also be illegal to import)
- Driving licence validity and conditions
- Behaviour to adopt when taking photographs
- Laws on homosexuality
- Rental conditions (housing leases) and equipment purchases (e.g. cars)

Please note

As you are changing environments permanently, the context analysis is not a one-off step to take but an ongoing process. At the least it must be carried out ahead of the destination validation procedure, upon arrival, each time the context changes and after any incidents. To anticipate potentially negative developments in the environment, we recommend producing prospective scenarios on different time scales (+6 months, +1 year, +2 years): 1: Deterioration. 2 Situation unchanged. 3 Improvement
**Gathering and processing information**

Taking decisions is conditional upon having access to high quality information. Gathering and analysing this information is a crucial stage in understanding a context. KEDGE therefore includes the International SOS country files in the KEDGE SAFETY module of its mobile application, which provide a large proportion of the important factors by destination.

a) Sorting through the requirements
- Identify what is already known (*e.g.* geographical and climatic situation, language, religion)
- Identify what is not already known and what to look for (*e.g.* legal age of majority in the country, visa procedures)
- Classify the information to look for by subject matter

b) Research
- Identify the sources of information
- Validate the sources of information (reliability, likelihood)
- Gather the information

c) Process
- Triangulate and assess the information
- Sort, collate and clean up the information

d) Share/Act

Examples of primary information sources
- Exchanges with other members of the community, local population, embassy, authorities, security forces, neighbours and shopkeepers.

Examples of secondary information sources
- The general press: International, national and local news websites, newspapers and radio stations
- The specialist press: Travel advice (Canadian Ministry and French MEAE site), Sites dedicated to country risks, Research, Reviews, Reports, Tourist guides, Travel blogs, Social media

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**Glossary**

**Source:** technical or human in origin, where information emanates from. Can be general or specific. Primary or Secondary.

**Primary source:** Information you witness directly - experience, discussions, photography, observations, etc. The primary sources of information will only be accessible to you when you are in the country and they will enable you to determine how reliable the secondary sources are.

**Secondary sources:** Information reported externally (press articles, radio, research, reports, databases).

**Triangulation of information:** Cross-check of the information using gathering and multiple source methods (at least 3 sources) to confirm the reliability of an item of information.

**Reliability:** Degree of confidence attributable to the information because of an array of interdependent elements - clear source identification, accuracy of the data and facts, 'freshness' of the information.
**KEDGE decision process for validating destinations**

In order to come to a decision as to whether or not to validate a destination to host a member of the community, whatever the nature of the trip (ranging from one-off conferences to a year at a foreign university), the context analysis is carried out by various different departments within KEDGE.

a) First stage

Given the number of countries members of the community may visit, this analysis and associated decision initially follow the recommendations issued by International SOS, a provider of international monitoring with whom KEDGE works: [https://www.travelriskmap.com/#/planner/map/security](https://www.travelriskmap.com/#/planner/map/security)

KEDGE allows its members to travel to green, yellow and orange regions. In the case of the orange regions, KEDGE makes the travellers aware that they should find out about the risks in the areas they are travelling to and the measures they need to take.

If the destination (at the time of the analysis) is in the red or red ++ category, it will automatically be rejected by KEDGE BS.

In addition, in order to improve the quality of expatriation monitoring for its community over and above the risk evaluation references provided by International SOS, KEDGE also uses the service provided by the Ministry of Europe and Foreign Affairs (MEAE).

KEDGE will monitor the risk levels of the two references and will use the highest of the two when authorising or prohibiting someone from travelling to the country or area in question.

Reminder: the applicable references can be found at:

- **International SOS:** [https://www.travelriskmap.com/#/planner/map/security](https://www.travelriskmap.com/#/planner/map/security)
b) Second stage

Because yellow destinations can potentially change into a higher category (or risk level that would be unacceptable for KEDGE) with varying degrees of speed (for example due to elections, geopolitical events, etc.), the individuals concerned must carry out a context and risk analysis (using the method already covered in the guide), to be used alongside the International SOS recommendations as regards:

- the duration of the community member’s stay in the country (e.g. university exchange or Pro-Act Nomad trip lasting several months);
- the **Risk/Benefit** analysis; to ensure that the safety and security conditions are satisfactory throughout their stay in the location (unless the situation deteriorates rapidly and in an unforeseen way).

In order to achieve this and continuously monitor how the situation in each country is evolving in real time, individuals can use:

- the International SOS portal and mail alert system: an international monitoring tool that references the main events that could affect how risks evolve
- a network of local contacts (Embassies, partners, employees, Alumni members).

❖ **Responsibilities of all KEDGE community members before travelling**

Even if a destination has been validated by KEDGE, members of the community must still carry out this context analysis. They must make sure that the country, region and town meet their expectations and are appropriate to their capacities, especially in terms of the distance from family and loved ones, culture and religion and the risks to which they may be exposed.

This process is aimed at making it easier to come to a decision and will determine how successful their future experience will be. Conversely, if the preparations are inadequate, it can be a source of psychological vulnerabilities (stress, disillusion, feelings of isolation, depression), physical vulnerabilities (contracting illnesses, epidemics) and professional vulnerabilities (early return).
2. Risk analysis

When the general elements constituting an environment have been analysed, the specific risks to which the members of the community may be exposed in the locations to which they are travelling must be identified. This analysis is crucial and determines the appropriateness of the following stages (whether or not to accept the risk posed, followed by the implementation of mitigation measures). We can only react to risks we are aware of. Because environments evolve, this risk analysis must be carried out with the same frequency as the context analysis.

❖ Defining a risk

Risk is the realisation of a threat giving rise to a safety or security incident (or crisis) affecting one or more individuals (individual or collective impact). Risk is therefore the result of threats (specific to a particular environment) and vulnerabilities (specific to an individual at a given moment in time). The greater the internal vulnerabilities and external threats, the higher the risk probability will be. Conversely, the lower the internal vulnerabilities and threats, the lower the probability of the risk occurring will be.

Risk = Threats X Vulnerabilities

❖ Identifying threats (external elements)

The presence of people and elements that are specific to a context (country, town, road, building) that could threaten the safety or security of an individual.

a) Examples of threats to safety (involuntary acts, accidents, disasters)

Threats that are natural in origin

- Areas prone to seismic, volcanic or cyclonic activity or flooding
- Infectious diseases and epidemics (malaria, fever, meningitis, HIV, rabies, hepatitis, SARS, H1N1, smallpox, measles, etc.)
- The presence of dangerous animals (snakes, scorpions, spiders)
- A week or failing health system
Threats that are human in origin

- Dense road traffic that is anarchic in nature, where the highway code is ignored by road users, badly maintained and equipped vehicles, frequent consumption of drugs (alcohol, kat, etc.), badly maintained infrastructure, lack of emergency services
- Presence of nuclear and conventional power stations, coal-fired power stations and polluting industries
- Badly maintained and equipped trains, aeroplanes and boats with badly trained crew

b) Examples of security threats (intentional and voluntary acts)

- Presence of bandits, criminals, armed groups, terrorists, political opponents, crime rings, gangs, etc.
- Numerous cases of theft and assault in the tourist areas
- Numerous cases of harassment
- A history of attacks or assaults against public spaces, hotels, etc.
- Regular and violent demonstrations
- Resentment against foreigners, Europeans, tourists and women
- Authority and security force corruption

Once these threats have been identified, we can look at our own vulnerabilities to them.

**Vulnerabilities analysis (internal elements)**

Constituent elements that expose individuals to safety or security threats. The vulnerabilities (fragilities) are specific to each individual at any given moment in terms of threats to which they are directly exposed because of their presence in an environment. Hence, individuals will be vulnerable to the threat of assault if they are on certain roads after 9.00 pm and are carrying their computer bag whereas the threat will be lesser during the day if they are not carrying their computer.
a) Examples of vulnerabilities inherent in the host structure (company, university, association)

Infrastructure vulnerabilities
- Badly maintained infrastructure without the necessary equipment (extinguishers, reliable electrical system)
- Infrastructure that does not satisfy anti-seismic standards
- Absence of lighting and containment walls
- Absence of drinking water
- Accommodation not equipped with mosquito nets
- Buildings located next to polluting factories
- Buildings a long way away from public transport necessitating long journeys on foot
- Buildings located next to sensitive areas (prisons, political parties, markets that have been subject to attacks in the past)
- Absence of toilets separated by gender.

Procedural vulnerabilities
- Absence of evacuation plans, emergency exits, assembly points, alarm systems
- Buildings that are not protected by security staff.

Image and reputation vulnerabilities
- Host structure accused of being linked to a political party
- Structure accused of only recruiting from certain religions or ethnicities.

b) Examples of vulnerabilities to specific threats linked to members of the KEDGE community
- Age, Nationality, Gender, Skin colour, Religion, Sexual Orientation
- Fatigue, Stress
- Previous experience in the country
- Behaviour, attitude, dress
- Knowledge of the language
- Drug consumption
- Non-compliance with KEDGE recommendations and procedures.
Risk identification examples

By identifying threats in our close environment and analysing our vulnerabilities to them, we can identify all the risks to which we are exposed.

<table>
<thead>
<tr>
<th>Type of risk</th>
<th>Threats</th>
<th>X Vulnerabilities</th>
<th>== Risks</th>
</tr>
</thead>
</table>
| Security     | - Criminality in several poor districts of the town  
- Badly lit roads  
- Absence of police forces  
- Absence of phone coverage  
- History of armed robbery against foreigners  
- Company located in a poor district  
- Working day sometimes ends after 8.00 pm  
- Absence of means of transport other than walking  
- Journey often taken alone  
- Requirement to travel with a portable computer  
- Student arriving in the country less than a week ago | - Being the victim of an assault and/or robbery |
|              | - Presence of Islamist terrorists less than 300 km away  
- History of attacks and assaults in the town against locations hosting international travellers  
- History of kidnapping of international personnel  
- Weak security services  
- Student evening organised on the terrace of a French restaurant  
- Weak security system (security staff, walk-through scanner, camera)  
- Heavy alcohol consumption  
- Students returning in taxis as late as 5 o'clock in the morning | - Being the victim of an assault or kidnapping |
|              | - Badly maintained roads  
- Absence of street lighting  
- Highway code ignored by road users  
- Worn out vehicles  
- Frequent alcohol consumption by road users  
- Absence of emergency services  
- Daily journey of more than 2 hours every day to get to the company  
- Having to take the bus  
- Buses that are not equipped with seatbelts | - Being the victim of a road accident |
|              | - Seismic area  
- History of high magnitude earthquakes causing severe damage  
- Absence of a national warning system  
- Infrastructure and accommodation not equipped with anti-seismic foundations  
- Weak emergency services  
- Student currently in hotel accommodation in a 5th floor room | - Being the victim of an earthquake |
Risk hierarchy arrangement

Because the nature (road accidents, illness, assault, earthquakes, etc.), consequences and severity (negligible to critical) can be many and varied, the various different risks must be arranged in a hierarchy according to their probability and impact in order to better understand the level of danger they pose so that we can subsequently prioritise our actions. A scoring system is recommended to enable us to be as objective as possible.

The probability of a risk occurring

Defined in terms of the number of incidents recorded over previous years (to be defined) in the area being analysed. Allocate a rising probability score on a scale of 1 to 4:

1. Once a year
2. Every 6 months
3. Every month
4. Every week

The impact of the risk falls into two categories:

Impact on the individual

- to their physical health (illness, injury, death)
- to their psychological health and/or wellbeing (stress, anxiety, depression)
- to their liberty (detention, arrest, kidnapping)
- to their activities (schooling, academic or professional path)
- to their dignity or honour (defamation, discrimination, abuse of weakness)

Impact on their belongings

- financial and material
- administrative (identity card, passport)
- intangible (personal data, access codes, intellectual productions)

Apply a severity score to each of these two types of impact

1 – Minor
2 – Moderate
3 – Severe
4 – Critical

Important note

The impact on the individual will never be less than moderate (a score of 2), as even minor consequences will need to be taken into consideration and the victim provided with support (e.g. For stress). In addition, in accordance with the precautionary principle, the severest possible impact for each of the identified risks is always used. If there is a risk of death, the highest material impact will also be used, namely 4
<table>
<thead>
<tr>
<th>Threats</th>
<th>Vulnerabilities</th>
<th>Risks</th>
<th>Probability Description</th>
<th>Impact Description</th>
<th>Score</th>
</tr>
</thead>
</table>
| - Criminality in several poor districts of the town                    | - Company located in a poor district                                             | - Being the victim of an assault and/or robbery                     | The student travels every day. A score of 4 | To the individual: 3  
To their belongings: 4  
Score: $3 \times 4 = 12$ | $4 \times 12 = 48$ |
| - Badly lit roads                                                      | - Working day sometimes ends after 8.00 pm                                      |                                                                      |                         |                    |       |
| - Absence of police forces                                             | - Absence of means of transport other than walking                             |                                                                      |                         |                    |       |
| - Absence of phone coverage - History of armed robbery against foreigners | - Journey often taken alone                                                    |                                                                      |                         |                    |       |
| - Company located in a poor district                                   | - Requirement to travel with a portable computer                               |                                                                      |                         |                    |       |
| - Working day sometimes ends after 8.00 pm                             | - Student arriving in the country less than 1 week ago                          |                                                                      |                         |                    |       |
| - Badly lit roads                                                      | - History of armed robbery against foreigners                                  |                                                                      |                         |                    |       |
| - Absence of police forces                                             | - Student evening organised on the terrace of a French restaurant              | - Being the victim of an attack, assault or kidnapping              | Student evenings organised every month. History of 3 attacks in the last two years. A score of 2 | To the individual: 4  
To their belongings: 4  
Score: $4 \times 4 = 16$ | $2 \times 16 = 32$ |
| - Absence of phone coverage - History of armed robbery against foreigners | - Heavy alcohol consumption                                                   |                                                                      |                         |                    |       |
| - History of two attacks in the town against locations hosting international travellers in the past 2 years | - Students returning in taxis as late as 5 o’clock in the morning            |                                                                      |                         |                    |       |
| - History of kidnapping of international personnel in the past 5 years | - History of two attacks in the town against locations hosting international travellers in the past 2 years |                                                                      |                         |                    |       |
| - Weak security services                                               | - Student evening organised on the terrace of a French restaurant              | - Being the victim of an attack, assault or kidnapping              | Student evenings organised every month. History of 3 attacks in the last two years. A score of 2 | To the individual: 4  
To their belongings: 4  
Score: $4 \times 4 = 16$ | $2 \times 16 = 32$ |
| - Badly maintained roads                                               | - Daily journey of more than 2 hours every day to get to the company          | - Being the victim of a road accident                               | Daily journeys, very high number of accidents A score of 4 | To the individual: 4  
To their belongings: 4  
Score: $4 \times 4 = 16$ | $4 \times 16 = 64$ |
| - Absence of street lighting                                           | - Having to take the bus                                                       |                                                                      |                         |                    |       |
| - Highway code ignored by road users                                    | - Buses that are not equipped with seatbelts                                   |                                                                      |                         |                    |       |
| - Worn out vehicles                                                    | - Daily journey of more than 2 hours every day to get to the company          | - Being the victim of a road accident                               | Daily journeys, very high number of accidents A score of 4 | To the individual: 4  
To their belongings: 4  
Score: $4 \times 4 = 16$ | $4 \times 16 = 64$ |
| - Frequent alcohol consumption by road users                           | - Student not equipped with preventive treatments, mosquito nets or insect repellents |                                                                      |                         |                    |       |
| - Absence of emergency services                                        | - Student who has not taken out international insurance                      |                                                                      |                         |                    |       |
| - Level 4 malarial zone (multi-resistance)                             | - Contracting malaria                                                          | - Contracting malaria                                               | Presence of the student in the area for a period of several months A score of 4 | To the individual: 4  
To their belongings: 3  
Score: $4 \times 3 = 12$ | $4 \times 12 = 48$ |
| - Weak health system                                                   |                                                                                 |                                                                      |                         |                    |       |
**Risk matrix**

Once you have arranged the risks in a hierarchy using a scoring system, it may be useful to use a risk matrix so that you can easily see which risks require the most attention.

<table>
<thead>
<tr>
<th>Probability</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
</tr>
</tbody>
</table>

- **Maximum risk level**: Immediate action required = Is the risk acceptable?
- **High risk level**: Implement mitigation and management measures for specific risks
- **Moderate risk level**: Stay informed
- **Low risk level**: Follow the basic recommendations and procedures
3. Risk acceptance

- **Risk reduction capacities**

Once all the risks have been identified, analysed and arranged in a hierarchy, we can turn our attention to our capacity for mitigating (reducing) the risks, especially those at maximum risk level, by reducing the probability that they will occur first and their impact second. Preventive risk reduction can be achieved through the following:

- reducing the vulnerabilities of an individual or organisation:

  **Examples:**
  - Find out about the culture, customs and practices and legislation before travelling to the country in question
  - Take out international insurance
  - Have all your visa paperwork in order, find out if you can obtain medical treatments locally and how you can withdraw money
  - Register with your embassy
  - Learn a few useful words
  - Avoid taking photos of ‘sensitive’ infrastructure
  - Avoid drinking tap water
  - Never walk alone at night
  - Have permanent access to means of communication
  - Never keep all your money in a single location, etc.

- reducing your exposure to a threat (physical proximity to a threat)

  **Examples:**
  - Avoid areas that are not well-frequented at night
  - Never go to public places or places that are especially vulnerable to terrorist threats (markets, airports, international hotels, police stations, embassies, demonstrations) or restrict the frequency and duration of such trips
  - Never use airlines that are on the banned list
  - Never go to the beach after an earthquake, etc.
Examples of two of the four identified risks: 1/ Assault and/or robbery; 2/ Assault/attack/kidnapping

<table>
<thead>
<tr>
<th>Threats</th>
<th>Probability</th>
<th>Impact</th>
<th>Score</th>
<th>Mitigation measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Criminality in certain districts of the town&lt;br&gt; - Badly lit roads&lt;br&gt; - Absence of police forces&lt;br&gt; - History of 4 armed robberies against foreigners during the past 6 months, especially at nightfall</td>
<td>The student travels every day. A score of 4</td>
<td>To the individual: 3 To their belongings: 4 Score: 3x4= 12</td>
<td>- Leave the company before 8 pm, even if it means working at home&lt;br&gt; - Ask a colleague to accompany you if you returning after 8 pm or, failing that, travel by taxi</td>
<td>- None because the student is obliged to go to their company</td>
</tr>
<tr>
<td>- Company located in a district affected by crime&lt;br&gt; - Working day sometimes ends after 8.00 pm&lt;br&gt; - Absence of means of transport other than walking&lt;br&gt; - Student often takes the journey alone&lt;br&gt; - Requirement to travel with a portable computer&lt;br&gt; - Student arriving in the country less than 1 week ago</td>
<td>- Being the victim of an assault and/or robbery</td>
<td>To the individual: 4 To their belongings: 4 Score: 4x4=16</td>
<td>- Avoid places that are frequented by foreigners, but not possible to reduce your exposure to attacks and street kidnapping</td>
<td>- Keep a low profile (wear clothes and adopt an attitude that make you stand out as little as possible); in spite of this, you will still be recognised as a foreigner and therefore targeted</td>
</tr>
<tr>
<td>- History of attacks in the town against locations hosting expatriate travellers in the past 2 years&lt;br&gt; - History of kidnapping French nationals in the street in the past year&lt;br&gt; - Weak security services</td>
<td>- Being the victim of an attack, assault or kidnapping</td>
<td>Student evenings organised every month. History of 3 attacks in the last two years. A score of 2</td>
<td>2x16=32</td>
<td></td>
</tr>
</tbody>
</table>
Identifying acceptable risks

As far as the impact of the risk mitigation measures that have been identified is concerned, the next step is to analyse whether the residual risk (i.e. the risk still run by individuals despite the proposed measures) is acceptable or unacceptable. If the risk mitigation measures do not culminate in a sufficient reduction of the probability of a risk and its impacts from occurring to a level that is beneath what is considered to be acceptable (i.e. one that leaves little room for chance or bad luck), it would be appropriate to completely avoid exposure to the threat in question and prohibit going to the country, region, town, district or building.

Conclusions we can draw from the above examples:

- Example 1: The identified mitigation measures for the student appear to sufficiently reduce the probability of their becoming a victim of a robbery and/or assault.
- Example 2: As a French student in an area that is frequently affected by terrorist attacks, the risk (probability and impact) remains very high.

What constitutes an acceptable risk is specific to each organisation and depends on their policies, principles and activities. The following equation is used:

Risks VS Benefits

Or put another way, the following question is asked:

‘Do the reasons for my presence in the country/region/town and the benefit I will get out of being there on a personal, pedagogical and professional level justify my exposure to such a level of risk?’
Individual responsibilities of the members of the community in terms of risk analysis

- After arrival at the destination
An analysis of the specific risks in the environment must immediately be carried out by each member of the community because responsibility for their own safety and security is not transferable to KEDGE or the university, the company or the association hosting them. They must be prepared to keep a critical eye on the situation so that they are aware of the risks to which their presence and behaviour expose them.

- Every time the context changes and after each incident
Members are also responsible for keeping abreast of developments in the context in which they are operating. Some of these are easily identifiable (e.g. election times) whilst others are more difficult to gauge (e.g. growing resentment of the population towards foreigners).
These ‘weak signals’ provide important pointers as to how risks will evolve in the future. They make it possible to anticipate situations and better prepare for them. If the context changes significantly, notably when the situation deteriorates (or a deterioration is felt personally), members can inform KEDGE, discuss the situation with them and share their questions and worries. KEDGE will provide advice and identify appropriate solutions with the member in question.
V. PROCEDURES AND PROTOCOLS

In addition to the context and risk analysis (initially carried out by KEDGE when it validates or rejects a destination, then by the members themselves), certain risk management procedures and protocols have been drawn up in order to:

- prevent risks: by limiting the exposure and vulnerability of individual employees or students
- react to risks: by limiting their impact.

Individual procedures

The procedures are aimed at describing the actions that individual members of the community must implement to reduce the probability of becoming the victim of an incident (prevention):

- The Student letter of engagement
- The Standard Operating Procedures

The behaviour to adopt during and after an incident (reaction):

- The Guideline sheets

These procedures must be known and followed by everyone.

Institutional protocols

These protocols are intended to provide a framework for the actions carried out by KEDGE staff with a view to supporting members of its community that have been affected by an incident or crisis:

- Incident management protocols
- Crisis management protocols.
1. Risk prevention procedures

- **The ‘Student Letter of Commitment’**
  This letter must be completed and signed by the student ahead of their academic stay in a partner university so that KEDGE has it on the record that the student has undertaken to:
  - Complete the necessary formalities for their trip: visas, inoculations, social security, international insurance, enrolment in the host establishment
  - Comply with the 9 principles set out in the ‘Candidate undertakings in relation to academic exchanges with partner universities or external campuses’
  - Follow the directives of their area manager at the ISO and their programme manager.

- **The Standard Operating Procedures (SOPs)**
  Although each context requires specific behaviours and attitudes to combat the threats that are specific to them, certain situations (irrespective of the country) may expose individuals or make them especially vulnerable to safety or security risks. KEDGE has therefore drawn up a list of risk mitigation (prevention) procedures that must be followed by all its members.

2. Risk response procedures

- **Guideline sheets**
  KEDGE has written a number of guideline sheets detailing appropriate behaviours and attitudes to adopt to reduce the consequences and impacts of incidents such as when community members come face-to-face with a threat (e.g. a crowd movement), an incident is imminent (cyclone) or after an initial incident that can bring on a subsequent one (e.g. an earthquake or theft of documents and money).
3. Risk response and prevention procedures

- **Safety Check**

When a safety or security event with collective impact is identified, whether that be *proactively* (e.g. the imminent arrival of a cyclone) or *reactively* (e.g. attacks), the departments involved will inform all those individuals who have been geolocated in the area using the KEDGE mobile application and will ask them to respond to the Safety Check that has been initiated.

This procedure is intended to:

- Before the event: inform individuals that a major event is going to occur and tell them to follow the relevant risk mitigation measures
- After the event: check that everyone is safe, identify any individual needs for assistance and agree the steps to follow.

KEDGE will use all the means of communication at its disposal to establish contact with individuals who have been geolocated in the area and/or are believed to be there.

4. Incident and crisis management protocols

These incident and crisis response protocols, in combination with other procedures that are implemented, are essential to enabling KEDGE to effectively manage risks.

They are intended to provide assistance to victims by attempting to limit the short, medium and long-term consequences of incidents and crises on members of the community.

- **Definition of a crisis**

Crises differ from incidents in intensity, severity of the short and long-term consequences for one or more individuals (individual or collective impact) and/or their exceptional or difficult-to-predict nature. The point at which an incident turns into a crisis depends on several factors:

- one or more lives are threatened,
- the reputation and legal and financial security of the organisation are compromised,
- the individual cannot continue their education or work under normal conditions,
- the media have already been informed,
- the public rumours are intensifying,
- new information may leak out at any time,
- irrational comments start to appear.
Distinctions between incidents and crises from KEDGE’s perspective

As far as the specifics of each situation are concerned (an unremarkable incident can very quickly descend into a crisis), the Decision-making Authority of the Incident Management Cell (EGI) will make the ultimate determination as to whether or not to classify an incident as a crisis and trigger the relevant response measures. Notwithstanding the above and in order to facilitate the decision-making process and provision of assistance to the members of the community, certain individual and collective impact events will automatically be classified as incidents or crises and will trigger the relevant protocols.