

# The Media and Security Sector Governance



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Tool **2**



# Tool 2

## The Media and Security Sector Governance

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## **The Geneva Centre for the Democratic Control of Armed Forces (DCAF)**

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) promotes good governance and reform of the security sector. The Centre conducts research on good practices, encourages the development of appropriate norms at the national and international levels, makes policy recommendations and provides in-country advice and assistance programmes. DCAF's partners include governments, parliaments, civil society, international organisations and the core security and justice providers such as police, judiciary, intelligence agencies, border security services and the military.

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## Introduction

### The media and the security sector

In established democracies, free and independent media play a crucial role in overseeing the work of core security and justice providers. The media inform citizens about the work of law enforcement and defence institutions. They encourage people to participate in, or dispute decisions made by executive, legislative or judicial authorities on key issues related to public safety and security. The media also fulfil a watchdog function by shedding light on abuses and cases of mismanagement by formal security sector institutions. From the point of view of the authorities, engaging constructively with the media can add to their own legitimacy and that of security and justice providers. In parallel, citizens can enhance their understanding of what the security sector is and how it works thanks to well researched media reporting on related issues.

Journalists and other members of the media often acknowledge the importance of strengthening their role in security sector governance. However, many media practitioners still face various obstacles and tend to encounter special challenges when reporting on security-related topics. These challenges can include: blocked or restricted access to information that is considered sensitive; a lack of trust between security institutions and the media; and an under-developed awareness of their own role and modern definitions of security. Journalists and other members of the media may also lack a sufficient working knowledge of relevant media laws and legislation. They are often not systematically aware of the particular issues to be considered when covering a specific security-related event. In addition, they are often unaware of the impact social media can have on security sector coverage.

As a partial response to the challenges faced by journalists and other members of the media, the Geneva Centre for the Democratic Control of

Armed Forces (DCAF) has produced this toolkit for trainers. While the toolkit has been developed in the Arab region and provides practical examples from this region, it has been designed to be used by media trainers in any region of the world.

### Background

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) promotes democratic security sector governance and security sector reform.

As part of its long-term assistance programme to Palestinian security sector reform, DCAF has assisted civil society and media in strengthening their public oversight role in the security sector. In particular, it has fostered an on-going involvement with various Palestinian media organisations since 2008.

During the first phase of its involvement, DCAF conducted a consultative process of conferences, workshops and training needs assessments through which Palestinian media practitioners evaluated their strengths and weaknesses in assuming their oversight role in the security sector. The results of this process have shown that journalists often lack specific training on how to conduct oversight of the security sector.

In the second phase, DCAF has developed this training toolkit to present and discuss the role of journalists in overseeing the security sector and the different skills and methods journalists can use for this purpose. The toolkit aims to build on journalists' existing knowledge and includes sessions on developing an understanding of the security sector, security sector reform and governance, media laws, access to information, planning stories related to security and a session on social media and security sector governance.

In the third phase, DCAF cooperated with the Palestinian satellite TV channel 'Wattan TV' to



conduct a first joint pilot training workshop using these materials, in Ramallah. The workshop focused on further enhancing the capacity of Palestinian journalists in reporting on security-related issues. As an integral part of the training workshop, the trainees were given the opportunity to cover meetings of community safety councils at governorate level and in this way apply and test their newly acquired skills.

Since this first pilot training workshop, the sessions in the toolkit have been used and tested many times, both as stand-alone sessions and as a whole course. Feedback from these training workshops and courses has been invaluable in revising and further developing the materials and activities used in this manual.

### The training toolkit

The training toolkit has been designed to function as a whole training course or as stand-alone sessions on specific topics.

The training toolkit consists of the following tools:

Tool 1. Using the Toolkit and Acquiring Training Skills

Tool 2. The Media and Security Sector Governance: Concepts and Actors

Tool 3. Media Freedom and Security Sector Governance

Tool 4. Access to Information and Security Sector Governance

Tool 5. Reporting Community Safety

Tool 6. Social Media and Security Sector Governance

It is envisaged that additional sessions may also be developed and added based on further needs.

Tool 1 offers information for the trainer on training skills and also gives information on how to use the training sessions in the toolkit as a cohesive training course, if so desired. It includes introductory and conclusion sessions. Tools 2 to 6 are training sessions. These can be used as stand-alone sessions or used together to form the more comprehensive training course.

### Target audience

The materials in the toolkit are intended to be read and used by media trainers with an expertise in security sector governance and reform.

The target audience for the training course itself is mainly journalists and editors/producers, but can be extended to include any member of the media.

DCAF remains available to support trainers, journalists and editors/producers interested in obtaining copies of this training toolkit or advice on how to use it.

## Using the session

As specified above, this session can be used as a stand-alone training session on media freedom and security sector governance or as part of the overall course, *The Role of the Media in Security Sector Governance*.

### The structure of the session

This training session consists of the following elements:

1. **The introduction** lists the learning objectives and focus questions for the session. It also lists the handouts and trainer resources which are used in the session.
2. **The session plan** gives a full overview of the session. It is a guide for the trainer to get a quick understanding of the session. It is also used as a quick reference to help the trainer to keep track of activities and of timing during the training.
3. **The description of activities** explains in more detail how to carry out the activities listed in the session plan individually.
4. **The handouts** are given to the participants during the activities in the sessions. They are easily photocopied and can include:
  - Worksheets with tasks for the participants to complete
  - Hard copies of PowerPoint presentations
  - Summaries of key information
  - Publications
5. **The trainer resources** provide supporting information for the trainer. They also provide sets of questions to allow the trainer to prepare country-specific activities. They can include:
  - Summaries of international best practices
  - Sets of questions from which to construct a country-specific handout

- Examples of the completed activities

The activities in the session are designed to be used in the order suggested in the session plan and one exercise often builds on an exercise before. However, the sessions are a resource from which the trainer can make adaptations and changes as deemed fit. The trainer is expected to adapt the sessions in the light of the objectives that need to be achieved, the country/cultural environment in which the training takes place, and the specific needs and capacities of the participants.

#### Why is it important for journalists to know concepts and actors of security sector governance?

As a fairly recently developed concept used in the context of development cooperation, security sector governance and reform still requires wide dissemination to and discussion with the public. Citizens, governments, development organisations and security providers worldwide are starting to analyse and better understand the nexus between security and development, as well as the relationship between good security sector governance and poverty reduction. Journalists who acquire knowledge of concepts and actors of security sector governance and who then report on related issues play an important role in conveying this connection between security and development accurately to the people.

Media representatives are sometimes unaware of their role as informal actors in the security sector. All too often, the activities and mandates of security providers and their management organisations remain topics that journalists often fail to cover in a comprehensive way. Acquiring good knowledge of concepts and actors of security sector governance should strengthen journalists' capacity to monitor and oversee the defence, law-enforcement and justice institutions.

# The Media and Security Sector Governance: Concepts and Actors: The Training Session

## Learning objectives

This session aims to give participants a working knowledge of what the security sector and what security sector governance (SSG) are. The session also allows participants to understand their role as informal oversight actors in the security sector and in security sector governance and reform processes. The specific learning objectives include:

- Understanding the conceptual background, international standards and main principles of security sector governance
- Becoming familiar with the main actors in the security sector and their roles and responsibilities
- Developing an understanding and awareness of the media's involvement in the security sector and its function as a civil-democratic oversight actor

- Understanding transparency, accountability and local ownership and applying these concepts to participants' work practices
- Developing a practical understanding of the security sector and its relevance for participants' work practices

## Focus questions

The following questions are addressed through the activities in this session:

- What is the security sector?
- What is security sector governance? Who are the main actors in the security sector?
- What is the role of the media in the security sector?
- What do the concepts of accountability, transparency and local ownership mean for the media's work?
- How can knowledge learnt in the session be applied in practice?

## Overview

**Session Plan 2.** *The Media and Security Sector Governance: Concepts and actors*

### Description of Activities

**Handout 2.1** *Test: The media and security sector governance (pre- and post-test)*

**Handout 2.2** *Discussion: Actors in the security sector*

**Handout 2.3** *PowerPoint presentation hardcopy: Principles of security sector governance (SSG) and security sector reform (SSR)*

**Handout 2.4** *Worksheet: Layers of the security sector*

**Handout 2.5** *Answer sheet: Actors in the security sector*

**Handout 2.6** *Worksheet: Matching exercise: Defining transparency, accountability and local ownership*

**Handout 2.7** *Discussion: Images relating to transparency, accountability and local ownership*

**Handout 2.8** *Discussion: The role of the media in security sector governance (SSG)*

**Handout 2.9** *Information sheet: Ways the media can contribute to strengthening democratic security sector governance (SSG)*

**Trainer Resource 2.1** *List of actors in the security sector*

**Trainer Resource 2.2** *Answer sheet: Definitions of transparency, accountability and local ownership*

**Trainer Resource 2.3** *A glossary of security sector governance (SSG) terms*

**Trainer Resource 2.4** *Answer sheet: Answers to the media and security sector governance pre- and post-test*

# Session Plan

The Media and Security Sector Governance: Concepts and Actors					
Learning objectives	Participants will be able to: <ol style="list-style-type: none"> <li>Understand the conceptual background, international standards and main principles of security sector governance</li> <li>Become familiar with the main actors in the security sector and their roles and responsibilities</li> <li>Develop an understanding and awareness of the media's involvement in the security sector and its function as a civil-democratic oversight actor</li> <li>Understand transparency, accountability and local ownership and apply these concepts to participants' work practices</li> <li>Develop a practical understanding of the security sector and its relevance for participants' work practices</li> </ol>				
Content to be covered	<ul style="list-style-type: none"> <li>Identifying actors in the security sector</li> <li>Clarifying concepts of SSG</li> <li>Focusing on transparency, accountability and local ownership</li> <li>Understanding the role of the media in SSG</li> </ul>				
Time	215 min				
Activity	Time	Description of activity	Grouping and materials	Session objectives	Comments
1	10 min	<i>Introduction and pre-test</i>	Trainer to whole group <b>Handout 2.1</b> Test: <i>The media and security sector governance</i>	-	The trainer overviews the session (relevance, focus questions addressed, activities and timing). The trainer then gives each participant <b>Handout 2.1</b> , which is used as a short baseline test. This test assesses the participants pre-existing awareness of security sector governance issues and introduces them to the contents of the session. (This same test will be used again, but as a post-learning assessment tool, at the end of the session, in Activity 9.)  The trainer collects the tests from each participant. The trainer does not discuss the answers to the test now but instead explains to the participants that they will receive the same test at the end of the training session and that these questions will be answered through the content of the session.
2	15 min	<i>Cards: Actors in the security sector</i>	Whole group <b>Trainer Resource 2.1</b> List of actors in the security sector Flipcharts	Obj. 2	The trainer gives out one or two cards with the name of an actor on them to each of the participants (see <b>Trainer Resource 2.1</b> for a list of actors). Participants stand up and place the cards on one of two flipcharts: 'In' or 'Out' of the security sector. The trainer does not give the correct answers now, as they will be addressed in Activity 3 and again in Activity 4.

**The Media and Security Sector Governance: Concepts and Actors**

Activity	Time	Description of activity	Grouping and materials	Session objectives	Comments
3	50 min	Discussion: Actors in the security sector	Small groups and feedback from each group <b>Handout 2.2 Discussion: Actors in the security sector</b>	Obj. 2	Participants work in small groups. Each group is given a card with a scenario on it ( <b>Handout 2.2</b> ). Each scenario describes a particular situation and asks the group members to decide whom they should interview. Each scenario also asks the participants to discuss whether the actors listed are part of the security sector or not. Finally, the scenarios ask the participants to discuss what role each of the actors plays in the situation described in the scenario.  After the discussions, the participants are invited to make any changes to the positions of the cards that they had placed on the 'In' and 'Out' flipcharts in Activity 2. Feedback is given by a group spokesperson and members of other groups are invited to ask questions or to comment. The trainer can validate and give correct answers during the questions and comments. Alternatively, the trainer can say that the answers will be provided in the PowerPoint presentation in the following activity, Activity 4.
Break					
4	20 min	PowerPoint presentation: Principles of security sector governance (SSG) and security sector reform (SSR)	Trainer to whole group <b>Handout 2.3 PowerPoint presentation hardcopy: Principles of security sector governance (SSG) and security sector reform (SSR)</b>  Computer, projector	Obj. 1-3	The PowerPoint presentation ( <b>Handout 2.3</b> ) addresses the following questions: <ul style="list-style-type: none"> <li>• What is the security sector?</li> <li>• What is security sector governance?</li> <li>• Who are the main actors in the security sector?</li> <li>• What are the key principles of security sector governance?</li> <li>• What is the role of the media in security sector governance?</li> </ul> The trainer may ask questions of the participants and may also encourage questions from them.
5	40 min	Discussion: Placing actors in the security sector	Small groups <b>Handout 2.4 Worksheet: Layers of the security sector</b> <b>Handout 2.5 Answer sheet: Actors in the security sector</b>  Blank cards Flipchart	Obj. 1-3	Participants form the same small groups as in Activity 3. The trainer gives each group <b>Handout 2.4</b> , which is a worksheet showing the layers of the security sector.  The trainer asks each group to look again at the particular scenarios ( <b>Handout 2.2</b> ) they discussed in Activity 3. The trainer asks the participants to now discuss which layer of the security sector each of the actors listed in the scenarios fit into.  After the discussions, the trainer asks each group to take their actors from the 'In' and 'Out' boards. The groups then give feedback to the whole group by placing these cards on a flipchart diagram of the security sector. (The diagram is drawn by the trainer, based on <b>Handout 2.4</b> .)

**The Media and Security Sector Governance: Concepts and Actors**

Activity	Time	Description of activity	Grouping and materials	Session objectives	Comments
					Finally, the trainer gives out <b>Handout 2.5</b> , an answer sheet describing the positions in the security sector of all actors from the four different discussion cards, to each participant, and uses this to check the answers and for further discussion.
Break					
6	10 min	Worksheet: Matching exercise: Defining transparency, accountability and local ownership	Small groups <b>Handout 2.6</b> Worksheet: Matching exercise: Defining transparency, accountability and local ownership <b>Trainer Resource 2.2</b> Answer sheet: Definitions of transparency, accountability and local ownership <b>Trainer Resource 2.3</b> A glossary of security sector governance (SSG) terms	Obj. 4	Participants work in small groups. Each group is given <b>Handout 2.6</b> and asked by the trainer to match the definition with the correct term, either, transparency, accountability or local ownership.  The trainer gets feedback from selected groups. The trainer uses <b>Trainer Resource 2.2</b> to check the answers. ( <b>Trainer Resource 2.3</b> , a glossary of security sector governance terms, is also available to support the trainer.)
7	30 min	Discussion: Images relating to transparency, accountability and local ownership	Small groups <b>Handout 2.7</b> Discussion: Images relating to transparency, accountability and local ownership	Obj. 1-4	Participants work in small groups. Each group is given a different image from <b>Handout 2.7</b> and asked to discuss the concepts of transparency, accountability and local ownership in relation to the photograph.  After discussion, feedback is given by a group spokesperson and other group members are invited to comment.  (An optional alternative activity is included in the 'Description of Activities' section on page 19.)
8	30 min	Discussion: The role of the media in security sector governance (SSG)	Small groups <b>Handout 2.8</b> Discussion: The role of the media in security sector governance (SSG) <b>Handout 2.9</b> Information sheet: Ways the media can contribute to strengthening democratic security sector governance (SSG)	Obj. 3-5	Participants work in small groups. Each group is given a question card from <b>Handout 2.8</b> and asked to discuss the questions on the card. Feedback from all or selected groups.  At the end of the feedback the trainer gives out <b>Handout 2.9</b> on ways the media can help improve SSG and discusses it briefly.  (An optional alternative activity is included in the 'Description of Activities' section on page 19.)

<b>The Media and Security Sector Governance: Concepts and Actors</b>					
<b>Activity</b>	<b>Time</b>	<b>Description of activity</b>	<b>Grouping and materials</b>	<b>Session objectives</b>	<b>Comments</b>
9	10 min	Conclusion, re-cap and post-test	Trainer to whole group <b>Handout 2.1</b> Test: The media and security sector governance <b>Trainer Resource 2.4</b> Answer sheet: Answers to the media and security sector governance pre- and post-test	Obj. 1-5	The trainer distributes the same tests that the participants took in Activity 1 ( <b>Handout 2.1</b> ). This time the test functions as a short post-learning assessment test. After the participants have completed the test the trainer can check if the participants have changed their answers from the pre-test ones and also give the correct answers to the participants. (The correct answers to the test are available for the trainer in <b>Trainer Resource 2.3</b> .) The trainer then re-caps activities covered and what key points have been learnt. The trainer can choose to elicit this information from the participants.





## Description of Activities

This section describes in more detail the activities listed above in the session plan. It also offers a few alternative activities.

Note that if the trainer is giving this session as part of a larger training course, which includes the other sessions in the toolkit, then the trainer should start with **Tool 1. Using the Toolkit and Acquiring Training Skills**.

### Activity 1. Introduction and pre-test

The trainer speaks to the whole group and overviews the timing of the session, its focus questions, its relevance to the participants and the kind of activities they will be doing.

The trainer then gives each participant **Handout 2.1**, which is used as a short baseline test to assess the participants' pre-existing awareness of security sector governance issues and to introduce them to the contents of the session. (This same test will be used again, but as a post-learning assessment tool, at the end of the session, in Activity 9.)

The trainer collects the test from each participant. The trainer does not discuss the answers to the test now but instead explains to the participants that they will receive the same test at the end of the training session and that these questions will be answered during the session.

Materials:

- **Handout 2.1** Test: The media and security sector governance

### Activity 2. Cards: Actors in the security sector

This activity encourages the participants to become engaged and inquisitive about defining what the security sector is.

The trainer should prepare for this activity by making individual cards (or post-it notes) with the name of one actor in the security sector,

taken from **Trainer Resource 2.1**. The trainer also prepares two flipcharts, one with 'IN the security sector' as a title and one with 'OUT of the security sector' as a title.

The trainer gives out one or two cards with the name of an actor on them to each of the participants. Participants are asked to stand up and place their cards on one of the flipcharts: 'In' or 'Out' of the security sector, and then return to their seats.

The trainer does not correct the participants' choices at this point, but instead says that the answers will be given in the following activities (Activity 3 and Activity 4).

Materials:

- **Trainer Resource 2.1** List of actors in the security sector
- Cards
- Flipcharts

### Activity 3. Discussion: Actors in the security sector

This activity asks the participants to discuss example scenarios that they might experience as journalists. They discuss which actors to interview, whether the actors are part of the security sector or not, and what the actors' roles are.

The session starts with the participants working together in small groups (groups of three to five are best so that everyone has an opportunity to talk). Each group is given one scenario card from **Handout 2.2**, which the participants then discuss.

After the discussions, the participants are invited to make any changes to the positions of the cards that they had placed on the 'In' and 'Out' flipcharts in Activity 2. Feedback is given by a group spokesperson and members of other groups are invited to ask questions or to comment. The trainer can validate and

give correct answers during the questions and comments. Alternatively, the trainer can say that the answers will be provided in the PowerPoint presentation in the following activity, Activity 4.

Materials:

- **Handout 2.2** Discussion: Actors in the security sector

### Activity 4. PowerPoint presentation: Principles of security sector governance (SSG) and security sector reform (SSR)

This activity is a PowerPoint presentation that clarifies concepts of SSG and SSR. It addresses the following questions:

- What is the security sector?
- What is security sector governance?
- Who are the main actors in the security sector?
- What are the key principles of security sector governance?
- What is the role of the media in security sector governance?

The trainer gives out **Handout 2.3**, a hardcopy of the presentation, to the participants.

During the presentation the trainer may want to encourage questions from the participants.

Materials:

- **Handout 2.3** PowerPoint presentation hardcopy: Principles of security sector governance (SSG) and security sector reform (SSR)
- Computer, projector

### Activity 5. Discussion: Placing actors in the security sector

This activity asks the participants to look again at the actors they discussed in Activity 3. The trainer asks the participants to now discuss which layer of the security sector each of the actors listed in the scenarios fit into.

Participants form the same small groups as in Activity 3. The trainer gives each group **Handout 2.4**, which is a worksheet showing the (empty) layers of the security sector.

The trainer asks each group to look again at the particular scenarios (**Handout 2.2**) they discussed in Activity 3 and to place the actors listed in their scenario in the correct layer of the security sector (in **Handout 2.4**). For example, for group A, the group would discuss whether to place the 'spokesperson for the police' and the six other actors in their scenario amongst 'civil society and the media', or the 'legislative oversight bodies', or 'executive oversight bodies', or the 'core security and justice providers', or among 'international assistance providers'.

After the discussions, the trainer asks each group to take their actors from the 'In' and 'Out' boards. The groups then take turns to give feedback to the whole group by placing these cards on a flipchart diagram of the security sector. (The diagram is drawn by the trainer, based on **Handout 2.4**.)

Finally, the trainer gives out **Handout 2.5**, an answer sheet describing the positions in the security sector of all actors from the four different discussion cards, to each participant, and uses this to check the answers and for further discussion.

Materials:

- **Handout 2.4** Worksheet: Layers of the security sector
- **Handout 2.5** Answer sheet: Actors in the security sector
- Blank cards
- Flipchart

### Activity 6. Worksheet: Matching exercise: Defining transparency, accountability and local ownership

This activity encourages the participants to focus on the definitions of transparency, accountability and local ownership. They will then discuss these concepts, and their own experiences of them, in detail in the following

activity, Activity 7.

Participants work in small groups. Each group is given **Handout 2.6** and asked by the trainer to match the definitions with the correct terms (transparency, accountability and local ownership).

The trainer asks for feedback from selected groups. The trainer uses **Trainer Resource 2.2** to check the answers. (**Trainer Resource 2.3**, a glossary of security sector governance terms, is also available to support the trainer.)

Materials:

- **Handout 2.6** *Worksheet: Matching exercise: Defining transparency, accountability and local ownership*
- **Trainer Resource 2.2** *Answer sheet: Definitions of transparency, accountability and local ownership*
- **Trainer Resource 2.3** *A glossary of security sector governance (SSG) terms*

### Activity 7. Discussion: Images relating to transparency, accountability and local ownership

This activity asks the participants to discuss the concepts of transparency, accountability and local ownership by using the question cards in **Handout 2.7**.

The participants form small groups and each group is given a different image and a set of questions taken from **Handout 2.7**. The trainer may also want to use his or her own photographs.

After the discussion in groups, feedback is given to the whole group by a group spokesperson and members of other groups are invited to comment.

Materials:

- **Handout 2.7** *Discussion: Images relating to transparency, accountability and local ownership*

♣ *Alternative:* Ask the participants the day

before this session takes place to find their own images of the security sector and to bring them to the session. It is a good idea for the trainer to have some spare images to use in case a participant does not bring anything.

### Activity 8. Discussion: The role of the media in security sector governance (SSG)

In this activity participants work in small groups to develop a definition of the role of the media in SSG and also to discuss their own experiences.

Each group is given a question card from **Handout 2.8**. The questions on the cards ask the participants to agree or disagree with statements about the role of the media. They also ask the participants to describe their own experiences and, finally, to outline other areas of security sector oversight where the media could be involved.

After feedback from all groups or from selected groups only, the trainer distributes and briefly discusses **Handout 2.9**, which lists ways in which the media can contribute to strengthening democratic security sector governance.

Materials:

- **Handout 2.8** *Discussion: The role of the media in security sector governance (SSG)*
- **Handout 2.9** *Information sheet: Ways the media can contribute to strengthening democratic security sector governance (SSG)*

♣ *Alternative:* An alternative activity here is to ask the participants again to look at the scenarios they discussed in Activity 3. The trainer asks the participants to work in small groups to construct and write a story based on the scenario in Activity 3. The participants have to imagine they are writing the newspaper report and to include the responses of those they choose to interview. They apply the perspectives of accountability, transparency and local ownership to the construction of the story, and use these terms in the story. The groups read their stories to the other groups and discuss the

three perspectives. (If available, the participants may also photocopy and distribute their stories.) Feedback is given by comments from other groups and from the trainer.

### **Activity 9. Conclusion, re-cap and post-test**

The trainer distributes the same tests that the participants took in Activity 1 (**Handout 2.1**). This time the test functions as a short post-learning assessment test. After the participants have completed the test the trainer can check if the participants have changed their answers from the pre-test ones and also give the correct answers to the participants. (The correct answers to the test are available for the trainer in **Trainer Resource 2.3**.) The trainer then re-caps activities covered and what key points have been learnt. The trainer can choose to elicit this information from the participants.

Materials:

- **Handout 2.1** *Test: The media and security sector governance*
- **Trainer Resource 2.4** *Answer sheet: Answers to the media and security sector governance pre- and post-test*

### **Assessment of participant learning**

Assessment of participant learning in this session is accomplished through the comparison between the pre-learning baseline test and the post-learning test. Assessment can also be accomplished through the trainer assessing the participants' level of achievement in Activities 2 to 8. The trainer may choose to do this by assessing to what extent the participants' performance in the tasks has been satisfactory or not.



# Handout 2.1

## Test: The media and security sector governance (SSG)

In Activity 2, the participants take a pre-test on media and security sector governance. The participants will take this test again, at the end of the session, during Activity 9.

Name:

### 1. Who are the main actors in the security sector?

- a) The armed forces but not the police, as they are a civilian entity
- b) The police, the armed forces and the intelligence bodies
- c) The police, the armed forces, the intelligence bodies and all their management and oversight institutions
- d) The armed forces and the intelligence bodies

Pre-session answer	Post-session answer

### 2. Security sector governance means:

- a) The group of all institutions that govern the security sector
- b) The work performed by the command structure of all security forces
- c) The work performed by the government in delivering security for all citizens
- d) The processes that enable actors to make and implement decisions concerning security

Pre-session answer	Post-session answer

### 3. In the context of security sector governance, transparency means:

- a) That the offices of security commanders should be open at all times to all citizens
- b) That the media and the citizens should have access to all documents held by security agencies without exceptions
- c) That decision-makers have all information necessary to make decisions, and this information is communicated to the public in due time
- d) That the media participate in all the meetings of the council of ministers/government and publish the outcomes of the meetings

Pre-session answer	Post-session answer

## Handout 2.1 (Cont.)

**4. In the context of security sector governance, accountability means:**

- a) That the citizens, or their representatives, are able to hold decision-makers responsible for their acts and decisions concerning security
- b) That the decision-makers are able to hold citizens, or their representatives, responsible for their acts and decisions concerning security
- c) That the decision-makers are able to hold security commanders responsible for their acts and decisions, only for acts or decisions which constitute grave violations of international conventions
- d) That decision-makers are immune from the interferences by external oversight actors

Pre-session answer	Post-session answer

**5. In the context of security sector governance, local ownership means:**

- a) That local government is empowered and takes over key duties from central government concerning security
- b) That local actors systematically refuse donor countries' policies and funds related to security
- c) That local actors design, manage and implement security-related policies
- d) That external actors design, manage and implement security-related policies based on advice by local actors and according to their interests

Pre-session answer	Post-session answer

**6. In the context of security sector governance, the role of the executive authorities is:**

- a) To manage all security-related policies without consulting other actors
- b) Not to interfere at all in security-related policies, delegating this task fully to the security agencies
- c) To manage and oversee security-related policies, with due regards to legislative and judiciary processes
- d) To execute orders formulated by the security commanders

Pre-session answer	Post-session answer

## Handout 2.1 (Cont.)

**7. In the context of security sector governance, the role of the legislative authorities is:**

- a) To enact security-related laws prepared by the executive within 30 days
- b) To organise the election of security commanders and ministers of defence
- c) To enact laws related to security and to oversee the performance of security forces and their executive management institutions
- d) To investigate into human rights abuses by security forces and to bring those responsible to justice

Pre-session answer	Post-session answer

**8. In the context of security sector governance, the role of independent media includes:**

- a) Serving as an official voice of the executive authorities
- b) Investigating and overseeing the work of the security and justice providers
- c) Investigating and overseeing the work of the civil society organisations
- d) Publishing classified information held by security sector organisations without their consent

Pre-session answer	Post-session answer

**9. The media are:**

- a) Not part of the security sector, as journalists are mostly civilians
- b) Part of the executive authorities
- c) Part of the legislative authorities
- d) Part of the informal oversight bodies, together with civil society or academic institutions

Pre-session answer	Post-session answer

**10. When covering issues related to security, journalists are:**

- a) Immune from any kind of prosecution, regardless of what they publish
- b) Not supposed to publish anything without prior consent of the relevant authorities
- c) Subjected to the same ethical and professional considerations as when covering other topics
- d) Subjected to special ethical and professional considerations elaborated by security agencies

Pre-session answer	Post-session answer



## Handout 2.2

### Discussion: Actors in the security sector

The following scenarios are given to the participants, who work in small groups to answer the questions. (This is used in Activity 3.)

#### Group A Scenario: Covering conditions of detention

You are a reporter working for a daily newspaper. The editor-in-chief asks you to investigate rumours of ill treatment in the country's police prison. She wants you to conduct interviews on the conditions of detention in that prison.

1. Which of the actors listed below do you choose to approach and why?
  - A spokesperson for the police
  - The mother of one of the prisoners
  - An analyst working for the Citizens' Committee for Combating Torture
  - The Minister of Justice
  - The Parliamentary Ombuds Office
  - A Delegate of the International Committee of the Red Cross (ICRC)
  - The Ministry of Finance
2. Which of these actors are part of the security sector? Which of these actors are not part of the security sector?
3. What function does each of these actors play in the field of detention?

#### Group B Scenario: Covering issues of mismanagement

You are a reporter working for *Channel 1*, national TV. You will make a report on alleged cases of financial mismanagement in the armed forces. You would like to meet with the main actors involved in overseeing management issues in the armed forces.

1. Which of the actors listed below are relevant for your report and why?
  - The Supreme Audit Institution
  - The editor-in-chief of Channel 1
  - Forward Policy, a think-tank involved in policy development
  - The Parliamentary Security Committee
  - The Donor Aid Coordinator of the European Commission
  - The customs police
  - The head of the procurement department in the army
2. Which of these actors are part of the security sector? Which of these actors are not part of the security sector?



## Handout 2.2 (Cont.)

3. What function does each of these actors play in the field of financial and administrative oversight of the security sector?

### Group C Scenario: Covering community safety issues

You are in charge of organising a radio debate under the topic: “preventing crime and improving community safety in the country’s main cities”. The editor-in-chief asks you to convene a roundtable with the main actors involved in this issue.

1. Which of the actors listed below do you think you should invite and why?
  - Tribal justice elders
  - Paramilitary armed factions
  - The governor/head of local government structure
  - The head of the local branch of the national bank
  - The local NGO ‘Women’s Centre for Legal Aid’
  - The Ibn Sina National University
  - Representatives of the Ministry of Women’s Affairs
2. Which of these actors are part of the security sector? Which of these actors are not part of the security sector?
3. What function does each of these actors play in crime prevention and community safety issues?

### Group D Scenario: Covering a demonstration

You are a cameraman working for the satellite channel *Fada*. Your director asks you to go and interview participants in a demonstration. The citizens demonstrate because a major opposition party has just been banned from participating in the elections.

1. Which actors in the demonstration do you choose to film and why?
  - The head of the opposition party’s parliamentary block
  - The anti-riot police
  - The activists of the local human rights group ‘Democracy Now!’
  - Other media representatives present on the scene
  - United Nations elections observers
  - The President holding a speech from the presidential palace’s balcony
  - Representatives of the Ministry of Health
2. Which of these actors are part of the security sector? Which of these actors are not part of the security sector?
3. What function do all these actors play in an election process?



## Handout 2.3

### PowerPoint presentation hardcopy: Principles of security sector governance (SSG) and security sector reform (SSR)

A copy of the PowerPoint presentation is given to the participants, either before (preferably) or after the presentation in Activity 4.



### Concepts of Security Sector Governance (SSG) and Security Sector Reform (SSR)

#### Security

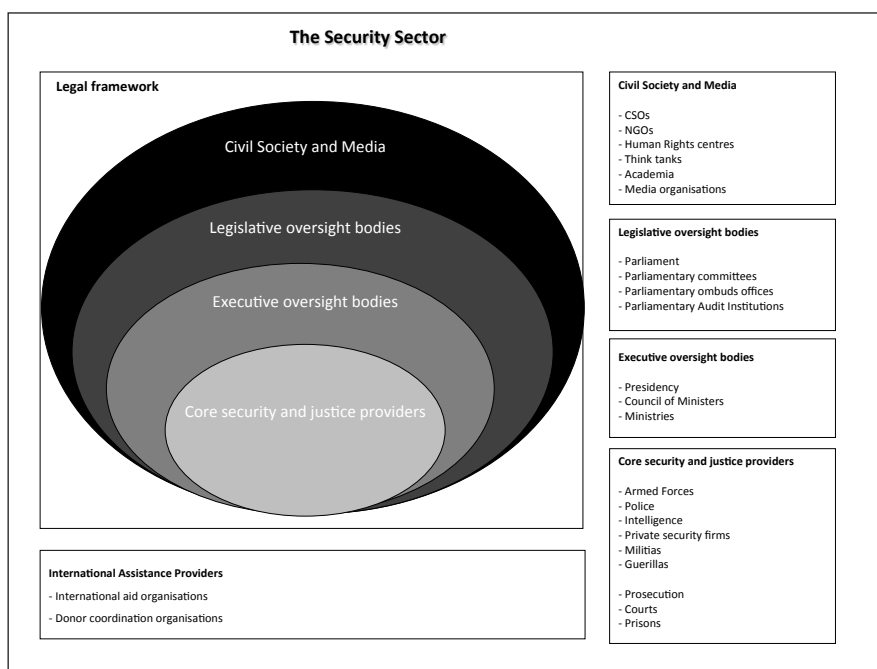
Traditional understanding: state-centered approach run by military, intelligence and law-enforcement institutions

New understanding: citizen and service-oriented approach, which involves formal and informal, state and non-state actors

Broad approach: new security understanding encompasses considerations that are political, social, economic, environmental, etc.

Linkage with development: democracy, good governance, poverty reduction, socio-economic development, respect for human rights, protection for marginalised groups

## Handout 2.3 (Cont.)



### Security Sector Reform

Process aiming at building a stable and secure environment that is conducive to democracy, development, poverty reduction.

The process is political rather than technical. It involves a comprehensive range of state and non-state actors.

Key principles:

- Service-oriented provision of security for citizens
- Human security: 'free from fear; free from want'
- Whole-of-Government approach
- Local ownership
- Rule of law principles
- Sustainability

## Handout 2.3 (Cont.)

### Security Sector Governance

**Government:** the governing body of persons and institutions exerting control over, and administration of a state, community, etc.

vs.

**Governance:** the action, system or manner of governing/the process of decision-making and the process by which decisions are implemented.

**Main objectives of good security sector governance:**

- **Transparency** of the decision-making process
- Government and security forces' **accountability** to the people
- **Responsiveness** of government and security providers
- Ensuring broad-based support/**inclusiveness** in the policies pursued

### Transparency, Accountability and Responsiveness

**Transparency:**

*Decision-makers in the security sector have all relevant issues and information before them when they make decisions, and these decisions and their basis are communicated to the public.*

**Accountability:**

*Decision-makers in the security sector are responsible for the exercise of authority accorded to them by the people, and the people or their representatives are able to hold them to account for their decisions.*

**Responsiveness:**

*Decision-makers in the security sector readily react to suggestions, influences or appeals by citizens; services provided by security sector institutions correspond to citizens and taxpayers' needs and expectations.*

Adapted from OECD DAC Handbook on Security System Reform, p. 92  
Adapted from <http://www.thefreedictionary.com/responsiveness>

## Handout 2.3 (Cont.)

### Reference texts and declarations

*OECD DAC Handbook on Security System Reform. Supporting Security and Justice*,  
Organisation for Economic Cooperation and Development (OECD), 2007

The Paris Declaration on Aid Effectiveness (2005)

The Accra Agenda for Action (2008)

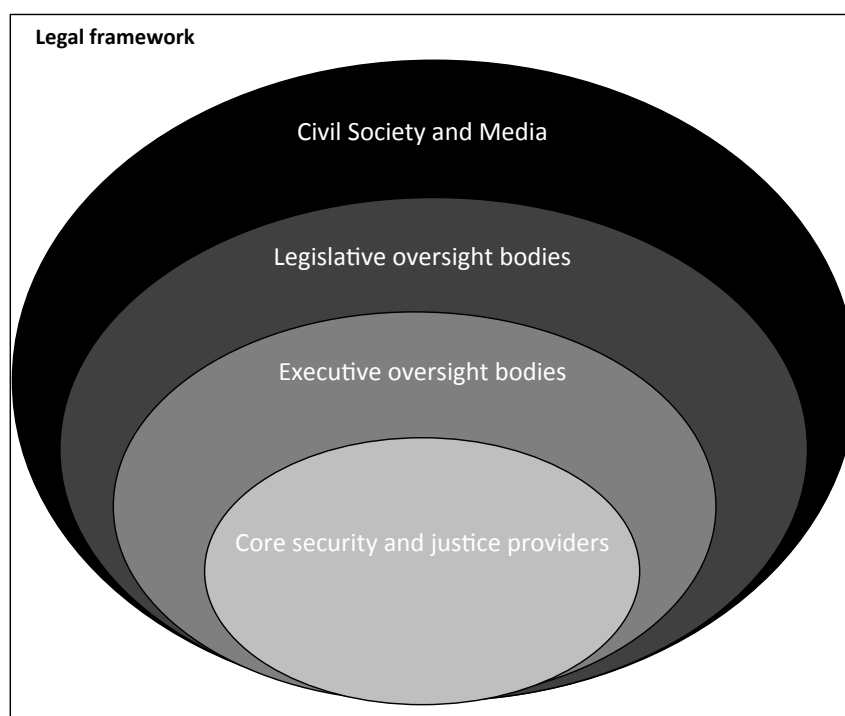


# Handout 2.4

## Worksheet: Layers of the security sector

Participants use this handout to discuss which layers of the security sector actors are in. (Activity 5)

### The Security Sector



**Legal framework**

**Civil Society and Media**

- CSOs
- NGOs
- Human Rights centres
- Think tanks
- Academia
- Media organisations

**Legislative oversight bodies**

- Parliament
- Parliamentary committees
- Parliamentary ombuds offices
- Parliamentary Audit Institutions

**Executive oversight bodies**

- Presidency
- Council of Ministers
- Ministries

**Core security and justice providers**

- Armed Forces
- Police
- Intelligence
- Private security firms
- Militias
- Guerillas

- Prosecution

- Courts

- Prisons

**International Assistance Providers**

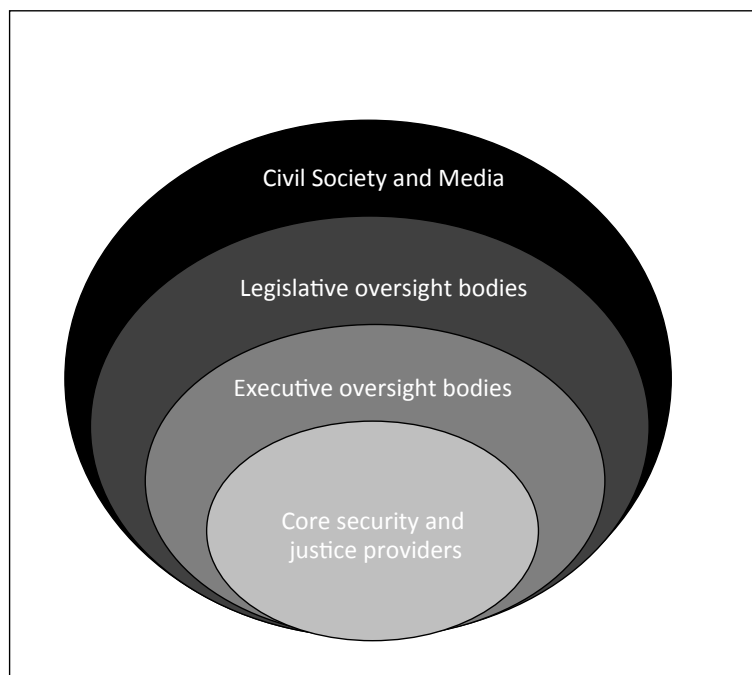
- International aid organisations
- Donor coordination organisations



# Handout 2.5

## Answer sheet: Actors in the security sector

This sheet provides the answers to the task in Activity 5.



- Civil Society and Media**
- Mother of one of the prisoners
  - The head of the local branch of the national bank
  - Analyst from Committee against Torture
  - Editor-in-Chief of *Channel 1*
  - *Forward Policy*, Think tank
  - Tribal justice elders
  - *Democracy Now!*, Human Rights Group
  - *Women's Center for Legal Aid*, NGO
  - The Ibn Sina National University
  - Media representatives

- Legislative oversight bodies**
- The Parliament's Ombuds office
  - The Parliamentary Security Committee
  - The Head of the oppositions' parliamentary block
  - The Supreme Audit Institution

- Executive oversight bodies**
- The President
  - The Minister of Justice
  - The Ministry of Finance
  - The Ministry of Health
  - The Ministry of Women's Affairs
  - The Governor/Head of local government structure

- International Assistance Providers**
- A Delegate of the International Committee of the Red Cross (ICRC)
  - United Nations elections observers
  - Donor Aid Coordinator of the European Commission

- Core security and justice providers**
- Spokesperson for the police
  - Paramilitary armed factions
  - The head of the army's procurement department
  - Anti-riot police
  - Customs police



## Handout 2.6

### Worksheet: Matching exercise: Defining transparency, accountability and local ownership

The following worksheet is given to participants so they can match each term with the correct definition.

Match the following terms with the correct definition.

#### Terms

1. Transparency

2. Accountability

2. Local ownership

#### Definitions

A. Decision-makers in the security sector are responsible for the exercise of authority accorded to them by the people, and the people or their representatives are able to hold them to account for their decisions.

Adapted from *OECD DAC Handbook on Security System Reform*, p. 112.

B. Decision-makers in the security sector implement policies that are designed, managed and implemented by local actors rather than external actors.

Adapted from <http://www.thefreedictionary.com/responsiveness>.

C. Decision-makers in the security sector have all relevant issues and information before them when they make decisions, and these decisions and their basis are communicated to the public.

Adapted from *OECD DAC Handbook on Security System Reform*, p. 92.





## Handout 2.7

### Discussion: Images relating to transparency, accountability and local ownership

In small groups, participants discuss the following pictures and discussion points.

#### Group 1



Based on this picture, discuss:

- The challenges media face in promoting **transparency** in security sector governance
- The media's role in ensuring **accountability** in security sector governance
- The role media can play in ensuring **local ownership** in security sector governance

#### Group 2



Based on this picture, discuss:

- The challenges media face in promoting **transparency** in security sector governance
- The media's role in ensuring **accountability** in security sector governance
- The role media can play in ensuring **local ownership** in security sector governance

## Handout 2.7 (Cont.)

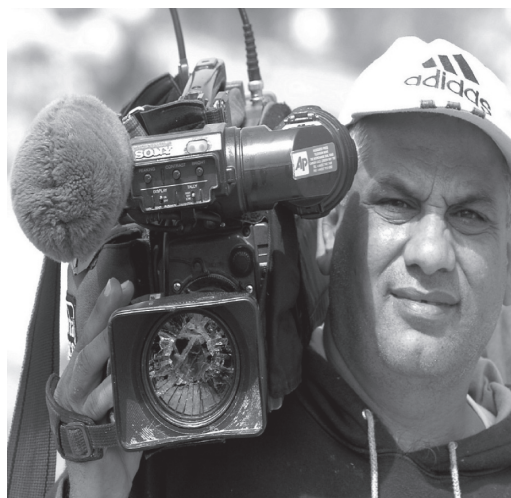
### Group 3



Based on this picture, discuss:

- The challenges media face in promoting **transparency** in security sector governance
- The media's role in ensuring **accountability** in security sector governance
- The role media can play in ensuring **local ownership** in security sector governance

### Group 4



Based on this picture, discuss:

- The challenges media face in promoting **transparency** in security sector governance
- The media's role in ensuring **accountability** in security sector governance
- The role media can play in ensuring **local ownership** in security sector governance



## Handout 2.8

### Discussion: The role of the media in security sector governance (SSG)

In small groups, participants discuss situations where media play a role in security sector governance. They discuss the questions written on the cards.

#### Group 1. For media to play a role in SSG, it is essential that they:

- **Obtain access to government records and publish them**
- **Cover court hearings**

1. Do you agree with these assertions?
2. How is it in your context? Do you cover such topics? Have you faced obstacles when doing so? What happened?
3. Please suggest three other key situations where you believe media should be involved.

#### Group 2. For media to play a role in SSG, it is essential that they:

- **Cover security forces operations**
- **Cooperate with human rights and civil-society groups during awareness campaigns**

1. Do you agree with these assertions?
2. How is it in your context? Do you cover such topics? Have you faced obstacles when doing so? What happened?
3. Please suggest three other key situations where you believe media should be involved.

#### Group 3. For media to play a role in SSG, it is essential that they:

- **Cover executive decisions related to security**
- **Publish investigative reports on human rights abuses, mismanagement and corruption in the security sector**

1. Do you agree with these assertions?
2. How is it in your context? Do you cover such topics? Have you faced obstacles when doing so? What happened?
3. Please suggest three other key situations where you believe media should be involved.



## Handout 2.9

### Information sheet: Ways the media can contribute to strengthening democratic security sector governance (SSG)

These descriptions are given to the participants after the discussion in **Handout 2.6** on the role of the media in SSG. They highlight key points and may be discussed briefly.

#### Media and security sector governance

In established democracies, the media plays an important role in contributing to strengthening accountability and good governance of the security sector. Along with civil society organisations, the media informally oversee the security sector. They complement the work of official oversight institutions, such as the executive authorities, parliament and the judiciary. The media are also instrumental in revealing human rights violations and cases of mismanagement in the security sector.

#### How can the media contribute to strengthening democratic security sector governance?

Ways in which media can help improve security sector governance include:

- *Obtaining* access to government records and publishing selected information which can contribute to strengthening transparency, accountability and local ownership
- *Covering* parliamentary and court hearings, executive decisions related to security, and operations of security forces
- *Cooperating* with civil-society organisations during awareness raising campaigns aimed at denouncing human rights abuses or promoting legal reform
- *Conducting* programmes to monitor the state's actions in the framework of security sector governance
- *Publishing* investigative reports on human rights abuses, mismanagement and corruption in the security sector

Adapted from: *The Palestinian Media and Security Sector Governance*, DCAF, Geneva, 2009.



## Trainer Resource 2.1

### Actors in the security sector

The trainer uses this list of actors to make cards for use in Activity 2.

- A spokesperson for the police
- The mother of one of the prisoners
- An analyst working for the Citizens' Committee for Combating Torture
- The Minister of Justice
- The Parliamentary Ombuds Office
- A Delegate of the International Committee of the Red Cross (ICRC)
- The Ministry of Finance
- The Supreme Audit Institution
- The editor-in-chief of *Channel 1*
- Forward Policy, a think-tank involved in policy development
- The Parliamentary Security Committee
- The Donor Aid Coordinator of the European Commission
- The customs police
- The head of the procurement department in the army
- Tribal justice elders
- Paramilitary armed factions
- The governor/head of local government structure
- The head of the local branch of the national bank
- The local NGO 'Women's Centre for Legal Aid'
- The Ibn Sina National University
- Representatives of the Ministry of Women's Affairs
- The head of the opposition party's parliamentary block
- The anti-riot police
- The activists of the local human rights group 'Democracy Now!'
- Other media representatives present on the scene
- United Nations elections observers
- The President holding a speech from the presidential palace's balcony
- Representatives of the Ministry of Health



## Trainer Resource 2.2

### Answer sheet: Definitions of transparency, accountability and local ownership

This answer sheet gives the trainer the answers to Activity 5.

#### Terms

#### Definitions

#### 1. Transparency

A. Decision-makers in the security sector are responsible for the exercise of authority accorded to them by the people, and the people or their representatives are able to hold them to account for their decisions.

Adapted from *OECD DAC Handbook on Security System Reform*, p. 112.

#### 2. Accountability

B. Decision-makers in the security sector implement policies that are designed, managed and implemented by local actors rather than external actors.

Adapted from <http://www.thefreedictionary.com/responsiveness>.

#### 2. Local ownership

C. Decision-makers in the security sector have all relevant issues and information before them when they make decisions, and these decisions and their basis are communicated to the public.

Adapted from *OECD DAC Handbook on Security System Reform*, p. 92.



## Trainer Resource 2.3

### A glossary of security sector governance (SSG) terms

This glossary is available to support the trainer in Activity 6, defining transparency, accountability and local ownership. It may also be useful in other activities.

<b>Access to justice</b>	Access by people to fair, effective and accountable (in)formal justice systems for the protection of rights, control of abuse of power and resolution of conflicts.
<b>Accountability</b>	An obligation or willingness to accept responsibility or to account for one's actions according to transparent lines.
<b>Assessment</b>	A process of data gathering and information analysis carried out in support of a predetermined purpose. In the context of an SSR project it is normal to undertake an initial needs assessment during the inception stage.
<b>Audit</b>	A systematic, disciplined approach to assess and improve the effectiveness of risk management, control and governance processes.
<b>Behavioural change</b>	Any transformation or modification in the way individuals behave or an organisation performs its missions and functions.
<b>Border guards/police</b>	A military or a police force that controls national boundaries.
<b>Capacity-building</b>	Programmes and processes that empower and enable the recipients' independent development. Capacity- building can apply to both individuals and institutions.
<b>Civil society</b>	The political space between an individual and government. Civil society can help define a country's security needs and policies, ensure oversight of public institutions and at times provide security and justice services to segments of the population. <i>See also civil society organisations, non-state and non-statutory security and justice providers.</i>
<b>Civil Society Organisation (CSO)</b>	A non-state, non-economic organisation composed of uncoerced participants with shared interests, values and purposes, such as ethnic, cultural, political, or religious beliefs. CSOs may include non-governmental organisations, the media, faith groups, think- tanks etc. <i>See also civil society.</i>
<b>Community-based policing</b>	A partnership whereby the police participates in the community and responds to the needs of that community, and where the community participates in its own policing and supports the police.
<b>Constitution</b>	The basic and fundamental law of a state which describes how that state will be organised, the various political powers and authorities of government, and the basic values and principles of the society.

<b>Coordination</b>	Regular and systematic initiatives aimed at making all the stakeholders involved in a plan or activity work together in an organised manner.
<b>Core security actors</b>	The main security actors, vested with a mandate to use force or to enforce the law, such as the military, police, paramilitary forces, intelligence and security services, border guards, customs, reserves and local security units, civil defence forces, national guards. <i>Also referred to state or statutory security providers.</i>
<b>Corruption</b>	The abuse of entrusted power for private gain.
<b>Democracy</b>	The structure of the government in a given state, characterised by the rule of the majority. The supreme power is vested in the people and exercised by them through a system of representation usually involving periodically held free elections.
<b>Development</b>	The improvement of a region's, or more commonly, a country's economic, social and political structures.
<b>Donor</b>	A country or an organisation that makes a contribution to a third party in cash or kind.
<b>Effectiveness</b>	The extent to which the intervention's objectives were achieved, or are expected to be achieved.
<b>Evaluation</b>	The process of determining the value or significance of an activity, policy or programme. This includes the systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and final results.
<b>Executive</b>	The branch of a state charged with putting into effect a country's laws and the administering of its functions. It also refers to a person (President or Prime Minister) or group (Government) having administrative or managerial authority in a country.
<b>Gender</b>	The social attributes and opportunities associated with being male and female and the relationships between women, men, girls and boys.
<b>Holistic approach</b>	Understanding the interconnected nature of the various actors and programmes when developing specific policies and programmes.
<b>Human Rights</b>	Those rights that belong to everyone as a member of the human race, regardless of skin colour, nationality, political convictions or religious persuasion, social standing, gender or age.
<b>Human Security</b>	A notion of security that encompasses human rights, good governance, access to education and healthcare and ensuring that each individual has opportunities and choices to fulfil his or her own potential.
<b>Independence</b>	The autonomy of a particular actor or institution from the actions or policies of a state authority or any other institution.



<b>International community</b>	The wider global population, both state and non-state, which in some cases may denote particular groups of international actors linked by a common mission or project.
<b>Judiciary</b>	A system of courts that interprets and applies the law in the name of the sovereign or state.
<b>Legislative</b>	A type of deliberative assembly with the power to pass, amend, and repeal laws.
<b>Local ownership</b>	An approach that recognises that the reform of security and justice policies, institutions and activities in a given country must be designed, managed and implemented by local actors rather than external actors.
<b>Military justice system</b>	The primary legal enforcement tool of the armed services.
<b>Millennium Development Goals (MDGs)</b>	A set of goals and objectives approved by the General Assembly of the United Nations in 2000 and that aims to ensure that human development reaches everyone everywhere by the year 2015. The 8 MDGs break down into 21 quantifiable targets that are measured by 61 indicators.
<b>Monitoring</b>	A continuing function that uses the systematic collection of data to provide management and the main stakeholders of an ongoing project with early indicators of progress and achievement objectives.
<b>National Security Strategy/Policy</b>	A formal strategy that involves all decisions and activities about the security sector which affect the state's and society's external and internal security. It includes both policy statements and the measures to implement those policy statements.
<b>Non-Governmental Organisation (NGO)</b>	An organisation that is autonomous, voluntary and non-profit based, which is not associated with national or local governments.
<b>Non-statutory security and justice providers</b>	Non-state actors who may provide security and justice services. They have the capacity - but not the mandate - to use force or dispense justice. <i>Also referred to as non-state security and justice providers.</i>
<b>Ombudsman</b>	An official appointed to receive and investigate complaints made by individuals against abuses or capricious acts of public officials.
<b>Oversight</b>	Regulation of state institutions by non-state actors/bodies, including the parliament and civil society such as the media or special interest groups.
<b>Parliament</b>	A national representative body having supreme legislative powers within the state.
<b>Reconciliation</b>	The social and sometimes legal process that enables society to address war crimes or repressive acts committed previously by a regime, authority or social group. The aim is to "come to terms" with the past and develop a future together.

<b>Rule of Law (RoL)</b>	The existence of public order based on effective and accountable security and justice services, underpinned by laws and, if necessary, enforceable by the state.
<b>Security and development nexus</b>	An understanding that security and development are mutually reinforcing factors and recognition that are intrinsically linked.
<b>Security</b>	The absence of threats or perceived threats to acquired values. It describes an individual or state's feeling of safety or well-being, protected from attack or from violent conflict.
<b>Security Sector</b>	A broad range of state and non-state security and justice providers as well as oversight bodies and mechanisms.
<b>Security Sector Governance (SSG)</b>	A form of people-centered, equitable, accountable and transparent planning and decision-making process concerning people's security. This process engenders participation and consultation, is effective and efficient, and actively seeks and facilitates the involvement of civil society alongside all formal and informal actors in the security sector.
<b>Security Sector Reform (SSR)</b>	A nationally-owned process aimed at ensuring that security and justice providers deliver effective and efficient security and justice services that meet the people's needs, and where security and justice providers are accountable to the state and its people, operating within a framework of good governance, rule of law and respect for human rights. <i>Also referred to as: Security and Justice Sector Reform, Security Sector Transformation or Development or Reconstruction or Stabilisation or Governance.</i>
<b>Stakeholder</b>	A broad term used to denote all local, national and international actors, including the state, civil societies and business, which have an interest in the outcome of a particular activity or process.
<b>State security providers</b>	Organised forces that belong to the official, legitimate domain of the security forces of the state, such as the military; civilian police; presidential guards; intelligence services; border guards; reserve or local security units; civil defence units; national guards and government militias. <i>Also referred to as core security actors or statutory security providers.</i>
<b>Sustainability</b>	A characteristic or a condition where the needs of today's generation can be met without leading to declines in the future well-being of generations or populations in other locations.
<b>Transitional Justice</b>	Transitional Justice comprises the full range of processes and mechanisms associated with a society's attempts to come to terms with a legacy of large-scale past abuses, in order to ensure accountability, serve justice and achieve reconciliation.
<b>Transparency</b>	Free and open access to information which enables civil society to perform its regulatory function, as stakeholders have wide accessibility to the decision-making process and the ability to influence it.

**Vulnerable groups**

The high probability of exposure to risks and reduced capacity to overcome their negative results. Vulnerability is a result of exposure to risk factors, and of underlying socio-economic processes, which reduce the capacity of populations to cope with risks.

**Whole-of-Government Approach (WGA)**

An approach that integrates the collaborative efforts of the departments and agencies of a government to achieve unity of effort towards a shared goal.

Source: *International Security Sector Assistance Team: Glossary of Basic Terms*, DCAF, Geneva, 2012



## Trainer Resource 2.4

### Answer sheet: Answers to the media and security sector governance pre- and post-test

The trainer uses these answers to give correct feedback to the participants after they have completed the post-test, in Activity 9.

**1. Who are the main actors in the security sector?**

- c) The police, the armed forces, the intelligence bodies and all their management and oversight institutions

**2. Security sector governance means...**

- d) The processes that enable actors to make and implement decisions concerning security

**3. In the context of security sector governance, transparency means:**

- c) That decision-makers have all information necessary to make decisions, and this information is communicated to the public in due time

**4. In the context of security sector governance, accountability means:**

- a) That the citizens, or their representatives, are able to hold decision-makers responsible for their acts and decisions concerning security

**5. In the context of security sector governance, local ownership means:**

- c) That local actors design, manage and implement security-related policies

**6. In the context of security sector governance, the role of the executive authorities is:**

- c) To manage and oversee security-related policies, with due regards to legislative and judiciary processes

**7. In the context of security sector governance, the role of the legislative authorities is:**

- c) To enact laws related to security and to oversee the performance of security forces and their executive management institutions

**8. In the context of security sector governance, the role of independent media includes:**

- b) Investigating and overseeing the work of the security and justice providers

**9. The media are:**

- d) Part of the informal oversight bodies, together with civil society or academic institutions

**10. When covering issues related to security, journalists are:**

- c) Subjected to the same ethical and professional considerations as when covering other topics



## Additional Resources

### **Training resources on security sector governance and reform:**

International Security Sector Advisory Team (ISSAT) – Training Materials, available:

<http://issat.dcaf.ch/Training-and-Capacity-Building/Training-Materials>

OECD Training Module on Security System Reform and Governance, available:

[www.oecd.org/dac/conflictandfragility/40310374.pdf](http://www.oecd.org/dac/conflictandfragility/40310374.pdf)

### **DCAF's media and security sector governance publications:**

*The Palestinian Media and Security Sector Governance*, 2009, available:

<http://www.dcaf.ch/Publications/The-Palestinian-Media-and-Security-Sector-Governance>

*Access to Information and Security Sector Governance*, 2010, available:

<http://www.dcaf.ch/Publications/Access-to-Information-and-Security-Sector-Governance-Reference-Text-Reader>

*Palestinian Media Legislation and Security Sector Governance*, 2011, available:

<http://www.dcaf.ch/Publications/Compilation-of-Reference-Texts-Palestinian-Media-Legislation-and-Security-Sector-Governance>