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**A Women's Guide to
Security Sector Reform**
Training Curriculum

DCAF
a centre for security,
development and
the rule of law

**INCLUSIVE
SECURITY**

DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: www.dcaf.ch. Contact us at: gender@dcaf.ch.

Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: inclusivesecurity.org. Contact us at: info@inclusivesecurity.org.

Please get in touch with us if you would like to translate this guide.

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MODULE OVERVIEW:
What are Security and the Security Sector?

Learning Objectives

- Participants are able to describe what "security" means to them.

- Participants are able to use examples to illustrate how the security and justice needs of individuals and groups differ based on characteristics such as gender, ethnicity, age, religion, economic status, and sexual orientation.

- Participants are able to name the key institutions and entities that make up the security sector and are familiar with their different roles.

Background Resources for Trainers

- Bastick, Megan, and Tobie Whitman. *A Women's Guide to Security Sector Reform.* Washington: Inclusive Security and DCAF, 2013. www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform

- DCAF. "Gender and Security Sector Reform Training Resource Website." www.gssrtraining.ch

- DCAF. "SSR Backgrounder: The Security Sector." www.gssrtraining.ch

- Development Progress. "Achieving security progress in post-conflict contexts." www.odi.org/opinion/9210-achieving-security-progress-post-conflict-contexts

- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace.* Washington: Inclusive Security, 2009. www.inclusivesecurity.org/training-resources/

- Inclusive Security and International Alert. *Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action.* Washington: Inclusive Security, November 2004. www.inclusivesecurity.org/training-resources/

- UN Women. "Virtual Knowledge Centre to End Violence against Women and Girls – Security." www.endvawnow.org/en/modules/view/13-security.html

Time	Description
5 minutes	**2.1 Introduction to the Module**
	2.1.1 Facilitator Talking Points
65 minutes	**2.2 What is Security?**
	2.2.1 Activity: Our Vision of a Secure Community
	2.2.2 Activity: Recognizing Different Security and Justice Needs within Communities
50 minutes	**2.3 What is the Security Sector?**
	2.3.1 Activity: Security Sector Mapping
	2.3.2 Activity: Roles of Security Sector Institutions
5 minutes	**2.4 Wrap Up**
	2.4.1 Facilitator Talking Points: Points to Take Away
	Adapting the Module
	Assessment Questions

Total Time: 2 hours 5 minutes

2.1 Introduction to the Module

2.1.1 Facilitator Talking Points

Background for Facilitator

This section introduces the purpose and learning objectives of the module.

Project a slide with the learning objectives or write them on flipchart paper.

Materials Needed
Flipchart or presentation slide

Learning Objectives
Participants are able to identify the purpose and learning objectives of this module.
Time 5 minutes

Facilitator Talking Points

- In this module, we examine what we understand to be "security." We will see that men, women, boys, and girls have different needs and perspectives when it comes to security and justice. We will also define the security sector and map some of its actors. This module includes a number of interactive activities and a video clip (optional).

- After this module, we hope that you will be able to:

  – Describe what security means;

  – Understand the roles of some of the most important security sector actors;

  – Understand that the security and justice needs of individuals and groups differ based on factors such as gender, ethnicity, age, religion, economic status, and sexual orientation;

  – Identify which institutions and other entities are part of the security sector in general and in your country.

2.2 What is Security

2.2.1 Activity: Our Vision of a Secure Community

Background for Facilitator

This activity assesses participants' ability to describe what "security" means to them.

This activity includes an optional video clip to get participants thinking about a broad definition of security.

In some contexts, you may want to place men and women in separate groups and compare what they come up with.

In advance of this activity, prepare two flipcharts:

- One with a large circle on it, titled "Our Vision for a Secure Community"
- One with the questions:
  - What does security mean?
  - Does security simply mean we are protected from any harm?
  - What else do we need to feel secure?

See the "More Time" section of this module for options to explore further.

Materials Needed
Video (optional); flipchart; sticky notes

Learning Objectives
Participants are able to describe what security means to them.

Time 30 minutes

Instructions

Optional: Show the video clip – Security progress in Timor Leste and Liberia (4 minutes):
www.odi.org/opinion/9210-achieving-security-progress-post-conflict-contexts

Distribute sticky notes to each table.

Facilitator Talking Points

- Today we are going to reflect on a few questions:
  - What does security mean?
  - Does security simply mean we are protected from any harm?
  - What else do we need to feel secure?
- In any community or country, every person experiences different security threats and has different security priorities. In this activity, we will look at your vision of a secure community.
- On a sticky note, write one sentence that summarizes your ideal vision of a safe and secure community. (3 minutes)
  - For example: Not being afraid to walk down the street alone at night. Not locking your apartment door. The police assisting you without bribery. *Adapt these examples depending on context.*

- Once you have your vision written down, come forward one at a time and read your sentence out loud, putting the post-it inside the circle. (15-20 minutes)

- Security means different things to different people. It's more than the absence of armed conflict—it's an environment in which individuals can thrive and access education, healthcare, democracy, human rights, and economic development.

- Our vision of security includes diverse priorities. Likewise, there are many approaches to security within policy and academic debates. The terms "**state security**" or "**national security**" are often used to describe what is needed to keep the government and state safe and functional—for example, through preventing coups or war. "**Human security**," on the other hand, focuses on protecting people from specific insecurities; that is, rather than just focusing on protecting the state or government, this is a **people-centered approach**. In this sense, "security" means freedom from fear—for example, you are safe to walk in the streets and in your home. It can also mean freedom from want—you have enough to eat, can support your family, and can send both your sons and daughters to school. Creating security is a continuous process in which the government, security sector institutions, and community men and women all play an important part.

- Here *(referring to flipchart)*, we have our joint vision of a safe and secure community. We need to keep this vision in mind throughout the training. Our work here and in the future should focus on making this vision a reality.

2.2.2 Activity: Recognizing Different Security and Justice Needs Within Communities (intersectionality)[1]

Background for Facilitator

This activity will assess participants' ability to illustrate how the security and justice needs of individuals and groups differ based on factors such as gender, ethnicity, age, religion, economic status, and sexual orientation. This activity leads participants to think about the different security needs of various community members, and how different forms of marginalization might affect a person's insecurity.

In advance, adapt the sample character identity cards (see annex) to fit the trainees' context. The idea is to have as much diversity as possible included in the various characters, such as: security sector personnel and civilians; different age groups, including children and elders; men, women, and gender minorities; different ethnicities and religions; people living in rural and urban areas; different levels of income and education; different sexual orientations; able and disabled, and various health conditions; different native languages; and different occupations and nationalities. You should also adapt the questions below, but try to challenge your trainees to think about circumstances that they themselves might not experience.

See the "More Time" section of this module for options to explore further.

Materials Needed

Identity cards handout (cut out); Statements handout; open space for participants to stand in one line and take several steps forward and back

Learning Objectives

Participants understand how the security and justice needs of individuals and groups differ based on different factors.

Time 35 minutes

Instructions

Distribute one identity card to each participant, asking them to read it but not show it to anyone else. Tell them: "You are now this person. Imagine yourself in their shoes. The descriptions are brief, so be creative, yet realistic, and make up additional information as needed. We are now going to form a straight line. I am going to read out a set of statements. After each statement, take one step forward if the statement is true for your character. If it's not true, take a step backwards. If the statement doesn't apply to you, then just stay put—that said, you are encouraged to take as many steps (in either direction) as you can."

Read these instructions, then demonstrate by giving yourself a character, reading the description out loud, and modeling whether or not to take a step forward or backwards based on a sample statement.

Read the statements out loud, giving them time to step forward or back, repeating and explaining as needed.

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1   This activity is adapted from Australian Attorney-General's Department, *AVERT Family Violence: Collaborative Responses in the Family Law System* (Barton: Commonwealth of Australia, 2010), www.avertfamilyviolence.com.au/wp-content/uploads/sites/4/2013/06/Intersectionality.pdf.

Debrief

Facilitator Instructions

At the end of the activity, have the participants stay where they are for a few minutes.

Ask them to raise their hands if they can answer "yes" to the following questions.
Make initial observations regarding where they are standing/distribution:

- Who is a woman?
- Who is a man?
- Who is middle/upper class?
- Who is working class or poor?
- Who is a Christian/Muslim/etc. (majority religion)?
- Who is a _____national (insert nationality of the majority of the population)?

- Who is heterosexual?
- Who is gay or lesbian or bisexual?
- Who works for a security or justice institution?
- Who doesn't?
- Who feels safe?
- Who doesn't?
- Who feels like they have access to justice?
- Who doesn't?

Ask 2-3 people in the front to read out their roles and identify what factors they think gave them access to security and justice. Then do the same with 2-3 people at the back, to contrast their situations, and 2-3 people in the middle.

Finally, ask each group—front, back, and middle—how this activity felt, and what they learned.

Facilitator Talking Points

- For each of us, there are many different factors that either limit or empower us to access security and justice. Some of these were mentioned on your identity cards, like age, religion, nationality, and language.

- The concept of "intersectionality" helps us explain the interplay of these various factors. The goal of this activity was not to judge or blame anyone for having more or less privilege than anybody else. Rather, it aimed to provide an opportunity to examine this "intersectionality" of factors.

- This activity has shown us that it is useful when discussing gender to go beyond the simple man/woman binary: not all women's or men's experiences are the same. This is partly because gender itself may be ambiguous for some of us, and also because there are always other factors that will influence our experience. However, when looking at access to security and justice, we focus mainly on gender, as this is where some systemic and widespread power differentials come into play. At the same time, a gender approach should recognize that men, women, boys, and girls have different security needs, priorities, and roles.

- Now that you have a sense of what security can be and how it varies for different people, let's look at the actors that provide it. Knowing the players and their jobs and priorities helps us understand who is responsible for increasing our access to security and justice.

- We will now do two activities to share and develop this knowledge: a security sector mapping, and an activity on the roles of different security sector institutions.

2.3 What is the Security Sector?

2.3.1 Activity: Security Sector Mapping

Background for Facilitator

Use this activity to assess participants' knowledge of the key institutions and entities that make up the security sector.

Before you begin, you will need to map the local security sector. You can turn this into a handout that you can distribute to participants after the activity.

You should also prepare a flipchart based on Security Sector Mapping – Sample Flipchart and print a Security Sector Mapping Example handout for each participant.

Materials Needed
Flipchart; Security Sector Mapping – Sample Flip Chart handout; Security Sector Mapping - Example handout

Learning Objectives
Participants are able to identify key institutions and entities that make up the security sector.

Time 30 minutes

Instructions: Part One

Divide the participants into small groups, and give each group a stack of sticky notes. They have 10 minutes to write down as many different institutions, organizations, or other entities as possible that are part of their country's security sector. Have them write one on each sticky note, using the proper titles (i.e., not "police," but the official name of the police service in their country).

Have each group count how many they came up with, and give a round of applause (or a small prize) to the group with the most.

Facilitator Talking Points

- Broadly speaking, the security sector comprises all institutions and other entities with a role in ensuring the security of the state and its people. Using either a presentation slide or the Security Sector Mapping handout (or similar), discuss the following distinctions. There are a few key distinctions to highlight:

- One distinction is between security and justice providers and governance, oversight, and management bodies. For example, the police are mandated to serve and protect the population: they are delivering services. A national human rights commission that monitors police conduct, on the other hand, is an oversight body.

- Another distinction is between state and non-state actors: in many contexts, security and justice are not provided by just state agencies, but also by non-state actors such as customary justice and security providers or private military and security companies. Moreover, non-state actors like the media and civil society organizations play an important role in overseeing the security sector.

Instructions: Part Two

Divide the flipchart paper into quadrants (based on Security Sector Mapping – Sample Flipchart). One by one, have a representative from each group bring their sticky notes forward. Facilitate group agreement regarding which quadrant each institution or entity corresponds with, and have participants place their sticky notes accordingly: state/non-state actor, security & justice provider, or governance, oversight & management body.

To wrap up, highlight:

- Security sector institutions or other actors that are missing. Prompt participants to look back at Our Vision of a Secure Community (Activity 2.2.1) and consider which institutions play a role in making this vision a reality.
- Relevant organizations that work on gender equality issues (if any), mentioning that what "gender" and "gender equality" mean will be discussed further in Module 3.

Distribute a handout with either a country-specific map of the security sector or (if participants are from multiple countries) the Security Sector Mapping – Example handout, with the generic map of security sector institutions. Encourage participants to add to it from their own maps, and discuss how well it matches what they came up with in their small groups.

Alternatively, after the day's module ends, synthesize the participants' maps with the one you prepared and hand out the result later so it reflects the group's contributions.

Debrief

Facilitator Talking Points

- Congratulations! You have just mapped the security sector. This is one of the first steps toward taking action and creating a safe and secure community and country.
- The next step is to further understand who should do what, so that you can identify gaps in services, know whom to ask for information, strategically formulate your recommendations, and sound knowledgeable when speaking with security sector actors.

2.3.2 Activity: Roles of Security Sector Institutions

Background for Facilitator

This activity builds on the previous one by introducing more information about security sector institutions and entities. If participants struggled with the previous activity, be sure to take enough time with the definitions in this one.

Adapt the Roles of Security Sector Institutions handout; choose which institutions to include based on the number of participants and the local context. Cut out each institution and corresponding definition as two cards, and shuffle the names and definition cards separately. This activity can be difficult for participants who are not familiar with security sector institutions, so it's important to budget extra time as needed.

Materials Needed
Flipcharts; Roles of Security Sector Institutions handout

Learning Objectives
Participants are able to name the key institutions and entities that make up the security sector.

Time 20 minutes

Instructions

Distribute two cards to each person: on one is the role of a security sector institution (definition card), on the other is the name of a security sector institution (name card).

The goal of this activity is to familiarize participants with the many institutions that make up the security sector and the different roles that they play.

Give participants 10 minutes to move around the room and match their name card with a definition card. Once they find their matches, the person with the definition card should give it to the person with the name card.

When the activity ends, have each participant read their definition card aloud, and have the other participants guess the institution.

Debrief

Facilitator Instructions

Invite questions, and correct any mismatches. Add the pairs of cards onto the mapping of security sector institutions. Emphasize that though the security sector can seem complicated, the more you familiarize yourself with the roles of different institutions, the more comfortable you will be engaging in discussions about SSR.

2.4 Wrap Up

2.4.1 Facilitator Talking Points: Points to Take Away

Background for Facilitator
This section highlights the main points of the module.

Materials Needed
Presentation slide (optional)

Learning Objectives
Participants understand the main points from this module.

Time 5 minutes

Facilitator Talking Points

- You identified security as: *(summarize information on the flipchart on Our Vision of a Secure Community)*. This shows us how state and human security are both important, and that they are interdependent.

- People have different security and justice needs depending on a range of factors, including age, gender, ethnicity, religion, location, language, sexual orientation, nationality, ability, etc.

- The security sector comprises all institutions and other entities with a role in ensuring the security of the state and its people. While some institutions focus on delivering security and justice services, equally important are those that focus on governance, oversight, and management.

- In most countries, the core security sector institutions are those provided by the state, such as the police and armed forces. But civil society and other non-state organizations and institutions also play key roles, both in providing services and in oversight. We will further examine the roles of civil society organizations in Module 6.

Adapting the Module

Less Time

2.3.2 Activity: Security Sector Mapping (SAVE 30 MINUTES)

Rather than working in small groups, brainstorm security sector actors together and write their names in the appropriate quadrants.

More Time

2.2.1 Activity: Our Vision of a Safe Community (ADD 30 MINUTES)

Prepare another flipchart sheet by drawing a large triangle on it. Distribute another sticky note (ideally red) to each participant.

Ask participants to write in one sentence something that threatens their security.

Have them place their notes inside the triangle. Title the sheet "Threats to Our Security," and debrief.

Adding this to the activity helps participants connect personally to insecurities; this can also be referred to when mapping security threats in Module 9.

2.2.1 Activity: Our Vision of a Safe Community (ADD 25 MINUTES)

Follow the first three steps of the activity as normal. Then, instead of inviting participants to come forward and present their visions, divide them into groups of 4-5 people. Have each group discuss their various visions, and try to draw this as an image on a flipchart. Participants can also use newspaper clippings, magazines, colored paper, etc. (20 minutes).

Post the pictures around the room, and invite participants to go around and look at the other pieces of art. Suggest that one person from each group stay behind so that they can explain what they've drawn (15 min).

Invite participants to sit back down, and facilitate a short discussion. Were there any similarities among the pieces? What was different? (10 minutes)

2.2.2 Activity: Recognizing Different Security and Justice Needs Within Communities (ADD 25 MINUTES)

If you have a large group (25+ participants) and a bit more time, distribute two of each identity card.

In the debrief, ask each participant who their character is and identify where the other participant with the same character is standing. Note any significant differences or similarities in their positions.

Ask them to find their counterpart to briefly discuss which factors were most significant in guaranteeing or denying security and justice to their character.

Assessment Questions (Blank)

Q.2.1 The "security sector" is composed of: (select one)

    a. Public services where the personnel wear a uniform and carry weapons.

    b. A range of different actors involved in providing security and justice and in oversight of security sector institutions.

    c. Institutions that are mandated to use force to maintain control.

Q.2.2 People's security and justice needs are: (select one)

    a. Different or the same, depending on many factors such as age, gender, ethnicity, religion, and sexual orientation.

    b. Always different if you are a man or a woman.

    c. The same for all people within the same culture.

    d. Always different for people with disabilities and people without disabilities.

Assessment Questions (Answer Key)

Q.2.1 The "security sector" is composed of: (select one)

    a. Public services where the personnel wear a uniform and carry weapons.

    b. <u>A range of different actors involved in providing security and justice and in oversight of security sector institutions.</u>

    c. Institutions that are mandated to use force to maintain control.

Q.2.2 People's security and justice needs are: (select one)

    a. <u>Different or the same, depending on many factors such as age, gender, ethnicity, religion, and sexual orientation.</u>

    b. Always different if you are a man or a woman.

    c. The same for all people within the same culture.

    d. Always different for people with disabilities and people without disabilities.

ANNEX

Statements

1. If I have a health problem, I can access medical treatment immediately.

2. I can read and write.

3. I can get a loan when I need extra money.

4. I don't have to worry about where my next meal comes from.

5. I can speak about my personal life without fear.

6. I don't hesitate to walk home through the centre of town alone.

7. I can refuse a proposition of sex for money, housing, or other resources.

8. If a crime is committed against me, I feel safe reporting it to the correct authorities.

9. I know how to use a weapon.

10. I am respected by most members of my community.

11. I can/could determine when and how many children I have.

12. I could find a new job easily.

13. If I become HIV positive, I can access anti-retroviral treatment when I need it.

14. I am able to voice my opinion about local/national policies that affect me.

15. I can leave the country if I feel unsafe and return easily when the situation has improved.

16. I have access to clean water.

17. I am at risk of being a victim of human trafficking.

18. I can speak up if I witness discriminatory behaviour in my daily life (e.g., at work).

19. I can join a legal political demonstration without fearing the consequences.

20. I know what my human rights are.

21. I can leave my partner if s/he threatens my safety.

22. I could (have) feasibly be(en) the head of an institution before I retire(d).

23. I have had or will have the opportunity to complete my education.

24. I am optimistic about my future prospects.

Sample Identity Cards
Ukraine

These characters were created by DCAF for use with a case study of the armed conflict in Ukraine. Adapt them for your training context.

ALEXANDER

8 years old, speaks Russian as his first language but is also fluent in Ukrainian. His parents work for a helicopter engine factory in Zaporizhia, a town in the east which has seen fighting nearby. The Russian military is the factory's primary customer.

ANASTASIA

14-year-old Tatar girl from Crimea. Her father died of a drug overdose when she was 6, and since then she has taken charge of raising her two younger brothers while her mother works night shifts as a nurse. She has an eating disorder.

SERGEI

Successful doctor with links to former president Viktor Yanukovych and accusations in the press that he has been channeling funds to the pro-Putin rebels in the east. 50 years old, diabetic, and walks with a cane.

YELENA

20-year-old fashion student who likes to experiment with unorthodox clothing, sometimes dressing in an androgynous or masculine way. Her grandparents all came from Russia, but she considers Ukraine to be her home and speaks both languages fluently. Her long-time boyfriend refuses to use protection.

DIMITRY

35-year-old border guard currently stationed on the land border with Belarus (a pro-Russia country, but it has so far had good relations with Ukraine). Complicit in human trafficking over the border, and also regularly buys sex. He hasn't told his wife that he is HIV+.

OLGA

Romani small business owner, 45 years old, two children of her own and two adopted children. After her house and business were attacked by neo-Nazis, she acquired a revolver and learned how to use it. She suffers from recurrent tuberculosis. Speaks Romani and some Russian. She has never had a long-term partner.

ANDRIY

60-year-old Ukrainian army general nearing retirement, served for the Soviet Union in Afghanistan (1979-89). Deaf in one ear and still has occasional traumatic flashbacks to the conflict but has not received any mental health treatment. Married with three children. Russian is his first language.

MARIYA

30-year-old police officer, the daughter of a high profile Ukrainian nationalist politician, she was active in the Orange Revolution protests as a student in 2004-2005. She married when she was 19 and is now separated from her husband, who looks after their child. An active member of the churchgoing Ukrainian Orthodox community.

NAZAR

A 25-year-old artist who still officially lives at home with his parents but often stays with his boyfriend who is a Crimean Tartar—he hasn't told his parents. Russian is their common language. His mother serves in the Ukrainian military, but he ignored his call-up papers when conscription was reintroduced in May, because he was raped by his commander during his military service.

OLEKSANDRA

55-year-old judge from an old Ukrainian family. Studied law in Moscow. She worked as a human rights lawyer following Ukraine's independence in 1991. No children; her husband has Russian nationality and is a Kiev-based corporate lawyer for a Russian gas company. Her husband beats her on occasion, especially when he has returned home drunk after watching soccer.

DANYLO

Non-practicing Jewish man, 50 years old. He used to be a relatively well-off antique dealer in eastern Ukraine but was forced to flee with nothing to an internally-displaced-person camp when pro-Russian forces came to his town. He left school at 16 without any formal qualifications to run the family business. Ukrainian is his first language. Widowed.

KATERYNA

40-year-old brain surgeon, three months into an unplanned pregnancy. The father is an escort whom she hired, but she has not told him. Her religious beliefs mean that abortion is not an option. Her parents live far away in the countryside and are healthy, despite being in their 80s.

IBRAHIM

A 27-year-old Nigerian and practicing Muslim, Ibrahim is a star player for local soccer team Dynamo Kiev. His wife and family live in Lagos and are financially dependent on him. He speaks neither Ukrainian nor Russian.

JING

A 35-year-old French woman born to Chinese parents, she works for the OSCE on electoral reform. She speaks Russian and lives with her long-term Ukrainian girlfriend in Kiev.

DASHA

An 18-year-old Chechen (Muslim) who has been involved in kidnapping Ukrainian women and bringing them across the border to Russia for interrogation. He has learning difficulties but is paid well for his work by pro-Russian rebels, and his family back home depend on him financially.

HANNA

27-year-old wheelchair user from a well-off family of Ukrainian business people, she has no formal employment and lives of state benefits and support from her family. She is a "hacktivist" involved in attacking Russian websites and also played an important role in coordinating the Euromaidan protests through social media. Single.

Sample Identity Cards
Pakistan

These characters were created by Inclusive Security for use in a program in Pakistan.
Adapt them for your training context.

FAHMIDA

You are a 40-year-old police woman in a small town in southern Punjab. You are married and have three daughters. You are well respected and people trust you. You are worried about young people becoming radicalized in your community.

GULRUKH

You live in the Federally Administered Tribal Areas. Your community has been heavily affected by violence and extremism. You are especially concerned about your sons' and your husband's safety. You spend most of your time at home or the homes of relatives. You don't feel safe going to large gatherings.

SYEDA

You are a very hard-working 35-year-old farmer in southern Punjab. You have two children who help you in the fields. You are uneducated, like your children. You are worried that your son is going to be recruited by extremists and you fear for his safety. You are afraid of the police, who you feel are never helpful.

RUPINDER

You are a widowed Hindu woman and live in Karachi. You have one daughter and one son that you are raising alone. You are a school teacher. You are always worried about the violence that happens in Karachi and the anti-Hindu sentiments at the school.

EMILY

You are an American woman and work at an embassy in Islamabad. You eat out at restaurants on most nights and have a driver that takes you around.

SAIRA

You are a journalist and travel all around the country for your job. You have a MA degree from a UK university. You are based in Islamabad and live alone. You are unmarried and 33 years old.

HANNA

You are a grassroots Christian activist living in Lahore. You are recently divorced and have just started to live alone. Your family doesn't approve of the divorce and have cut you off. You feel very isolated and afraid for your safety. You feel that anti-Christian sentiment is increasing.

ATIYA

You are an 18-year-old girl and live in Peshawar. You have just graduated from high school and have to go to work in order to support your family. Your family is poor and you have to earn in order for your siblings to go to school.

GULNAZ

You are a Kazakh immigrant. You work hard in a tapestry factory but do not make enough to have your own apartment. You live with five other immigrants in a small room outside of Islamabad. You and your colleagues are often harassed by the police.

SADIA

You are the Hazara daughter of a merchant. You are Shia. You help your father and brothers with the work. Your family doesn't make enough money. You worry about food every day. You are unable to find other work. Your father has arranged your marriage but you don't want to get married.

RUMANA

You are a Hazara woman from Baluchistan with a stable income. You are the wife of a land-owner. You're the first person from your community to gain a post-graduate degree. You studied political science. You are 25 years old. You want to start an NGO serving Hazara community needs in Baluchistan.

FOUZIA

You are a 71-year-old woman from Hyderabad. You have 7 grandchildren whom you help support. Your son is in prison, and your daughter-in-law has to work. You have no one to take care of you.

JHARNA

You are a Bangladeshi Hindu woman living in Pakistan. You have faced major discrimination in both Pakistan and Bangladesh. You are unable to find a job and will be homeless soon. You have been abused by a man in the community, but nobody helped you.

SANIYA

You are a 5-year-old girl and live in Multan. You are the youngest in your family and you love to play outside. You love going to school with your older brother and sister.

HANAN

You are a 40-year-old Hindu man. You live in interior Sindh and your family has recently received threats. You have two sons and one daughter, and they go to school. You are always worried about their safety. You have friends in the community but don't think that anyone can help. You have recently lost your job and are looking for a new one.

FARIDA

You are a 25-year-old woman who lives in interior Sindh. You are afraid your brother is involved with a terrorist organization and are worried about his safety. Your brother will not listen to your parents. You are afraid that the police will find out and imprison your brother. You are scared of the police.

MEHER

You are a 30-year-old woman who lives in rural Punjab. You are a victim of domestic violence. You have 4 children and live with your mother and father in-law. You are not allowed to leave the house without your husband's permission. Your husband is very well-respected, and no one believes that he could be abusive. You are not allowed to see a doctor.

KENNETH

You are a British ex-pat who owns a textile factory outside of Islamabad. You are married to a wealthy Pakistani woman. You have no kids and two cars. You live in a beautiful home with private security. You have a great circle of international and local friends.

YOUSEF

You are a retired man in his late 60s. You were a professor and have been married for 38 years. You have 3 kids. You have 4 grandkids that you see regularly. You are not wealthy but have enough money saved to live fairly comfortably with your wife who is also in her 60s. You live in Lahore. You are against the government but don't express your political opinions because you don't want to be targeted.

PALWASHA

You are a 7-year-old Afghan girl living in Northern Pakistan. You are Pashtun and from a Sunni family. You are living with an aunt because your house was destroyed by Taliban and your family sent you to Pakistan. Your aunt doesn't have space for you, so you have to be very good, otherwise she will send you back.

NOREEN

You are a Shia woman with a disability. You use a wheelchair. You have trouble doing several basic things. You require help from your family to go grocery shopping. You are unemployed and very poor.

HABEEB

You are a 30-year-old man in Gujranwala. You are illiterate. You have been looking for work and would like to go to Lahore to make more money. You have not been able to find anything and are very frustrated. You are angry with the government and want to do something about it.

ASHAR

You are a 16-year-old Sunni boy and you live in Karachi. You are a good student. You want to be a doctor. You love to play cricket in the streets but your mother doesn't let you. You were born to a middle class family

ZIYAAD

You are a 25-year-old man and your family is from FATA. You live in Khyber Pakhtunkhwa. You want to serve your country, and have recently joined the police.

REEMA

You are a female Provincial Parliamentarian. You worked very hard to gain a degree in political science and Islamic studies. You are part of an Islamic political party.

EHITSAM

You are a man in your mid-40s from Azad Jammu/Kashmir. Your father was an independence fighter against India, and you are considering joining a militant group in the area yourself after a life of hard work and struggle. You work in a small shop.

WAJIB

You are a man who works for the security service. You are unmarried. You travel constantly across Pakistan on assignments. You are wealthy and have very good contacts in the government and private sector.

YACOOB

You are a male national parliamentarian. You are married to a British-born Pakistani woman. You have 3 children. You live in a nice home in a well-to-do area of Islamabad. Your children will go to universities abroad.

Security & Justice Providers

State ← → **Non-State**
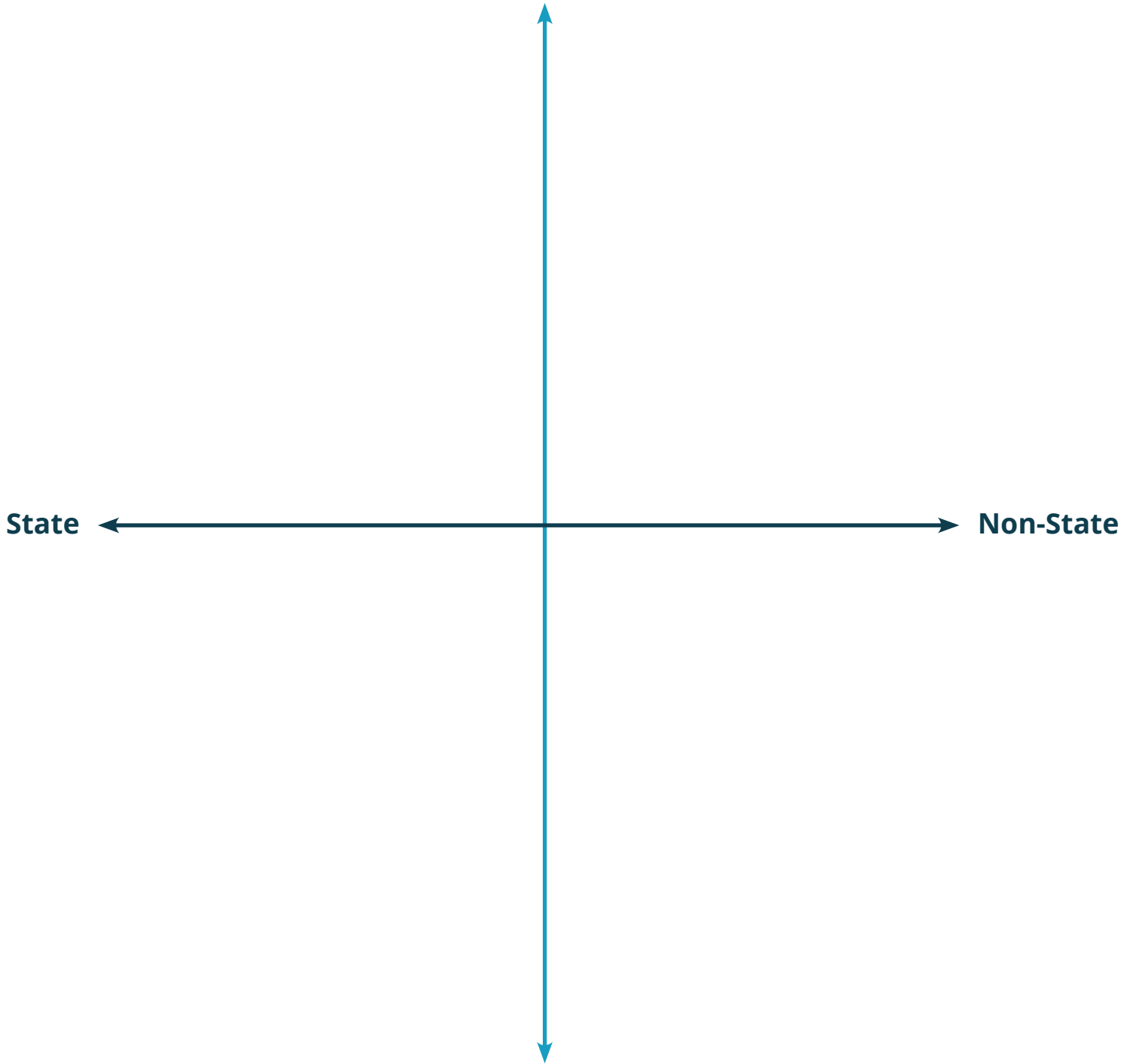
Governance, Oversight & Management

Security Sector Mapping – Example

Extracted from DCAF, Security Sector Reform Backgrounders, "The Security Sector"
available at ssrbackgrounders.org

Security & Justice Providers

State Security Providers
- Armed force and supporting services
- Police, specialized law enforcement agencies
- Gendarmeries
- Presidential guards, close protection forces
- National guards, civil defense
- Intelligence and secret services
- Border and customs services
- Etc.

State Justice Providers
- Courts, judges and state legal practitioners
- Defense and prosecution services
- Prisons, corrections and detention authorities
- Military justice systems
- State-sponsored alternative dispute resolution mechanisms
- Etc.

Non-State Security Providers
- Unofficial armed groups (militias, armed factions)
- Self-defense groups
- Commercial security providers, such as private security companies, private military companies
- Neighborhood watches
- Women's groups
- Customary security providers
- Etc.

Non-State Justice Providers
- Lawyers and paralegals
- Bar associations
- Legal aid bodies and public representation programs
- Victim support groups
- Prisoner assistance groups
- Customary justice providers
- Community dispute resolution mechanisms
- Etc.

State ⟵ ⟶ **Non-State**

Oversight
- Legislatures/Parliaments and their specialized committees
- Judicial authorities
- Ombuds-institutions
- Human rights commissions
- Anti-corruption commissions
- Independent complaints authorities
- Audit offices
- Etc.

Management
- Ministry of interior, homeland security, public
- Ministry of justice
- Ministry of defense
- Ministry of finance
- Police councils
- Judicial councils
- Judicial services, law commissions
- Etc.

Public and civil society oversight
- NGOs with a stake in high standards of security and justice provisions
- Human rights advocates
- Media
- Victim's groups
- Women's associations
- Academic institutions
- Independent research institutes and think tanks
- Unions and trade associations
- Political parties
- The interested public
- Etc.

Governance, Oversight & Management

Roles of Security Sector Institutions

Armed forces/ military/defense forces (may include gendarmerie)	• The primary function of this agency is to protect and defend the state and its population from foreign aggression. Some also participate in international peace operations. • Should be used for other internal security purposes only when civilian forces cannot respond effectively alone (emergency situations). • Should be equipped to deal with a wide range of threats, capable of cooperating with different state and non-state actors, and respectful of human rights. • Civilian authorities should oversee the agency's activities, expenditures, and processes.
Border management agency	• This agency focuses on the rules and procedures regulating activities and traffic across defined border areas. • Their task is the prevention of unlawful cross-border activities, the detection of national security threats, and the control of persons and vehicles at designated border-crossing points. • Border guards are usually under the authority of a civilian or paramilitary law enforcement service.
Immigration and customs agency	• This agency is responsible for enforcing entry and exit restrictions, ensuring the legality of travel documents, identifying and investigating criminality, and assisting those in need of protection. • Ideally, it should also improve the prevention and detection of human trafficking and smuggling; strengthen the protection and promotion of human rights; and enhance local ownership, oversight, and collaboration.
Police	• The primary function of this agency is to provide local law enforcement. • It focuses on prevention and detection of crime, the maintenance of public order, and protection of property and the population. • Civilian leadership should oversee their activities, expenditures, and processes.
Head of Government	• This can be a prime minister, president, or a monarch. The role, as it relates to the security sector, can vary from a ceremonial function, to chief of the armies, to supreme commander in wartime. • Along with other agencies within the executive branch of government, she/he determines the budget, general guidelines, and priorities of the armed and security services.

Members of legislatures/Parliament	• These actors are responsible for initiating, debating, and approving or opposing laws. • They exercise oversight of policies, approve budgets, and can launch investigations. • They can hold public hearings, provide CSOs with pertinent information, and use town hall meetings to discuss government policy.
Ministry of Defense	• This ministry is responsible for managing and overseeing the armed forces, as well as setting and implementing defense policy. • This ministry is typically the principal defense advisor to the head of government. • It is distinct from the armed forces themselves, which are more operational.
Ministry of the Interior	• This ministry is generally responsible for policy, funding, and oversight of civilian law enforcement organizations including police, border security, and special investigation units. • In some countries, this ministry can be responsible for prisons, immigration, and local governance, including provincial, municipal, and district administration.
Ministry of Gender/ Women's Affairs	• This ministry is responsible for providing guidance so that all government policies, structures, and programs meet both men's and women's needs. • It often focuses on integrating gender issues across government agencies as well as empowering women, in particular through dedicated programs and funding. • It can play a role in ensuring that SSR processes and security sector institutions are inclusive of women, and meet the needs of women and girls
National security council	• This body is responsible for reviewing the national security policy, a framework for how the country provides security for the state and its citizens. • This group can be the permanent cabinet or an ad hoc committee that advises the head of government. • This body usually consults widely with governmental security actors and may also consult with non-governmental actors
Parliamentary finance/budget committee	• These bodies have the final say on the budgets of all security sector institutions.

Parliamentary defense and intelligence committee	• This body gives advice and makes recommendations to the parliament concerning laws or decisions pertaining to national defense and intelligence. • It should focus on matters related to the size, structure, organization, procurement, financing, and functioning of the state actors mandated to use force and of civil management bodies that make decisions about the use of force. • All of these bodies should exercise broad oversight powers to investigate major public policy issues, defective administration, accusations of corruption, or scandals.
Ministry of Justice	• This ministry is responsible for organizing the justice system, overseeing the public prosecutor, and maintaining the legal system and public order. • It normally has responsibility for the penal system, including prisons. • Some ministries also have additional responsibilities in related policy areas, overseeing elections, directing the police, and law reform.
Judicial system	• This system is the law courts that administer justice and constitute the judicial branch of government. • Judiciaries, prosecution services, and other dispute resolution mechanisms should be impartial and accountable. • The judicial system plays a role in overseeing other parts of the security sector, when cases involving security sector personnel or institutions are brought before the courts.
Penal system	• The penal system is responsible for executing the punishments or other measures ordered by the courts. The penal system includes prisons, but also alternatives to custody, such as systems for bail and community service orders, as well as (where existing) elements such as parole boards, probationary services and inspectorates, and traditional and informal sanctions systems. • A functioning penal system should have sufficient staff that is trained and properly paid to avoid corruption; respect human rights and the different needs of women, men, boys, and girls; and provide rehabilitative and educational activities. • Prisons should be monitored by independent groups/civil society to prevent abuse.

Traditional authorities	• These people (such as village heads, chiefs, elders, councils) can wield important influence over local attitudes, customs, and behaviors. • They may play a significant role in dispute resolution.
National human rights institutions, ombuds-persons, and special-ized oversight bodies	• These are established by law or in the constitution. They are permanent bodies, independent from government, but usually reporting to the parliament. • These bodies exist in order to review the activities of government authorities, including the security sector (although the armed forces are often excluded from their jurisdiction). • Other specialized bodies of this kind may have a mandate to oversee either specific agencies or sectors (e.g., police, prisons) or thematic issues (i.e., corruption).
CSOs (e.g., human rights organizations, victims' assistance organizations, women's organizations)	• These actors may monitor the security sector, conduct research, advocate for policy change, and provide services to the population around security issues. • They often have strong networks in the population and with other similar organizations.
Media	• This actor can play a role in overseeing the public authorities and inform-ing citizens about security risks. • It can help raise public awareness and create support for SSR. It can have a negative influence if it is not independent from the state.
Private military and security companies	• These are for-profit companies that provide military and security services to a state. • They perform duties typically similar to those of military or police forces, but often on a smaller scale. They may consist of foreign or local staff. • They are often involved in running detention facilities and training security sector personnel. • Notably, they are often not subject to the same degree of oversight and accountability as state armed and security forces.

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