

Curriculum

To be reviewed by <i>February 2021</i>	Activity number 10	Basic Course on Security Sector Reform	ECTS 1
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<p><u>Target audience</u></p> <p><i>Participants should preferably be involved in the planning, implementation or management of CSDP missions and operations or in the EU Commission projects in support of areas relevant to Security Sector Reform.</i></p> <p><i>Priority is given to personnel from the EU Member States.</i></p>	<p><u>Aim</u></p> <p>This course provides a thorough understanding of Security Sector Reform as a concept, its generic principles and objectives, and the role of SSR within the EU integrated approach. It addresses the importance of the political dimension of SSR and the need for all SSR processes to be inclusive and nationally owned.</p> <p>It provides insight into the EU-wide strategic framework on SSR and how SSR support is implemented and coordinated, both internally and with other relevant actors, to fulfil the EU-wide mandate.</p> <p>The course also aims to foster a network of SSR experts and enables the participants to use their field of expertise to share views on practice and lessons on an EU integrated approach to SSR.</p>
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Learning outcomes	Knowledge	<ul style="list-style-type: none"> • Explain the basic principles of SSR as a context-specific, nationally owned and politically governed process based on human rights, democracy and the rule of law • Define and differentiate between the notions of security, the security sector and security sector reform • Define the relevance of a human security approach for SSR • Recognise the range of actors (state and non-state) involved in the security sector • Describe the key international policy frameworks and actors involved in SSR, with a special emphasis on the EU through the EU-wide strategic framework on SSR • Describe the importance of coordination to promote effective and coherent EU SSR support • Describe the different decision-making procedures and management of CSDP missions/operations and Commission programmes and projects
	Skills	<ul style="list-style-type: none"> • Identify key lessons learnt and innovation from practical SSR experiences • Analyse the role and contribution of the EU in the overall SSR process of a host country • Identify the major steps of SSR support, such as analysis and planning
	Competences	<ul style="list-style-type: none"> • Apply key EU SSR policy and guidance documents during the planning and/or implementation of a CSDP mission/operation or Commission programmes and projects • Advocate for the importance of gender-responsive SSR and identify the need to apply a gender perspective when analysing and conducting SSR

Evaluation and verification of learning outcomes

The course is evaluated according to the Kirkpatrick model: it makes use of *level 1 evaluation (based on the participant's satisfaction with the course)*.

In order to complete the course, participants have to accomplish all learning objectives, which are evaluated based on active contribution in the residential module, including their syndicate session and practical activities as well as on their completion of the eLearning phases: course participants must complete the autonomous knowledge units (AKUs) and pass the tests (*mandatory*), scoring at least 80 % in the incorporated out-test/quiz. There is active observation by the course director/lead instructor and a feedback questionnaire completed by course participants at the end of the course.

However, no formal verification of learning outcomes is foreseen; proposed ECTS is based on participants' workload only.

Course structure		
Main Topic	Recommended Working Hours (of which eLearning)	Contents
Fundamentals of SSR: definitions, characteristics and cross-cutting issues	8 (2)	<ul style="list-style-type: none"> Governance of the security sector and principles of the rule of law General principles, objectives and processes of SSR The political and technical dimensions of SSR Who's who in a typical security sector
Gender-responsive SSR	2 (1)	<ul style="list-style-type: none"> International frameworks and resolutions on gender Different security needs, perspectives and experiences of men, women, boys and girls Integrating gender as a cross-cutting perspective in SSR support
EU and other international policy frameworks on SSR	5 (1)	<ul style="list-style-type: none"> EU policy framework on SSR, the EU Integrated Approach, the EU-wide strategic framework on SSR and other relevant policies and strategies for EU SSR support UN, AU, NATO, OSCE, OECD policies - similarities and contextual differences
EU SSR support in different contexts	8 (1)	<ul style="list-style-type: none"> Lessons learnt from EU SSR implementation Coordination of EU SSR support Planning, selection, training and implementation of and for EU CSDP missions/operations and Commission projects Case study/exercise [optional]
SSR assessment and analysis	4 (1)	<ul style="list-style-type: none"> Challenges and added value of joint monitoring and evaluation Best practices in planning, conducting and following up on SSR assessments Case study/exercise [optional]
TOTAL	27 (6)	

<u>Materials</u>	<u>Additional information</u>
<p><i>Essential e-learning:</i> AKU 2 The European Security Strategy; AKU 3 Role of EU institutions in the field of CFSP/CSDP; AKU 6 EU Decision Shaping/Making; AKU 10 EU Mediation and Dialogue Capacities; AKU 11A Gender and the UNSCR 1325; Introduction to SSR [ISSAT module]; Fundamentals of Strategic Advising in Reform Environments [ISSAT module]</p> <p><i>Reading material:</i> <i>Joint communication: Elements for a EU-wide strategic framework to support security sector reform (5.7.2016)</i> - Shared Vision, Common Action: A Stronger Europe. A Global Strategy for the EU's Foreign and Security Policy - Council Conclusions on the Integrated Approach to External Conflicts and Crises (01.22.2018, doc. 5413/18)</p> <p>The materials proposed will reflect current developments in the field of SSR in general and EU policies in particular. Mandates of CSDP mission and operations and/or EU Commission programmes should be included where relevant, as well as other documents from the EEAS, the EU Council Secretariat and the EU Commission.</p>	<p>A pre-course questionnaire on learning expectations and reading material can be sent to the participants before the beginning of the course.</p> <p>All course participants have to prepare for the residential module by going through the relevant eLearning preparatory phase, which is mandatory. The number of AKUs included in the e-learning module is decided by the course director, but should not be fewer than two.</p> <p>In order to facilitate discussion between course participants and trainers/experts/guest speakers, the Chatham House Rule is enforced during the residential module: <i>'participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed'</i>.</p>