Curriculum

To be reviewed by *February 2023*	Activity number *11*	**Core Course on Security Sector Reform**	ECTS **2**

Target audience	Aim
Participants should preferably be middle to senior level professionals deployed or just about to be deployed in support of a bilateral, regional or multilateral mission to support security and justice reform within EU or EU Member State and/or partner country structures. The course is also open to those involved in programming, programme management and/or in political/policy dialogue in the wider context of SSR. *Priority is given to personnel from the EU Member States and EU institutions.*	The course aims to enhance the knowledge, skills and competencies of participants in relation to the concept and principles of SSR as part of the EU integrated approach and other related EU policy and concepts, in particular 'the EU-wide strategic framework in support of Security Sector Reform. It will highlight the key components of SSR, the various tools and techniques used by SSR practitioners and the challenges that an SSR advisor could face. It will also develop examples of good practice through the collective sharing of experience and provide tools to address future challenges and assess needs in relation to SSR. The course also aims to strengthen a network of SSR experts, with a common understanding of EU SSR principles and actions.

Learning outcomes

Knowledge

- Define and differentiate between the notions of security, the security sector and security sector reform, and security sector governance
- Explain the concept and evolution of SSR, including such issues as contexts, principles, programme areas and the highly political nature of SSR
- Describe the key policy frameworks and actors involved in SSR, including the UN, OSCE, NATO, with a special emphasis on the EU and the Joint Communication to the European Parliament and the Council - Elements for an EU-wide strategic framework to support SSR
- Examine the challenges of supporting SSR in post-conflict, developing transition or fragile environments and how to apply the EU SSR principles
- Recognise key cross-cutting issues in SSR programming such as human rights, gender and equality, good governance principles, integrity and the fight against corruption and the interlinkages between the security, justice, and defence sectors. Explain relations between SSR and other areas of engagement as DDR, Transitional Justice and SALW programs
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- Identify the major phases, methods and tools of the assessment, analysis, design, development, implementation, monitoring and evaluation of EU SSR missions/operations and programmes
- Describe people-centric security and justice (in contrast to state-centric)

Skills

- Build a practical understanding around the key characteristics of SSR based on discussions, exercises and case studies
- Differentiate the phases of the programme cycle and apply tools on assessment, design, review, monitoring and evaluation
- Demonstrate the importance of working complementarity across the various sub-components of SSR of SSR in fragile, post conflict, developing and transition environments and contexts
- Place SSR within its international and national contexts, and explain how the context has an impact on the approach to be taken
- Improve collaboration with other national and international actors from the various segments of the security sector and related programmes
- Examine the difference between police and policing; and restorative versus punitive justice in terms of people-centric security and justice
- Translate SSG/R strategic objectives into operational activities and apply a subject matter area reform under an overarching SSR mandate

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Compe-tences		• Assess political commitment to reform, likely sources of resistance and ways in which support for reform can build constituencies that may come to support the change process • Develop and understand synergies with other international actors and seek to build consensus with them in the field of SSR programming • Discuss and develop indicators to measure the success of SSR programmes as part of systematic monitoring and evaluation • Discuss various dilemmas and approaches related to being an effective advisor. • Compare field updates including challenges and good practices in implementing SSR and demonstrate lessons identified and successes of the EU Comprehensive and integrated approach to external conflict and crises in the field of EU support to SSR programmes • Apply analytical and problem-solving skills to consider SSR challenges in a specific context • Apply SSR theoretical knowledge and lessons learnt in daily work as an SSR practitioner

<u>Evaluation and verification of learning outcomes</u>

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) prior to the residential phase. 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**
Fundamental aspects of SSR	7-18 - up to 18 hours depending on course duration	• Introduction to the concept of SSR • Actors of the Security Sector • Ensuring governance and oversight of the Security Sector • SSR in post-conflict or fragile contexts • The role of non-state actors in SSR (including civil society) • Coordination and work across sub-sectors in SSR programming
EU SSR and other relevant SSR policy and frameworks	4-8 - depending on course duration	• The EU and SSR (including the Joint communication : Elements for an EU-wide strategic framework to support SSR, and the EU Integrated Approach) • The UN and SSR • The AU and SSR • The OSCE and Security Sector Governance/Reform (SSG/R) • NATO and SSR and DSR
Supporting the implementation of EU SSR programmes	27-33	[*At least three of the following:*] • Defence sector reform • Police reform • Integrated border management • Intelligence reform • Justice reform, informal and transitional justice • Penal and corrections service reform • Case studies *(across the various sessions and/or dedicated sessions on specific case studies)* • Experience sharing (participant presentations) • Gender and SSR (implementing UNSCR 1325 in SSR) *(in addition to a mainstreamed approach on this)*
EU SSR-related programmes and cross cutting issues	4-8	Electives/ optional: • DDR (recommended 2 units)

		• Small arms and light weapons / Physical security and stockpile management of storage sites (recommended 2 units) • Building integrity / Anti-corruption
TOTAL	**42-67 (9)**	The total number of hours includes 9 hours of pre-course preparation/ reading. Virtual (on.-line) or hybrid course formats are permissible.

Materials	
Essential, available e-learning: AKU 2 The European Security Strategy; AKU 6 EU Decision Shaping/Making; AKU 10 EU Mediation and Dialogue Capacities; AKU 11A Gender and the UNSCR 1325; *Introduction to SSR* [DCAF-ISSAT E-Learning module]- optional *Reading materials:* *- Joint communication: Elements for an EU-wide strategic framework to support security sector reform (05.07.2016)* *- 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) *- Updated summary of international policy framework on SSR* *- Country-specific background note(s) and or press articles/ reports* *- CSDP Guidelines for mentoring and advising* *- UNSCR 2151* *- DCAF SSR in a Nutshell* *- Videos related to specific thematic areas*	Additional information A pre-course questionnaire on learning expectations and reading materials can be sent to participants before the beginning of the course. 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. In order to facilitate discussion between course participants and trainers/experts/guest speakers, the **Chatham House Rule** is enforced during the residential module The training should create a space for participants to share experiences and draw on personal lessons learnt and good practices in an inclusive way.

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