

Curriculum

To be reviewed by Feb. 2024	Activity number 31	CSDP Course on Building Integrity / Reducing Corruption in the Defence and Security Sector and Wider Government	ECTS 2
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CORRELATION WITH CTG / MTG TRAs	EQUIVALENCES
Civil Training area 8: Good Governance	N/A

<p style="text-align: center;"><u>Target audience</u></p> <p><i>Participants should be experts (civilians and military personnel) working in areas related to crisis management in the wider context of CFSP/CSDP or already in a post-crisis area. They might also be prospective participants in future CSDP missions and operations.</i></p> <p><i>Priority is given to EU Member State personnel deploying to CSDP missions and operations.</i></p>	<p style="text-align: center;"><u>Aim</u></p> <p>The course aims to enhance participants' understanding of corruption risks and to help them develop measures to reduce corruption when preparing for and engaged in CSDP missions and operations.</p>
<p><u>Open to:</u></p> <ul style="list-style-type: none"> ▪ EU member States / Institutions ▪ Third countries ▪ International Organisations 	

Learning Outcomes	
Knowledge	LO1. Categorise and evaluate corruption risks within the defence and security sector, human resource management, public financial management and operations LO2. Comprehend and evaluate corruption risks in the procurement cycle LO3. Identify and assess, at the political level, civil-military interaction on the governance of the defence and security sector LO4. Assess the role of media and the effect of strategic communications in tackling corruption LO5. Understand the legal framework and develop and sustain an integrity strategy and plans to reduce corruption risks LO6. Appraise the merits of the Code of Conduct for CSDP missions and operations
Skills	LO7. Recognise the risk of corruption and understand the role of building integrity in reducing the risk.

Responsibility and Autonomy	LO8. Compare and demonstrate lessons identified and good practice in building integrity in the CSDP missions and operations.
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Evaluation and verification of learning outcomes

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

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

However, no formal verification of learning outcomes is foreseen; the proposed European credit transfer system (ECTS) score is based on participants' workload only.

Course structure

The residential module is held over four days.

Main Topic	Suggested Working Hours (required for individual learning)	Suggested Contents
1. Corruption risks	2	1.1 General approach to corruption risks 1.2 Corruption in the defence and security sector 1.3 Key risk areas and the impact of corruption
2. Gender-specific corruption risks	3(2)	2.1 Bringing UNSCR 1325 and supplementary resolutions into action in anti-corruption activities 2.2 Gender impact of corruption within a society
3. Corruption risks in complex security environments	5	3.1 Identifying and evaluating corruption risks within missions and operations and complex security environments 3.2 Corruption, organised crime and terrorism nexus 3.3 Hybrid threat from state and non-state actors in weaponising corruption 3.4 Civilian and military capabilities to protect mission integrity and mandate delivery
4. Corruption risks in implementing CSDP missions and operations	14(4)	4.1 Building integrity/reducing corruption in the EU/CSDP context 4.2 Corruption risks and human resource management 4.3 Impact of corruption on CSDP missions' success and impact 4.4 Corruption risks within public financial management 4.5 Fraud and its impact on system integrity 4.6 Risk management approach to fraud reduction 4.7 Corruption risks in the procurement cycle
5. Codes of conduct	3(2)	5.1 Reducing the risk of corruption within a CSDP mission/operation through codes of conduct; 5.2 Code of Conduct including integrity standards for CSDP missions and operations
6. Civil-military interaction	4(2)	6.1 Civil-military interaction on the governance of the defence and security sector

		6.2 Organisational cultural perspectives on corruption risks
7	Media and strategic communications	2
		7.1 Role of media and the effect of strategic communications in tackling corruption 7.2 Importance of social media in enabling and countering corruption
8	Legal framework for integrity strategy	2
		8.1 Legal framework for developing and sustaining a national integrity strategy 8.2 Strategic planning and partner organisations to assist in reducing corruption risks
TOTAL		45 (10)

<p style="text-align: center;"><u>Materials</u></p> <p>Required:</p> <p><u>Essential e-Learning:</u></p> <ul style="list-style-type: none"> · AKU 2 The EU Global Strategy · AKU 4 EU Crisis Management Structures and Chain of Command · AKU 21 Intercultural Competence · AKU 11A Gender and UNSCR 1325 <p>Recommended:</p> <p><u>Recommended-learning on a voluntary basis:</u></p> <ul style="list-style-type: none"> · AKU 1 History and Context of CSDP; · AKU 6 Decision-shaping/making <p><u>Suggested supplementary study</u></p> <ul style="list-style-type: none"> · Global Strategy for the EU's Foreign and Security Policy (July 2016); · Council conclusions on the Integrated Approach to External Conflicts and Crises (22 January 2018, doc. 5413/18); · Fact sheet on the integrated approach; · Upgraded Generic Standards of Behaviour for CSDP Missions and Operations; · Other supplementary materials related to building integrity and anti-corruption. 	<p style="text-align: center;"><u>Methodology</u></p> <p>Blended methodology. Presentations, discussions and exercises.</p> <p style="text-align: center;"><u>Additional information</u></p> <p>All course participants must prepare for the residential module by completing the relevant eLearning preparatory phase, which is mandatory.</p> <p>A pre-course questionnaire on learning expectations and a possible briefing topic from the specific area of expertise could be envisaged by the course director and training provider partners.</p> <p>In order to facilitate discussion between course participants and trainers/experts/guest speakers, the Chatham House Rule is used during the residential module: <i>'participants in the course 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>
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