

### Curriculum

To be reviewed by <i>February 2025</i>	Activity number <b>11</b>	<b>Core Course on Security Sector Reform</b>	<b>ECTS</b> <b>2</b>
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CORRELATION WITH CTG / MTG TRAs	EQUIVALENCES
Civilian Training Area No 18: Security Sector Reform	N/A

<p><u>Target audience</u></p> <p>Participants should preferably be middle- to senior-level civilian or military experts deployed or just about to be deployed in support of a CSDP or bilateral, regional or multilateral mission or operation 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 including EU partner countries</p> <p>Priority is given to personnel from the <i>EU Member States and EU institutions</i>.</p> <p>Open to:</p> <ul style="list-style-type: none"> <li>• Third Countries and IOs</li> </ul>	<p><u>Aim</u></p> <p>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's integrated approach and other related EU policy and concepts, including 'the EU-wide strategic framework in support of Security Sector Reform', the 'Civilian CSDP Compact' and the strategic Compass for security and defence. It will highlight the key components of SSR, the various tools and techniques used by SSR practitioners and the challenges that SSR SMEs 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.</p> <p>The course also aims to strengthen a network of SSR experts, with a common understanding of EU SSR principles and actions.</p>
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Learning Outcomes	
Knowledge	<p>LO.01 Define and differentiate between the notions of human security, the security sector and security sector reform, and security sector governance.</p> <p>LO.02 Explain the concept and evolution of SSR, including issues such as contexts, principles, programme areas, national ownership and the highly political nature of SSR.</p> <p>LO.03 Describe the EU key policy frameworks and actors involved in SSR, 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, the civilian CSDP Compact and the strategic Compass for security and defence.</p> <p>LO.04 Introduce the different key policy frameworks of the UN, OSCE, NATO including the NATO Building Integrity programme.</p> <p>LO.05 Examine the challenges of supporting SSR in the context of post-conflict, developing transition or fragile environments and how to apply the EU SSR principles.</p> <p>LO.06 Recognise key cross-cutting issues in SSR programming, such as human rights, gender and equality, good governance principles, building integrity and the fight against corruption.</p> <p>LO.07 Explain relations between SSR and other areas of engagement as DDR, Transitional Justice and SALW programmes.</p> <p>LO.08 Discuss phases, methods and tools of the assessment, analysis, design, development, implementation, monitoring and evaluation of CSDP SSR missions/operations and EU SSG/R programmes.</p>

<b>Skills</b>	<p>LO.09 Build a practical understanding of the key characteristics of SSR based on discussions, exercises and case studies.</p> <p>LO.10 Differentiate the phases of the programme cycle and apply tools on assessment, design, review, monitoring and evaluation.</p> <p>LO.11 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.</p> <p>LO.12 Place SSR within its international and national contexts, and explain how the context has an impact on the approach to be taken.</p> <p>LO.13 Improve collaboration with other national and international actors and partners from the various segments of the security and justice sector and related programmes.</p> <p>LO.14 Translate SSG/R strategic objectives into operational activities.</p>	
<b>Responsibility and Autonomy</b>	<p>LO.15 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.</p> <p>LO.16 Develop and understand synergies with other international actors and seek to build consensus with them in the field of SSR programming.</p> <p>LO.17 Identify indicators to measure the success of SSR programmes as part of systematic monitoring and evaluation.</p> <p>LO.18 Discuss challenges and approaches related to being an effective advisor.</p> <p>LO.19 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.</p> <p>LO.20 Apply analytical and problem-solving skills to consider SSR challenges in a specific context</p> <p>LO.21 Apply SSR theoretical knowledge and lessons learnt in daily work as an SSR practitioner.</p>	
<p><u>Evaluation and verification of learning outcomes</u></p> <p>The course is evaluated according to the Kirkpatrick model: it makes use of <i>level-1 evaluation (based on the participant's satisfaction with the course)</i>.</p> <p>In order to complete the course, participants have to accomplish all learning objectives, which are evaluated on the basis of active contribution in the residential module, including their syndicate session/practical activities, as well as on the basis of their completion of the eLearning phases: course participants finalise the autonomous knowledge units (AKUs) and pass the tests (<i>mandatory</i>), scoring at least 80% in the incorporated out-test/quiz. Active observation by the course director/lead instructor and feedback questionnaire filled by course participants at the end of the course is used.</p> <p>No formal verification of learning outcome is in place; proposed ECTS is based on participants' workload only.</p>		
<b>Course Structure</b>		
<b>Main Topics</b>	<b>Suggested Working Hours (required for individual learning)</b>	<b>Suggested Contents</b>
1.Fundamental aspects of SSR	7-18	<p>1.1 Introduction to the EU concept of SSR and good governance principles</p> <p>1.2 Different Actors of the Security Sector</p> <p>1.3 Ensuring governance control and parliamentary oversight of the Security Sector</p> <p>1.4 SSR in post-conflict or fragile contexts</p> <p>1.5 The role of non-state actors in SSR (including civil society)</p> <p>1.6 Coordination, advising and work across sub-sectors in SSR programming</p>
2. EU SSR and other relevant SSR policy and frameworks	4-8	<p>2.1 The EU and SSR (including the Joint communication : Elements for an EU-wide strategic framework to support SSR, and the EU Integrated Approach) – mandatory</p> <p>2.2 The UN and SSR</p> <p>2.3 The AU and SSR</p>

		2.4 The OSCE and Security Sector Governance/Reform (SSG/R) 2.5 NATO and SSR, focusing on Defence Sector Reform
3. Supporting the implementation of EU SSR programmes	27-33	[At least three of the following:] 3.1 Defence sector reform 3.2 Police reform 3.3 Integrated border management 3.4 Intelligence reform 3.5 Justice reform, informal and transitional justice 3.6 Penal and corrections service reform 3.7 Case studies ( <i>across the various sessions and/or dedicated sessions on specific case studies</i> ) 3.8 Experience sharing (participant presentations) 3.9 Gender and SSR (implementing UNSCR 1325 in SSR) ( <i>in addition to a mainstreamed approach on this</i> )
4. EU and partner SSR-related programmes and cross-cutting issues	4-8	4.0 Electives/ optional: • DDR • Small arms and light weapons (SALW) • NATO Building integrity program
TOTAL	42-67 (15-20)	The course is in person but virtual (online) or hybrid course formats are permissible, if specific circumstances require.

<p style="text-align: center;"><u>Materials</u></p> <p><b><i>E</i>Learning:</b> AKU 3 Role of EU institutions in the field of CFSP/CSD AKU 4: CSDP crisis management structures and the chain of command AKU 6 EU Decision Shaping/Making AKU 10 EU Mediation and Dialogue Capacities AKU 11A Gender and the UNSCR 1325</p> <p><u>Recommended Reading materials:</u> <i>Joint communication: Elements for an EU-wide strategic framework to support security sector reform (05.07.2016)</i></p> <p>- <i>Shared Vision, Common Action: A Stronger Europe. A Global Strategy for the EU's Foreign and Security Policy</i></p> <p>- <i>Council Conclusions on the Integrated Approach to External Conflicts and Crises (01.22.2018, doc. 5413/18)</i></p> <p>- <i>Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the establishment of a Civilian CSDP Compact (19.11.2018)</i></p>	<p style="text-align: center;"><u>Methodology</u></p> <p>The course is based on the following methodology: lectures, panels, group works and exercises.</p> <p style="text-align: center;"><u>Additional information</u></p> <p>A pre-course questionnaire on learning expectations and reading materials can be sent to 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 and selection of at least two AKUs included in the eLearning module will be determined by the course director-</p> <p>The training should create a space for participants to share experiences and draw on personal lessons learnt and good practices in an inclusive way.</p> <p>In order to facilitate discussion between course participants and trainers/experts/guest speakers, the <b>Chatham House Rule</b> is used during the residential module: <i>'participants in</i></p>
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<ul style="list-style-type: none"><li>- <i>A Strategic Compass for a stronger EU security and defence in the next decade (21.03.2022)</i></li><li>- <i>Implementing Guidelines for the EU Policy on Training for CSDP (EEAS(2022) 1416)</i></li><li>- <i>CSDP Guidelines for mentoring and advising</i></li></ul>	<p><i>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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