

## Curriculum

To be reviewed by <i>February 2027</i>	Activity number <b>10</b>	<b>Basic Course on Security Sector Reform</b>	ECTS <b>1</b>
---	------------------------------	---	------------------

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 involved in the planning, implementation or management of CSDP missions and operations or in EU Commission projects in support of areas relevant to Security Sector Reform.</p> <p>Priority is given to personnel from EU Member States.</p> <p>Open to participants from:</p> <ul style="list-style-type: none"> <li>• EU MS</li> <li>• EU candidate countries</li> <li>• Third Countries and members of IOs</li> </ul>	<p><u>Aim</u></p> <p>This course provides a thorough understanding of Security Sector Reform as a concept, its overarching 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 for 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 expertise to share views on practice and lessons on an EU integrated approach to SSR.</p>
---	---

Learning outcomes	
Knowledge	<p>LO.01 Explain the basic principles of SSR as a context-specific, nationally owned and politically driven process based on human rights, democracy and the rule of law.</p> <p>LO.02 Define and differentiate between the notions of security, security sector and security sector reform.</p> <p>LO.03 Explain the relevance of a human security approach for SSR, including the impact of climate change, environmental degradation and exploitation on security and stability.</p> <p>LO.04 Outline the holistic implementation of SSR including governance and oversight mechanisms, including how environment and climate-related risks impact security institutions and how environmental governance, legislation and enforcement can contribute to stability</p> <p>LO.05 Recognise the huge variety of actors (state and non-state) involved in the security sector.</p> <p>LO.06 Describe the key international policy frameworks and actors involved in SSR, with a special emphasis on the EU and the EU-wide strategic framework on SSR.</p> <p>LO.07 Describe the importance of coordination to promote effective and coherent EU SSR support, emphasizing the need for collaboration between security, environmental, and development/humanitarian actors to address climate-related security risks.</p> <p>LO.08 Describe the relevance of gender-responsive SSR.</p>

	LO.09 Understand the SSR–DDR nexus, including how environmental stressors such as climate change and resource scarcity can influence reintegration processes.
Skills	LO.10 Identify the key lessons learnt from practical SSR experiences and innovative steps taken. LO.11 Analyse the role and contribution of the EU in the overall SSR process in a host country. LO.12 Recognise the principles of EU SSR policy and how to implement them. LO.13 Identify the major steps in SSR support, such as analysis and planning.
Responsibility and autonomy	LO.14 Apply key EU SSR policy and guidance documents during the planning and/or implementation of a CSDP mission/operation or Commission programmes and projects. LO.15 Advocate for the importance of gender-responsive SSR and identify the need to apply a gender perspective when analysing and conducting SSR, recognizing the differentiated impact of climate change on women and their role in climate-related conflict resolution and peacebuilding. LO.16 Apply the integrated approach to external conflicts and crises in support to SSR. LO.17 Explain the linkages between climate change, environmental stress, natural resource exploitation and security, and identify entry points for integrating climate and environmental resilience, legislation and enforcement into SSR processes.

<p style="text-align: center;"><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 and practical activities; and completion of the eLearning phases: course participants must complete the autonomous knowledge units (AKUs) and pass the tests (<i>mandatory</i>), scoring at least 80% in the incorporated test/quiz. Active observation by the course director/lead instructor is used and participants fill in a feedback questionnaire at the end of the course.</p> <p><b>However, no formal verification of learning outcome is foreseen; the proposed ECTS is based on participants' workload only.</b></p>			
<b>Course structure</b>			
	<b>Main topics</b>	<b>Suggested working hours (and hours required for individual learning)</b>	<b>Suggested content</b>
	1. Fundamentals of SSR: definitions, characteristics and cross-cutting issues	<b>10 (2)</b>	1.1. Governance of the security sector, SSR pillars and relevant cross-cutting issues, including environmental and climate-related security risks. 1.2 General principles, objectives and processes of SSR, with attention to emerging security threats such as climate change. 1.3 The political and technical dimensions of SSR 1.4 Who's who in a typical security sector
	2. Gender-responsive SSR	<b>4 (2)</b>	2.1 Relevant international frameworks and resolutions on gender 2.2 Different security needs, perspectives and experiences of men, women, boys and girls 2.3 Integrating gender and equality as a cross-cutting perspective in SSR support

	2. Environment, climate change and SSR		2.4 Environment and climate-related security risks 2.5 The role of security and rule of law actors in addressing these risks 2.6 Integrating environment and climate-related security risks in SSR support 2.7 How do other international and regional organisations address these risks (frameworks and case examples)
	3. EU and other international policy frameworks on SSR	8 (4)	3.1 EU policy framework on SSR, the EU Integrated Approach, the EU-wide strategic framework for SSR and other relevant policies and strategies for EU SSR support 3.2 UN, AU, NATO, OSCE, OECD policies – similarities and contextual differences
	4. EU SSR support in different contexts	6 (2)	4.1 Lessons Identified/lessons learned from EU SSR implementation, including cases where environment and climate-related security threats were relevant 4.2 Coordination of EU support for SSR, highlighting inter-agency collaboration on environment and climate related security risks. 4.3 Planning, selection, training and implementation of and for EU CSDP missions/operations and Commission projects 4.4 Case study/exercise [optional]; environmental stressors and SSR – responding to environment and climate-driven instability (example case study)
	5. SSR assessment and analysis	4 (2)	5.1 Challenges and added value of joint monitoring and evaluation 5.2 Best practices in planning, conducting and following up on SSR assessments 5.3 Case study/exercise [optional]
	TOTAL	32 (12)	The course is in person, but virtual (online) or hybrid course formats are permissible if special circumstances require.

<p style="text-align: center;"><u>Materials</u></p> <p><b>Required ELearning:</b> AKU 2 The EU Global Strategy (EUGS) AKU 3 Role of EU institutions in the field of CFSP/CSDP AKU 6 EU CSDP Decision Shaping/Making AKU 9 Security Implications of Climate Change and Environmental Degradation and Exploitation AKU 11A Gender and the UNSCR 1325</p> <p><b>Recommended ELearning:</b> AKU 1 History and context of ESDP/CSDP development AKU 10 EU Mediation and Dialogue Capacities AKU 23 Intro SSR UNITAR/ISSAT AKU 36 Civilian CSDP Compact AKU 44 Framing EU Defence Cooperation AKU 45 Permanent Structure Cooperation (PESCO) Fundamentals of Strategic Advising in Reform Environments [ISSAT module]</p> <p><b>Reading materials:</b> - A Strategic Compass for stronger EU security and defence in the next decade (21.03.2022) - Joint communication: Elements for a EU-wide strategic framework to support security sector reform (5.7.2016) - 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)</p>		<p><u>Methodology</u> The course is based on the following methodology: lectures and panels, group work, exercises.</p> <p><u>Additional information</u> 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 completing the relevant eLearning preparatory phase, which is mandatory. The course director decides on the number of AKUs included in the e-learning module, which should not be less than two.</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 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>
---	--	--

	<ul style="list-style-type: none"> <li>- <i>EU Policy on Training for CSDP (11362/24)</i></li> <li>- <i>Implementing Guidelines for the EU Policy on Training for CSDP (EEAS(2022) 1416)</i></li> <li>- <i>Joint Communication on the Climate-Security Nexus (JOIN(2023) 19 final)</i></li> </ul> <p>The materials proposed will reflect current developments in the field of SSR in general and EU policies in particular. Mandates of CSDP missions 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>	
--	---	--

DRAFT