

Curriculum

To be reviewed by <i>February 2027</i>	Activity number 11.B	In-country course on security sector reform	ECTS 1.3
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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>This course is designed for staff of EU institutions, funds and offices and member states providing support to SSR in a given partner country or region. To facilitate an integrated approach, the course will seek to include participation from all or most in-country EU actors, at a range of different levels, and may also include participants from HQ. The course is given in-country and may use online/hybrid formats.</p>	<p><u>Aim</u></p> <p>This course will be tailor-made to tend to the specific needs of and requests from in-country EU actors. It aims to establish a shared understanding of SSR and the EU-wide strategic framework on support for SSR amongst participants and delve deeper into the specific context of the partner country, including priorities, opportunities and challenges in supporting in-country SSR. The course will also build individual skills relevant to supporting SSR, such as effective advice or change management. Representatives from national authorities and civil society and international experts may be invited to provide context and training providers will ensure a highly interactive format.</p>
<p><u>Open to participants from:</u></p> <ul style="list-style-type: none"> • EU Member States • EU Delegations • Members CSDP missions/operations • <u>On invitation:</u> Representatives from national authorities, civil society and international experts 	

Learning Outcomes	
Knowledge	<p>LO.01 Describe how the EU-wide strategic framework on support for SSR is relevant in support of the host country.</p> <p>LO.02 Discuss key security threats in the country and which groups are more affected, vulnerable or marginalised in relation to those threats.</p> <p>LO.03 Identify the range of security actors in the country.</p> <p>LO.04 Describe the role of non-state and hybrid security actors in the country.</p> <p>LO.05 Identify the strengths and weaknesses of management and oversight actors in the country.</p> <p>LO.06 Discuss drivers of conflict and insecurity.</p> <p>LO.07 Describe the status of the SSR process in the country and the role and mandate of EU actors in supporting this process.</p>
Skills	<p>LO.08 Use relevant and effective tools for support to SSR processes in the country, such as effective advice, leadership skills, change management, risk management, planning or results-based management. Specific focus on skills will be selected upon demand and according to needs.</p>

Responsibility and autonomy	LO.09 Apply the integrated approach to external conflicts and crises in support of SSR. LO.10 Identify political processes at the local, national, regional or international level which have an impact on SSR in the host country. LO.11 Discuss the nature of inclusive national ownership of the SSR process in the country LO.12 List challenges and opportunities for a more gender-responsive SSR process LO.13. Identify risks and mitigation measures
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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 the participant's satisfaction with the course)*.

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 (*mandatory*), scoring at least 80% in the incorporated out-test/quiz. Active observation by the course director/lead instructor and feedback questionnaire filled in by course participants at the end of the course is used.

No formal verification of the learning outcome is in place; proposed ECTS is based on participants' workload only.

Course structure

Main topics	Suggested working hours (required for individual learning)	Suggested content
1. Establishing a joint understanding of SSR	2 (1)	1.1 Setting the stage – brief recap on the core concept of SSR, including <ul style="list-style-type: none"> - Definitions – it's political and not just technical - Human security – a people-centred approach - Human rights-based SSR - Gender-responsive SSR - Protecting nature and reducing environment-related security risks through SSR - Inclusive national ownership - Security sector governance - Objectives of reform. 1.2 The EU-wide strategic framework on support for SSR (this could be self-study, followed by discussion in pairs).
2. Analysis of security, rights holders and duty bearers	4 (2)	2.1 Key security challenges in the country – presentation, group work and discussion to achieve enhanced and joint understanding. 2.2 Discussion on rights-holders: who may be more affected, vulnerable or marginalised in the county or in a specific area. This can be expanded into a more focused presentation/exercise on gender-responsive SSR in the country. 2.3 Actor mapping of the security sector, interactive format with discussion on strengths and weaknesses and particular focus on identifying and understanding oversight actors as well as non-state actors and hybrid governance. 2.4 Overview of national strategies, plans and processes with discussion on opportunities to strengthen

		inclusive national ownership as well as anchoring EU support for local/national planning processes.
3. Working together – the integrated approach to external conflicts and crises	6 (3)	<p>3.1 EU engagement in-country: presentations on the range of operational and financial support to and diplomatic engagement in the country.</p> <p>3.2 Risk mitigation and human rights due diligence</p> <p>3.3 Exercise to discuss synergies between EU engagement and cooperation between the CSDP-mission, the EU delegation and any other fund/instrument.</p> <p>3.4 Dialogue, coordination and information-sharing – how to work efficiently with national authorities, international and regional organisations and civil society.</p>
4. Building skills	6 (2)	<p>4.1 Optional topics depending on requests and needs of in-country EU actors:</p> <ul style="list-style-type: none"> • Effective advice and communication • Building and sustaining partnerships – the role of trust • Change management, organisational development and leadership • Addressing environmental degradation and exploitation through SSR • Results-based management in SSR • Building integrity, shared culture of service and anti-corruption • Disarmament, demobilisation and reintegration (DDR)
TOTAL	20 (6)	The course is in-person, however virtual (online) or hybrid course formats are permissible if special circumstances so require. The course may be sequenced into several segments, for example online learning, online meeting to discuss, in-person workshop, remote coaching, online or in-person follow-up workshop and online closure.
<p style="text-align: center;"><u>Materials</u></p> <p>e-Learning: AKU 3: Role of EU institutions in the field of CFSP/CSDP AKU 4: CSDP crisis management structures and the chain of command AKU 6: EU decision shaping/making AKU 9 Security Implications of Climate Change and Environmental Degradation and Exploitation AKU 10 : EU mediation and dialogue capacities AKU 11A: Gender and the UNSCR 1325</p> <p><i>Introduction to SSR [DCAF-ISSAT module] or Introduction to SSR (FBA module)</i></p> <p><i>Reading material:</i> - <i>The Strategic Compass</i> https://data.consilium.europa.eu/doc/document/ST-7371-2022-INIT/en/pdf - <i>Elements for a EU-wide strategic framework to support Security Sector Reform (5.7.2016)</i></p>		<p><u>Methodology</u></p> <p>The course is based on the following methodology: lectures and panels, group work, exercises.</p> <p style="text-align: center;"><u>Additional information</u></p> <p>EU actors in a mission setting are welcome to contact training providers to request an in-country SSR course. The course will be most effective with strong leadership and commitment from participating institutions.</p> <p>A pre-course questionnaire on learning expectations and pre-existing knowledge may be sent to participants prior to the course in order to design ideal content.</p> <p>The number and selection of at least two e-learning units will be determined by the course director. All course participants must complete the e-learning modules selected by the course director prior to the deadline provided by the course team.</p>

<ul style="list-style-type: none"> - <i>Council conclusions on the integrated approach to external conflicts and crises</i> (01.22.2018, 5413/18) - Relevant mission supporting documents - <i>Joint Communication on the Climate-Security Nexus</i> (JOIN(2023) 19 final) 	<p>Six months after the course, the training provider may send out a questionnaire to assess retention and applicability of learning.</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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