



## **Supporting Curriculum Development for the International Institute of Justice and the Rule of Law in Tunisia**

*Sheraton Hotel, Brussels  
10-11 April 2013*

### **DISCUSSION NOTE**

#### **OVERVIEW: THE PURPOSE AND OBJECTIVES OF THE CURRICULUM DEVELOPMENT MEETING**

This brief discussion note corresponds with the agenda for the curriculum development meeting to be held in Brussels on 10 and 11 April 2012. This note is not intended to be comprehensive; rather it offers some initial questions for participants to consider during the meeting.

One of the key challenges of developing a successful training institute is the design and delivery of a holistic curriculum that provides: 1) comprehensive practical training for rule of law professionals, 2) specialized training for domestic interagency and cross-border legal cooperation against transnational terrorism and organized crime, and 3) training to complement rule of law-oriented institutional development. A key task for the International Institute for Justice and the Rule of Law (the Institute) will be to develop a tailored curriculum for criminal justice practitioners—including prosecutors, prosecuting judges, judges, law enforcement, and correctional officers—as well as officials charged with oversight of criminal justice officials, including parliamentarians.

This initiative, which consists of a series of stakeholder and expert meetings, provides the first opportunity to bring together experts to focus particular attention on the Institute's curriculum. The workshop will focus on refining the scope and parameters of the curriculum, further defining the intended audience for the training, and narrowing capacity building good practices.

This meeting in Brussels will focus on developing a curriculum for key law enforcement and criminal justice officials: police, judges, prosecuting judges, prosecutors, and corrections officers. The outcome of this meeting will inform the drafting in May and June 2013 of an initial curriculum by meeting organizers and experts. Practitioners will then discussed this draft curriculum at a second follow-up meeting, to be held in Geneva in July. The Geneva meeting will offer an opportunity to get feedback on the draft curriculum. In particular, it will serve to highlight two to three suggested courses which could then be offered under the auspices of a newly established International Institute for Justice and the Rule of Law in early 2014. The sections below include key questions for consideration, suggested resources for developing the curriculum, and a discussion of the possible challenges associated with developing related segments of the modules. During the meeting each session will begin with a series of expert presentations, followed by discussion among the participants.

## **SUMMARY OF PREVIOUS DISCUSSIONS**

Based on previous discussions with stakeholders and experts, including previous meetings in Washington, D.C.; Frankfurt; and Vienna, the curriculum will emphasize the importance of human rights as well as strengthening rule of law institutions.

Topics for training could include, among others:

- Providing general professionalization training for rule of law professionals;
- Developing a legal framework including for example criminalizing terrorist financing; practical measures for undercover investigations of terrorist suspects or organizations; and electronic surveillance in counterterrorism investigations;
- Investigating and prosecuting cases (including specialized skills such as using forensic evidence or other practices);
- Practices and procedures to encourage domestic interagency as well as international cooperation in counterterrorism, transnational crimes, and related matters;
- Lawful exercise of pre-trial detention of terrorist suspects; and good practices for detention and rehabilitation of convicted offenders;
- Protecting victims, witnesses, informants, undercover agents, juries, investigators, prosecutors, defense counsel, and judges in counterterrorism cases;
- Cooperating and coordinating among domestic government agencies and civil society organizations that have responsibilities or information relevant to counterterrorism; and
- Setting up and ensuring effective functioning of government and non-government oversight bodies.

The approach for delivering the training is expected to include residential training at the Institute itself, as well as training trainers to then return to their own national training institutions. The curricula will, therefore, need to be adaptable to these different types of students. In addition, given the possible range of trainees and their different experience levels, curricula will need to be adaptable to these different needs.

Using the agenda for the meeting, this paper will raise additional discussion points and offer initial resources for the development of the Institute's curriculum.

## **DAY ONE, SESSION II: PRINCIPLES AND OBJECTIVES FOR GOOD CURRICULUM DESIGN**

Designing comprehensive curricula and ensuring its practical relevance and sustainability requires an ongoing process of assessment, planning, implementation, evaluation, and a constant attention to improving both the method of delivery and the scope of content.

The most important part of any initial assessment is getting the buy-in and support from the recipient country or regional partner at the outset. This step requires developing a clear understanding of what the partner country wants or needs, as opposed to what the assistance provider thinks the recipient might want or need. Making such determinations requires careful trust building. A second step will be to carefully review what other curricula and training resources already exist and have been formally adopted at the national and regional levels.

Assuming that prospective trainees hail from countries with gaps in capacity to implement the rule of law, the rationale for the training is to address such deficiencies. This workshop aims to develop the design goals along with the specific objectives.

It is important to consider curriculum development and implementation as a process that includes a continuous feedback loop which ensures the constant monitoring of the curriculum's relevance and effectiveness. In fact, one key aspect of the curriculum should be for the Institute to teach such monitoring and feedback mechanisms as part of its course offerings. Indeed, ensuring the continued "freshness" of material through evaluation and ensuing modification should not fall solely to the Institute's curricula. If the Institute is training trainers, these trainers should also be evaluated and held accountable for their performance.

This first session will discuss good practices in curricula development and training across key elements of the criminal justice system and stress the importance of coordinating training across various services relevant to criminal justice systems. Representatives from existing training centers will present their good practices, lessons from challenges they faced in developing curricula, and offer suggestions for mitigating such potential problems for the Institute. This session will also help determine which of these steps have already been taken and how this will affect the Institute's ability to deliver training.

Key questions for consideration are:

- *How do we avoid duplication, overlap, and reinventing of existing wheels?*
- *How do we ensure inclusion of human rights and other international norms?*

The UN, UNODC, OHCHR, African Union, Southern African Development Community, Economic Community of West African States, and others have already developed curricula for rule of law professionals. One first step will be to leverage and tailor these materials for inclusion in the Institute's initial course offerings. Some of these materials are mentioned below in the discussion of suggested materials for each type of professional. Using these resources wisely should also help to ensure inclusion of human rights and other international norms in the curricula since many existing training institutions already do so.

- *How can we ensure that the curriculum is designed for and reaching the right audience?*
- *How do we target the right personnel to maximize the impact of training efforts? What are cultural aspects that we should be mindful of, if any?*

The right personnel will range from experienced professionals who simply need to refresh their professional skills or require additional training to perform new (to them) functions, to new hires who might require a range of new skills. One of the key challenges for this question is one that other similar institutes have faced: how to prevent the Institute from becoming a perk for a select few officials rather than a venue for as many officials who need the training as possible. Indeed, similar training centers report that they sometimes get "professional students" who attend similar trainings multiple times and do not go home to either do their jobs or pass on what they have learned to colleagues.

- *What are proven methods for understanding of the contexts, roles, and needs of trainees?*

The answer to this question lies beyond conducting an accurate needs assessment. The instructors and trainers will need to be adaptable in their delivery of the training. This adaptability will need to range from the cultural (acceptable standards of interaction vary between teachers and students based on culture, teaching methods, etc.) to the contextual (students may vary widely in rank, for example, or some will have previously received different kinds of training).

- *How do we ensure the curriculum's relevance in practice?*

One obstacle is that trainees will be unable to practice the skills they have learned because they lack the tools, resources, information, and political backing they need to do so upon their return to their institutions. One challenge faced by the Institute will be to ensure that newly trained or retrained professionals go back to doing the jobs they were just trained to do, where they can contribute positively to the professionalization of their institutions. The usefulness of their training will need to be recognized by their superiors and they must be able, on return, to implement the newly developed or enhanced skills. Another challenge will be to ensure the durability of training. Indeed, some trainees might be able to implement their skills for a certain period of time but the skills may deteriorate quickly, thus limiting their long term impact on the institution's operations and effectiveness.

#### **Suggested Resources:**

International Security Sector Advisory Team, "Operational Guidance Note: Security and Justice Sector Reform Training Needs Analysis," January 2011,  
<http://issat.dcaf.ch/content/download/1757/13889/file/ISSAT%200GN%20-%20Security%20and%20Justice%20Sector%20Reform%20Training%20Needs%20Analysis.pdf>.

Organisation for Economic Co-operation and Development, "Training and Beyond: Seeking Better Practices for Capacity Development," January 2011, <http://www.oecd.org/dac/governance-development/47064610.pdf>.

Matthew Schwartz, "Criminal Justice and Rule of Law Capacity Building to Counter Terrorism in Fragile Institutional Contexts: Lessons from Development Cooperation," *Center on Global Counterterrorism Cooperation*, December 2012,  
[http://www.globalct.org/images/content/pdf/policybriefs/MS\\_policybrief\\_1217.pdf](http://www.globalct.org/images/content/pdf/policybriefs/MS_policybrief_1217.pdf).

Roy Stuckey and others, *Best Practices for Legal Education: A Vision and a Roadmap* (Columbia, S.C.: Clinical Legal Education Association, 2007),  
[http://www.cleaweb.org/Resources/Documents/best\\_practices-full.pdf](http://www.cleaweb.org/Resources/Documents/best_practices-full.pdf).

Simon Rynn with Duncan Hiscock, "Evaluating for security and justice," Saferworld, December 2009,  
<http://www.saferworld.org.uk/resources/view-resource/415>.

### DAY ONE, SESSION III: DEVELOPING A CORE RULE OF LAW COURSE OFFERING

Given the wide range of duties and skillsets of possible trainees, and the diverse array of countries they might eventually come from, the curriculum will need to include material on core principles of building and implementing the rule of law.

According to the World Justice Project,

The rule of law is a system in which the following four universal principles are upheld:

1. The government and its officials and agents are accountable under the law.
2. The laws are clear, publicized, stable and fair, and protect fundamental rights, including the security of persons and property.
3. The process by which the laws are enacted, administered, and enforced is accessible, efficient, and fair.
4. Justice is delivered by competent, ethical, and independent representatives and neutrals who are of sufficient number, have adequate resources, and reflect the makeup of the communities they serve.<sup>1</sup>

Based on this definition it is clear that curriculum needs to be developed not only for police officers, judges, prosecutors, prosecuting judges, and corrections officers. Curricula may also eventually need to be developed for ministry officials who manage the police and judiciary—for example from the interior and justice ministries, as well as officials within the executive branch of governments, including the president or prime minister's officers, national security councils, intelligence agencies, and other institutions.

Key questions for consideration are:

- *What are the key components of a basic rule of law curriculum?*

The key components will vary based on the assessment process discussed above but could range from providing training on the key components of strengthening the rule of law irrespective of the country's particular legal tradition, to a more tailored curriculum based on pre-identified critical gaps in security and justice delivery in each particular context.

- *Which actors need to be trained in developing and maintaining the rule of law?*

While the definition of the rule of law above identifies the various actors who contribute to its implementation, the needs assessment described will help to identify which actors require training.

- *How can rule of law considerations be included throughout the curriculum?*

Beyond the professionals charged with the operational and managerial aspects of implementing the rule of law, the Institute will also contribute to training the legislators, ombudspersons, media, and civil society organizations that have a role in overseeing them. One important consideration will be how to create a culture of continuing education. Different solutions could be examined, including the usefulness of networking among practitioners, the exchange of good practices outside of the

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<sup>1</sup> See World Justice Project, "What is the Rule of Law," World Justice Project Rule of Law Index, definition available at <http://worldjusticeproject.org/what-rule-law>.

Institute and its activities, or the creation of a platform for continued interaction between and among students, instructors, and area-experts.

**Suggested Resources:**

Christoph Bleiker and Marc Krupanski, “The Rule of Law and Security Sector Reform: Conceptualising a Complex Relationship,” Geneva Centre for the Democratic Control of Armed Forces, 2012, <http://www.dcaf.ch/Publications/The-Rule-of-Law-and-Security-Sector-Reform-Conceptualising-a-Complex-Relationship>.

Juan Carlos Botero et al., “Innovations in Rule of Law: A Compilation of Concise Essays,” World Justice Project, September 2012, [http://worldjusticeproject.org/sites/default/files/wjp\\_hiil\\_compilation.pdf](http://worldjusticeproject.org/sites/default/files/wjp_hiil_compilation.pdf).

Marguerite Nzitonda “Manuel du Formateur: Notions Fondamentales de Droit,” Geneva Centre for the Democratic Control of Armed Forces International Security Sector Advisory Team, n.d., [http://issat.dcaf.ch/content/download/18457/215776/file/4\\_module\\_notions\\_fondamentales\\_de\\_droit\\_formateur.pdf](http://issat.dcaf.ch/content/download/18457/215776/file/4_module_notions_fondamentales_de_droit_formateur.pdf).

Vivienne O’Connor, “Common Law and Civil Law Traditions,” International Network to Promote the Rule of Law, March 2012, [http://www.inprol.org/sites/default/files/publications/2012/common\\_law\\_civil\\_law\\_pg\\_final.pdf](http://www.inprol.org/sites/default/files/publications/2012/common_law_civil_law_pg_final.pdf).

United Nations Office on Drugs and Crime, “Handbook on Criminal Justice Responses to Terrorism,” Criminal Justice Handbook Series, April 2009, [https://www.unodc.org/tldb/pdf/Handbook\\_on\\_Criminal\\_Justice\\_Responses\\_to\\_Terrorism\\_April\\_2009.pdf](https://www.unodc.org/tldb/pdf/Handbook_on_Criminal_Justice_Responses_to_Terrorism_April_2009.pdf).

United States Institute of Peace and United States Army Peacekeeping and Stability Operations Institute, “Rule of Law,” in *Guiding Principles for Stabilization and Reconstruction* (Washington, D.C.: USIP, 2009), <http://www.usip.org/publications/guiding-principles-stabilization-and-reconstruction>.

Southern African Regional Police Chiefs Cooperation Organisation and Institute for Security Studies, “SARPCCO/ISS Counterterrorism Training Manual,” 2009, [http://www.issafrica.org/pubs/multimedia/SARPCCO\\_ISS\\_CounterterrorismManual/index.html](http://www.issafrica.org/pubs/multimedia/SARPCCO_ISS_CounterterrorismManual/index.html).

**DAY ONE, SESSIONS IV & V: CURRICULUM DEVELOPMENT CHALLENGES FOR JUDGES, PROSECUTORS, AND INVESTIGATING JUDGES: GOOD PRACTICES, OPPORTUNITIES, AND CHALLENGES**

During these sessions, presenters will discuss the types of general professionalization modules that are required for judges, prosecutors, and investigating judges, along with proposed content of related training modules. Separate curricula and sessions will be developed for prosecutors/investigative judges, and judges. The sessions will also discuss specialized modules, in particular as they relate to terrorism prevention and cooperation with international counterparts. The discussion below reflects questions for both sets of curricula.

- *What are key aspects of curricula for general professionalization (when it is needed)?*

Answering this question requires determining the training needs of the Institute as well as the needs of the relevant national-level training institutions in each of the countries envisaged to be sending students to receive training there. Indeed, judges, prosecutors, and investigating judges typically begin their training at law school, either at home or abroad at a school in a country with a similar

legal tradition. By training the trainers, the Institute can help support the professional development of legal professionals from the time they begin their legal training.

- *What are key aspects of specialized curriculum?*

Specialized curricula pertaining to countering terrorism and its prevention can be drawn from existing material and adapted to each context based on identified needs. If target countries have continuing education requirements for its legal professionals (for example, through bar membership requirements), specialized curricula can draw from these requirements, as well as leverage the expertise of the trainers who deliver it.

Other key questions for consideration are:

- *What are good practices, opportunities, and challenges for designing curriculum for prosecutorial and judicial professionals?*
- *What are opportunities and challenges for designing curriculum for these professionals?*

#### **Suggested Resources:**

United Nations Office on Drugs and Crime, "Access to Justice: The Independence, Impartiality and Integrity of the Judiciary," Criminal Justice Assessment Toolkit, 2006, <http://polis.osce.org/library/f/2700/531/UN-AUS-RPT-2700-EN-531>.

United Nations Office of the High Commissioner for Human Rights, "Professional Training Series No. 9, Human Rights in the Administration of Justice: A Manual on Human Rights for Judges, Prosecutors and Lawyers," 2003, <http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducationtwo.aspx>. Note this handbook is also available in Arabic and French.

United Nations Office of the High Commissioner for Human Rights, "Human Rights in Administration of Justice: A Facilitator's Guide on Human Rights for Judges, Prosecutors and Lawyers," Professional Training Series No. 9/Add.1, 2011, <http://www.ohchr.org/Documents/Publications/HRAAdministrationJustice.pdf>.

United Nations Office of the High Commissioner for Human Rights, "Human Rights in Administration of Justice: A Manual on Human Rights for Judges, Prosecutors and Lawyers, Major Recent Developments (2003-07)," Professional Training Series No. 9/Add. 2, 2008, <http://www.ohchr.org/Documents/Publications/training9add2.pdf>.

United Nations Office on Drugs and Crime, "Judicial Ethics Training Manual for the Nigerian Judiciary," n.d., [http://www.unodc.org/documents/corruption/publications\\_unodc\\_judicial\\_training.pdf](http://www.unodc.org/documents/corruption/publications_unodc_judicial_training.pdf).

United Nations Office on Drugs and Crime, "Resource Guide on Strengthening Judicial Integrity and Capacity," 2011, [http://www.unodc.org/documents/treaties/UNCAC/Publications/ResourceGuideonStrengtheningJudicialIntegrityandCapacity/11-85709\\_ebook.pdf](http://www.unodc.org/documents/treaties/UNCAC/Publications/ResourceGuideonStrengtheningJudicialIntegrityandCapacity/11-85709_ebook.pdf).

## **DAY ONE, SESSION VI: CURRICULUM DESIGN FOR POLICE: GOOD PRACTICES, OPPORTUNITIES, AND CHALLENGES**

This session will examine principles and practices of curriculum design for law enforcement practitioners. Presenters will discuss the types of general professionalization modules that are required for the police force, the extent to which they included as part of curricula at national police academies and training centers, along with proposed content. They will also discuss specialized modules, in particular as they relate to terrorism prevention and cooperation with international counterparts.

Key questions for consideration are:

- *What are key components of curricula for general professionalization for police officers (when it is needed)?*
- *What are key aspects of specialized curriculum as they relate to terrorism prevention?*
- *What are good practices and challenges for designing curriculum for law enforcement officers?*
- *What are opportunities and challenges for designing curriculum for law enforcement officers?*

### **Suggested Resources:**

United Nations Office on Drugs and Crime, "Policing: The Integrity and Accountability of the Police," Criminal Justice Assessment Toolkit, 2006, [http://www.unodc.org/documents/justice-and-prison-reform/cjat\\_eng/2\\_Integrity\\_and\\_Accountability\\_Police.pdf](http://www.unodc.org/documents/justice-and-prison-reform/cjat_eng/2_Integrity_and_Accountability_Police.pdf).

United Nations Office on Drugs and Crime, "Handbook on Police Accountability, Oversight and Integrity," Criminal Justice Handbook Series, 2011, [http://www.unodc.org/documents/justice-and-prison-reform/crimeprevention/PoliceAccountability\\_Oversight\\_and\\_Integrity\\_10-57991\\_Ebook.pdf](http://www.unodc.org/documents/justice-and-prison-reform/crimeprevention/PoliceAccountability_Oversight_and_Integrity_10-57991_Ebook.pdf).

United Nations Office on Drugs and Crime and United Nations Human Settlements Programme, "Introductory Handbook on Policing Urban Space," Criminal Justice Handbook Series, 2011, [http://www.unodc.org/documents/justice-and-prison-reform/crimeprevention/11-80387\\_ebook.pdf](http://www.unodc.org/documents/justice-and-prison-reform/crimeprevention/11-80387_ebook.pdf).

United Nations Office on Drugs and Crime and United Nations Department of Peacekeeping Operations, "United Nations Criminal Justice Standards for United Nations Police," 2009, [http://www.unodc.org/documents/justice-and-prison-reform/08-58900\\_Ebook.pdf](http://www.unodc.org/documents/justice-and-prison-reform/08-58900_Ebook.pdf).

United Nations High Commissioner for Human Rights and Centre for Human Rights, "International Human Rights Standards for Law Enforcement: A Pocket Book on Human Rights for the Police," Professional Training Series No. 5/Add. 1, n.d., <http://www.ohchr.org/Documents/Publications/training5Add1en.pdf>. Note this handbook is also available in French.

United Nations Office of the High Commissioner for Human Rights, "Human Rights and Law Enforcement: A Trainer's Guide on Human Rights for the Police," Professional Training Series No. 5/Add. 2, 2002, <http://www.ohchr.org/Documents/Publications/training5Add2en.pdf>. Note this handbook is also available in Arabic and French.

## **DAY TWO, SESSION I: CURRICULUM DEVELOPMENT CHALLENGES FOR CORRECTIONAL OFFICERS: GOOD PRACTICES, OPPORTUNITIES, AND CHALLENGES**

During this session, presenters will discuss the types of general professionalization modules that are required for correctional officers, along with proposed content. They will also discuss specialized modules, in particular as they relate to terrorism prevention and cooperation with international counterparts.

Key questions for consideration are:

- *What are key aspects of curricula for general professionalization of correctional officers (when it is needed)?*
- *What are key aspects of specialized terrorism prevention curricula for correctional officials?*
- *What are good practices and challenges for designing curricula for correctional officers?*
- *What are opportunities and challenges for designing curricula for correctional officers?*

### **Suggested Resources:**

United Nations Office on Drugs and Crime, “Handbook for Prison leaders: A Basic Training Tool and Curriculum for Prison Managers Based on International Standards and Norms,” Criminal Justice Handbook Series, 2010, [http://www.unodc.org/documents/justice-and-prison-reform/UNODC\\_Handbook\\_for\\_Prison\\_Leaders.pdf](http://www.unodc.org/documents/justice-and-prison-reform/UNODC_Handbook_for_Prison_Leaders.pdf). Note this handbook is also available in French.

United Nations Office on Drugs and Crime, “Handbook on Prisoner File Management,” Criminal Justice Handbook Series, 2008, [https://www.unodc.org/documents/justice-and-prison-reform/Prison\\_management\\_handbook.pdf](https://www.unodc.org/documents/justice-and-prison-reform/Prison_management_handbook.pdf). Note this handbook is also available in French.

United Nations Office of the High Commissioner for Human Rights, “Human Rights and Prisons: Manual on Human Rights Training for Prison Officials,” Professional Training Series No. 11, 2005, <http://www.ohchr.org/Documents/Publications/training11en.pdf>. Note this handbook is also available in Arabic and French.

United Nations Office of the High Commissioner for Human Rights, “Human Rights and Prisons: A Compilation of International Human Rights Instruments Concerning the Administration of Justice,” Professional Training Series No. 11/Add. 1, 2005, <http://www.ohchr.org/Documents/Publications/training11Add1en.pdf>. Note this handbook is also available in Arabic and French.

International Network to Promote the Rule of Law, “International Standards that Relate to Detentions, Corrections, and Prisons,” INPROL Consolidated Response (10-002), January 2010, <http://www.inprol.org/sites/default/files/publications/2011/cr10002.pdf>.

International Scientific and Professional Advisory Council of the United Nations Crime Prevention and Criminal Justice Program (ISPAC) and International Corrections and Prisons Association (ICPA), “Basic Training Manual for Correctional Workers,” June 2006, [http://www.icpa.ca/tools/download/388/ISPAC-ICPA\\_Basic\\_Training\\_Manual\\_for\\_Correctional\\_Workers.pdf](http://www.icpa.ca/tools/download/388/ISPAC-ICPA_Basic_Training_Manual_for_Correctional_Workers.pdf).

## **DAY TWO, SESSION II: PUBLIC ENGAGEMENT AND AWARENESS WHEN DEVELOPING RULE OF LAW AND CRIMINAL JUSTICE SECTOR CURRICULA**

During this session, participants will discuss how training can impact public perceptions of the role of the criminal justice sector and expectations for improved rule of law and service delivery. One challenge of providing training is that it leads the public to expect improved performance of the officials who have been trained. This can become problematic when the training either fails to improve performance or service delivery does not reach enough officials to be visible to the population. Such failures can have implications for the legitimacy of the institutions concerned. Another challenge is that the public may come to view different types of officials with differing levels of legitimacy or that training may in fact decrease the overall legitimacy of government officials when they fail to meet increased public expectations. Alternatively, the public could come to regard the trained officials with even more skepticism because their performance raises suspicions or other government officials become resentful of their improved capacities. For example, in some countries, when specialized police units have received more extensive training than regular police units, the specialized police came to overstep their authority, stepping in for regular police, but did so in a way that threatened the legitimacy of the entire police force in the eyes of the population.

In other cases, the audience meant to benefit from improved performance may be defined in more limited terms while the broader public lacks access to the professional cadre that receives training. Challenges within that community could include managing their expectations and the potential resistance that trainees may face with their colleagues when trying to implement the practices they have learned upon returning to their national institutions.

Such perceptions and expectations must be managed, in part by training officials to interact with their institutions, local populations, and civil society. Curricula can be designed to provide instruction on managing such dynamics. This discussion will offer some perspectives on this challenge.

Key questions for consideration are:

- *How does providing training affect public perception of criminal justice sector actors?*
- *How does providing training affect public expectations of the criminal justice actors?*
- *How can we ensure that there is balance between different types of training recipients and promote holistic capacity building across the criminal justice system?*
- *How can the curriculum be designed to address these issues effectively?*

### **Suggested Resources:**

Peter Albrecht and Paul Jackson, eds., *Security Sector Reform in Sierra Leone 1997 – 2007: Views from the Front Line* (Piscataway, N.J.: Transaction Publishers, 2010).

Madeline England and Alix Boucher, "Security Sector Reform: Thematic Literature Review on Best Practices and Lessons Learned," Stimson Center, December 2009, [http://www.stimson.org/images/uploads/research-pdfs/Stimson\\_SSR\\_practicenotes\\_complete\\_set\\_dec09\\_1.pdf](http://www.stimson.org/images/uploads/research-pdfs/Stimson_SSR_practicenotes_complete_set_dec09_1.pdf).

Organisation for Economic Co-operation and Development, "Enhancing the Delivery of Justice and Security: Governance, Peace and Security," 2007, <http://www.oecd.org/development/incaf/38434642.pdf>.

J. O'Neil G. Pouliot, I, "Educating Communities About How to be Policed in a Democracy," International Network to Promote the Rule of Law, Consolidated Response (08-005), June 2005, <http://www.inprol.org/sites/default/files/publications/2011/cr08005.pdf>.

United States Institute of Peace and United States Army Peacekeeping and Stability Operations Institute, *Guiding Principles for Stabilization and Reconstruction* (Washington, D.C.: USIP, 2009), <http://www.usip.org/publications/guiding-principles-stabilization-and-reconstruction>.

### **DAY TWO, SESSION III: WORKING TOWARD AN INITIAL DRAFT CURRICULUM**

During this session, participants will discuss the process for developing the Institute's curricula going forward. This meeting will have offered initial materials for developing the curricula. It will also have identified gaps that need to be addressed so that the materials can be developed.

Key questions for consideration are:

- *Looking ahead to the Geneva meeting, how can we make sure we are able to produce a draft curriculum for discussion in July? Who is able to dedicate time to develop a draft of the curriculum?*
- *Beyond the participants present at this meeting, who else should be involved; which stakeholders are best positioned to develop the relevant curricula?*
- *How can stakeholders and experts best feed their expertise into the curriculum development process? What do we anticipate presenting in July to adhere to the Institute's timeline?*

After the meeting, the organizers will produce a short summary and distribute it to participants. The document will outline responses to the questions outlined in this discussion note based on discussions over the course of the meeting. The summary document and the tasks that stem from it will be used as the basis for discussions at the July workshop in Geneva.