Curriculum

To be reviewed by *February 2025*	Activity number **74**	**Disarmament, Demobilisation and Reintegration within the EU Integrated Approach**	ECTS **1**

CORRELATION WITH CTG / MTG TRAs	EQUIVALENCES
Training Requirement Analysis (TRA), Military Support to SSR and DDR (under development)	N/A

Target audience

Participants should preferably be mid- to senior-level professionals deployed or just about to be deployed to a mission or operation supporting e.g. DDR, SSR, transitional security arrangements and/or long-term development after armed conflict, under the direction of the 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 peacebuilding/DDR.

Invited participants range from national and international civil servants, diplomats, police, military personnel, and representatives from academic institutions as well as civil society organizations.

The course offers about 20-25 seats per course, and priority is given to representatives from EU Member States, personnel from the EU HQ, CSDP missions and operations, Delegations as well as Commission Directorates-General. Specific weight will be put on achieving a gender-balanced participation.

Open to:

Open to third states and relevant international and regional organisations such as the United

Aim

The course aims to enhance the knowledge and skills of participants in relation to the concept and principles of Disarmament, Demobilisation and Reintegration of former combatants (DDR) as part of the EU integrated approach to external conflicts and crises and other related EU policy and concepts, in particular the new EU policy on DDR. As such, the course ultimately strengthens the participants capacity to implement and support DDR-related activities or components thereof in line with the EU approach to DDR. It will additionally deepen participants' understanding of the role of processes of DDR and related interventions during peacebuilding and stabilization initiatives before, during and after armed conflict.

This training zooms in on different actors relevant in providing support for DDR processes worldwide, including sessions on the roles and responsibilities of military actors in DDR, as well as national and local ownership. Specific emphasis is put on coordination between different EU stakeholders and tools for engagement as a part of the EU Integrated Approach, as well as the effects of regional conflict dynamics on DDR processes. A specific emphasis is also put on the integration of a gender perspective in all phases of DDR programming, including the equal participation of women, men, girls, and boys, to ensure rights-based and sustainable DDR processes.

In addition, the course offers an opportunity for participants to evaluate the EU approach to DDR and assess its relevance in relation to their own role and mandate. It will provide details on the EU's strategic role and comparative advantages in DDR, outline tools accessible for EU engagement in DDR, and situate the EU approach within the broader DDR policy landscape. It will also develop examples of good practice through the collective sharing of experiences and provide tools to address future challenges and assess needs in relation to DDR. The course aims to strengthen a network of DDR experts, with a common understanding of the EU approach to DDR.

Nations (UN), the African Union (AU), and the North Atlantic Treaty Organization (NATO).

Learning Outcomes

Knowledge	LO 1: Outline the strategic objectives of DDR, and when and for whom DDR support should be implemented
	LO 2: Outline and explain key components and activities of DDR processes
	LO 3: Describe the new EU approach to DDR, including the key guiding principles
	LO 4: Explain how the integration of a gender perspective in DDR relate to rights-based and sustainable DDR processes
	LO 5: Exemplify how the needs and opportunities of, and expectations on, men, women, boys, and girls as participants and beneficiaries of DDR processes can differ
	LO 6: Provide examples of how DDR processes relate to other processes of peace and security, and connect and distinguish EU support to DDR from the Union's support to other peacebuilding or stabilization activities
	LO 7: Outline key legal red lines for the planning and implementation of DDR, and where to seek legal guidance when necessary
	LO 8: Outline roles and responsibilities of different actors in DDR under the EU Integrated Approach, including those of military stakeholders
Skills	LO 9: Relate the EU integrated approach to external conflicts and crises to the support to, or implementation of, DDR processes, underlining the different EU tools and instruments for engagement
	LO 10: Explain reasons behind the conceptual evolution of DDR, and compare different policy documents of multilateral organisations
	LO 11: Identify avenues for enforcing the integration of a gender perspective in all phases of DDR programming
	LO 12: Analyse how political dimensions come into play when implementing DDR activities
Responsibility and Autonomy	LO 13: Connect and apply the EU Approach to DDR to the own position/role and to the mandate of the institution/mission/operation
	LO 14: Examine and critically analyse planned DDR activities based on conducted monitoring and evaluation efforts
	LO 15: Connect and distinguish the role and comparative advantage of the EU from the role and mandate of other international actors in supporting DDR

Evaluation and verification of learning outcomes

The course is evaluated according to the *Kirkpatrick model:*

Level 1 – Satisfaction

The satisfaction of course participants will be captured both throughout the course through active observations by the course team and recurrent opportunities for the course participants to express their opinion on the set-up and different sessions, as well as after the course through an initial, anonymous, course evaluation.

Level 2 – Learning

Whether the course participants have mastered the contents of the course will be evaluated in several different steps:

1) Pass marks for eLearning modules
2) Course participants will be asked to keep an individual learning diary, where they, after each course day, are asked to answer a couple of questions, reflecting on what they have learned and how it relates to their own roles/positions
3) The level of participation in group activities and exercises
4) Answers to in- and out-test (to determine the level of knowledge that the participants enter and exit the course with)
5) Self-evaluation of how well they have mastered the learning objectives as a part of the course evaluation following the termination of the course

Level 3 – Impact/Behaviour

In the evaluation of the pilot course on Disarmament, Demobilisation and Reintegration within the EU Integrated Approach, a follow-up evaluation questionnaire will be distributed to all participants a number of months after its implementation. For future iterations of the course, these types of evaluations may be conducted, but may be limited to the periods of revision of the course curricula.

Level 4 – Results

In conjunction with the distribution of follow-up evaluations to course alumni, a questionnaire may additionally be sent out to the organisation/mission/delegation etc. that have sent their personnel to the course to evaluate the long-term results and how the knowledge gained from the course has fed into the organisation.

Course structure		
The residential module is designed to be held over four consecutive days.		
Main Topic	**Suggested Working Hours (required for individual learning)**	**Suggested Contents**
1. The roles of EU Institutions in the field of CFSP/ CSDP	1(1)	1.1 EU institutional structures involved in the field of CSDP 1.2 The role, functions and tasks of the High Representative in the field of CFSP/CSDP. 1.3 EU Council roles in the field of CSDP 1.4 European Commission´s external activities and their co–ordination with the Union´s Common Foreign and Security Policy 1.5 European Parliament roles in the field of CFSP/CSDP 1.6 Overview of the funding mechanisms for CSDP civilian missions and military operations
2. Introduction to DDR	2,5(0,5)	2.1 Introduction to the different components of DDR 2.2 Participants and beneficiaries of DDR 2.3 Strategic objectives of DDR 2.4 The conceptual development of DDR 2.5 Situating DDR in processes of peacebuilding and stabilisation 2.6 Empirical examples of ongoing and historical DDR processes

3.	Disarmament and weapons and ammunition management	1,5	3.1	Disarmament (incl. aim and objectives, main phases as well as operational and strategic risks/challenges of disarmament)
			3.2	Weapons in armed conflict (incl. issues of small arms and light weapons (SALW))
			3.3	(Transitional) Weapons and Ammunition Management ((T)-WAM) (incl. strategic considerations)
			3.4	Gender and age considerations
			3.5	Empirical examples of disarmament processes
4.	Demobilisation	1,5	4.1	The process of demobilization
			4.2	Physical, mental and legal aspects of demobilisation
			4.3	Strategic objectives and aim of demobilisation
			4.4	Age and gender-responsive demobilisation
			4.5	Empirical examples of demobilisation processes
5.	Reintegration	1,5	5.1	Approaches to reintegration (incl. individual targeting, community-based reintegration, dual-targeting etc.)
			5.2	Tracks of reintegration (incl. social, political, economic, and psychosocial)
			5.3	Linking reintegration to long-term development strategies
			5.4	Age and gender-responsive processes of reintegration
			5.5	Empirical examples of reintegration processes (incl. EU support to reintegration)
6.	Gender-responsive DDR	2 (0,5)	6.1	Gender-sensitive conflict analysis
			6.2	Gender and the Women, Peace and Security (WPS) agenda (incl. the EU Gender Action Plan (GAP III) and the EU's Gender Equality Strategy 2020-2025)
			6.3	Gender-responsive DDR
			6.4	Empirical examples of do's and don'ts in gender mainstreaming DDR
7.	Age-responsive DDR	1	7.1	Age-responsive DDR programming
			7.2	Definitions and terminology in age-sensitive DDR
			7.3	Children and DDR (incl. processes of prevention, release, and reintegration (PRR))
			7.4	Youth in DDR (incl. linkages to the Youth, Peace and Security (YPS) agenda, and youth participatory / youth-led DDR initiatives)
			7.5	Empirical examples of do's and don'ts in age-sensitive DDR
8.	Conflict sensitivity and assessments in DDR	3(2)	8.1	Main elements of conflict sensitivity
			8.2	The EU approach to conflict sensitivity
			8.3	Conflict sensitivity in DDR
			8.4	Context and conflict analyses in DDR
			8.5	A people-centred approach to DDR (incl. disabilities, mental health considerations etc.)
9.	Strategic programming for DDR	1,5	9.1	Strategic planning and assessments
			9.2	DDR programme design
			9.3	Participants, beneficiaries, and partners (incl. details on eligibility criteria and verification)
			9.4	Monitoring and Evaluation (M&E)
			9.5	Budgeting and staffing

10. National ownership and international actors in DDR	1	10.1	National institutions for DDR
		10.2	National and local ownership in DDR
		10.3	Military roles and responsibilities in DDR
		10.4	Police roles and responsibilities in DDR
		10.5	Stakeholder engagement and coordination (incl. CIV-MIL coordination)
		10.6	International support to DDR (incl. regional actors)
11. DDR and other processes of peace and security	2,5(0,5)	11.1	DDR and preventing/countering violent extremism (P/CVE) (incl. armed groups designated as terrorist organisations in DDR)
		11.2	DDR and Security Sector Reform (SSR)
		11.3	DDR and Transitional Justice (TJ)
		11.4	DDR and peacebuilding and development cooperation
12. Political dimensions of DDR	1	12.1	DDR in peace processes
		12.2	DDR in peace agreements and negotiations (incl. linkages with other parts of an agreement)
		12.3	DDR support to mediation
		12.4	Fostering political support for DDR
		12.5	Politically sensitive DDR
		12.6	Gender considerations in negotiating DDR
		12.7	Youth-inclusiveness and youth perspectives in negotiating DDR
		12.8	Empirical examples of DDR in political processes
13. Legal dimensions of DDR	1	13.1	Relevant national and international legal frameworks
		13.2	EU-specific legal and normative frameworks
		13.3	Specific legal considerations for children and youth in DDR
14. The EU approach to DDR	10(2)	14.1	Development of the EU approach to DDR and the new EU policy on DDR
		14.2	Guiding principles for the EU's support to DDR
		14.3	Introduction to DDR within the EU Integrated Approach to external conflicts and crises (incl. DDR mandates in CSDP engagements and the role of the EU in DDR and the EU toolbox)
		14.4	The EU approach and tools for the integration of a gender perspective in DDR
		14.5	Empirical examples of how the EU has supported processes of DDR in different contexts (politically, technically or financially)
		14.6	Opportunities for the EU's future support to DDR
15. International approaches to DDR	2(0,5)	15.1	The United Nations' Integrated DDR Standards (IDDRS)
		15.2	DDR-related tools (incl. situating DDR-related tools within the UN approach to DDR and empirical examples of implemented DDR-related tools)
		15.3	Transitional security arrangements
		15.4	Community-violence reduction (CVR)
		15.5	Pre-DDR
		15.6	The African Union's Operational Guidance Notes on DDR (OGNs)
		15.7	EU/UN/AU synergies and cooperation (incl. the EU's comparative advantage)
		15.8	International experiences of supporting DDR

TOTAL	**33 (7)**	

Materials	Methodology
Required: All course participants have to prepare for the residential module by going through the following eLearning preparatory modules and readings, which are <u>mandatory</u>: - Autonomous Knowledge Units: o AKU 03 - Role of EU Institutions in the field of CFSP/ CSDP o AKU 29 - Conflict Sensitivity o AKU 11A - Gender and the UNSCR 1325 women, peace and security agenda o AKU 43 - The EU Approach to DDR (currently under development) - The EU strategic approach in support of Disarmament, Demobilisation, and Reintegration of former combatants (Joint Communication to the European Parliament and the Council) - Council Conclusions on an EU Strategic Approach in support of Disarmament, Demobilisation and Reintegration of Former Combatants (DDR) - Briefing Note for Senior Managers on the IDDRS **Recommended:** - AKU 37: Conflict Analysis Course - BICC Training Video on disarmament, demobilization and reintegration (DDR) (<u>available here</u>) - The United Nations Integrated DDR Standards, module 2.10 '*The UN Approach to DDR*' - The United Nations Integrated DDR Standards (additional modules based on the direction of the course) - The African Union's Operational Guidance Notes (OGNs) modules	The course should adopt an interactive, learner-centred pedagogical approach combining presentations, discussions, group work and scenario-based exercises. Individual and group-based reflections should be incorporated to support knowledge-sharing and promote the learning experience. Do note that the hours outlined above are not only to be dedicated to lectures, but represents time for the participants to discuss and apply the knowledge in different exercises and interactive discussions. The course should also provide a space for participants to share their own relevant experiences, and to reflect on their own learning in line with the plan for the evaluation of learning, as outlined above. The pedagogy should be an important pillar in the delivery of the course, and the creation of a good learning environment a pre-requisite for its implementation. The course is additionally learner-centred, and its content and focus should be adapted for each specific iteration based on the participants who will be taking the course. The course puts a specific emphasis on the integration of a gender perspective in all phases of DDR programming, including the equal participation of women, men, girls and boys, to ensure rights-based and sustainable DDR processes. All sessions and exercises are to be gender mainstreamed and to encourage a dialogue on different needs, experiences and perspectives of women, men, girls and boys throughout a DDR process, and how the EU as an external actor can promote the integration of a gender perspective. ## Additional information All course participants have to prepare for the residential module by going through the relevant eLearning preparatory phase, which is mandatory. In order to facilitate the discussion between course participants and the course team, as well as potential guest speakers, the **Chatham House Rule** is enforced during the residential part of the course, meaning that: "*participants 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*". ## Acronyms CVR – Community Violence Reduction DDR-related tools – refer to pre-DDR, CVR, T-WAM, DDR Support to Mediation and DDR Support to Transitional Security Arrangements (for more information, consult IDDRS Module 2.10) IDDRS – refers to the United Nations Integrated DDR Standards M&E – Monitoring and Evaluation OGNs – refers to the African Union Operational Guidance Notes P/CVE – Preventing/Countering Violent Extremism SALW – Small Arms and Light Weapons

based on the direction of the course, but could for example include:
   o   DDR and National Frameworks
   o   DDR and Reintegration
   o   DDR and Foreign Fighters
   o   DDR and Women
   o   DDR and CVE
   o   DDR and M&E
	SSR – Security Sector Reform
	
	(T-)WAM – (Transitional) Weapons and Ammunition Management
	
	TJ – Transitional Justice