



About the Kofi Annan Foundation

The Kofi Annan Foundation is an independent, not-for-profit organization that works to promote better global governance and strengthen the capacities of people and countries to achieve a fairer, more peaceful world. A key focus is promoting youth leadership to help combat violent extremism, which we work on with our Extremely Together initiative.

Learn more about the Foundation:

<https://www.kofiannanfoundation.org/>



About the Extremely Together initiative

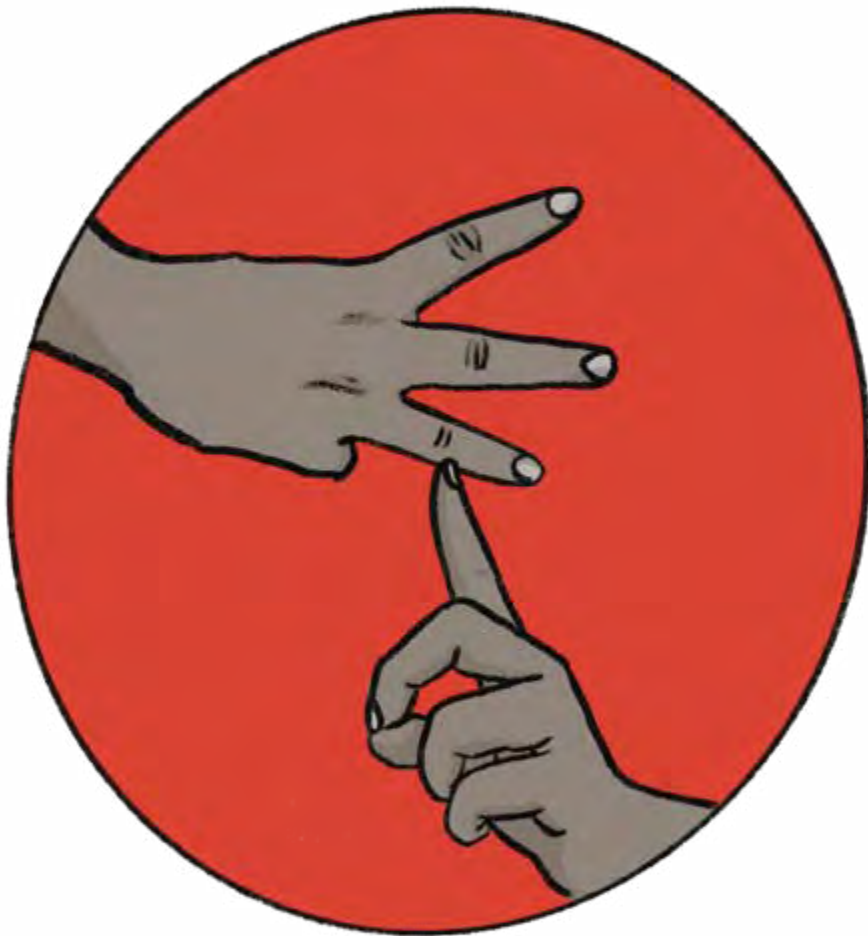
Launched in 2016, the Extremely Together initiative works with a global network of young people who help us respond to the increasing threat of recruitment and narratives of violent extremist groups. The network is made up of ten young leaders from around the globe and four country chapters in the Philippines, Pakistan, Somalia, and Uganda. Through our initiative, we aim to provide a sense of identity and purpose to young people worldwide, helping them to act for positive change and peace in their communities.

Learn more about the movement:

<https://www.kofiannanfoundation.org/extremely-together/>

Empowering young people

to prevent violent extremism



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Disclaimer

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Recognition is due to our ten Extremely Together Leaders who were at the origin of our movement and who have helped us support youth-led efforts to prevent violent extremism around the globe.

We must also acknowledge the vital work of our partner organizations who helped create our four country chapters: Uganda Muslim Youth Development Forum in Uganda, Elman Peace in Somalia, The Kristiyano-Islam Peace Library in the Philippines, and HIVE in Pakistan. These invaluable partnerships have contributed to the growth of the Extremely Together movement, and the acquisition of important insights into the prevention of violent extremism over the years.

Finally, we would like to extend a special thanks to the Peace and Human Rights Division of the Swiss Federal Department of Foreign Affairs for its financial support of this project as part of our expansion activities in other parts of the world.



Foreword

Back in 2016, when Extremely Together was launched, the world was witnessing a surge in attacks by violent extremists – from ISIS’ control over large parts of Syria and Iraq, to recurring massacres by Boko Haram in Nigeria, the killings at the Bataclan theatre in Paris, and shootings by white supremacists in Europe and the USA.

Multilateral agencies, governments, and civil society organizations were developing a vast array of responses to counter this threat.

Yet, young people were mostly absent from international discussion forums and excluded from programs aiming to prevent violent extremism (PVE). Closed-off decision-making spaces, opaque policy procedures, and barriers to accessing resources made it very difficult for young people to assert their role in peacebuilding.

Extremely Together sought to fill this gap by supporting young people’s efforts and elevating their voices in standing up against violence. Since then, the founding young leaders of Extremely Together have trained thousands of young people in building peace, and the program’s Chapters established in Somalia, Uganda, Pakistan and the Philippines have deepened our understanding of what it takes for youth to lead efforts in violence prevention. Building on this wealth of experience and accumulated knowledge, this project aims to inspire many other youths across the world to work against hatred and violence, and to provide them with guidance as to where to start.

Kofi Annan believed that “young people are uniquely placed to contribute to counter extremism efforts within their communities as role models, teachers, family members, friends or mentors”. In fact, we need a massive mobilization of youth for peace if we are to counter the power and influence of violent extremists everywhere, who have mastered the use of technology and psychological persuasion to amplify their messages and reach.

Our work over the past six years has taught us that young people have an incredible capacity to mobilize, innovate and bring real change – we must simply trust them. Follow this program and join our movement to find out how you too can make a difference in your community.

Corinne Momal-Vanian

Executive Director of the Kofi Annan Foundation



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Abbreviations

Please refer to the following list for abbreviations that are regularly used in this manual.

ET	Extremely Together
VE	Violent Extremism
PVE	Preventing Violent Extremism
CVE	Countering Violent Extremism
P/CVE	Preventing/Countering Violent Extremism
UN	United Nations
UNSCR	United Nations Security Council Resolution
UNODC	The United Nations Office on Drugs and Crime
EU	European Union
OSCE	Organization for Security and Co-operation in Europe
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNOY	United Network of Young Peacebuilders
DANIDA	Danish International Development Agency
SIDA	Swedish International Development Cooperation Agency
USAID	United States Agency for International Development

Introduction

Why this programme?

Young people are targeted by violent extremist (VE) organizations for radicalization and recruitment more than any other age group. Young people are also deeply affected by violence in their communities. Whilst some have lost lives in indiscriminate terrorist attacks, others continue to nurse scars from surviving attacks, or know someone grieving from losing a loved one.

Yet despite these unfortunate and mixed experiences with VE, bold and courageous young people have risen up to help their local communities prevent violent extremism (PVE), and cope with the aftereffects of extremist attacks.

This guide has been developed as a training resource, used alongside a multi-day workshop, to further enhance the capacity of young people and youth workers in their PVE efforts at both beginner and advanced levels.

The first chapter looks at the fundamentals of VE. What is it? What factors make it thrive? What makes populations more vulnerable to VE? Why do some people turn away from extremism? How can we make individuals and communities more resilient to its temptations and enable individuals and communities to prevent violent extremism (PVE)?

The next two chapters outline actions trainees could take to help combat the factors conducive to VE and terrorism in their communities.

Chapter 2 focuses on the actions young people can take at a personal level to begin to liberate themselves and their communities from the attitudes, behaviour, and traditions that perpetuate inequalities, and dehumanize others. The chapter covers a range of sessions on hate, bias, cycle of socialization, cycle of liberation, and power.

Chapter 3 explores the more advanced steps and programming young people and youth-led organizations can undertake to address drivers of VE in their communities and address the effects of VE activities. It has sessions on how PVE can be achieved through education, communication, sport, economic empowerment and financial inclusion, and using civic & political engagement.

While the guide is not exhaustive, it endeavours to introduce topics previously covered in a more youth friendly and relatable way. This guide not only complements Kofi Annan Foundation's commitment to supporting youth leadership in PVE, but also directly responds to the UN Secretary General's call to empower young people by harnessing their creativity and energy in P/CVE.

As it is piloted and rolled out through different Extremely Together Chapters in Southeast Asia, Africa, and Europe, the project should contribute to the localization of Pillar 1 of the Global Counter Terrorism Strategy, the United Nations Security Council landmark resolutions 2250, and 2419 on Youth, Peace, and Security, Sustainable Development Goal 16, targets 16.1 and 16.7. In addition, the program aims to empower young people as one of the strongest partner groups in addressing global challenges; contributing to the United Nations Youth Strategy and the 2019-2028 Nelson Mandela Decade of Peace.

Guiding principles

- Young people bring unique strengths and experiences to learning and are vital partners.
- Young people learn in a variety of contexts and through multiple instruction methods.
- Including young people's views enhances their sense of ownership.
- All people learn best in an environment that is physically and emotionally safe.

Points to keep in mind when engaging young people in P/CVE

- Behind every terrorist, especially the young terrorists that we have today, there is a unique human being.
- No one is born an extremist, but events in the lives of individuals or of others around them can make someone vulnerable to VE.
- Extremists come from all strata of society. Individuals from all political, racial, religious, educational, occupational, and ethnic backgrounds can fall prey to extremist propaganda.
- There is no single pathway to extremism; every individual's radicalisation journey and enrolment into an extremist group is unique and dependent on several factors. These may include one's individual and social circumstances and influencing networks.
- Not all radicals become violent. Radicalisation does not necessarily predict violent behaviours, but could provide a clue that someone may be moving towards VE.
- Cognitive behavioural therapy (CBT) has been proven to help teach and support at-risk youth to be conscious of their biases and decision-making processes and reduce impulsive behaviour and improve decision-making.
- Fighting violent extremism may seem like a daunting task, but even the smallest contribution young people make matters, and can ultimately save lives.
- A young person can make a big positive difference just by challenging their personal biases, attitudes, and behaviour that may be perpetuating injustices that feed into the production of VE and terrorism.
- P/CVE is a huge undertaking. This project focuses on supporting young people to work in targeted ways to prevent and counter threats posed.

Tips for planning and delivering an effective training session

Before carrying out any training, and to ensure participants get the most benefit from a particular lesson, there are a few things to consider;

- Plan and find a training area with minimal external disruptions such as noise to ensure participants can concentrate.
- Learn about the people you will be training. The more you know about your audience, the better you'll be able to teach them. What are their age, education background, religion, and political beliefs, names? What do they already know about the subject matter of training? What don't they know? Conducting an assessment of your trainees' profiles ahead of the training would be a good way to familiarize yourself with certain sensitive backgrounds.
- Carefully review each lesson in advance to determine and secure the necessary supplies and training aids you will need. These may include, a projector, TV screen, speakers, paper, markers, printed handouts, etc.
- Learn your training topic so you can engage with participants with confidence and authority. Even if you have a lot of experience, check yourself, review the training materials and be familiar with what you will be presenting.
- Take note of the estimated time you will need to deliver each lesson. Monitor yourself and participants to ensure the set timeframes for each lesson are maintained.
- Rehearse before you start a training session and always do a walk-through of all instructions with your team. This helps imprint in your mind what you will do with the trainees but also helps ensure you effectively manage your time.
- Understand how important group dynamics are to productive sessions. When a good dynamic (energy, atmosphere) exists, each member will perform effectively and achieve goals set by the group. To foster a positive dynamic, take time to learn and work with different participant personalities, communicate instructions clearly, recognise diversity within the group, and practice cultural sensitivity.
- Create a space for collaboration and team building in which everyone is treated equally and has space to contribute.
- Ask participants what they expect from the training at the start of each workshop as an opportunity to share learning objectives and to learn participants' skill and knowledge of the content.
- Topics related to VE and terrorism sometimes elicit heated arguments and arouse painful memories. Employ warm-up exercises as much as possible to help build good relations among participants and a comfortable environment where all participants feel safe and confident to share and contribute. Setting ground rules at the start of a particular training workshop can be another way to enable you build an environment of respect.
- Practice empathy by demonstrating to young people that you understand what they are going through, and their emotions.
- Nurture critical thinking, creativity, and encourage youth leadership throughout the different lessons.
- Create opportunities for practical exercises as much as possible to ensure young people learn by doing.
- Ask for feedback at the end of the training so that you know how to modify for the next session.

What is violent extremism?

OVERVIEW

This chapter looks at the fundamentals of VE. It explains how VE is defined and understood and examines the drivers and risks that make it thrive. It covers the impact of factors like gender and discusses how resilience to VE can be created in individuals and communities.



What is violent extremism?

OVERVIEW

Violent extremism (VE) does not only mean carrying out violent actions to achieve ideological, religious or political goals. It can also mean justifying or advocating for such violence.



Radical beliefs are not the same as VE, but they can sow a seed and then cause individuals to join VE groups.

• Individual Factors	• Psychological, Life experiences	• Bullying, Self-doubt, Family violence
• Community Factors	• Education, Role-models, Social support	• e.g. No access to school, Local gangs, No local work
• Structural Factors	• State of Government and wider society.	• e.g. Widespread poverty, Religious conflict, Government corruption



Watch out for people displaying several signs of VE radicalisation...

• Be careful: one of these signs is not enough to identify VE radicalisation!

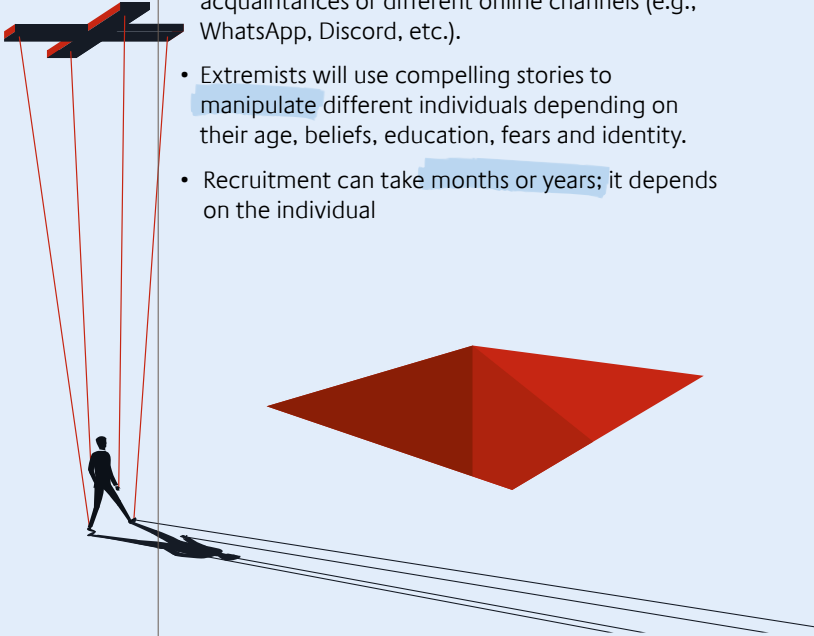
- Self-isolation and withdrawal
- Experiences a personal crisis/trauma and struggles to recover
- Changes relationships, drops friendships and makes new friends with more extreme views/from VE group

- Stops doing things they enjoy
- Grows more intolerant of others and different views
- Converts to a new religion or extreme beliefs or conspiracy theories
- Gets into angry arguments and grows confrontational



? How are people recruited?

- VE groups select a recruiter who will appeal to different audiences and who will come across as authentic and believable.
- Extremists adapt their approaches and storylines to target different kinds of people; via close acquaintances or different online channels (e.g., WhatsApp, Discord, etc.).
- Extremists will use compelling stories to manipulate different individuals depending on their age, beliefs, education, fears and identity.
- Recruitment can take months or years; it depends on the individual



? Does gender make a difference?

Recruiters target women differently

- Recruited by force/threat
- Recruited by other women
- Drawn to terrorism by male family

Women can play different roles like... helping run operations, carrying out domestic duties, "breeding" more children for recruitment, working as spies, etc. but can also be active terrorists (e.g. suicide bombers).



? Why do people leave violent extremist groups and turn away from violent extremism?

Individuals think of leaving because of

- Exposure to gruesome violence
- Unfulfilled promises
- Poor financial and social living conditions
- Changes in VE leadership and infighting
- Mental and physical burnout
- Disillusionment with ideology

But they can be torn between the attractions and risks of leaving...

LEAVE!

- + Financial and life stability
- + Positive supporting relationships; partner, old friends, family
- + Peaceful life after chaos of violence
- + Government amnesty opportunity
- + other exit opportunity
- e.g. job/training

STAY!

- Breaking ties with VE friends
- Shame and regret
- Fear of reprisal from VE leaders
- Risk of criminal prosecution
- Fear of stigmatization/rejection from society and family/friends

PART 1: WHAT IS VIOLENT EXTREMISM?



Session aim

People often set off to solve a problem without a clear definition in mind. As a result, the solutions they come up with may not work, and the problem may never be fully resolved. The aim of this lesson is to help trainees to understand the problem (or challenge) of violent extremism and the critical factors and issues that feed into and result from it.



What should facilitators keep in mind?

NOTE there is no **global** definition of VE, or the issues related to it. However, this manual uses definitions from reputable sources – often organizations and agencies at the forefront of P/CVE research – which serve as a good reference point for trainees and can help them develop a better understanding of this complex issue.

If you happen to be teaching this module in a country that already has an existing national P/CVE strategy, you may also want to encourage your trainees to compare their governments' definitions of PVE with the ones taught in the course. The idea is to expose them to a variety of information and encourage them to develop their own opinion through critical thinking.



Learning outcomes

- Ability to differentiate between the various issues associated with VE and prevention strategies.
- Capacity to explain what they learned in their own words.



Between 2 hours and 2 hours 15 minutes.

Materials

- Flip chart or chalk board
- Markers or chalk
- Manila, art paper, or a stack of plain A4 paper
- Notebooks for trainees
- Pens/Pencils for trainees
- Glue, cello/scotch tape or pins to hang paper on walls
- Projector, project screen or a television set
- Speakers
- Computers for internet research (alternatives provided if this is not possible)



Audience

This lesson is suitable for young people of all backgrounds, including youth leaders and people with prior knowledge of violent extremism.



Learning environment/space

You will need outdoor and indoor learning spaces:

- The indoor space should include equipment to show videos (projector or television screen), computers and a stable internet connection.
- The outdoor space will be used for the word hunt warm up game.



Preparation

There are several items you are expected to prepare ahead of the training before the trainees show up. Please review and take the following steps carefully:

- ✓ **1) General preparation:** Secure training material and equipment ahead of time.
- ✓ **2) Preparation for the warm-up game:** Write each of the following concepts on the paper you've prepared. There should be one concept/word per card. See concepts listed below.

Once you have written these down, hide the cards in different spots in the training room and around the compound before the session starts.

- ✓ **3) Preparation for 1. Exploring definitions:** Choose three different corners in your training room where trainees can split up into groups and discuss. In each of those corners, hang up a piece of paper and mark them as follows: "Group A: Sowing the seeds of VE", "Group B: Negative Outcomes", and "Group C: Building resilience". In the corner marked "Group A", pin up the concepts listed under "Group A" in the table from the previous section. Make sure each concept is

written on a separate piece of paper. The layout should be similar to the illustration below:

(Corner 1) **Group A: Sowing the seeds of VE & recruitment**

Ideology

Gender

etc...

Please repeat the same process for the Group B and Group C corners. All corners must follow the same layout.

- ✓ **4) Further preparation for 1. Exploring definitions:** Refer to the Glossary of terms listed in the annexes to this manual to copy and write down on separate sheets of paper the definitions of terms listed therein. Have these ready ahead of the lesson as well but do not pin them up in advance.
- ✓ **5) Further preparation for 1. Exploring definitions:** Should you decide to opt for the alternative activity, you will need to do a bit of advance preparation to guarantee the activity goes smoothly. Please research at least 3 possible definitions for each of the concept listed above. These must be from a range of different actors, agencies, or organizations to ensure they represent a multitude of perspectives. Print or write out the definitions for each concept and prepare them so that they can be readily distributed to trainees.
- ✓ **6) Preparation for reflecting:** Print the Reflection Worksheet found in the annexes – one for each trainee.



You are now set for the lesson!



Warming up: Word hunt

(20 minutes)

- ✓ **Step 1:** Start by pairing up trainees and tell them they will be playing a warm-up game called “word hunt”. You could also create teams of 3 or more people depending on the total number of trainees. The more teams you have, the less time it will take to complete this activity.
- ✓ **Step 2:** Explain to trainees that you have hidden notes with different terms/words related to VE across the training room and/or outside in the compound of your training area. Their task is to work with their team to find all the hidden notes in just 7 minutes. Once they have found them, invite them to report back to the training room.

You could add that each group is expected to find at least 1 word minimum. You can also give them clues of possible locations they could search. After briefing the trainees, count down together from 1-5 and set them off for the hunt.
- ✓ **Step 3:** Once everyone is back, ask the teams to sit down with their notes and check that all notes have been collected from the different hideouts. Should any be missing, send a few trainees to retrieve them from the hiding spots you put them in.
- ✓ **Step 4:** When all the notes have been assembled, congratulate the teams on a job well done! Allocate 5 minutes for trainees to share and reflect on their experience of the game before transitioning into the next segment of the lesson.



1. Exploring definitions

(60 minutes)

- ✓ **Step 1: Introduction and video (10 minutes)**

Introduce the new segment where trainees will explore the definitions of the different terms they collected during the warm-up activity. To ease into this, play a 2- minute video titled “A problem defined is half solved.” You will find the video on the flash disk attached to this manual. Alternatively, if you have a reliable Internet connection, you may play the video via this link <https://www.youtube.com/watch?v=qJsJB3GmFcQ>.
You could play the video via a laptop or desktop connected to a projector, projection screen, and some audio enhancement/speakers. You may also directly use a television screen and audio enhancements/speakers.
- ✓ **Step 2: Disclaimer (5 minutes)**

After the video, explain to the trainees they must first know how to define VE before being able to address the threats posed by it in their communities.

Explain they must be able to distinguish it from other forms of violent conflict that may exist in their surroundings.

Emphasize the following key points to keep in mind as they explore definitions:
 - VE can mean different things in different contexts. The definition needs to come from the community.
 - VE does not only mean carrying out violent actions. It can also mean justifying or advocating for violence.
 - Radical beliefs are not the same as VE, but they can be a precursor for VE, or cause individuals to join VE groups.
- ✓ **Step 3: Group work (30 minutes, depending on chosen activity)**

Trainees will have to use computers with a stable Internet connection for this activity. They may also use their personal cell phone devices if they wish to. Seeing as this course discourages trainees from using their personal resources if they are limited, they should not be forced to use their personal data bundles should they not wish to.

- Divide the trainees into 9 teams and give 3 of the notes to each team. Inform trainees that they will now build on the warm-up exercise and conduct online research for each term they have been assigned.
- Explain they are expected to search for definitions of each term, and note down the different definitions that may come up during the search.
- Once trainees have identified definitions online, ask the teams to review these definitions and use the information they collected to generate their own understanding of each concept. Invite them to report back with their 3 concepts and the definition for each concept neatly written down beneath it on separate papers (5 minutes).



Alternative activity: You may have difficulty obtaining a stable Internet connection in which case you should opt for this alternative activity.

- Divide the trainees into 9 teams and assign 3 of the papers with concepts to each team. Inform trainees that they will now build on the warm-up exercise and try to come up with discussions for each word that they have been assigned.
- Distribute the different definitions you printed or copied out ahead of the lesson (see preparation section 1.1.1.) to each team of trainees. Make sure the definitions align with the concepts that have been assigned to the teams.
- Based on these definitions, ask the teams to develop their own definition for each of the 3 separate terms they have been assigned. Explain that the purpose of the definitions you distributed is to give teams an idea of what definitions are out there but are in no way the only definitions that exist, or the “correct” ones. The personal definitions they come up with may be a mix of the 3 definitions that were handed to them, a variation of the definition they thought was most relevant, or their own interpretation of the term.
- Ask the teams to then write down suggested definitions for their terms on separate papers and reconvene. Note that this may require additional discussion at the debrief stage so make sure to adjust your lesson schedule accordingly (20 minutes)



Step 4: Glossary Definitions (10 minutes)

Once the teams have their definitions ready, invite them to reconvene in the training room and take their seats. Use the papers you prepared ahead of the lesson with the definitions of each term taken from the training manual’s glossary of terms and lay these out on a table at the front of the training room. Ask each team to choose one volunteer to come to the table and retrieve the definitions that relate to the concepts the group worked on.



Step 5: Comparison (5 minutes)

After each group’s volunteer has retrieved their definitions from the table, ask the volunteers to walk to the corner where the concept they defined is pinned up and pin up the definition they picked from the table, and then the definition their group suggested. The resulting layout will look like the illustration below:

(Corner 1) Group A: Sowing the seeds of VE & recruitment

Ideology	Definition of Ideology from glossary of terms	Trainee definition of Ideology
Gender	Definition of Gender from glossary of terms	Trainee definition of Gender



2. Debrief exercise

(40 minutes)

Give the trainees 25 minutes to go around the room, exploring the definitions pinned up in the three corners, taking note of the similarities and differences between definitions suggested by the teams, and definitions from the glossary of terms. All trainees are expected to have reviewed every concept and definition under each set by the end of the time allocated.

After the 25 minutes, ask the trainees to take their seats for a debrief exercise. Use the following questions to guide the discussion:

- What are the key take aways from this exercise? (Give each participant a chance to share their thoughts)
- Based on the definitions you read, how does VE differ from other forms or types of violence?
- What surprised you in the definitions you read?



Alternative activity: If you chose the alternative activity, you may want to allocate more time for the debrief exercise, choosing to discuss certain concepts more extensively. The following additional questions may help you deepen the conversation:

- What was the most challenging part of having to come up with definitions by yourself? Did you know what every concept meant?
- Do the glossary definitions align with your expectations?



Key takeaways

(15 minutes)

As you finish the session, tell the trainees that there is a reason for classifying the concepts related to VE in different groups. Explain the rationale behind each of the following:

- **Group A: Sowing the seeds of VE & recruitment** – relates to actions or ideas VE recruiters use to recruit people. Recruiters exploit various ideologies, narratives, grievances, and sometimes identity-based factors to radicalize their targets. Depending on the interests of the VE group, different community members may stand a higher risk of being targeted for radicalisation. Radicalised individuals may slowly start to adopt extreme views but not necessarily join VE activities yet. In other instances, a radicalised individual may be so convinced by the ideas and stories sold to them that they decide to join the VE group.
- **Group B: Negative outcomes** – relates to developments that occur after an individual is recruited into a VE group including the resulting violence and terrorism.
- **Group C: Resilience and pushback** – relates to activities or behaviour that can be put in place to prevent the risk of violence in communities. Even though these communities might already be vulnerable and targeted by VE recruiters, the actions listed here allow those communities to take active steps to strengthen the ability of its members to identify and resist VE activities. They also describe efforts to dissuade people already involved in VE activities and those who wish to leave these groups.



Reflecting

(25 minutes)

Finish by handing each participant a Reflection Worksheet guided by Gibb's 1988 reflective cycle. The responses will help you evaluate the lesson and give trainees a quiet moment to reflect on everything they've learned and what it means to them.

Give them 25 minutes each to find a solitary spot, respond to the reflection questions and return the sheet to you. Find Reflection Worksheet in the Annexes to this manual.

PART 2: WHAT DRIVES YOUNG PEOPLE INTO VIOLENT EXTREMISM?



Session aim

This lesson explores the factors that make individuals and communities susceptible to recruitment into VE. After this lesson, trainees will be in a better position to identify risk factors in their own community and contribute to preventing or countering VE at their level.



What should facilitators keep in mind?

This lesson does not provide an exhaustive list of all drivers and risk factors for VE. However, different studies and lessons learnt from P/CVE actions implemented around the world have unearthed consistent trends. These provide a good basis for trainees to build their understanding of the how VE can thrive.



Learning outcomes

- **An enhanced understanding of the individual risk factors and structural drivers of VE.**
- **Ability to identify instances of VE.**



Between 3 hours and 3 hours 30 minutes.

Materials

- Flip chart or Chalk board
- Markers or Chalk
- Manila, Art paper, or a stack of plain A4 paper
- Notebooks for trainees
- Pens/Pencils for trainees
- Glue or cello tape



Audience

This lesson is suitable for young people of all backgrounds, including youth leaders and people with prior knowledge of violent extremism.



NOTE: It is important to profile your audience in advance to avoid stigmatizing anyone. This involves remaining mindful of past experiences and if someone may have been in vulnerable situations like the ones described in this lesson.



Learning environment/space

Largely, an indoor space will be required with extra space to host group breakaway sessions, if possible.



Preparation



1) General preparation. Secure training material and equipment ahead of time.



2) General preparation. Write out the title “Key Points to keep in mind when exploring drivers of VE” on a piece of paper and pin it up in the corner of a room. Write the points out on separate pieces of A4 size paper and pin them up under the title. Encourage the trainees to reflect on them throughout the lesson.

Key points:

- **Point 1:** No one is born a VE, but events in the lives of individuals or those around them may make someone vulnerable to VE.
- **Point 2:** It's normally several factors combined that push individuals to join VE groups.
- **Point 3:** VEs can come from different social, political, racial, religious, educational, occupational, and ethnic backgrounds.
- **Point 4:** There is no single pathway to extremism; every individual's radicalisation journey and ultimate enrolment into a VE group is unique. Factors may include one's individual circumstances, wider society context, and networks.
- **Point 5:** Not all radicals become violent. Therefore, radicalisation does not necessarily predict violent behaviours, but could provide a clue that someone may be moving towards VE.

You will want to keep these pieces of paper and pin them up during the next lesson too.



3) Preparation for Reflecting. Print the Reflection Worksheet found in the annexes – one for each trainee.



Warming up: Pass the Word

(25 minutes)

- ✓ **Step 1:** Tell the trainees that they are going to play a warm-up game titled “Pass the word”. The idea of the game is to test their active listening skills. To begin, ask the group to form one big circle and ask one volunteer among them to stand in the middle of the circle.
- ✓ **Step 2:** Ask the volunteer to think of a fruit of their choice (e.g, a mango). Tell them to clap once to signal to the group that they are ready without revealing the name of the fruit out loud. Once the signal is given, the group should loudly count from 1-5 while the volunteer chooses a person from the circle to whom they will whisper the name of the fruit. As soon as the person has been selected, the volunteer is to approach them, whisper the fruit name in their ear, and then ask them to “Pass the Word” to another trainee.
- ✓ **Step 3:** The chosen group member should then run to the middle of the circle. As soon as they reach the centre, the whole group should start counting loudly from 1-5 while this new person chooses someone from the circle to whom they will “pass the word”, i.e. whisper the name of the fruit. As soon as they identified the individual to pass the word to, they should approach them and whisper the fruit name in their ear. The group can repeat the same procedure until they have “Passed the Word” to at least 8 group members. You may choose to go beyond 8 rounds if you have a large group of trainees.
- ✓ **Step 4:** The last person selected to “pass the word” would then be required to run and stand in the middle of the circle as well. This time, the first volunteer who initially chose the fruit name would also join them in the middle of the circle.
- ✓ **Step 5:** As game moderator, ask the last person to tell the rest of the group the word that was whispered to them. Then ask the first volunteer if what the last person said was the original word they chose. If they agree, then invite the rest of the group to cheer all the volunteers. You can give the trainees a few minutes to share their feelings about the game.
- ✓ **Step 6:** Ask trainees to return to their seats.



1. learning about drivers and risk factors

(2 hours 40 minutes)

✓ **Step 1: Defining a “risk factor”** (15 minutes)

Provide trainees with a general definition of a “risk factor”: Something that increases the likelihood of a negative outcome. Something that makes you more likely to fall prey to VE propaganda. This could be certain psychological predispositions, pressure from family or community members, or different structural norms or views that perpetuate injustice or condone violence within a given social setting.*

Building on this general definition, explain that this lesson will be structured around 3 types of risk factors:

1. Individual **risk factors** that make certain individuals more susceptible to VE.
2. Group **risk factors** that make certain groups or communities more susceptible to manipulation by VE recruiters.
3. Structural **drivers** that may increase a country’s risk of VE.

Explain each risk factor as follows:

- ✓ 1. **Individual risk factors:** psychological factors and life experiences that may increase an individual’s attraction to radical behaviour and violence. Examples of this may include experiences of bullying/ exclusion from peers.
- ✓ 2. **Community risk factors:** communities that lack social support structures and education and economic opportunities can be more vulnerable to manipulation from recruiters.

* There is even research that suggests some individuals might have a biological predisposition to violence.

- ✓ **3. Structural drivers:** the broader socio-economic and political factors that help to create more unstable environments locally or nationally. These influence an individual or community's likelihood of exclusion or negative experiences that make them more susceptible to radicalisation and recruitment into VE. Examples of this may include poverty, lack of access to basic amenities, low levels of education, or ethno-religious tensions.

✓ **Step 2: Group Work** (1 hour)

Divide the trainees into 4 groups and explain the assignment. Let them know ahead of time that they will reconvene after this exercise and present their findings to the whole class in a 15-minute presentation.

- ✓ **Instructions:** To understand how these different risk factors can increase an individual's risk of radicalisation, trainees should study the profiles of 4 individuals who led VE activities. Distribute the following assignments to each group:

- ✓ **Group 1:** Read the following articles to examine the biography and profile of former Al-Qaeda leader Osama bin Laden:

- <https://www.fbi.gov/history/famous-cases/osama-bin-laden>
- <https://www.history.com/topics/21st-century/osama-bin-laden>
- <https://www.pbs.org/wgbh/pages/frontline/shows/binladen/who/bio.html>

- ✓ **Group 2:** Read the following articles to examine the biography and profile of Anders Behring Breivik, a Norwegian far-right domestic terrorist:

- <https://journals.sagepub.com/doi/pdf/10.1177/1536504214558216>
- <https://icct.nl/publication/the-anti-islamist-anders-behring-breiviks-manifesto/>
- <https://www.theatlantic.com/ideas/archive/2019/02/christopher-hasson-was-inspired-breivik-manifesto/583567/>

Group 3: Read the following articles to examine the biography and profile of Abubakar Shekau, former leader of Nigeria based terror group Boko Haram:

- <https://edition.cnn.com/2014/05/07/world/africa/abubakar-shekau-profile/index.html>
- <https://www.counterextremism.com/extremists/abubakar-shekau>
- <https://www.cfr.org/blog/mother-boko-haram-leader-abubakar-shekau-speaks-about-her-son>

- ✓ **Group 4:** Read the following articles to examine the biography and profile of Australian Far-right terrorist Brenton Tarrant:

- <https://www.counterextremism.com/extremists/brenton-tarrant>
- <http://cstpv.wp.st-andrews.ac.uk/files/2020/08/Williamson-Tarrant.pdf>

After a careful review of the articles, ask the groups to each answer the following questions about each extremist individual and record their answers on a flip chart:

- What were the individual risk factors that could account for their ideas and actions?
- What were the group/ community risk factors? What were the structural drivers/risk factors?
- What surprised you about the extremist you studied?

✓ **Step 3: Group Presentations** (1 hour)

Reconvene the trainees and give each group 15 minutes to share their reflections with the other participants. Ask trainees to leave 2-3 minutes at the end of their presentation for questions and answers.



Step 4: Concluding the activity (25 minutes)

Add to the risk factors listed during the group activity with the following:

- **Structural drivers & risk factors:** In addition to those discussed, trainees should be aware of the following:
 - Poor governance: corruption, lack of trust in government, lack of community participation in decisions, human rights abuses, no access to justice, abuse of rule of law
 - Poorly governed or ungoverned areas that make it easy for VEs to establish territories
 - Social marginalization
 - Lack of meaningful economic opportunities and existence of economic inequalities
 - Poor social development support
 - Protracted violent local conflicts
 - Poor management of VE prisoners enabling those held on terrorism charges to mix and radicalize prisoners incarcerated for lesser crimes.

- **Community risk factors:** In addition to those discussed, trainees should be aware of the following:

- Values and norms circulated by groups and group leaders that encourage anti-social behaviour and support for VE
- Social network ties with members exposed to VE or actively involved in VE recruitment
- Intimidation or coercion by VE combatants & recruiters e.g., sometimes VEs conduct community raids and forcefully abduct people to force them join their group
- Poverty, diminished economic opportunity, and lack of community resources for economic development
- Weak or silenced participation in community affairs and civic life
- Community level exposure to systemic abuse of human rights by the state
- Poor community social support infrastructure
- Misinterpretation of religious, social, economic, or political doctrines
- Disruption within the family unit

- **Individual risk factors:** In addition to those discussed, trainees should be aware of the following:

- No sense of purpose
- Desire for adventure
- Antisocial beliefs and attitudes
- Lack of critical thinking skills
- Difficulties in understanding information
- Rejection by peers
- Desire for spiritual benefit in afterlife
- Feelings of isolation and poor sense of belonging
- Influence from peers exposed to VE activity or propaganda
- Unstable and distressing and dysfunctional family environments that can include physical abuse, emotional neglect, anti-social parents with attitudes that support violence, displacement, family transitions, parental or sibling criminality related to VE, lack of supervision and boundaries weak bond between parents and children, etc.
- Personal experience of exposure to security force abuse
- Weak understanding or misinterpretation of religious, social, economic, or political doctrines
- Desire for political power & status
- Desire for economic benefit and stability

Share the following reflections with trainees:

- Individuals and communities can be affected differently by these various factors. Some are influenced by strong religious convictions; others by poverty and some a sense of despair.
- A combination of structural, community, and individual drivers generally drive individuals into VE.
- Not all individuals who join VE groups do so by choice. This especially applies to children who are recruited and exploited by VE groups, or women whose husbands have ties to VE groups. This can be the case for communities where VE combatants attack, intimidate, kidnap, and coerce people to join their groups.
- You need to reflect carefully on these different drivers and risks to make sure the solutions you offer are the right ones, regardless of whether you are contributing to individual, community, or national resilience against VE.



Key takeaways

(15 minutes)

As you finish the session, remind the trainees of the points they should remember:

- Extremists adapt their approaches and storylines to target different kinds of people. Some are recruited in person through close acquaintances, and others are targeted through different online channels (e.g., WhatsApp, Discord, etc.)
- Extremists try to understand who their target is to design compelling stories to persuade them. They consider factors like a person's age, interests, how they receive information, level of education, identity, and their grievances.
- Extremist organizations select a messenger or carrier of the story that the target audience will relate to and find authentic, credible, and believable.



Reflecting

(25 minutes)

Finish by handing each participant a Reflection Worksheet guided by Gibb's 1988 reflective cycle. The responses will help you evaluate the lesson and give trainees a quiet moment to reflect on everything they've learned and what it means to them.

Give them 25 minutes each to find a solitary spot, respond to the reflection questions and return the sheet to you. Find Reflection Worksheet in the Annexes to this manual.



PART 3: HOW DO PEOPLE JOIN VE GROUPS? RADICALISATION AND RECRUITMENT



Session aim

Trainees should now know about the different risk factors that make individuals and communities susceptible to recruitment. This session will educate trainees about the process of radicalisation, focusing on common recruitment methods, platforms and narratives to help them spot and work to counter different recruitment techniques.



What should facilitators keep in mind?

The path to radicalization is different for every individual who decides to join a VE group.



Learning outcomes

- Enhanced understanding of radicalization processes based on risk factors.
- Trainees are able to identify different recruitment tactics used to spread VE.



Between 3 hours and 3 hours 30 minutes.

Materials

- Flip chart or Chalk board
- Markers or Chalk
- Manila, Art paper, or a stack of plain A4 paper
- Notebooks for trainees
- Pens/Pencils for trainees
- Glue or cello tape
- Projector & projection screen or television screen



Audience

This lesson is suitable for young people of all backgrounds, including youth leaders and people with prior knowledge of violent extremism.



NOTE: It is important to profile your audience in advance to avoid stigmatizing anyone. Be mindful of past experiences and if someone may have been subject to recruitment attempts or radicalisation.



Learning environment/space

An indoor space will be required that can accommodate video viewing.



Preparation



1) General preparation. Secure training material and equipment ahead of time.



2) General preparation. Reuse the chart you had prepared in the previous lesson (i.e., “Key Issues to keep in mind when exploring drivers of VE”) as well as the separate pieces of A4 paper with key issues. Pin them up in the same places as last time and encourage the group to reflect on these throughout the lesson.



3) Further preparation for 1. Exploring how radicalisation works: If desired, print the handout for your trainees ahead of the lesson so that they may follow along as you read through it. The worksheet can be found in the annexes.



4) Preparation for 1. and 2. Exploring narratives in VE radicalisation & recruitment. Find and charge the videos “Act on the Signs of Radicalization” and “Why VE narratives resonate” ahead of time. The videos can be found in the Chapter 1 Video Resource Collection folder of the flash drive.



5) Preparation for Reflecting. Print the Reflection Worksheet found in the annexes – one for each trainee.



Warming up: Get in line!

(25 minutes)

- ✓ **Step 1:** Divide the trainees into a minimum of two groups with an equal number of participants (give or take one person if you have an uneven group of trainees). There should be at least 4 trainees per group.

- ✓ **Step 2:** Explain to the trainees that you will read out specific prompts, and that the groups will have to rearrange themselves in a line that follows the specific order given in the prompt. But there is a catch! They must do it in complete silence and can only communicate with non-verbal cues.

- ✓ **Step 3:** Use the following prompts for each round. Get trainees to rearrange themselves:

- from shortest to tallest
- from youngest to eldest
- according to the number of languages you speak – from least to most
- according to the number of siblings you have – from least to most
- in terms of the number of sports you play – from least to most.

You can also choose your own prompts but if so, please remain mindful of questions that could come across as stigmatizing to certain trainees in your group.

- ✓ **Step 4:** Once a group believes that they have arranged themselves in the right order, they should clap once to indicate that they are ready. All groups should quickly form a line as soon as a first group has clapped.
- ✓ **Step 5:** When all groups have formed a line, go around to each group, and ask each person standing in the line to individually answer the prompt given to check if people in the group are organised in the right order. The group that was the most accurate in the amount of time given wins the round. You may repeat this activity for as many rounds as you like.



1. Exploring how radicalisation works

(1 hour 10 minutes)

- ✓ **Step 1: What should we keep in mind? (10 minutes)**

Start this section by giving trainees this prompt:



Caution: Identifying or recognizing signs of radicalization is crucial but not always easy!

Why is this?

Radicalisation is often indirect and covert. This is because recruiters try to remain very discreet to avoid detection by authorities and vigilant community members.

- Recruiters generally warn their targets to keep their radicalization a secret, often isolating them from family members, friends, or individuals who might intervene if they understand what is happening.
- Signs exhibited by an individual undergoing VE radicalization are not always clear-cut. These signs may also indicate other issues like social isolation or criminal affiliations (e.g., substance abuse, serial theft, gang violence, etc.).

- ✓ **Step 2: How to identify signs of radicalization? (40 minutes)**

Start with a few reminders:

Remind trainees that the next part of the lesson builds on their previous knowledge of the drivers of VE and risk factors that lead to radicalisation and recruitment.

- Definition: A sign is a behaviour that suggests an individual has likely already radicalized to VE or started the process. People on the path to radicalization may present several signs.
- The process of radicalization is unique for everyone. Sometimes it can happen over a short period of time and other times it may take longer.
- Sometimes, there are clear warning signs of radicalization, and in other cases the changes are less obvious.

With this in mind, you can start the activity on signs of radicalization. If you printed handouts ahead of class, now is the time to distribute them.

Inform the trainees that the list you distributed includes some warning signs documented and published by leading national and international level institutions working on VE. Let them know that you will go through them and then engage in an open discussion about this list.

Read through the following hand-out:



Signs associated with VE radicalization

- Social self-isolation and unwillingness to engage with people from other social groups
- Engages in more intense rhetoric and becomes argumentative, unwilling to listen to other people's points of view while expressing hateful opinions
- Embraces conspiracy theories
- Harbours feelings of persecution
- Drastically changes friendships, particularly severing old relationships and finding new friends both on and offline who appear to demand isolation from all others
- Discusses violence beyond what one would consider normal
- No longer doing things they used to enjoy
- Converts to a new religion or set of cult beliefs, while expressing extreme intolerance
- Becomes secretive and reluctant to discuss their whereabouts
- Having deep sympathy or commitment to VE ideologies and groups
- Changing online identity or having more than one online identity
- Spending a lot of time online or on the phone
- Frequently visits extremist websites and content online
- Joins or attempts to join a VE organization
- Having a friend or an enabler known for connection to a VE group
- Having or actively seeking for skills/resources for committing violence
- Starts organizing activities that cater to extremist ideology and/or on behalf of an VE group
- Becomes obsessed with injustices that VE groups also frequently cite
- Does not positively identify with the family, community, nation etc.
- Experiences a personal crisis or life trauma from which the individual does not fully recover
- Endorses the violent actions of an VE group

Emphasize that there may be other signs of other disruptive behaviour that is not necessarily related to VE, but which should be a cause for concern.

Once you have gone through the list, ask trainees to share their general reflections on the signs presented. Use the following questions:

Is there a sign that surprised them?

Are there some signs that are relevant to their community context?



Step 3: Video “Act on the signs of radicalization.” (20 minutes)

After the reflection discussion, invite trainees to watch a short video on understanding the signs of radicalization: https://www.youtube.com/watch?v=NFrU9egvhbs&t=2s&ab_channel=FAST

Select and play the video from the Chapter 1 Video Resource Collection on the flash attached to this manual. This can be shown on a television set supported by audio enhancements/speakers or through a projector and projection screen.

Close this section of the lesson by asking trainees to share their thoughts on the video.



2. Understanding narratives in VE radicalisation & recruitment (1 hour 25 minutes)



Step 1: Stories from childhood (40 minutes)

Explain that around the world, narratives are used to pass down important information from one generation to another across different subjects ranging from cultural history, to values, behaviour, etc. Sharing narratives often starts in childhood.

Ask whether two or more volunteers would like to share a story, teaching, or moral passed down to them from family members during their childhood. If no one volunteers, offer a story from your own childhood to get the conversation going.

Once a few stories have been shared, try to generate a group discussion with the following questions:

- Is there a story that stood out to you? How did it make you feel?
- What component of this story was most touching for you?
- How does the choice of setting affect how we feel about the story?
- Does the choice of characters make the story more or less appealing?
- How did the voice, tone, and sentence style used by the narrator make you feel?



Step 2: VE radicalisation and stories (10 minutes)

Use the previous exercise as a springboard to explain that there are different elements to a narrative/story and the narrator shares it in a way that triggers specific emotions, thoughts and actions. Narratives/stories have a purpose and do not exist just for the sake of being shared.

The same applies to VE narratives. Extremists study the characteristics and needs of their target audiences: they craft stories that are not only persuasive, but also creative and appealing. In this way, their narratives become inspiring, and not just persuasive. In fact, VE recruiters often have a background as literary authors or storytellers. Additionally, extremists actively denounce common grievances in the lives of their target audience to further the appeal of their messaging.

**Step 3: Video “Why VE narratives resonate”**
(35 minutes)

Explain to the trainees that the following video will broaden their understanding of the extremist storytelling phenomena.

Select and play the video from the Chapter 1 Video Resource Collection on the flash attached to this manual or use this link https://www.youtube.com/watch?v=_-6KniTPe6Y&t=6s to access the video. This can be displayed on a television set supported by audio enhancements/speakers or through a projector and projection screen.

After watching the video, prompt trainees to reflect on the following questions:

- What key stories did you pick up from the video?
- Why do you think these stories may have resonated with the targeted audience?
- What does the video tell us about the role of the messenger who carries the story to the target audience?

**Key takeaways**

(20 minutes)

As you finish the session, remind the trainees of the main points they should remember:

- Extremist organizations select a messenger the target audience will relate to and find authentic and believable.
- Extremists adapt their approaches and storylines to target different kinds of people. Some are recruited in person through close acquaintances, and others are targeted through different online channels (e.g., WhatsApp, Discord, etc.).
- Extremists try to understand who their target is to design compelling stories to persuade them. They consider factors like a person's age, interests, how they receive information, level of education, identity, and their grievances.
- The speed at which individuals may be recruited may also vary from one person to another (i.e., the difference of time between the moment when the person is first contacted by a VE group, and when they join the group). Whilst some people may be recruited in just under a few months, it may take years for others to be recruited.

**Reflecting**

(25 minutes)

Conclude the lesson by handing each participant a Reflection Worksheet guided by Gibb's 1988 reflective cycle. The responses will not only help you evaluate the lesson but also give the trainees a quiet moment to reflect on all they have learned and what it means to them.

Give them 25 minutes each to find a solitary spot, respond to the reflection questions and return the sheet to you. Find Reflection Worksheet in the Annexes to this manual.



PART 4: WHAT ROLE DOES GENDER PLAY?



Session aim

Gender impacts VE in many ways. VE groups lean into the specific behaviours created by gender stereotypes in different parts of the world and use it to rally new recruits. However, gender is not explored nearly enough in VE theory which is why certain PVE attempts do not work. This session introduces trainees to the topic of gender related to VE to better equip them in identifying and combatting gender-related VE threats.



What should facilitators keep in mind?

This lesson does not cover all dimensions of gender and VE. It is meant to stimulate trainee thinking on how gender impacts VE and spark their curiosity.



Learning outcomes

- Trainees develop a better understanding of the role of gender in VE radicalisation and VE operations.



3 hours.

Materials

- Flip chart or Chalk board
- Markers or Chalk
- Manila or Art paper, or a stack of plain A4 paper
- Notebooks for trainees
- Pens/Pencils for trainees
- Glue or cello tape



Audience

This lesson is suitable for young people of all backgrounds, including youth leaders and people with prior knowledge of violent extremism.



Learning environment/space

An indoor environment is sufficient.



Preparation



1) General preparation. Secure training material and equipment ahead of time.



2) Preparation for 1. Exploring how gender fits into VE; Step 6. Find and charge the video “Female Suicide bombers shock Nigerians: the case of Boko Haram” ahead of time. The video can be found in the Chapter 1 Video Resource Collection folder of the flash drive or can be accessed via this link <https://www.youtube.com/watch?v=Wj5wqztYrF0&t=84s>



3) Preparation for Reflecting. Print the Reflection Worksheet found in the annexes – one for each trainee.



Warming Up: Over to you!

(20 minutes)

Ask a volunteer among the trainees to propose and lead a warm-up activity common to their local community.

If no one suggests an activity, you may use one from a previous or following lesson as a backup.



1. Exploring how gender fits into VE

(2 hours)



Step 1: What is gender? (15 minutes)

Start by asking trainees to share what they think gender means. After they have contributed, share the following definition:

“Gender is about more than one’s biological sex. It also refers to the social attributes and opportunities associated with being male or female and the relationships between women and men. These attributes, opportunities and relationships are socially constructed, learned through socialization processes, and can be unlearned where they are harmful.”

Talk through the definition and ask trainees if there are any parts they do not understand. You can also add this additional explanation:

Gender determines what is expected, allowed, and valued in a woman or a man. In most societies, there are differences and inequalities between women and men in responsibilities, activities, access to and control over resources, as well as decision-making opportunities. These differences are constructed by society and can be altered or changed as society evolves.



Step 2: What is the link between gender and VE?

(15 minutes)

Explain to the trainees they will be exploring the role of gender in VE radicalisation and operations.

Share the following introductory points:

- VE recruiters are aware of gender dynamics and take advantage of them in radicalisation processes, recruitment, and overall administration of their groups.
- How they exploit gender depends on the social attributes, opportunities, and relations between genders within a particular community or country. They do not use one-size fits all approach.

Emphasize that developing a good understanding of the dynamics between gender and VE is important in designing tailor made programs for different people who may be vulnerable to recruitment or radicalization within our communities.



Step 3: How do extremists exploit gender at the radicalisation stage?

(25 minutes)

Ask trainees how they would answer the question “How do extremists exploit gender at the radicalisation stage?” in their own community. They can base their answers on knowledge of social expectations of each gender, opportunities available to both men and women based on their gender, and the overall relations between men and women within their communities.

In countries where VE groups are already active, ask trainees to share the differences and similarities they have noticed in how the VE group(s) in their countries target and engage different genders.

Introduce the following points to the discussion:

1. Gender dynamics in different locations impact the way men and women are recruited.
2. To target females, VE groups often use female recruiters and male recruiters used to target men. This is because men would not be easily swayed by a woman's opinion in certain contexts, and women tend to trust other women more than men.
3. Among married couples, VE groups have been known to work through men to radicalize their wives. Recruiters promise different things depending on gender. The most common example is when men are promised rewards of beautiful brides and women are promised opportunities to be married to group commanders.
4. Young men who are alienated and marginalized may struggle to meet traditional expectations of masculinity, such as being the breadwinner, attaining wealth and status, and enjoying access to sexual partners of choice. Research demonstrates that this may incentivize them to pursue violent paths to "validate" their masculinity. Extremists exploit these insecurities through the promise of financial rewards that would enable them to take care of their responsibilities and meet social expectations linked to 'manhood.'
5. Women are sometimes targeted for their childbearing capacities so they can produce new generations of fighters in VE camps.

Note that the examples you gave are not exhaustive. VE groups use different tactics depending on the situation and some methods that work in some places do not work in others.

✓ **Step 4: How do extremists exploit gender at the recruitment stage?**
(25 minutes)

Ask trainees how they would answer the question "How do extremists exploit gender at the recruitment stage?" in their own community. They can base their answers on knowledge of social expectations of each gender, opportunities available to both men and women based on their gender, and the overall relations between men and women within their communities.

In countries where VE groups are already active, ask trainees to share certain differences and similarities they have noticed in how the VE group(s) in their countries target and engage different genders.

Introduce the following points to the discussion:

1. VE groups sometimes use men to forcefully enroll their children into VE without the consent of the mother.
2. VE groups sometimes use men to entice and enroll their families including wives into VE activities without the women being given a chance to question this. Women raised to be submissive often believe a man has the right to do whatever they want with them.

Note this is not always the case, and some groups may exploit gender more than others. In fact, the stereotypes associated with the male head of household do not always hold in certain contexts which means VE groups have to adapt their strategy.

✓ **Step 5: How might VEs exploit gender in the day-to-day administration and operation of their groups?**
(25 minutes)

Ask trainees what they think could be potential answers to the question "How might VEs exploit gender in the day-to-day administration and operation of their groups?" in their own context. They can base their answers on knowledge of social expectations of each gender, opportunities available to both men and women based on their gender, and the overall relations between men and women within their communities.

In countries where VE groups are already active, ask trainees to share differences and similarities they have noticed in how the VE group(s) in their countries target and engage different genders.

Introduce the following points to the discussion:

1. VE groups normally assign males more combative roles than females. But this is not always the case, especially when it comes to ISIS who regularly deploy women on the battlefield. Share a case study of Female ISIS combatants from Iraq and Syria which trainees can explore further here <https://institute.global/policy/isis-women-and-jihad-breaking-convention>.

2. Sometimes, VE groups deliberately deploy women in combative roles (e.g., suicide bombers) to act as decoys since women are most often viewed by society as harmless.
3. Women are generally deployed in administrative roles dealing with VE group business operations. E.g., Al Shabab in Somalia use women to conduct administrative work because they can easily pass government check points without raising much suspicion. In many instances, women are also used to carry out cross-border missions and move weapons through checkpoints (e.g., in Nigeria and Niger).
4. VE groups sometimes award VE “warriors” brides as gifts for excellent performance on the battlefield without consideration for the feelings and interests of the women or girls.
5. Women are sometimes given leadership roles and tasked with patrolling and policing other women in the VE camps.
6. Women are rarely appointed as commanders of VE group military operations.
7. Women and girls are mostly assigned mundane roles such as cooking, cleaning, and nursing the wounded in the camps. They are also responsible for childcare within the camps.
8. Women are sometimes used as spies as they are less likely to draw suspicion.

Remind participants that each point mentioned in the discussion should be nuanced and that certain examples are more applicable to certain VE groups than others. Reiterate the example of ISIS that uses female combatants in Iraq and Syria to show how stereotypes do not always hold up.

Step 6: Video “Female Suicide bombers shock Nigerians: the case of Boko Haram” (15 minutes)

Close this segment of the lesson with a video illustrating how Boko Haram in Nigeria exploits women as suicide bombers in its combative operations.

Select and play the video from the Chapter 1 Video Resource Collection on the flash attached to this manual or via this link <https://www.youtube.com/watch?v=Wj5wqztYrF0&t=84s>. This can be displayed on a television set supported by audio enhancements/speakers or through a projector and projection screen.



Key takeaways

(15 minutes)

As you conclude the lesson, remind the trainees of the main points that they should remember from today’s lesson:

- Gender is a key factor in VE radicalisation and recruitment activities. For example, recruiters will normally use different techniques and different individuals to target women.
- Women are NOT passive, helpless, subordinate victims and have played an active role in VE groups and networks throughout history. For example, women were very active in the Baader-Meinhoff far-left terrorist organization operating in Germany in the 1960s-1970s.
- Women often provide important operational and ideological support in groups such as Boko Haram, ISIS and Al-Qaeda affiliates.
- Women can also actively inflict violence. In groups like ISIS, for example, serious levels of brutality have been inflicted on women by other women when they did not comply with strict moral codes imposed by the group.



Reflecting

(25 minutes)

Finish by handing each participant a Reflection Worksheet guided by Gibb’s 1988 reflective cycle. The responses will help you evaluate the lesson and give trainees a quiet moment to reflect on everything they’ve learned and what it means to them.

Give them 25 minutes each to find a solitary spot, respond to the reflection questions and return the sheet to you. Find Reflection Worksheet in the Annexes to this manual.

PART 5: WHY DO PEOPLE LEAVE VE GROUPS?



Session aim

Understanding why people choose to leave or disengage from VE groups is as important as understanding why they join in the first place. This lesson focuses on helping trainees understand some of the factors at play. This lesson will rely on a few examples that have been documented over the years, which are not exhaustive. Through this, trainees will understand how to safeguard other young people in their communities from radicalisation.



Note to facilitator

This lesson does not cover all dimensions of gender and VE. It is meant to stimulate trainee thinking on how gender impacts VE and spark their curiosity.



Learning outcomes

- Trainees develop a better understanding of the push and pull factors that influence individuals to exit VE groups.
- Trainees develop an enhanced appreciation for the barriers, challenges, and risks associated with leaving VE groups.



Between 3 hours and 3 hours 45 minutes.

Materials

- Flip chart or Chalk board
- Markers or Chalk
- Manila or Art paper, or a stack of plain A4 paper
- Notebooks for trainees
- Pens/Pencils for trainees
- Glue or cello tape



Audience

This lesson is suitable for young people of all backgrounds, including youth leaders, professionals and people with prior knowledge of violent extremism.



NOTE: It is important to profile your audience in advance to avoid stigmatizing anyone. This involves remaining mindful of past experiences and if someone was previously part of a VE group and decided to leave.



Learning environment/space

A calm out-door learning environment is ideal, but an indoor venue may be explored too.



Preparation



1) General preparation. Secure training material and equipment ahead of time.



2) Preparation for Reflecting. Print the **Reflection Worksheet** found in the annexes – one for each trainee.



Warming up: Not-so-musical chairs

(20 minutes)

- ✓ **Step 1:** Explain that this is musical chairs but with a twist! Ask all trainees to bring their chairs together in a circle except for one person. Ask this person with no chair to stand in the middle of the circle.
- ✓ **Step 2:** Explain to the group that the person in the circle must call out an instruction of their choice that will require the concerned trainees to switch seats. For example, they could say: "Change places if you are wearing black shoes."
- ✓ **Step 3:** As soon as the instruction is given, trainees wearing black shoes will be required to quickly stand up and switch places with other individuals that are wearing black shoes. During the switch, the people in the middle will also be positioning themselves to take up any of the empty seats that come up. If they do this successfully, then it means another person will not have a chair to sit on.
- ✓ **Step 4:** The new person standing will then take their place in the middle of the circle and issue an instruction. An example could be, "Change places if you are wearing plaited hair.". Repeat the previous steps as many times as you like.
- ✓ **Step 5:** After you have gone through at least 5 rounds of instructions, the trainees can be instructed to take their seats for the lesson to begin.



1. Exploring: Why do people leave VE groups?

(1 hour and 15 minutes)

- ✓ **Step 1: Refresher on VE drivers and risk factors (15 minutes)**

Explain to trainees that to better understand this lesson, they should look again at the drivers and risk factors that influence recruitment and radicalization.

Give trainees at least 10 minutes to come up with a list of these drivers and risk factors. Ask one volunteer to write down the different items that are shared out loud on a flip chart or chalkboard for all to see.

Refer to 1. drivers and risk factors (in Chapter 1/ Part 2) for VE to provide a full recap.

- ✓ **Step 2: The role of ideology in radicalisation and recruitment (10 minutes)**

Bring trainees' attention to the role ideology may play in the radicalisation and recruitment of a particular individual. Share the following definition:

Ideology is a set of ideas, beliefs, and attitudes, consciously or unconsciously held, which reflects or shapes understandings or misconceptions of the social and political world. In cases where ideology plays a significant role in radicalization and recruitment, ideology may also feature significantly in reasons given by individuals for leaving VE groups. Note that individuals may choose to join a VE group for economic, social, or psychological reasons and ideology may not feature at all.

Ask trainees to keep in mind the complex dynamics involved in radicalization and recruitment processes and remind them that motivations for exiting VE groups may be equally complex, if not more.

To simplify things, summarize the process of exiting a VE group into two categories:

1. Pull factors
2. Push factors

✓ Step 3: Pull factors for leaving VE groups (30 minutes)

Share the following definition with the trainees:

“Pull factors” are factors that attract a person to a more rewarding alternative outside the VE group.

Based on the topics covered in the two first steps of this section, ask trainees to suggest pull factors they think may entice individuals to walk away from VE.

Enrich and guide the discussion with the factors listed below:

Pull factors

- Higher prospects of financial opportunity & stability
- Prospects of forming more positive relations e.g., finding a partner with whom to start a family, a chance to reunite with family members
- Search for a more peaceful life outside of the chaos of VE
- A government amnesty opportunity
- Competing loyalties between group and family obligations
- Availability of an exit from VE life

✓ Step 4: Push factors for leaving VE groups (30 minutes)

Share the following definition with the trainees:

“Push factors” are factors that refer to negative forces and circumstances that make it unattractive or unpleasant to remain tied to a VE group and its activities.

Based on the topics covered in the two first steps of this section, ask trainees to suggest factors they think may push individuals to leave their VE group.

Enrich and guide the discussion with the factors listed below:

Push factors

- Unfulfilled promises & unmet socio-economic expectations
- Exposure to gruesome violence
- Loss of status within the group
- Changes in VE group leadership & infighting
- Disillusionment about the ideology
- Burnout

✓ Step 5: Exploring barrier factors for those seeking to leave VE groups (30 minutes)

Explain that people wishing to exit VE groups may face certain barriers, which may or may not influence their ability to exit the group.

Based on the topics covered in this section, ask trainees to suggest barriers that they think may inhibit people's transition away from VE.

Enrich and guide the discussion with the factors listed below:

Barrier factors

- Breaking social ties with new friends made within the group
- Shame & regret
- Fear of reprisal from VE group leaders for deserting the group
- Risk of criminal prosecution for involvement in VE
- Fear of stigmatization and marginalization from society



Key takeaways

(15 minutes)

Conclude session by reminding trainees that factors for exiting are usually multiple and interact with each other in unpredictable ways.

Both push and pull factors must be sufficiently strong to motivate one to leave the VE group. However, if the barriers are too high, people may still feel trapped in the group, despite wanting to leave.

Highlight that leaving VE groups presents unique challenges for former group members. In fact, some individuals leave and return to the group several times before leaving for good. Others leave, stay connected to friends they left behind but are no longer committed to the group's ideology, while others may leave the group due to different factors other than ideological ones, but remain committed to the VE group's ideology.

With this background, it's crucial for trainees to be aware of associated risks before they choose to engage in deradicalization, disengagement, and reintegration of former VEs as a component of CVE programming.



Reflecting

(25 minutes)

Finish by handing each participant a Reflection Worksheet guided by Gibb's 1988 reflective cycle. The responses will help you evaluate the lesson and give trainees a quiet moment to reflect on everything they've learned and what it means to them.

Give them 25 minutes each to find a solitary spot, respond to the reflection questions and return the sheet to you. Find Reflection Worksheet in the Annexes to this manual.



PART 6: HOW CAN WE BUILD RESILIENCE TO VE?



Session aim

As highlighted in earlier lessons, extremist narratives tend to have a high appeal because they exploit pain, injustice, and frustration in people's lives and suggest VE as a way of fixing injustice or transforming their lives. This lesson aims to highlight the importance of building resilience amongst your peers so they can resist the lure of extremists.



Note to facilitator

Open by explaining to the trainees that we all face trauma, adversity, and other stresses, and that the ability to adapt well in the face of hard times is a valuable skill. This applies to situations when VE groups might lure one. The good news is that we can all take active steps to acquire knowledge, skills, and build social networks around us that can help us cultivate resilience.



Learning outcomes

- Trainees develop a better understanding of what resilience means.
- Trainees develop a comprehensive understanding of the role of resilience in shaping VE drivers and risk factors, and in helping people resist the lure of extremists.
- Trainees are better equipped to employ various kinds of personal resilience resources to empower themselves and others.



4 hours 15 minutes.

Materials

- Flip charts or Chalk board
- Markers or Chalk
- Manila or Art paper, or a stack of plain A4 paper
- Notebooks for trainees
- Pens/Pencils for trainees
- Glue or cello tape
- Coloured pencils/Crayons



Audience

This lesson is suitable for young people of all backgrounds, including youth leaders, professionals, and people with prior knowledge of violent extremism.



Learning environment/space

A mix of outdoor and indoor learning spaces is required. It would be helpful if the trainees had tables/other flat working surfaces where they can draw/chart their river of life.



Preparation



1) General preparation. Secure training material and equipment ahead of time.



2) Preparation for 1. Exploring: individual resilience: Write the general definition of “resilience” and in the context of VE (found in section 1.6.3) on a flip chart of chalkboard. Make sure it is not visible to trainees as they walk into the classroom.



3) Preparation for Reflecting. Print the Reflection Worksheet found in the annexes – one for each trainee.



Warming up: Draw your river of life¹

(1-1.15 hours)

✓ Step 1: Distribute two sheets of A4 paper to every trainee.

Explain that the River of Life activity is designed to help trainees reflect on their individual life journeys. More specifically, it will prompt them to think about key moments and turning points in their lives, how they navigated difficult situations, and how this impacted them. You will first encourage your trainees to take a moment to think about the course of their lives before guiding them through the drawing exercise.

✓ Step 2: Reflect (12 minutes)

Ask trainees to listen to the follow prompts carefully and think about their answers. They can write notes on the first sheet of paper they were given:

- If your life were a river, what shape would it take? For example, would it be quite straight or bendy? Would it be full of torrents or much calmer?
- What are the key events in your life that have shaped your story? Identify them and list them on a piece of paper. Think of the boulders in the river or places where the river changes course. Where are the bends and turns, when your situation or perspective changed? Was the transition smooth or sudden?
- Are there times of significant pain or suffering — yours or others' — that shape the flow of your life river?
- Were there any significant world events — local, regional, or global — that shaped the flow of your life river?
- What was your approximate age at each key stage?
- List points at which your life river may have flowed powerfully and purposefully.
- Think about and list the various people who have accompanied you along this river's journey. What relationships have been most significant at different positions in your life? Who has shaped you the most?

¹ Source: Activity originally designed by Joyce Mercer

✓ Step 3: Frame (35 minutes)

With the help of a flip chart, markers, coloured pencils or crayons, and guided by the illustration of a sample River of life shared in the annexes, ask the trainees to begin to chart their own river of life on the second sheet of paper they were given starting with birth and finishing with the present day.

- **Big boulders and rocks** along the river's path shall be used to mark great obstacles and challenges along the life path. The bigger the rock, the bigger the obstacle.
- **River flows through the valleys** shall be used to mark the lowest points in life characterized by loss, pain, suffering, extreme shock, or disappointment.
- **Sharp bends** shall be used to mark key turning points in their lives, and will be plotted after e.g., a very big boulder, or a very deep river valley that significantly re-shaped their life story.
- **River flows through flat land or plains** will be used as markers of peace and growth through life. These could be further punctuated with beautiful trees and flowers along the riverbank.
- **River flows through moderately steep slopes** will be used as markers for period of even faster growth and higher life achievement e.g., Graduation, Job promotion, found a job, etc.
- At each key point of happiness or unhappiness, they could mark the approximate age they were when such life events happened.
- **River tributaries** shall then be used to mark people who accompanied them in their life journey from when they were born to date, particularly those whose support and contribution shaped their lives the most. The bigger the size of the tributary, the larger the influence a given person had.

✓ Step 4: Debriefing the River of life exercise (15 minutes)

When each participant has completed charting their river of life, ask them to spend 5 minutes reflecting on their drawing. Once they have had a chance to reflect, pair the trainees up and ask each to share their river of life with their partner. This should take 10 minutes.

NOTE: Emphasize that trainees should only share the parts of their river of life they are comfortable sharing. They may choose to leave out aspects that are too personal or that they may want to keep for themselves. Trainees can also choose to opt out of this final debriefing exercise in pairs.

Reconvene the whole group and ask them to reflect on the exercise together. Guide the discussion with the following questions:

- How did it feel charting your river of life? Was it hard or easy? What emotions did it bring up?
- How did it feel sharing your river of life with your partner?
- What were the similarities between your river of life and that of your partner?
- What differences did you notice between your river of life and that of your partner?
- What does this exercise tell us about life generally?
- During difficult periods, can we share those thoughts and actions that enabled us to adapt or bounce back from the negative events?



1. Exploring individual resilience (45 minutes)

- ✓ **Step 1:** Pin up an empty flip chart. Write the word “Resilience” in the middle of the chart and ask trainees to think about it and share what they think resilience means. Take note of all the contributions they make on the chart.

(10 minutes)

- ✓ **Step 2:** Reveal the flipchart where you would have written both definitions of “resilience” before class. Read out the definitions of “resilience” in the context of VE, and a more general definition as shared below. Review these with the trainees.

(15 minutes)

Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands.

In the context of VE, Resilience may be defined as the ability of an individual or community to adapt and bounce back from traumatic VE activities including but not limited to attacks, or the ability to resist the appeal of VE ideologies. Resilience in the context of VE also includes the ability of formerly radicalised individuals and extremist fighters bouncing back from such life situations and ensuring such events do not define their whole existence.

Elaborate that individual resilience refers to a person’s ability to withstand, adapt to, and recover from adversity. Life tragedies can impair resilience due to stress, traumatic exposure, distressing psychological reactions, and disrupted social networks. Feelings of grief, sadness, and a range of other negative emotions are more pronounced in such times.

Resilient individuals, however, can work through the emotions and effects of stress and painful events and rebuild their lives.

- ✓ **Step 3: Revisiting the River of Life exercise** Looking back to the river of life exercise, ask a volunteer among the trainees to share with the group one of the most defining negative moments in their lives, and what skills and resources they relied on to adapt, recover, heal, or move forward.

(20 minutes)



2. Exploring: community resilience

(35 minutes)

After having explored individual resilience, tell trainees that they will now expand the concept to the community level – looking at “Community Resilience”. Before proceeding further, ask trainees to respond to the following prompt:

- Put up your hand if your community has ever experienced a community level tragedy.
- Put your hand up if it was a natural disaster like floods, a typhoon, a hurricane, a fire.
- Put your hand up if it was a man-made catastrophe like a terrorist attack.
- If you feel comfortable sharing, can you tell us how it impacted individual community members?
- If you feel comfortable sharing, can you tell us how it impacted the wider community?
- What skills and resources did your community employ to help its members adapt to the situation and heal?
- What do you think the community as a whole could have done better?

After this round of questions, explain that there is such a thing as Community Resilience. That among its many definitions, one can find three basic elements of community resilience:

- Community’s ability to adapt
- Community’s capacity to absorb disturbances
- Community’s resources e.g., economic, political, and cultural infrastructures, as well as social capital, values and shared life orientation

Based on these, Community Resilience can be defined as follows:

“A community’s ability to use its resources to adapt to an adverse event or challenging situation, absorb the impact and eventually return to or even improve on its original situation”.



3. What does resilience have to do with VE?

(40 minutes)



Step 1: Defining Community Resilience in relation to VE (10 minutes)

Explain that community resilience is also important in terms of VE. The logical argument is as follows:

- Remind trainees that VE groups actively exploit grievances against community and national leaders. For example, a lack of inclusive economic opportunities in a community or nation could provide fertile ground for VE recruitment by organizations that portray themselves as a way out of poverty.
- There is no doubt that communities, national governments, and international development actors are under enormous pressure to address structural issues like endemic youth unemployment, corruption, human rights abuse, and gaps in the criminal justice system, among others. Tackling these is vital due to their often key role in the rise of VE and terrorism.
- To tackle these challenges, community members need to work together using their existing skills and community-based resources and networks to strengthen their ability to safeguard their members from VE exploitation.



Step 2: Defining individual resilience in the context of VE (10 minutes)

Explain that individuals can also show themselves to be extremely resilient in the face of VE:

- Young people are more vulnerable to recruitment and exploitation by VE groups. Individually, there is no doubt that youth continue to be under enormous forms of pressure as they try to navigate the transition to adulthood.
- Many are looked at as inexperienced and denied opportunities for political and economic participation. As a result, they harbour feelings of injustice, marginalization and social exclusion that can easily be mobilized by VE recruiters.
- These are in addition to the other general life tragedies they face that may expose them to extreme forms of psychological distress.



4. Exploring: How do you build your own resilience? (25 minutes)

Explain that everyone has the capacity to build the attributes, skills and resources that empower individual resilience. We can then use these skills and resources to empower others in our communities and help them develop resilience too.



As explained at the start of the class, we all face trauma, adversity, and other stresses that test our resilience. However, more resilient individuals display strength across these four dimensions:

THE FOUR PERSONAL RESILIENCE RESOURCES



Source: Building resilience: the four personal resilience resources
 © Cooper, Flint-Taylor and Pearn, 2013

Make the following observations about the chart:

- Resilient individuals are more confident, purposeful and adaptable. They make efforts to stay fit mentally and physically. They are better at building and drawing on strong supportive social networks.
- In environments vulnerable to conflict and VE, such individuals are the self-starters who use their networks to build positive collective action or new businesses, rather than resorting to violence².

How do we know if an individual's resilience has improved?

Two developments are key:

- 1. Whether someone's internal resources (their confidence, purposefulness, adaptability and ability to reach out for help) have strengthened.
- 2. Whether this personal growth has enabled them to engage more positively with and influence the world around them. The ability to engage in or build collective action responses illustrates the link between resilient individuals and resilient communities.

² View supported by the British Council



Key takeaways

(15 minutes)

Conclude by highlighting the following points:

- Strengthened resilience helps resist VE narratives in the long run.
- Resilience enables critical evaluation, a clear and positive sense of purpose, and the development of mutually supportive connections.
- Resilience can provide individuals with 'in-group' belonging and the chance to provoke social change. These are also things people look for when joining a VE group, which is why resilient communities provide a good alternative.



Reflecting

(25 minutes)

Finish by handing each participant a Reflection Worksheet guided by Gibb's 1988 reflective cycle. The responses will help you evaluate the lesson and give trainees a quiet moment to reflect on everything they've learned and what it means to them.

Give them 25 minutes each to find a solitary spot, respond to the reflection questions and return the sheet to you. Find Reflection Worksheet in the Annexes to this manual.



CHAPTER RESOURCES

- **United States Department of State (2009):**
Guide to the Drivers of Violent Extremism
- **United States Department of Homeland Security:**
Factsheet on Risk factors and Indicators
- **Uganda Muslim Youth Development Forum (2020):**
Peacebuilding & Preventing Violent Extremism: Youth Training Manual
- **UNGA (2015):**
Plan of Action to Prevent Violent Extremism
- **Sheelagh Stewart:**
Building resistance to Violent Extremism: A cultural relations approach
- **Lewis University Writing Center:**
Narrative elements explained
- **U.S. Department of Justice, National Institute of Justice (2018):**
Risk Factors and Indicators Associated With Radicalization to Terrorism in the United States: What Research Sponsored by the National Institute of Justice Tells Us
- **National Crime Prevention Center Canada (2008):**
Youth at Risk
- **UNGA (2006):**
The UN Global Counter Terrorism Strategy

“Violence can sharpen the differences between us, leading some to believe that coexistence with the so-called Other is impossible.”

– Kofi Annan



How do we build self-resilience?

OVERVIEW

Chapter 2 demonstrates how change must start with oneself. Individuals must ensure their own attitudes and actions do not undermine their individual resilience.

Rather than judging the actions of others, the sessions ask the trainees to start taking a stand against VE with the only thing in the world over which they have the most control: their own actions.

The Chapter opens with a session on Why Youth Voice and Action matters in P/CVE, followed by Self-Awareness, Hate & Bias, Cycles of Socialisation & Liberation, and concludes with a lesson on Power.



Why are young people so essential to fighting VE?



Extremists target young people for radicalisation and recruitment **MORE THAN ANY OTHER AGE GROUP.**

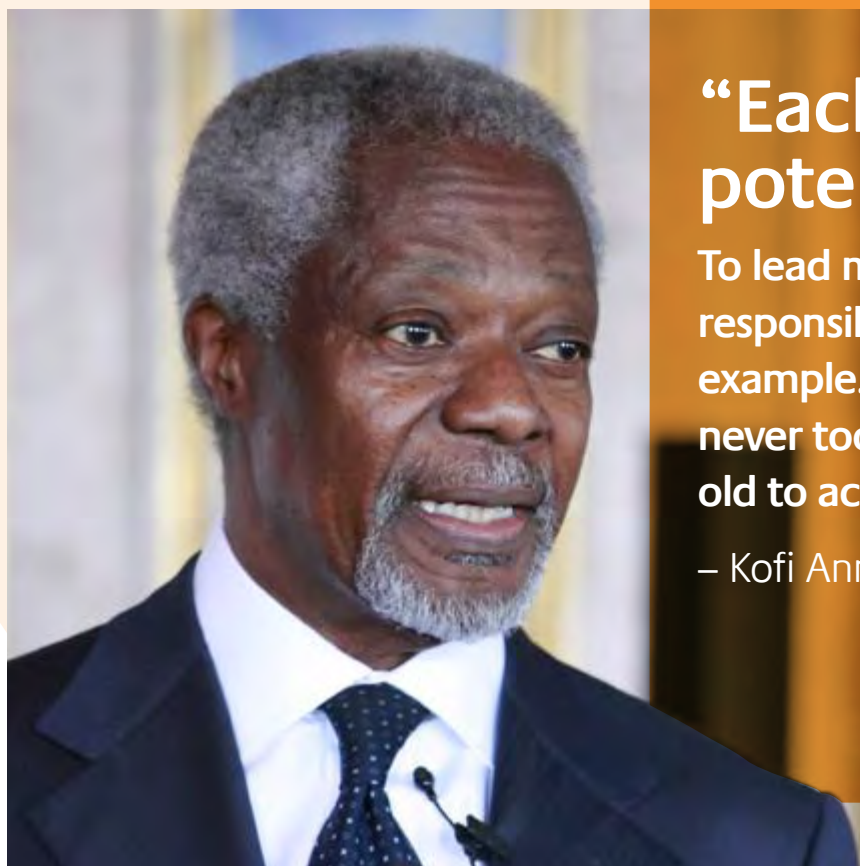


For example, most Boko Haram fighters are teenagers, and at one point, a typical ISIS recruit was around 26 years old.

This is because young people are more susceptible to negative influences during their formative years. Extremists **EXPLOIT** this to lure young recruits into their groups.

Young people are also the primary victims of VE, which affects their education and employment opportunities. They also make up the largest % of the population.

For these reasons, they are the **FUTURE** and the **DRIVING FORCE** of social change and the combat against VE.

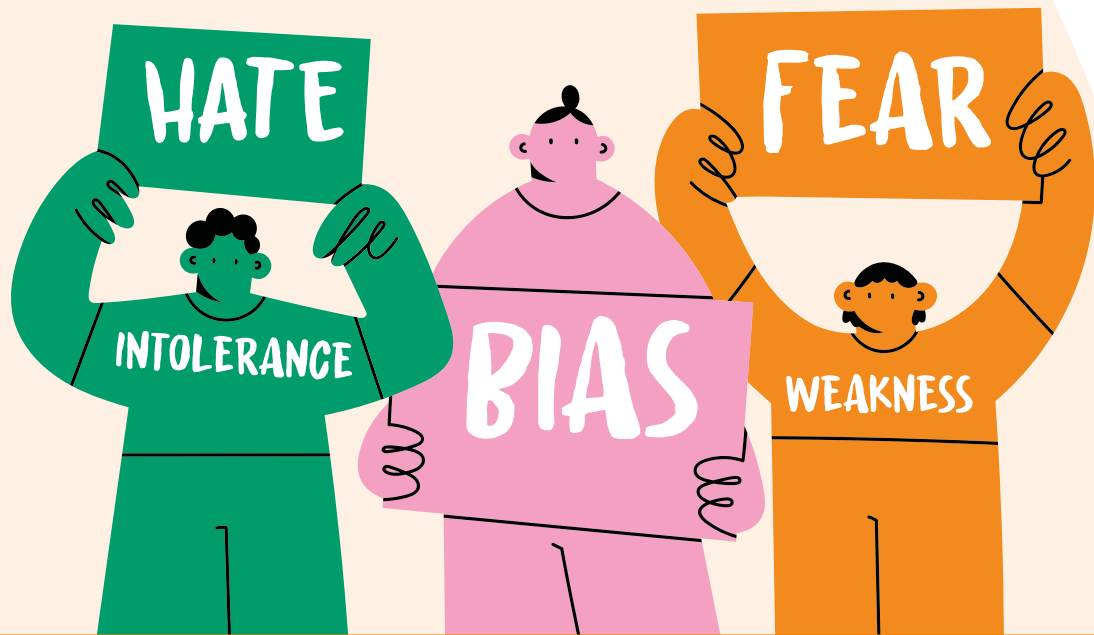


“Each of you is a potential leader.

To lead means to take responsibility and to set the example. As I often say, you are never too young to lead or too old to act.”

– Kofi Annan

Young people might think they have no power. But most power is everywhere in small forms. When young people join together they can create powerful networks to fight against the drivers of VE:



? “Who am I?” Building self-resilience is the starting point

People are **BORN PURE** and **FREE** from **BIASED** attitudes and stereotypes. **SOCIALISATION** (expected norms, customs, beliefs) can encourage **POSITIVE** beliefs and attitudes (tolerance, hope, moral **courage**) or **NEGATIVE** beliefs and attitudes (hate, bias, intolerance, resentment).

Young people need to **EMBRACE** the positive and **QUESTION/FIGHT** the negative by building **STRENGTH** and **RESILIENCE** within themselves.

This translates into two processes:

- **PROCESSES OF SOCIALISATION** where people can reproduce prejudices that lead to forms of social injustice, inequality, and sometimes motivate violent actions.
- **PROCESSES OF LIBERATION** where a person can liberate themselves from such prejudices by changing their mindset to the belief that a better world can exist and that individuals and communities can work to provoke change and create a more socially just world.

“To live is to choose. But to choose well, you must know who you are and what you stand for, where you want to go and why you want to get there.” – Kofi Annan



Provoking change and creating a better world requires a good understanding of processes of **POWER** and how to harness your **OWN** power to do good.

PART 1: WHY DO YOUTH VOICES IN PVE MATTER?



Session aim

Kofi Annan was passionate about the potential of young people. “You are never too young to lead and never too old to learn. So I call on the young generation to put its remarkable energy, insight and passion in the service of reconciliation and peace. The path is yours to construct and pursue,”

In December 2015, the UN Security Council Resolution 2250 on Youth, Peace, and Security was adopted. It recognizes that “young people play an important and positive role in the maintenance and promotion of international peace and security”.

This session shows young trainees why their voice and actions are so vital in P/CVE.



Audience

Ideal for all categories of young people.



Learning environment/space

An indoor learning environment is appropriate provided there is extra room for breakout sessions.



Preparation



1) Preparation for Warming Up, Step 2. Prepare 3 packets of alphabetical letters, with each letter separately cut out. Ensure when assembled, each pack leads to any of the 3 Kofi Annan quotes presented in the warm-up game below. To do this, handle one quote at a time. Type the quote out in word document, and after typing it out set the font type to “Arial” and font size to “50”. This will make the letters in the quote big enough for the group to work with. Now print out the whole quote and afterward cut the letters in the quote out to make individual alphabetical letters. When this is done, put the letters in one pack and write the group name e.g., Group 1 Quote on top of the pack to differentiate them. Repeat the same process for the remaining 2 quotes. You may also choose to write the quote out legibly by hand.



2) Preparation for 1. Youth voices and actions in preventing and countering VE, Step 2, Group Work
1. Print out at least 25 copies of the UNSCR2250. See link to resources listed in chapter resources at the end of this chapter or follow this link to download the resolution in French <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N15/413/07/PDF/N1541307.pdf?OpenElement> and <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N15/413/06/PDF/N1541306.pdf?OpenElement> to download the resolution in English.



Note to facilitator

In this session, emphasize that there are many ways trainees can help safeguard themselves and others in their communities from radicalisation and recruitment. Stress throughout that as Kofi Annan once said; “Any improvement you can make in your local community, no matter how small it may seem, is valuable.”



Learning outcomes

- Trainees understand why their voice and action matter in preventing and countering VE.
- Trainees are inspired and confident to work for peace and contribute to P/CVE.
- Trainees develop a better understanding of UNSCR2250 on Youth Peace and Security.



4 hours

Materials

- Flip chart or Chalk board
- Markers or Chalk
- Manila or Art paper
- Notebooks for trainees
- Pens/Pencils for trainees
- Glue or cello tape

(from <https://www.africanews.com/2017/10/08/world-s-youth-are-never-too-young-to-lead-kofi-annan/>)

- ✓ **3) Preparation for 1. Youth voices and actions in preventing and countering VE, Step 2, Group Work 3.** Print out 10 copies of the Plan of Action to Prevent VE pages 10-22. Access resource here <https://digitallibrary.un.org/record/816212?ln=en>. Print out 10 Copies of the Facilitators closing note & key takeaways in Step 4 drivers & risk factors for VE.
- ✓ **4) Preparation for 2. Young people leading the way, Step 2.** Print out copies of the Extremely Together Young Leaders Profiles included as an annex at the end of this manual. Determine the number of copies to print out based on the total number of participants and the number of groups that can be created for the breakaway session where trainees will be required to review the young leaders' profiles.
- ✓ **5) Preparation for Reflecting.** Print the Reflection Worksheet found in the annexes – one for each trainee.





Warming up: It takes a village (25 minutes)

- ✓ **Step 1:** Divide participants into 3 groups of equal members.
- ✓ **Step 2:** Assign each group a pack of alphabetical letters that together make up either of the following Kofi Annan Quotes.
 - **Group 1:** “Violence towards those who are different from us, or with whom we disagree, is unacceptable and has no place in healthy societies. We have to learn from each other, making our different traditions and cultures a source of harmony and strength.”
 - **Group 2:** “Young people should be at the forefront of global change and innovation. Empowered, they can be key agents for development and peace. If, however, they are left on society’s margins, all of us will be impoverished. Let us ensure that all young people have every opportunity to participate fully in the lives of their societies.”
 - **Group 3:** “Nothing can be more dangerous to our efforts to build peace and development than a world divided along religious, ethnic or cultural lines. In each nation, and among all nations, we must work to promote unity based on our shared humanity.”
- ✓ **Step 3:** Ask the group to choose a team leader who will open the pack of alphabetical letters and lay them out across the group’s working space. Explain that in just 10 minutes, group members will be required to work together and assemble the letters to form the Kofi Annan quote assigned to their group. The groups can lay out their quotes on the floor or paste them on the wall depending on what is most feasible in the given workspace. You will then count from 1 to 5 and let the groups begin.
- ✓ **Step 4:** Ask the groups to stop after 10 minutes and stand aside from their assembled quote. Take the opportunity to ask different group members about their experience doing the game.



1. Youth voices and actions in preventing and countering VE (1 hour 30-45 minutes)



- ✓ **Step 1: Introduce the sub-lesson (5 minutes)**
Tell participants that in most parts of the world, extremists target young people for radicalisation and recruitment more than people of any other age group. For example, a study conducted by Search for Common Ground highlighted that most Boko Haram fighters are teenagers, and that at one point, a typical ISIS recruit was around 26 years of age.

Explain that when young people are voluntarily or forcefully recruited into VE groups, they not only risk losing their lives, but also lose years of school and work that can never be recovered.
- ✓ **Step 2: Group Work (35 minutes)**
Tell the trainees they will work in teams to brainstorm different aspects of this topic. Some team members will focus on the impact of VE activities on the lives of young people, others will explore why youth voice and action matter in P/CVE, others will brainstorm possible actions and activities young people could undertake to safeguard their communities from VE. Explain that each group will be given materials and information resources to aid them in responding to the questions they have been assigned.
 - **Group 1: In what specific ways do extremist activities impact the lives of young people?**
Group Resources: Give the group markers, and flip charts where they will write their draft ideas, and later final points to be presented and discussed with the rest of the participants. The group will also be given an abridged version of UNSCR 2250 on Youth Peace and Security, and, if available, a smart phone with Internet for further group research.

• **Group 2: Why does youth voice and action matter in P/CVE?**

Group Resources: Give the group markers and flip charts where they will write their draft ideas and later final points to be discussed with the rest of the participants. Also distribute an abridged version of UNSCR 2250 on Youth Peace and Security, and, if available, a smart phone with Internet for further group research.

• **Group 3: What are some of the actions young people could take to safeguard their communities from VE or minimise its impact in areas where extremist activities have already taken root?**

Group Resources: Give out markers and flip charts where group will write their draft ideas and later final points to be discussed with the rest of the participants. Also share copies of UNSCR2250, printed earlier copies of the plan of action for Preventing VE, and, if available, a smart phone with Internet for further group research. For this particular group, additionally print out and share the facilitators closing note & key takeaways in Lesson 1.2 2 on Drivers & Risk factors for VE. The notes cover individual, group, and structural drivers of VE that team members may want to think about as they determine levels and types of actions youth could take.

✓ **Step 3: Presentation of Group work (30 minutes)**

When finished, ask each group to choose a representative among them to present on behalf of the group. Each presentation will be followed by a discussion where participants will engage with the content presented on a deeper level, guided by the facilitator.

✓ **Step 4: (15 minutes)**

Close this segment of the lesson by sharing any additional points the trainees may have left out from the answers below:

In what specific ways do extremist activities impact the lives of young people?

- Displacement e.g., in Somalia, Syria, Iraq, Nigeria, Mali, Democratic Republic of Congo
- Loss of life as victims of VE, as perpetrators of VE, and as actors in the fight against VE in their communities and countries
- Broken family relations where VE activities cause youth to separate from their families or

loose parents/caretakers to VE

- Lose the opportunity for education where VE activities have involved destruction of education infrastructure, and where youth have been displaced and become refugees
- Loss of livelihood especially where VE attackers target business establishments
- Disability resulting from VE attacks e.g., where youth lose limbs or get other permanent physical impairments
- Psychological suffering from horrors of VE
- You may add other forms of impact from within your country and community context

Why do youth voices and action matter in P/CVE?

- Young people form the majority of the world's population and therefore constitute the majority of those affected by acts of VE such as VE attacks because they are most likely to be present in every possible target
- Young people are the age group most targeted for extremist radicalisation and recruitment more than any other age group
- Engaging youthful energy and creativity can make a positive contribution in efforts for the maintenance and promotion of peace and security
- With 1.8 billion people aged between 10 and 24, this generation could bring about lasting change
- The voice of youth is instrumental for driving social change necessary for uprooting the root causes of VE
- Young people will inherit the impact of the socio-economic decisions and policies made by adults today

What are some of the actions young people could take to safeguard their communities from VE or minimise its impact in areas where extremist activities have already taken root?

Actions to address individual risk factors for VE:

- Organise self-awareness talks in schools to help young people discover their talents and find ways to fulfill their potential
- Organise Innovation camps to help individuals find innovative and non-destructive solutions to their problems

- Train parents to improve their parenting skills
- Offer peer counselling support to young people struggling with trauma to help them find closure and rebuild their lives
- Have tours and exchanges to learn about the values and ways of life of people from other cultures
- Change the way you relate with people who are different in your day-to-day life and strive to create inclusive opportunities for all

Actions to address community risk factors for VE

- Advocate for inclusion of marginalised communities
- Use one's position and influence to uplift persons from marginalised communities
- Organise inter-faith and inter-cultural dialogues and events to promote understanding and friendship among people from different cultures
- Organise sports activities to introduce persons of different background to one another
- Run social media campaigns to educate about the dangers and drivers of VE

Actions to address structural drivers of VE

- Advocate for policies that enhance political, social, and economic inclusion and representation of marginalised groups
- Lobby for policies that advance human rights and rule of law in efforts to address VE
- Help address historical injustices that perpetuate cycles of exclusion and exploitation through dialogues between state and affected communities
- Civic education programs to enhance youth participation in decision making
- Organise campaigns to help address corruption

Add any other context specific actions to the list.

Remind trainees that there are many ways they can help safeguard themselves and others in their communities from extremist radicalisation and recruitment, and that every effort matters no matter how small it may seem.



2. Young people leading the way (50 minutes)



Step 1: Learning from peers (10 minutes)

Tell participants that as they think about how they might help address the threat of VE, there are already young people taking actions they could learn from.

Highlight that in this section of the session, they will read about the stories and work of some Extremely Together Young Leaders whose contribution continues to be a shining example of youth leadership and courage in the fight against VE.

As they reflect on the personal profiles and work of the ET Young leaders, they will discover that these journeys were far from easy and beset by the same challenges that other young people face on a daily basis, the only difference is that they never lost focus, and never gave up.

The aim is to use these inspiring stories to drive participants' own ideas of actions they would like to take will further take shape.



Step 2: Breakout session to review profiles of Extremely Together Young Leaders (40 minutes)

Action:

Compile and insert profiles of the different ET Young leaders. The profiles should highlight the background and personal circumstances of the ET leaders, leaders' efforts in P/CVE, as well as key challenges the leaders have had to overcome during the course of their work.

Divide participants into groups and assign each group an ET Young leader's profile to review and reflect on afterwards, each group will bullet their reflections based on the following questions, and then present their thoughts and reflections to the rest of the participants in a plenary

- What was most striking about the young leaders you reviewed?
- What challenges did they have to overcome during their P/CVE work?
- How did they work around these challenges, and stay on course?

- What do these stories tell us about the power and potential of youth in P/CVE?
- Can you list examples of young people in your own community or country on the frontlines of P/CVE that you admire?



3. “I will be a hummingbird; I will do the best I can” – Professor Wangari Maathai

(45 minutes)



Step 1: Introduction to sub-lesson (5 minutes)

- Tell participants that knowing what they know now about VE, its drivers, risk factors, and other dynamics, the subject might feel overwhelming and complex for some of them. But it does not have to be.
- Explain that as the group shall learn in the story of the hummingbird, they cannot and are not expected to do everything. The call is for them to take any step they can, no matter how small to help shape a safer world.



Step 2: Reading on Professor Wangari Maathai and the story of the hummingbird (25 minutes)

Note: You can read the story to the participants or ask a volunteer to read it out aloud for the rest. If possible, you could also print out hard copies of the story for each participant so they can follow while the reading happens. You can alternatively screen the video https://www.youtube.com/watch?v=IGMW6YWjMxw&ab_channel=Dirt%21TheMovie.

It is also available with French subtitles: https://www.youtube.com/watch?v=OJL9jXZEpOo&t=1s&ab_channel=kna60. In the 2-minute video, trainees will be able to see Professor Maathai tell the story herself.



Step 3: Participants reflections (15 minutes)

Now give participants a moment to share their quick thoughts about Maathai's story and relate it to their own efforts to help address VE in their communities.

The Story

In the 1970s, Professor Maathai founded The Greenbelt Movement, an organization that works to empower women through environmental conservation, and educates communities about their political, economic, and environmental opportunities. The Story of the Hummingbird describes Maathai's motivation around these pursuits, but it is also an allegory for participation and personal empowerment that we can apply to any challenge.

Professor Maathai begins...

“The story of the hummingbird is about this huge forest being consumed by a fire. All the animals in the forest come out and they are transfixed as they watch the forest burning and they feel very overwhelmed, very powerless, except this little hummingbird. It says, ‘I’m going to do something about the fire!’ So, it flies to the nearest stream and takes a drop of water. It puts it on the fire, and goes up and down, up and down, up and down, as fast as it can.

In the meantime, all the other animals, much bigger animals like the elephant with a big trunk that could bring much more water, they are standing there helpless. And they are saying to the hummingbird, ‘what do you think you can do? You are too little. This fire is too big. Your wings are too little and your beak is so small that you can only bring a small drop of water at a time.

But as they continue to discourage it, it turns to them without wasting any time and it tells them, ‘I am doing the best I can.’

And that to me is what all of us should do. We should always be like a hummingbird. I may be insignificant, but I certainly don’t want to be like the animals watching the planet go down the drain. I will be a hummingbird; I will do the best I can.”

Tell participants to visit <https://www.nobelprize.org/prizes/peace/2004/maathai/biographical/> to learn more about Professor Maathai's story, a story whose lessons are very compelling for young people who question what little contribution they can make to safeguard their community from extremist activities.



Key takeaways

(15 minutes)

As you come to the end of this session, remind participants of the key points:

- In most of the world, extremists target young people for radicalisation and recruitment more than any other age group.
- The energy and creativity of young people can make a powerful and positive contribution to the fight to prevent and counter VE.
- There are lots of different ways young people can help safeguard themselves and others in their communities from extremist radicalisation and recruitment.
- Like the hummingbird, seemingly small actions all add up to making a real difference and help create a safer world.
- As Kofi Annan once said: “Any improvement you can make in your local community, no matter how small it may seem is valuable.”

Tell participants that you will leave them with a quote to reflect on from Professor Mathai. Write this in big bold letters on the backboard or a flip chart for all to see.

“There comes a time when humanity is called to shift to a new level of consciousness ... that time is now.”

– Wangari Maathai



Reflecting

(25 minutes)

Finish by handing each participant a Reflection Worksheet guided by Gibb’s 1988 reflective cycle. The responses will help you evaluate the lesson and give trainees a quiet moment to reflect on everything they’ve learned and what it means to them.

Give them 25 minutes each to find a solitary spot, respond to the reflection questions and return the sheet to you. Find Reflection Worksheet in the Annexes to this manual.

PART 2: WHO AM I?



Session aim

Before we can understand others, and why they do what they do, we must try and understand ourselves. We know that extremist recruiters exploit individuals' weaknesses - no sense of purpose, low intelligence, poor self-confidence, low sense of self-worth, and feelings of isolation - to lure recruits into their groups. A lack of awareness of one's abilities, potential, weaknesses or values lowers an individual's defences against extremism and makes one susceptible to manipulation by extremists.



Note to facilitator

Highlight to trainees that improved self-awareness is not the only factor in building individual resilience to extremist propaganda. But we know that when we see ourselves clearly, we are more confident in ourselves and abilities and can build stronger relationships.



Learning outcomes

- Trainees become more self-confident and develop more control over their lives.
- Trainees relate better to others and develop stronger social connections.



Between 4 hours 15 minutes and 4 hours 30 minutes.

Materials

- Flip chart or Chalk board
- Markers or Chalk
- Manila or Art paper
- Notebooks for trainees
- Pens/Pencils for trainees
- Glue or cello tape
- Projector or Television set
- Wrapping papers & gift boxes
- Old newspapers
- Seeds of 20 different food items
- Coloured pencils, crayons, highlighters
- Coloured A4 sized papers
- Old lifestyle magazines
- Stapling machine(s), and staple wires



Audience

Ideal for youth from all backgrounds.



Learning environment/space

A mixed set up of both outdoor and indoor learning spaces will be required. The indoor space should allow you to project a video or play it on a television screen.



Preparation



1) Preparation for Warming up: the greatness seed.

- In advance of the training, visit local agro-produce stores and markets to buy seeds of different foods. Depending on what is readily available, your collection could include (rice, bean seeds, peas, apple seeds, mango seeds, orange seeds, maize seeds, etc.). You can aim for 20 different types of seeds.
- When this is done, source some gift-wrapping papers, mixing the normal and fancy ones, gift boxes, and old newspapers for wrapping the seeds. Ascertain the total number of trainees you will have ahead of time just to ensure there is a seed for everyone. You can ask for help to do the wrapping.
- Wrap seeds of foods people tend to value a lot such as apples in old newspapers, like you would wrap a small sweet, and wrap seeds of foods people tend to attach less value to like maize in fancier wrappers or the gift boxes.
- Wrap a bit of every seed type to ensure each seed you selected is represented. Vary packaging styles and boxes as well. Each gift item, even those wrapped in very big boxes should contain 1 seed only.



2) Preparation for Reflecting. Print the Reflection Worksheet found in the annexes – one for each trainee.



Warming up: the greatness seed (30 minutes)

- ✔ **Step 1:** Set up a gift table within the training room or garden where you want the warm-up activity to take place. After setting up the table, place all the gifts you wrapped earlier on the table.
- ✔ **Step 2:** Now convene the participants and explain that you brought each a gift. Ask them to stand up one by one and come to the table to receive their gift. Pick gifts randomly to give out.
- ✔ **Step 3:** When everybody has received their gift, ask them to unwrap it. Pay close attention to the overall body language especially the facial expression of participants as you hand out the gifts, as they unwrap them, and once they have seen what's inside.
- ✔ **Step 4:** After everyone has opened their gift, ask participants the following questions:

- What were your expectations about the gift you were going to receive?
- Are you surprised by your gift? Why?
- If not surprised, then why?
- Did you like the gift? Why?
- If you did not like the gift? Why?
- Did you dislike your gift but liked that of your neighbour?

- ✔ **Step 5:** Explain to participants that the essence of this game is that we all have a seed of greatness within us. If nurtured in the right environment, this seed can germinate, flourish, and bring out the best in us, but if it's not discovered and well taken care of, it withers and dies.

Key points to note are:

- We all have a seed of greatness within us.
- To discover the type of seed we are, we must find activities that help us discover this seed.
- After we have discovered the seed, we must nurture it by exposing ourselves to the right environment and people who will support our seed to germinate and flourish.
- Our seed gifts are all different. Even if we all have apple seeds, we may still be different types of apples. So, let's celebrate this diversity and rely on each other's unique gifts to grow further.
- Caution that we often spend most of our lives looking at other people's gifts and feeling like we are inadequate. Other times because our seeds are not wrapped in fancy ways, we tend to ignore and not nurture them.
- Having explained the message behind the game, ask participants to share their most important takeaways from the session.





1. Who am I?

(2 hours)



Step 1: Introduction

- Tell trainees to recall the session in Chapter 1 that explored the drivers and risk factors for VE. It highlighted how extremist recruiters exploit individual traits such as: no sense of purpose, low intelligence, poor self-confidence, low sense of self-worth, and feelings of isolation to lure their target recruits into their groups.
- Also ask them to recall lesson 1.4. in Chapter 1 on Resilience, which suggested that self-awareness, self-belief, and self-confidence are among the important attributes for enhancing one's individual resilience in the face of extremist exploitation and life adversities.
- Explain that based on the sessions above, taking time to explore and find out who they are and then empowering other young people with this same knowledge is a key first step in safeguarding other young people in their communities from manipulation and exploitation by criminal elements.
- Elaborate that when we see ourselves clearly we are more confident in ourselves and our abilities, more creative, and we build stronger relationships. We are also less likely to depend on outside influences to validate us.
- Add that a more heightened sense of who we are helps individuals make clearer and sounder decisions. This is because if you clearly know who you are and what you stand for, then you can easily determine what's good for you. If our relationships with those around us such as family members, peers, and other community social groups are stronger, our sense of belonging to such social groupings is higher and we become emotionally stronger, confident and able to deal with challenges and difficulties we face in life more responsibly.
- Conclude your remarks by telling the trainees that one of the most important contributions they can make to safeguard themselves and their community starts with becoming more self-aware, and taking actions to strengthen their self-confidence, and social network ties.



Step 2: Designing the 'All About Me' Poster (60 minutes)

- Set up five central materials stations around the training room. This can be a table where you place the materials the trainees will work with: coloured pencils, markers, crayons, highlighters, pencils, flip charts, coloured A4 sized papers, old lifestyle magazines, glue, and cello tapes.
- Tell the participants that discovering all facets of who we are takes time and cannot be fully accomplished in one session. However, to start on this journey, each of them is going to create a poster with photographs and drawings to tell others about who they are.
- Encourage them to highlight as many aspects of themselves as possible, for example, personality traits, strengths, weaknesses, passions, hobbies, fears, talents and friendships.
- They will later be required to talk about themselves with a partner, so ask them to indicate aspects of themselves that they are already comfortable with at the point of the exercise.
- Explain that to further demonstrate who they are, they could also find representations from nature such as flowers, leaves, stones, etc.
- Before they create their poster, ask each participant to pick their notebook and list things they know about themselves that complete the following sentences. Tell them it is ok to leave out aspects of themselves they are not aware of yet and focus on those they know.

NOTES

My name is:

I was born on:

My parents are:

(If relevant) My siblings are:

My friends are:

These are the 3 things or qualities that make me special:

(If appropriate) My religion is:

My nationality is:

(If appropriate) My ethnicity is:

My hobbies are:

I fear:

I love:

The things that make me sad are:

The things that make me happy are:

These are the social groups that I am most attached to:

These are the 4 traits that most define me:

Things I am good at:

Things I am not good at:

My life career dream is:

- Then guided by a sample **All about me** poster attached at the end of the lesson, ask the participants to first draw a big picture of themselves in the middle of the flipchart, it could show them wearing their favourite clothes. Let them colour the picture as beautifully as they can.
- When this is done, ask them to write a heading on top of their poster titled: **"All About"** (let them insert their name).
- On the right-hand corner of the poster, ask them to write their name, date of birth, nationality and other key personal details as appropriate (e.g., religion, ethnicity). When this is done, ask them to write small papers with sub-headings representing different aspects of themselves and glue them at different angles from their bodies as demonstrated in the sample poster. The broad sub-headings will be: **Life Purpose, Who inspires me, Words that describe me, What makes me special, Strengths, What I value most, Hobbies, Weaknesses, and Things that uplift me.**
- Now let them use creatively written words, drawings, and cutouts from the magazines provided, and any other creative small items they find to illustrate the different things they know about themselves under each sub-heading. These should be glued under the sub-heading where they fit most. For sub-headings where the participants have no answers yet, these should be left out of their overall poster.

- **Step 3:** When everyone has finished their poster, ask them to take a moment and share/talk about their drawing with their most immediate neighbour. Ensure everyone finds someone to share with. (15 minutes)

- ✓ **Step 4:** Conclude this exercise by asking trainees the following reflection questions:
(30 minutes)

- What was your overall experience with the exercise?
- Did you find it difficult or easy to find answers to most sentences? Why?
- How did you come to learn about the things you know about yourself today?
- What other positive approaches might we use to become more aware of ourselves?
- How did you find the experience of telling who we are through drawings and other creative forms we used?
- How was the experience of sharing with the neighbour? Did you do it with pride and confidence? Did you feel intimidated by the content of your neighbour's poster?
- Did you feel empowered or disempowered by this exercise? Why?



2. Video lecture: finding your element by Sir Ken Robinson (60 minutes)

The video can be accessed via this link <https://www.youtube.com/watch?v=17fbxRQgMIU&t=958s> or in the Chapter 2 video resources attached to this manual.

Tell the participants that they will conclude the session by reflecting on the lecture and thoughts of Sir Ken Robinson on Self-Awareness and Self-Discovery.



Key takeaways

(15 minutes)

- Lack of self-awareness, for example, abilities, weaknesses and values, lowers individual defences against extremism and makes people susceptible to manipulation by extremists.
- Extremists exploit this to lure their target recruits into their groups.
- Cultivating a higher level of self-awareness therefore is an important ingredient required to strengthen individual resilience to extremist propaganda.

Afterward write the following quote on a flip chart and ask participants to reflect on it after the lesson.

“To live is to choose. But to choose well, you must know who you are and what you stand for, where you want to go and why you want to get there.”

- Kofi Annan



Reflecting

(25 minutes)

Finish by handing each participant a Reflection Worksheet guided by Gibb's 1988 reflective cycle. The responses will help you evaluate the lesson and give trainees a quiet moment to reflect on everything they've learned and what it means to them.

Give them 25 minutes each to find a solitary spot, respond to the reflection questions and return the sheet to you. Find Reflection Worksheet in the Annexes to this manual.

PART 3: HATE AND BIAS



Session aim

This lesson introduces participants to the concepts of hate and bias, and how they relate to the problem of VE. It highlights that hate generally starts with bias and illustrates how bias may escalate into violence if it becomes normalised and accepted.



Note to facilitator

Highlight that not all hate crime is linked to extremism and terrorism, but it is unlikely that a terrorist act will not be motivated by hate.



Learning outcomes

- Trainees develop a better understanding of the negative consequences of hate and bias.
- Trainees become more aware of their own biases and take action for transformation.



3 hours

Materials

- Flip chart or Chalk board
- Markers or Chalk
- Manila or Art paper
- Notebooks for trainees
- Pens/Pencils for trainees
- Glue or cello tape
- Projector or Television set
- Speakers for sound enhancement



Audience

Ideal for all youth groups.



Learning environment/space

A mixed set up of both outdoor and indoor learning spaces will be required.



Preparation



1) General preparation. Find flip charts and write down the definition of hate, i.e., “Hate means bias against people or groups with specific characteristics” in advance of the training. Additionally, write down the different quotes cited in this lesson, each on its own flip chart in big bold writing.



2) Preparation for Reflecting. Print the Reflection Worksheet found in the annexes – one for each trainee.



Warming-up: We belong to many groups

(40 minutes)

- ✓ **Step 1:** Tell the trainees they will do a warm-up game based on the concept of identity. Explain that identity can be defined as a person's sense of self, established by their unique characteristics, affiliations, and social roles. Add that as they will come to learn, we all have multiple identities, and that some of these identities are not static and may keep evolving throughout our lives.

Highlight that in this game, they will specifically explore identity in respect to their social roles and affiliations.

- ✓ **Step 2:** Based on this introduction, hand each trainee a sticky note and ask them to list the two social groups they feel most attached to. Give them a hint that these could be based on religion, ethnicity, education, work, political interests, gender, areas of residence, where they grew up, hobbies, music interests, sports interests, among others.

Give them around 3 minutes to write.

- ✓ **Step 3:** Afterward, collect all the notes and use them to generate 1 main list that will represent the broad social affiliations of all the participants.

- ✓ **Step 4:** Ask the trainees to form one big circle, preferably outdoors and slowly walk around in a circle. Meanwhile, randomly pick and read out a social group from the main list generated e.g., Resident of Lagos City or Arsenal Fan. As soon as a member of the group hears you mentioning a social group they belong to, they will quickly dash to the middle of the circle.

- If culturally appropriate, you may play some local music in the background that participants can dance to as they come to the middle of the circle. They can continue dancing until you call out the next social group.
- As soon as you call out another social group, the group at the centre will quickly disband and another group of members or a member who belongs to the new social group will quickly dash to the centre of the circle.
- As you call out, mix up social groups that were listed by many participants, with those that were listed by a few members and those that were listed by only one member. You could call out a total of 10 different social groups or vary the number depending on the time available.

- ✓ **Step 5:** Afterwards, ask trainees to reflect on some of the following questions:

- What identities do you think about the least often?
- What identities do you think about most often?
- What identities have the strongest effect on how you perceive yourself?
- What identities have the strongest effect on how others perceive you?
- How did it feel belonging to a social group with many members?
- How did it feel belonging to a social group with very few members?
- How did it feel belonging to a social group where you were the only member present?
- Who was surprised about the members that turned up in their social group?
- What did the game teach us about other participants that we did not know?
- Did the game make us feel more connected or disconnected from other participants than before? Why?
- Did the game clarify any biases we may have held against other participants?
- Did the game provoke any ideas about diversity? If so, which ones?

- ✓ **Step 6:** Conclude the game by explaining to the trainees that extremists dislike diversity, root for exclusivity, and domination of certain social groups over others, and in some cases complete destruction of groups whose views differ from their own. However as illustrated in this game, despite the numerous differences people may have in belief, opinions, and interests, there is still so much all human beings have in common.

Now ask them to reflect on this quote that you will write on a flip chart and pin in a visible space in the training room.

“We can love what we are, without hating what and who we are not.”

- Kofi Annan



1. Hate

(1 hour 15 minutes)

- ✓ **Step 1:** Pin up an empty flip chart in a central location in the training room. Afterward, write the word hate in the middle of the flip chart and circle it.

Tell trainees that you will give them 3 minutes to think about the word “hate” and what it means. After 3 minutes, ask them to take turns to pick up a marker and write their short definition of hate on the flip chart besides the concept you wrote. Use another flip chart in case the first one is not enough.

As a variation, if there are lots of trainees, ask participants to put up their hands where they are seated and tell you one word that comes to mind when they think about hate.
(15 minutes)
- ✓ **Step 2:** After trainees have exhausted their ideas, pin up and read aloud a more structured definition of hate that you would have written on a different flip chart in advance of the session.

Hate means bias against people or groups with specific characteristics.

Explain to trainees that hate generally starts with bias that is left unchecked. Bias is a preference either for or against an individual or group that affects someone’s ability to judge fairly. When that bias is left unchecked, it becomes normalized or accepted, and may even escalate into violence.

Tell trainees that hate against a particular individual or group of people is usually rooted in ignorance, fear, or a perceived threat to the status quo.

(10 minutes)

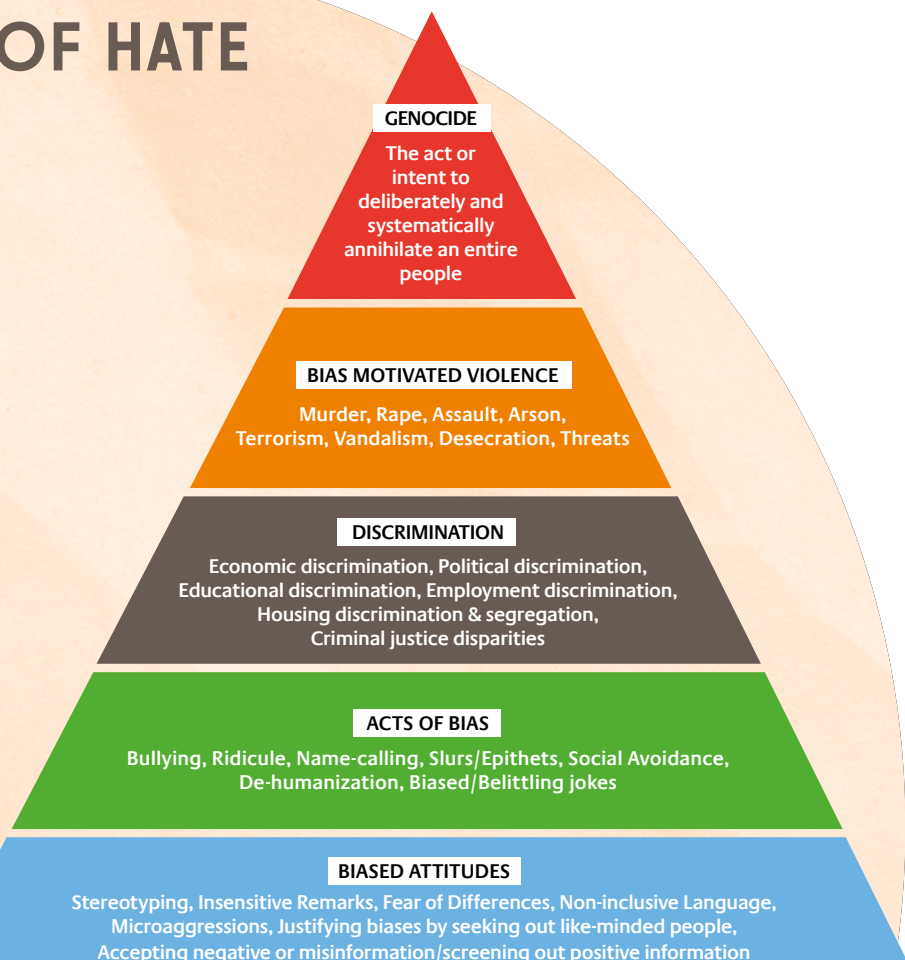
- ✓ **Step 3: Pyramid of hate – Source: The Anti-Defamation League**
(25 minutes)

Tell trainees that they will now explore the pyramid of hate to understand how the biases associated with hate could escalate into violence if left unchecked.

THE PYRAMID OF HATE

The Pyramid shows biased behaviors, growing in complexity from the bottom to the top. Although the behaviors at each level negatively impact individuals and groups, as one moves up the pyramid the behaviors have more life-threatening consequences. Like a pyramid, the upper levels are supported by the lower levels. If people or institutions treat behaviors on the lower levels as being acceptable or “normal,” it results in the behaviors at the next level becoming more accepted. In response to the questions of the world community about where the hate of genocide comes from, the Pyramid of hate demonstrates that the hate of genocide is built upon the acceptance of behaviors described in the lower levels of the pyramid.

Source: Anti-Defamation League



Explain that the Pyramid of hate powerfully shows how the seeds of hate, once planted, and unchecked, can quickly grow from biased ideas and attitudes to acts of violence. It is organized in escalating levels of attitudes and behaviour that grow in complexity from bottom to top.

- **Biased attitudes** – The bottom of the pyramid is characterised by labelling, justifying biases by seeking out likeminded people, seeking out information to confirm one's existing beliefs and biases, and lack of awareness of privilege.
- **Acts of bias** – At the next level as one goes up the pyramid, bias becomes more visible as those who perpetuate it start to use non-inclusive language, insensitive remarks, micro aggressions, biased and belittling jokes, cultural appropriation, social avoidance and/or exclusion, ridicule, bullying, and dehumanization.
- **Systemic discrimination** – Here biased ideas, attitudes, and acts become more complex, visible, and entrenched within larger social, economic, and political structures as evidenced from criminal justice disparities, inequitable school resource distribution, housing segregation, inequitable employment opportunities, wage disparities, voter restrictions and suppression, and unequal media representation.
- **Bias motivated violence** – As we approach the tip of the pyramid, we see biased attitudes and acts culminating into life threatening results such as vandalism, arson, assault, rape, murder, and even terrorism targeting specific groups.
- **Genocide** – At the very tip of the pyramid, we see bias motivated violence if unchecked risking to result into more extreme acts of violence that seek to deliberately and systematically annihilate an entire people.

Like a pyramid, the lower levels support the upper levels, and bias at each level reflects a system of oppression that negatively impacts individuals, institutions and society. Unchecked bias then becomes normalized and contributes to a pattern of accepting discrimination, violence and injustice in society.



Step 4: Conclude this part of the session by asking participants to reflect on the following questions:

(20 minutes)

- Why do you think people tell insensitive remarks and jokes about others?
- Where do you think people learn to disrespect people who seem different?
- Can you give examples of stories of bias you have heard or experienced in your community and how they impacted you?
- Have you consciously participated in propagating hate, biased attitudes or actions about other individuals or communities? If yes, what was the story like?
- Knowing what you know now about the dangers of propagating hate, biased attitudes and actions, what individual actions could young people take to check the spread of hate speech and actions in their local communities?
- At what level of the pyramid do you think it would be easiest to intervene?
- How can we deal with our individual biases and prejudices?
- How might transforming our individual biased attitudes and actions contribute to safeguarding our communities from the threat of VE?



Step 5: Write and share this quote with the trainees as a final thought.

It is only when we challenge biased attitudes and behaviours in ourselves, in others and in institutions, that we can interrupt the escalation of bias and make it more difficult for discrimination and hate to flourish.



2. Hate & VE

(1 hour)



Step 1: (10 minutes)

- Tell participants that as discussed, there are no doubt that every individual's journey to extremism is different. However, studies conducted over the years have also clearly demonstrated how VE groups continue to employ hate speech to inspire acts of violence against their so-called enemies. Their acts of bias motivated violence have in turn inspired more attitudes and acts of hatred among the members of communities they seek to annihilate.
- Elaborate that in relation to the drivers and risk factors for VE, hate is rooted in biased attitudes, perceptions and actions against persons or communities that are usually different from the perpetrators. These biased beliefs may be based on ignorance about the other person or community or may emanate from perceiving them as a threat to own interests.
- As illustrated in the pyramid of hate, if conscious steps are not taken to address these biases through peaceful channels, they may escalate into biased actions people take to marginalise/exclude the individual or group they perceive as a threat from accessing various socio-economic opportunities. As the members of the discriminated groups begin to experience this outright discrimination and dehumanisation, their sense of belonging to the community begins to dwindle.



Step 2: Reading on the case of Northern Ireland (25 minutes)

Share that as highlighted in the UNODC module on Drivers of VE, marginalization and discrimination have long been recognized as drivers of VE, as illustrated by “the Troubles” in Northern Ireland between the 1960s and 1980s especially (Bonner, 1992, p. 173).

To drive the point home, read to the trainees a brief excerpt on “the Troubles” of Northern Ireland:

“The most recent iteration of the persistent tensions between the mostly indigenous, Catholic Irish and the settled Protestant populations on the island of Ireland manifested itself in violent conflict which emerged in the late 1960’s in Northern Ireland. This period saw the rise in the civil rights movement demanding an end to economic and political marginalisation of the Catholic population by the dominant Unionist classes. The wider territorial and constitutional debate of whether Northern Ireland should remain as part of the United Kingdom or should unite with the Republic of Ireland was at the heart of the wider conflict.

Quickly turning violent by the early 1970’s, with the rise in both republican and loyalist paramilitaries and the long-term, sometimes pernicious, presence of British soldiers on the streets, the conflict (known colloquially as ‘the Troubles’) resulted in over 3,600 deaths and thousands injured by the time a peace accord (the Good Friday / Belfast Agreement) was negotiated in April 1998.

The Agreement resulted in the establishment of a local devolved Assembly with an explicit commitment to “endeavour to strive in every practical way towards reconciliation and rapprochement within the framework of democratic and agreed arrangements.”

Source: Kofi Annan Foundation and Interpeace (2018), Challenging the Conventional: Making Post-Violence Reconciliation Succeed

Explain that as in the case of Northern Ireland, marginalization may result in an individual losing his/her vested interest in maintaining the society he or she perceives as discriminatory against them and can drive them closer to VE.

Share the following thoughts:

- Beneath acts of terror lie attitudes, behaviours, actions and inactions that, if unchecked, create the conditions necessary for that end. Unchecked, those attitudes and behaviours become normalized, with the potential to escalate as illustrated in the pyramid of hate.
- This tragic end is not inevitable. If we can all realise that our actions and inactions in the face of bias have consequences and commit to do our small part to combat bias as it emerges in our communities, then we can help build a more just, equitable, tolerant, open and socially inclusive world in which the needs of the most vulnerable are met.



Key takeaways

(25 minutes)

- Hate generally starts with bias. The seeds of hate, once planted, and unchecked, can quickly grow from biased ideas and attitudes to acts of violence.
- Bias is an unjustified preference for or against an individual or group that affects someone's ability to judge fairly.
- Hate inspires biased attitudes and actions that may lead to deliberate marginalization and discrimination of individuals and communities, making such groups or persons easy to manipulate through extremist propaganda.
- Haters do not need to know the people they hate, but only what they represent. In this sense, hate can be a precursor of both hate crime and VE.
- While not all hate crime is linked to extremism and terrorism, it is unlikely that a terrorist act will not be motivated by hate. Beneath acts of terror lie attitudes, behaviours, actions and inactions that, if unchecked, create the conditions necessary for that end.
- Bias motivated acts of violence such as those perpetrated by VE groups only serve to inspire more hatred from the groups they target in their attacks, hence reinforcing a deadly cycle of violence.
- It is only when we challenge biased attitudes and behaviours in ourselves, in others and in institutions, that we can interrupt the escalation of bias and make it more difficult for discrimination and hate to flourish.
- If we can all realise that our actions and inactions in the face of biased attitudes, and actions have consequences, and commit to do our small part to question and address such tendencies when they emerge in our local communities, then we can help build a more just, equitable, tolerant, open and socially inclusive world in which the needs of the most vulnerable are met.

Share Gandhi's quote as a closing note for trainees to reflect on. Pin this up in a visible area of the training room for ease of reference. Alternatively, create a wall titled "Reflection Quotes" at the start of the lesson such that for each quote that appears in this lesson, you creatively display it in the same corner for trainees to reflect.

"We but mirror the world. All the tendencies present in the outer world are to be found in the world of our body. If we could change ourselves, the tendencies in the world would also change. As a man changes his own nature, so does the attitude of the world change towards him. This is the divine mystery supreme. A wonderful thing it is and the source of our happiness. We need not wait to see what others do."

– Mahatma Gandhi



Reflecting

(25 minutes)

Finish by handing each participant a Reflection Worksheet guided by Gibb's 1988 reflective cycle. The responses will help you evaluate the lesson and give trainees a quiet moment to reflect on everything they've learned and what it means to them.

Give them 25 minutes each to find a solitary spot, respond to the reflection questions and return the sheet to you. Find Reflection Worksheet in the Annexes to this manual.



Part 4: Cycle of socialization and liberation



Session aim

This session introduces trainees to Bobbie Harro's Cycles of Socialisation and Liberation. The Cycle of Socialisation explains how people come to be introduced to social roles, norms, values and expectations of the social groups they identify with, and how these later come to inform their world views. But it also warns of the danger of some socialisation processes perpetuating biased attitudes and community injustices. This requires the individuals that benefit from such systems and processes waking up to these realities and choosing to liberate themselves and others by helping to address the imbalances that emerge from their socialisation processes.



Note to facilitator

Tell trainees that people are born pure and free from biased attitudes and stereotypes. These are introduced to them by the different kinds of people they interact with as they grow up and throughout their lives.



Learning outcomes

- Trainees develop a better understanding of how socialisation processes may perpetuate prejudice, social inequality, and fuel social discontent.
- Trainees become more aware of pathways they can exploit to liberate themselves and communities from toxic aspects of their socialisation processes.
- Trainees develop an enhanced understanding of the challenges of liberation and transformation, and how they could navigate them.



4 hours

Materials

- Flip chart or Chalk board
- Markers or Chalk
- Manila or Art paper
- Notebooks for trainees
- Pens/Pencils for trainees
- Glue or cello tape



Audience

Ideal for all categories of young people.



Learning environment/space

An indoor learning environment is appropriate provided there is extra room for breakaway sessions.



Preparation

- ✓ **1) General Preparation.** Print out copies of the Images of the cycle of socialization and liberation, and their associated readings. This will help trainees closely follow your instruction during the lesson.
- ✓ **2) Preparation for 2. The cycle of socialisation & the fight against VE, Step 3.** Print a handout of Sharon's Story. As many copies as the number of trainees.
- ✓ **3) Preparation for Reflecting.** Print the Reflection Worksheet found in the annexes – one for each trainee.



Warming up: What we have in common

(25 minutes)

- ✓ **Step 1:** Divide trainees into two groups, so each group has about an equal number of trainees. Assign each group their own space so they cannot hear the discussion of the other group.
- ✓ **Step 2:** Hand out a marker and flip chart to each group. Tell trainees in each group to discuss what they all have in common. Encourage them to identify as many commonalities as possible in the time allowed and write them on the flip chart. Tell them that these commonalities could be favourite foods, religious identity, ethnic identity, music, hobbies, education background, a mosque, church or synagogue they attend, etc. The more unique the commonality they identify, the better. Caution them however that the commonalities should not be body parts.
- ✓ **Step 3:** After the defined time, reconvene the trainees so each group can share and explain their commonalities. This can be done by each group just reading off their items and counting how many commonalities they've found. Or it can be done as "a battle". In the battle, the groups try to beat the other by telling the most commonalities. The group that can continue the longest is the winner of the battle. You can display the charts after the activity is complete.
- ✓ **Step 4:** After the groups have finished, tell them they will conclude the exercise by reflecting on the following questions;

- How did they identify what the group commonalities were?
- Was the exercise easy or difficult?
- Would it have been easier to identify group differences rather than group commonalities?
- Was there anything surprising?
- What is their key takeaway from the game?

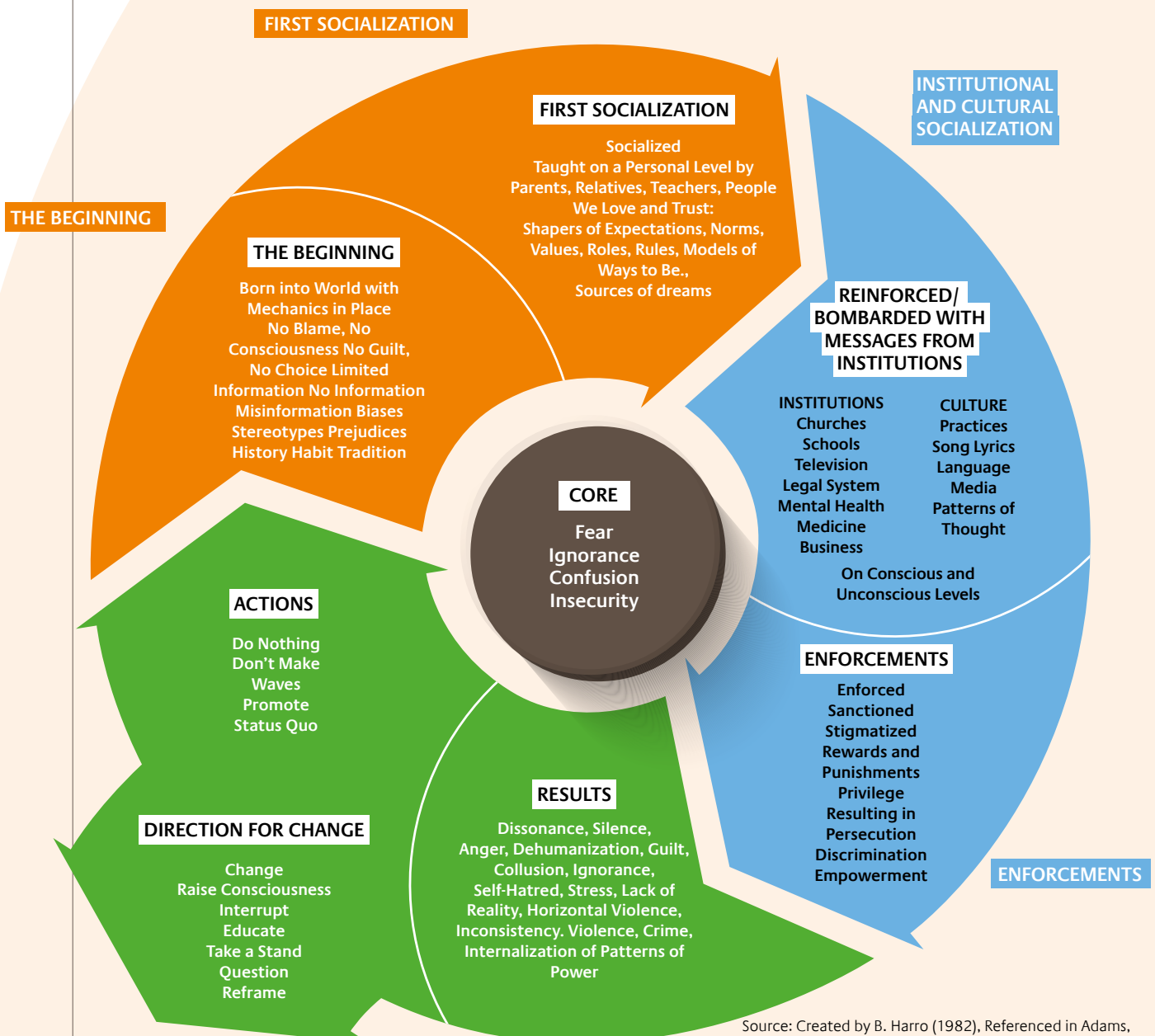


1. Cycle of Socialisation

(50 minutes)

- ✓ **Step 1**
(10 minutes)
- Start by asking trainees to share ideas about the following question;
- How do individuals learn or develop biased beliefs about others?
- ✓ **Step 2**
(10 minutes)
- After this brainstorming session, tell trainees that socialisation processes are among the most common ways that people learn about the expected norms, customs, beliefs, and values of their communities, as well as their community's relationships, attitudes, and beliefs about other cultures.
 - Observe however that while socialisation processes can be positive, teaching people what is expected of them in a particular group or situation, they can also be negative if the values, norms, and behaviours deemed as 'acceptable' if they reproduce the prejudices that lead to forms of social injustice, inequality, and sometimes serve as a precursor to bias motivated violence.
 - Note that it's therefore crucial for young people to question aspects of their community's socialisation processes that may be reproducing biases that perpetuate social injustice, inequality, and dehumanisation of others.
- ✓ **Step 3: The cycle of socialisation (Bobbie Harro)**
(30 minutes)
- Explain to participants that the Cycle of Socialization helps us understand the way in which we are socialized to play certain roles, how we are affected by issues of oppression, and how we help maintain an oppressive system based upon power.
 - The Cycle is comprised of 3 arrows, 3 circles, and a core centre. Each of these components represents the following:
 - The beginning of the cycle, depicted by the 1st circle, represents the situation into which we are born. We have no control over this.

- We are to be born without bias, assumptions, or questions. We are either “lucky” to be born into a privileged situation or “unlucky” to be born into an underprivileged situation.
- The 1st arrow underlines how our socialization process begins immediately. We are given a pink blanket if we are a girl or a blue one if we are a boy. The rules and norms are already in place and we are subtly (or in many cases not so subtly) made aware of the rewards of conforming and the consequences of rebelling.
- The 2nd circle represents the institutions that help shape our views and beliefs and instil within us prejudice or acceptance.
- The 2nd arrow represents how the instillation of ideas, beliefs, and behaviours reinforce the cycle of oppression. Behaving differently is not as simple as most of us think. We are rewarded for good behaviour – conforming to the norms and standards. By the same token, we are punished for bad behaviour – questioning or rebelling against oppressive societal norms.
- The 3rd circle represents the devastating result upon all of us that this self-perpetuated cycle of oppression produces.
- The final arrow represents a point at which we all arrive – the results of the cycle. We are forced to make a decision, even if that decision is to do nothing. Doing nothing is the easier choice, especially for those who benefit from the perpetuation of the cycle: we are all victims of the cycle, and we are all hurt by it. Oppression hurts the oppressed and the oppressor.
- Finally, it is the wheel that turns or enables any cycle. At the centre or core of the cycle of socialization are fear, misunderstanding, insecurity, confusion, etc.



Source: Created by B. Harro (1982), Referenced in Adams, et al., 1997 Teaching for Diversity and Social Justice



2. The cycle of socialisation & the fight against VE

(1 hour and 5 minutes)



Step 1: Tell participants that in the context of VE and its prevention, we could look at the cycle of socialisation from the point of view of its impact on the sense of self-worth, self-determination and self-empowerment of the individual produced from the process.

For example, sometimes the beliefs and values the socialisation process passes down to the next generation may perpetuate social inequalities that undermine the empowerment of women and girls, preserve and justify violence against

women and girls, limit their access to education, their critical and independent thinking, or even preserve inheritance laws that curtail women access to production resources such as land leaving many poor.

These realities make women from particular communities more susceptible to VE recruitment as they try to seek new pathways for self-liberation or end up being recruited into VE by their male partners who they groomed never to question from an early age.

To drive the point home, share the following cases,

Case A:

VE in Philippines & the notion of “Wifely devotion”

“Several respondents noted wifely devotion - which describes how women love, support and obey their husbands – is often exploited by VE groups. By appealing to this devotion, VE groups can recruit women through their links to husbands. A woman’s sense of duty and loyalty to her husband and children becomes the utmost priority as witnessed by the respondents during the Marawi Siege. The particular behaviour of following their husbands is closely associated with being perceived as a “good woman” and this inadvertently becomes another avenue for exploitation. Other women are more protective of their husband and children and can kill to protect them.

There are also cases of women choosing VE because it boosts their empowerment. A few respondents noted that in seeking more gender equality, some women are emboldened to adopt paths that are conventionally done by men i.e., taking up arms, experience the thrill of adventures and freedom, etc. - “(Caroliza Tulod-Peteros, Candy Cañez Diez and Lucia Palpal Latoc-Tangi (2021), “Nurturing and transforming spaces for young Filipinos to prevent and counter VE in the Philippines”, (Kristiyano-Islam (KRIS) Peace Library).

Case B:

Role of male relatives in recruitment of women into VE in Uganda, East Africa

A 2019 study conducted on VE in Eastern Uganda discovered that the majority of the women that had ended up joining a local VE group, the Allied Democratic Forces (now known as ISIS Central Africa Province) were influenced by a male relative, for example, their husbands. Because the women in this community are socialised to obey and never question their husbands, extremists found it easy to recruit women in the community through their husbands. The research also raised examples where men voluntarily enrolled their children into VE groups without the consent of their wives.

Observe that as already pointed out, socialisation processes may also pass down biased norms which inspire behaviour that perpetuates certain forms of social injustice, inequality, discrimination, and dehumanisation of certain groups. As these biases continue unchecked, they could later escalate into bias motivated violence such as terrorism.

✓ Step 2: Group Assignments (45 minutes)

To conclude this part of the session, divide participants into groups and give them the following assignments:

- **Group 1:** List examples of values, norms and behaviours passed down to young people in your community that could be harmful and may ultimately increase youth vulnerability to extremist radicalisation.
- **Group 2:** At what stage of the socialisation process would it be best for young people to intervene? Suggest some activities that could help transform the biases and oppressive behaviours inspired by the way we are socialised.
- **Group 3:** What challenges might young people face as they try to question and address some of the biases and oppressive behaviours inspired by the way they are socialised in their communities?
- **Group 4:** List the types of people that would be most relevant for young people to work with in addressing some of the biases and oppressive behaviours inspired by the way they are socialised and how they think such actors may be helpful.

Give participants 25 minutes to think about their assignments, record their points/arguments, and report back to discuss their answers with the rest of the group.



3. Cycle of liberation – Transforming norms and structures within the cycle of socialisation that perpetuate Oppression & Bias. Source: Bobbie Harro

(1.25 hours)



Step 1: Tell trainees that now that they understand how we learn and adopt world views, expectations, and attitudes that subconsciously feed the problem of VE, they will next explore the cycle of liberation to broaden their views on what could be done to transform socialisation processes for the better.

- Remind them that human beings have multiple social identities. Examples are race, tribe, gender, marital status, religion, nationality, political affiliation, occupational affiliation, and social class.
- Explain that for each of these social identities, we experience different socialisation processes through which the norms, values, and behaviours expected of us as members of each group are passed down to us.
- As described earlier, some of these norms, values, and behaviours passed onto us may be beneficial and promote our self-empowerment while others may be oppressive, biased, and therefore harmful to our relationships and us. Also remind them that the way socialisation processes are structured, the trainees themselves can contribute to sustaining the systems that oppress them and dehumanise others without much thought.
- However, upon learning about the oppressive, biased, and harmful aspects of different socialisation processes, many individuals become motivated to break out of such harmful cycles and create social change to liberate themselves and others.
- They begin questioning their own role in sustaining oppressive and biased processes, take proactive steps to make sure their own behaviours are fair and equitable, and seek to work with others to create fairness and equity.
- The cycle of liberation is a powerful visualization tool that can help guide individuals seeking to liberate themselves.
- Developed by Bobbie Harro, it defines liberation as “critical transformation,” in that this cycle describes a pattern of events that can lead to critical transformation of institutions and norms.

✓ **Step 2: The cycle of liberation explained**
(Bobbie Harro)
(30 minutes)

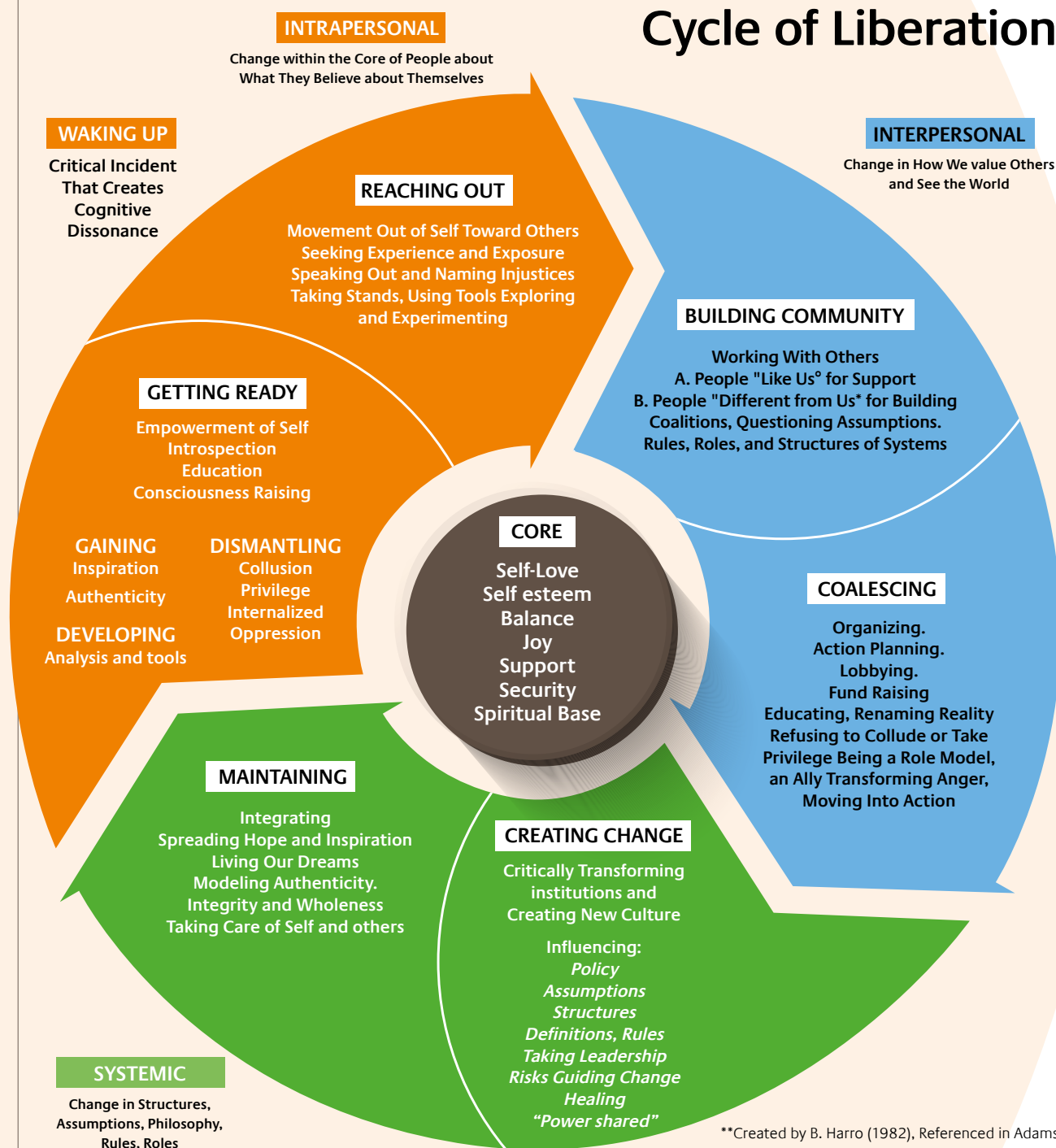
The cycle of liberation explained:

Have an illustration of the Cycle prepared and displayed in the training room ahead of the session. Using this for demonstration, explain as follows:

Waking Up and Getting Ready – Individuals often “wake up” through a significant incident (or through a longer extended process) that causes cognitive dissonance.

They have an “aha!” moment that exposes them to the oppression that exists in our society. They have an experience where something that used to make sense or which they never questioned, stops making sense.

This may lead individuals to begin changing their views and thinking about how their own beliefs, attitudes, or behaviours should be altered. At the “Getting Ready” part of the process, an individual may start to educate himself/herself through reading and talking/debating with others, and/or reframing ideas and language and concepts in new ways.



**Created by B. Harro (1982), Referenced in Adams, et al., 1997 Teaching for Diversity and Social Justice

Explainer:

- The term cognitive dissonance is used to describe the mental discomfort that results from holding two conflicting beliefs, values, or attitudes.
- Intrapersonal is relating to or within one's mind.
- Interpersonal relates to relationships or communication between people.
- Coalescing is when two or more things come or grow together to form one thing or system.

Reaching Out – At this point, the individual needs to seek external experiences to gain greater exposure to new experiences and ideas. Individuals will practice using their newfound skills with others by speaking out against injustices and continuing to explore. During this phase, individuals will receive feedback from others about their new worldview; this feedback may be pressure to stop making waves, or it may be encouraging feedback as a result of taking a stand on something that they were quiet about before.

Building Community – Moving into the interpersonal phase of the liberation process begins by building community. Building community involves two steps: connecting and talking with people “like us” (that is, who share our social identities) for support, and connecting and talking with people different from us (who have different social identities) to gain deeper understanding and build coalitions. This helps to minimize barriers and find allies in the fight against all forms of oppression.

Coalescing – Coalescing is about taking action and interrupting the oppressive system. During this phase, people in the cycle of liberation will organize, action plan, lobby, educate, and motivate others who are not already involved. Individuals find that coalition building forms a stronger community and a louder, more influential voice in that fight. Individuals become groups and communities. In this process, people are interrupting the status quo and transforming energy from anger, frustration, and guilt to hope, shared power, trust and optimism. They feel as though they have a better chance of making a positive difference.



Creating change – This part of the cycle uses critical analysis of the system of oppression (including its assumptions, structures, rules, and roles) and the power of community/coalition to begin to transform the system. People create a new culture based on new assumptions, new structures, new rules, and new roles that reflect a more socially just and equitable philosophy. The result of this phase is influencing the structure, policy, and management of organizations and systems. The essence of the system is transformed.

Maintaining – The changes made in the last phase are still tenuous, so the maintaining phase is about ensuring those changes are nurtured and sustained over time. It also means celebrating success in systemic changes. The changes must be strengthened, monitored, and integrated into daily life.

The core of the cycle of liberation – The cycle of liberation is centred on self-love, self-esteem, balance, joy, support, and security. The core of the cycle contains qualities and concepts that hold the cycle together. Liberation is based on the belief that a better world can exist and we as individuals, and together in community, can work to create change toward a more socially just world.



Step 3: Reading: An awakening to privilege, oppression, and discrimination: Sharon's story. (50 minutes)

Distribute copies of Sharon's story you printed out earlier to the trainees. Give everyone 20 minutes to carefully read and internalise the story in relation to the cycles of socialisation and liberation. See story below:

An awakening to privilege, oppression, and discrimination: Sharon's story

My story begins many years ago, actually at birth, with my socialization process. I had a particular package of social identities ascribed to me: female, white, able-bodied, Christian, and heterosexual. I was born into a family that was of White European descent. Christian, middle class, and farmers/ranchers.

My context included an all-White family of origin and extended family. I was raised in a mostly all-White, low- to middle-income, rural community. I grew up attending a country church where everyone was White and looked like my family. I attended a school, K-12, in which all my classmates were White. Within the grades above me and below me, only a handful of students identified as Mexican. The teachers, and the administrators and staff, with one exception—the janitor—were White. Needless to say, my worldview growing up was built on, socialized on, what I knew and had experienced as a White female.

As Harro suggests, the sources that socialize a person within a system of oppression are potent, and the socialization process is “pervasive... consistent... circular... self-perpetuating... and invisible”. This was true for me.

It wasn't until after I had obtained my master's degree and taken a job that my world expanded to include people who didn't look like me. This was the beginning of my breaking out, or at least a disruption of the socialization cycle I had unknowingly participated in for the first 23 years of my life.

Before I share about that part of my journey, I need to share a conversation and my thinking that planted a seed in me for a defining moment some years later. It was a defining moment in which I could no longer not see oppression and not deny my White privilege.

It has been more than 10 years since I made the decision to write about my experience.

The result was the first edition of our book, *Explorations in Privilege, Oppression, and Diversity*. Since then, having ongoing conversations with colleagues of colour and raising two children who are multiracial have encouraged me to stay uncomfortable and aware in my White skin and the “unearned assets” I have in my invisible knapsack. By uncomfortable I am not suggesting feeling guilty or ashamed of who I am, a White person. I am suggesting that I remain vigilant to what I now see and hear from People of Colour about their experiences.

I am also suggesting that I be unwilling to slip into the cycle of socialization where I am participating in the system of oppression again. Last, I am suggesting that my professional/ personal self-narrative develop cultural humility. The self-narrative is an “organization of self-related information” that people have about themselves that propels them to action because of who they are within their core or essential self.

I would suggest it is that part of us that truly hears and responds in a way that is coherent or congruent with the self. Cultural humility is described as an attitude and a “way of being” with diverse clients that values the presence and importance of cultural factors and works toward genuine respect and understanding of a person as a cultural being. I might add to this description that cultural humility could include being aware of my privilege and how, if I am not actively working to disarm the system of oppression out of my self-narrative, then I am participating in it.

Source: Anderson, S. K. (2018). An awakening to privilege, oppression, and discrimination: Sharon's story. In S. K. Anderson & V. A. Middleton (Eds.), *Explorations in diversity: Examining the complexities of privilege, discrimination, and oppression* (pp. 3–8). Oxford University Press.

Discussion questions: Now lead the trainees through a reflection session guided by some of the following questions:

- What part of Sharon's socialisation process resonated the most with you and why?
- Identify and list Sharon's multiple identities highlighted through the story.

- List some of the agents of socialisation visible in Sharon's socialisation process since childhood.
- List the places/avenues of socialisation across Sharon's story.

- Based on Sharon's story, when does socialisation start and end?
- How did Sharon's early socialisation process impact her view of herself, her privileges, and the world around her?

- What would you say was Sharon's wake up moment?
- Realising what had gone wrong in the way she had been socialised for different roles in life, what are some of the actions Sharon took to liberate herself?

- How does Sharon's story relate to your own life experiences? Please share some examples of a part of your socialisation experience that later became discomforting for you and actions you took to liberate yourself.

- What challenges did you face as you tried to liberate yourself, and whom did you go to for support?

- How can our understanding of the cycles of socialisation and liberation empower us to contribute to safeguarding ourselves and our communities from extremist radicalisation and recruitment or minimise the impact of their activities?



Key takeaways

(20 minutes)

- People are born pure and free from biased attitudes and stereotypes. These are introduced to them by the different types of people they interact with as they grow up and throughout their lives in a process called socialization.
- Socialisation processes are among the most common pathways through which people come to learn about the expected norms, customs, beliefs, and values of their communities, as well as their community's relationships, attitudes, and beliefs about other cultures.
- While some socialization processes can empower, some fuel biased attitudes and prejudices that perpetuate social inequality, and fuel social discontent.
- Breaking from such harmful socialization processes requires the individuals that benefit from such systems and processes waking up to these realities and choosing to liberate themselves and others by helping to address the imbalances that emerge from their socialisation processes.
- It therefore becomes crucial for young people to question aspects of their community's socialisation processes that may be reproducing biases that perpetuate social injustice, inequality, and dehumanize others.

Leave trainees with these quotes for reflection:

“Once we recognise these biases in ourselves, we can take steps to create a more equal and accepting environment.”

- Ndugwa Hassan, ET Young Leader

“Change will not come if we wait for some other person, or if we wait for some other time. We are the ones we’ve been waiting for. We are the change that we seek.”

- Barack Obama



Reflecting

(25 minutes)

Finish by handing each participant a Reflection Worksheet guided by Gibb's 1988 reflective cycle. The responses will help you evaluate the lesson and give trainees a quiet moment to reflect on everything they've learned and what it means to them.

Give them 25 minutes each to find a solitary spot, respond to the reflection questions and return the sheet to you. Find Reflection Worksheet in the Annexes to this manual.



PART 5: POWER



Session aim

This session will introduce trainees to the concept of power. They will explore what power means to them, forms of power and sources of power. Trainees will also focus on young people that have created change in their local communities and around the world and examine the kind of power these young people have and where it comes from. This session should help trainees understand that power exists in different forms everywhere, and that they too have access to different forms of power that they can exploit to bring about the change they seek in their communities.



Note to facilitator

When young people are called to take action to help address different social issues in their communities, the first thing that many of them think about is their lack of power and resources to change anything. Such attitudes are disempowering. This session is aimed at energising them by showing how as individuals and as a group, they already have the power they need to start acting on the issues that matter to them.



Learning outcomes

- Trainees start to recognize their own power & capacity to make change.



5 hours

Materials

- Flip chart or Chalk board
- Markers or Chalk
- Manila or Art paper
- Notebooks for trainees
- Pens/Pencils for trainees
- Glue or cello tape



Audience

Ideal for all categories of young people.



Learning environment/space

A combination of indoor and outdoor learning spaces would be ideal.



Preparation



1) Preparation for 2. Sources of power, Step 1.

Print out copies of the 'Sources of power' ahead of the lesson.



2) Preparation for Reflecting.

Print the Reflection Worksheet found in the annexes – one for each trainee.



Warming up: Trainee warm up activity or “Shopping bag”

(25 minutes)

Ask a volunteer among the trainees to take the audience through a 10-minute warm up exercise from their local community. In case no-one volunteers, you could take the trainees through the warm up below:

- ✓ **Step 1:** Ask trainees to stand in a circle. Tell them they are going to do a warm-up memory game called “Shopping Bag”. Explain that in this game, the first person will construct a sentence about a thing they bought in their shopping bag. The next person builds on the sentence of the first person, by adding another shopping item without repeating the item others listed before.

Share the example below:

- **Person 1’s sentence:** “This morning I went to the market and bought 2 pineapples.....”
- **Person 2’s sentence:** “This morning I went to the market and bought 2 pineapples, a loaf of a bread.....”
- **Person 3’s sentence:** “This morning I went to the market and bought 2 pineapples, a loaf of a bread, 3 mangoes.....”

The trainees can go on and on with the game until the point where a trainee fails to correctly remember all the different items as they construct the sentence or makes a mistake in the order in which the things were shopped.

- ✓ **Step 2:** Now choose a volunteer from among the trainees to kick off the game. The first person will be followed by their immediate neighbour on the right-hand side, in that order till the game ends.



Caution that the game requires everyone to be very attentive at every stage.



1. Exploring forms of power

(1 hour)



Step 1: Tell trainees that in this part of the session, they will explore the concept of power, forms of power, sources of power, and the idea of youth power. To kick off, ask participants to share words, names, or images they think of when they hear the word “power”. Record their contributions on a flip chart.

After they have finished, ask them the following questions:

(20 minutes)

- What is the common thread they see in the words, names and images they mentioned?
- What do they think their contributions show about their perception of power?
- What do their ideas suggest about sources of power?



Step 2: After they have shared their reflections, explain that power also means the ability to do or accomplish something. Emphasise that while most people associate power with hierarchy, physical strength, domination and men, there are many examples of power that are not based on control and domination, but rather on values, on being respected and on using power to connect people. For instance Jacinda Ardern, former Prime Minister of New Zealand, Nelson Mandela, Martin Luther King, Greta Thunberg, among others.

(10 minutes)



✔ **Step 3:** Exploring forms of power
(30 minutes)

Explain to participants that power takes many forms, and this session will explore some of them. Continue by discussing the forms of power below:

- **People power** – People power is the power that all of us have to collectively make change in the world.
- **Institutional Power** – Institutional power is the influence and authority institutions hold to make decisions for people, control people, and direct their behaviour. This can include government institutions, religious organisations, cultural organisations and businesses.
- **Power Over** – This is the kind built on force, domination and control, and generally motivates through fear. It relies on a belief that power is a finite resource that can be held by individuals, and that some people have power and some people do not.
- **Power With** – This is shared power that grows out of collaboration and relationships. It is built on respect, mutual support, shared power, solidarity, influence, empowerment and collaborative decision-making.
- **Power To** – This is the form of power built on the unique potential of every person to shape his or her life and world. It is the power to be productive, make a difference, to create something new, or to achieve goals without using relationships of domination.
- **Power Within** – This involves people having a sense of their own capacity, self-worth and self-knowledge. It includes an ability to recognize individual differences while respecting others.
- **Positional Power** – This is the authority you wield by virtue of your position in society or your organisation's structure and hierarchy
- **Personal Power** – This is your own skill and ability to influence people and events whether or not you have any formal authority.

Tell trainees that the forms of power highlighted above show how:

- No entity has a monopoly over all power forms.
- Most power is everywhere in small amounts.
- Power can be created, and many small power holders can link to build larger power.



2. Sources of power

(55 minutes)

- ✓ **Step 1:** Explain to trainees that power comes from several sources, each of which has different effects on the targets of that power. Continue by sharing with them about the sources of power below:

Sources of power

Position	Individuals can derive power from their role and status within an organization. It usually involves formal authority delegated to the holder of the position.
References & social connections	Power can be derived from connections to others, especially those in positions of positional power. For example, a young person may have no positional power but is related to a Local Council Speaker or is personally known to a District Governor.
Expertise	Power may be drawn from a person's wisdom, experience, skills and knowledge. This is especially true when a community has a high need for certain expertise.
Personality	One's personal energy, unique traits, vision, ability to communicate, capacity to influence, charisma, and emotional intelligence can also be a strong source of power.
Coercion	Some people derive power from their ability and authority to threaten and apply sanctions and other negative consequences. These can include direct punishment or the withholding of desired resources or rewards. Coercive power relies on fear to induce compliance.
Information	Information is power. The power specifically comes from access to or being in possession of facts and knowledge that others find useful or valuable.
Collaboration	Power can come from our ability to join our energies in partnership with others in pairs, teams, organizations, communities, coalitions and movements.
Structures	Power may be covertly or implicitly derived through dominant institutions of society.
Spiritual	Power may be derived from our connection to a higher power such as spiritual, natural and/or historical imperative.
Institutions	Economic, legal and political power may be directly derived from institutions, for example, a town council or police department.

- ✓ **Step 2: Reflection questions**
(25 minutes)

Conclude this sub-section of the lesson by asking participants to reflect on the following questions:

- Which of the sources of power listed above is accessible to young people in your community?
- How have young people in your community used such power sources to draw attention to their needs and effect change in society?



3. My Power as a Young Person – Source: Youth Peace Ambassador Training Guide

(85 minutes)



Step 1: (15 minutes)

Young Global Change Makers. Pin up a flip chart and ask trainees to share names of young people they think have made an impact on our world. Write down the names on the flip chart as they mention them.



Step 2: (15 minutes)

Young Local Change Makers. Now pin up a second flip chart and ask trainees to list names of young people in their respective countries and local communities they think have made a difference.



Step 3: (35 minutes)

When their ideas are exhausted, for each list, ask the participants to brainstorm further guided by the following questions:

- What kind of power do these young people have?
- Where does this power come from?
- How are they using their power to benefit their communities?



Step 4: (20 minutes)

Finally, ask trainees to reflect on their own lives and discuss with their immediate neighbour the power they think they have as an individual and as a group. Ask volunteers to share the responses they get from their neighbour.



4. Mapping youth spheres of influence

(55 minutes)



Step 1: (5 minutes)

Tell participants they will conclude the lesson on power by mapping youth spheres of influence. Explain that young men and women have varying degrees of influence in different spheres of society and accelerating the meaningful participation of youth in P/CVE requires that young people themselves understand where this influence lies and how they can harness it.



Step 2: Exercise (40 minutes)

Ask each participant to reflect on their lives, the different roles & responsibilities they hold in the community starting from within their home, and the social groups they belong to, and list the different places where they feel they have influence.

Explain that by “influence” you mean places or situations in which they have the ability and power to inspire, motivate, or effect a change in attitude, character, development or behaviour of individuals or institution. A place where they are heard, and one where their opinion matters.

After listing these, request them to re-organise and re-write the list starting with the place where they feel they have the most influence, and ending with where they feel they have the least influence.

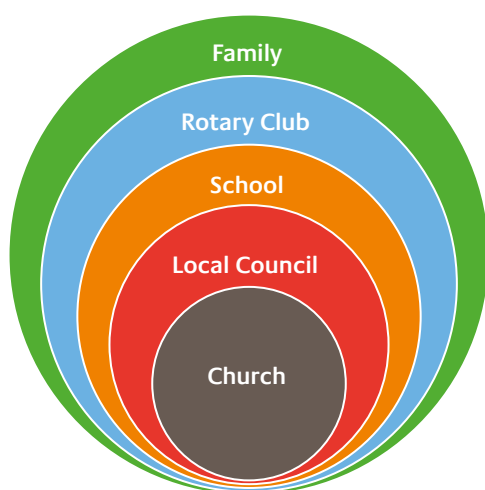
For example, participant A's original list consists of;

- Family
- Church
- School
- Rotary Club
- Local Council

After re-organising and re-writing the list starting with the spaces where A has the most influence and ending with those where they have the least influence, the list looks like below;

- Church
- Local Council
- School
- Rotary Club
- Family

When participants have completed re-writing of their lists, ask them to develop a graphical representation of their new list with inside circles representing places where they have the most influence and outer circles representing those where they have the least influence.



Spheres of influence

Conclude this part of the session by asking participants to list ways they can harness the spheres of influence highlighted above to safeguard themselves and their communities from the threat of VE. Afterward, ask 5 different participants to share their thoughts.



Key takeaways (15 minutes)

- While most people associate power with hierarchy, physical strength, domination and men, there are many examples of power that are not based on control and domination, but rather on values, on being respected and on using power to connect people.
- No entity has a monopoly over all power forms.
- Most power is everywhere in small amounts.
- Power can be created, and many small power holders can link to build larger power.
- Individuals can often draw on more than one source of power and the more sources of power to which a person has access, the greater the individual's overall ability to get things done.



Reflecting (25 minutes)

Finish by handing each participant a Reflection Worksheet guided by Gibb's 1988 reflective cycle. The responses will help you evaluate the lesson and give trainees a quiet moment to reflect on everything they've learned and what it means to them.

Give them 25 minutes each to find a solitary spot, respond to the reflection questions and return the sheet to you. Find Reflection Worksheet in the Annexes to this manual.

CHAPTER RESOURCES

- **United Nations (2019):** United Nations Strategy and Plan of Action on Hate Speech
- **Youth Power Learning:** Promising Practices in Engaging Youth in Peace and Security And P/CVE, Summary of key interventions and examples
- **UNFPA (2018):** The Missing Peace - Independent Progress Study on Youth, Peace and Security
- **Inter-Agency Network on Youth Development, Working Group on Youth and Peacebuilding (2016):** Young People's Participation in Peacebuilding- A Practice Note
- **Restless Development/DANIDA (2017): Youth Leading the World 2030:** A Review of Danida's Youth-Related Engagements
- **Catholic Relief Services:** Youth Peace Ambassador Training Guide
- **UNFPA (2021): Youth, Peace and Security:** A Programming Handbook
- **UNOY: UNSCR 2250 and Beyond:** A Youth Toolkit
- **Shepherd Zeldin, Jill Gurtner, and Brie Chapa:** Preparing for Youth Engagement: Youth Voice, Youth-Adult Partnership, Youth Organizing
- **Institute for Educational Leadership (2022):** Youth Voice In Community Schools
- **Petrokubi, J., & Janssen, C. (2017):** Creating inclusive and effective environments for young people: Exploring youth voice and youth-adult partnership
- <https://modgov.sefton.gov.uk/documents/s72351/11.1%2520Youth%2520Participation%2520Strategy%2520Toolkit.pdf>
- <https://www.psychologytoday.com/us/blog/between-cultures/201911/understanding-hate>
- <https://mymission.lamission.edu/userdata/alvarats/docs/Open%20Source%20Textbook/Socialization.pdf>
- https://depts.washington.edu/fammed/wp-content/uploads/2018/06/Cycle_ofSocializationHandout.pdf
- <https://athenatrainingandconsulting.com/why-self-awareness-is-key-to-resilience-by-cindy-stradling-csp-cpc/>
- <https://www.theguardian.com/small-business-network/2017/jun/09/how-to-resilient-self-awareness-mindfulness-support-experts>

“Each of you is a potential leader.

To lead means to take responsibility and to set the example. As I often say, you are never too young to lead or too old to act.”

– Kofi Annan

Preventing violent extremism: What actions can we take?

OVERVIEW

The diversity and complexity of the drivers and risk factors for VE demands multi-faceted prevention strategies. Chapter 3 introduces some of the initiatives young people can employ to help build resilience to VE in their communities with emphasis on education, communication, sports, economic empowerment, and civic & political engagement.

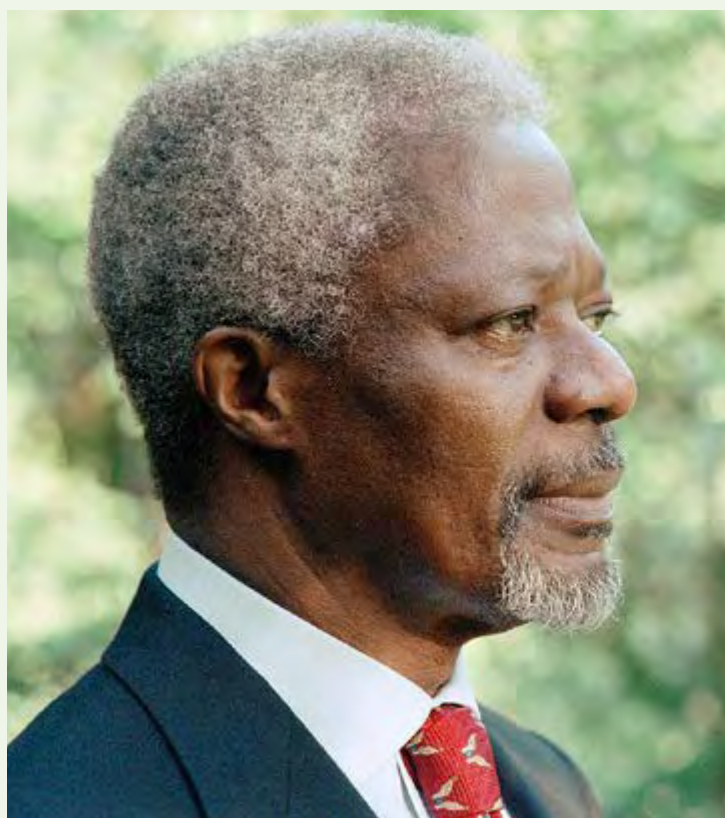


Preventing violent extremism: What actions can we take?

Combating and preventing VE starts with a good understanding of root causes.

These can be COMPLEX and usually involve a MIX of factors - individual (e.g. traumatic childhood, lack of purpose), community (no work, no social support) and structural (civil war, government corruption).

So what are effective solutions to combat the spread of VE? What are the main areas that we should focus on?



“Knowledge is power.

**Information is liberating.
Education is the premise of
progress, in every society,
in every family.”**

– Kofi Annan

**“Education is the most powerful
weapon you can use to change the
world.” - Nelson Mandela.**



1. EDUCATION

Education is the foundation and the most important step that can be taken to reduce VE recruitment and radicalisation.

It has the power to reach young people of all ages and backgrounds. Teachers can hugely impact the mental, intellectual and emotional development of a person and, above all, **STRENGTHEN INDIVIDUAL RESILIENCE.**

Because of its **POWER**, education has always been a battleground for political, ideological and religious movements. Extremist groups **TARGET** places of education to indoctrinate, manipulate and recruit...

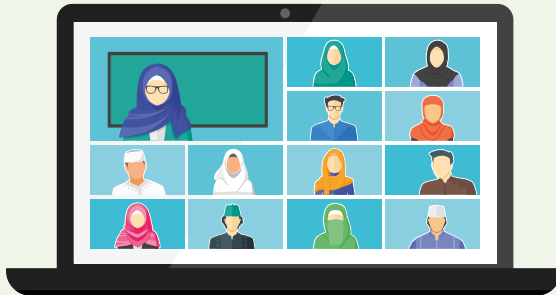
...But this also makes education the most powerful weapon **AGAINST** VE.



2. COMMUNICATION

Extremists use different channels (Internet, preaching, messaging services) to spread powerful narratives and indoctrinate people.

You can play a part in countering these narratives by choosing the RIGHT TYPE of message, language and speaker to deliver peaceful message to different audiences.



“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

- Nelson Mandela



3. RECREATIVE ACTIVITIES LIKE SPORTS

Sport empowers people and promotes positive values.

Social Inclusion: tolerance, fairness, respect, belonging

Resilience: perseverance, discipline, mental & physical strength

Opportunity: opening up new jobs in sport, health and tourism, building skills

Awareness: sport mixes all age groups and helps spread positive messages



4. ECONOMIC EMPOWERMENT & FINANCIAL INCLUSION

In poor countries and areas, VE groups recruit young people with the promise of job opportunities and financial reward, often not fulfilled. Economic empowerment and financial inclusion is a powerful tool to counter VE. People will be less likely to be swayed by promises if they are given opportunities to sustain their livelihoods.

But this needs to be targeted to community and individual needs!



5. CIVIC & POLITICAL ENGAGEMENT

No single government or business can solve the pressing social, economic, and political challenges of the day. It requires individual citizens joining together to help address the challenges faced by their communities.

Instead of relying on outside forces to create change in their lives and “liberate” their communities, civic and political engagement puts young people in the driving seat.



PART 1. EXPLORING THE MEANING OF “PREVENTION” IN VE



Session aim

The threat of VE and terrorism gained more global prominence in the aftermath of the 9/11 attacks on the United States, the consequent US led invasions of Afghanistan and Iraq, and more recently the upsurge in violent right wing VE groups in Europe and the United States. However, not much has been done by leaders from government and civil society to address the broad range of political, social, economic, and historical forces and grievances that create and reinforce the conditions for VE.

But in recognising the disproportionate impact of these threats on young people, as well as the enthusiasm of today's youth to contribute to transformation of their communities there is hope. Young people, equipped with the right tools, information, and resources can play a decisive role in helping to address these threats. This session is designed to help them think about the many ways they could contribute to prevention.



Note to facilitator

Remind trainees that any contribution they make to help prevent extremist ideas and actions from taking root in their communities is valuable. They should not imagine that the best results will only come from big interventions. Let them explore small steps too, these can still deliver important success stories that can be scaled-up in other regions or countries.



Learning outcomes

- Trainees able to identify strategies and starting steps to prevent VE.
- Trainees able to determine PVE strategies most suitable for their own community.



5 hours



Audience

Ideal for young people and youth leaders from all backgrounds and positions of influence.



Learning environment/space

A mix of indoor and outdoor learning environments would be ideal.



Preparation



1) General preparation. Buy 3 packets of sweets ahead of the lesson. If this is too costly, you could vary it by purchasing 3 apples or any other fruit, to be given to the participant who answers questions to the game correctly.



2) Preparation for 1. Revisiting the definition of PVE. Write the definition of PVE presented here on a flip chart; “PVE is an approach that encompasses strategies designed to address the underlying causes of VE and undermine community attraction to, and support for Extremist Movements.”



3) Preparation for 2. Exploring examples of PVE strategies, Step 2. Print out copies of the problem analysis and problem-solving worksheets to be used during group work. (Both forms are embedded within the session.) Additionally, print out copies of the individual, community, and structural risk factors/drivers of VE for the different groups. (These are available within the session.)



4) Preparation for Reflecting. Print the **Reflection Worksheet** found in the annexes – one for each trainee.



You are now set for the lesson!



Warming up game: The Monkey Business Illusion

(25 minutes)

- ✓ **Step 1:** Tell trainees you will play a short video titled the Monkey Business Illusion. Explain they will be required to pay very close attention to the different events that will be happening in the video including but not limited to the number of times players wearing white pass the ball.
- ✓ **Step 2:** Now play the video https://www.youtube.com/watch?v=IGQmdoK_ZfY and pause it at the 38th second and ask the following questions:

How many times did the players in white pass the ball? (The correct answer is 16 passes)

There are 3 other events that occurred as the players were passing the ball, what were they? Participants should answer this part of the question by show of hands so that you can be able to reward the participants with the correct answer.

After trainees have finished, tell them that the other 3 events that occurred included; a black gorilla that passed on the stage at one point in the game, the curtain on the stage changing from red to gold, and a black player leaving the stage.

- ✓ **Step 3:** Tell trainees you will play the video again so those who missed the above events will be able to notice them.
- ✓ **Step 4:** Finalise the game by highlighting to trainees that in relation to VE, this game reminds us that many times things may not be as obvious to the eye as we expect them to be. We must be extra attentive in order to unearth the real issues. This way, we respond to the issues we see with the best solutions.



1. Revisiting the definition of PVE

(25 minutes)

✓ Step 1: (10 minutes)

Tell trainees that before they delve deeper into strategies and initiatives for PVE, they will revisit its definition as discussed in Chapter 1 earlier. Firstly, ask those who remember to share what PVE means.

✓ Step 2: (10 minutes)

When participants have exhausted their ideas, pin up the definition of PVE that you wrote earlier on a flip chart.

PVE is an approach that encompasses strategies designed to address the underlying causes of VE and undermine community attraction to, and support for Violent Extremist Movements.

Explain that successful prevention efforts recognise the broad range of political, social, economic, and religious factors conducive to the rise of VE and tackle these before the actual threat emerges in a particular locality.

Add that prevention strategies turn individuals and institutions away from risky attitudes and behaviours that can nurture VE and increase a community's overall ability to resist the lure of extremist ideologies.





2. Exploring examples of PVE strategies

(1 hour 45 minutes)

- ✓ **Step 1:** Tell participants they will do a group exercise aimed at developing creative activities and strategies for PVE within their communities.

Emphasize that the activities/strategies needed to be as specific to their community context as possible; otherwise they risk being rejected by the community despite the good intentions.

- ✓ **Step 2:** Now divide participants into 3 groups of equal number and explain that each group will develop creative prevention focused activities/strategies for 1 risk factor/driver they select from the risk factors covered in chapter 1.

Group 1 – Will select 1 risk factor/driver from the Individual risk factors and create prevention-focused activities/strategies. Print and share the factors below with the group for reference:

What are individual risk factors?

Individual risk factors are psychological or biological factors and life experiences that may increase a particular individual's attraction to radical behaviour and ultimately their risk for violence.

Examples of Individual Risk Factors contributing to radicalisation and support for VE

- No sense of purpose
- Desire for adventure
- Antisocial beliefs and attitudes
- Lack of critical thinking skills
- Difficulties in understanding information
- Rejection by peers
- Desire for spiritual benefit in afterlife
- Feelings of isolation and poor sense of belonging
- Influence from peers exposed to VE activity or propaganda
- Unstable and distressing and dysfunctional family environments that can include physical abuse, emotional neglect, anti-social parents with attitudes that support violence, displacement, family transitions, parental or sibling criminality related to VE, lack of supervision and boundaries, weak bond between parents and children, etc.

- Personal experience of exposure to security force abuse
- Weak understanding or misinterpretation of religious, social, economic, or political doctrines
- Desire for political power & status
- Desire for economic benefit and stability

Group 2 – Will select 1 risk factor/driver from the Community risk factors and create prevention-focused activities/strategies. Print and share the factors below with the group:

What are community risk factors?

Community risk factors are elements and dynamics within a particular community or collective negative experiences that increase individual and collective sympathy and support for VE.

Examples of Community Risk Factors that contribute to radicalisation and support for VE

- Values and norms of groups and leaders that encourage anti-social behaviour and support for VE
- Social network ties with members exposed to VE or actively involved in VE recruitment
- Exposure to intimidation or coercion by VE combatants & recruiters
- Poverty, diminished economic opportunity, and lack of community resources for economic development
- Lack of voice and weak participation in community affairs and civic life
- Community level exposure to systemic abuse of human rights by the state
- Lack of or weak community social support resources and opportunities
- Weak understanding or misinterpretation of religious, social, economic, or political doctrines
- High level of transiency
- High level of family disruption
- Group experience with trauma and abuse

Group 3 – Will select 1 risk factor/driver from the Structural drivers for which they will create prevention-focused activities/strategies. Print and share the factors below with the group for reference:

What are structural drivers?

Structural drivers refer to the broader economic, social, policy, and organizational environments at national, regional, or international levels that “structure” the context in which VE risk production occurs. These either increase or decrease an individual or community’s likelihood of exclusion or negative experiences that make them more susceptible to radicalisation and recruitment into VE.

Examples of Structural drivers that contribute to radicalisation and support for VE

- Denial of political and civil liberties
- Government repression and gross violations of human rights
- Endemic corruption and impunity for well-connected elites
- Poorly governed or ungoverned areas
- Social marginalisation
- Lack of meaningful economic opportunities and economic inequalities
- Lack of support for social development
- Protracted violent local conflicts
- Poor management of VE prisoners enabling radicalisation of other prisoners

✓ **Step 3:** After each group has selected their single factor, check which it is so you take note of what each group will be focusing on.

✓ **Step 4:** Now give each group copies of the problem analysis and problem-solving worksheets you printed out earlier. Explain that to delve deeper into the underlying issues and actors around the risk factor/driver each group has chosen, they must try to find answers to the questions in the problem analysis worksheet. Each group will then record their final answers for presentation on a flip chart.

With the understanding developed after the analysis, the groups will then use the problem-solving worksheet to work out the different possible preventive solutions that could help address the factor identified. The final group answers shall be recorded on a separate flip chart.

Inform trainees they will have a total of **40 minutes** to analyze the risk factor they choose and design creative activities and strategies for prevention.

See worksheets below:

Problem analysis worksheet: VE risk factors & drivers

Name of Risk Factor/Driver:	
Classification of factor:	<input type="checkbox"/> Individual <input type="checkbox"/> Community <input type="checkbox"/> Structural
Causes: What are the underlying causes of the risk factor/driver?	
What is making the problem endure?	
History: How long has the issue been going on? How has it evolved over time?	
Negative Actors:	
• What types of individuals/institutions are playing an active role in aggravating these underlying causes?	
• How are they doing it?	
• What do they want to achieve?	
• What is their level of influence, power, and capacity to cause an escalation?	
Positive actors:	
• What types of individuals/institutions are already playing an active role in defusing /addressing the underlying causes?	
• Why are they doing it?	
• How are they doing it?	
• What is their level of influence/ power?	

Problem solving worksheet

What VE risk factor/driver are you developing a solution for?			
Solution	Advantages of solution	Disadvantages of solution	Stakeholders you will need to collaborate with to execute the solution/activity
Option I:			
Option II:			
Option III:			
Option IV:			
Decide on 2 or 3 solutions and how these will be implemented:			

Step 5:
(45 minutes)

When this is done, all trainees will reconvene to present and discuss with the wider group the factor they worked on, the preventive activities the group developed and why they think the activities will work.



3. Case Study

(30 minutes)

Johan's Case: A mental health approach to understanding and PVE (Source: Radicalisation Awareness Network).

The video is available in the Chapter video resources included in this module, and may also be accessed via the link here https://www.youtube.com/watch?v=yOv_lvhj3KE&ab_channel=RadicalisationAwarenessNetwork

- ✔ **Step 1:** Tell participants that as they approach the end of the session, they will review and reflect on a video case study developed by the Radicalisation Awareness Network.
- ✔ **Step 2:** Play the video with the required audio-visual aids and ask participants to share their own ideas as to what could be done to support Johan to disengage from risky networks and ideas.



Key takeaways

(15 minutes)

- Tell participants that, as highlighted at the end of Johan's video, whenever we are faced with a possible risk factor for VE in our communities, we should examine its root causes rather than just dealing with the factor in isolation. This improves the likelihood that the solution we design will be effective.
- Additionally, we also learn from both Johan's case and the group work that drivers and risk factors for VE can be complex and more detailed than what meets the eye. We need to seek information from different sources to ensure that in each case, we fully understand all the issues/dynamics at play as to develop a solution. Sometimes we may need to dig deep into an individual or community's past to understand certain risky behaviours.
- Finally, there are multiple ways to tackle different drivers and risk factors. In some cases, we need to combine different approaches to achieve a successful outcome.



Reflecting

(25 minutes)

Finish by handing each participant a Reflection Worksheet guided by Gibb's 1988 reflective cycle. The responses will help you evaluate the lesson and give trainees a quiet moment to reflect on everything they've learned and what it means to them.

Give them 25 minutes each to find a quiet spot, respond to the reflection questions and return the sheet to you. Find Reflection Worksheet in the Annexes to this manual.



PART 2. BUILDING RESILIENCE TO VE THROUGH EDUCATION



Session aim

The education sector can play an important role in VE prevention. But it's also targeted by extremists in numerous ways. It's clear that educational institutions, particularly universities, are exploited as recruitment grounds by extremists. They are also targets of extremist attacks, and in some cases have become hotbeds for biased and intolerant ideas and actions.

The education sector has significant influence due to its ability to reach young people of all ages and has a big impact on the mental, intellectual, and emotional development of young people. This is why engaging with education systems, policies and institutions, as well as educators and students can achieve significant results in the fight against VE.

This session helps trainees explore this topic in more detail and suggests actions and activities that could be implemented by youth to prevent VE through education.



Note to facilitator

Highlight that tackling VE via the education sector presents so much potential for 3 main reasons:

- The education sector can reach young people of all ages.
- Educators have a lot of contact time with young people in their formative years, sometimes even more than families.
- Educational institutions impact the mental, intellectual and emotional development of young people and can play a key positive role in strengthening individual resilience to VE.



Learning outcomes

- Trainees develop a better understanding of the impact of education on addressing VE, and the impact of VE on education.
- Trainees become aware of the actions they could undertake to help prevent VE through education.



5 hours

Materials

- Flip chart or Chalk board
- Markers or Chalk
- Manila or Art paper
- Notebooks for trainees
- Pens/Pencils for trainees
- Glue or cello tape



Audience

Ideal for young people and youth leaders from all backgrounds and positions of influence.



Learning environment/space

A mix of indoor and outdoor learning areas is ideal.



Preparation



1) Preparation for Warming up: the quote challenge. Write the quotes below in a word document using Arial font type and 30 font size. Print the document and get help to cut out the different words individually. When this is done, pack all the words in one container or polythene in preparation for the lesson. You may instead choose to write them out legibly by hand. Below are the quotes:

“Education is the most powerful weapon you can use to change the world.”

- Kofi Annan

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”

- Malcolm X

“Education is one thing no one can take away from you.”

- Elin Nordegren

- ✓ **2) Preparation for 3. Areas of action for PVE through education.** Print out group assignments so you can hand out each group member a copy at the time of the exercise.
- ✓ **3) Preparation for 3. Areas of action for PVE through education.** Print copies of problem solving and problem analysis worksheets presented as an annex in this manual.
- ✓ **4) Preparation for 3. Areas of action for PVE through education, Step 4.** Print copies of the repository of actions and activities that could be implemented by youth to prevent VE through education in their communities.
- ✓ **5) Preparation for Reflecting.** Print the **Reflection Worksheet** found in the annexes – one for each trainee.



Warming-up: the quote challenge (25 minutes)

- ✓ **Step 1:** Set up a central table within the training area and place all words for building the different quotes that you cut out earlier on this table.
- ✓ **Step 2:** Divide participants into 5 groups of equal number and explain that working in teams, they will use the words set on the table to build different education themed quotes.

Note that Group 1 would re-construct the Kofi Annan's quote, Group 2 C.S. Lewis, Group 3 Elin Nordegren, Group 4 Malcolm X, and Group 5 Nelson Mandela. Elaborate that teams are free to use different spaces around the training room as a 'canvas' to stick words to as they re-construct the quotes.

Step 3: Now count to 5 and get the groups started. To make the warm-up more exciting, you could attach a small prize or privilege for the group that re-constructs their quote the fastest.





1. Education & VE

(1.5 hours)



Step 1: (10 minutes)

Tell trainees that as highlighted by the Tony Blair Institute for Global Change's training toolkit on Essentials of Dialogue for young people, education systems around the world are struggling to prepare young people for the complex realities of a profoundly interconnected world.

Yet more than any other generation in human history, the students educated today will live alongside, work with, and relate to peers with the widest possible range of cultural backgrounds, beliefs, values and perspectives.

This makes it crucial that today's young people are equipped with the knowledge, skills, tools, and resources to build inclusive societies that welcome diversity rather than fearing it, that encourage an open-minded approach to the other, rather than the cultivation of prejudice.

Explain that gaps in the capabilities and willingness of many education systems and institutions to equip learners for the new realities of our world have ultimately produced multiple complexities that feed into the problem of VE in various ways.



Step 2 (20 minutes)

Tell trainees that you will now explore in more detail how educational institutions have been exploited as recruitment grounds for extremists:

- Al-Shabab recruitment of foreign Somali medical students at Kampala International University in Uganda that was discovered by country security operatives in 2016.
- Students at the prestigious University of Medical Sciences and Technology in Sudan that left their studies and crossed into Turkey to become fighters for the so-called Caliphate in Syria according to a 2015 Brookings opinion piece <https://www.brookings.edu/opinions/this-sudanese-schools-students-are-rapidly-joining-isis/>
- Teachers that are sympathetic and supportive of extremist narratives have engaged in recruitment of students. For example, the case of Malaysia where students and teachers have been detained by the authorities for promoting and supporting terrorist organisations such as Daesh and planning to stage attacks against soft targets inside the country.
- Theological and religious training schools exploited as grounds for VE radicalisation and recruitment activities. Across the Middle East, Central and Southeast Asia, and parts of Africa, religious schools have played a very fundamental role in grooming the next generation of religious leaders and scholars. However, some of these schools have also reportedly served as hotbeds for extremist ideologies and radicalisation activities. In some countries, security operatives have repeatedly clamped down on such education facilities, arresting and detaining students and teachers.

**Step 3****(20 minutes)**

Explain to participants that some education systems and institutions are breeding grounds for biased, intolerant, and exclusionary ideas and actions, which can be exploited to fuel extremist narratives.

Observe that while education can promote inclusion, and strengthen social cohesion, in some countries and communities it has been exploited to spur divisions and alienate minorities. This has aggravated tensions, fuelled inequality and reinforced structures of exclusion that undermine individual and community resilience to VE.

Remind participants that as covered in **Chapter 2**, unchecked bias becomes normalized and contributes to a pattern of accepting discrimination and injustice in society. As biased ideas, attitudes, and acts become more visible and entrenched in educational systems and structures, these places become hotbeds for perpetuating intolerance and exclusionary ideas with harmful effects to society.

Examples of how education institutions, systems and structures have been exploited to promote exclusionary ideals, fuel discrimination and abuse of rights of underprivileged groups include;

- The domination of white authors (usually males) in English or French literature books and teachings in Western countries.
- Sanctioning biased history curriculums that glorify violence or ignore historical events that are particularly important to minorities.
- Muted responses to bullying against students because of their physical difference, gender, etc.
- Students compelled to learn religious subjects they are not comfortable with e.g., Muslim faith-based schools force Christian learners to study Arabic and Islamic Religious Education, and Christian faith-based schools compel Muslim students to study Christian Religious Education.
- Muslim learners forced to attend to chores in school pig farms.

- Students compelled to worship in religious institutions that are not their own and to participate in religious ceremonies e.g., Muslims compelled to attend Sunday service or Christian learners compelled to attend Buddhist religious ceremonies. This has also been seen in Christian schools especially boarding schools where non-Christian learners are compelled to celebrate Christian festivities like Easter, and in Muslim schools where Christian students are forced to wear the Muslim headscarf as a compulsory part of the school uniform.
- Church songs used in instruction and entertainment of learners especially in pre-primary schools without due consideration for children from other faith denominations.
- Serving pork as part of the school meals in total disregard for students that may not eat pork as a cultural or religious practice.

Emphasize that under these conditions, schools become places where learners develop or reinforce feelings of exclusion and intolerance instead of experiencing their society's embracing ethos.



Step 4 (20 minutes)

Tell trainees that the third and final aspect of VE & Education relates to targeted terrorist attacks on educational institutions in different parts of the world.

Explain that paradoxically, while VE groups sometimes turn to educational institutions to replenish fighters, educational institutions are conversely exposed to the risk of extremist attacks.

The case of the Garissa University Attack in Kenya, East Africa

On 3 April 2015, four gunmen stormed Kenya's Garissa University College and began firing indiscriminately. The attackers singled out and shot those identified as Christians as they roamed from building to building. By the end, 148 people had been killed - mostly students. Al-Shabab said it was behind the terror attack, the second deadliest in Kenyan history.

The experience of Pakistan

"We will continue to attack schools, colleges and universities across Pakistan as these are the foundations that produce apostates."
- Khalifa Umar Mansoor, an elusive Taliban commander, in a video he released to claim credit for a wanton killing spree at the Bacha Khan University in Charsadda in 2016. The mass killing referred to in the quote above was the second deadliest at an educational institution in Pakistan's history. The first deadliest attack, the methodical killing of 147 people at Peshawar's Army Public School in 2014, was also masterminded by Mansoor.



Step 5 (20 minutes)

Trainee experiences of violent extremism in education in their respective countries. Now ask participants to share their own experiences in their communities related to education and how they feel these experiences could impact the fight against VE.



2. Why does Education matter in Preventing VE?

(1 hour)



Step 1: (15 minutes)

Start by asking participants if they think education systems and institutions matter in PVE? Follow this up by asking those who think they matter to explain why, and those who don't to explain why not?



Step 2: (20 minutes)

After this discussion, tell participants that despite complexities and gaps in today's education systems and institutions that could be fuelling intolerance, inequality, and injustice, it has been recognised by government, communities and extremists that education is powerful.



- Because of its power, the education sector has always been the "battleground" for political, religious, and ideological movements, including extremist and terrorist groups, to impose their views and values on society. These groups infiltrate the education sector to manipulate and recruit young people appealing to ethnicity, religion, race, and gender. They actively propagate rigid and extreme interpretations of religion and culture to create violent environment for young and impressionable target audiences.
- Explain that educational institutions are seen as a target for extremists as they offer thousands of potential recruits for indoctrination and recruitment into VE and terrorism under one roof.

- Explain that given the right support, education institutions have the greatest potential for becoming strongholds for preventing VE because:

- The education sector has strategic advantages in reaching young people of all age groups.
- The education sector has a longer duration of contact time with young people in their formative years, sometimes even more than families.
- It highly impacts the mental, intellectual, and emotional development of young people and can play a key positive role in strengthening individual resilience to VE.

✓ **Step 3: Video presentation on PVE through Education.**
(25 minutes)

<https://youtu.be/79MTkVumCcQ>

Source: UNESCO. Based on excerpts from “My Former Life”, testimonies of people once engaged in promoting or perpetrating extreme violence by the Tim Parry Jonathan Ball Foundation for Peace

Explain to trainees that to learn more about PVE through Education, they will watch and reflect on the video above.



3. Areas of action for PVE through education

(2 hours 20 minutes)

✓ **Step 1:**
(15 minutes)

Divide trainees into 4 equal groups. Explain that based on what has been covered so far under lesson 3.2, they will now get into group work to brainstorm activities they can develop to improve the capacity of education institutions in their community to prevent VE.

Inform them that they will be given a problem analysis worksheet to first explore the issue they have been told to work on in detail, and a problem-solving worksheet where they will write solutions they have agreed upon as a group.

Afterward, they will record their final proposed activities on a flip chart and appoint or elect one group member that will present the points on behalf of the group.

✓ **Step 2: Assignments**
(40 minutes)

Group 1: Inclusion

You are representatives from the Ministry of Inclusion & Social Affairs of the Federal Government of Malaysia and have been requested by the Governor of Johor State to suggest activities and initiatives that could be included in a complementary curriculum being developed by the state to empower students in education institutions to develop a sense of belonging and respect for diversity.



Group 2: Resilience

As Youth Councillors in Cabo Delgado Province in Mozambique, you have been approached by the head of the province to attend a brainstorming meeting aimed at designing strategies to strengthen the resilience of students in the on-going community violence arising from clashes between government security forces and suspected extremist recruiters within the province. The authorities are concerned that as people become displaced because of the violence and their gardens destroyed, students especially in universities may end up being frustrated and drawn into the fight on the side of the extremists.

You decide to hold a smaller planning meeting in preparation for the brainstorming session, and your focus is to come up with youth friendly activities and initiatives to build student capacities to overcome hardships and challenges.

Group 3: Safety & Wellbeing

It is 5th April 2015. It has only been 2 days since four gunmen stormed Kenya's Garissa University College and began firing indiscriminately, killing 148 people, mostly students. As the leaders of University Student Associations within Garissa County, you have been tasked by the County Governor to suggest robust initiatives for universities and all education institutions to adopt to ensure all students feel safe and supported at school.

Group 4: Procedures and conflict handling mechanisms

The Sudanese National Commission for Counter Terrorism (SNCCT) is concerned about the huge number of high school and university students being intercepted travelling abroad to join VE groups. The Commission has also informed your local NGO that the radicalisation and recruitment was happening in schools and that the radicalised students showed concerning behaviours before later disappearing.

The Commission wants your organisation to suggest initiatives it could undertake to implement procedures in schools that are not yet affected that can enable students to feel safe to report contact from extremists or when they observe any concerning behaviour among their peers. Suggest ideas of what these procedures could be, and activities that can be undertaken to popularise them among the students.

**Step 3:****(1 hour)**

After the time for group work has elapsed, ask trainees to report back to the main training room to share their solutions/activities and suggestions with the larger group for discussion.

**Step 4:****(25 minutes)**

After the group assignments have been successfully presented and discussed, tell participants you will share with them other activities relevant to PVE through education they could implement in their communities. Emphasise this list is not exhaustive, and different activities might be more meaningful and feasible in certain contexts than others.

At this point you can hand out copies of the repository of actions that you printed out at the beginning of the session (found on the following page).

Repository of actions and activities that could be implemented by young people to prevent VE through education in their communities:

Thematic Area of intervention	Suggested Activities
Inclusion	<ul style="list-style-type: none"> • Organise training workshops for teachers to introduce them to human rights & ideas to creating human rights friendly schools • Organise community discussions to explore ideas on creating educational spaces which promote belonging, validate the knowledge of participants, and popularise these in local schools • Advocate for policies on inclusion and diversity in local schools • Organise inter-faith and inter-cultural exhibitions and exchanges to promote understanding among students of diverse cultures • Organise discussions with education policy makers and teachers that seek to continuously find better ways to ensure learners of different diversities feel recognised, respected and loved • Advocate for the removal of divisive stereotypes and stigmatizing representations of individuals from specific groups from learning and teaching materials • Organise online and offline campaigns to counter hate speech in school environments whether perpetrated by students or teachers
Resilience	<ul style="list-style-type: none"> • Mobilise funds to support local schools to hire and maintain at least 1 Youth Counsellor that students can engage with in times of distress and confusion • Advocate for curriculum-based changes that better prepare young people for today's labor market needs, encourage critical thinking and restore their hope in the future • Organise camps on Creativity and Problem-Solving tools for young people • Equip Students with conflict resolution skills • Equip students with advocacy knowledge and skills • Organise Self-awareness camps to foster learners' self-confidence and capacities to make responsible and healthy choices. • Hold intra and inter-school debates to polish learners critical thinking skills by researching and sharing their opinions about the critical issues of the day • Teach about cultural diversity in student societies and provide facts about different religions and non-religious worldviews • Foster regular interaction between parents and teaching institutions to ensure learners needs are broadly understood and parents are part of the solution
Safety & wellbeing	<ul style="list-style-type: none"> • Activities to end bullying in schools • Support and equip teachers with appropriate skills and tools to understand their own biases and build defensive responses to extremist narratives • Organise networking events to connect teachers with other concerned professionals in the community so they can refer students who may be experiencing unique struggles in school that educators are unable to manage • Advocate for Zero tolerance to violence in school to ensure students experience first-hand what it means to live together with others in peace or to deal with conflict in non-violent ways • Work with education policy makers to rank and reward schools that excel in ensuring safety and wellbeing of learners
Procedures and conflict handling mechanisms	<ul style="list-style-type: none"> • Support schools to develop and popularise clear reporting and management mechanisms for bullying and other forms of aggressive behaviour • Help school administrators develop safe spaces where young people can talk about their struggles and find meaningful support • Educate education sector players about the need to invest in cyber and physical security systems that reduce the risk of their school institutions being infiltrated or attacked by extremists • Help schools develop a clear referral mechanism and protocol for reporting and dealing with cases of radicalisation and recruitment into any violent groups



Key takeaways (10 minutes)

Explain to trainees that there needs to be a rethink of the role of education in preventing and countering VE. There should be support for local education institutions and national education policy makers in building school systems that strengthen buffers against extremism rather than those that reinforce feelings of exclusion and intolerance.



Reflecting (25 minutes)

Finish by handing each participant a Reflection Worksheet guided by Gibb's 1988 reflective cycle. The responses will help you evaluate the lesson and give trainees a quiet moment to reflect on everything they've learned and what it means to them.

Give them 25 minutes each to find a solitary spot, respond to the reflection questions and return the sheet to you. Find Reflection Worksheet in the Annexes to this manual.



PART 3. THE ROLE OF COMMUNICATION IN PVE



Session aim

Extremists and terrorist groups are extensively using the Internet and other digital tools to spread their narratives and recruit people, especially young men and women. This session introduces trainees to effective communication and strategies to develop communication campaigns aimed at addressing VE.



Note to facilitator

It's important for trainees to appreciate that P /CVE Communication initiatives should be complementary to other initiatives aimed at addressing socio-economic and political grievances that fuel extremist narratives. This greatly increases the chances of their success.



Learning outcomes

- Trainees develop a better understanding of the potential of communication in the PVE.
- Trainees learn how to design effective communication campaigns for PVE.



5 hours.

Materials

- Flip chart or Chalk board
- Markers or Chalk
- Manila or Art paper
- Notebooks for trainees
- Pens/Pencils for trainees
- Glue or cello tape



Audience

Ideal for youth and youth leaders from all backgrounds and positions of influence.



Learning environment/space

Indoor and outdoor working spaces are ideal especially for accommodating group breakaway sessions. This way, trainees can choose the work environment that best suits them.



Preparation



1) Preparation for 1. Revisiting concepts related to communication around VE, Step 2. Write down the Concepts in section 1. Revisiting concepts related to communication around VE and their respective definitions as they relate to Communication in the context of VE.



2) Preparation for 2. Essential components of communication & development of effective communication strategies. Print out copies of the Essential Components of Communication & development of effective communication strategies (these are embedded within the lesson).



3) Preparation for 3. Why does communication matter in PVE?, Step 2. Print out copies of Group 1 & 2 problem scenarios and assignments.



4) Preparation for 3. Why does communication matter in PVE? Step 2, Group 2 assignment. Print copies of the campaign planning worksheet.



5) Preparation for Reflecting. Print the **Reflection Worksheet** found in the annexes – one for each trainee.



Warming up: Riddles

(30 minutes)

- ✓ **Step 1:** Explain to trainees they will start the session by stimulating their brains with 3 riddles. Ask 3 trainees to volunteer and lead others through each riddle.
- ✓ **Step 2:** Assign each volunteer a riddle. Then brief them that each will read out their riddle and give participants 5 minutes to guess the correct answer. They should give all trainees a fair chance to try out the answer. After 5 minutes, if no trainee has guessed the correct answer, the volunteer will then reveal the answer and end his or her segment of the warm-up.

✓ Step 3:

Riddle 1: Volunteer 1 - You're in a race and you pass the person in second place. What place are you in now?

Answer: Second place. (If you pass the person in second place, you'll not be in first place, because the person in first place is still there. Only when you pass the person in first place are you actually in first place.)

✓ Step 4:

Riddle 2: Volunteer 2 - Two fathers and two sons are in a car, yet there are only three people in the car. How?

Answer: They are a grandfather, father, and son. (this one is more about comprehending how a person—such as one's own parent—can hold two titles at once: that of “father” and “son.”)

✓ Step 5:

Riddle 3: Volunteer 3 - Tom is younger than Dave but older than Jill. Lou is older than Sally who is older than Tom. Dave is older than Lou. Who is the middle child?

Answer: Sally



1. Revisiting concepts related to communication around VE.

(20 minutes)

✓ Step 1: (15 minutes)

Tell trainees that in this part of the session, they will start by revisiting some of the concepts or common words that emerge when exploring the role of communication in prevention or countering of VE.

Explain that some of these concepts were already covered in **Chapter 1** and include the following:

- **Communication:** The root of the word “communication” in Latin is *communicare*, which means to share, or to make common.
- **Narrative:** A narrative, story or tale is a spoken, written or visual account of events or experiences, whether fictional or non-fictional.
- **Counter Narrative:** Refers to oral, written, or visual messaging that offers an alternative view to extremist recruitment and propaganda.
- **Positive Narrative:** This is oral, written or visual messaging designed to draw attention to desired behavior rather than misbehavior. E.g. messaging designed to promote tolerance or multiculturalism.
- **Crisis Communication:** The process of deploying technologies, systems and protocols that enable an organization to effectively communicate and collaborate with relevant institutions during a major threat to quickly rectify the situation, protect people, assets, and ensure continuity.

✓ Step 2: (5 minutes)

After this review of definitions, pin up the concepts you wrote down earlier in one corner of the training room for further reference throughout the session. Assure trainees that these concepts will become clearer to them as they are applied.



2. Essential components of communication & development of effective communication strategies

(1 hour 30 minutes)

Distribute copies of the essential components of communication you printed out earlier for trainees to refer to as you present and discuss them.



Step 1: (1 hour)

Explain to participants that to better understand the communication process and design effective communication strategies, we can break communication down into a series of essential elements;

Elements of communication	Description
Analysis	Problem/Issue <ul style="list-style-type: none"> Analysis helps us to understand the different factors and issues that may affect the way our communication message is delivered, received, perceived, and its impact on the target's overall behaviour. VE is a complex problem with several issues at play. We must be clear about the specific VE related issue we want to communicate about. Our overall communication could for example be prevention focused and therefore aimed at enhancing positive attitudes and actions within a community or focused on providing an alternative to a problematic narrative the extremists are advancing.
	Actors <ul style="list-style-type: none"> Which actors are already promoting action related to positive narratives that you can build on, who are their allies you could collaborate with, what approaches do they use, how effective have the approaches been? Which actors are involved in fuelling dangerous and divisive extremist narratives, who are their allies, what approaches do they use, how effective have the approaches been?
	Interests <ul style="list-style-type: none"> What is the interest of the actors promoting a positive narrative? What is the interest of the actors involved in perpetrating extreme beliefs and narratives? What do they want to achieve through their communication?
	Power and influence <ul style="list-style-type: none"> Who are the most credible and trusted influencers in the lives of your target audience? How much power do they have over the beliefs and choices of the audience? Is it religious, cultural, or political leaders? Is it celebrities in media, entertainment, or sports?
	Audience characteristics & experiences <ul style="list-style-type: none"> What is the Age, Sex, Level of Education, Ethnic background, and Marital Status of our target audience? Could either of these have contributed to building resilience or vulnerability to VE? What are their Social, Economic, and Political Belief, Conditions and experiences? How does this influence how they live and choices they make? How might they be contributing to vulnerability or resilience of the target group in question? Spiritual beliefs and experiences. What interests your audience? Is it religious issues, politics, Sports, Drama, Music, Fashion? – This way, you can tailor your messages to what your audience is already interested in. Describe the information environment of the audience. How do they pre-dominantly receive and exchange information with others? Is it through word of mouth, print, radio, television, or digital platforms such as WhatsApp, Facebook, Website etc.? What communication technologies and gadgets do they have access to and use?

Objectives	<ul style="list-style-type: none"> • Now we have a sense of the scale of the forces and factors at play, we need to think about exactly what we would like to achieve with our communication. • The Communication goals/objectives need to be Specific, Measurable, Attainable, Realistic and Time bound (SMART). • The objectives should be focused on the change we seek in our target audience. It could be a change in perceptions, attitudes, behaviour, action, beliefs, or a transformation of relationships.
Theory of Change	<ul style="list-style-type: none"> • This aspect enables us to examine how we can produce our intended attitudinal or behavioural change through our communications. It starts with being clear about the overall goal we seek to achieve. • After this is established, we go backwards and identify the kind of inputs that will be needed to get us to the overall goal, the types of communication activities we shall produce with such inputs, the outputs that will be realised from implementation of the particular communication activities chosen, the sort of results that should be expected once the outputs are achieved, and then those outcomes lead us to the overall goal. • Since so many interferences might undermine our ability to achieve what is planned, we make certain assumptions at each level i.e. Input, Activities, Outputs, Outcomes, and Overall Impact. • If such assumptions hold true, then the likelihood that our communication produces a desired impact is higher. The other important issue is that the assumptions made must be based on some form of evidence rather than random thought.
Approach	<p>Message</p> <ul style="list-style-type: none"> • The message is the centrepiece of our communication. • It must be crafted with a clear understanding of our environment and the characteristics and realities of the target audience; it must be relevant to them. • The message is not just about the words. It's also how words are themed, organised, punctuated and delivered. It also considers the tone of voice, body language, and overall appearance of the communicator. • The message must also be culturally sensitive to ensure it isn't easily misunderstood or manipulated. • The message must enable the achievement of the set objectives and needs to end with some form of call to action. <p>Messenger</p> <ul style="list-style-type: none"> • The character, charisma, communication skills, authenticity, and credibility of the person delivering the message heavily influences us. In some cases, it's their level of power, authority, or expertise that appeals to audiences. • The results of the analysis done at the beginning still come in handy. • Messages from those directly affected by terrorism can be powerful. For example, survivors of terrorism, family members of terrorists, or even former extremist fighters. In such cases, we must try to ensure that support is available in case people feel re-traumatised or that it is safe enough for both the PVE actor and the Former Terrorist Fighter to be a part of a communication campaign. <p>Format</p> <ul style="list-style-type: none"> • As you plan your communication you should think about the format: • Is it oral? Speeches, Dialogues, Voice Messaging, Music, Podcasts, Lectures, etc. • Is it Visual? E.g., Videos, Infographics, Animations, Photos, Graffiti, Sculpture, Painting, Drama, etc. • Is it written? E.g., Poem, Speech, Opinion Piece, Emails, Text Messages, Blog posts, Letters, Reports, Press releases, Brochures/Leaflets, etc. • Is it a combination of formats? • Choose the right format for your particular audience to make it as accessible and powerful as possible. <p>Medium/channel</p> <ul style="list-style-type: none"> • The medium is the means by which the message reaches people. The most important question to ask as you determine which channel is; "Will my message reach the target audience?" • The choice of channel should fit the format and structure of the message. Options include: • Traditional Media – Newspapers, Magazines, Billboards, Posters, Fliers, Manuals, Radio, Television, Word of Mouth, Books, etc. • Digital Media – Social media, Websites, Video Games, Blogs, Digital Radio Stations, Podcasts, and Audiobooks, Video Streaming Sites, Online Newspapers, Magazines and Journals, etc. <p>Environment/setting</p> <ul style="list-style-type: none"> • What kind of setting? Is it formal or relaxed? The environment indicates whether a discussion is open and caring or more professional and formal.

Approach (continued)	Interference <ul style="list-style-type: none"> Interference, also called noise, can come from any source. It refers to anything that blocks or changes the source's intended meaning of the message. Psychological noise is what happens when your thoughts occupy your attention while you are hearing, or reading, a message.
Evaluation & feedback	<ul style="list-style-type: none"> Feedback is what the audience think about the messaging. It allows the source to see how well, how accurately (or how poorly and inaccurately) the message was received. It also provides an opportunity for the audience to ask for clarification, to agree or disagree, or to indicate that the speaker could make the message more interesting. Feedback is important to improve messaging. Evaluation should be based on certain pre-determined indicators to ensure structure, for example, did people understand the argument clearly? Did people enjoy the communication?

✓ Step 2: Reflection Questions (30 minutes)

Conclude this sub-section of the lesson by asking trainees the following questions:

- Which commercial or government adverts are most memorable to you and why?
- Which of these adverts inspired a change in attitude or behaviour in your life? What was it about?
- Based on the elements of communication listed above, which aspects do you think the producers of the communications above got right?



3. Why does communication matter in PVE? (2 hours 40 minutes)

✓ Step 1: (30 minutes)

Explain to participants that extremists and terrorist groups are extensively using the Internet and other digital tools to spread their narratives and recruit people, especially young men and women.

To tackle this challenge, it is crucial that P/CVE practitioners equip themselves with the necessary knowledge, skills, resources, and tools to demystify and deconstruct extremist narratives while popularising positive narratives that promote belonging, tolerance, and respect for diversity.

For communication efforts to be effective, practitioners must consider a number of issues. Some have been highlighted under 'elements of communication' in sub-lesson 3.3.3. Others include:

- Like other P/CVE related interventions, a strong and established research base must inform communication initiatives.
- Due to development challenges, innovative ideas are required to reach rural low-tech communities with communication initiatives to complement other existing P/CVE activities. E.g., According to a 2017 report by the International Telecommunication Union, there are only 22% Internet users on the African continent.
- More work needs to be done to develop relevant indicators to measure the effectiveness of communication strategies.
- Radio and face-to-face meetings remain the most preferred methods of communication in many local settings in developing countries.
- P/CVE communication initiatives should be complementary to other initiatives aimed at addressing socio-economic and political grievances that fuel extremist narratives.
- Communication interventions need to be repeated and sustained – not one-offs – to achieve meaningful attitudes and behavioural change.

- Being clear about the objectives of your communication initiatives is essential. Each initiative should be specific –there is no “one-size-fits-all”. To be able to deliver effectively on these objectives, you need to know who your target audience is.
- Communication initiatives and campaigns should be as compelling and professionally produced as possible. Quality is essential! However, your audience must still resonate with the content you produce, so authenticity is also key!
- Campaigns must inspire people to act and include a call to action. They must include tangible actions that people can take to make a difference.
- It is important to think of communication initiatives in terms of both online and offline. Most successful campaigns are a careful blend of the two.
- Spark interest and involve both traditional and digital media channels in your initiatives.
- Benchmark with other communication initiatives that have been successful in your community or region and do not hesitate to share your successes and learnings with others.



Step 2: Exercise

(1 hour 30 minutes)

Divide participants into 2 working groups and give them an assignment to develop a communication campaign that best suits their problem scenario. (Distribute copies of the problem scenarios and group assignments printed out earlier)

Group 1 Problem scenario (Note that the problem is imaginary and not based on any real-life events) A news article reports high levels of educational and employment discrimination against the people of Mwani tribe in Cabo Delgado in Northern Mozambique. As a result of this discrimination by government and businesses, it is rumoured that frustrated youth from this community are migrating in large numbers to join a newly formed VE group in Democratic Republic of Congo which is fighting to overthrow regional African governments it thinks are corrupt and out to destroy Islam. Being a largely Muslim community, this message strongly resonated with the youth of Mwani.

The VE group is mobilising youth by issuing summons in designated mosques in the Mwani community, and through a dedicated radio channel. They use Muslim clerics whom they claim are experts in religion to carry their message.

Group 1 Assignment:

Design a 1-year communication campaign aimed at encouraging companies and public institutions in Cabo Delgado and in the whole of Mozambique to create and implement policies that ensure equitable, diverse, and inclusive workplaces and education institutions. The second aim should be to encourage corporate companies, public institutions, and education institutions to pursue affirmative action targeting the Mwani and other marginalised communities to avert the security threats that could emerge from marginalisation and to address existing imbalances in distribution of opportunities.

Group 2 Problem (Note that the problem is imaginary and not based on any real-life events)

David is a 21-year-old young man born and raised in Gore District in Southland, the southernmost region of New Zealand. Despite being extremely good at science, mathematics, and computer science, he struggled from an early age to believe in his potential, find a sense of purpose, as well as belonging in his community. This was largely due to David being abandoned by his mum after his birth after she realised he was physically handicapped with 3 missing fingers and 5 missing toes. David also experienced a lot of bullying in the different schools he went to, and his father did not know what to do to help his son develop his self-worth and build a meaningful career.

One day while reviewing online videos in preparation for his course work, he landed on a video that excited him. An extreme-right VE group based in Wellington was looking for talented people with disabilities to run its digital forum. The video featured physically handicapped people that had already joined the group's digital team and who the group claimed they dearly valued and paid highly for their services. David was hooked. He was convinced he had found a place where he could finally be loved for whom he was, be respected, and valued. The video compelled him to get in touch with the group and later committed to help them find other smart young people with disabilities that could help further the group's agenda across various digital forums.

Group 2 Assignment:

Design a 2-year community communications campaign aimed at raising awareness of the unique emotional, physical, and social needs of youth disability and strengthening community support and solidarity for young disabled people. The campaign should be prevention focused with the overall goal of strengthening resilience to VE among youth with disabilities.

Explain the groups will use the campaign planning worksheet below to analyse their problem scenario, plan their campaign, record their final ideas, and later present their plans to the main group. (Give each group copies of the campaign planning worksheet you printed out earlier)

Campaign planning worksheet		
Analysis	Problem/Issue	
	Actors	
	Interests	
	Power and influence	
	Audience characteristics & experiences	
Objectives		
Theory of Change		
Approach	Message	
	Messenger	
	Format	
	Media/ channels	
	Environment	
	Interference	
Evaluation & feedback		

**Step 3**
(40 minutes)

After the stipulated time for the exercise, reconvene all trainees and give each group time to present and discuss their plans.

**Key takeaways**
(10 minutes)

- There are many ways to address the problem of VE, and communication initiatives if well thought out can help give aggrieved individuals alternative pathways to addressing their needs and strengthen overall community defences against extremist ideologies.
- Communication initiatives should seek to sow seeds of doubt among at risk communities who are exposed to VE influences, and to highlight viable alternative approaches and behaviours.

**Reflecting**
(25 minutes)

Finish by handing each participant a Reflection Worksheet guided by Gibb's 1988 reflective cycle. The responses will help you evaluate the lesson and give trainees a quiet moment to reflect on everything they've learned and what it means to them.

Give them 25 minutes each to find a solitary spot, respond to the reflection questions and return the sheet to you. Find Reflection Worksheet in the Annexes to this manual.



PART 4. HARNESSING SPORT TO PREVENT VIOLENT EXTREMISM



Session aim

Sport has long been considered a powerful tool to convey important values that can be used to promote respect, teamwork, a sense of belonging and community, tolerance, diversity, and inclusion. Sport can serve as an effective platform to address the ideologies and root causes of VE by nurturing learning, social participation and the meaningful and positive engagement of youth within communities.



Note to facilitator

The key message for trainee is that as so many young people are attracted to sport for entertainment, physical fitness, and livelihood, it makes total sense to create activities based around sport to help combat VE.



Learning outcomes

- Increased trainee understanding and appreciation for the potential of sport as a powerful tool to help prevent VE.



2 hours.

Materials

- Flip chart or Chalk board
- Markers or Chalk
- Manila or Art paper
- Notebooks for trainees
- Pens/Pencils for trainees
- Glue or cello tape



Audience

Ideal for youth and youth leaders from all backgrounds and positions of influence.



Learning environment/space

A combination of indoor and outdoor setting.



Preparation



1) General preparation. Print out copies of handouts on Pathways through which sport can be used for the PVE.



2) Preparation for Reflecting. Print the **Reflection Worksheet** found in the annexes – one for each trainee.



Warming up: Brain teaser

(25 minutes)

- ✓ **Step 1:** Tell trainees you will test them with 3 brainteasers. Whoever figures out the correct answer wins a chocolate. They will only have 15 seconds to answer each brainteaser.

Brainteaser 1: Your parents have six sons including you and each son has one sister. How many people are in the family?

Answer: Nine.

Brainteaser 2: A man was walking in the rain. He was in the middle of nowhere. He had nothing and nowhere to hide. He came home all wet, but not a single hair on his head was wet. Why is that?

Answer: The man was bald.

Brainteaser 3: You're in a dark room with a candle, a wood stove, and a gas lamp. You only have one match, so what do you light first?

Answer: The match.



1. Sport in the context of PVE

(20 minutes)

- ✓ **Step 1:** Recalling **Chapter 1's** sessions on drivers and risk factors for VE, remind trainees that no sense of purpose, antisocial beliefs and attitudes, feelings of social rejection and isolation, no sense of belonging, are among those factors contributing to individuals supporting VE. At the community level, values and norms of groups that encourage anti-social behavior, marginalization & discrimination, diminished economic opportunity, lack of voice and weak participation in public affairs, are among those factors contributing to a community's support and sympathy for extremist ideas.
(10 minutes)
- ✓ **Step 2:** Explain there are many ways sport can be used to address such risk factors, and strengthen individual and community resilience to VE. Observe that some of these have been highlighted in the next sub-lesson.
(10 minutes)



2. Pathways for sport to help prevent VE

(Print and distribute a hand-out of these pathways for participants to follow during your presentation)
(50 minutes)

- ✓ **Step 1: Pathways**
(30 minutes)

Pathway	Potential for PVE
Social inclusion	Sport's values of tolerance, fairness, equality, discipline and respect are key in promoting social inclusion and a sense of belonging among marginalised groups. Sports activities can help reduce feelings of loneliness and isolation as they put youth in touch with other people, give them ways to bond, and practice collaboration.
Resilience	Sport's values of discipline, perseverance, mental and physical endurance can be useful in helping youth develop stronger capabilities for dealing with stressful life events and setbacks, strengthening their individual resilience.
Economic value of sport	<ul style="list-style-type: none"> • Sports as a means of building skills for employability among talented young people • Creation of employment opportunities for talented young athletes, and other professionals providing industry support services such as, Physiotherapists, Sports nutritionist, Doctors etc. • Extended benefits of sports events to other sectors such as accommodation, food, apparel, footwear, construction, tourism, transport etc. can help propel community economic transformation.
Educational & awareness raising platform	Many people of all age groups are attracted to different kinds of sporting activities. This makes sports a great platform to disseminate awareness messages about VE, and to promote positive values of togetherness, inclusion, and respect for diversity.



Step 2: Participant experiences

Ask participants who are involved in sports activities and events in their communities to share how sports are contributing to the social inclusion, resilience, or economic empowerment of youth.

(20 minutes)



Key takeaways

(10 minutes)

- Highlight to participants that if sports is inclusive, and strengthens mechanisms to protect athletes from abuse and exploitation, it presents a powerful platform for the PVE.



Reflecting

(25 minutes)

Finish by handing each participant a Reflection Worksheet guided by Gibb's 1988 reflective cycle. The responses will help you evaluate the lesson and give trainees a quiet moment to reflect on everything they've learned and what it means to them.

Give them 25 minutes each to find a solitary spot, respond to the reflection questions and return the sheet to you. Find Reflection Worksheet in the Annexes to this manual.



PART 5: ECONOMIC EMPOWERMENT AND FINANCIAL INCLUSION FOR PVE



Session aim

Increasing access to economic opportunities for young people, especially those on the margins, is important in preventing VE because financial inclusion reduces poverty, economic vulnerability, and social inequality. It improves people's ability to build assets, and achieve income security as individuals and families progress from struggling to find money for everyday survival to building wealth for the future.

With more financial independence and economic stability, individuals are in a better position to meet emerging social needs in their lives from quality education to health care.

This session explores the link between poverty, lack of economic opportunity, and VE. It also looks at barriers to youth financial inclusion and at how to include at-risk people and suggest pathways for using economic empowerment and financial inclusion to prevent VE.



Note to facilitator

- Help participants appreciate that this session does not exhaust all pathways through which we could leverage economic empowerment and financial inclusion for PVE but is meant to boost their understanding of the link between poverty, lack of economic opportunity and VE and provoke them to think about ways of tapping into its potential for PVE.



Learning outcomes

- Help trainees develop a better understanding of the link between poverty, lack of economic opportunity, and VE.
- Stimulate participants to think about ways to use the potential of economic empowerment and financial inclusion in the PVE.



3 hours

Materials

- Flip chart or Chalk board
- Markers or Chalk
- Manila or Art paper
- Notebooks for trainees
- Pens/Pencils for trainees
- Glue or cello tape
- Flip chart stand



Audience

Ideal for youth and youth leaders from all backgrounds and positions of influence.



Learning environment/space

A combination of an indoor and serene outdoor setting.



Preparation



1) Note 1: Print out repository of Activities to Promote Youth Economic Empowerment & Financial Inclusion.



Warming up game: Follow the Leader

(25 minutes)

- ✓ **Step 1:** Ask one participant among the trainees to volunteer as the 1st Leader.
- ✓ **Step 2:** Now ask the participants to get together in the compound and make one big circle. Explain that the leader will begin moving around while making certain actions that the rest will mimic. Anything the leader does, they will follow, no matter how wild it may seem, what the leader does, they must follow. Participants who disobey or lag behind the leader's motions are automatically disqualified. The last person standing becomes the new leader.
- ✓ **Step 3:** If culturally appropriate, you may make a variation here by setting some music in the background. Instead of outlandish bodily movements, have the leader demonstrate any of a number of dance moves that the followers must imitate.



1. Poverty, Lack of economic opportunity and VE

(30 minutes)

- ✓ **Step 1:** Explain to participants that marginalisation and discrimination take many forms including economic.

Elaborate that in the majority of communities, especially in developing countries, economic exclusion, unemployment and poverty lead to frustration, which fuels both voluntary and involuntary recruitment into VE.

In countries like Uganda, and Kenya for example, VE groups have recruited young people with the promise of job opportunities and financial reward, often not fulfilled. Many young people have joined VE groups such as Al Shabab and Isis Central Africa Province for these reasons even if they are not committed to the ideology of the group.
- ✓ **Step 2:** Explain that extremists exploit community economic grievances by claiming that the lack of economic opportunity is part of a deliberate government effort to weaken and undermine the progress of such communities. Such narratives are usually tied into ethnic, religious, or racial identities as a way to mobilise individuals that identify with such social groups to join particular extremist movements.

Young people transiting into adulthood face a lot of economic pressures associated with marriage, starting a new family, and expectations to contribute toward the welfare of one's own family and siblings. At this stressful crossroad, they are more open to manipulation by VE groups.



2. Economic empowerment & financial inclusion programming: brainstorming session

(1 hour 55 minutes)



Step 1: (15 minutes)

Identify a serene spot in the compound and set up chairs in a circle for conducting the brainstorming session. Ask the trainees to sit in the circle and set up the flip chart stand and markers.

Step 2: Discussion Session (1 hour)

Identify 4 volunteers to moderate and take notes for each of the different questions.

- Before you hand the floor to the first moderator, ask moderator 2 to start their session by asking participants to define and list Marginalised social groups they think exist within their community, and focus the discussion on the unique economic barriers youth from such communities face.
 - **Moderator 1:** What are the barriers to youth economic empowerment and financial inclusion in your local community?
 - **Moderator 2:** What are the barriers to economic empowerment and financial inclusion unique to youth from marginalised and at-risk communities?
 - **Moderator 3:** Based on the barriers highlighted above, what strategies and activities could be undertaken to accelerate youth economic empowerment and financial inclusion generally?
 - **Moderator 4:** Based on the unique barriers identified among youth from marginalised and at-risk communities, what targeted interventions could be used to promote the economic empowerment and financial inclusion of young people from such communities?



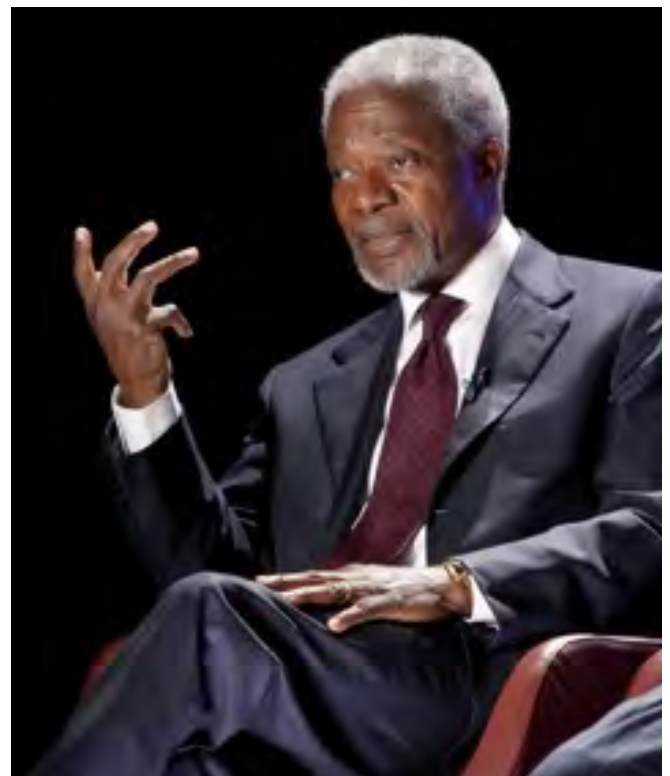
Step 3: (40 minutes)

After participants have shared their views, explain you will end this part of the session by introducing them to 5 pathways through which they could promote economic empowerment and financial inclusion of marginalised youth groups and all youth in general.

5 pathways for PVE through economic empowerment and financial inclusion strategies

- Equip youth with skills and tools to advocate for economic policies & programs that respond to their needs and challenges
- Career Education & Mentorship to link learning to earning
- Business Planning & Management Skilling and Resourcing
- Access to professional & Business networking opportunities
- Personal Financial Literacy and management skilling

You could share examples of actions/activities below under each pathway. Additionally, distribute copies of the repository of economic empowerment & financial inclusion activities you printed out earlier for participants to closely follow your presentation.



Repository of activities to promote youth economic empowerment & financial inclusion

Pathway	EXAMPLES OF ACTIVITIES AND ACTIONS
Skills & Tools for Economic Policy Advocacy	<ul style="list-style-type: none"> • Teach young people about their economic rights • Equip youth with skills for community organising, leadership, and advocacy • Support establishment and institutional capacity development for youth business councils and associations at local, national, regional, and international levels • Advocate for youth inclusion and participation in economic policy and decision-making bodies at local, national, and international levels • Lobby for a favourable tax regime
Career Education & Mentorship	<ul style="list-style-type: none"> • Advocate for policies and programs to expand access and quality of youth career education and mentorship • Create opportunities for networking and exchange among youth and career professionals • Develop and circulate career information materials and posters to support young people in school as they navigate through career and life choices. • Lobby for the expansion of opportunities for youth internship placement to enable young people to build requisite career and work experience • Organise community career fairs • Organise training camps to equip youth with work skills
Business Planning & Management Skills & Resourcing	<ul style="list-style-type: none"> • Equip young people with the knowledge and skills to professionalise the planning and management of their businesses • Develop and share manuals on starting, managing, and growing a business • Link young entrepreneurs to production resources such as capital • Provide links to business coaching and mentorship opportunities
Access to professional and business networking opportunities	<ul style="list-style-type: none"> • Engage professional societies locally, regionally, and internationally to support efforts to mentor young people especially those from marginalised and disadvantaged backgrounds • Organise opportunities for professional and business networking between established career professionals, business leaders, and youth
Personal Financial Literacy & Management Skilling	<ul style="list-style-type: none"> • Equip young people with knowledge and skills in personal budgeting, saving, investment, financial consumer protections, and planning for retirement • Partner with local banks to provide financial mentorship opportunities that help youth develop a culture of discipline and prudent personal financial management • Develop and disseminate youth friendly information materials to advance youth financial education and literacy



Key takeaways

(20 minutes)

Economic empowerment & financial inclusion for PVE

- Many factors merge in unpredictable ways to drive youth into extremist activity, and in some cases desire for economic benefit is not always the tipping point.
- But there is no doubt that in many communities around the world, poverty and lack of economic opportunities remain powerful drivers in fuelling extremist recruitment, both voluntary and involuntary.
- Poverty and lack of economic opportunity allow extremists groups to lure youth into their ranks by offering pay and other economic benefits that are not readily available through legitimate means.
- Any effort to prevent VE by accelerating youth economic empowerment and financial inclusion can only be meaningful if they understand communities most at-risk and marginalised within target areas, the needs of such communities, and ensure these communities participate in suggesting economic solutions and actions that can best empower them.



Reflecting

(25 minutes)

Finish by handing each participant a Reflection Worksheet guided by Gibb's 1988 reflective cycle. The responses will help you evaluate the lesson and give trainees a quiet moment to reflect on everything they've learned and what it means to them.

Give them 25 minutes each to find a solitary spot, respond to the reflection questions and return the sheet to you. Find Reflection Worksheet in the Annexes to this manual.



PART 6: HARNESSING CIVIC & POLITICAL ENGAGEMENT FOR PVE



Session aim

The impact of perceived and real youth marginalisation, and the lack of meaningful progress combatting the forces of VE makes the civic and political engagement of young people a priority issue. This session introduces trainees to the topic of civic and political engagement and shows how their benefits can be used to strengthen youth and community resilience to VE.



Note to facilitator

A key message in this session is for participants to understand that no government or organisation can address **all** the grievances of **all** citizens. It is therefore important that citizens do not fool themselves by thinking this is achievable. They should understand that within them also lies a unique power and capability - and responsibility - to help address some of the most pressing needs of their communities. It is such individual efforts, combined with the efforts of government and private organisations that transform communities, and makes them resilient.



Audience

Ideal for youth from all backgrounds and positions of influence.



Learning environment/space

Indoor learning space with extra room for group breakaway sessions.



Preparation



1) Note 1: Print out repository of activities to accelerate youth civic and political participation for PVE.



Learning outcomes

- Trainees develop a better understanding of civic and political engagement and their benefits.
- Trainees develop an enhanced understanding of how civic and political engagement can be used in the PVE.



5 hours

Materials

- Flip chart or Chalk board
- Markers or Chalk
- Manila or Art paper
- Notebooks for trainees
- Pens/Pencils for trainees
- Glue or cello tape
- TV Screen or Laptop and projector
- Speakers
- 3 blue glasses, 3 yellow glasses, 1 small ball, 1 dice.



Warming up: selective attention test

(25 minutes)

- ✓ **Step 1:** Organise a table in the middle of the training room and ask trainees to gather around the table. Explain they will engage in a game titled 'the selective attention test'. At the start of the game, you will have 3 blue glasses placed upside down. Under one glass you will place the dice and under the second glass you will hide the small ball.

Explain that you will shuffle the glasses around 10 times. Then they must guess which glass the ball is under. Encourage them to be very attentive during the shuffling. You could organise a small gift like a sweet or apple for the participant that gives the first correct answer.

- ✓ **Step 2:** After this phase of the game, invite a volunteer among the participants to join in. Now add the second set of glasses in yellow. Place them upside down on the table side by side with the blue glasses. Hide the small ball under one of the yellow glasses and hide the dice under the second yellow glass. Now shuffle all glasses with the help of the volunteer a total of 15 times.

Afterward, ask participants to guess which glass contains the small ball. You may still give a small reward to the participant that gives the first correct answer.

You could vary this game by asking a volunteer among the participants to share a warm up game from their local community instead.



1. Civic and political engagement & VE

(1 hour 10 minutes)

- ✓ **Step 1:** Start by asking participants to briefly share ideas about what the concepts of Youth Civic Engagement and Youth Political Engagement mean to them. (15 minutes)
- ✓ **Step 2:** Building on their ideas, share the definitions below: (10 minutes)

Youth Civic Engagement

Youth civic engagement is defined as working to make a difference in the civic life of one's community.

Youth Political Engagement

Youth Political engagement refers to the broad range of activities through which young people develop and express their opinions on the world and how it is governed, and try to take part in and shape the decisions that affect their lives.

- ✓ **Step 3:** (20 minutes)

After sharing the definitions above, refresh participants that according to UN Secretary General's Plan of Action to Prevent VE, lack of social opportunities, marginalization, and discrimination are ranked among the five primary drivers conducive to VE.

 - Tell participants that despite making up more than half of the population in many countries, young people often find themselves marginalized from mainstream politics and decision-making. Too often their voices go unheard, their problems go unaddressed, and a vicious circle of disengagement and neglect perpetuates injustice.
 - They struggle to gain the respect of public officials and are seen as lacking the skills and experience to engage in political activity and lead positive change in their communities. This exclusion can leave young people idle and frustrated with the status quo, making it easy for them to be lured into alternative pathways that promise them power, control, and influence.

- As a result, young people's commitment to conventional political participation appears to be in decline in many societies, and many feel frustrated and pessimistic about the ability of politicians to deliver meaningful solutions to address their needs and grievances.
- Yet considering the numerous benefits that come with accelerating youth civic and political engagement, it still presents great potential for strengthening youth and community resilience to VE.



Step 4: Video Presentation (25 minutes)

What is Civic Engagement?

Explain that before wrapping up this part of the session, participants will review and reflect on the video presentation above. The video can be found in the Chapter 3 Video Resource folder. The video can also be accessed via this link <https://youtu.be/x6bNwmrBPXI>



2. Benefits of civic and political engagement: strengthening youth and community resilience to VE

(1 hour 40 minutes)



Step 1: (15 minutes)

In this part of the session, divide participants into two groups and ask them to reflect on the following questions, and share their thoughts with the rest of the participants afterwards. Each group will write the final points they agree upon on a flip chart, and nominate a candidate among the group members to share the group presentation.



Step 2: Assignment (30 minutes)

- **Group 1:** What are the benefits of enhancing the civic and political engagement for young people? How can these benefits contribute to strengthening youth resilience to VE?
- **Group 2:** What are the benefits of enhancing civic and political engagement at the community level? How can these benefits contribute to strengthening community resilience to VE?



Step 3: Group presentations (30 minutes)

Assign each group 15 minutes to present and discuss their points.

Harnessing the benefits of civic & political engagement for strengthening youth resilience to VE		
	Benefits	Implications for PVE
Civic Engagement	<ul style="list-style-type: none"> • Higher self-esteem and sense of purpose • Build life and work skills including problem solving and creativity • Develop a strong sense of their abilities and greater self-confidence • Strengthened moral values and integrity • Increase compassion for others • Improved socio-emotional well being • Build valuable networks that can be useful in the workplace and can thus be a source of economic mobility • Develop vital skills for <ul style="list-style-type: none"> — Driving social change such as public speaking, critical thinking, leadership, organising, planning, management, empathy, and teamwork. — Health benefits include countering depression and reducing risk of negative health behaviours. — Higher life purpose, meaning, and fulfilment 	When young people feel empowered to take action, and when they see their efforts achieve positive change, it can have a profound and lasting impact on their resilience, sense of self-reliance, and ability to adapt to life challenges and opportunities.
Political Engagement	<p>Political engagement enhances young people's ability to:</p> <ul style="list-style-type: none"> • Debate • Communicate • Negotiate • Prioritise • Consult • Make decisions • Problem solve 	Enhanced youth political engagement is crucial to building stable and peaceful societies because it helps develop policies that respond to the specific needs of younger generations. Young people feel better represented and included.

Harnessing the benefits of civic & political engagement for strengthening community resilience to VE	
Benefits	Implications for PVE
<ul style="list-style-type: none"> • Stronger community bonds and ties • More responsive public policies and improved service delivery • Lower levels of crime as youth better understand the social issues affecting their communities and their role in solving them • Improved standards and quality of life for all community members • Community benefits from new and innovative youth ideas 	<ul style="list-style-type: none"> • Communities that work together, solicit and value everyone's contribution including young people are more resilient and can easily adapt to adversity • By giving young people, including at-risk and marginalized youth, a sense of ownership over their circumstances and futures, we set them up to write a new narrative for themselves and their peers, exceed expectations for youth in their communities, and lead others by example for others • Civic engagement teaches people how to live and work together, appreciating different opinions, values and beliefs in a tolerant manner



3. Activities to accelerate civic and political participation for PVE

(1 hour 30 minutes)



Step 1:

(50 minutes)

With an understanding of how civic and political engagement can help build resilience to VE you can give trainees examples of activities they could explore. (Give out copies of activities printed out earlier to trainees for reference)

Activities for enhancing civic participation	Activities for enhancing political participation
<ul style="list-style-type: none"> • Advocate for the creation of policies that promote youth voluntary work • Training and connecting youth to community volunteering opportunities • Knowledge and skills in community and charity fundraising • Encourage youth participation in community social clubs • Support youth to tackle community challenges by starting NGOs, faith-based and community organisations to gain skills in leadership and organisational management • Introduce youth to established forums for political participation where they can interact with those in power and build relationships • Create resource centres that provide access to information and services that empower youth • Recognize and address structural inequities that disadvantage young people based on their identities • Link youth to opportunities for national service e.g., supporting national public health campaigns, elderly programs • Link youth to volunteer opportunities within local and national non-government organisations • Link youth to UN Volunteer service opportunities • Link youth to volunteer opportunities to help people with disabilities and the visually impaired to complete everyday tasks 	<ul style="list-style-type: none"> • Make young people aware of their rights and opportunities for political participation • Encourage them to engage in processes like voting and campaigning and provide the necessary tools and resources • Run campaigns to encourage youth to vote • Provide education and mentorship for youth who stand for election • Lobby for youth participation in decision-making at all levels of governance. • Prioritise marginalised young people from at-risk communities and encourage dialogue with political leaders • Help build the institutional capacity of youth political organisations and bodies • Organise networking events to build and strengthen relationships between youth and political institutions, as well as political leaders. • Encourage volunteering with political parties • Encourage participation in political marches and petitions • Support youth participation in national and local youth councils • Connect youth to opportunities to contribute to local and national government budgeting processes. • Support youth political organising from grassroots to national level • Strengthen youth political leadership and organisational skills



Step 2: Video Presentation

(40 minutes)

Towards the end of this session, tell participants to listen to and reflect on the message in the video below;

The Power to Create by Mathew Taylor

https://www.youtube.com/watch?v=IZgjpuFGb_8&t=127s



Key takeaways

(25 minutes)

Before you end the session, highlight the key takeaways:

Using civic & political engagement to prevent VE:

- Individuals who lack opportunities for social progress, feel marginalised, or even discriminated against are easy prey for extremist propaganda.
- No single government or business can solve the pressing social, economic, and political challenges of the day. It requires individual citizens joining together to help address the challenges faced by their communities.
- Investing in activities that boost the political and civic engagement of young people is vital. Not only because they are most at risk from extremist radicalisation, but because this engagement gives young people a sense of control over their circumstances and their future.
- Instead of relying on outside forces to create change in their lives and “liberate” their communities, civic and political engagement puts young people in the driving seat.
- When young people feel empowered to take action and see their efforts achieving positive change, it can have a profound and lasting impact on their resilience, sense of self-reliance, and ability to adapt to life challenges and opportunities.

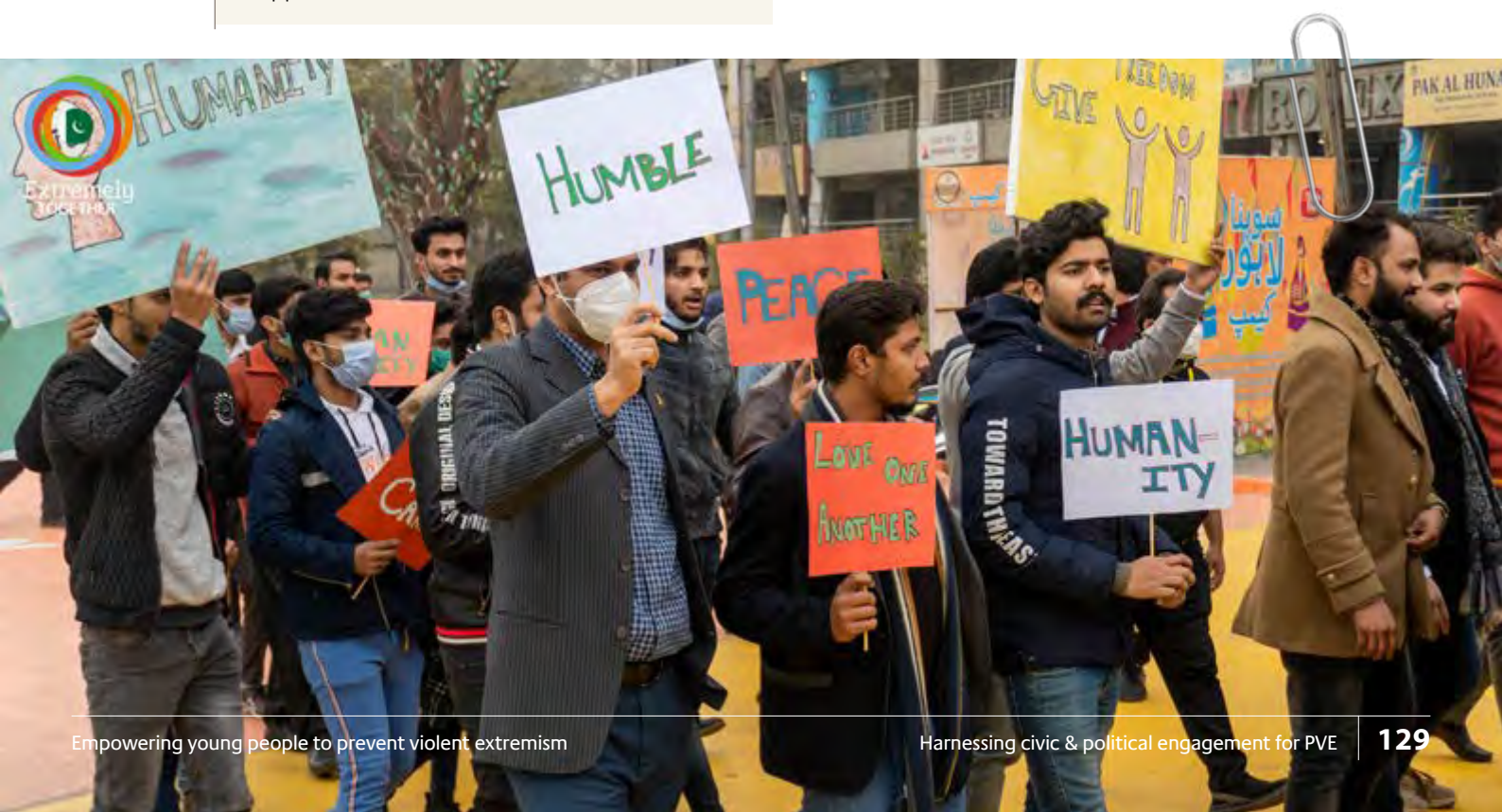


Final participant reflections

(25 minutes)

Finish by handing each participant a Reflection Worksheet guided by Gibb's 1988 reflective cycle. The responses will help you evaluate the lesson and give trainees a quiet moment to reflect on everything they've learned and what it means to them.

Give them 25 minutes each to find a solitary spot, respond to the reflection questions and return the sheet to you. Find Reflection Worksheet in the Annexes to this manual.



CHAPTER RESOURCES

- **Global counterterrorism forum:** Abu Dhabi Memorandum on Good Practices for Education and Countering Violent Extremism
- **Organisation for Security and Co-operation in Europe (2020):** A Whole-of-Society Approach to Preventing and Countering Violent Extremism and Radicalization That Lead to Terrorism
- **ACTIVATE! change drivers:** Civic Education for Youth Booklet
- **Florian Wenzel / Susanne Ulrich (2014):** Training Manual for Civic Education and Coexistence
- **Jeremy Chevrier (2017):** Exploring the Connections Between Poverty, Lack of Economic Opportunity, And Violent Extremism in Sub-Saharan Africa
- **Institute for Strategic Dialogue (2016):** The Counter-Narrative Handbook
- **Hedayah/ Global Center on Cooperative Security, Policy Brief (2015):** Exploring the Critical Roles of Sports, Arts, and Culture in Preventing Violent Extremism
- **Federal Bureau of Investigation (2016):** Preventing Violent Extremism in Schools
- **United Nations Office on Drugs & Crime (2012):** The use of the Internet for terrorist purposes
- **United Nations Educational, Scientific and Cultural Organization (2017):** Preventing violent extremism through education- A guide for policy-makers
- **United Nations Office on Drugs & Crime (2020):** Preventing Violent Extremism through Sport Technical Guide
- **Claudia Wallner (2020):** Preventing and Countering Violent Extremism Through Education Initiatives, Assessing the Evidence Base
- **United Nations Educational, Scientific and Cultural Organization (2016):** A Teacher's Guide to the Prevention of Violent Extremism
- **United Nations Educational, Scientific and Cultural Organization (2017):** Terrorism and the Media, A Handbook for Journalists
- **The NATO Strategic Communications Centre of Excellence (2018):** Violent Extremism and Communications
- **Justin Sykes, Sara Elder, Yonca Gurbuzer and Marco Principi (2016):** Exploring the linkages between youth financial inclusion and job creation
- **Swedish International Development Cooperation Agency (2017):** Preventing Violent Extremism (PVE) through development
- **UNDP (2016):** Preventing Violent Extremism Through Promoting Inclusive Development, Tolerance and Respect for Diversity
- **USAID (2019):** Guide to Preventing Violent Extremism (PVE): Reflections and Recommendations on Addressing the Root Causes of Violent Extremism and Radicalization
- **UNESCO (2018):** Supporting Youth Civic and Political Engagement: Supranational and National Policy Frameworks in Comparative Perspective
- **USAID (2021):** Youth Civic Education, Engagement, And Leadership Development Global Landscape Analysis

“We all know there is no ‘one size fits all’ response

to address drivers of radicalization to terrorism that vary within as well as between countries, and over time. We need the insights and support from local communities to understand what these drivers are, how they evolve and interplay, and how best to address them”

– Vladimir Voronkov,
UN Under-Secretary General
for Counter-Terrorism

Annexes

1: REFLECTION WORKSHEET

2: GLOSSARY OF TERMS

3: PROBLEM ANALYSIS WORKSHEET:
VIOLENT EXTREMISM RISK FACTORS
& DRIVERS

4: PROBLEM SOLVING WORKSHEET

5: SAMPLE ALL ABOUT ME POSTER

6: SAMPLE RIVER OF LIFE

ANNEX 1: REFLECTION WORKSHEET

(MODELLED AFTER GIBB'S 1988 REFLECTIVE CYCLE)

STAGE	REFLECTIVE QUESTIONS	PARTICIPANT NOTES
Description of learning experience	How would you describe your overall learning experience?	
Feelings and thoughts about the lesson	<ul style="list-style-type: none"> • What were your feelings, thoughts, and expectations before the lesson? • What were your feelings and thoughts during the lesson? • What are your feelings and thoughts now? 	
Evaluation of your experience during the lesson, both good and bad	<ul style="list-style-type: none"> • What aspects of the lesson left the biggest impression or mark on you, and why? • What aspects of the lesson didn't go so well, and how could these be improved? • How do you think you or other trainees may have influenced how the lesson turned out? 	
Analysis to make sense of the situation	<ul style="list-style-type: none"> • What does everything you have learnt mean to you? 	
Conclusions about what you learned	<ul style="list-style-type: none"> • What are your key takeaways from this lesson? 	
Action plan	<ul style="list-style-type: none"> • How might you put in practice the knowledge or skills acquired during this lesson? • Would you need extra support to achieve this? If yes, what specific type of support might you need, and from whom? 	

ANNEX 2: GLOSSARY OF TERMS

Violence	Any act that threatens a person's physical or psychological integrity. -Jamil Salmi (1993) : Violence & Democratic Society.
Extremism	<ul style="list-style-type: none"> Extremism refers to having inflexible and uncompromising opinions, beliefs, perceptions, attitudes, or views from those generally accepted by society.
Violent Extremism	<ul style="list-style-type: none"> Violent extremism refers to advocating, engaging in, preparing, or otherwise supporting ideologically motivated or justified violence to further social, economic and political objectives. – USAID
Violent Extremist	<ul style="list-style-type: none"> Someone who promotes, supports, facilitates or commits acts of violence to achieve ideological, religious, political goals or social change.
Terrorism	<ul style="list-style-type: none"> Activities with the aim of “seriously intimidating a population, or; unduly compelling a government or international organisation to perform or abstain from performing any act, or; seriously destabilizing or destroying the fundamental political, constitutional, economic or social structures of a country or an international organisation.” Activities that may be deemed terrorist under this framework include attacks on people resulting in death, kidnapping or hostage taking and extensive destruction to a government or public facility. EU Framework Decision on Combating Terrorism (2002)
Far-right extremism	<ul style="list-style-type: none"> A brand of extremism usually characterized by a focus on race theory, especially white supremacy and antisemitism; apocalyptic discourse; and conspiracy theories and conspiratorial thinking like the New World Order. Far Right and neo-Nazi groups have appeared throughout Europe and America.
Violent Islamist Extremism	<ul style="list-style-type: none"> “Islamist” in “violent Islamist extremism” (VIE) refers to the fact that VE organizations active in the Muslim world frequently invoke concepts or symbols from Islamic texts, practices, or history, in order to articulate their political agenda and justify their actions. “Islamist” - and not “Islamic” - is used in order to underscore that the VE in question is not inherent to Islam, but entails the manipulation of Islamic referents by political actors. Guilain Denoeux / Lynn Carter.
Radicalization	<ul style="list-style-type: none"> A set of beliefs that justify and mandate certain behaviors. Those beliefs are regarded as absolute, and the behaviors are seen as serving a meaningful cause. -Randy Borum, Psychology of Terrorism.
Identity	<ul style="list-style-type: none"> Identity can be defined as a person's sense of self, established by their unique characteristics, affiliations, and social roles.
Gender	<ul style="list-style-type: none"> Gender is much bigger and more complicated than one's biological sex, it also refers to the social attributes and opportunities associated with being male and female and the relationships between women and men. These attributes, opportunities and relationships are socially constructed, learned through socialization processes, and can be unlearned where they are harmful.
At-risk	<ul style="list-style-type: none"> At-risk individuals are those who are susceptible to radicalisation and/or recruitment by violent extremist groups due to macro-structural factors, personal situations, and/or social network ties.
Narrative	<ul style="list-style-type: none"> A spoken, written or visual account of events or experiences, whether fictional or non-fictional.
Radicalization	<ul style="list-style-type: none"> The process by which an individual or group comes to adopt increasingly extreme and violent political, social, or religious ideals and aspirations that reject or undermine the status quo, contemporary ideas and expressions of freedom of choice.

Tipping Point	<ul style="list-style-type: none"> This is a critical point and usually irreversible development in the radicalization process when a target of recruitment gives in to extremist narratives, and determines to take action to join an extremist group.
Recruitment	<ul style="list-style-type: none"> An action where a violent extremist recruiter enrolls/ enlists an individual or group of persons they have radicalized to participate in violent extremist activities.
Preventing Violent Extremism	<ul style="list-style-type: none"> Prevention of Violent Extremism is an approach to dealing with violent extremism that encompasses strategies designed to address the underlying causes of Violent Extremism and undermine community attraction to, and support for Violent Extremist Movements. The goal of prevention efforts is to avert the threat of violent extremism by addressing the broad range of political, social, economic, and historical forces or grievances that can create and reinforce the conditions for violent extremism.
Resilience	<ul style="list-style-type: none"> Resilience may be defined as the ability of an individual or community to adapt and bounce back from traumatic violent extremist activities including but not limited to attacks, or the ability to resist the appeal of violent extremist ideologies.
Countering Violent Extremism	<ul style="list-style-type: none"> Countering Violent Extremism is an approach to dealing with violent extremism that encompasses policies and actions designed to neutralize existing efforts by violent extremists to radicalize, recruit, and mobilize followers to violence. It is focused on countering existing or ongoing violent extremists activities.
Counter Terrorism	<ul style="list-style-type: none"> This is used to refer to military operations as well as the adoption of legislative and policing frameworks to control, repress and track terrorist activities.
Demobilisation	<ul style="list-style-type: none"> A formal and controlled process of disbanding formerly active Violent Extremist combatants, and fighting structures of violent extremist groups, and setting them on a path that prepares them for civilian life.
Disengagement	<ul style="list-style-type: none"> A social and psychological process whereby an individual's commitment to, and involvement in violent extremism is reduced to the extent that they are no longer at risk of involvement and engagement in violent activity. Disengagement involves a change in behaviour (renouncing the use of violence) rather than a change in fundamental beliefs. So it doesn't necessarily involve the abandonment of extremist ideology. <p>Source: United Nations Office on Drugs and Crime (UNODC)</p>
Deradicalization	<ul style="list-style-type: none"> The process of changing the belief system, rejecting the extremist ideology, and embracing mainstream values. Deradicalization refers primarily to a cognitive rejection of certain values, attitudes and views—in other words, a change of mind. It implies a cognitive shift, i.e. a fundamental change in understanding resulting from activities intended to help individuals to renounce radical or extreme ideas, beliefs and groups. <p>Source: United Nations Office on Drugs and Crime (UNODC)</p>
Rehabilitation	<ul style="list-style-type: none"> Rehabilitation is a process of assessment, treatment and management by which formerly radicalised individuals, violent extremists, and their families are supported to achieve their maximum potential for physical, cognitive, social and psychological function, participation in society and quality of living..
Reintegration	<ul style="list-style-type: none"> Reintegration is the process of successfully transitioning formerly radicalised individuals and violent extremists back into the wider community following the end of their rehabilitation out of a prison setting or after serving their prison sentences.
Counter-narrative	<ul style="list-style-type: none"> Oral, written, or visual messaging that offers an alternative view to extremist recruitment and propaganda.
Positive Narrative	<ul style="list-style-type: none"> Oral, written or visual messaging designed to draw attention to desired behavior rather than misbehavior. E.g. messaging designed to promote tolerance or multiculturalism.

ANNEX 3: PROBLEM ANALYSIS WORKSHEET: VIOLENT EXTREMISM RISK FACTORS & DRIVERS

Name of risk factor/Driver:			
Classification of factor:	Individual	Community	Structural
Causes: What are the underlying causes of the risk factor/driver?			
What is maintaining the problem?			
History: How long has the issue been going on? How has it evolved over time?			
Negative Actors: -What types of individuals/institutions are playing an active role in aggravating these underlying causes? -How are they doing it? - What do they want to achieve? -What is their level of influence, power, and capacity to cause an escalation?			
Positive actors: -What types of individuals/institutions are already playing an active role in defusing / addressing the underlying causes? -Why are they doing it? - How are they doing it? -What is their level of influence/power?			

ANNEX 4: PROBLEM SOLVING WORKSHEET

What is the VE risk factor/driver for which you are trying to develop a solution?			
Solution	Advantages of solution	Disadvantages of solution	Stakeholders you will need to collaborate with to execute the solution/ activity
Option I:			
Option II:			
Option III:			
Option IV:			
Decide on 2 or 3 solutions and how these will be implemented:			

ANNEX 5: SAMPLE ALL ABOUT ME POSTER

ALL ABOUT NICOLE

Name: Nicole Modibbo Born: 18 January, 1990
Religion: Catholic Ethnicity: Fulani Nationality: Malian

Life Purpose

I want to heal those who are hurting

Who inspires me?



Words that describe me

- Adventurous
- Energetic
- Cheerful

What makes me special

I can write with both my left and right hands.



Strengths

- I can read, write, and speak French, English and chinese

What I value most



Hobbies



Weaknesses



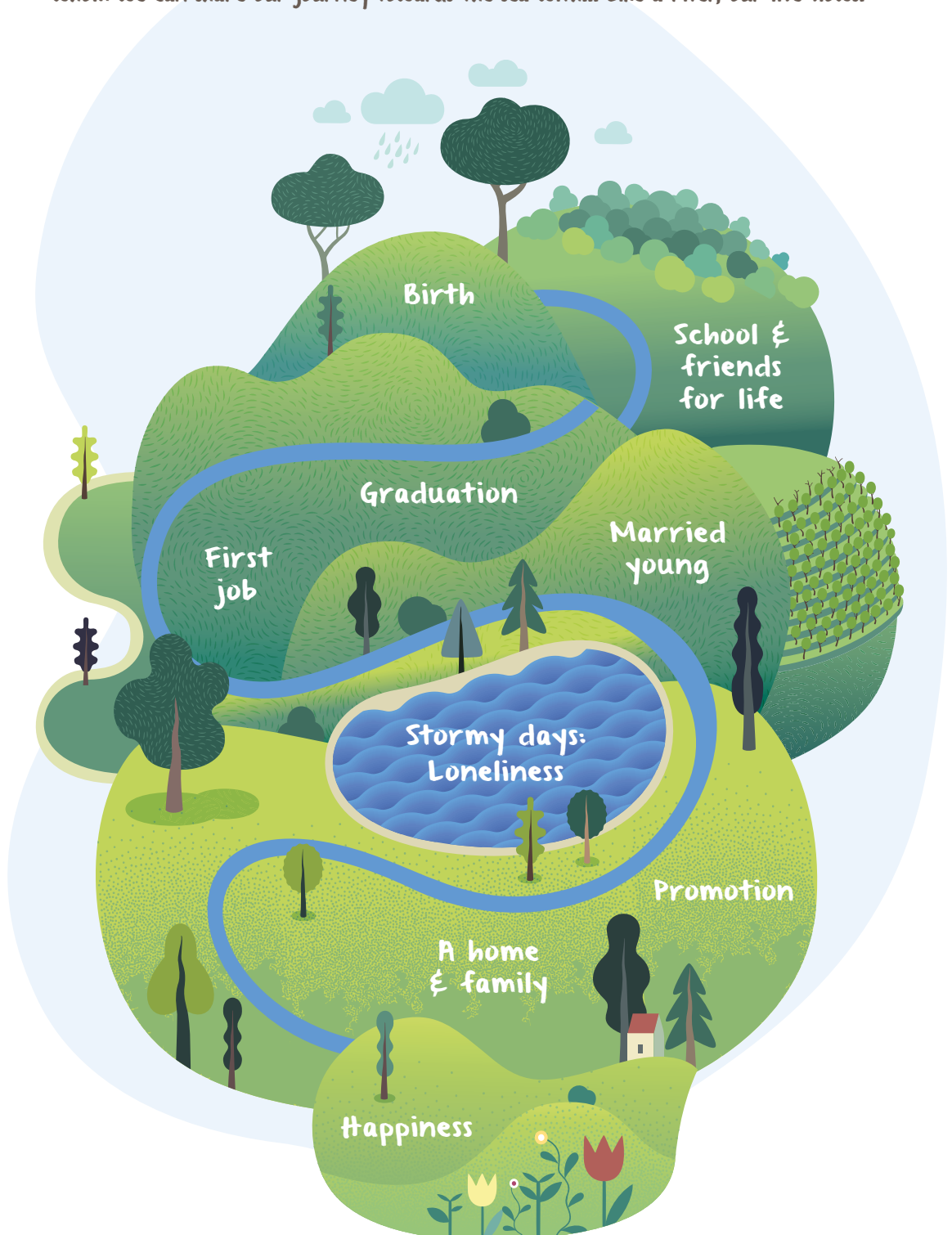
Things that uplift me



ANNEX 6: SAMPLE RIVER OF LIFE

THE RIVER OF LIFE

Like a river, our life flows at different speeds, bending here and there, turning us upside down like a waterfall, building bridges where obstacles arise, meeting others whom we can share our journey towards the sea with... Like a river, our life flows.





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Confederaziun svizra

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